

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

District Name: San Mateo County Community College District

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- ☒ Yes
☐ No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- ☒ Yes
- ☒ Method 2 (Board policies and adopted resolutions)
 - ☐ Method 3 (Incentives for hard-to-hire areas/disciplines)
 - ☒ Method 4 (Focused outreach and publications)
 - ☒ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - ☒ Method 6 (Consistent and ongoing training for hiring committees)
 - ☒ Method 7 (Professional development focused on diversity)
 - ☒ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - ☒ Method 9 (Grow-Your-Own programs)
- ☐ No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: Eugene Whitlock Title: Vice Chancellor of Human Resources at
Signature:  Date: 5/2/18

Chief Human Resources Officer

Name: Eugene Whitlock Title: Vice Chancellor of Human Resources at
Signature:  Date: 5/2/18

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Ron Galatolo Title: Chancellor
Signature:  Date: 5/7/18

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2018

Name: Richard Holober Title: President/Chair, Board of Trustees
Signature:  Date: 5/16/18

Date Due at the Chancellor's Office: June 1, 2018

Return to: legalaffairs@cccco.edu; Office of the General Counsel
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2017-2018

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- ☒ **Yes**
☐ **No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

The District's EEO Committee meets four times per academic year.

The Board adopted a revised EEO Plan in May, 2018 (effective June 1, 2018). See Exhibit 1

The District has completed and submitted the District Expenditure Report showing fund allocations. See Exhibit 2 (expenditures report).

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

☒ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Board Policy 2.20 "Equal Employment Opportunity" and related Administrative Procedures have been adopted. See Exhibit 3 (policy and related procedures).

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2017-2018

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

☐ Yes
☒ No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Does the District meet Method #4 (Focused outreach and publications)?

☒ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

1. The District advertises its vacancies through several diversity focused channels such as:
 - www.DiverseAcademia.com via www.CommunityCollegeJobs.com that also includes advertising on:
 - a. LGBTInAcademia
 - b. AsiansInAcademia
 - c. BlacksInAcademia
 - d. DisabledInAcademia
 - e. HigherEdWomen
 - f. HispanicsInAcademia
 - g. NativeAmericansInAcademia
 - h. VeteransInAcademia
 - Phase2Careers
 - The Minority Faculty/Staff Applicant Database (MFAD Jobs)
2. The District participates in diversity job fairs such as:
 - CCC Registry - January 20, 2018
 - Phase2Careers Career Fair - January 26, 2018
 - 18th Annual Diversity Employment Day Career Fair - April 12, 2018
3. The District, in the past two years, has updated its job descriptions with a view towards eliminating unnecessary minimum requirements that might limit the breadth and depth of the applicant pool.
4. Consistent with the District's Strategic Plan, the District is in the process of updating its job descriptions and to include equity-mindedness language to yield a broader diverse pool of applicants. In addition, the District will update its interview questions to make sure that equity-minded candidates are better identified.
5. The District's Mission Statement emphasizes the importance of diversity. See Exhibit 4
6. The District's Strategic Plan places student success, social justice and equity, at the forefront. See Exhibit 4
7. The District's employment web site includes a Diversity Statement on the front page. See Exhibit 4.
8. The District's Human Resources web site highlights the value of a diverse workforce.

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2017-2018

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

☒ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Through Board Policy 2.19 "Nondiscrimination" and related Administrative Procedures, the District takes immediate action to investigate any claims of discrimination. See Exhibit 4 (Board policy and related procedures). All claims of discrimination, whether made by students, staff or faculty, are investigated within a 90-day period of time. Reports of investigations are provided to both the Complainant and Respondent. When warranted, the District takes appropriate disciplinary action. See Exhibit 5 (Complaint Information Form and FAQs).

Each job description/job announcement includes a diversity element as part of the required "Knowledge, Skills & Abilities" such as "Skill in respectful, tactful and sensitive interaction with people at various levels within an institution who are diverse in their cultures, language groups and abilities." As part of the initial screening process for applications, all applicants are required to address their experience working in an environment with individuals from diverse backgrounds and demonstrate how equity would impact their ability to fulfill their job duties. Then, during the interview phase of the application process, all applicants are asked to address their experience working in diverse settings and the desire to do so at one of our colleges.

The District recently sent a team of 13 people, comprised of faculty and administrators from each of our three colleges and the District Office, to the Institute for Equity in Faculty Hiring sponsored by the Center for Urban Education at the University of Southern California. With what we learned, the District is updating each job description/job announcement to include that we are a Hispanic-Servicing Institution and interested in attracting high-quality applicants that share the District's values of equity and social justice.

In addition, the District plans to make a video that explains our hiring process to potential applicants and our commitment to further our equity efforts by hiring applicants that are willing to contribute to an equity-minded environment.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

☒ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

The District has designed a two-hour diversity-training workshop for all new hires and employees who wish to serve on hiring committees. The training workshop is entitled, "The Benefits of Diversity and Understanding Unconscious Bias" focused on the benefits of diversity and the elimination of bias in the hiring process. Vice Chancellor of Human Resources, Eugene Whitlock, conducts the two-hour training at each new hire onboarding orientation, college Flex Day trainings and individual training sessions held at the colleges. All employees who plan to serve on hiring committees are required to attend a training session. HR offered over twenty Unconscious Bias training sessions during the fall 2017 and spring 2018 semesters. See Exhibit 6 (Unconscious Bias Training Schedule).

Prior to evaluating applications, the District provides training to each hiring committee on the importance of erring on the side of diversity and inclusion as well as eliminating any potential biases. See Exhibit 6 (Selection Committee Orientation).

In addition, the District has hired a Director of Policy, Training and Compliance to assist with training, programming and investigations related to compliance with Federal and State anti-harassment and anti-discrimination laws, especially Title IX, as well as assist with the District's efforts around diversity and inclusion.

The District also provides the required training on the Prevention of Sexual Harassment (AB 1825) for all supervisory personnel.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #7 (Professional development focused on diversity)?

☒ **Yes**
☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

The District held three forums in the spring semester of 2018 on each of the District college campuses to answer questions about the steps the District is taking to prevent acts of discrimination and harassment. See Exhibit 7.

The District through its Flex Day program and campus wide activities, is continuing to provide professional development for faculty, staff and students on the importance of diversity, tolerance, inclusion and equity. Sexual harassment prevention and anti-discrimination awareness trainings have been conducting for faculty, staff and students for professional development and flex-days. See Exhibit 7.

For classified staff, the District provides online training focused on diversity and creating an inclusive work environment.

At the District's management forum in March of 2018 the District had a presentation entitled, "Men of Color in Community Colleges: Trends, challenges & Opportunities" presented by Dr. J Luke Wood and Dr. Frank Harris of Community College Equity Assessment Lab (CCEAL).

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

☒ **Yes**
☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #9 (Grow-Your-Own programs)?

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

The Equal Employment Opportunity Committee has developed the following programs:

The district wide Faculty Diversity Internship Program (FDIP) is a two-year pilot program established to increase the number of diverse faculty members in the district and to enhance both intern and faculty mentors in educating diverse students. A committee was developed to implement the pilot program in the fall of 2018 and to promote FDIP to the San Mateo County Community College District community. The committee is comprised of the President of the Academic Senate, Deans of the Academic Support and Learning Technologies from each college, Director of Equity from College of San Mateo (CSM), HR Manager, and the Dean of Humanities. See Exhibit 9.

The District sends twenty employees consisting of faculty, classified staff, administrators and board of trustees in the spring and fall to the Museum of Tolerance (MOT) in Los Angeles, California. The training provides participants with intensive interactive learning experiences related to acceptance and valuing of societal differences in people and diversity of cultures, language groups, abilities, backgrounds and points of view. This spring the District will send its 26th group to MOT with the focus being on equity and social justice. Each group that participates in MOT has the opportunity to plan a program or activity upon their return to campus with the purpose of using the tools they learned from MOT to spread awareness. See Exhibit 9

The Diversity Project grant invites students, faculty and staff to apply for a grant up to \$7,500 to support an original project related to the District's "Values of Diversity." The types of projects that will be considered include, but not limited to film festivals, exhibits, documentary screenings, diversity talks, community forums, community murals and diversity centered activities/events. See Exhibit 9.

The EEO Committee is in the process of developing a comprehensive certificate program created for faculty, staff and administrators interested in the advancement of inclusion, diversity, equity and leadership (IDEAL). The SMCCD IDEAL Program is designed to educate and inform district faculty, staff and administrators to encourage growth in their intercultural competence and build the awareness, knowledge and skills necessary to create more inclusive campus and district spaces inside and outside the classroom. The certificate program will offer foundational, specialty and practitioner level courses. See Exhibit 9.

EXHIBIT 1

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018



EQUAL EMPLOYMENT OPPORTUNITY PLAN

July 1, 2018 – June 30, 2021

Table of Contents

Plan Components

1. INTRODUCTION.....	3
2. DEFINITIONS	4
3. POLICY STATEMENT	6
4. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE	7
5. ADVISORY COMMITTEE.....	8
6. COMPLAINTS.....	9
7. NOTIFICATION TO DISTRICT EMPLOYEES	10
8. TRAINING FOR SCREENING/SELECTION COMMITTEES.....	10
9. ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS	11
10. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL	11
11. ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION	12
12. METHODS TO ADDRESS UNDERREPRESENTATION	12
13. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY.....	15
14. DEVELOPING AND MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY	16
15. ACCOUNTABILITY AND CORRECTIVE ACTION.....	19
16. PERSONS WITH DISABILITIES: ACCOMMODATIONS.....	19
17. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION.....	19

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

1. INTRODUCTION

The San Mateo County Community College District Equal Employment Opportunity Plan (the "Plan") is proud to present the 2018-2021 Plan, which was adopted by the governing board on May 16, 2018. The Plan reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster equity, diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. To properly serve a growing diverse population, the District will endeavor to hire and retain equity-minded faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.). The Plan contains an analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of certain groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan.

The Plan will be reviewed by the District at least once every three years and be revised as necessary and submitted to the State Chancellor's Office. The State Chancellor's Office retains the authority to review plans on a case-by-case basis.



Ron Galatolo, Chancellor

May 16, 2018

Date

2. DEFINITIONS¹

- a. **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b. **Diversity:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socioeconomic backgrounds.
- c. **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- d. **Equal Employment Opportunity Plan:** a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- e. **Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f. **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- g. **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.

¹ Title 5 section 53001. All subsequent references are also to Title 5 unless otherwise specified.

- h. **Monitored Group:** means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- i. **Person with a Disability:** any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j. **Reasonable Accommodation:** means the efforts made on the part of the District in compliance with Government Code section 12926.
- k. **Screening or Selection Procedures:** any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include review of application forms, the full range of assessment techniques, including but not limited to traditional skills demonstration tests, physical, educational, and work experience requirements, and interviews.
- l. **Significantly Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

3. POLICY STATEMENT²

The San Mateo County Community College District is committed to the principles of equal employment opportunity and diversity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender, gender identity, gender expression, physical disability, mental disability, ancestry, sexual orientation, citizenship status, transgender status, parental status, marital status, military and veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to individuals in legally protected categories to ensure that the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District believes that in order to effectively address and comply with federal and state mandates and the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity are shared responsibilities.

This Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

² Section 53002.

4. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE³

It is the goal of the District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the Plan. The Board of Trustees is responsible for adopting a plan that is in compliance Title 5 of the California Code of Regulations.

Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated the Vice Chancellor, Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committees

The District has an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment

³ Section 53020.

opportunity progress, and provide suggestions for Plan revisions as appropriate. A member from each college advisory committee shall serve as a member of the District wide committee.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this Plan. A good faith effort is one that is honest and taken with sincere intent.

5. ADVISORY COMMITTEE⁴

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the “Advisory Committee”) to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District’s EEO plan.

The committee shall include representatives from each of the District’s colleges and employee constituencies, whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District is unable to maintain a diverse membership, it will document that efforts were made to recruit advisory committee members who are members of from historically underrepresented groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

⁴ Section 53005.

6. COMPLAINTS⁵

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at:

<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form)

<http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)).

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

⁵ Section 53026.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor – Human Resources & Employee Relations is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and sexual harassment complaint procedures are summarized in Administrative Procedure 2.19.2.

7. NOTIFICATION TO DISTRICT EMPLOYEES⁶

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan.

The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The policy statement will be printed in the college catalogs and class schedules. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the college and District internet site and the Office of Human Resources.

8. TRAINING FOR SCREENING/SELECTION COMMITTEES⁷

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall – prior to their participation – receive training that includes, but is not limited to:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.) and of state and federal nondiscrimination laws;
- the educational benefits of workforce diversity;
- the elimination of bias in hiring decisions; and
- best practices in serving on a selection or screening committee.

⁶ Section 53003(c)(3).

⁷ Section 53003(c)(4).

Persons serving in the above capacities will be required to receive in person training within the 24 months prior to service. This training is mandatory: individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

9. ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS⁸

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

10. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL⁹

The District shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of this Plan and to provide data needed for the reports required by this Plan. For purposes of the data collection and reports required to be made, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decisions; and is separated from the applications that are forwarded to the screening/interview committee and hiring managers.

The District shall gather information and conduct a periodic, longitudinal analysis of its employees and applications, broken down by numbers of persons in each of the following seven job categories:

- (1) executive/administrative/managerial;

⁸ Section 53003(c)(5).

⁹ Section 53003(c)(6); Section 53004.

- (2) faculty and other instructional staff;
- (3) professional nonfaculty;
- (4) secretarial/clerical;
- (5) technical and paraprofessional;
- (6) skilled crafts; and
- (7) service and maintenance.

The District shall annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for the results of its annual survey of employees at each college in the district.

This information is gathered to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. However, in determining whether additional measures are necessary to ensure that particular groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary. The District will review this information at least once every three years.

11. ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION¹⁰

This component cannot be completed until such time as the State Chancellor's Office provides workforce availability data. At the time that such data is provided, the District will revise this component of the Plan.

12. METHODS TO ADDRESS UNDERREPRESENTATION¹¹

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

This Plan component cannot be completed until such time as the State Chancellor's Office provides workforce availability data referenced in Title 5 section 53003(c)(7). At the time that such data is provided, the District will revise this component of the Plan.

¹⁰ Section 53003(c)(7).

¹¹ Section 53003(c)(8).

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures consistent with the following:

Recruitment

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an “Equal Employment Opportunity Employer.”

Job Announcements

The District actively seeks equity-minded individuals who will support the District’s strategic goals of student success, equity and social justice. The District’s job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination, and a commitment to participating in District designed/organized professional development on bias (unconscious and explicit) and educational equity. All faculty and administrative positions will state as a preferred or desired qualification familiarity with educational equity and prior training in cultural proficiency. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Opportunity Employer.”

For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Review of Initial and Qualified Applicant Pools¹²

The application for employment shall provide for self-identification of the applicant’s gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the

¹² Section 53023.

District's equal employment opportunity program, or any other purpose specifically authorized in Title 5, or by any applicable statute or regulation.

After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the equal employment opportunity officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."

The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the equal employment opportunity officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in Title 5 section 53006(a).

Screening/Selection Committee Procedures¹³

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- (1) provided to the State Chancellor upon request;
- (2) designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
- (3) based solely on job-related criteria; and
- (4) designed to avoid an adverse impact, as defined above, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

The District may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner which has the purpose or effect of so discriminating.

¹³ Section 53024.

The District shall review all of its job specifications to ensure that seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of this Plan.

Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

The Board of Trustees or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of this Plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from underrepresented groups who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity.

13. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY¹⁴

The District shall review the information gathered pursuant to Title 5 section 53003(c)(6) (Component 10) to determine if significant underrepresentation of a particular group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the review described above identifies that significant underrepresentation of a particular group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

¹⁴ Section 53006.

- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
- (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
- (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

(A) any requirements of federal law; and

(B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

- (5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (1)(4) of this subdivision; and
- (6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
- (7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means three years, or such longer period as the State Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures.

14. DEVELOPING AND MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY¹⁵

The District recognizes that establishing and maintaining a richly diverse workforce is an ongoing process that requires continued institutionalized effort and that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a

¹⁵ Section 53003(c)(9); Section 53024.1.

full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

Having a District that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District can be of great value.

The District sponsors cultural events and speakers on issues dealing with diversity, and explores how to infuse diversity into the classroom and curriculum. The District promotes the concept of cultural proficiency and has developed an evaluation form that integrates diversity into the evaluation of employees. The District also promotes learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

This District shall continue to develop, and implement on a continuing basis, indicators of its institutional commitment to diversity such as:

- a. conducting surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- b. conducting exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular underrepresented groups, and implements concrete measures that utilize this information.
- c. providing training on elimination of bias in hiring and employment.
- d. providing cultural awareness training to members of the campus community.
- e. maintaining a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- f. auditing and/or maintenance of job descriptions and/or job announcements
- g. providing training for the board of trustees receives on the elimination of bias in hiring and employment at least once every election cycle.
- h. timely and thoroughly investigating all harassment and discrimination complaints, and takes appropriate corrective action in all instances where a violation is found.
- i. timely complying with the requirements of Government Code section 12950.1 (AB1825), and includes all forms of harassment and discrimination in the training.
- j. having District publications and the website convey its diversity and commitment to equal employment opportunity.
- k. having a mission statement that conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- l. requiring applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual

- orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- m. encouraging staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
 - n. maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
 - o. addressing issues of inclusion/exclusion in a transparent and collaborative fashion.
 - p. attempting to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.
 - q. conducting longitudinal analysis of various employment events by underrepresented group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
 - r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
 - s. Conduct diversity dialogues, forums, and cross-cultural workshops.
 - t. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
 - u. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
 - v. Promote various cultural celebrations on campus.
 - w. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
 - x. Have a formal diversity program on campus that is visible, valued and adequately funded.
 - y. Develop leadership opportunities with current staff focusing on diversity.
 - z. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
 - aa. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

15. ACCOUNTABILITY AND CORRECTIVE ACTION¹⁶

The District shall annually certify to the State Chancellor that it has timely complied with all of the following:

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools;
- (2) reviewed and updated, as needed, the Strategies Component of the Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of Title 5.

16. PERSONS WITH DISABILITIES: ACCOMMODATIONS

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Office of Human Resources is responsible for handling requests from applicants and employees seeking reasonable accommodations.

17. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

¹⁶ Section 53024.2.

EXHIBIT 2

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION

JUNE 1, 2018

**Equal Employment Opportunity Fund
District Expenditure Report
Fiscal Year 2016-2017**

District Name:

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 1,637.00
(b) 2016-17 Allocation	\$ 60,742.00
(c) 2016-17 Expenditures (Same total listed below in column 1)	\$ 2059.69
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$ 60,319.31

USE WHOLE DOLLARS

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials			
5000 Other Oper. Exp. & Svcs.	2059.69	69,303.51	71,363.20
6000 Capital Outlay			
7000 Other Outgo			
Totals	2059.69	69,303.51	

I certify that this expenditure or local report is complete and accurate.

Please Print:

Name: DAVID FEINE Title: DIRECTOR, HUMAN RESOURCES

Phone: (650) 358-6775 E-Mail Address: FEINE@SMCCD.EDU

Signature:  Date: 9/26/2017

Prepared by: DAVID FEINE Contact Phone No. (650) 358-6775

Date Due at the Chancellor's Office: September 30, 2017

Return to: Leslie LeBlanc

Chancellor's Office California Community Colleges

1102 Q Street, Sacramento, CA 95811 or e-mail: lleblanc@cccco.edu

Equal Employment Opportunity Fund
District Performance Report
Fiscal Year 2016-2017

Print District Name: SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

NOTE: For column 3, Description of Activities, describe how the funds were expended. Your description should be as specific and succinct as possible. For example, under Performance Indicator #2, indicate how many persons were contacted, applied, and hired for district positions. If you need more space, attach separate sheet(s) of paper.

USE WHOLE DOLLAR AMOUNTS

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$	\$	
3. Professional development on equal employment opportunity.	\$ 2059.69	\$ 67,303.51	See attached
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$	\$	

Print Name: DAVID FEUNE Print Title: DIRECTOR, HUMAN RESOURCES

Phone: (650) 358-6775 E-Mail Address: FEUNE@SMCCD.EDU

Signature: [Signature] Date: 9/26/17

Prepared by: DAVID FEUNE Contact Phone No. (650) 358-6775

San Mateo County Community College District

(3) Performance Indicator(s)

- 1. The AB1725 EEO funds were utilized to partially fund our annual "Tools for Tolerance" training offered to our employees. The District sends two groups of 20 employees to attend a two-day training in Los Angeles offered by Simon J. Wiesenthal Museum of Tolerance.**

The Museum of Tolerance is a leading provider of transformational workplace learning and leadership development. The program offered to bridge personal, local and global issues, challenging participants to redefine professional roles in an increasingly complex and changing world. Each group participated in customized programs designed to address their unique professional concerns and challenges. The training provided participants with intensive learning experience related to acceptance and valuing of societal difference in people and diversity of cultures, language groups, abilities, backgrounds and points of view.

Upon return from the two-day training, each group met for a debriefing to discuss the experience and to recommend potential follow-up programs, services and activities that could be institutionalized within the District.

One such follow-up activity that was suggested and implemented was the creation of a Human Library. A library was set up where books were people. Readers were invited to check out a "book" on a certain topic and the reader would have twenty minutes for a conversation with that person about important issues such as ethnicity, religion, gender, identity, family history, and more. There was lively discussion during this event as readers were provided with a platform to ask difficult questions and challenge perceptions. The activity was well attended and the plan is to make this an annual event.

EXHIBIT 3

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION

JUNE 1, 2018

CHAPTER 2: Administration and General Institution
BOARD POLICY NO. 2.20 (BP 3410, 3420, 3440, and 7100)

BOARD POLICY
San Mateo County Community College District

Subject: BP 2.20 Equal Employment Opportunity
Revision Date: 11/11; 6/15
Policy References: Education Code Sections 87100 et seq.; Title 5 Sections 53000, et seq.; the Americans with Disabilities Act of 1990-42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b); Accreditation Standard III.A.11

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.

The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of federal or state protected classes including, but not limited to: race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

2. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
3. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion.

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

¹ "Cultural Competence" refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

**CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.20.1 (AP 3420)**

**ADMINISTRATIVE PROCEDURE
San Mateo County Community College District**

Subject: AP 2.20.1 Equal Employment Opportunity
Revision Date: 12/12; 3/15; 4/15
References: 20 U.S.C. Section 1681 et seq.; Education Code Sections 87100 et seq.; Title 5
Sections 53000 et seq. and 59300 et seq.; ACCJC Accreditation Standard
III.A.12

-
1. The District has developed a written Equal Employment Opportunity (EEO) plan which can be viewed at:
<https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/SMCCCD%20EEO%20Plan%20-%20June%202015.pdf>
 2. The plan and subsequent revisions shall be submitted to the California Community Colleges Chancellor's Office for review as required.
 3. The Vice Chancellor of Human Resources and Employee Relations shall have the responsibility and authority for implementing the plan and assuring compliance with the requirements of this Procedure.
 4. Complaints shall be filed with the Vice Chancellor of Human Resources and Employee Relations in accordance with the procedure specified in the plan.
 5. The Vice Chancellor of Human Resources and Employee Relations shall ensure that all District employees are notified of the provisions of the plan.
 6. District employees who are to participate on screening or selection committees shall receive appropriate training on the requirements of the applicable Title 5 regulations and of state and federal nondiscrimination laws. The training shall be conducted by a qualified member of the Human Resources Department staff.
 7. Any discrimination that is detected in the District's hiring practices should be brought to the attention of the Vice Chancellor of Human Resources and Employee Relations.
 8. The Vice Chancellor of Human Relations and Employee Relations shall take steps to address any significant underrepresentation of monitored groups identified in the plan.
 9. The plan shall be a public record.
 10. The District shall make a continuous good faith effort to comply with the requirements of the plan.

CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURES NO. 2.20.2 and 7.41.2 (AP 3440)

ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

Subject: AP 2.20.2 Equal Employment Opportunity: Service Animals
Revision Date: 9/12
References: Section 504 of the Rehabilitation Act of 1973, 29 U.S.C 794; The Americans with Disabilities Act of 1990, 42, U.S.C, 12101; The Americans with Disabilities Amendment Act of 2008, 28 C.F.R, 1630; The Americans with Disabilities Act Revised Requirements, 28 CFR 35.136(i)

1. The San Mateo County Community College District will allow a student, employee or any individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

The purpose of this procedure is to ensure that students, employees or any individuals with disabilities can participate in and benefit from District services, programs and activities, and to ensure that the District does not discriminate on the basis of disability.

Procedures for Persons with Disabilities

2. A student with a disability should contact the Disabled Students Service Program to determine if the animal meets the definition of "service animal"; employees and other individuals should contact the Vice Chancellor of Human Resources and Employee Relations. For the purposes of this procedure, a "service animal" means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. *Note: Other animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.*
3. A student with a disability who brings an animal for participation in the services or classes of the District shall be directed to the Disabled Students Programs and Services (DSPS) office; others will be directed to the Vice Chancellor of Human Relations and Employee Relations.

Individuals must provide documentation of his/her disability and a description of the disability related tasks which the animal performs which facilitates access to District programs, services or activities.

Staff in Disabled Students Programs and Services or the Office of Human Resources, as appropriate, will determine if the tasks performed by the service animal are directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. *Note:*

AP 2.20.2 Equal Employment Opportunity: Service Animals (continued)

The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

- a. If it is determined that the tasks performed by the service animal are directly related to the person's disability, the use of a service animal will be approved and documented by the Disabled Students Program and Services staff or the Office of Human Resources staff, as appropriate. The individual will be required to complete a Service Animal Agreement form.
 - b. If it is determined that the tasks performed by the service animal are not directly related to the student's disability, the use of the service animal will be denied.
4. If the service animal is a miniature horse, the staff in Disabled Students Programs and Services or the Office of Human Resources, as appropriate, will consider the following factors:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
 - b. Whether the individual has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. The service animal must have a harness, leash, or other tether, unless either the individual is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
6. An individual may produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.
7. The care and supervision of a service animal is the responsibility of the individual; the District is not responsible for the care or supervision of the animal. Civil Code Section 54.2 requires that the owner of a service animal be responsible for any damage done to the premises or facility by the animal.
8. All service animals must be immunized in accordance with State of California Health and Safety Code, 121690. Documentation will be requested.
9. Service animals must work without threatening or disrupting other service animals, students and/or District personnel.
10. The Coordinator of the Disabled Students Programs and Services, in consultation with the Vice President of Student Services, or the Vice Chancellor of Human Relations and Employee Relations, as appropriate, may require a student with a disability to remove a service animal from College/District owned or operated property if the service animal poses a threat to health, safety, is out of control and the animal's handler does not take effective action to control it, or if the animal is not housebroken. Failure to comply with this exclusion may result in disciplinary action. If the service animal causes damage to College/District owned or operated property, the individual with a disability will be charged for damages caused by his or her services animal. If a service animal is excluded, the Coordinator of Disabled Students Programs and Services or the Vice Chancellor of Human Resources

AP 2.20.2 Equal Employment Opportunity: Service Animals (continued)

and Employee Relations, as appropriate, will provide the individual an opportunity to obtain services and accommodations to participate in the service, program or activity without having the service animal on the premises.

11. Persons with disabilities will be limited to one approved service animal.

Evaluation Procedures

12. Under the ADAA and Section 504, the District may not impose a rule upon individuals with disabilities prohibiting service animals, if the rule has the effect of limiting the participation of the individuals with disabilities in the District's services, programs or activities. However, the District is not obligated to permit the use of service animals, if doing so would result in a fundamental alteration of the District service, program or activity, or would pose a direct threat to the health or safety of others.
13. The District will determine whether the service animal meets the basic ADAA definition as stated herein. This determination is based upon whether the service animal has been trained to provide the specific task or service required by the student because of his/her disability (ies) and whether the animal can actually provide that task or service. If in the judgment of the District professional, the animal cannot perform the identified task or service, the District may exclude the animal from its facilities and campuses.
14. The District will analyze whether the presence of the service animal would actually have a significant effect upon the service, program, or activity involved. The Governing Board of the District designates the District DSPS professionals, in consultation with the program professionals and Vice Presidents, or the Vice Chancellor of Human Relations and Employee Relations, as appropriate, to make such a determination. If the District official determines that the use of the service animal causes a fundamental alteration of District services, programs or activities, the District may exclude the animal from its colleges, campuses, sites, programs and activities. (Title III of the ADAA Regulations, 28 C.F.R. 36.104)
 - a. If the District makes a determination that the use of the service animal would result in such a fundamental alteration, within five instructional days of such determination, the designated person(s) shall issue a written statement identifying the reasons for the determination in sufficient detail to meet the District's burden to demonstrate that such alteration would occur. (Title III of the ADAA Regulations, 28 C.F.R., 36.104)
 - b. If the use of the service animal would result in such fundamental alteration, at the request of an individual with a disability and in accordance with District Policy XXX, the District shall take any other action that would not result in such an alteration but would nevertheless allow the individual with a disability to participate in District services or programs.
15. The District will make an individualized assessment to determine whether the presence of the service animal poses a significant risk to the health or safety of other persons that cannot be eliminated by modification of policies, practices or procedures, or by the provision of auxiliary aids or services. If the District determines that the presence of the service animal does pose a direct threat to the health or safety of persons participating in the District services, programs or activities, the District may exclude the animal from its facilities and campuses. (Title III of the ADAA Regulations, C.F.R., 36.208)

AP 2.20.2 Equal Employment Opportunity: Service Animals (continued)

- 16. A student with a disability who is denied the use of a service animal by the DSPS Department may file a complaint utilizing the Academic Accommodations for Students with Disabilities procedures. Employees may file a complaint with the Vice Chancellor of Human Resources and Employee Relations.**

EXHIBIT 4

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION

JUNE 1, 2018

[Change Site ▼](#)<http://directory.smccd.edu><http://smccd.edu/search/azindex.php>

About Us

SMCCCD Home (<https://smccd.edu/>) > About Us (<https://smccd.edu/aboutus>)

> Mission Statement

Mission Statement

Preamble

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The District actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education the State.

Mission

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the Colleges of the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide career and technical education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide basic skills education in language and computational skills required for successful completion of educational goals; and

- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training and related services tailored to the human and economic development of the community; and
- Provide leadership in aligning educational programs and services offered by all local educational institutions and community service organizations; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes and develops its resources to achieve maximum effectiveness, efficiency, equity and accountability.

The Mission is evaluated and revised on a regular basis.

Reviewed and Approved May 16, 2012

San Mateo County CCD

The SMCCCD ([//smccd.edu](http://smccd.edu)) is a three College District located between San Francisco and the Silicon Valley. Our Colleges serve more than 40,000 students each year and offer the first two years of instruction in a wide variety of transfer programs as well as more than 90 vocational-technical programs.

Contact

📍 3401 CSM Drive,

San Mateo, CA 94402 USA

☎ (650) 574-6550

✉ webmaster@smccd.edu (<mailto:webmaster@smccd.edu>)

smccd.edu

- › Home ([//smccd.edu/accounts/smccd/](http://smccd.edu/accounts/smccd/))
- › Board of Trustees ([//smccd.edu/boardoftrustees/](http://smccd.edu/boardoftrustees/))
- › Departments ([//smccd.edu/departments/](http://smccd.edu/departments/))
- › Employment (<http://jobs.smccd.edu>)
- › Foundation (<https://foundation.smccd.edu>)
- › Title IX (<http://smccd.edu/titleix>)
- › Accessibility (<http://smccd.edu/accessibility/>)
- › Contact (<https://smccd.edu/accounts/smccd/aboutus/contactus.shtml>)



Board of Trustees - 2015

Patricia Miljanich, President
Dave Mandelkern, Vice President
Richard Holober, Trustee
Thomas Mohr, Trustee
Karen Schwarz, Trustee
Rupinder Bajwa, Student Trustee
Ron Galatiolo, Chancellor



**SAN MATEO COUNTY
 COMMUNITY
 COLLEGE DISTRICT**

SUCCESS, EQUITY, AND SOCIAL JUSTICE

Success, equity, and social justice for our students are longstanding goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to closing access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced based practices will be required to identify and close these gaps. While colleges are required to report success data to external agencies, these traditional measures of student completion and graduation do not fully capture the contributions of the District's Colleges to the County. A more student-centric definition of student success is necessary. Accordingly, the District defines student success as occurring when students reach the individual goals they set for themselves.

STUDENTS FIRST DISTRICTWIDE STRATEGIES

- Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.
- Measure the impact of new and existing College efforts to increase success and equity for all students. Close gaps that result in inequitable outcomes.
- Capture the real education goals that students want to achieve and use these goals to determine their subsequent success.
- Continually explore and implement interventions that benefit all students, with particular emphasis on students with high potential and limited resources.
- Provide clear and distinct pathways for all students, particularly those from underserved populations, to accelerate program completion and successful transitions to work or transfer.
- Support the Colleges by providing resources for teaching and support innovations that are designed to increase student success.
- Review student placement assessment processes and incorporate multiple measures of assessing the preparedness of new students for college level work for students with the goal of decreasing time needed to achieve one's goal.
- Engage in innovative course scheduling that provides more student options for course completion.

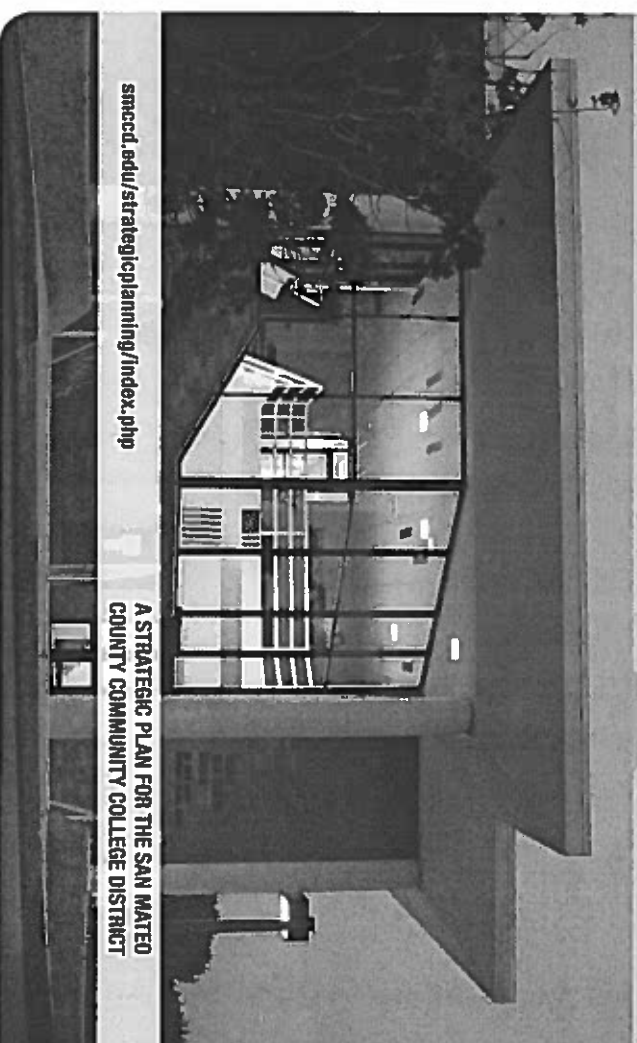
**San Mateo County
 Community College District**

**3401 CSM Drive
 San Mateo, CA 94402-3651
 Phone: (650) 574-6550**

**STUDENTS
 FIRST**
 Student Success, Equity and Social Justice

smccd.edu/strategicplanning/index.php

**A STRATEGIC PLAN FOR THE SAN MATEO
 COUNTY COMMUNITY COLLEGE DISTRICT**



STRATEGIC GOAL #1

DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS & SUCCESS

Students arrive at District Colleges with a range of educational goals. Students and the public need to know that their investment in time and money in their education will lead to tangible results. Accordingly, the District will seek to provide the best possible balance of programs and services that will result in clear transfer outcomes as well as alignment with emerging labor markets. Increasing student outcomes requires increased support and engagement and professional development that focuses on excellence in teaching.

Districtwide Strategies

- Increase the number of students who utilize support services that enable them to stay in school and succeed.
- Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success.
- Streamline the alignment of career and technical programs with projected workforce needs.
- Provide professional development resources for faculty, staff, and administration to ensure program viability and excellence in teaching.
- Create on-line and web-based options for students to access advising and counseling services, instruction scheduling, and educational plans.
- Establish a dedicated budget for program development (including personnel, professional development, and technology) based in resources and support actions that will ensure quality teaching and learning.
- Use emerging practices to accelerate student progression through basic skills and ESL sequences into college-level work.
- Expand the utilization of education as a critical means for graduates to engage and thrive in an increasingly small world.

STRATEGIC GOAL #2

ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, AND COMMUNITY-BASED ORGANIZATIONS TO INCREASE HIGHER EDUCATION ATTAINMENT IN SAN MATEO COUNTY

The District's Colleges are the center of higher education opportunity for San Mateo County. Yet, past successes are no guarantee of future enrollment. It is unlikely that service area demographics during the current planning period can ensure continually increasing enrollments. It will be increasingly important to work with education partners and community-based organizations to ease students' transitions to, within, and from the District's Colleges.

Districtwide Strategies

- Support seamless transitions to College for secondary school students.
- Increase Middle College and Early College opportunities.
- Make on-campus and dual enrollment processes more efficient and accessible for secondary schools and their students.
- Work with feeder high schools to develop better placement processes that result in higher levels of students placed into college credit courses and majors.
- Empower and support both in-bound and non-in-bound contact with instructors and counselors.
- Expand student services, student clubs and learning communities for the benefit of all students but especially underrepresented or other at-risk students.
- Increase and showcase viable pathways for transfer and job placement to help students meet their stated goals.
- Increase ongoing partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer.
- Create faculty-to-faculty exchanges with high school teachers to transport faculty to better align curricula and to create seamless transitions from secondary to postsecondary education.

STRATEGIC GOAL #3

INCREASE PROGRAM DELIVERY OPTIONS, INCLUDING THE EXPANDED USE OF INSTRUCTIONAL TECHNOLOGY, TO SUPPORT STUDENT LEARNING AND SUCCESS

In an educational environment, that has become highly competitive, students and prospective students have many choices for higher education. Prospective adult learners are increasingly unlikely to enroll for semester-long classes, seeking instead shorter-term and online learning opportunities. Many younger students are digital natives and expect higher education to incorporate the customer experiences provided by successful online retailers. Recent national practices in Learning Communities, peer tutoring, and retention can also contribute to student success rates. Innovations can spur larger enrollments and retention rates as well as higher levels of student success and satisfaction with the District's educational offerings. Technology will also provide access for populations currently unable to access the District's programs and support services. The District recognizes that such transformations require both the technological infrastructure and professional development to take advantage of new opportunities.

Districtwide Strategies

- Expand program delivery options, including accelerated completion options for all students including online students, e.g., College for Working Adults, short-term classes, non-credit classes, cohort classes, and continuing, corporate and community education.
- Develop a strategic distance education plan to increase the development and delivery of quality, fully online and hybrid classes and degree programs.
- Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.
- Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success.
- Share data and information, especially about student success, with community partners.
- Integrate technological systems to ensure a seamless and efficient experience for students and staff.
- Ensure student services are addressing the needs of all students including online students.

STRATEGIC GOAL #4

ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FISCAL PLANNING AND MANAGEMENT OF ALLOCATIONS, PROTECT COMMUNITY-SUPPORTED STATUS AND UNDERGIRD THE DEVELOPMENT OF INNOVATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.

Many initiatives to improve student success can be achieved within existing resources. At the same time, new resources generated from the District's entrepreneurial actions will add significantly to those resources available to increase student success. Entrepreneurial actions will draw upon new and existing partnerships throughout the County as well as the state, nation, and internationally. As the District embarks on the strategies in this plan, it is critical that the additional resources be invested in innovation, faculty and staff development, and other productive actions that result in higher levels of student success, social justice and equity.

Districtwide Strategies

- Review allocations so that they align with District goals and strategic actions.
- Protect and safely District funding mechanisms in the form of property taxes, through intercession and advocacy with key county and state legislators and the State Controller's Office, to ensure this is achieved, both on-state and among other community-supported districts and statewide associations.
- Increase entrepreneurial actions across the District to provide new revenue sources.
- Increase Community, Continuing and Corporate Education (CCCE) training and services in San Mateo County residents, families and businesses through increased lifelong learning and professional certifications for adults, expanded academic and career programming for youth, and customized workforce training for public and private-sector organizations.
- Increase revenue-generating contract training for public and private sector organizations.
- Develop intentionally recognized revenue-generating intensive English programs for students, educators, administrators and executives.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Increase credit-based earnings through new credential-on-demand hybrid programming.
- Create or expand revenue-generating programs such as Study Abroad, San Mateo Athletic Club, and Tech Shop.
- Increase grant writing capability throughout the District.
- Link the District's community and international education efforts to create synergies that strengthen both programs.



[Change Site ▼](#)<http://directory.smccd.edu>[//smccd.edu/search/azindex.php](http://smccd.edu/search/azindex.php)

Board of Trustees

SMCCCD Home (<http://smccd.edu/>) > Departments (<http://smccd.edu/departments>)

> Board of Trustees (<http://smccd.edu/boardoftrustees>)

> Affirmation of Commitment to Social Justice

Affirmation of Commitment to Social Justice

The Board believes it is necessary and prudent to regularly evaluate the District's guiding principles that dictate our behavior and actions to ensure they are relevant and reflective of the aspirations and needs of our students, faculty and staff as well as the diverse local community we serve. The District, through its recently adopted Strategic Plan, outlined several unwavering educational values that embrace the fundamental notion of equity and social justice for our students. As the demand for attaining a higher education continues to grow, and as the world in which we operate continues to evolve in its complexity, the San Mateo County Community College District is actively committed to supporting the educational process according to the primary tenets of social justice.

We believe that social justice is practiced when we openly challenge injustice and value diversity. It exists because all people share a common humanity and therefore have a right to equitable treatment and support for their human rights, and are entitled to a fair allocation of community resources. When the tenets of social justice are fairly applied, people do not experience discrimination or prejudice nor is their welfare/well-being constrained in any manner.

As such, the San Mateo County Community College District commits to a fundamental duty to create a socially just environment with the following core values and principles:

- **Dignity and Respect.** The Board has an unwavering belief that universally all humans have inherent value and every person should be treated with dignity and respect. Without exception, all individuals should be extended a basic level of understanding and accommodation so they may conduct their lives with decency and pride.
- **Access and Affordability.** Ensuring that all students, regardless of citizenship or status, have access to affordable, high-quality education is essential. Education is an equalizer that provides an opportunity for upward mobility. The Board is committed to keeping the

District's colleges accessible and affordable so all individuals throughout the socio-economic spectrum have an equal opportunity to attain their natural potential.

- **Removing Barriers.** The Board is committed to removing barriers to student success and reinforces the importance of routine examination of curriculum, policies, procedures, and practices to ensure that limitations are not applied which unfairly impede student growth, expression or learning.
- **Serving All.** Community College students are among the most diverse learners in the world. The District values the unique characteristics of our students, and is committed to meeting our students where they are and to providing them the quality education and support services that best support their individual needs and circumstances.
- **Valuing and Promoting Diversity.** The Board is committed to its continued practice of promoting, encouraging and fostering diversity, equity and inclusion inside and outside of the classroom, including in its hiring, promotion, employment, contracting, and purchasing practices. The District's colleges continue to undertake bold steps to ensure that students are exposed to a variety of opinions, ideas, cultures and people, have regular interaction with those from similar and differing experiences and backgrounds, and are encouraged to maintain and include familiar and important cultural symbols that reflect their heritage and aspirations.
- **Participation and Freedom of Expression.** The Board expects the District's colleges to be community focused institutions where students, faculty, staff and the general public participate without fear or concern for retaliation or intimidation. Our colleges are models for open expression and are safe zones for sharing ideas and opinions.
- **Safe and Inviting.** The safety and security of the District's students and employees is a top priority for the Board. All students and employees must feel that their learning and work environments are free from fear, intimidation, violence, aggression, harassment, bullying, discrimination and intolerance.

The Board believes that adherence to this commitment to educational social justice will continue to advance the interests of our students, faculty, staff and the broader community we serve.

Adopted by the Board of Trustees

December 14, 2016

San Mateo County CCD

The SMCCCD ([//smccd.edu](http://smccd.edu)) is a three College District located between San Francisco and the Silicon Valley. Our Colleges serve more than 40,000 students each year and offer the first two years of instruction in a wide variety of transfer programs as well as more than 90 vocational-technical programs.

Contact

📍 3401 CSM Drive,

San Mateo, CA 94402 USA

☎ (650) 574-6550

✉ webmaster@smccd.edu (<mailto:webmaster@smccd.edu>)

smccd.edu

- › [Home \(//smccd.edu/accounts/smccd/\)](http://smccd.edu/accounts/smccd/)
- › [Board of Trustees \(//smccd.edu/boardoftrustees/\)](http://smccd.edu/boardoftrustees/)
- › [Departments \(//smccd.edu/departments/\)](http://smccd.edu/departments/)
- › [Employment \(http://jobs.smccd.edu\)](http://jobs.smccd.edu)
- › [Foundation \(https://foundation.smccd.edu\)](https://foundation.smccd.edu)
- › [Title IX \(http://smccd.edu/titleix\)](http://smccd.edu/titleix)
- › [Accessibility \(http://smccd.edu/accessibility/\)](http://smccd.edu/accessibility/)
- › [Contact \(https://smccd.edu/accounts/smccd/aboutus/contactus.shtml\)](https://smccd.edu/accounts/smccd/aboutus/contactus.shtml)

Copyright © (<http://a.cms.omniupdate.com/10?skin=oucampus&account=sanmateo&site=smccd-edu-prod&action=de&path=/boardoftrustees/affirmation.pcf>) SMCCCD (<http://www.smccd.edu>) — All rights reserved.

[Change Site ▼](#)<http://directory.smccd.edu><http://smccd.edu/search/azindex.php>

Human Resources

SMCCCD Home (<https://smccd.edu/>) > Departments (<https://smccd.edu/departments>)

> Human Resources (<https://smccd.edu/humanresources>) > Overview

Human Resources Department

3401 CSM Drive
San Mateo, CA 94402

Automated Line
(650) 574-6555
smccdjobs@smccd.edu (<mailto:smccdjobs@smccd.edu>)

Overview

The Human Resources Department is an excellent resource for employees and the public to obtain information and assistance with current employment opportunities, health benefits, salary placement, promotional opportunities, retirement system procedures, and many other services. The Human Resources Staff is committed to providing guidance on a variety of requests and services. We continually support an environment which maintains compliance with associated government regulations and collective bargaining agreements.

The San Mateo County Community College District is richly diverse in cultures, language groups, and abilities. Human Resources works to consistently attract, retain, train and develop, a skilled diverse workforce.

San Mateo County CCD

The SMCCCD ([//smccd.edu](http://smccd.edu)) is a three College District located between San Francisco and the Silicon Valley. Our Colleges serve more than 40,000 students each year and offer the first two years of instruction in a wide variety of transfer programs as well as more than 90 vocational-technical programs.

Contact

📍 3401 CSM Drive,

San Mateo, CA 94402 USA

☎ (650) 574-6550

✉ webmaster@smccd.edu (<mailto:webmaster@smccd.edu>)

smccd.edu

- › [Home \(//smccd.edu/accounts/smccd/\)](http://smccd.edu/accounts/smccd/)
- › [Board of Trustees \(//smccd.edu/boardoftrustees/\)](http://smccd.edu/boardoftrustees/)
- › [Departments \(//smccd.edu/departments/\)](http://smccd.edu/departments/)
- › [Employment \(http://jobs.smccd.edu\)](http://jobs.smccd.edu)
- › [Foundation \(https://foundation.smccd.edu\)](https://foundation.smccd.edu)
- › [Title IX \(http://smccd.edu/titleix\)](http://smccd.edu/titleix)
- › [Accessibility \(http://smccd.edu/accessibility/\)](http://smccd.edu/accessibility/)
- › [Contact \(https://smccd.edu/accounts/smccd/aboutus/contactus.shtml\)](https://smccd.edu/accounts/smccd/aboutus/contactus.shtml)

Copyright © (<http://a.cms.omniupdate.com/10?skin=oucampus&account=sanmateo&site=smccd-edu-prod&action=de&path=/humanresources/index.pcf>) SMCCCD (<http://www.smccd.edu>) — All rights reserved.

CHAPTER 2: Administration and General Institution
BOARD POLICY NO. 2.19 (BP 3410)

BOARD POLICY
San Mateo County Community College District

Subject: BP 2.19 Nondiscrimination
Revision Date: 3/13; 11/14; 6/15
Policy References: Education code Sections 66250 et seq.; 72010 et seq. and 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.; ACCJC Accreditation
Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog
Requirements

1. The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.
2. The District, and each person who represents the District, shall provide access to its services, classes, and programs without discrimination on the basis of the Federal and State protected classes including, but not limited to, race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.
3. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.
4. No District funds shall ever be used for membership in, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.19.1 (AP 3410)

ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

Subject: AP 2.19.1 Nondiscrimination
Revision Date: 7/12; 8/14
References: Education Code Sections 200 et seq., 66250 et seq., 72010 et seq. and 87100 et seq.; Penal Code Sections 422.55 et seq.; Title 5 Sections 59300 et seq. and 53000 et seq.; Government Code Sections 11135 et seq. and 12940 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements

1. Education Program

- a. The District shall provide access to its services, classes and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
- b. All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
- c. The District shall not prohibit any student from enrolling in any class or course on the basis of gender.
- d. Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.
- e. Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

2. Employment

- a. The District shall provide equal employment opportunities to all applicants and employees regardless of national origin, religious creed, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or on any basis prohibited by law.
- b. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

AP 2.19.1 Nondiscrimination (continued)

- c. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Further information can be found at:

[https://smccd-
public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20C
ommunity%20College%20District%20Procedure%20%20on%20Unlawful%20Discrimination.pdf](https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20Community%20College%20District%20Procedure%20%20on%20Unlawful%20Discrimination.pdf)

**CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.19.2 (AP 3410, 3435)**

**ADMINISTRATIVE PROCEDURE
San Mateo County Community College District**

Subject: AP 2.19.2 Discrimination and Harassment Investigations
Revision Date: 12/12; 6/13; 4/15
References: 20 U.S.C. Section 1681 et seq.; Education Code Sections 212.5, 231.5, 66281.5 and 67386; Government Code Section 12950.1; Title 5 Sections 59320, 59324, 59326, 59328 and 59300 et seq.; 34 Code of Federal Regulations Section 106.8(b)

-
1. Since failure to report harassment, discrimination and bullying impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed, discriminated against or bullied to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.
 2. All supervisors and managers have a mandatory duty to report incidents of harassment, discrimination and bullying; the existence of a hostile, offensive or intimidating work environment; and acts of retaliation.
 3. The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

Further information on discrimination and harassment investigations can be viewed at:

[https://smccd-
public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20C
ommunity%20College%20District%20Procedure%20on%20Unlawful%20Discrimination.pdf](https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20Community%20College%20District%20Procedure%20on%20Unlawful%20Discrimination.pdf)

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT DISCRIMINATION AND HARASSMENT INVESTIGATIONS

PROCEDURES

References:

Education Code Section 66281.5

Government Code Section 12958.1

Title 5 Sections 59300 et seq.;

34 Code of Federal Regulations Section 106.8 (b)

I. Filing of a Timely Complaint

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within thirty (30) days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic work activity.

II. Communicating that Conduct is Unwelcome:

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste and/or inappropriate.

III. Oversight Complaint Procedure:

The Vice Chancellor – Human Resources and Employee Relations is the responsible District Officer charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned by the Vice Chancellor – Human Resources and Employee Relations to other staff or to outside persons or organizations under contract with the District. This shall occur whenever the Vice Chancellor – Human Resources

and Employee Relations is named in the complaint or implicated by the allegations in the complaint.

IV. Who May File a Complaint:

Any student, employee or third party who believes he/she has been discriminated against or harassed by a student, employee or third party in violation of this procedure and the related policy.

V. Where to File a Complaint:

A student, employee or third party who believes he/she has been discriminated against or harassed in violation of the policy and these procedures may make a complaint orally or in writing, within one year of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint.

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the State Chancellor's Office and the District. These forms are available from the offices of the Vice President of Student Services at the College and the Vice Chancellor – Human Resources and Employee Relations at the District Office.

The completed form must be filed with any of the following:

- Vice Chancellor – Human Resources and Employee Relations
- Vice President of Student Services
- The State Chancellor's Office

Employee complainants shall be notified that they may file employment discrimination complaints with the U. S. Equal Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Complaints filed with the EEOC and/or the DFEH should be forwarded to the State Chancellor's Office.

Any District employee who receives a harassment or discrimination complaint shall notify the Vice Chancellor – Human Resources and Employee Relations.

VI. Intake and Processing of the Complaint:

Upon receiving notification of a harassment or discrimination complaint, the Vice Chancellor – Human Resources and Employee Relations shall:

- Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling and/or training, etc.
- Advise the complainant that he/she need not participate in an informal resolution of the complaint, as described above, and has the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.
- Advise a student complainant that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education and an employee complainant that he/she may file a complaint with the Department of Fair Employment and Housing. All complainants should be advised that they have a right to file a complaint with local law enforcement. The District must investigate even if the complainant files a complaint with local law enforcement. In addition, the District ensures that complainants are aware of any available resources, such as counseling, health services and mental health services. The Vice Chancellor – Human Resources and Employee Relations also shall notify the State Chancellor's Office of the complaint.
- Take interim steps to protect a complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Vice Chancellor – Human Resources and Employee Relations will notify the complainant of his or her options to avoid contact with the accused individual and allow students to change to another section of the class. The District may prohibit the accused individual from having any contact with the complainant pending the results of the investigation. When taking steps to separate the complainant and the accused individual, the District shall minimize the burden on the complainant. It is not appropriate to remove a complainant from class while allowing the accused individual to remain in class.
- Authorize the investigation of the complaint, and conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where complainants opt for informal resolution, the Vice Chancellor – Human Resources and Employee Relations will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigative process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the complainant, the accused, and any other individuals who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incident(s) occurred.
- Set forth the results of the investigation in a written report. The written report shall include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether there is probable cause to believe that discrimination did or did not occur with respect to each allegation in the complaint, a description of actions the District will take to prevent similar conduct, the proposed resolution of the complaint, the complainant's right to appeal to the District's

governing board and if the complaint does not involve employment discrimination the right to appeal to the State Chancellor. If the complaint involves employment discrimination, the report shall include the right to file an administrative complaint with the Department of Fair Employment and Housing. The report may contain other appropriate information.

- Provide the complainant and the accused with a copy of the investigative report within ninety (90) days from the date the District received the complaint. The complainant and the accused also shall be provided with a written notice setting forth the determination of the determination of the Vice Chancellor – Human Resources & Employee relations as to whether harassment or other discriminatory conduct did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the parties' rights to appeal to the District's governing Board and the State Chancellor's Office. If the complaint involves allegations of employment discrimination, the complainant will be notified of his or her right to file a complaint with the California Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission. The results of the investigation and the determination as to whether harassment or other discriminatory conduct occurred also shall be reported to the accused, and the appropriate academic or administrative official(s). Reports to the complainant shall be prepared so as not to violate any applicable privacy rights of the accused.

VII. Investigation of the Complaint:

The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District facilities, on a District vehicle, or at a class or training program sponsored by the District at another location.

As set forth above, where the complainant opts for an informal resolution, the Vice Chancellor – Human Resources and Employee Relations may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential because release of some information on a "need-to-know basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

VIII. Investigative Steps:

The District will fairly and objectively investigate harassment and discrimination complaints. The investigation will be conducted by the Vice Chancellor – Human Resources and Employee Relations or his designee which may be an external investigator. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

The investigator will use the following steps: Interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties, as appropriate; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and, see that all recommended action is carried out in a timely manner. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

IX. Timeline for Completion:

The District will undertake its investigation promptly and as swiftly as possible. To that end, the investigator shall complete the above steps and prepare a written report within ninety (90) days of the District receiving the complaint.

X. Cooperation Encouraged:

All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

XI. Discipline and Corrective Action:

If harassment, discrimination and/or retaliation occurred in violation of the policy or this procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;

- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering the campus
- providing counseling services
- providing medical services
- providing academic support services, such as tutoring
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.

If discipline is imposed, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant; for example, the District may inform the complainant that the harasser must stay away from the complainant.

Disciplinary actions against faculty, staff and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District also shall take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

XII. Appeals:

If the District imposes discipline against a student or an employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary action.

If the complainant is not satisfied with the results of the administrative determination, he/she may, within fifteen (15) days, submit a written appeal to the District's governing board. The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The governing board shall issue a final District decision in the matter within forty five (45) days after receiving the appeal. A copy of the decision rendered by the Board shall be

forwarded to the complainant and to the State Chancellor's Office. The complainant also shall be notified of his/her right to appeal this decision.

If the Board does not act within forty five (45) days, the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

The complainant shall have the right to file a written appeal with the State Chancellor's Office within thirty (30) days after the governing board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing. In such cases, the complainant also may file a petition for review with the State Chancellor's Office within thirty (30) days after the governing board issues the final decision or permits the administrative decision to become final.

Within one hundred fifty (150) days of receiving a formal complaint, the District shall forward to the State Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the governing board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten (10) days prior to the expiration of the deadline.

XIII. Dissemination of Policy and Procedures:

District policy and procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, administrative staff and classified staff and will be posted on the District's website.

These procedures will be incorporated into the college course catalogs and orientation materials for new students.

XIV. Training

The District shall provide at least two (2) hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position. The District shall provide sexual harassment training and education to each supervisory employee once every two years.

The training and education required by this procedure shall include information and practical guidance regarding federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education also shall include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination and retaliation.

EXHIBIT 5

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Office of Human Resources
3401 CSM Drive, San Mateo, CA 94402
Tel: (650) 358-6808 • Fax: (650) 574-6574

DISTRICT INVESTIGATION OF COMPLAINTS SUMMARY INFORMATION

OUR ROLE

We are neutral: Our role is to conduct an impartial, fair, and unbiased investigation into allegations of violations of District policies and procedure ("Policy").

ADVISOR/SUPPORT PERSON

You have the right to bring an advisor or support person of your choice to all meetings called by us in connection with the investigation of the complaint.

Employees who are part of a union (AFT, AFSCME, CSEA) may bring a union representative.

INTERIM AND PROTECTIVE MEASURES

Interim measures are accommodations and other assistance provided to a complainant or respondent to temporarily address issues identified in a complaint. The measures are implemented on a case-by-case basis when we receive a notice of an incident. Interim measures can include no-contact orders, changes to class-work schedules, and other accommodations. Interim measures remain in place while the investigation is being conducted.

INVESTIGATION TIMELINE

Every reasonable effort will be made to complete a formal investigation within 60 calendar days from the date the complaint is received, recognizing that delays may be necessary based on such things as availability of parties, witnesses, documents, vacations, and academic breaks during the year. We will provide notice if the investigation timeline is extended beyond 60 calendar days.

SUMMARY OF INVESTIGATION PROCESS

An investigation typically involves the following:

- Interviews of the complainant (the person making the complaint), the respondent (the individual responding to the complaint), and any relevant witnesses;
- Collection of any relevant documentary evidence, including audio and video evidence;
- Drafting of a preliminary report that describes all of the evidence collected. Both complainants and respondents will have an opportunity to review their own statements that are contained in the preliminary investigation report and provide feedback prior to the issuance of the final investigation report; and
- Drafting of a final report that includes a determination of whether the respondent violated District policy.
- The District uses the preponderance of the evidence standard to review allegations of Policy violations. This standard means that, in determining whether the policy has been violated, the investigator will assess whether, based on the evidence, it is more likely than not that the respondent engaged in the prohibited conduct.
- Information received is not confidential, and may need to be disclosed to the other party and/or included in the investigation report to ensure a fair investigation.

NOTICE TO POLICE

For complaints that potentially involve criminal conduct, complainants may choose to file a complaint with local law enforcement agencies in addition to filing a complaint with the District. In some cases, the District may have an obligation to notify the police directly of allegations of misconduct.

The Police investigate to determine whether there has been a violation of criminal law. The Police and District investigations may proceed at the same time, and the outcome of one investigation does not determine the outcome of the other investigation.

PROHIBITION ON RETALIATION

We want you to know that, you have a right to be protected from retaliation related to the information you share with the District as part of an investigation.

Federal and state civil rights laws, as well as District policy, prohibit retaliation against an individual who brings concerns about possible civil rights violations or against an individual (such as a witness) for participating in the complaint or investigation process. If the District is made aware of retaliation against a complainant, witness, or respondent by other students, employees, or third parties, the District will immediately investigate to determine what has occurred. The District will take strong responsive action if it determines that retaliation occurred.

If you believe that you are experiencing retaliation, please contact us at (650) 358-6808 immediately.

AFFIRMATION

I affirm that I have received the Summary Information and the District Policy/Procedure.

Signature

Date

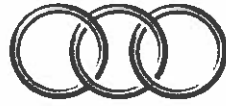
Printed Name

FOR HR USE ONLY

Interim Measures Requested:

Investigator: _____

Date: _____



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Office of Human Resources

3401 CSM Drive, San Mateo, CA 94402
Tel: (650) 574-6555 • Fax: (650) 574-6574

DISTRICT INVESTIGATION OF COMPLAINTS *WHAT TO EXPECT F.A.Q.*

1. Why does the District conduct investigations?

The District has a legal obligation under federal and state law, as well as Title 5 (California Code of Regulations pertaining to Community Colleges) and District policy, to investigate complaints of discrimination, harassment and retaliation to determine if a law, policy or procedure has been violated. If the District does not fulfill this obligation to investigate, it could be subject to penalties up to and including the loss of all of its federal funding. Investigations are not about “getting people in trouble,” they are about finding out what happened. If you have been falsely accused of misconduct an investigation will exonerate you.

2. How does the District decide what complaints to investigate?

The District investigates all complaints that it receives. It cannot and does not selectively determine which complaints merit investigation. The District administration does not initiate investigations on its own or “observe” people in order to identify misconduct. Since 2014, the investigations of employees have been initiated in response to complaints made by students and complaints made by an individual’s peer, e.g. a faculty member making a complaint against another faculty member. There have been no investigations initiated in response to an administrator complaining about a faculty member or a classified employee.

3. Do you automatically notify the union about the complaint?

No. Some of the complaints involve very sensitive subject matter and not everyone wants to share that information with a third person, even if the allegations are untrue. Therefore, out of respect for your privacy, we leave it up to you to decide if you want to involve your union representatives.

4. What happens if I am accused of doing something?

After the Office of Human Resources verifies the complaint (rumors are not investigated), then the employee, and the employee’s supervisor(s), are notified in writing (typically via email) about the general nature of the accusations and that an investigation will begin. Depending on the circumstances, an employee might also be placed on non-disciplinary paid administrative leave, during which time the employee would continue to receive full salary and benefits, but not report to his or her regular work assignment.

5. What is Paid Administrative Leave and how does it work? Under federal and state civil rights laws, the District is obligated to take immediate steps to end misconduct if it believes or has reason to believe that it has occurred. Paid administrative leave, which is not considered to be discipline, allows the District to fulfill this obligation by removing an employee from a situation which could potentially result in further accusations against the employee and/or further harm to the person making the complaint. An employee placed on paid administrative leave while an investigation is being conducted will be notified in writing and relieved of all work responsibilities. The employee will continue to receive full pay and benefits during the investigation. At this early stage of the process no determination has been made about liability for misconduct, it is purely a preventative measure. It is not uncommon for someone who has made a complaint of misconduct to subsequently allege retaliation. With this in mind, paid administrative leave helps keep the employee out of

situations where he or she could be accused of retaliation. In addition, in instances of actual misconduct, paid administrative leave can put an immediate end to the misconduct.

6. Who conducts the investigations on behalf of the District?

For complaints against employees, whether they are made by a student or another employee, the Office of Human Resources is responsible for conducting the investigation. Usually a specially-trained employee designated by the Office of Human Resources will conduct the investigation. The Office of Human Resources also has the discretion to contract with an outside investigator and this might occur if District personnel are unavailable due to a conflict or workload issues.

7. Do I get a chance to tell my side of the story?

Yes. Every investigation gives you the opportunity to address the specific allegations, provide evidence and identify other individuals who should also be interviewed as part of the investigation. In cases where the District is not required to maintain the confidentiality of a complainant or witness, you will know who made different statements during the investigation and have the opportunity to provide information about those individuals.

8. How do I know if the investigation is going to be fair?

By law, the investigation must be fair and impartial. Like judges, the individuals conducting the investigation on behalf of the District are obliged to be fair and impartial or recuse themselves if they feel they cannot be. The District's investigations are frequently conducted by licensed attorneys who must comply with a Professional Code of Ethics or risk the loss of their license to practice law.

9. How can someone who works for the District be fair and impartial – aren't they biased by the nature of their employment?

The purpose of an investigation is to gather as many facts about what happened as possible so that responsible supervisors (not the investigators) can make informed decisions about whether or not to pursue discipline. There is no incentive to find facts for or against a particular individual involved in litigation. It is not a question of taking the side of a student or taking the side of an employee. In the investigations that have taken place at the District since 2014, some reports concluded that the complainant was telling the truth and some concluded that the respondent was telling the truth. There is no predetermined outcome or preference for an outcome.

10. How do you determine who is telling the truth during an investigation?

There are certain indicators of truthfulness, such as corroborating testimony or evidence that investigators commonly rely upon to determine if someone is telling the truth.

11. How long does an investigation take?

Most investigations will be completed within 60 - 90 days.

12. What happens after the investigation is over?

A copy of the report is given to the complainant and respondent, as well as the respondent's supervisor(s). If the investigation has found you liable for misconduct, your supervisor(s) will meet with you and they will ultimately decide whether or not to recommend discipline.

13. What happens if I don't agree with the investigation report?

If you are the complainant in connection with a discrimination/harassment/retaliation complaint, you can appeal the report's findings to the District's Board of Trustees.

14. Who makes the decisions about discipline? Can I appeal those?

The Office of Human Resources does not impose discipline or make any decisions related to discipline. The role of the investigation is solely to determine if a violation occurred.

For **classified employees in bargaining units**, recommendations for discipline are made by the employee's supervisor(s). Classified employees who are in a bargaining unit have certain rights with respect to the disciplinary process that are outlined in their collective bargaining agreements. Generally speaking, classified employees can appeal recommendations of discipline to District administration and, if the result is still in dispute, to an independent arbitrator. You should refer to your contract for specific details.

For **tenured faculty**, an oral or written reprimand is legally not considered discipline and therefore a supervisor can issue a reprimand on his or her own. The faculty member does have the right to attach a response to a reprimand before it is placed in the personnel file. If a supervisor wishes to suspend or terminate a faculty member, the process is governed by the California Education Code. In general, a recommendation to suspend or terminate a tenured faculty member must be made in writing by the College President and Chancellor and submitted to the Board of Trustees for consideration. If the Board adopts the recommendation, then the faculty member has the right to a hearing in front of an independent arbitrator or administrative law judge appointed by the State of California.

For all other employees, decisions are made by an employee's supervisor(s) in conjunction with the appropriate College President or other senior administrator.

15. Did the District create the investigation process, or are they bound to do it by a higher authority?

As stated above, the District is required by federal and state law to investigate complaints and this applies equally to all classes of employees. The investigation procedure we follow must be the same for all employees and this is why it is a part of District policy and procedure and not separately negotiated as part of our collective bargaining agreements.

In addition, all of the discrimination/harassment/retaliation complaints and investigations are submitted to the State Chancellor's Office for review under Title 5. On the federal level, the Office of Civil Rights (OCR), which is part of the U.S. Department of Education, has the authority to review the District responses to complaints and investigations to determine if they meet the appropriate legal standards. If they do not meet minimum standards, OCR could terminate federal funding to the District.

EXHIBIT 6

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018

UNCONSCIOUS BIAS TRAINING HELD

2017 Schedule

Wednesday, June 7, 9:30am - 11:30am, Chancellor's Office, Board Room

Tuesday, June 27, 2:30pm - 4:30pm, Chancellor's Office, Board Room

Monday, August 14th, 1:30pm - 3:30pm Cañada College, Building 2, Room 10

Tuesday, August 15th, 1:30pm - 3:30pm College of San Mateo, Building 10, Room 193

Monday, August 28th, 2:00pm - 4:00pm Skyline College, CTTL, Building 1, Room 311F

Tuesday, August 29th, 2:00pm - 4:00pm Skyline College, CTTL, Building 1, Room 311F

Friday, September 8th, 2-4pm District Office

Monday, October 2nd, 2:00pm - 4:00pm Cañada College, Building 5, Room 108

Wednesday, October 4th, 10:00am - 12:00pm College of San Mateo, Building 10, Room 468

Wednesday, November 1st, 10:00am - 12:00pm Skyline College, Building 6, Room 202

Thursday, November 2nd, 2:00pm - 4:00pm Cañada College, Building 5, Room 108

Friday, November 3rd, 10:00am - 12:00pm College of San Mateo, Building 10, Room 468

2018 Schedule

Friday, January 12th, 1:30-3:30p.m. District Office, Board Room

Tuesday, January 16th, 1pm-3pm Skyline College, Building 4-301

Friday, February 23rd, 2:30-4:30pm District Office Board Room

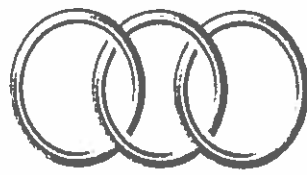
Thursday, March 8th, 2-4 pm District Office, Board Room

Wednesday, April 4th, 2-4pm District Office, Board Room

Wednesday, June 6th, 2-4pm District Office, Board Room

Friday, September 7th, 2-4pm District Office, Board Room

Friday, November 2nd, 2-4pm District Office, Board Room



**SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT**

Office of Human Resources

SELECTION COMMITTEE ORIENTATION

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. Each member of the selection committee has the following responsibilities:

- ☐ Review the position announcement.
- ☐ Identify screening criteria based on the requirements and desirable skills and abilities detailed in the announcement.
- ☐ Develop job-related interview questions designed to seek information about the candidate's knowledge, skills, and abilities and to distinguish candidates who will best meet the needs of the students, the department/division, the College, and the District.
- ☐ Pursuant to Title 5, develop appropriate questions designed to assess candidates' "sensitivity to diversity" by giving meaningful consideration to the State minimum qualification to include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- ☐ Determine whether to require candidates to perform a skills test or make a presentation in addition to the interview. This is highly recommended.
- ☐ Screen all applications to select candidates for interview.
- ☐ Develop an interview schedule.
- ☐ Interview all selected candidates.
- ☐ Recommend finalists to the appropriate hiring manager.
- ☐ Maintain permanent confidentiality of the entire screening process.

Equal Employment Opportunity

The San Mateo County Community College District is an Equal Opportunity Employer and is committed to promoting diversity through its hiring processes. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The District's employment policy, as stated on every job announcement, reads:

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.

It is based on the desire that:

- Everyone deserves the opportunity to participate fully within our educational community.
- Our workplace is enriched by the diversity of our workforce.
- People should be valued for their differences—not in spite of them.
- The candidates selected will be able to competently interact in a multi-cultural, multi-lingual community college environment.

The District's Commitment to Diversity

A diverse workforce is diverse in many ways, including race and ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, disability, culture, religion, immigrant status, marital status, parenting status, veteran status and more. Diversity makes the District more attractive to staff and students, engenders creative thinking and problem solving, and vitalizes the educational environment. Selection committee members should approach candidates with interest and curiosity and recognize that the interview process must reflect how the District expects colleagues to interact with each other and students within the college community.

There are five core values that inform the District's commitment to diversity:

1. Workforce diversity services the educational mission of the California Community Colleges.
2. Diversity works in a merit based system; a commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse applicant pool.
4. Successfully diverse communities are inclusive in that they appreciate rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

Part of the District's commitment to diversity includes a commitment to “cultural competence”, which refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves. Pursuant to Title 5, Section 53024, meaningful consideration must be given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position.

Experience with diverse populations alone does not guarantee that the person is culturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students' needs. The same holds true for traveling or living in other cultures, particularly for short-term stays. Culturally competent communicators tend to

acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

The District does not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

Non-Discrimination

Hiring decisions should be premised upon non-discriminatory criteria and procedures. Federal and State Anti-Discrimination laws prohibit discrimination on the basis of:

- Race
- Religious creed
- Color
- National origin
- Ancestry
- Gender Identity
- Genetic Information
- Physical/mental disability
- Marital status
- Sex
- Age
- Sexual Orientation
- Gender Expression

Elimination of Bias

All applicants are to be judged without bias, either for or against. All applicants are to proceed through our process on their own merit. However, human nature causes us to be *unintentionally* influenced by subjective factors and other influences unrelated to an applicant's merit. When we become aware of how the subjective factors can influence us, we can take steps to counteract or eliminate them and focus on objective job related criteria. Once we are aware that subjective factors are influencing us, we can refocus from subjective to objective decision criteria. The following are some common biases that can be eliminated:

Confirmation Bias. This is a tendency for people to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview. In other words, interviewers look to confirm a possibly shallow impression they may have formed of the candidate pre-interview, as opposed to having a more open outlook on the candidate's abilities.

Keep an open mind.

Stereotyping. The interviewer can be influenced and form a generalized opinion by quick and superficial evaluations including level of attractiveness, race and gender.

Avoid snap judgments.

First Impression Negative or Positive. The interviewer may make certain judgments based upon either a positive or negative first impression that can then influence the entire interview. For example, candidate who has a very strong first impression will likely be evaluated more favorably even if it is unwarranted.

Wait at least 30 minutes into an interview before "deciding" for or against a candidate.

Intuition. Many interviewers place great weight on their intuition about candidate even though intuition is unreliable and susceptible to influences other than a candidate's merit.

Don't let your gut trick you.

You Are Just like Me. The interviewer may feel a bond with a candidate who shares personal characteristics such as a hobby or some other similarity such as children of a similar age. Be harder on these candidates in order to avoid being too "soft" on them.

You are not hiring someone to be your new best friend.

More Best Practices for Selecting the Right Candidate

Hire for talent over experience. Ensure length of experience, age required, etc. are essential and justifiable, for performance of the job and not set arbitrarily or based on stereotypes. Instead of merely focusing on each candidate's past employment history, take a deeper look to discover their unique skill-sets. Choose candidates who have worked in a variety of settings, are comfortable learning new things, actively engage with others, and are able to adapt well to new work environments. Smart people with raw talent can be trained to excel.

Look for lifelong learners and creative individuals. There are employees who do what they are assigned to, and then there are the movers and shakers. Look for the types of candidates who can inspire and motivate your current employees to greatness.

Confidentiality

In accepting the opportunity to serve on a selection committee, each committee member agrees to act in the best interest of the College and the District. All paperwork and deliberations are to be held in strictest confidence, before, during and after the selection is finally made. Each member agrees not to discuss or in any way release information to anyone (beyond the committee and hiring manager or Human Resources as necessary) regarding:

- The identity of the applicants;
- Written materials turned in by the applicant or evaluations made by the committee members about applicants;
- Discussions and deliberations by or about applicants or committee members during or following the interview process; and
- Any other information that relates to the search and selection process.

Committee members understand that the failure to maintain confidentiality will not only jeopardize the search and selection process but could also result in violation of Federal or State regulations and incur liability of behalf of the district. Each committee member agrees to call to the attention of the Vice Chancellor of Human Resources and Employee Relations any action which might be interpreted as a breach of confidentiality.

Breaches of confidentiality can result in discipline.

Review of Job Announcement for Applicant Screening

Prior to receiving any application materials from candidates, the Screening Committee shall review the "Requirements" and the "Desirable Skills and Abilities" that are stated on the job announcement and

determine criteria in screening the application materials. The Committee will also pre-determine the appropriate weighting of the criteria, the procedures for rating, the form that will be used, and the procedure that will be used to select candidates for subsequent steps in the process.

Internet Searches

The Office of Human Resources does not routinely conduct internet searches on candidates because of the well-known unreliability of information found on the internet. If you, however, choose to conduct your own research on the internet, you must share whatever information you find with the Office of Human Resources for verification prior to using that information in your evaluation of the candidate or sharing it with other members of the selection committee.

Interview Questions with Key Response Elements (KREs) & Skills Demonstrations

Interview questions and skill demonstrations will comply with current law; be based solely on bona fide, job-related knowledge, skills and abilities as stated in the job announcement; and will be appropriate to the subject matter. Each Screening Committee member shall evaluate the quality of the candidates' responses using the pre-determined set of Key Response Elements and rating system.

Interview questions and skill demonstrations must be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:

- Questions are either direct to obtain information missing from the application or open ended in order to prompt full and complete responses from the candidate.
- Questions can be hypothetical to ascertain how an applicant would respond to a situation involving a specific set of variables. Hypothetical questions allow you to test the values and attitudes of applicants and help you to gauge organizational, communication, and decision-making skills.
- Follow up questions can request elaboration on information already provided (i.e. "Could you give me an example of what you mean by that?" or "I would like to hear more about that."). It is a common misconception that follow up questions are not proper because it means that applicants' interviews are not identical. However, the law does not require interviews to be identical nor do you have to impose such rigidity on the interview process to deflect claims of unequal treatment. As long as all applicants are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible—and can be enormously helpful to assessing and comparing candidates. Selection committees need to give all candidates the opportunity to elaborate; and ensure that subtle biases do not make committees more relaxed and conversant with some candidates than others. At the same time, candidates with good interview skills will be more engaging and skillful at developing a dialogue. That is inherent to the interview process.
- Include pre-determined "Key Response Elements" (KREs) that can be used by the Screening Committee to evaluate the quality of the candidate's responses. "Key Response Elements" are lists of desired responses that the Screening Committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. "KREs" are derived from the knowledge, skills and abilities being "tested" by each interview question.

The selection committee will conduct all interviews using predetermined interview questions. Questions should not be asked about an applicant's protected status. For example, asking an applicant

when he or she graduated (to determine skill level) has been interpreted to mean “how old are you?” and is thus improper. There are more appropriate ways to find out whether an applicant is conversant in the latest developments such as: “In the last 5 years we have seen an explosion of literature on _____. Have you had opportunities to become familiar with these developments or apply them in your work?”

Interview Process

The Office of Human Resources is available to assist the Selection Committee with scheduling interviews, meeting candidates, and proctoring skills demonstrations. The interview should be conducted in a comfortable location that is free from outside distractions and that ensures privacy for the participants.

The Selection Committee may choose to give each candidate interviewed a list of the questions (without KREs) to read as the questions are asked by the Selection Committee.

An interview rating form is used by each committee member for each candidate interviewed. The interview rating form will include all of the predetermined interview questions, including a list of the Key Response Elements (KREs).

The Selection Committee should be sure to offer applicants the opportunity to ask questions and clear up misunderstandings which may have arisen during the interview.

Finalists

At the conclusion of the interview process, the Selection Committee will meet to determine which candidates most meet the requirements of the position and best meet the needs of the students, the department/division, the College, and the District. The Selection Committee should only forward the names of candidates as finalists who in the opinion of the members could effectively perform the duties and responsibilities of the position. Finalists can be any number of candidates. There is no “rule of 3” or other number; however, it is desirable to have more than one finalist for the hiring manager to consider.

Finalists are forwarded unranked to the hiring manager, along with their original application packet and Committee rating sheets from each committee member. The Committee should list each finalist’s strengths, as well as other areas or topics that the hiring manager should pursue further during the final interview.

Notifications to Unsuccessful Applicants

Throughout the process, the Chair of the Selection Committee forwards to the Human Resources Office the names of applicants who have been eliminated from further review by the Selection Committee. To inform applicants in a timely manner, requests to send notifications should be forwarded following the paper screening process and following the interview process.

BOARD POLICY 2.20

Equal Employment Opportunity

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.
2. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.
3. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
4. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion. In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.
5. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

(Revised November 2011 – Click [here](#) for the most current version)

¹ "Cultural Competence" refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

EXHIBIT 7

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018

Awareness of Harassment and Discrimination on Campus

**Academic Senate and Classified Senate cordially invite you to an
Open Forum/Q&A**

presented by the Office of Human Resources

February 13, 2018 from 12:30 p.m. – 2:00 p.m. in Bldg 5, Room 202

Why should you attend?

- *Learn what the District is doing to prevent harassment and discrimination*
- *Learn what is and is not discrimination and/or harassment under District policy*
- *Learn when and how the District conducts investigations*
- *Learn about where you can get support*
- *Get your questions answered*

Lunch will be provided for all who attend.

Professional Development Academy Spring 2018

Managers & Supervisors Series

Audience	FEBRUARY	Hrs	Trainer	Dates	Time	Campus
Managers	Maximize Your Team's Potential	2.5	Rae Ann	Feb. 7	9:30 - 12:00	Cañada 22-114
Managers	What to Do When Emotions Erupt at Work	2.5	Beth	Feb. 7	1:00 - 3:30	CSM 16-106
Managers	Understanding ADA and Workers Comp & Leaves	2.5	Ingrid	Feb. 8	1:00 - 3:30	Skyline 6-202
Managers	Strategic Planning	2.5	Jackie	Feb. 13	9:30 - 12:00	Skyline 6-202
Managers	Empowering and Delegating	2.5	Jackie	Feb. 15	1:00 - 3:30	CSM 16-106
Managers	Project Management: Tools and Tips	2.5	Jackie	Feb. 20	9:30 - 12:00	Skyline 6-202
Managers	Understanding ADA and Workers Comp & Leaves	2.5	Ingrid	Feb. 21	1:00 - 3:30	Cañada 22-114
* Managers	Preventing Sexual & Protected Category Discrimination and Harassment	2	Mwanaisha	Mar. 14	10:00 - 12:00	CSM 16-106

Staff Development Series

Audience	MARCH and APRIL	Hrs	Trainer	Dates	Time	Campus
* Staff	Title IX & Sexual Harassment Training	1.5	Mwanaisha	Mar. 7	1:00 - 2:30	Skyline 6-203
Staff	Ergonomics Training	2	Ingrid	Mar. 14	1:00 - 3:00	Cañada 13-115
Staff	Time Management & Work Life Balance	2	Jackie	Mar. 15	1:00 - 3:00	Skyline 4-301
Staff	Ergonomics Training	2	Jim	Mar. 16	9:00 - 11:00	CSM 10-193
Staff	Effective Communication with Difficult People	2	Rae Ann	Mar. 21	10:00 - 12:00	Cañada 13-112
Staff	Leading Effective and Productive Meetings	2	Rae Ann	Mar. 21	1:00 - 3:00	CSM 14-117
* Staff	Understanding Your Employee Benefits	2	Cassandra	Mar. 23	10:00 - 12:00	Cañada 6-101
Staff	Title IX & Sexual Harassment Training	1.5	Mwanaisha	Mar. 23	1:00 - 2:30	Cañada 6-101
Staff	Ergonomics Training	2	Jim	Mar. 23	9:00 - 11:00	Skyline 4-301
Staff	Intercultural Communication	2	Beth	Mar. 26	10:00 - 12:00	Skyline 6-202
Staff	Grant Writing: Steps Towards a Fundable Proposal	2	Renee	Mar. 27	10:00 - 12:00	Skyline 6-202
Staff	Fundamental Skills for New Managers	2	Rae Ann	Mar. 29	10:00 - 12:00	Cañada 13-212
Staff	Emotional Intelligence at Work	2	Rae Ann	Mar. 29	1:00 - 3:00	CSM 14-117
Staff	How to Write Effective Emails	2	Rae Ann	Apr. 5	10:00 - 12:00	Cañada 6-101
Staff	Giving and Receiving Feedback	2	Rae Ann	Apr. 5	1:00 - 3:00	CSM 14-117
Staff	Active Listening Skills for Improved Communication	2	Rae Ann	Apr. 11	10:00 - 12:00	Cañada 6-101
Staff	How to Write Effective Emails	2	Rae Ann	Apr. 11	1:00 - 3:00	Skyline 6-202
Staff	Giving and Receiving Feedback	2	Rae Ann	Apr. 18	10:00 - 12:00	CSM 16-106

All Staff/Managers Development Series

Audience	MARCH, APRIL, MAY	Hrs	Trainer	Dates	Time	Campus
All	Mastering MS Excel: Intro to Excel	3	Hilda	Mar. 1	9:00 - 12:00	Cañada 9-206
All	Mastering MS Excel: Intermediate	3	Hilda	Mar. 6	9:00 - 12:00	Skyline 2-117B
All	Mastering MS Excel: Advanced	3	Hilda	Mar. 13	1:00 - 4:00	CSM 14-105
All	Mastering MS Word: Intermediate	3	Hilda	Mar. 14	9:00 - 12:00	Cañada 9-206
All	Mastering MS Word: Advanced	3	Hilda	Mar. 22	9:00 - 12:00	Skyline 2-117B
All	Mastering PowerPoint: Intermediate/Advanced	3	Hilda	Apr. 12	1:00 - 4:00	CSM 14-105
All	Mastering MS Word: Intermediate	3	Hilda	Apr. 17	1:00 - 4:00	Cañada 9-206
All	Mastering MS Word: Advanced	3	Hilda	Apr. 26	1:00 - 4:00	Skyline 2-117B
All	Mastering MS Excel: Intermediate	3	Hilda	May. 3	1:00 - 4:00	CSM 14-105
All	Mastering MS Excel: Advanced	3	Hilda	May. 8	1:00 - 4:00	Skyline 2-117B

Title IX- Sexual Harassment Awareness and Anti-Discrimination Trainings

January 11, 2018 – Title IX Training, Flex Day Skyline College 10:30a.m.-12:00 p.m.,
1:30 p.m.-3:00p.m.

January 13, 2018 – Title IX Study Abroad Training, Skyline College 12:30 p.m.-2:00 p.m.

February 15, 2018 – Sexual Harassment Awareness & Anti-Discrimination Training, Business &
Technology Division, College of San Mateo 2:00 p.m. - 4:00 p.m.

March 1, 2018 – Title IX Training – Academic Student Senate 12:45p.m. – 2:30p.m.

March 8, 2018 – Title IX Training – Library Student Assistants 10:30a.m.-12:30p.m.

Professional Development Diversity Offerings 2017/2018
Cañada College

Cañada College provided multiple professional development opportunities to classified staff, faculty, and administrators on diversity topics. Diversity topics are listed below and were offered during Flex Day activities.

Workshop/Event Title	Description	When Offered
Supporting the Whole Student	Workshop to explore strategies and resources faculty and staff can use with students experiencing distress. Workshop included: <ul style="list-style-type: none"> • Access and set up a kognio.com account • Identify methods for managing classroom discussions around sensitive issues to veterans • Identify warning signs of psychological distress, including verbal, behavioral, and situational • Discover support resources and processes on campus • Explore best practices and de-escalation strategies when working with students in distress 	Fall 2017 (8/15/17)
Academic Committee for Equity and Success: Starting Students Strong Faculty and Staff Exchange	Workshop about the Academic Committee for Equity and Success (ACES) activities and discuss topics including Student Funds of Knowledge and Hidden Curriculum. Attendees will examine a syllabus review protocol and exchange ideas about equitable practices for honoring student backgrounds and orienting students at the start of the semester. All participants will have the opportunity to share and expand their repertoire of strategies	Fall 2017 (8/15/17)
Student Success and Completion as an HSI	General session panel presentation discussing what it means to be an HSI and the impact this designation has on our students and the college. Panelists shared the ways in which they collaborate to support students while helping the college maintain its HSI status	Fall 2017 (10/11/17)
Supporting the Whole Student: Gender Sexuality Alliance SafeZone Training	Conversation around LGBTQ+ community as we strive to create a safe and supportive campus. This is an opportunity to increase your awareness, knowledge and understanding of the LGBTQ+ community, as well as model inclusive classroom and office environments for students by participating in engaging activities during the workshop session.	Fall 2017 (10/11/17)
ACES Focus on Equity Data: How and Why?	This session introduces faculty to equity data about their programs and guides them in interpreting that data. Participants can use this information for their program reviews.	Fall 2017 (10/11/17)
Supporting the Whole Student: Safe TALK	Safe TALK is a training that prepares participants to recognize invitations to help someone and connect a person with thoughts of suicide to intervention resources.	Spring 2018 (1/11/18)
FDIP Mentors	The purpose of the session is to answer questions and educate faculty about the opportunity to become mentors to grad students and professionals in the community as part of the Faculty Diversity Internship Program.	Spring 2018 (1/12/18)
UndocuAlly Training	UndocuAlly is a term used to identify campus allies for undocumented students. The UndocuAlly training is designed to provide the basic knowledge, skills, and resources needed to serve and work alongside undocumented students. Participants will receive an overview of current laws and policies	Spring 2018 (1/12/18)

Workshop/Event Title	Description	When Offered
Culturally Responsive Teaching (CRT)	affecting undocumented students in California, reflect on culturally proficient allyship, identify practices for serving undocumented students, and commit to making their support visible on campus. This workshop will be led by Cañada College professors of various disciplines who are successfully applying the principles of CRT to enhance student learning in their classrooms. Participants will learn about the rationales and research behind CRT, see samples of strong CRT work at our college, and get resources for their own classrooms. Participants will also work in small groups to apply CRT concepts and ideas to their courses.	Spring 2018 (1/12/18)
Innovating Teaching and Learning with Colleagues	In this workshop, faculty will form Teaching and Learning groups focused on implementing new teaching techniques. Groups will plan a semester-long project culminating in data-based advances in curriculum and teaching practices. Groups may be discipline-based and include staff, as fits the goals of more effective teaching and learning.	Spring 2018 (1/12/18)
HTCTU – Distance Education Accessibility and Canvas	In this session, you will learn about the web tools for accessibility available in Canvas, how to create accessible materials natively in CANVAS and how to upload accessible materials as well as resources to learn more about accessibility.	Spring 2018 (3/08/18)
Equitable Leadership & Networking Opportunity	This session will aim to identify those interested in opening a professional chapter at Cañada College from Statewide organizations, such as the Latina Leadership Network of the California Community Colleges. We will aim to connect leadership opportunities statewide to our local and campus resources.	Spring 2018 (3/08/18)
The Faculty Diversity Internship Program (FDIP): What it's About & How You Can Get Involved As A Mentor	The Faculty Diversity Internship Program (FDIP) purposes are to enhance community college efforts to building a diverse and representative faculty. FDIP places a special emphasis on locating and attracting qualified interns who are members of underrepresented groups. The internship program shall serve to introduce graduate students, before they approach the end of graduate studies, or industry practitioners, to the community college environment and student populations.	Spring 2018 (3/08/18)
Innovative Teaching & Learning with Colleagues, Part 2	This workshop is a continuation of the January FLEX Day workshop, Innovating Teaching and Learning with Colleagues. In this session, Faculty Community of Practice Teams will share their successes and challenges to date and receive guidance on completing and presenting projects. This workshop is intended for members of Faculty Community of Practice teams as well as other faculty and staff who are interested in the work these teams have undertaken investigations in teaching and learning.	Spring 2018 (3/08/18)
UndocuAlly Training	UndocuAlly is a term used to identify campus allies for undocumented students. The UndocuAlly training is designed to provide the basic knowledge, skills, and resources needed to serve and work alongside undocumented students. Participants will receive an overview of current laws and policies affecting undocumented students in California, reflect on culturally proficient allyship, identify practices for serving undocumented students, and commit to making their support visible on campus.	Spring 2018 (3/08/18)



PROFESSIONAL DEVELOPMENT



CTTL CENTER FOR TRANSFORMATIVE TEACHING & LEARNING

Flex Day Activities August 14-15, 2017

2017 District Opening Day activities will be held at Skyline College on Monday morning, August 14. Skyline College activities will follow in the afternoon and all day Tuesday, August 15.

Please register for your Skyline College Flex Day workshops online by Wednesday, August 9th at <https://surveys.smccd.edu/n/flexdayfa17.aspx>

Monday, August 14 – Skyline College Afternoon Activities

- 12:30 - 1:30 • “Introducing SMCCCD DREAM Centers: Supporting Undocumented Students and Community Members (DREAM Center Task Force Members) – **Bldg 4, Rm. 4-170**
The SMCCCD DREAM Center Taskforce will host a sharing of the District FAQs and BOT Resolution that provide guidelines for supporting undocumented students in our district. The three campuses will also share updates on their work over the past year. Discussion and Q&A to follow.
- 1:45 – 2:30 • “Meet the Academic Senate” (Skyline College Academic Senate Officers) – **Bldg. 6, Rm. 6-203**
- 1:45 – 2:30 • “Meet the Classified Senate” (Skyline College Classified Senate Officers) – **Bldg. 6, Rm. 6-206**
- 2:45 – 4:30 • “Division/Department/Program Meetings and Activities”) – **Contact your Division Office for the location of your meeting.)**
Afternoon department, discipline, and program-specific activities will be determined, as needed, by your individual division, department, and/or program. Please contact your specific division, department, and/or program office for information.

Tuesday, August 15 – Skyline College Opening Day Activities

- 7:45 – 8:15 • Coffee/Tea Service) – **Bldg. 1, Skyline College Theater Lobby**
- 8:15 – 10:00 • “Opening Day Welcome, Remarks, Intros, Awards & Recognition” (Dr. Regina Stanback Stroud, Skyline College President) – **Bldg. 1, Skyline College Theater**

- 10:00 – 11:00** • **Keynote Presentation: Overcoming the Impossible (Dr. Paul Hernandez) – Bldg. 1, Skyline College Theater**
 Dr. Paul Hernandez is a nationally recognized speaker and leader in college access and success, community outreach, and pedagogy for educators working with underserved/underprepared students and students who are at risk of dropping out of school. He uses his unique personal story to inform us of the ways in which higher education institutions can be successful forces in students' lives.
- 11:00 – 12:00** • **Skyline College Redesign Overview (Skyline College Design Team Members) Bldg. 1, Skyline College Theater**
- 12:00 – 12:10** • **Closing Remarks (Dr. Regina Stanback Stroud, Skyline College President) – Bldg. 1, Skyline College Theater**
- 12:10 – 1:00** • **Skyline College Lunch – Bldg. 6, Dining Hall**
- 1:00 – 3:45** • **Communities of Practice Breakout Sessions (Jesse Raskin, Lead for Service Learning CoP; Carla Grandy, Lead for Social Justice/Sustainability CoP; John Ulloa, Lead for Transformative Pedagogy & Practices CoP; Chris Collins and Kimberly Saccio-Kent, Leads for Hybrid & Online Learning CoP) – see locations below**
 Skyline College is investing heavily in professional development for faculty and staff—infusing pedagogy with cultural fluency and digital savvy. Redesigned and more effective student experiences require multiple dimensions of faculty expertise. Mastery of content remains essential, but equally important is expertise in effective teaching practices, curriculum pathway design, instructional technologies, learning assessment, and student development. Communities of Practice (CoP) create a cross-functional structure to improve student success. CoP at Skyline College are a new professional development opportunity to bring together interdisciplinary teams of faculty, staff, and administrators to discuss, strategize, address pedagogy or academia-related problem of mutual interest.
- As we launch our Communities of Practice (CoPs), faculty, staff, and administrators are invited to join the CoP leads in the afternoon breakout sessions. Each session will: 1) create an operational definition of the CoP; 2) explore what the CoP looks like at Skyline College; and 3) understand the CoP call to action.
- 1:00-2:15, Session A
 - Transformative Pedagogy & Practices CoP (John Ulloa) – **Bldg. 7, Rm. 7-104**
 - Service Learning CoP (Jesse Raskin) – **Bldg. 7, Rm. 7-106**
 - 2:25-3:40, Session B
 - Social Justice and Sustainability CoP (Carla Grandy) – **Bldg. 7, Rm. 7-104**
 - Hybrid/Online Learning CoP (Chris Collins/Kimberly Saccio-Kent) – **Bldg. 7, Rm. 7-106**



PROFESSIONAL DEVELOPMENT



CENTER FOR TRANSFORMATIVE TEACHING & LEARNING

Flex Day Activities October 11, 2017

*Please register online for your Flex Day workshops by Monday, October 9:
<https://surveys.smccd.edu/n/flexdayoctober11.aspx>*

Morning Activities

- 8:00 – 11:00 • Coffee and pastries for Skyline College employees—**Fireside Dining Room, Bldg. 6**

SERIES: *Unleashing the Power of Assessing Student Learning (8:30-12:00):**

For the series of workshops below, you have the option of taking all three or the one or two that are of most interest to you. Each will be led by the SLOAC coaches.

T.J. Marchese claims, “Assessment per se guarantees nothing by way of improvement, no more than a thermometer cures a fever.” True. Without a concerted effort to use the instrument effectively and act on the results, its power is neutralized.

Similarly, the assessment of student learning outcomes (SLOs) has enormous potential. At this series of workshops, develop a foundational knowledge to harness the power of SLOs and assessment to strengthen teaching and learning. Be empowered to work with your colleagues in articulating the core knowledge/ skills/ attitudes students attain in a given course, how their work is evaluated, and how to act on a collective understanding of the results. Using the assessment of SLOs as a means to reflect on our teaching not only will keep our instruction fresh but also can liven up discussions with our colleagues about what we love most: helping students to learn and achieve their educational goals.

- ***8:30 – 9:30 • “Crafting SLOs”**—(Nick Kapp, Biology Professor; Guillermo Ortiz, Business Professor; Cassidy Ryan, Cosmetology Professor)—**Bldg. 6, Rm. 6206**

Participants will be able to create and critique student learning outcomes (SLOs).

- ***9:45 – 10:45 • “Designing Assessment Plans to Strengthen Student Learning”**
(Tiffany Schmierer, Art Professor; John Skovgaard, History Professor) —
Bldg. 6, Rm. 6206

Participants will be able to explain the relative benefits and drawbacks of different assessment strategies, identify assignments within their classes that can be

leveraged for grading and assessment purposes, and strategize how to implement the assessment.

- ***11:00 – 12:00** • **“Analyzing and Acting on Assessment Results”** (Luica Lachmayr, English Professor; Dr. Ronda Wimmer, Wellness Professor) —**Bldg. 6, Rm. 6206**

Participants will be able to configure their results in ways that lend themselves to analysis and dialogue, and be well versed in questions to consider and potential actions they can take.

-
- 9:00 – 12:00** • **“UndocuAlly Training”** (Pamela Ortiz Cerda, DREAM Center Staff Assistant) —**Bldg. 4, Multi-Cultural Center**

Participants will receive an overview of the following: immigration history, recent legislation, ways to support undocumented students, common post-election challenges, active allyship/how to be a true ally, and information about resources available for current and prospective undocumented students. A student panel will be present to answer questions and share the stories of their experiences as Skyline College students. All staff and faculty are welcome to participate.

- 9:45 – 11:00** • **“Universal Learning for All: High Tech, Low Tech, and No Tech Solutions for Enhancing Your Students’ Success”** (Melissa Matthews, DRC Coordinator/Counselor; Jessica Truglio, DRC Learning Disabilities Specialist)—**Bldg. 6, Rm. 6202**

Our classrooms are diverse. Students present with different learning styles, interests, and college readiness. Some also have disabilities. How can you reach all those students, stimulate their interest in your courses, and enhance their success? Universal Design for Learning “is a set of principles for curriculum development that give all individuals equal opportunities to learn.” This workshop will provide hands-on demonstration of high tech, low tech, and no tech UDL tools. Additionally, we’ll provide you with tips for incorporating UDL in your classroom. There will be an opportunity for discussion and Q&A. Participants will: 1) learn the importance of Universal Design for Learning and how it can enhance student success; 2) learn classroom techniques that are beneficial to all students; and 3) become aware of universal technology (“high tech” solutions) and what’s available through DRC.

Afternoon Activities

- 12:00 – 1:00** • **Skyline College Employee Lunch and Meta-Majors Website Display—**Fireside Dining Room, Bldg. 6****

During the Flex Day lunch hour, Marketing, Communications, & Public Relations (MCPR) will be displaying mock ups of Meta-major marketing material. Faculty and staff will have an opportunity to provide feedback on the design layout options created by our marketing team at Skyline College.

- 1:00 – 2:30**
- **“Keeping Foster Youth in the Conversation”** (Tia Holiday, Guardian Scholars Program Services Coordinator; Linda Allen, Guardian Scholars Retention Specialist) —**Bldg. 6, Rm. 6202**
Foster Youth are considered a special population on our college campus due to significant trauma they sustained while in the system. Learn how we as faculty and staff can support our foster youth students while they work towards their educational goals.
- 1:00 – 2:00**
- **“International Students Success”** (Carlos Romero, Counselor; Wissem Bennani, International Student Program Manager) —**Bldg. 6, Rm. 6206**
Wondering how to best and better serve our international students and help them succeed? This workshop will provide an opportunity to understand the nature of international students in order to better assist the population. The target audience is the college faculty and staff members. Topics include an overview of international students on campus, F-1 immigration regulations, and cultural and academic challenges for international students.
- 2:00 – 3:00**
- **“DACA 101: What Has Changed, and What Are Our Students’ Rights?”** (Pamela Ortiz Cerda, DREAM Center Staff Assistant) —**Bldg. 4, Multi-Cultural Center**
This one hour workshop will provide an in-depth look into the Deferred Action for Childhood Arrivals program. Participants will learn about:
 - The history of the program
 - The implementation of DACA
 - The qualification requirements and benefits for the participants
 - Statistics compiled from the 5 years of DACA
 - The effects of rescinding DACA—what it means for individuals and for the United States
 - What is the current narrative regarding DACA within the undocumented community
- 2:00 – 3:30**
- **“Getting Started w/Canvas”** (Ricardo Flores, Instructional Technologist) —**CTTL Learning Space, Bldg. 1, Rm. 1311F**
“Getting Started w/Canvas” will introduce new Canvas users to basics such as logging in the first time and thereafter, editing your user profile to add a picture and other information, managing your account set-tings and notifications, adding files, creating pages and modules, getting help with Canvas, and a brief overview of the entire LMS. Participants in this workshop will: 1) become familiar with the Canvas LMS ecosystem in general; and 2) learn how faculty and students can get help with Canvas. Participants will also practice logging in and testing out their sandbox; edit their profile, settings, and notifications; add content; and create pages and modules.
- NOTE:** Basic computer skills (word processing, e-mail, file management), basic internet skills (use of browser, searches, uploading/downloading files), and an open mind to try new things will be needed for this workshop.

Invitation Only Workshop

- 1:00 – 3:30**
- **“Lifelong Wellness ISLO Workshop”** (Karen Wong, Institutional Effectiveness Coordinator/English Professor) —**Bldg. 6, Rm. 6203**



PROFESSIONAL DEVELOPMENT



CTTL CENTER FOR TRANSFORMATIVE TEACHING & LEARNING

Flex Day Workshops/Activities January 11-12, 2018

ATTENTION: Note that space is limited for a number of workshops. Please register for your Flex Day workshops online by Monday, January 8 at: <https://surveys.smccd.edu/n/flexdaysp18.aspx>

Thematic Key to Workshops:

- Teaching, Learning, & Student Success
- Online Education, Technology, & Software
- Health, Wellness, & Safety
- Policies, Procedures, & Miscellaneous Topics

Thursday, January 11—Morning Activities

8:00 - 11:00 ● Light continental breakfast and coffee service—Bldg. 6, Dining Hall

8:30 - 12:30 ● “CPR/AED Certificated Training” (San Bruno Fire Dept.)—Bldg. 4, Rm. 4-301
Earn your CPR/AED certificate by participating in this hands-on, 4-hour workshop led by the San Bruno Fire Department. Participants will learn adult, child, and infant CPR/AED. Also covered in the training will be how to handle choking. Space is limited to 30 participants. Wear comfortable clothing. *(limit 30 participants)*

8:30 – 12:30 ● “The Pedagogy of Real Talk: Learning How to Authentically and Effectively Connect with Students” (Paul Hernandez, PhD, Consultant)—*(Space limited. Contact your division dean for information.)*—Bldg. 6, Rm. 6-206
Our August Opening Day keynote speaker, Dr. Paul Hernandez, will be back to lead a ½-day workshop on Real Talk Pedagogy. This workshop will address the notion of connecting with students by using the concept Real Talk, a component of *The Pedagogy of Real Talk* by Dr. Paul Hernandez, to authentically yet systematically connect with students in the classroom. In order to be as efficient and effective as possible participating faculty are expected to read *The Pedagogy of Real Talk* in its entirety before the workshop. Workshop goals include: 1) professors will develop an understanding of the sociological concept of the intersections of race, class, gender, sexuality, and how they impact both professors and students in the classroom 2) participants will identify challenges and barriers to, as well as successful and

effective strategies for, building connections between professors and students 3) professors will create outlines for their own individual Real Talks to use in the classroom 4) professors will practice/share their Real Talk within the workshop.

- 9:30 – 10:45** ● **“Understanding the Impact of Trauma”** (Helen Brody, Psychological Services Counselor)—**Bldg. 6, Rm. 6-202**
This workshop will introduce participants to the fundamentals of trauma and its impact on multiple areas of individual functioning and development throughout the life span. Exposure to traumatic experiences, such as abuse, violence, neglect, disaster, loss, or injury, can bring about a range of common and unique reactions from individuals. We will define trauma, and discuss traumatic stress responses, its long-term impact on learning, behavior, physical and mental health, and relationships, and the implications of such adverse experiences among the Skyline student body.
- 10:00 – 12:00** ● **“Leveraging SPOL for Accreditation”** (Jacque Honda, Dean of PRIE; Zahra Mojtahedi, Research Analyst) **Bldg. 8, Rm. 8-119** (*Invitation Only—Accreditation Standards Chairs*)
SPOL is Skyline College’s new online planning system for program review and accreditation. Taking an integrated approach, SPOL helps connect institutional planning processes with resource allocation. It also facilitates accreditation self-study activities and includes a centralized repository for accreditation evidence. Participate in this workshop to learn more about the current ACCJC accreditation standards, with a focus on identifying relevant accreditation evidence to upload into SPOL and reference in the self- study.
- 11:00 – 12:00** ● **“CalPERS and You”** (Kevin Coffman, CalPERS)— **Bldg. 6, Rm. 6-202**
Kevin Coffman, a benefits expert from CalPERS, will lead a one-hour workshop on CalPERS. Attendees will learn the following: What is CalPERS? Retirement Income Sources, Service Credit, Retirement Formulas and Benefit Factors, Final Compensation, Retirement Calculation, Power of Attorney, Leaving Your Employer, Pre-Retirement Death Benefits, Health Benefits, Online Resources, Contacting CalPERS, and Your Next Steps
- 11:00 – 12:00** ● **“The Faculty Diversity Internship Program (FDIP): What It’s About & How You Can Get Involved”** (FDIP presenter tbd)— **Bldg. 1, Rm. 1-1311F**
The Faculty Diversity Internship Program (FDIP) purposes are to enhance community college efforts to building a diverse and representative faculty. FDIP places a special emphasis on locating and attracting qualified interns who are members of underrepresented groups. The internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, or industry practitioners, to the community college environment and student populations. Participants of this workshop will have the opportunity to have their questions answered and learn about opportunities to become mentors to grad students and professionals in the community as part of the Faculty Diversity Internship Program.
- 11:00 – 12:15** ● **“What Does Title IX Have to Do with Me?”** (Mwanaisha Sims, SMCCCD Director of Policy, Training & Compliance)— **Bldg. 6, Rm. 6-203**
Title IX is a federal statute that bans discrimination at schools that receive federal funding. The training goals for this presentation will include the history of Title IX, understanding San Mateo County Community College District obligations under Title IX, identifying incidents involving sexual harassment, relationship violence, and sexual misconduct, how to respond

appropriately to each type of incident, and knowing what it means to be a responsible employee.

Thursday, January 11—Afternoon Activities

12:30 – 1:30 ● **College Lunch—Bldg. 6, Dining Hall**

1:30 – 5:30 ● **“The Pedagogy of Real Talk: Learning How to Authentically and Effectively Connect with Students”** (Paul Hernandez, PhD, Consultant)—*(Space limited. Contact your division dean for information and approval.)*—**Bldg. 6, Rm. 6-206**

Note that this is a repeat of the morning session. Our August Opening Day keynote speaker, Dr. Paul Hernandez, will be back to lead a ½-day workshop on Real Talk Pedagogy. This workshop will address the notion of connecting with students by using the concept Real Talk, a component of *The Pedagogy of Real Talk* by Dr. Paul Hernandez, to authentically yet systematically connect with students in the classroom. In order to be as efficient and effective as possible participating faculty are expected to read *The Pedagogy of Real Talk* in its entirety before the workshop. Workshop goals include: 1) professors will develop an understanding of the sociological concept of the intersections of race, class, gender, sexuality, and how they impact both professors and students in the classroom 2) participants will identify challenges and barriers to, as well as successful and effective strategies for, building connections between professors and students 3) professors will create outlines for their own individual Real Talks to use in the classroom 4) professors will practice/share their Real Talk within the workshop.

1:30 – 3:30 ● **“Drop In to Play Ball with the SLOAC Coaches”** (Nick Kapp, Biology; Lucia Lachmayr, English; Cassidy Ryan, Cosmetology; Tiffany Schmierer, Art; Ronda Wimmer, Wellness; Adam Windham, Physics)—**Bldg. 8, Rm. 8-116**

At this point, all instructional departments are expected to have assessed from 30- 40% of their courses, and ideally 60- 70% by the end of the spring semester, as Skyline College is in the second year of a three-year assessment cycle. Whether you’re new to student learning outcomes (SLO) assessment or been a member of your department’s team for years, SLOAC coaches are available to help you put into practice a student-centered conception of SLOs and assessment. Learn how to make assessment worth your time, sustainable, and most importantly —with the students’ best interests in mind. Be empowered to field the best team possible. *Drop in during the scheduled time with any questions you have about assessing your courses*

1:30 – 3:30 ● **“TracDat Office Hours”** (Guillermo Ortiz, Business; Erin Struss, ESOL)—**Bldg. 8, Rm. 8-119**
At this point, all instructional departments are expected to have assessed from 30- 40% of their courses, and ideally 60- 70% by the end of the spring semester, as Skyline College is in the second year of a three-year assessment cycle.

Your department has assessed, but as your department’s Tracdat coordinator, you haven’t logged on since last semester and need a refresher on Tracdat! Or you’ve got to generate the Tracdat report for your Comprehensive Program Review. *Drop in during the scheduled time for one-on-one help.*

1:30 – 2:30 ● **“Cultural Faux Pas: Intercultural Communications”** (Wissem Bennani, International Students Program Manager; Chikako Walker, Program Services Coordinator; Carlos Romero, Counselor)— **Bldg. 6, Rm. 6-202**

Gestures that seem completely normal here may be seen impolite or disrespectful in certain corners of the globe. As the international student population is rapidly growing on our campus, it is important to gain a heightened understanding of diverse cultures, customs and perspectives. We will explore cultural dos and don'ts through small discussions and presentations.

- 1:30 – 3:00** ● **“Introduction to Office 365”** (Ricardo Flores, Instructional Technologist)— **Bldg. 1, Rm. 1-311F (limit 20 participants)**
MS Office 365 is a cloud based suite of productivity apps that include Word, Excel, PowerPoint, Outlook, OneNote, and OneDrive among others. In this introductory workshop, we will learn to share and edit documents using MS Word and OneDrive. We will configure Outlook email, and download and install the OneDrive Client app. We will also learn how to sync OneDrive across devices and how to install the District provided licenses for home use.
- 1:30 – 2:45** ● **“What Does Title IX Have to Do with Me?”** (Mwanaisha Sims, SMCCCD Director of Policy, Training & Compliance)— **Bldg. 6, Rm. 6-203**
Title IX is a federal statute that bans discrimination at schools that receive federal funding. The training goals for this presentation will include the history of Title IX, understanding San Mateo County Community College District obligations under Title IX, identifying incidents involving sexual harassment, relationship violence, and sexual misconduct, how to respond appropriately to each type of incident, and knowing what it means to be a responsible employee.
- 1:30 – 3:00** ● **“Honors Transfer Program—All Faculty Meeting”** (John Ulloa, HTP Coordinator/History Professor)—**Bldg. 6, Rm. 6-205**
The Honors Transfer Program of Skyline College is restructuring its approach to honors teaching and learning. We highly recommend attendance if you currently teach in the program and/or wish to in the future. We will discuss our program's new direction, and pedagogical best practices.

Friday, January 12—Spring 2018 Opening Day All-Employee Events

(Re)Imagining Our Roles in the Skyline College Promise

- 7:45 – 8:30** Light continental breakfast and coffee/tea service—**Bldg. 6, Café Lobby**
- 8:30 – 10:20** All-College Event—**Bldg. 6, Fireside Lounge**
- **Welcome & Opening Remarks**—Interim Vice President of Instruction, Dr. Jennifer Taylor-Mendoza; Vice President of Student Services, Dr. Angélica García
 - **Gearing Up for our Roles in the Upcoming Accreditation Visit: Accreditation 2019—**
(Accreditation Tri-Chairs: Karen Wong, Institutional Effectiveness Coordinator; William Minnich, Enrollment Services Dean; Michele Haggar, Program Services Coordinator)
Skyline College's accreditation visit is just around the corner: Fall 2019! Find out what's new about the process and standards, as well as what role you can play in helping the college write the self- study and prepare for the site team visit.

- **“Beyond Meta-Majors & Guided Pathways: The Skyline College Comprehensive Redesign”** (Design Team Members)

Using interactive hands-on activities, faculty and staff will gain a deeper understanding of Skyline College’s comprehensive redesign and their role as a redesigners in the years ahead.

10:30 – 12:30 All-College Event—Bldg. 6, Fireside Lounge

- **I Can’t Believe S/He Said That: Student Engagement and Communication from an Equity Lens**—(Lasana O. Hotep, Dean of Student Equity and Support Programs; Katrina Pantig, Program Services Coordinator Lasana Hotep, Dean of SESP)—**Bldg. 6, Fireside Lounge**

The shift from “what” we teach to “who” we teach is in full swing. Embracing this opportunity to become more connected with our students requires alternative approaches to our communication styles. This presentation introduces participants to the latest theories and practices in creating an inclusive, safe and engaging classroom and campus. We explore contemporary challenges like micro-aggressions, unconscious bias, and teaching from an equity-based lens. Participants will leave with:

- An understanding of the demographic makeup of Skyline’s student population
- Introduction to the theories of micro-aggressions and unconscious bias
- Vocabulary and tools to begin to teach from an equity-based lens
- Access to resources and reference materials to continue to build on the workshop practices

Friday, January 12—Afternoon Activities

12:30 – 1:30 • College Lunch—Bldg. 6, Rm. 6-202-04-06

- 1:30 – 4:00 • Division/Department Meetings and Activities—various meetings and/or activities as determined by your division/department**

Afternoon department and discipline-specific activities will be determined by your individual division and/or department. Please contact your specific division office for information about the times and locations.



PROFESSIONAL DEVELOPMENT



CENTER FOR TRANSFORMATIVE TEACHING & LEARNING

Flex into Spring: March 8, 2018 *Build Your Professional Development Toolkit*

ATTENTION: Please register for your Flex Day workshops online by Monday, March 5 at:
<https://surveys.smccd.edu/n/flexdaymarch818.aspx>

Thematic Key to Workshops:

- Teaching, Learning, & Student Success
- Online Education, Technology, & Software
- Health, Wellness, & Safety
- Policies, Procedures, & Miscellaneous Topics

Morning Activities

- 7:45 – 8:30 ● Light continental breakfast and coffee/tea service.—Bldg. 4, Rm. 4-180
- 8:30 – 10:00 ● All-College Event —Bldg. 4, Rm. 4-180
“Introduction to Online Educational Resources and the Faculty Perspective” (Keynote: Una Daly, Director of CCCOER [Community College Consortium for Open Education Resources]; Faculty Panel: Bridget Fischer, Art; Adam Windham, Physics; Rick Hough, Math; Dr. John Calavitta, English; Krista McClain, Psychology)
Textbook affordability is an issue that affects student success. California’s community colleges have begun to explore how to offer courses that use low-cost materials (ZTC) or open educational resources (OER). OER refers to educational materials that include permission for anyone to use, modify and share at no cost. Open education is an attitude, a practice, and a method of teaching that inspires inquiry, equal access to course materials, and sharing lessons and materials with the wider community. Skyline College faculty have begun to intentionally choose OER or ZTC materials for their courses. During this all-college event, you will learn more about the open education movement, the benefits of OER for students and educators, and the influence on student success. The second portion of the workshop will include a panel of Skyline College faculty who will share their experiences with researching, adopting, and creating OER or ZTC materials for their courses. Learn about both successes and challenges with implementation of OER.
- 10:10 – 11:10 ● “Showcase Your Awesomeness” (John Ulloa, History)—Bldg. 6, 6-206
This workshop offered by the Community of Practice, Transformative Teaching and Pedagogy. The purpose of this workshop is for faculty to showcase a particular artifact that reflects strength in pedagogy. Course syllabi, assignments, essay prompts, reflections, packets, labs,

experiments, and/or rubrics are all welcome. *Bring your artifacts, and brag, boast, and tell us why and how this was developed, and why and how it works.* Let's share, learn, celebrate, and inspire each other. As a community of practice, we are cultivating a culture of sharing and exchanging teaching ideas and strategies in the name of improving the quality of instruction campus-wide. It is our hope that offering this workshop will result in the following 4 outcomes: 1) Breakdown silos on campus; 2) Build a stronger sense of teaching community; 3) Faculty work and incorporate pedagogical practices from an interdisciplinary and campus-wide perspective; and 4) Further enrich the teaching and learning processes on campus.

10:10 – 11:10 ● “Stress Relief through Relaxation & Breathing” (Diane Roby, Yoga Professor) —Bldg. 4, Rm. 4-301

Taught by Skyline College yoga teacher, Diane Roby, this workshop will focus on techniques for recognizing and relieving stress and anxiety from work and home life. Participants will learn easy and practical strategies for easing stress through breathing and relaxation exercises.

10:30 – 12:00 ● “Service Learning in a Box” (Dr. Rika Fabian, Sociology; Jennifer Merrill, Psychology; Mustafa Popal, History; Paul Rueckhaus, Health Science)—Bldg. 6, 6-202

This workshop, facilitated by the Service Learning Community of Practice, will provide participants with the nuts and bolts necessary to develop and implement service learning into their courses. This collaborative workshop will provide examples of service learning assignments/activities that can be easily adapted to individual course SLOs. Workshop participants will: 1) Integrate a service learning assignment into their course; 2) Create an effective pre-reflection and reflection assignment regarding the service learning experience from their disciplinary perspectives; and 3) Identify logistical steps of service learning implementation. Additionally, participants of this workshop will have an opportunity to partake in the Day of Action in April, 2018, a day of campus-wide community engagement.

10:30 – 12:00 ● “Drop in to Play Ball with the SLOAC Coaches” (SLOAC Coaches)—Bldg. 8, Rm. 8-119

At this point, all instructional departments are expected to have assessed from 60- 70% of their courses by the end of this spring semester, as Skyline College is in the second year of a three-year assessment cycle. Whether you're new to student learning outcomes (SLO) assessment or been a member of your department's team for years, SLOAC coaches are available to help you put into practice a student-centered conception of SLOs and assessment, and/or catch up on your entries in to Tracdat. Learn how to make assessment worth your time, sustainable, and most importantly— with the students' best interests in mind. Be empowered to field the best team possible. *Drop in during the scheduled time with any questions you have about assessing your courses.*

11:15 – 12:15 ● “United We Jam: U-Jam Fitness Dem (a.k.a. Twerk while U Werk) (Michelle “Mi Mo” Morin, Licensed U-Jam Instructor (UJI); Liza Erpelo, English Professor/U-Jam TA)—Bldg. 3, Rm. 3-201

U-Jam Fitness® is an athletic urban dance fitness workout that combines dance and high energy music for a workout that will get your heart rate up, your body moving, and make you work up a sweat -- all while having **FUN!** U-Jam Fitness is about Unity in dance and Unity in diversity. No judgment, just fitness and fun! Sport your comfy workout gear or rock your hottest dance hall bling and swag — whatever it takes to “do you!” No dance experience needed. Just bring an open mind, your dance-tastic energy, some water and a towel. Mi Mo WILL make you sweat!

11:15 – 12:15 ● “The Faculty Diversity Internship Program (FDIP): What It’s About & How You Can Get Involved” (Jessica Marshall, FDIP Coordinator/Anthropology, Cañada College)—Bldg. 6, Rm. 6-6203

The Faculty Diversity Internship Program (FDIP) purposes are to enhance community college efforts to building a diverse and representative faculty. FDIP places a special emphasis on locating and attracting qualified interns who are members of underrepresented groups. The internship program shall serve to introduce graduate students, before they approach the end of

their graduate studies, or industry practitioners, to the community college environment and student populations. Participants of this workshop will have the opportunity to have their questions answered and learn about opportunities to become mentors to grad students and professionals in the community as part of the Faculty Diversity Internship Program.

Afternoon Activities

12:15 – 1:15 ● College Lunch—Fireside Dining Hall, Bldg. 6

1:15 – 3:15 ● “Developing an Effective Hybrid Course” (Dr. Bianca Rowden-Quince, Instructional Designer; Bridget Fischer, Art)—Bldg. 7, Rm. 7-109

Hybrid learning is an instructional delivery mode where instruction is conducted partly online and face-to-face. Hybrid learning is one of the fastest growing and most successful instructional models to deliver flexible learning options for today’s learners. However, understanding how to design, develop, deliver, evaluate, and implement a hybrid learning course is challenging yet critical to supporting instructors and students in this teaching and learning model. During this workshop, sponsored by the Hybrid & Online Learning Community of Practice, participants will learn how to layout, plan, and develop a hybrid course using best practices and a variety of resources to create a lively and engaging learning environment. This experience will help participants develop a hybrid course that is a highly effective and integrates both online and face-to-face learning in support of student learning outcomes.

1:15 – 3:15 ● “In Search of the Ultimate Cookie: Amping Up Your Assessment Game w/Rubrics” (Karen Wong, Coordinator of Institutional Effectiveness)—Bldg. 6, Rm. 6-206

Are you interested in making your evaluative criteria crystal clear to students? In grading more efficiently than presently? In implementing departmental-wide assessments? Or do you simply enjoy discerning the qualities of the ultimate cookie? Then this introductory workshop is for you, as your main task will be to draft a rubric for evaluating cookies. More generally, a rubric is a scoring tool used to evaluate an assignment, performance, or product, such as essays, research reports, portfolios, works of art, recitals, oral presentations, and group activities. It identifies the primary characteristics (a.k.a. “traits”) of the item being rated and describes levels of performance criteria for each characteristic. After drafting a cookie rubric, you will have all the tools you need to develop a rubric for one of your major assignments or outcomes.

1:15 – 4:15 ● “UndocuAlly Training” (Pamela Ortiz Cerda, DREAM Center Staff Assistant)—Bldg. 6, Rm. 6-203

UndocuAlly is a term used to identify campus allies for undocumented students. The UndocuAlly training is designed to provide the basic knowledge, skills, and resources needed to serve and work alongside undocumented students. Participants will receive an overview of current laws and policies affecting undocumented students in California, reflect on culturally proficient allyship, identify practices for serving undocumented students, and commit to making their support visible on campus. Participants will also get to engage in dialogue with a panel of undocumented students.

1:15 – 4:15 ● “Supporting the Whole Student: SafeTALK” (Dr. Gena Rhodes, PhD, Personal Counseling Center, Cañada College)—Bldg. 6, Rm. 6-202

SafeTALK is a training that prepares participants to recognize invitations for help and connect a person with thoughts of suicide to intervention resources. By the end of the training, participants will be able to: 1) move beyond common tendencies to miss, dismiss, or avoid suicide; 2) recognize people who have thoughts of suicide; 3) apply the TALK steps (Tell, Ask, Listen, and KeepSafe) connect a person with thoughts of suicide to a suicide first aid intervention caregiver.

CSM Flex Day Agenda

Monday, August 14 and Tuesday, August 15, 2017

Monday Afternoon, August 14

12:30 - 1:30pm AT SKYLINE: Introducing SMCCCD DREAM Centers: Supporting Undocumented Students and Community Members (Skyline College Building 4, Room 4301 (third floor))

The SMCCCD DREAM Center Taskforce will host a sharing of the District FAQs and BOT Resolution that provide guidelines for supporting undocumented students in our district. The three campuses will also share updates on their work over the past year. Discussion and Q&A to follow.

2:00 - 4:00pm College of San Mateo Division Meetings

Academic Support and Learning Technologies: 18-206

Business and Technology: 19-100

Counselling: 10-191

Creative Arts and Social Science: 14-117

Language Arts: 18-205

Math/Science: 36-319

Admissions and Records: TBD

Kinesiology, Athletics, and Dance: TBD

Tuesday Morning, August 15 - Bayview Dining Room

- | | |
|----------------|--|
| 8:15am | Coffee, Conversation, and College Fair |
| 9:00am | Welcome and Presentations (Mike Claire, Madeleine Murphy, Jeremiah Sims) |
| 10:40am | BREAK |
| 11:00am | Moving the Needle: Let's Come Together For Student Success (CSM Community and Career Ladders Project) |
| 12:30pm | LUNCH - Bayview Dining Room |

Tuesday Afternoon Sessions

Register at collegeofsanmateo.edu/fall2017flexrsvp

1:30 - 3:30pm 1: Entry Points into the Educational Equity Work at CSM (Jeremiah Sims; 14-215)

In this conversation, we will discuss equity, generally, and educational equity, specifically, in order to first operationalize and subsequently further institutionalize equity at CSM. We all play a part in educational equity, so this

conversation will delineate and explain the equity initiatives for this year while inviting faculty, staff, and administration to contribute to the work in meaningful and impactful ways.

- 1:30 - 3:30pm 2: Hiring Committee Training: Understanding the Benefits of Diversity and Unconscious Bias (Eugene Whitlock; 10-193)**
The San Mateo County Community College District is committed to hiring a diverse workforce that reflects our student body and our community. In order to achieve this goal, the District will be providing increased training related to the benefits of diversity and the elimination of bias in the hiring process. This training is also required by Title 5 of the California Code of Regulations and the District's Equal Employment Opportunity Plan.
- 1:30 - 3:30pm 3: International Student Success (International Students Task Force; 10-468)**
The Institutional Planning Committee, International Student Task Force will present an update on the International Student Program and facilitate a discussion about international student success, and ideas and best practices for supporting international students.
- 1:30 - 3:30pm 4: Canvas Workshop: Designing and Building a Basic Module (Erica Reynolds; 18-206)**
Faculty and staff are welcomed to this slow-paced workshop intended to give participants the skills needed to slowly build out their courses in Canvas in a low-stakes environment. Modules allow instructors to organize content to help control the flow of the course. They organize your content to help create a one-directional linear flow of what you would like your students to do. *We ask that participants know their Canvas usernames and passwords and have logged into the SMCCCD Canvas site at least once prior to the workshop.*

For more information, contact Theresa Martin (martin@smccd.edu)

A Curious Community: Building Connections Through Inquiry

Flex Day: October 11th, 2017

Please RSVP at <https://goo.gl/forms/43BrJNSZYL1dBHJC3>

Flex Day Agenda			
Coffee and Conversations with Colleagues			
8:00-9:00			
9:00-10:30	<u>Session 1A:</u> CSM Inquiry Project Kickoff and Inquiry Group Discussion Paul Hankamp Murphy Erica Reynolds Jeremiah Sims Ellen Young Bay View Dining	<u>Session 1B:</u> Creating Safe Spaces: What if a Student Says the N-Word (Or Other Hate Speech) in Your Classroom? Jeremy Wallace 10-193	<u>Session 1C:</u> I'm An Adjunct; Can I Do Professional Development Through CSM? Theresa Martin 18-206
10:30-10:45	Break		
10:45-12:15	<u>Session 2B:</u> The Take-away: What Are They Learning? Madeleine Murphy 10-193	<u>Session 2C:</u> Discussing the prevalence and impact of microaggressions for people of color: What are they? What's the big deal? Jeremiah Sims 18-206	
12:15-1:30	All College Picnic and Festivities Food, Lawn Games, Board Games, and Gentle Yoga		
1:30-3:00	<u>Session 3A:</u> Canvas Workshop: How do I create collaborative, group assignments in Canvas? Erica Reynolds 10-161	<u>Session 3B:</u> UndocuALLY Training: How can we best serve our Undocumented, AB50 and DACA students? Jackie Santizo 10-192	<u>Session 3C:</u> What are the Experiences of Juvenile Justice Impacted Students and our Higher Education System? Nick Jasso, Tabitha Conaway, and Katie Bliss; 10-193
		<u>Session 3D:</u> Cultural Resilience: How to assess the brilliance in all of our students? Dr. Juan Carlos Arauz, 10-194	

Flex Day: Putting Students First

January 11th and 12th 2018, College of San Mateo

DAY 1: January 11 th , 2018					
10:45-12:15	Session 1A Campus Connections Ludmila Prisecar, Richard Rojo, Heidi Diamond & Ashley Phillips, David McLain 10-468	Session 1B Canvas Office Hours Paul Hankamp 10-161	Session 1C Course Revisions - What do I do now? Teresa Morris 14-215	Session 1D International Student Task Force Update The International Student Task Force 10-401	Session 1E Faculty Diversity Internship Program Jessica Marshal 14-213
1:30-3:00	Division Meetings Please contact your dean for more information.				

DAY 2: January 12 th , 2018					
9:00-10:30	Session 2A: The Elephants in the Room: Facilitating Conversations Around Sensitive Issues Jeramy Wallace Room 10-468	Session 2B The Take Away-Students in Action: A Planning Session Madeleine Murphy 10-401	Session 2C Strategies for Reducing Textbook Costs Textbook Taskforce and CSM Students 14-213	Session 2D CSM Inquiry Project Ellen Young The Learning Center	
10:45-12:15	Session 3A Discussing the prevalence and impact of microaggressions for people of color: Part Two Jeremiah Sims and Tabitha Conway 10-401	Session 3B: Enter the Labyrinth: Honors Project Update & Discussion David Laderman and CSM Students 10-468	Session 3C: Meet SimMan: Nursing Simulation Laboratory Tour Leann Kennedy 5-360	Session 3D: Peer Observation Project Alex Wong 14-213	Session 1E Public Safety Update Robert Dean 14-215
1:30-3:00	Session 4A Phantom of the Universe – Darth Vader Darryl Stanford CSM Planetarium	Session 4B Student Bill of Rights Rob Kommas and CSM Students 10-468	Session 4C Quick Classroom Checks: How to Know If Your Students Are "Getting It" Kristi Ridgway 10-401	Session 4D Year One: What we're doing, where we're going, and how you can jump on board! Allie Fasth 14-215	



March 8th Flex Day

College of San Mateo

8:00-9:00 a.m. Coffee and Conversations with Colleagues- Bay View Dining Room

What Does it Mean to Become a Hispanic Serving Institution?

ESCALA Educational Services 9:00-10:00 a.m., Bay View Dining Room

Morning Sessions

10:15-12:15 p.m.	What's My Role in our HSI? Becoming an Intentional Change Agent at CSM .	<i>ESCALA Educational Services 36-112</i>
	The Faculty Diversity Internship Program (FDIP): What It's About & How You Can Get Involved As A Mentor	Jeremiah Sims and Cassandra Jackson; 10-401
10:15-11:15 a.m.	Undocu-Ally Training: How can we best serve our Undocumented, AB540 and DACA students?	<i>Miguel Castillo, Jackie Santizo & CAUSA Taskforce; 18-206</i>
	The CSM Student Experience	<i>Student Panel; 10-468</i>
	Strategies for Reducing Textbook Costs	<i>Textbook Taskforce 18-206</i>
11:30-12:30 p.m.	Campus Connections: An ongoing series designed to inform, engage, and inspire.	<i>Lizette Bricker, Robert Shoffner. David McLain; 10-468</i>
	Canvas Office Hours	<i>Paul Hankamp; 10-161</i>

12:30-1:30pm- Lunch- Bay View Dining Room

CSM Inquiry Project Poster Presentations

1:00-1:30 p.m., CSM Inquiry Project Participants, Bay View Dining Room

Afternoon Sessions

1:30-3:00 p.m.	Collaborative Pedagogy at CSM: Honors Project Faculty Roundtable	David Laderman; 18-206
	STEM FOCUSED SESSION: Applying Principles of Equity to Concrete and Visible Strategies in the Hispanic Serving Institution Classroom	ESCALA Educational Services 36-112
1:30-3:30 p.m.	Applying Principles of Equity to Concrete and Visible Strategies in the Hispanic Serving Institution Classroom	<i>ESCALA Educational Services 36-114</i>
	Classified Employees: Add your voice to the Educational Master Planning process!	Fauzi Hamadeh, David McLain, Hilary Goodkind; 10-468

If you have any questions or concerns, please email Ellen Young at younge@smccd.edu

2017-2018

Jeremiah J. Sims, Ph.D.
Director of Equity, CSM

Educational Equity Lecture/Workshop Series

Synopsis: One-off Professional Development engagements are often inspiring; and, if they are good, they are empowering for faculty, too. However, in reality, these kinds of PD opportunities often leave faculty without a clear way to move forward pedagogically. The Educational Equity lecture/workshop series eschews the prevailing one-off model of community college professional development opting, instead, to provide a contiguous PD engagement that invites faculty to both wrestle with and hopefully reimagine their pedagogical (teaching) practices so that their teaching style benefits all of the students that they serve irrespective of race, gender, religion, citizenship status, and or socioeconomic status.

- October 4th, 2017: Educational Equity in Science, Technology, Engineering, and Math (STEM)
Education: *Professor Bryan A. Brown, Ph.D., Stanford University*
- October 25th, 2017: Whiteness in the ear if Trump
Prof. Rick Ayers, Ph.D., University of San Francisco
- November 15th, 2017: The role of the educator in realizing Educational Equity:
Asst. Professor Farima Pour-Kashid, M.S.; M.A.; Ph.D. Candidate, USF
- December 6th, Grandchildren of Brown
Prof. Rucker Johnson, University of California, Berkeley

CSM Educational Equity Lunch and Learns

Synopsis: These lunch and learns are opportunities for faculty to engage in deep conversations that inhere around the issues that they've faced and the issues that they've overcome in working with CSM's diverse student population. These biweekly meetings will be led by faculty presentations on the strategies used to create equitable educational opportunities for all students. This space also represents opportunities for faculty to talk through and seek to remediate issues that they may be facing by learning on and learning from the professional learning community that exists at CSM.

- 9/18/17; 10/10/17; 10/31/17; 11/15/17;
- 2/1/18; 2/19/18; 3/6/18; 3/21/18; 4/5/18

Educational Equity Training Series

Synopsis: The CSM Faculty and Staff Professional Development Train the Trainer Educational Equity Series is an intentional sequence of experiences designed to equip participants with a theoretical foundation and concomitant practical skills in the areas of pedagogy and cultural fluency. This certificated training series will include facilitated discussions, workshops, field trips, lectures, panels and group projects. Collectively, these experiences will strengthen participants' theoretical and practical pedagogical skills while, simultaneously, preparing participants for the responsibility of aiding in the professional development of their colleagues.

- 1-26-2018: Introduction: Issues in educational equity

Professor Jabari Mahiri, Ph.D., University of California, Berkeley.

- 2-9-2018: STEM and Educational Equity
Professor Sepehr Vakil, PhD, University of Austin, Texas
- 3-2-2018: Writing for Educational Equity
Professor Glynda Hull, Ph.D., University of California, Berkeley
- 3/23-2018: Critical Theory and Educational Equity
Professor Zeus Leonardo, Ph.D., University of California, Berkeley
- 4-13-2018: Practices in Student Empowerment
Professor Emma Fuentes, Ph.D., University of San Francisco

5-4-2018: Recognition event

Participant Presentations

Opening Remarks: Tom Mohr

Keynote: Professor Rick Ayers, Ph.D., University of San Francisco

Closing remarks: Professor Jabari Mahiri, Ph.D.

Administrators Equity Training

Synopsis: This two-day training, cleared by President Mike Claire, will provide space for administrators to define, center, and operationalize educational equity at CSM. Professor T. Geronimo Johnson, University of California, Berkeley, and I will facilitate a conversation that helps us work in concert to devise ways to center equity in all of the work that we do. All administrators will be present for this two-day retreat.

New Faculty Institute (NFI)

Synopsis: In the NFI first year, full time faculty will take a hybrid course entitled: Critical Pedagogical Perspectives on Instructional Design. In this course we will look at both structures and cultures of schooling within urban contexts that present both opportunities and challenges for learning. So, the questions that we will endeavor to address, collaboratively, revolve around how equitable educational practices can be leveraged in order to encourage, empower, and equip all students to succeed academically and beyond. This course will be animated, so to speak, by a culminating experience (see section on culminating experience) that will emanate from the material covered in this course as well as by your own experiences working through, struggling with, and succeeding in creating an atmosphere where all students are growing more competent in subject matter while, simultaneously, honing their agency and self-efficacy. In order to begin to devise ways to engage the full gamut of students that this college serves, this course will be trifurcated into three distinct yet interrelated foci:

Theoretical Analysis: Before working to create instructional designs (i.e., praxis) that affectively and efficaciously engages the students we serve, we will, first, spend time discussing, analyzing, deconstructing and disambiguating educational theories that inhere around criticality and social justice educational paradigms. Additionally, we will endeavor to understand how working to realize socio-academic synergy (relationships + relevance + rigor) aids in increasing students' competency in and identification with their course work. And, simultaneously, we will work at developing, reflexively, best pedagogical practices that ensure that equity, social justice, democracy, and civic participation are central to and constitutive parts of the educational atmospheres created by educators.

Assignments:

1. Craft your educational philosophy (individually)
2. Create Educational Equity core tenets (collaboratively)
3. Craft Educational Equity educational philosophy (collaboratively)

4.

Instructional Design: Situating Instructional Design within a Social Justice Framework: Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure high quality instruction. It encompasses the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. And, while this approach is very promising, more often than not it is viewed as a neutral intervention in that it has not been traditionally used as a tool that disrupts the inequitable educational practices that continue to exacerbate the opportunity gap that exists between hyper-marginalized Black and Brown youth and their more affluent Asian and European American counterparts. So, we will discuss the principals of instructional design by intentionally placing them within a social justice educational framework.

Assignments:

1. Create lesson plan template that integrates the theory discussed in section 1 (Collaborative).
2. Create actual lesson (Individual) using this template.
3. Record attempt to deliver this lesson.
4. Provide write-up and/or presentation that analyzes your success and struggles in delivering this (recorded) lesson.

Determining Best Practices: Arriving at best practices (praxis): In this, the last section, we will draw from our theoretical understanding/grounding as well as by our actual attempts to realize and actualize these theories in practice (i.e., praxis), in order to arrive at what we feel are the best practices in engaging, encouraging, empowering, and equipping students to succeed in school and, hopefully, in life as well.

Assignments:

1. Revisit and Revise your educational philosophy (individual).
2. Revisit and Revise the core tenets (collaborative).
3. Provide write-up and/or presentation that analyzes your success and struggles in delivering best practices for a given lesson (Individual or Group).
4. Create group presentation to share out to educators.

2017-2018 Equity Events at Cañada College

Events

9/7/17: Solidarity Lunch to support Dreamers

10/17/17: 3CSN Intro to Designing a Cohesive, Equity-embedding Framework for Student Success

11/7/17: Town Hall Meeting - Diversity & Social Justice

2/15/18: Equity Leadership Panel - Q & A with equity leaders from Skyline College and CSM

4/12/18: Women in STEM panel

4/28/18: OYE LatinX Conference

5/2/18: Alliance Day (GSA,BSU and Puente)

Guest Speakers

2/7/18: Dr. Melina Abdul - The Importance of Black History Month

2/13/18: Daina Berry - Recognizing All Americans

2/21/18: Dr. Hasan Johnson – The History and Significance of Hip Hop and Rap

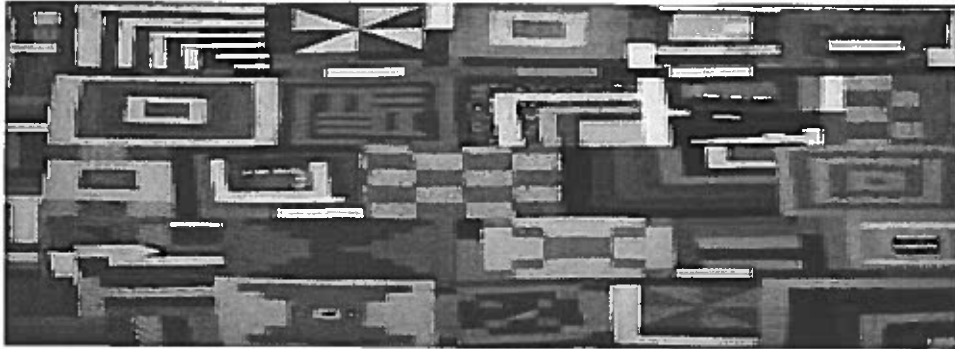
3/9/18: Dr. Marc Howard - Addressing Prison Injustice through Education Programs

4/24: Dr. Marcos Pizarro - Building Racial Literacy: Using Latinx Community Assets for Academic Success

Performances

3/12/18: Theatrical Play: 'Comb Your Hair or You'll Look Like a Slave: The Untold Story of Black Women Everywhere'

5/10/18: Theatrical Play: 'Carlota'



A2B AND ¡ESO! ADELANTE JOINTLY PRESENT

"In Their Own Words:
A Black History Teach-in Series"

Location: Building 9-257A
Time: 12:30pm-2:00pm*

- | | |
|----------------|---|
| February 8th- | Dr. Nenaji Jackson/The History of Soul Food
Dr. Anthony Jackson/Black Politics and Activism |
| February 15th- | Marcela Grant & Rance Bobo/Blacks in STEM
Demetria Mitchell/Black Firsts and Black Inventions |
| February 22nd- | David Reed/Music, Arts & Dance
David Johnson/Middle Passage & Trans-Atlantic Slave Trade |
| February 28th- | Film/"Tell Them We Are Rising" The Story of HBCU's
(* <i>This event will start at 11:30am</i>) Building 3, Room 104 |
| March 1st- | Maggie Baez & Rafael Avendaño/Activism of Chavez & MLK
Ana Avendaño, Ada Ocampo & SFSU Partner/Afro-Latino History in California |

Save the Dates!

A Black History Teach-in by
Cañada's Faculty, Staff and
Students

February 8

February 15

February 22

February 28

March 1

Experience the History of Soul
Food, Blacks in STEM, Afro-
Latino History in California, &
The Middle Passage



Latina Learning

Disrupting Patriarchy and Traditional Teaching in an HSI

WHEN: Tuesday, March 20th

TIME: 11:30am–1pm

WHERE: CIETL (9-154)

Join us for a round-table panel discussion about the impact of patriarchy and traditional teaching on Latina students. The panel, featuring students, faculty, and staff who identify as Latina, will discuss their own challenges in higher education and the opportunities they've embraced to overcome them.

Office of Student Equity and Support Programs (SESP)

2017-2018

Our students are on a personal, academic and professional journey. However, not every student begins at the same place, with the same tools and experiences. This is where the notion of Equity rises to the surface. Comparatively, equality is supporting everyone in the same way, while equity is providing support based on the context and needs of each individual. The Office of Student Equity and Support Programs (SESP) develops, facilitates and supports initiatives that address Student Equity inside and outside the classroom. To engage in this work of Equity we find it necessary to provide opportunities for the faculty, staff and administrators to participate in professional development opportunities that address Educational Equity and Cultural Fluency. For more information, visit skylinecollege.edu/studentequitydivision

Events and Programs

Black Lives, Gray Matter Symposium

The Black Lives, Gray Matter series is a forum that has been hosted at various college campuses including City College of San Francisco and the University of San Francisco. This forum provides a safe space for students, staff, faculty, and community members to engage in dialogue about issues impacting our communities through the lens of social justice. The program format includes a 15-minute film screening of the documentary “Black Lives, Gray Matter” (directed by Kristina Williams), two moderated panel discussions, and an open forum discussing the current movement for social justice and equity, the challenges social inequity pose for students, and how the campus can provide support.

Featured Panelists:

Wanda Johnson, Mother of Oscar Grant
Gwen Carr, Mother of Eric Garner
Samaria Rice, Mother of Tamir Rice
Steve Aurilio, Professor of Criminal Justice Studies
Tony Jackson, Professor of Psychology
Alfredo Olguin, Naomi Quizon, and Olivia Yancey, Students

Event Details:

Black Lives, Gray Matter Symposium
August 30, 2017
12:30 p.m.-4:30 p.m.
Skyline College Theater, Building 1

Beyond the Margins Equity Forums (BTMEF)

Beyond the Margins Equity Forums are topical campus-wide town halls co-facilitated by SESP and a faculty member. These gatherings will provide opportunities for the Skyline community to engage in the educational equity and cultural fluency conversations in an informal setting without the constraints of a traditional lecture nor the Equity Training Series (ETS). Forums will be hosted twice every fall semester. The first forum focused on how to improve Student Success in Science, Mathematics, and Technology. The featured faculty panelists were Carina Anttila-Suarez (Professor of Human Biology), Safiyyah Forbes (Professor of Chemistry), and Paul Ruekhaus (Professor of Health Science).

Event Details:

Beyond the Margins Equity Forum

September 13, 2017

1:30 p.m.-3:30 p.m.

Building 6, Room 6202-6206

Skyline College

The second forum was a discussion about the history, challenges, and future of Learning Communities at Skyline College. The featured faculty panelists were Mustafa Popal (CIPHER), Lorraine DeMello (CAA), and Liza Erpelo (Kababayan).

Event Details:

Beyond the Margins Equity Forum

November 8, 2017

1:30 p.m.-3:30 p.m.

Building 6, Room 6202-6206

Equity Summit @ Skyline College

The Equity Summit at Skyline College (ESSC) is a bi-annual event designed to engage faculty, staff, administrators and students from across the country in a teacher and learning experience centered on Educational Equity. It consists of six Equity Talks, two plenary sessions and a keynote address by a renowned advocate of social justice. The experience provides participants an opportunity to be informed about pedagogical practices that enhance student success and address the educational opportunity gap. *This year's featured Keynote Speaker is Award-Winning Historian, New York Time Best-Selling Author and Professor, Dr. Ibram X Kendi.*

Event Details:

Equity Summit at Skyline College

November 2nd 2018

9:00 a.m. -5:00 p.m.

Skyline College Theater, Building 1

Equity Training Series

The Equity Training Series (ETS) is an intentional sequence of experiences designed to equip participants with skills, strategies and tools in the areas of pedagogy and cultural fluency. The experiences include workshops facilitated by subject matter experts with specified outcomes in mind. Faculty members will develop a syllabus, staff will create poster presentations and administrators will craft mission, vision and values statements incorporating the theories and practices highlighted during ETS. This is a spring semester experience with 40 participants representing a cross-section of faculty, staff, and administrators.

ETS 2018 Schedule

Date	Topic	Presenter(s)
January 26, 2018	Equity in Education	Lasana O. Hotep
February 9, 2018	Critical Pedagogy	Dr. Michael Benitez
February 23, 2018	Whiteness and Teacher Education	Dr. Christine Sleeter
March 16, 2018	Educating Men of Color	Dr. Frank Harris III and Dr. J Luke Wood
April 13, 2018	Disability in Higher Education	Isabel Dees
April 27, 2018	A New Racial Literacy and Language for Equity	Dr. Jabari Mahiri
May 4, 2018	Latinx Student Success	Dr. Cesar Cruz
May 11, 2018	ETS Recognition Luncheon	ETS Cohort

A Call to Consciousness College Lecture Series

In partnership with the Center for Student Life and Leadership Development

The Call to Consciousness College Lecture Series features some of the leading cutting edge scholars and practitioners of social justice and equity advocacy. This series is designed to introduce the Skyline community to nationally recognized thinkers and practitioners who address issues related to creating more harmonious human relationships. These lectures are hosted once per semester. In the fall, SESP brought Author, Speaker, and Professor of Sociology, Dr. Victor Rios to Skyline College. Dr. Rios delivered a campus-wide talk followed by a book signing for two of books: Punished: Policing the Lives of Black and Latino Boys and Street Life: Poverty, Gangs, and a Ph.D. Dr. Victor Rios.

Event Details:

College Lecture Series with Victor Rios

September 27, 2017

11:00 a.m.-1:00 p.m.

Skyline College Theater, Building 1

Our featured speaker for the spring is Afro-Latinx Political Commentator and Community Organizer, Rosa Clemente.

Event Details:

College Lecture Series with Rosa Clemente

April 12, 2018

11:00 a.m.-1:00 p.m.

Building 6, Room 202-204-206

Skyline College

New Faculty Academy

SESP partnered with the Center for Transformative Teaching and Learning (CTTL) to support the New Faculty Academy (NFA) with facilitated conversations about theories and practices in equitable education and social justice. NFA is a semester-long onboarding and training program to provide full-time tenure-track faculty with the knowledge, skills, and tools to foster success in the classroom and acquainting them with best practices. SESP will host a workshop that addresses equity-minded approaches to teaching and learning for NFA on August 25th and the Adjunct Faculty Symposium on August 12th.

Communities of Practice

In partnership with Academic Support & Learning Technologies

Communities of Practice (CoP) at Skyline College are focused on four areas of equitable education that will develop relationships and create new knowledge amongst faculty. CoP will bring together small interdisciplinary teams of faculty, staff, and administrators (6-8) who will meet regularly throughout the academic year to discuss, strategize, address pedagogy or academia-related problem of mutual interest. The goal of each CoP will be to develop a work plan by October 2017 that outlines deliverables for the academic year. It is expected that each CoP will meet a minimum of once a month and present results of projects to the campus community on Flex Day, August 2018. The four areas of focus are: Social Justice and Sustainability, Service Learning, Hybrid and Online Learning, and Transformative Teaching and Pedagogy.

Faculty Development Internship Program

A committee was developed to implement the pilot program the fall 2018 and to promote the Faculty Diversity Internship Program (FDIP) to the San Mateo County Community College District community. The committee is comprised of the President of the Academic Senate, Deans of the Academic Support and Learning Technologies from each college, Director of Equity from College of San Mateo (CSM), HR Manager, and the Dean of Humanities. The FDIP Committee interviewed and hired a Faculty Coordinator to coordinate the program services, recruit mentors and mentees, and promote the program to department/divisions at the SMCCCD as well as other colleges, universities and graduate/professional student associations. Jessica Marshall, a tenured faculty of Anthropology from Cañada College, serves as the faculty coordinator.

The committee has developed marketing material, FDIP brochures, and posters, to highlight the program's requirements and services offered to interns and mentors. The FDIP brochures were distributed to deans of departments, graduate student associations, and administrators of other college campuses. In addition, Ms. Marshall conducted informational workshops at Cañada College and the College of San Mateo during their Flex Days, which were held January 12, 2018. Her presentation generated interest and a few mentors were recruited for the program. On March 8, members of the FDIP Committee presented at Flex Day at each of the campus (Skyline, CSM, and Cañada). Also, the Faculty Coordinator attended division meetings at Cañada College and met with several faculty members to share the FDIP mission and recruit potential mentors. Currently, we received seven mentor applications and inquiries from potential interns.

The FDIP program is scheduled to begin in the Fall 2018. The FDIP orientation will be held August 13, 2018, from 3:00 pm – 6:00 pm. The event will include a reception for mentors, mentees and college administrators. The mentors and mentees will have an opportunity to attend reception prior to attending a two-hour training, which will provide a program overview, and training on community colleges and its student populations. Other workshops training courses scheduled for the 2018-2019 academic year are as followed:

August 13, 2018 (Flex Day)	<i>Orientation & Program Overview/Understanding Community Colleges and Their Student Populations</i>
September 4, 2018	<i>Critical Pedagogy</i>
October 10, 2018 (Flex Day)	<i>Student Services and Academic Support Services and Understanding How to Develop a Curriculum and Course Syllabus</i>
November 13, 2018	<i>The Hiring and Application Process</i>
December 4, 2018`	<i>Closing Showcase</i>
Spring 2019	
January 11, 2019	<i>Orientation & Program Overview/Understanding Community Colleges and Their Student Populations</i>
February 5, 2019	<i>Critical Pedagogy</i>

March 29, 2019 (Flex Day)	<i>Student Services and Academic Support Services and Understanding How to Develop a Curriculum and Course Syllabus</i>
April 9, 2019	The Hiring and Application Process
May 7, 2019	Closing Showcase

EXHIBIT 8

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Management Performance Evaluation
KEY PERFORMANCE INDICATORS

MANAGEMENT EVALUATION FOR: _____

EVALUATION PERIOD FROM: July 1, _____ TO: June 30, _____

NAME OF EVALUATOR: _____

Performance Evaluation Key:

S: Superior EE: Exceeds Expectations ME: Meets Expectations NI: Needs Improvement U: Unsatisfactory NA/O: Not Applicable/Observed

LEADERSHIP	S	EE	ME	NE	U	NA/O
1. Demonstrates an identifiable leadership acumen that leads to appropriate decision making, correct supervisory approaches, and intentional agenda execution consistent with overall institutional values.						
2. Supports and contributes to maintaining high standards of integrity in recruitment, hiring, reward, and performance management systems and the professional development and advancement of employees.						
3. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions, and take action. Inspires, empowers and/or supports staff, individually or in groups, to contribute to desired outcomes of the division, department, or work unit.						
4. Is recognized and respected by the faculty, staff, students, and administration within the College and the District.						
5. Builds trust among colleagues by being honest, ethical, and transparent.						
6. Shares successes with others and takes responsibility for failures. Admits to, and learns from, mistakes.						
7. Has the ability to understand, communicate with and effectively interact with people across cultures and diverse abilities.						
8. Values the richness of diversity and creates an inclusive environment.						
9. Employs effective time management, planning, task management, and delegation skills.						
10. Manages conflict and change in ways that contribute to the long-term viability of the organization.						
Optional Comments:						

Rated section	A B C D E	Comments or examples of behavior
9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Listens to the students.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

EXHIBIT 9

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY FUND CERTIFICATION
JUNE 1, 2018

FACULTY DIVERSITY INTERNSHIP PROGRAM

Pursuant to California Education Code, Title 5, 53501, the San Mateo County Community College District's (SMCCCD) Faculty Diversity Internship Program

1. Enhances community college efforts toward building a diverse and representative faculty, placing special emphasis on locating and attracting qualified interns who are members of underrepresented groups
2. Introduces graduate students and industry practitioners to the community college environment and student populations
3. Enhances the recruitment of qualified persons for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated

SMCCCD Diversity Statement

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.



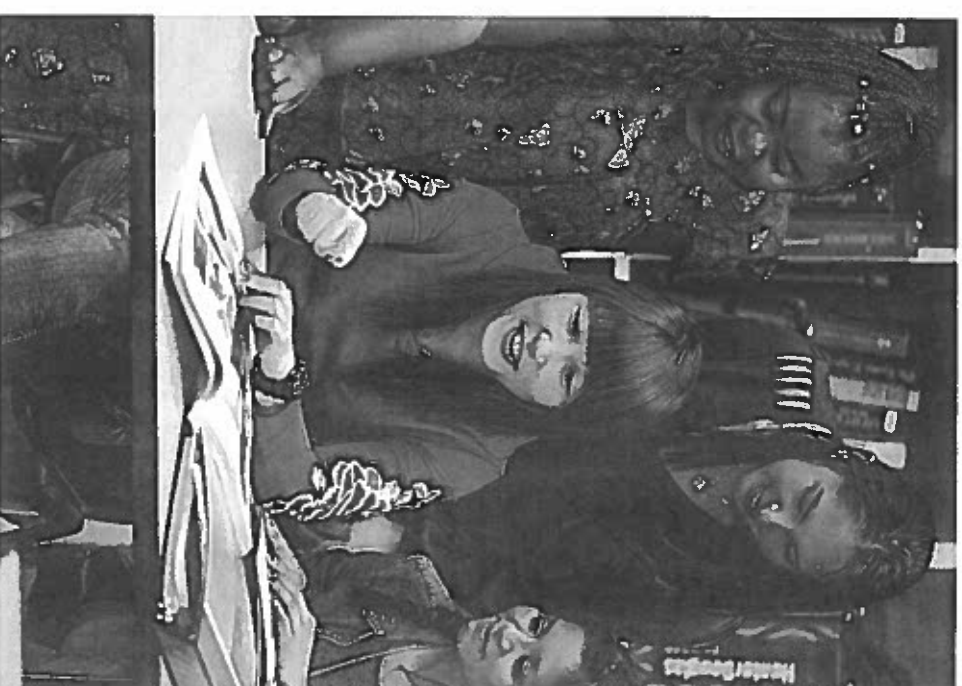
For more information:

fdip@smccd.edu
smccd.edu/fdip

**SMCCCD Faculty Diversity
Internship Program**
3401 CSM Drive
San Mateo, CA 94402

IMPORTANT NOTE: Applications to the faculty diversity internship program are reviewed according to purposes established in Title 5, 53501, completion and quality of application materials, program funding, faculty mentor availability, college need, scheduling, and other programmatic factors and institutional constraints. Acceptance to the program does not guarantee or in any way ensure employment for any position with SMCCCD.

Faculty Diversity Internship Program



INTERN BENEFITS

INTERN ELIGIBILITY

MENTOR BENEFITS

Mentorship

Interns are matched with faculty mentors who provide professional guidance

Teaching Experience

Interns gain teaching experience under faculty mentor direction

Professional Development

Interns participate in FDIP workshops introducing them to the community college environment and student populations

Networking Opportunities

Interns are invited to participate in the academic life of the district colleges



Eligibility Requirements

Graduate students within one year of meeting regular faculty minimum qualifications (MA/MS or doctoral degree) in the discipline in which they would teach

Persons who meet regular faculty minimum qualifications but who lack teaching experience

Industry professionals who possess a license or certificate to do the work in their field and (1) be within one year of completing the AA degree with six years industry experience in the discipline or (2) have completed the AA degree with five years of industry experience in that discipline

Application Procedures

Online Application

Visit smccd.edu/fdip to complete the FDIP online application and submit the following materials:

- **Unofficial Transcripts**
- **Resume/CV**
- **1 to 2 letters of recommendation:** address the candidate's potential to teach effectively at the community college and/or how his or her background will contribute to his or her success in the Faculty Diversity Internship Program
- **Essay (no more than 2 double-spaced pages):** share goals and interest in teaching at the community college and in participating in a faculty diversity internship program
- **Term class schedule and/or work schedule**

**Applications are accepted year-round*



Mentorship

Mentors guide and direct interns in learning about teaching, students, and the college

Collaborative Teaching

Mentors reflect on best practices in teaching and learning as they share in the intern experience

Professional Development

Mentors participate in activities with interns and colleagues to invigorate their own teaching

Networking Opportunities

Mentors join a cohort of engaged faculty and interns in a district-wide program to enhance efforts in building a diverse, representative faculty

INTERNSHIP DATES

Application Deadline for Fall: May 1*

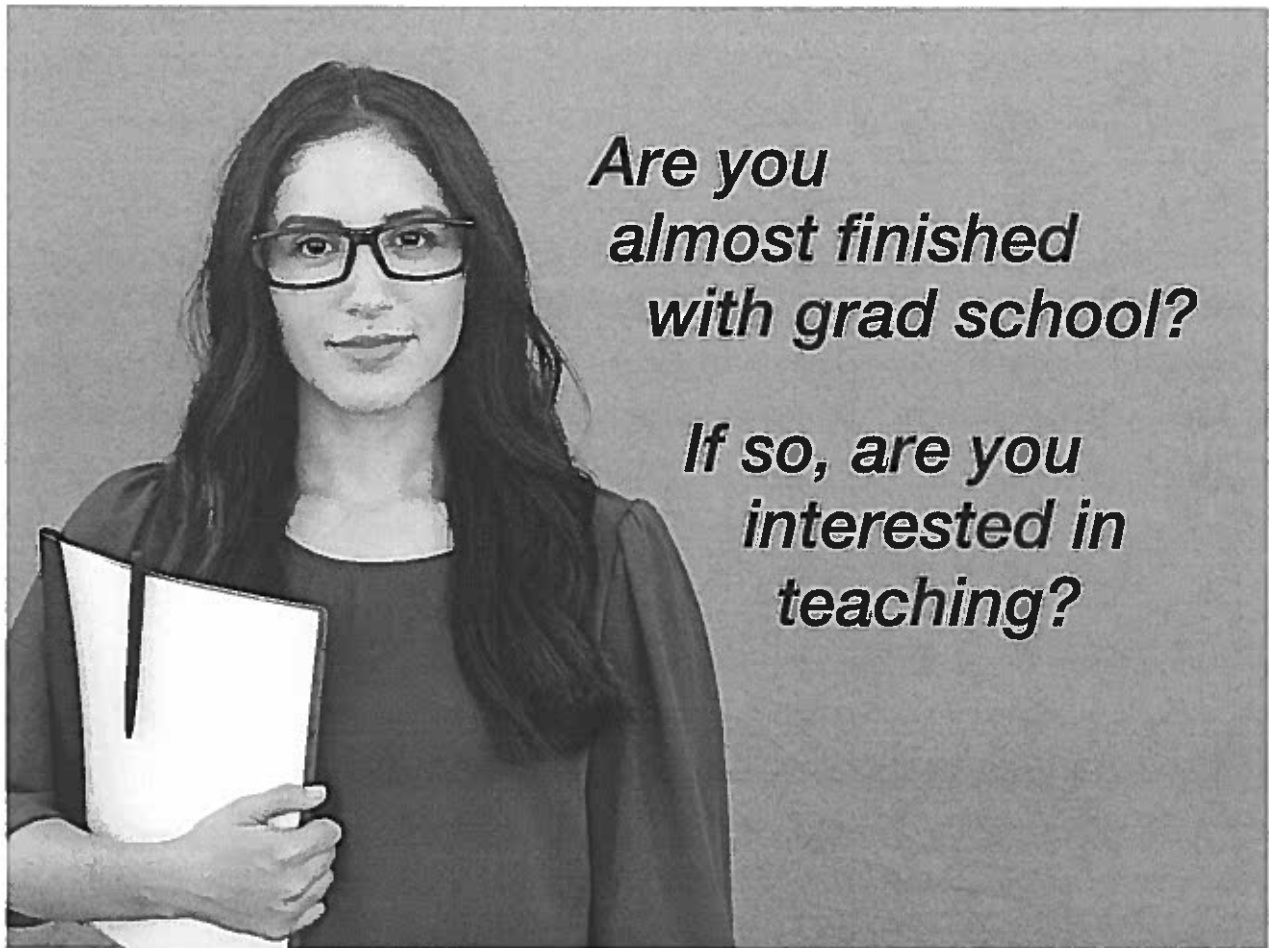
Fall Internship: August–December

Application Deadline for Spring: November 1*

Spring Internship: January–May

smccd.edu/fdip

Minimum Qualifications: As established by the Board of Governors of the California Community Colleges, only a person who possesses the minimum qualifications may be hired to serve as a faculty member (smccd.edu/academicsebate/min-quals-equivalency-fsa.php).

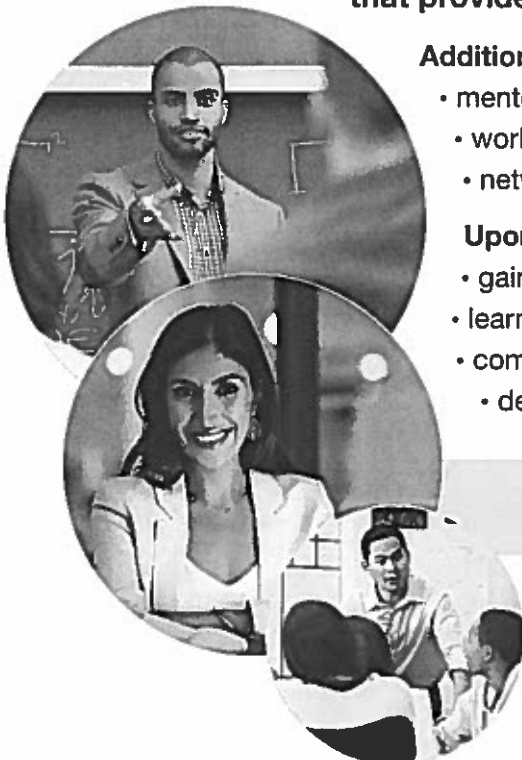


*Are you
almost finished
with grad school?*

*If so, are you
interested in
teaching?*

Consider a graduate internship at a community college

The SMCCCD Faculty Diversity Internship Program (FDIP) is a paid internship that provides hands-on teaching experience.



Additional benefits of the program include:

- mentorship from experienced faculty
- workshops and professional development
- networking opportunities

Upon completion, interns will:

- gain experience in the community college system
- learn about the community college student population
- compile a teaching portfolio
- develop a resume and diversity statement

Learn more at smccd.edu/fdip



**SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT**

FDIP is committed to social justice, equity, and diversity to advance the interests of college constituencies and the communities we serve.

Background

The SMCCCD has long been recognized as having an outstanding faculty and staff, well known for their teaching competency and ability to serve students effectively. In its continuing quest for excellence in teaching and learning, during the 2000-2001 academic year, the District funded a two-day training offered at the Museum of Tolerance in Los Angeles. The training provides participants with intensive interactive learning experiences related to acceptance and valuing of societal differences in people and diversity of cultures, language groups, abilities, backgrounds and points of view.

The academic and classified staff, trustees and administrators who attended the MOT reported a high degree of satisfaction with the content and caliber of the experience. Some even described the experience as "life changing." It has been generally agreed by most participants that all employees should have a chance to participate in such a meaningful experience and that the training has many implications for both employment and educational enhancements within the three Colleges and Chancellor's Office.

Due to the feedback received from the participants during the '00-'01 academic year, the Faculty and Staff Diversity Advisory Committee developed a proposal to the Board of Trustees to request annual funding to continue sending two groups annually to the training. On May 29, 2002, the Board of Trustees adopted the proposal and made a commitment to provide the training as an institutionalized enhancement of the District mission, relative to valuing diversity for continued institutional growth.

Museum of Tolerance

Simon Wiesenthal Plaza
9786 West Pico Boulevard
Los Angeles, CA 90035

www.museumoftolerance.com
www.facebook.com/museumoftolerance
www.instagram.com/museumoftolerance
www.twitter.com/musoftolerance

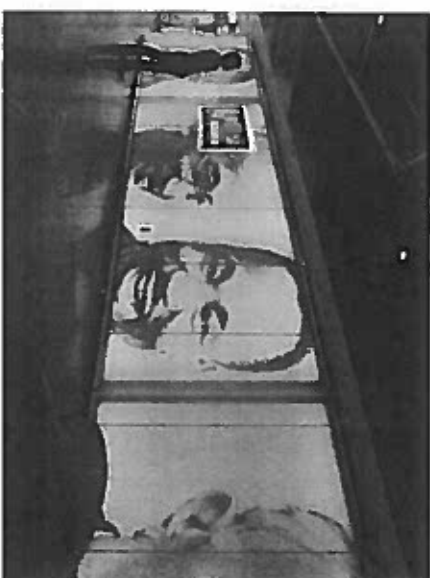
SMCCCD

Ingrid Melgoza
Human Resources Specialist
Telephone: (650) 358-6724
E-mail: melgozai@smccd.edu



**SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT**

Cañada College • College of San Mateo • Skyline College



MUSEUM OF TOLERANCE
A SIMON WIESENTHAL CENTER MUSEUM



Tools for Tolerance Program

<http://smccd.edu/toolsfortolerance>
Office of Human Resources
San Mateo County
Community College District
3401 CSM Drive,
San Mateo, CA 94402
Telephone: (650) 574-6555

Overview

Tools for Tolerance® for Professionals is a program of the Museum of Tolerance, the educational arm of the Simon Wiesenthal Center, an internationally recognized and acclaimed human rights organization.

The goal of Tools for Tolerance® is to support the creation and management of effective relationships, both internal to organizations, and external, in outreach efforts with community stakeholders. Programs are designed to enable participants to see their professional roles re-framed in new paradigms of personal responsibility and contributions.

Tools for Tolerance® is pleased to offer a customized program for educational leaders of San Mateo County Community College District. It includes: a guided tour of the museum, time devoted to facilitated discussions, and interactive workshops focusing on cultural proficiency for educational leadership.

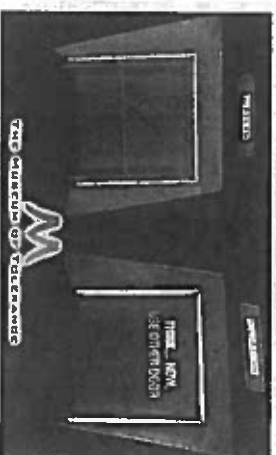
Objectives of the Program

- Gain a deeper understanding of major historical events, such as the Holocaust and the Civil Rights Movement, in order to reflect on lessons from history and apply insights for today.
- Explore how key themes introduced in the Museums of Tolerance can be applied in educational settings.
- Discuss and identify ways to increase diversity and equity on campus through individual and collaborative strategies.



Participation

- MOT training is held twice a year (Spring and Fall) in Los Angeles
- Total of 20 employees
 - 5 employees from Cañada College
 - 5 employees from College of San Mateo
 - 5 employees from Skyline College
 - 5 employees from Chancellor's Office
- 2-day course program
- Lodging, transportation, and meals included



San Mateo County Community College District
Equal Employment Opportunity Committee



Receive
Up To



\$7,500

DIVERSITY PROJECT GRANT

Introducing the SMCCD EEO Committee "Diversity Project Grant." Applicants can apply for up to \$7,500.

The San Mateo County Community College District EEO Committee would like to invite students, faculty and staff to apply for a grant up to **\$7,500** to support an original project related to the District's "Values of Diversity." The types of projects that will be considered include, but are not limited to...

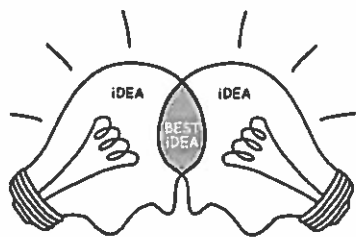
- Film Festivals
- Exhibits
- Documentary Screenings
- Diversity Talks (Like TED Talks)
- Community Forums
- Community Murals
- Diversity Centered Activities (e.g. Workshops, Speakers)
- Diversity Centered Events (e.g. Unity Day, Multicultural Day)



A Total of Three Grants Will Be Awarded.

3

- ① To a currently enrolled student (or group of students) within the district.
- ② A classified staff member employed within the district (or staff led group)
- ③ A faculty member working within the district (or faculty led group)



If an applicant group consists of members from more than one campus, or members that include more than one group (e.g. students and faculty) then the grant amount can be up to \$7,500.

All others can apply for grants up to \$5,000.

Project Proposals Must :

Align to the SMCCD "Values of Diversity"

Include A Detailed Budget

Clearly Outline the Project, Persons Involved and Timeline

Be Submitted to the EEO Committee No Later Than April 2, 2018

Be Completed Within a Year of Being Funded



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

**For questions or to apply, please
visit our website at www.smccd.edu/EEOC**



San Mateo Community College District

Inclusion, Diversity, Equity and Leadership (IDEAL) Program

The **SMCCD IDEAL Program** is a comprehensive certificate program created for SMCCCD Employees who are interested in the advancement of diversity, inclusion and equity in our colleges. The Program is designed to educate and inform district faculty, staff and administrators so that they are encouraged in their intercultural competence and are able to build the awareness, knowledge and skills necessary to create more inclusive campus and district spaces inside and outside of the classroom.

There are three levels of course work that participants can complete. These courses are stackable and will allow for increased cultural growth and knowledge. Program courses are offered over the course of one year and upon completion, participants will receive a certificate acknowledging their level of completion and accomplishments.

1 Foundational Level 1	2 Specialty Level 2	3 Practitioner Level 3
All Courses Required	All Foundation Courses plus 3 SL Level Courses.	All Foundation Courses plus 3 SL Courses, 2 PL Level Courses and a Capstone Project
Required Courses	Elective Courses Specialty Courses	Practitioner Level Courses Capstone Project
FL 1: Defining Equity in Higher Education and the California Community Colleges	SL 1: Understanding LGBTQIA Identities in the Workplace and Beyond	PL 1: Become a Diversity Change Agent
FL 2: Historical Overview of Race in America, Power, Privilege and Oppression	SL 2: Challenging Islamophobia	PL 2: Facilitating Challenging Conversations
FL 3: Raising Our Cultural Intelligence by Coming to Terms with our Differences	SL 3: Understanding Disabilities and Advancing Access	PL 3: Establishing Equity in the Workplace from the Top Levels Down
FL 4: Communicating Across Generations, Issues Facing Our Veterans and Immigrants	SL 4: Breaking the Glass Ceiling: Making the Case for Gender and Women's Equity	PL 4: Working Towards Creating Inclusive Spaces
FL 5: Micro-Aggressions and Implicit Bias, Macro Aggressions and Our Hidden Prejudices in Everyday Life	SL 5: Understanding Religions and Religious Behavior	PL 5: Learning Into Action Capstone Project
	SL 6: Dreamer, Immigrant & Undocumented Reality	PL 6: Sign Me Up! I Want to Get Involved Capstone Project



This year-long program increases the leadership capacity of SMCCCD administrators, staff and faculty through education, personal development, personal assessment and reflection. The Inclusion, Diversity, Equity and Leadership Program frames equity and leadership development around understanding ourselves, our community, our students and each other in the larger context of diversity and inclusion.

Level 1: Build A Foundation
 Level 2: Choose Your Path. Select a Specialty
 Level 3: Education Into Practice and Action

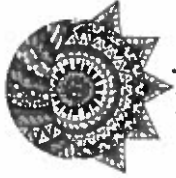
Visit our website at www.smccd.edu/EEOC to submit an application or to get more information about our program.



San Mateo Community College District

Inclusion, Diversity, Equity, and Leadership (IDEAL) Program

Foundational Level 1: Build Your Diversity Foundation	
FL 1	Defining Equity in Higher Education and the California Community Colleges. Discuss and explore the definition of equity as it relates to higher education while learning about the existing equity gaps within the California Community Colleges.
FL 2	A Historical Overview of Race in America, Power, Privilege and Oppression. Analyze how power operates through policies, systems and structures. Develop a historical context for understanding oppression, privilege, power, resistance and social change that impacts our community.
FL 3	Raising Our Cultural Intelligence by Coming to Terms with Our Differences. Learn about the complexities of intercultural communication and the importance of self-awareness when working with a diverse community.
FL 4	Communicating Across Generations. Issues Facing our Veterans and Immigrants. Explore the differences between generations and the unique issues that our Veteran and Immigrant community members face.
FL 5	Micro Aggressions, Macro Aggressions and Our Hidden Prejudices in Everyday Life. Understand and recognize micro aggressions and macro aggressions when they occur and develop strategies that foster an inclusive and socially just community.
Specialty Level 2: Choose Your Specialty	
SL 1	Understanding LGBTQIA Identities in the Workplace and Beyond. Learn to accept that gender identify, gender expression and sexual orientation are important points of cultural difference that merit recognition and voice.
SL 2	Challenging Islamophobia. Islamophobia, the irrational fear of Muslims and Islam. Examine how Islamophobia is generated and disseminated and its impact on our Muslim community members.
SL 3	Understanding Disabilities and Advancing Access. Learn strategies for advancing access. Whether the barrier is physical, academic, employment-related or attitudinal, we are all responsible for understanding how barriers diminish access for some
SL 4	Breaking the Glass Ceiling. Making the Case for Gender and Women's Equity. Increase your knowledge of women's equity issues that impact our community and discuss ways to break through the glass ceiling.
SL 5	Understanding Religions and Religious Behavior. Increase your knowledge and understanding of the area religions that exist while examining issues and tensions that might arise within our community.
SL 6	Dreamer, Immigrant & Undocumented Reality. Highlight the student developmental challenges that exist for our dreamer and immigrant students and discuss ways to improve our support of them.
Practitioner Level 3: Put Your Education Into Practice	
PL 1	Become a Diversity Change Agent. Utilize your experience and skills to become a successful ally and diversity change agent on campus and within your community. Learn how to create a more inclusive workspace.
PL 2	Facilitating Challenging Conversations. Develop the skills necessary to create careful and meaningful dialogue using the nuance of language, purpose, well-timed questions and skilled facilitation.
PL 3	Establishing Equity in the Workplace from the Top Levels Down. Explore the tools necessary for advancing and encouraging equity, patience, tolerance, inclusion and acceptance in the workplace. It starts with you.
PL 4	Working Towards Creating Inclusive Spaces. Discuss and identify the tools and information necessary to create and support inclusive spaces where all are welcome and accepted.
PL 5 PL 6	Capstone Projects. This is your chance to put your education into practice by designing a capstone project that demonstrates community activism or program/activity related to diversity, inclusivity or equity..



San Mateo Community College District

Inclusion, Diversity, Equity and Leadership (IDEAL) Program

IDEAL Program Implementation Timeline

Spring 2018	Fall 2018	Spring 2019
<u>F</u> inalize Curriculum <u>D</u> etermine where courses will be held <u>C</u> reate position for administrative support <u>F</u> inalize program budget <u>D</u> iscuss and create faculty hiring and marketing process <u>C</u> reate IDEAL Website	<u>C</u> reate position for administrative support (.48 OA II) <u>D</u> evelop marketing plan for program and students <u>F</u> inalize course schedule <u>B</u> oard approval <u>H</u> ire administrative support <u>H</u> ire faculty <u>C</u> reate registration process for students <u>D</u> etermine student placement <u>P</u> lan IDEAL: Orientation	<u>I</u> DEAL Orientation <u>P</u> ilot launch of certificate program <u>C</u> ohort model

IDEAL Program Tentative Budget Spring 2019




Office Assistant (0.48 FTE-18 hours per week) .48 FTE G18, Step 2	\$ 24,117
Faculty/Instructor Compensation to Teach Courses 35 Courses @ \$500 per course	\$ 17,500
Supplies, marketing material, brochures, travel, etc.	\$ 8,383
Total	\$ 50,000

January	February	March	April	May	June
<u>FL 1: Defining</u> SL 3: Disability	FL 2: Historical FL 3: Raising SL 4: Break SL 5: Religious SL 6: Dreamer	FL 4: Comm. FL 5: Micro PL 1: Diversity PL 2: Facilitate	SL 1: Underst. SL 2: Challeng PL 3: Establish PL 4: Working PL 5: Capstone	SL 3: Disability SL 4: Break PL 6: Capstone Graduation	No Classes
July	August	September	October	November	December
No Classes	SL 5: Religious SL 6: Dreamer <u>FL 1: Defining</u>	PL 1: Become PL 2: Facilitate FL 2: Historical FL 3: Raising	PL 3: Establish PL 4: Working FL 4: Comm. FL 5: Micro	PL 5: Capstone SL 1: Understa. SL 2: Challeng	PL 6: Capstone No Class



San Mateo Community College District

Inclusion, Diversity, Equity and Leadership (IDEAL) Program

January	February	March	April	May	June
FL 1: Defining Equity in Higher Education and the California Community Colleges 	FL 2: A Historical Overview of Race in America, Power, Privilege and Oppression FL 3: Raising Our Cultural Intelligence by Coming to Terms with Our Differences	FL 4: Communicating Across Generations. Issues Facing Our Veterans and Immigrants FL 5: Micro Aggressions, Macro Aggressions and Our Hidden Prejudices in Everyday Life	SL 1: Understanding LGBTQIA Identities in the Workplace and Beyond SL 2: Challenging Islamaphobia	SL 3: Understanding Disabilities and Advancing Access SL 4: Breaking the Glass Ceiling. Making a Case for Gender and Women's Equity	No Class
SL 3: Understanding Disabilities and Advancing Access	PL 1: Become A Diversity Change Agent PL 2: Facilitating Challenging Conversations	PL 3: Establishing Equity in the Workplace from the Top Levels Down PL 4: Working Towards Creating Inclusive Spaces PL 5: Learning Into Action Capstone Project	PL 6: "Sign me Up!" Capstone Project	Graduation and Completion 	
July	August	September	October	November	December
No Class	SL 5: Understanding Religions and Religious Behavior SL 6: Dreamer, Immigrant & Undocumented Reality	PL 1: Become a Diversity Change Agent PL 2: Facilitating Challenging Conversations	PL 3: Establishing Equity in the Workplace from the Top Levels Down PL 4: Working Towards Creating Inclusive Spaces	PL 5: Learning Into Action Capstone Project	PL 6: "Sign Me Up" Capstone Project
	FL 1: Defining Equity in Higher Education and the California Community Colleges 	FL 2: A Historical Overview of Race in America, Power, Privilege, and Oppression FL 3: Raising Our Cultural Intelligence by Coming to Terms with Our Differences	FL 4: Communicating Across Generations, Issues Facing our Veterans and Immigrants FL 5: Micro Aggressions, Macro Aggressions and Our Hidden Prejudices in Everyday Life	SL 1: Understanding LGBTQIA Identities in the Workplace and Beyond SL 2: Challenging Islamaphobia	No Class