



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: Mwanaisha A. Sims Title: Director of Policy, Training and Compliance
Signature: *Mwanaisha A. Sims* Date: May 21, 2019

Chief Human Resources Officer

Name: David Feune Title: Director of Human Resources
Signature: *David Feune* Date: 5/23/19

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Ron Galatolo Title: Chancellor
Signature: *Ron Galatolo* Date: 5/23/19

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2019

Name: Maurice Goodman Title: President/Chair, Board of Trustees

Signature: *Maurice J. Goodman* Date: 05/23/2019

AGENDA

District EEOC - March 22, 2019, 3:00 p.m.

1. Welcome
2. Introductions
3. Committee Members/Invitation for new committee members
4. Budget Updates
5. Project Updates
6. EEOC Method Application Certification 2018-2019 Fiscal Year
7. Current Projects
8. Future Projects
9. Future meetings dates/times

Meeting Notes:

- Open invitation to the College Presidents to appoint one member to EEOC for the 2018-2019 year.
- Quarterly meeting dates, Tuesdays from 2pm. – 3:30p.m.
- Create an EEOC fact sheet/highlight & EEOC themes for upcoming year titled “EEOC Wants You!”
- Professional Development training for current & new EEOC members for 2019-2020 year. Professional Development regarding equity, EEOC mission/goals.
- Continuing EEOC Diversity Project Grant program.
- Diversity Project Grant program updates – projects completed by April 2019 & final reports due May 31, 2019. “HBCU Experiential Immersion” project was cancelled due to lack of participants. (Follow up with project applicant.)
- Budget, used \$48,000.00 of \$50,000.00 of EEOC funds to support activities/programs. (David Feune can provide itemized budget.)

- Continue the work the EEOC started on the I.D.E.A.L certificate program & how it might intersect with some of the other programs in the District.
- Data collection on EEOC programs, pre/post evaluation and long-term effects. How programs/activities has helped "Build your equity tool box."
- EEOC email blast to District Employees celebrating significant events/holidays/historic moments.



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).



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2018-2019

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

<p>Multiple Method #1</p> <p>The District's EEO Committee meets four times per academic year.</p> <p>The Board adopted a revised EEO Plan in May, 2018 (effective June 1, 2018.) See Exhibit 1</p> <p>The District has completed and submitted the District Expenditure Report showing fund allocations. See Exhibit 2 (expenditure report).</p>

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.



Multiple Method #2

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

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.

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.



Multiple Method #4

The District advertises its vacancies through several diversity focused channels such as

- www DiverseAcademe.com via www CommunityCollegeJobs.com that also includes advertising on
 - a. LGBTInAcademe
 - b. AsiansInAcademe
 - c. BlacksInAcademe
 - d. DisabledInAcademe
 - e. HigherEdWomen
 - f. HispanicsInAcademe
 - g. NativeAmericansInAcademe
 - h. VeteransInAcademe
 - Phase2Careers
 - The Minority Faculty/Staff Applicant Database (MFAD Jobs)
2. The District participates in diversity job fairs such as
 - Phase2Careers' Diversity Career Fair - October 3, 2018
 - CCC Registry - February 2, 2019
 - Job Fair at De Anza College - February 7, 2019
 - 19th Annual Diversity Employment Day Career Fair - April 18, 2019
 3. The District, in the past three 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. See Exhibit 9
 4. Consistent with the District's Strategic Plan, the District updated its job descriptions to include equity-mindedness language to yield a broader diverse pool of applicants. In addition, the District updated its interview questions to make sure that equity-minded candidates are better identified. See Exhibit 9
 5. The District's Mission Statement emphasizes the importance of diversity. See Exhibit 5
 6. The District's Strategic Plan places student success, social justice and equity at the forefront. See Exhibit 6
 7. The District's employment web site includes a Diversity Statement. See Exhibit 7
 8. The District's Human Resources web site highlights the value of a diverse workforce. See Exhibit 8

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.

Multiple Method #5

Through Board Policy 2.19 "Nondiscrimination" and related Administrative Procedures, the District takes immediate action to investigate claims of discrimination. See Exhibit 4 (Board policy and related procedures). All claims of discrimination, whether made by students, staff or faculty, are reviewed. Reports of investigations are provided to both the Complainant and Respondent. When warranted, the District takes appropriate disciplinary action. See Exhibit 12 (District Investigation of Complaints Summary Information Form).

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. See Exhibit 9.

The District Human Resource Director and team members attended the fall Association of Chief Human Resource Officers and Equal Employment Officers (ACHRO/EEO) fall training. At ACHRO they were able to attend sessions on The Benefit of Diversity and the effects of Unconscious Bias on the Hiring Process, Building Employee Communities: Retaining Diverse Employees via Employee Affinity Groups and Driving to Equal Opportunity with Data Analysis. With what we learned from attending those sessions at ACHRO we are revising our unconscious bias training to bring more than just awareness of our own biases but being able appropriately respond to biases throughout the hiring process.

The District is sending a team of 16 people in the District to the 32nd Annual National Conference on Race and Ethnicity in American Higher Education (NCORE). The plan is to implement programs that addresses diversity in the hiring process, professional development and leadership.

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.

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 was entitled, "The Benefits of Diversity and Understanding Unconscious Bias" focused on the benefits of diversity and the elimination of bias in the hiring process. However, the title has been revised to "Diversity, Equity and Unconscious Bias" and materials updated to focus on creating an inclusive environment in order to employ people who represent the community our District serves. The training is two-hours and includes exercises and examples of being able to recognize ones own bias throughout the hiring process and how to respond appropriately. The training is provided 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 numerous training sessions during the fall 2018 and spring 2019 semesters. See Exhibit 10 (Screening Committee 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 11 (Selection Committee Orientation).

In addition, the District now has a Director of Policy, Training and Compliance to assist with training, programming, investigations and procedures and policy reviews 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. See Exhibit 12 (District Investigation of Complaints Summary Information Sheet)

The District also provides the required training on the Prevention of Sexual Harassment (AB 1825) for all supervisory personnel and (SB 1343) for all nonsupervisory employees. The District is in the process of providing an on-line module to employees that provide sexual harassment awareness and prevention. The on-line module will meet the requirements of SB 1343, include certificates of completion, provide resources and track employee progress and completion.

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.

Multiple Method #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 conducted for faculty, staff and students for professional development and flex-days. See Exhibit 13. (Included equity programs/activities from all colleges)

The District Director for Training, Policy and Compliance is working with each campus to develop professional development training that focuses on microaggressions and microinvalidations in the workplace and classroom. These trainings will be offered on flex-day throughout the District.

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



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.

Multiple Method #8

Each faculty member is evaluated, in part, based on the following criterion:

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.

Each manager is evaluated, in part, based on the following criteria:

- Has the ability to understand, communicate with and effectively interact with people across cultures and diverse abilities.
- Values the richness of diversity and creates an inclusive environment. See Exhibit 14.

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

- Yes**
- No**

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



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Fiscal Year 2018-2019

Multiple Method #9

The Equal Employment Opportunity Committee has developed the following programs:

Faculty Diversity Internship Program (FDIP) - FDIP is in its second year of the two-year pilot program. FDIP was founded upon the belief that the district's commitment to social justice, equity and diversity advances the interests of college constituencies and the communities we serve. FDIP introduces intern participants to the community college environment and to the rich diversity of students attending SMCCCD colleges. FDIP recruits across disciplines, particularly among those in which there is an anticipated shortage of qualified faculty. FDIP provides participants the following, mentorship, collaborative teaching, FDIP workshops, professional development and community college networking. FDIP hosted two Intern-Mentor cohorts in fall 2018 and spring 2019. FDIP had six interns for fall 2018 and seven interns for spring 2019. The District has hired two interns that participated in FDIP, one in the Economics Department and the other in Ethnic Studies. A third intern is in the process of interviewing to teach communication studies. (See Exhibit 15 for the full breakdown of the FDIP participation data for fall 2018 to spring 2019.) The two-year pilot program has been successful. The District plans to continue the program, in addition to reviewing suggested recommendations for FDIP's continued success. Exhibit 15.

Museum of Tolerance (MOT) - 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 fall the District will send its 29th group to MOT. Each group that participates in MOT has the opportunity to plan a program or activity upon their return to campus. Group 28 is planning a flex-day activity and inviting one of the presenters from MOT to campus. Future MOT participants, will take a pre/post evaluation to gauge the level of each participants cultural awareness and competence before and after their MOT training. Exhibit 16.

Diversity Project Grant - The Diversity Project grant invited 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 included, but not limited to film festivals, exhibits, documentary screenings, diversity talks, community forums, community murals and diversity centered activities/events. The EEOC received over 15 applications for the Diversity Project Grant. Four applicants were selected for the following projects, "Bringing Mental Health Awareness Events to Campus" - CSM, "Historically Black Colleges and Universities (HBCU) Experiential Immersion" - CSM, "SMCCCD Student Leadership and Equity Summit" - Skyline College and "Undoing Bias in Online Classes" - Cañada College. All of the projects were granted funds and implemented, except for the "HBCU Experiential Immersion." "HBCU Experiential Immersion" had to withdraw their submission. The selected projects participants presented their projects to the Board of Trustee Meeting and will have a ceremony in the fall. (See Exhibit 17 for Project Progress Reports.) The EEOC plans to continue the Diversity Project Grant for the 2018 - 2019 year.

Black History 101 Mobile Museum - SMCCCD brought the Black History 101 Mobile Museum to all three campuses during the month of February for Black History Month. The museum included over 7,000 original artifacts of Black memorabilia dating from trans-Atlantic slave trade era to hip-hop culture. The mobile museum spent a day at each campus for students, faculty and employees to learn about the rich history of African Americans. Exhibit 18.

SMCCCD - Inclusion, Diversity, Equity and Leadership (IDEAL) Program - The EEO Committee (EEOC) is in the process of developing a comprehensive certificate program for faculty, staff and administrators interest in the advancement of inclusion, diversity, equity and leadership. The EEOC is partnering with other equity-focused faculty and staff on campus that are in the process of developing similar curriculum. The EEOC is working with the other colleges to develop a program that can be offered throughout the District. Exhibit 19.