



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

**Fiscal Year 2020-2021**

**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: Cheng Yu Hou Title: Chief Human Resources Officer  
 Signature:  Date: 6/24/2021

**Chief Human Resources Officer**

Name: Cheng Yu Hou Title: Chief Human Resources Officer  
 Signature:  Date: 6/24/2021

**Chief Executive Officer (Chancellor or President/Superintendent)**

Name: Michael Claire Title: Chancellor  
 Signature:  Date: 06-24-2021

**President/Chair, District Board of Trustees**

**Date of governing board's approval/certification:** \_\_\_\_\_

Name: Thomas A. Nuris Title: President/Chair, Board of Trustees  
 Signature:  Date: 06-24-2021



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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.

Multiple Method #1

The San Mateo County Community College District (the "District") Equal Employment Opportunity (the "EEO") Plan was developed and adopted by the Board of Trustees (the "Board") on May 16, 2018 for July 1, 2018 through June 30, 2021. The plan establishes the District's efforts to implement the EEOC program for the District's three colleges. See Exhibit 1 (EEO Fiscal Year 2018-2021 Plan).

The District is currently revising its EEO Plan for July 1, 2021 to June 30, 2024 for the Board's approval. The Equal Employment Opportunity Committee (the "EEOC") and the newly formed Districtwide Antiracism Council collaborated on revising the District's upcoming EEO Plan.

The EEOC was established to assist the District in revising and implementing its EEO Plan. The EEOC promotes an understanding of and support for diversity, equal opportunity, and nondiscrimination policies and procedures by sponsoring events, training, or other activities that increase awareness. The EEOC holds a minimum of four meetings per fiscal year and guides each college on specific plans, initiatives, and events that promote the District's EEOC plan. As of March 2021, the EEOC has increased its meetings to monthly during the Spring and Fall semesters. See Exhibit 2 (EEOC Agenda).

The EEOC leadership works closely with the District Chancellor's office to ensure compliance with the EEO plan.

The District has completed and submitted District Expenditure Report demonstrating fund allocation. See Exhibit 3 (Expenditure Report FY 2019-2020).



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

The strategic plan of the District is explicit in its focus on Students First: Success, Equity, and Social Justice. The District Strategic Plan (the “DSP”) provides goals and districtwide strategies that serve to provide a guiding framework that is used to focus the efforts and resources of the District and its three colleges: Cañada College, College of San Mateo, and Skyline College. The implementation of the DSP is tied to a set of Strategic Plan Metrics that are annually reviewed in order to evaluate progress made toward increasing student access, student success, and on-time completion. See Exhibit 4 (District Strategic Plan).

The mission statement of the District reflects its commitment to diversity, celebration of the community’s rich cultural diversity. The mission statement reflects this diversity in the District’s student enrollment, staff composition, and campus climate. See Exhibit 5 (District Mission Statement). The District’s three colleges also have mission statements reflecting on the same values. See Exhibit 6 (Colleges’ Mission Statements). The Districtwide Antiracism Council as well as the District Participatory Governance Council are revising the District’s mission statement to include Anti-blackness and Antiracism language to create an inclusive and belonging environment.

The Board has adopted Board Policy 2.20 and related Administrative Procedures 2.20.1 and 2.20.2 to foster and promote Equal Employment Opportunity.  
See Exhibit 7 (Board Policy 2.20 and Administrative Procedure 2.20.1 and 2.20.2).

The Board has promulgated the District’s mission through its adoption of resolutions such as the resolution recognizing April as Diversity, Equity, and Inclusion Awareness month. See Exhibit 8 (Board Resolution). To the same extent, the Board has been engaging in contemporary conversation series on race, class, gender, privilege and equity in their Board meetings to further affirming their commitment. See Exhibit 9 (Board Agenda Sample).



**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

The District provides the ability to conduct remote interviews via Skype and Zoom for interviewees to increase accessibility, which includes hard-to-hire areas and disciplines. The District also have an equivalency verification process for hard-to-hire areas and disciplines, which provides leeway for degree, academic background, and professional achievement equivalence.

The District also has an employee relocation reimbursement procedure focused for new hires in hard-to-hire areas/disciplines. See Exhibit 10 (Employee Relocation Reimbursement Procedure).



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**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

Jobs for the District are posted on numerous websites aimed at increasing the number of underrepresented candidates into higher education, including:

- DSPSjobs.com
- DiverseEducation.com
- Phase2Careers
- The Minority Faculty/Staff Applicant Database (MFAD Jobs)

The District participates in diversity job fairs such as:

- Phase2Careers' Diversity Career Fair
- CCC Registry
- Job Fair at De Anza College
- Annual Diversity Employment Day Career Fair

The District has updated its job descriptions with a view towards eliminating unnecessary minimum requirements that might limit the breadth and depth of the applicant pool.

Consistent with the District's mission statement and 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.

The District's Strategic Plan places student success, social justice and equity at the forefront. See Exhibit 11 (District Strategic Plan). The District's employment web site includes a Diversity Statement. See Exhibit 12 (Diversity Statement).

The District's Human Resources website highlights the value of a diverse workforce. Namely, the website establishes that "[t]he 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." See Exhibit 13 (Human Resources Website).



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**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 on Nondiscrimination and related Administrative Procedures, the District takes immediate action to investigate claims of discrimination. All claims of discrimination, whether made by students, staff, and/or faculty, are reviewed. Reports of investigations are provided to both the Complainant and the Respondent. When warranted, the District takes appropriate disciplinary action.

See Exhibit 14 (Board Policy 2.19 and Administrative Procedures 2.19.1 and 2.19.2).

Each job description/job announcement includes a diversity element as part of the required Knowledge, Skills & Abilities such as “[s]kill 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.

Representatives of the Human Resources Department attended the fall Association of Chief Human Resource Officers and Equal Employment Officers (ACHRO/EEO) fall training. At ACHRO/EEO fall training, they were able to attend sessions that address equitable practices throughout the hiring selection process and employee professional development opportunities. See Exhibit 15 (ACHRO/EEO Fall 2020 Training Schedule).

Representatives of the EEOC inclusive of Human Resources team members attended the National Conference on Race and Ethnicity Conference (NCORE). At the NCORE conference, there are sessions that address equitable practices including a seminar that addresses cluster hiring as a potential solution to faculty diversity on campus. See Exhibit 16 (NCORE Conference 2021 Schedule).

The EEOC has recently approved to have a recruiting workgroup with the goal of addressing the District Human Resources’ commitment to recruiting, fostering, and retaining a diverse workforce. The new workgroup is to incorporate participatory governance in its structure in order to include voices from various segments of the District’s stakeholders.



**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 hosts a two-hour training workshop focused on unconscious bias for new hires and employees who wish to serve on hiring committees. The workshop focuses on establishing inclusive environments and elimination of bias. The training includes exercises and examples of being able to recognize one's own biases throughout the hiring process and how to respond accordingly.

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.

As a result of COVID 19 and remote working, this training is now being offered via zoom and continues to have interactive exercises and participation.

See Exhibit 17 (Unconscious Bias and Sexual Harassment Training Schedules).

The District provides and tracks training on harassment and discrimination related to compliance with Federal and State anti-harassment and anti-discrimination laws inclusive of Title IX and AB 1825/SB 1343. This updated training started with classified and short term employees on July 7, 2020. Full-time and part-time faculty as well as student assistants started this updated training on September 15, 2020. See Exhibit 17 (Unconscious Bias and Sexual Harassment Training Schedules).



**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 opportunities for faculty, staff and students on the importance of diversity, inclusion belonging, and equity. Sexual harassment prevention and anti-discrimination awareness trainings have also been conducted for faculty, staff and students.

For the April 22, 2021 Flex Day, the District hosted, amongst others, a Districtwide panel on Anti-Racism with breakout sessions such as Active Learning Strategies through an Equity Lens and Project Change: Understanding Record Clearance for Justice System Impacted Students and Cultural Humility. See Exhibit 18 (Flex Day April 22, 2021).



**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.

Further, the instructor:

- Listens to the students.
- Answers questions clearly.
- Pursues discussion to ensure students understanding.
- Encourages all students to participate in discussion or activity.
- Allows students to express divergent viewpoints.
- Treats all students respectfully.
- Fosters a climate of respect.

See Exhibit 19 (Faculty Performance Evaluation Form).

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 20 (Management Performance Evaluation Form).



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

**Yes**

**No**

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

**Multiple Method #9**

The Equal Employment Opportunity Committee has developed the following programs:

In collaboration with the District Antiracism Council, the Initiative in Diversity, Equity, Antiracism and Leadership (the "IDEAL") Program is a comprehensive, certificated Professional Development program. The IDEAL Program will cover a wide-range of topics related to equity and justice. These distinct topics are held together by a critical, inter-sectional analytical framework. This framework is designed to aid IDEAL participants in better understanding the root causes of the institutionalized inequities embedded within our policies, practices, procedures, and pedagogies. IDEAL is district-wide precisely because while we are, admittedly, three distinct campuses, we do share the same overarching goal- to respectfully serve our students and be supportive colleagues. See Exhibit 21 (IDEAL Program Curriculum).

Faculty Diversity Internship Program (the "FDIP") - FDIP has completed its two-year pilot program. FDIP was founded upon the district's commitment to social justice, equity and diversity. FDIP introduces intern participants to the community college environment and the rich diversity of students attending the District's colleges. FDIP recruits across disciplines, particularly among those in which there is an anticipated shortage of qualified faculty. FDIP provides participants with mentorship, collaborative teaching, FDIP workshops, professional development and community college networking. The District is currently working on institutionalizing the program. See Exhibit 22 (FDIP Final Model).

Diversity Project Grant (the "DPG") - The DPG invited students, faculty and staff to apply for a grant up to \$6,500 to support an original project related to the District's commitment to diversity. The types of projects included film festivals, exhibits, documentary screenings, diversity talks, community forums, community murals, and diversity centered activities/events. See Exhibit 23 (DPG Invite for submission).

If more space is needed for your explanations, you may attach an additional file. **ATTACH FILE**