

3.20

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2016-17

District Name: CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

The district met Multiple Method #1 (Mandatory for Funding): District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance Reports for prior year.


- Yes
- No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

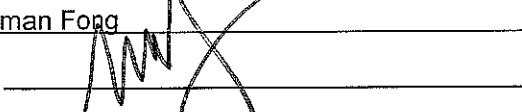
- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for 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 of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: David Betts Title: Director, Employee and Labor Relations
 Signature:  Date: 5/10/2017

Chief Human Resources Officer

Name: Wyman Fong Title: Vice Chancellor, Human Resources
 Signature:  Date: 5/10/2017

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Jannett N. Jackson, Ph.D. Title: Chancellor
 Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

Name: Dr. Hal Gin Title: Board President, Board of Trustees
 Signature: _____ Date: _____

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Date Due at the Chancellor's Office: June 1, 2017

Return to: Leslie LeBlanc (leblanc@cccco.edu) Chancellor's Office California Community Colleges
1102 Q Street, Ste. 4400, Sacramento, CA 95811

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's EEO Advisory Committee, EEO Plan, and submittal of 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).

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- 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.

The Chabot-Las Positas Community College District has a current EEO Plan. It was adopted by the Board of Trustees at its meeting on May 17, 2016. A copy of the plan is included as Attachment #1.

To receive funding for this year's allocation amount, districts are also required to meet 5 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 3420, Equal Employment Opportunity, was adopted by the Board on June 16, 2015. It is included as Attachment #2. Related Board Policies and Administrative Procedures are attached:

- BP 3410 – Nondiscrimination (Attachment #3)
- AP 3410 – Nondiscrimination (Attachment #4)
- BP 3430 – Prohibition of Harassment (Attachment #5)
- AP 3430 – Prohibition of Harassment (Attachment #6)
- AP 3435 – Discrimination and Harassment Complaint Procedures (Attachment #7)

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.

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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.

The District advertises in a wide variety of publications in order to attract fully qualified candidates from diverse backgrounds. Those publications include DiverseEducation.com, Governmentjobs.com, Dice.com, the California Community Colleges Job Registry, edjoin.org, Chroniclevitae.com, ACCCA.org, HigherEdJobs.com, cccsfaaa.org, collegenursingjobs.com, craigslist.org, and CommunityCollegeJobs.com which includes posting on industry and diversity specific websites. Diversity specific websites include, VeteransInAcademia.com, DisabledInAcademia.com, HigherEdWomen.com, LGBTInAcademia.com, HispanicsInAcademia.com, BlacksInAcademia.com, AsiansInAcademia.com, and NativeAmericansInAcademia.com.

The Office of Human Resources also participates in focused outreach by attending the annual CCC Registry Job Fair in San Francisco, which attracts diverse candidates from throughout the Bay Area, and by attending and sponsoring conferences that are focused on equity and inclusion.

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.

EEO Plan Component 12 (Methods to Address Underrepresentation), subsections 3 (Review of Initial and Qualified Applicant Pools) and 4 (Screening/Selection Committee Procedures) outline in explicit detail the procedures for addressing diversity throughout hiring Steps and Levels. See Attachment #1.

Along with the EEO Plan, the District's Recruitment and Hiring Procedures include details for addressing diversity throughout the hiring process for Administrative/Management, Faculty, Classified, and Supervisory/Confidential classifications.

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.

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For many years, the District has required anyone who participates in a hiring committee to receive training. The current EEO Plan requires anyone serving on a hiring committee to have completed the training within the last 24 months, similar to the requirement for supervisor's training on the Prevention of Harassment and Discrimination. (See EEO Plan Component 8)

The Office of Human Resources has an established location in the Banner system to maintain a permanent and ongoing record of when every employee last received the training.

A copy of the current training is included as Attachment #8.

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 provides regular training to all managers and supervisors throughout the District on the Prevention of Harassment and Discrimination in the workplace. They are required to participate in this training at least every 2 years. A major element of this training is education on equal employment opportunity. This training is the required AB 1825 training. In addition, HR provides training, on request, to departments wanting to provide training to their classified professionals on the same principles and practices covered in the AB 1825 training, but more tailored to situations among coworkers.

An example of this professional development training is included as Attachment #9.

The Chabot-Las Positas Community College District has also been participating in consortium trainings that have been developed in collaboration with other districts and Liebert Cassidy Whitmore to provide training opportunities to faculty, staff, and administrators on a variety of diversity-related topics, including:

- *The Role of Behavioral Intervention Teams in Addressing Campus Safety and Security*
- *Bringing Our Communities Together for Effective Compliance with Title IX, Clery and SaVE*

The faculty and classified professionals have been including training on their Flex Days that is designed to assist campus personnel how to better engage with students on matters pertaining to diversity. The following examples are from Las Positas College:

- Globalizing the Curriculum: Opening our Students' Minds to the World – If you're excited about doing more to introduce our students to the cultures and politics of the world, whether

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beyond the US or within it, please come to this flex day session on globalizing the curriculum. We're by now used to hearing sound bites about how we need to prepare students for being "global citizens," but we have not spent much time as a college talking about what that means and how to build upon and improve our curriculum and campus culture to get them there. If you have any favorite class assignments or course themes that work towards this goal that you would like to share, please bring them! We are especially interested in building a team to win a Stanford grant for curriculum innovation and to develop a Global Studies major. (1-hour training on Flex Day, 9/27/16)

- **Military Culture 101 - Understanding Military Culture and why mental health has such a bad stigma.** Covering some common misconceptions of PTSD. Understand Student veterans from the point of view of the veteran. Understanding the GI bill and how dropping 1 class can literally leave a veteran homeless. Understanding the process a veteran goes through when transitioning out of the military and why school is the best option. Covering some of the reasons why veterans do what they do. Giving solutions to faculty and staff regarding concerns in dealing with veterans. Giving the audience an understanding of the mindset of "most" veterans in regards to school and the "Billy Madison" affect. (1-hour training on Flex Day, 9/27/16)
- **Teaching Men of Color – You don't have to be a person of color to be an effective instructor to men of color, but you can attend the "Teaching Men of Color" session to learn more about the Teaching Men of Color Certificate Program available free of charge to all LPC Faculty, Staff, and Administrators through December 2016.** Presenters will provide an overview of the course, share their experiences taking the course, and provide summaries of some of the content. We encourage those who are currently doing the training, and those who have completed it, to join us in sharing some of what we've learned, and encouraging others to take advantage of the free training that can be done from the comfort of your own laptop. (1-hour training on Flex Day, 9/27/16)
- **Race and Diversity - This is an opportunity for colleagues to exchange information about how to promote LPC's value of "promoting ethical behaviour, tolerance, and mutual respect in a diverse community" when facilitating discussions in the classroom.** Kristine and Patricia will share some of their research on this topic, some of the challenges they have faced in the classroom and how they handled them. (2-hour training on Flex Day, 9/27/16)
- **CORA Presentation (Afternoon Keynote Seminar) – CORA training is a form of faculty and staff diversity training and it provides instruction on sound pedagogical practices that can be applied to all students.** The mission of the Center for Organizational Responsibility and Advancement (CORA) is to support the development of educators in advancing their capacity to serve historically underrepresented and underserved students. (2-hour training on Flex Day, 2/21/17)
- **CORA Breakout Session – (2-hour session following up the Keynote Seminar on 2/21/17)**
- **Supporting Non-native Speakers of English at LPC – Non-native English speakers enroll in a variety of classes across disciplines and seek assistance from a wide variety of campus resources, so most campus community members interact with this specific population. The**

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purpose of this activity is to offer insight into the non-native English speaker's college experience and to share resources and best practices with Faculty and Classified Professional Staff to aid in the integration of these students across campus. There will be a panel of faculty and classified professionals during the first hour and a student panel during the second hour. (2-hour training on Flex Day, 2/21/17)

- **Beyond Tolerance: Embracing Diversity** – A multi-session, interactive learning experience designed to encourage the exploration of personal and professional challenges in creating emotionally and physically safe spaces for all. Participants will engage in exercises and activities that allow for open and honest self-reflection and conversation in the areas of culture, race and class. As a result of this program, participants will learn the following: How to practice empathy and respect in a diverse community/setting; How to identify personal biases that cause barriers to cultural appreciation and sensitivity for various life experiences and perspectives; How to work together cross-culturally to create an environment of mutual respect and safety.
- **Islamophobia Panel on Post 9/11 America** – After the 2016 Presidential results came in, a new challenge was posted to college nationwide: how to teach in a new type of post-election culture. The new challenge was how to balance an academic environment where ideas can be expressed freely with the problematic yet legitimized rhetoric of hate speech. Two groups, Muslims and perceived Muslims, were targets of hate speech aimed at by a Presidential Candidate. Islamophobia delivered in this candidate's speeches emboldened many across the country to harass and intimidate Muslim people or those whom they perceived to be Muslim. To that end, the LPC Peace and Social Justice Club will bring a panel of speakers including LPC Professor of Anthropology Kweku Williams and Zahra Billoo, Esq. and E.D. of the Council of American-Islamic Relations (CAIR).
- **Autism in the Arts** – Speaker/private training session with someone in order to have additional training on Autism, instructional strategies, and specifically how to accommodate Autism in the arts classroom. (2-hour training on Flex Day, 2/21/17)

(Continued on next page.)

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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.

Within the *Faculty Standards* listed in the collective bargaining agreement with the Chabot-Las Positas Faculty Association, there is a standard listed that can be used for employee evaluation and tenure review that states that one area to be considered in the evaluation of faculty is in *“Demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities.”*

This standard applies to All Contract (Untenured) Faculty, All Regular (Tenured) Faculty, and All Part-time Faculty. (Articles 14C.2.c, 15C.2.c, and 18I.7.b.3)

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 Chancellor and Classified Professionals in the Chabot-Las Positas Community College District instituted a “Grow-Your-Own” program called CLIP (Classified Leadership Institute for Professionals).

The Classified Professional population in the District is diverse. Creating a formal leadership program collaboratively with the Classified Professionals focused on providing professional skills, educational knowledge, and personal growth that supports the goals of our educational community, we believe, is a positive step that will increase the diversity of the leadership throughout the District.

A copy of a presentation to the Board of Trustees on April 19, 2016, is included as Attachment #10.

The CLIP Program recently graduated its first cohort and is identifying individuals to participate in the next cohort.