

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

District Name: Long Beach City College

The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).

- Yes
- No

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

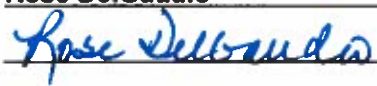
- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for 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: Dr. Monalisa Hasson Title: Director, Classified Human Resources
Signature:  Date: 5-24-16

Chief Human Resources Officer

Name: Rose DelGaudio Title: Vice President, Human Resources
Signature:  Date: 5/24/16

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Eloy Oakley Title: Superintendent/President
Signature:  Date: 5/24/16

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

Name: Doug Otto Title: President/Chair, Board of Trustees
Signature:  Date: 05/24/16

Date Due at the Chancellor's Office: June 1, 2016

Return to: Javier Gonzalez (jgonzalez@ccccc.edu)

Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

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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*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per Multiple Method.

Nine (9) Multiple Methods

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
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 and EEO Plan)?

Yes

No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- 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).

Long Beach City College's EEO Plan can be accessed at <http://www.lbcc.edu/StaffEquityCommittee/action-plans.cfm>

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

EEO ADVISORY COMMITTEE

In 2007, a Staff Equity Committee was established by the College to address all matters related to staff equity and diversity. As a standing participatory governance committee, the District's Staff Equity Committee functions as the District's Equal Employment Opportunity Advisory Committee. As such, the Staff Equity Committee is charged with the planning, evaluation, and monitoring of the Equal Employment Opportunity Plan. The committee serves in an advisory role with regard to the operation of the EEO Plan and related staff equity issues. The committee assists with the implementation of the Plan in compliance with state and federal regulations and guidelines, and provides recommendations for EEO Plan improvements and revisions as appropriate.

The Committee sponsors events, training, professional development, and other activities that promote and support equal employment opportunity in recruitment and employment practices, non-discrimination, and staff diversity in collaboration with other appropriate groups.

The Committee is co-chaired by a faculty representative, a classified representative, and the Vice President of Human Resources or his or her designee. The Committee is composed of five faculty members (one of which serves as the faculty chair), a part-time faculty member, three classified members (one of which serves as the classified chair), two administrators, one manager/supervisor, one confidential employee, and two students. The following positions maintain permanent membership on the Committee: The Associate Vice President of Human Resources, who serves as the Equal Employment Opportunity Officer; The Director of Classified Human Resources; the Human Resources Manager-Academic; and the Faculty Professional Development Coordinator.

The Committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. Please refer to the following link for additional evidence of compliance with Multiple Method #1.

<http://www.lbcc.edu/StaffEquityCommittee/index.cfm>

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To receive funding for that 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 policies are reviewed and revised as necessary to ensure lawful compliance. Administrative Policy and Regulation 3001 on Equal Employment Opportunity has been revised to align with the new Equal Employment Opportunity Plan required by the Chancellor's Office. The revised policy and regulation can be found at <http://www.lbcc.edu/policies/>.

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.

Distribution

Job Announcement/Postings (all job announcements include EEO and diversity statements)

- Employment opportunities are available in the Lobby
- Mailed to all CCC, UC, and CSU.
- Mailed to potential applicants upon request (includes requests from HR website & Job Hotline)
- Posted on the LBCC Website
- Posted on the California Community College (CCC) Registry Website
- Government Jobs Website
- EDJOIN
- Employment Development Department
- Indeed
- LinkedIn
- CCC Registry Participants receive an email from LBCCD regarding open faculty positions in their disciplines.

Job Listings

- Sent to all current adjunct faculty for full-time faculty positions
- Posted at the annual Improve Your Marketability Seminar
- Department Listserves are used to inform discipline specific applicants regarding job availability at the District

Other Outreach Strategies

- Use of external recruiter to fill hard-to-fill areas
- Collaboration with the College Career Center to post positions
- Tips for Success (Resource for applicants to inform and guide them through the selection process)

Advertising

Standard Publications

- CCC Registry
- Chronicle of Higher Education
- HigherEdJobs.com
- Community College Week
- Specialized advertising in consultation with the departments

Other

- CCC Registry Information Sheet available in HR Lobby ~ Encourages potential applicants, including students, to consider a teaching career at a California Community College

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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.

Academic Hiring

- In consultation with the Academic Senate, the Human Resources department developed a Student, Institutional and Faculty Profile that speaks to diversity throughout the District. The Faculty Profile contains both a teaching and service component which are listed on the job description for each faculty position as desirable qualifications:
- The profiles are used to help candidates, newly hired faculty and committee members throughout the hiring process to understand the needs of our students and engage in best practices throughout the hiring process. The college actively recruits and hires faculty with an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences and faculty who have a commitment to serving the needs of the student, department, college, and community.
- The profiles are provided to candidates during the Improve Your Marketability Seminar, to committee members during the EEO training, and used in the development of interview questions.
- All procedures regarding the screening process are based on job-related criteria, designed to detect and avoid adverse impact on any monitored group, and ensure that applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.
- The Academic Senate works with the Human Resources department to insure, whenever possible, screening committees include a diverse membership in order to bring a variety of perspectives to the assessment of applicant qualifications.
- Applicant pools are reviewed and assessed during each step of the hiring process. Once the initial application deadline has closed, the applicant pool is analyzed to ensure that monitored groups are not affected by adverse recruitment procedures. If necessary, the application deadline is extended and additional recruitment efforts are conducted. At the close of the extended deadline, the applicant pool will once again be monitored to ensure a diverse pools of candidates exists to continue the recruitment.

http://www.lbcc.edu/StaffEquityCommittee/documents/IYM2_7_14.pdf

Classified Hiring

- Human resources reviews and approves all supplemental questions, testing materials, and interview questions for recruitments to ensure all screening mechanisms are job-related, based on professional qualifications and do not contain elements considered to be bias or in violation of our Equal Employment Opportunity Plan and corresponding policies and regulations.
- In an effort to increase objectivity during the exam process, applicant information (name and demographic data) is maintained confidential through the employee selection process. Applicant names are released only during the interview stage.
- Our outreach efforts have resulted in diverse applicant pools as evidenced by the demographics of our applicant pool during the last measurement period ending June 30, 2015: African American/22%; Hispanic/Latino/30.8%; Asian/Pacific Islander/17.6%; Caucasian/23%; Native America/1.2%; and Undeclared/5.4%.
- To further advance our efforts toward diversity and equity, human resources ensures selection panels represent our diverse community as it relates to gender, ethnicity, and underrepresented groups.

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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.

EEO training is mandatory every other year for both the Equal Employment Opportunity (EEO) representatives and all hiring committee members including students. The training includes information to assist them during the hiring screening committee process. Covered topics include: EEO guidelines, employment laws, Title 5, LBCC District Administrative Policies and Regulations on hiring, recognition of bias and understanding the screening and interview process.

Faculty screening committees are formed according to the LBCC District hiring policies and regulations and include an administrator, a department head, at least two faculty members, a student and an EEO representative. Educational administrator screening committees are formed according to District hiring policies and regulations and include representation from various employee groups such as: administrators, Academic Senate, CTA (faculty), CHI (adjunct faculty), students, classified employees, confidential employees, manager/supervisor employees and an EEO representative.

This past recruitment cycle we were able to enlist the services of David Morse, President of Academic Senate for California Community Colleges and Professor of English at the Long Beach City College to provide a number of EEO trainings for faculty and administrators. Dr. Morse presented the Community College Chancellor's Office, EEO & Faculty Diversity Summit PowerPoint with additional slides representing current diversity of the college. Dr. Morse trained the committee members on ways to infuse diversity into all interview questions instead of asking one "diversity" question. He prepared a list of questions and provided the committees samples of questions altered to include diversity awareness and cultural competence.

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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.

Student Equity and Faculty Professional Development

In partnership with Student Equity and Faculty Professional Development the spring flex day was entitled “Get on Board with Equity” and included the following breakout sessions: STEM Student Equity Projects; Veteran’s Equity, Equity Mindedness, Multicultural English Cohort; Umoja Scholars Program and Syllabi Observations: More Equity Inquiry with the Center for Urban Education (CUE) at USC. This program began and ended with Dr. Veronica Neal, a social justice organizational change specialist with over two decades of experience as an educator, trainer, coach and consultant. Her focus is on cultural humility across the lifespan and as a spiritual practice, equity change management, anti-bias and oppression transformation, and attitudinal healing. Dr. Neal’s closing session was entitled “Moving forward: A Commitment to Intentional Practice.” <http://www.lbcc.edu/fpd/>

Staff Equity Committee: Walking the Talk Program

This Diversity, Equity, and Inclusion Certificate Program is available to all employees and allows participants who complete the on-going program to receive a completion certificate. The District believes that building an environment that supports diversity and advances equity and inclusion into the mainstream requires the active participation of everyone on campus. This certificate program is designed to enhance our employee’s skills and at the same time create an environment that is progressive and proactive in the support of closing student achievement gaps. The series of core topic areas include: Differing Abilities, Ethnicity and Culture, Privilege, Sexism/Heterosexism and Ageism, Socioeconomics and Veterans. <http://www.lbcc.edu/StaffEquityCommittee/events.cfm>

Commitment to Equity and Diversity a component of New Employee Orientation

New employee orientation for classified employees is conducted monthly. The orientation includes a presentation on Equity and Diversity and Unconscious Bias in the Workplace. The presentation includes research-based data demonstrating the benefits of a diverse workforce as it relates to student achievement. This in-person training compliments Diversity training provided online to all new employees through Keenan Safe Colleges.

Leadership, Engagement, and Development (LEAD) Academy

The College offers a one semester leadership academy which culminates with a group project where leadership skills can be practiced. The Academy begins with a two-day retreat in which participants are involved in getting to know self and others in order to gain an understanding of the differences between people and the reasons why we have different styles. Topics of the LEAD Academy include the College’s past, present, and future; uncovering hidden potential; increased accountability for higher education; institutional dynamics and culture; institutional effectiveness, diversity and equity, evaluation, and accountability; shared governance and decision-making structures; student success; our role in economic and workforce development; resource management; strategic thinking and planning; and team-building and workplace engagement. <http://www.lbcc.edu/leadacademy/>

Additional evidence of the College’s accomplishments related to Multiple Measure #7 can be found on the following webpages: <http://www.lbcc.edu/PDP/workshops.cfm> <http://www.lbcc.edu/PDP/TuitionReimbursement.cfm>
<http://www.lbcc.edu/fpd/> <http://www.lbcc.edu/leadacademy/programoverview.cfm>

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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.

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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.

Improve Your Marketability Seminar

This 4-hour seminar is conducted at the beginning of the recruitment cycle in preparation for application to full time faculty positions. This seminar provides individuals the opportunity to learn how to apply for a full-time faculty position. Topics include best practices for navigating application procedures, resume writing skills, and interview tips. The Vice President of Human Resources reviews the faculty, institutional and student profile and explains the value and importance of infusing diversity into teaching pedagogy and the research-based data demonstrating the benefits of a diverse workforce as it relates to student achievement. <http://www.lbcc.edu/StaffEquityCommittee/events.cfm>

Faculty Intern Program

This formal structured mentoring program promotes the systematic development of new faculty by pairing them with an experienced faculty mentor. This opportunity provides graduate students the opportunity to work side by side with an expert instructor in a department, for the academic year, while positively impacting the students and the surrounding community. They are able to observe critique and practice good teaching techniques while learning about the intricacies of working relationships at the college. They learn about communication networks, governance processes and how to cultivate professional relationships and growth opportunities. The program is designed to infuse the part-time faculty pipeline with qualified faculty who represent diversity and understand the research-based data demonstrating the benefits of a diverse workforce as it relates to student achievement.

<http://www.lbcc.edu/StaffEquityCommittee/facultyinternship.cfm>

Classified Staff Professional Development Series and Professional Growth

The Long Beach City College is committed to professional development for all employees within the College. In alignment with the mission, vision, and core values of the College, the Educational Master Plan of the College has established an institutional priority to develop and focus its human, fiscal, facilities, technical, and information resources in support of institutional goals. In the area of human resources, a measurable outcome is that faculty and staff who participate in professional development report learning, developing, or implementing effective methodologies that support student learning and achievement. <http://www.lbcc.edu/PDP/workshops.cfm>

In support of our institutional priorities, the human resources division developed a comprehensive professional development plan for classified staff. The College offers an array of professional development opportunities throughout the year with two major events per year. The purpose of the professional development series is to build capacity within our classified staff to encourage career growth and also to increase the knowledge, skills, and abilities to continue to grow in their current roles in support of the College's institutional priorities. The topics include: goal-setting, customer service, effective communication, team-building, software training, personal wellness, conflict resolution, and knowing-self and others. The College's next major event will focus on Equity and Diversity, and Health and Wellness.

Diversity Speaker Series

Keynote speakers are continuously scheduled to deliver lectures intended to increase awareness and provide an understanding of multicultural issues which is an essential component to student achievement.