

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

District Name: Monterey Peninsula Community 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: Susan Kitagawa Title: Associate Dean of Human Resources
Signature: *Susan Kitagawa* Date: April 7, 2016

Chief Human Resources Officer

Name: Susan Kitagawa Title: Associate Dean of Human Resources
Signature: *Susan Kitagawa* Date: April 7, 2016

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Dr. Walter Tribley Title: Superintendent President
Signature: *Walter Tribley* Date: 5/13/16

President/Chair, District Board of Trustees

Date of governing board's approval/certification: 5/25/16

Name: Mr. Rick Johnson Title: President/Chair, Board of Trustees
Signature: *Rick Johnson* Date: 5/25/2016

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

Return to: Javier Gonzalez (jgonzalez@cccco.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

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).

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

The updated EEO Plan for Monterey Peninsula Community College District (MPC) was approved by the Board of Trustees on May 25, 2016. The EEO Annual Applicant Pool and Employee Demographic Report for 2015 is attached and represents the longitudinal analysis of applicant pools and employee groups. This report is updated annually and presented to the Board of Trustees. Both documents were reviewed by the EEO Advisory Group and various college participatory governance groups.

Component 5 of the EEO Plan describes the EEO Advisory Committee's (EEOAC) diverse composition and responsibilities. This is a standing committee consists of faculty, staff, administrators, and members of the community and meets regularly.

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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

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

The board policies (BP) associated with EEO have been reviewed by the EEOAC and various college participatory governance groups. The Board of Trustees reviewed and approved the policies on May 25, 2016. They include BP 3410 Non Discrimination, BP 3420 Equal Employment Opportunity, BP 7100 Commitment to Diversity, and BP 7120 Recruitment and Hiring.

MPC has established recruitment and hiring procedures for full-time and part-time faculty and classified employees. The procedures are designed to ensure EEO practices are reinforced by accountability and transparency.

The MPC mission statement includes its commitment to fostering student learning and achievement within its diverse community.

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

Yes

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

MPC has maintained demographic data on its applicant pools and employee groups since 2008. The data is presented to the Board of Trustees and EEOAC on an annual basis.

More recently the demographics of applicant pools for administrative and full-time faculty recruitments have been tracked from the initial submission of application, minimum qualification screening, initial interviews, second interviews and hiring. Reasons for withdrawal of candidacy is also being tracked to determine patterns that may be addressed in the recruitment and hiring processes. Tracking of applicants throughout the process will be conducted on a quarterly basis for classified and adjunct positions.

MPC has also subscribed to new recruitment sources on both national and local levels. Applicants must cite recruitment sources as part of the application process. Data is being collected to determine the effectiveness of these sources. This data will be analyzed to formulate decisions regarding the expenditure of resources for the future.

MPC reviews postings for all positions to eliminate local requirements that may create barriers for applicants. Minimum qualifications for faculty positions reflect Title 5 regulations.

For hard-to-hire disciplines, additional advertisement has been placed in professional and vocational websites and circulations. Extension of recruitment periods has also been used as a method to increase applicant pools for hard-to-hire positions for both faculty and classified positions.

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

Yes

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

In 2014, MPC conducted Noel-Levitz Student Satisfaction Inventory. The scales related to campus climate were (1) Campus Climate, (2) Concern for the Individual, and (3) Responsiveness to Diverse Populations. Compared to community colleges across the nation, MPC rated slightly higher in the area of campus climate and slightly lower for responsiveness to diverse populations. There was no significant difference in the area of concern for the individual. The results indicate there are no areas of significant concerns regarding campus climate.

MPC also conducted the Faculty and Staff Accreditation Survey in 2014. Respondents were asked to rate statements addressing each of the four accreditation standards. Below is a summary of responses related to campus climate. For the purposes of this summary, responses indicating strongly agree and somewhat agree were combined.

The majority of respondents agree that

- they are familiar with and understand the mission of the college as reflected in its mission statement
- divergent opinions in courses can be openly presented
- they can distinguish between personal convictions and professionally accepted views in the discipline by presenting relevant data fairly and objectively
- they know where to find policies and procedures relevant to their job
- as an employee they have been treated fairly
- MPC has made progress in increasing awareness of and sensitivity to diversity issues
- professional development activities are relevant and helpful to their work
- MPC has adequate physical accommodations for people with disabilities
- they feel safe on campus during the day and at night
- the campus buildings provide a safe and healthy work and learning environment

Data from both surveys will be used to inform college planning efforts, training needs, and the accreditation self-study.

MPC's website conveys its commitment to diversity by displaying photos and images of its diverse staff and student population. The commitment to EEO is found on all job postings and print advertisements. Hiring committee training examines the value of diversity and inclusion. The EEO Plan is accessible from the HR webpage.

Classified job descriptions are reviewed regularly as part of the reclassification process. Following a classification study, MPC and California School Employees Association agreed to an ongoing 8-year cycle of review for all job classifications. New and revised job descriptions are developed, reviewed, and approved by the Board of Trustees. All job announcements are reviewed for local qualifications.

Many informational brochures regarding student services and programs are available in Spanish.

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

Yes

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

As described in Method #3 above, MPC is analyzing the demographics of applicants throughout the recruitment and hiring process. Instances of withdrawal from candidacy will be reviewed to determine measures to address any barriers to applicants. In addition, the effectiveness of its recruitment efforts will be analyzed to determine future advertising strategies. Demographics of employee groups are analyzed on an annual basis.

The requirement for demonstrating sensitivity to and knowledge of the diverse backgrounds of the students we serve is a component for every search process. A diversity statement is embedded in the application process of faculty and staff. For all positions, there is at least one interview question designed to measure the awareness of diversity and assessment of cultural competency.

Criteria used for screening application materials, interview questions, assessments and exercises are reviewed to determine job relatedness and for the elimination of bias. Training hiring managers and committee members to practice behavior-based interview techniques reinforces that all criteria used are job related and ensures best practices for EEO, thereby eliminating discriminatory practices. Informal and formal complaints of unlawful discriminations are investigated using the district's procedures. MPC has also hired third party unbiased consultants to investigate complaints as necessary. The procedure is posted on the HR webpage and is easily accessible.

Does the District meet Method

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

Yes

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

MPC provides consistent and on-going training for hiring committees. The requirement for training for hiring committees is recognized in the recruitment and hiring procedures for faculty and classified staff and the EEO Plan. The trainings are regularly updated with current laws and regulations, the role of bias in interviews and the commitment to and value of diversity and inclusion.

MPC also provides specialized training for EEO Representatives who serve on full-time faculty and administrative hiring committees. This training is extensive and in addition to the topics reviewed in the standard training, it includes Title 5 regulations, board policies and hiring procedures, research on bias in interviews, the annual demographics report, and EEO best practices.

The Office of Human Resources works collaboratively with hiring managers to ensure best practices in hiring. MPC has incorporated practices from Hire with Your Head by Lou Adler and High-Impact Interview Questions by Victoria A. Hoevemeyer. Both books explore methods and practices to combat bias in interviews and advocate for behavior-based interview techniques based on job related criteria.

In 2016, MPC developed a new on-line training and is beta testing it for effectiveness. Due to the increased number of hiring committees, the on-line training ensured that all members were given the opportunity for training.

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

Yes

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

MPC incorporates presentations during its Flex activities that support professional development focused on diversity and mentoring new hires. Over the last three years, included among the presentations and workshops has been: "The Strength & Value of Diversity in Our Society", "Current Approaches to Teaching Gender Topics and Engaging Gender and Sexual Diversity", "Dealing w/Students in Distress", "Accommodations & the Non-Traditional Learner", "When Bad Things Happen to Good People", "Top Ten Tips for Staying Healthy during Stressful Times", "Managing Emotional Meltdowns—Including Your Own" and "Title IX: Be trained and learn how to report incidents".

In addition to leadership training mentioned above, the awards have sponsored attendance at diversity conferences and workshops including, Umoja, "Multi-cultural Classroom", National Assoc. for Chicano and Chicana Studies, National Women's Studies, and Ethnic Studies Assoc.

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.

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

Yes

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

Managers and administrators have attended on-going mentor training with the Association of California Community College Administrators. Administrators, managers, faculty, and staff attend annual and biannual conferences and workshops with colleagues across the state for training in areas including Human Resources, Administrative Services, Student Services and Academic Affairs.

The MPC Foundation sponsors bi-annual Faculty and Staff Awards. From 2013 through 2015, the Foundation has granted awards equaling over \$270,000.

Attendance at conferences and workshops for professional development for specific academic areas are across the disciplines and include foreign language, geophysics, sociology, mathematics, art, theatre, coaching, horticulture, medieval studies, earth science, geology, nursing, literature, writing, psychology, political science, technology, early childhood education, oceanography, and science.

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A survey of the academic departments reveals similar informal practices to assist both new full-time and part-time faculty. These include the assignment of mentors, orientation meetings and workshops, dissemination and review of course materials and syllabi, training for distance attendance professional development conferences, workshops and training, participation in program review and action plans, development of a webpage for new hires, dissemination of handbooks for new-hires, shadowing, participation on college wide committees, and the auditing of courses.

Administration provides an orientation for all new full-time and part-time faculty that introduces them to college resources, procedures, culture, and the responsibilities of faculty.