

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

**District Name:** Sierra College

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


- Yes** (we have an EEOAC and EEO Plan adopted on 12/12 - anticipated update 7/16)  
 **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: Cameron Abbott (FEO AC Attached) Title: FEO Officer  
Signature:  Date: 5/2/16

**Chief Human Resources Officer**

Name: Ryan Davis Title: VP HR  
Signature:  Date: 5/4/16

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

Name: Willy Duncan Title: President  
Signature:  Date: 5/9/16

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

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

Name: Scott Leslie Title: President/Chair, Board of Trustees  
Signature:  Date: 5/10/16

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

Return to: Javier Gonzalez ([jgonzalez@cccco.edu](mailto:jgonzalez@cccco.edu))

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

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

---

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).

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

District has an EEO Advisory Committee (section 53005). The College has a long standing, Board recognized EEO Advisory Committee (EEO AC). Copies of some recent EEO AC meetings and sign in sheets are attached as an example. (see attached appendix A). District Equal Employment Opportunity Plan (section 53003(a)). The College recently adopted our new EEO Plan in May of 2016 (see attached appendix B).

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

---

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.

District is in the process of updating our Mission Statement (section 53024.1(k)). The new statement is currently working its way through our shared governance process (was endorsed by our Academic Senate the end of April, and is slated tentatively to go to our Board in June. A copy of the new statement is attached (see appendix C).

The District maintains curricula that expands global perspective of the particular course/discipline (section 53024.1(n)). Aside from curriculum committee review, and program review, a commitment to diversity has been built into our SLO process (ISLO's, PSLO's, CSLO's, Mapping and Assessment Plans). A copy of SLO's for Comm, Geography, History, Political Sci, Social Sci, and Soc are attached (see appendix D). In addition we have multiple speakers and presenters that come to campus (such as Diane Nash, Tim Wise, and Sandy Brown ("Oh, yes she did") to name a few) and speak to both our students and staff. (see appendix E).

The District addresses issues of inclusion/exclusion (section 53024.1(o)). Apart from campus speakers such as Jeff Duncan-Andrade, ('Growing Roses in Concrete') who address all employees at convocation and Jennifer Eberhardt from Stanford (who addressed unconscious bias at African American History Week), we have hired new full time management positions to address inclusion/exclusion (Dean of Student Equity, and Manager of Student Engagement). These student focused positions are tasked to improve staff awareness. An example of how they are improving staff awareness, we now offer and have staff attending BaFa BaFa training (see appendix F).

### 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.

Longitudinal Analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline (section 53024.1(q)). Applicant analysis is conducted of each hiring pool and comparison is made between the overall pool and the applicants selected for interview. Pools deemed to not sufficiently represent hiring demographic (or student demographic) are reposted to improve applicant pool. An overall or annual analysis of yearly applicant pool demographics is used to identify more global opportunity areas (see appendix G). Review of internal staff movement, including promotions and terminations occurs regularly and are reviewed on a case by case basis. This is primarily because of smaller numbers of staff and limited turnover. A further description of our review is addressed in method V below.

In addition, we have engaged in targeted advertising and recruitment. We have used sites such as CaCCCHE - California Council for Cultural Centers in Higher Education (<http://www.caccche.com>), NCORE - National Conference on Race & Ethnicity (<http://www.ncore.ou.edu>), NativeHire.org (<http://www.nativehire.org>), Consortium of Higher Education LGBT Resource Professionals (<http://lgbtcampus.membrclicks.net>), and Historical Black Colleges and Universities (<http://hbcuconnect.com/jobs>) to name a few.

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

---

**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 conducted a Campus Climate Survey in Spring 2015 (section 53024.1(a)). A copy of the survey analysis report is attached (see appendix H). A copy of the full survey and blank survey form are available upon request. Cultural competency and harassment awareness training (section 53024.1(d)) was recently negotiated into the full and part time faculty collective bargaining agreement (see appendix I, page 18.3, lines 6 - 14). We are in negotiations with Management and Classified to adopt similar language. The District is also providing BaFa BaFa training to all staff. This is also an employment requirement for all student equity ambassadors (see appendix F). District audits and/or maintains updated job descriptions and announcements (section 53024.1(f)). Job descriptions and announcements are reviewed and updated by the hiring committee as part of the recruitment process. Job descriptions that receive substantive changes are also reviewed by the Union and then reviewed/adopted by the Board. District publications and website convey the district's commitment to diversity and equal employment opportunity employment (section 53024.1(j)). The District's commitment to Equal Employment can be viewed at [www.sierracollege.edu/about-us/human-resources/employment/index.php](http://www.sierracollege.edu/about-us/human-resources/employment/index.php). We also advertise this commitment on multiple publications including (but not limited to) all job announcements. For example, the job announcement for the new Director of EEO, Diversity & Title IX is attached (see Appendix J). The District's Missions statement (section 53024.1(k)) is addressed in Method #2 above with an example of our Mission Statement in appendix D.

**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.

The District conducts exit interviews with employees who voluntary leave the district (section 53024.1(b)). The District conducts exit interviews of all staff that voluntary resign (see appendix K). This data is periodically reviewed to identify trends and/or common causes and appropriate measures are taken. Note, due to low turnover, specific individual causes are typically reviewed and addressed after each occurrence. The District timely and thoroughly investigates complaints (section 53024.1(h)). The district promotes and follows Board adopted policies and administrative procedures including (but not limited to) Administrative Procedure 3435 - Discrimination and Harassment Investigation (see appendix L). All EEO claims filed have been investigated timely and appropriate action was taken. Note that BP/AP 3540 - Sexual and Other Assaults on Campus (BP revised 2/16, AP currently under review by Title IX Committee) are also followed for all Title IX complaints. The campus is engaged in an intensive re-engineering of our Title IX processes and procedures. The District Hiring Procedures require applicants to demonstrate and commitment to Diversity (section 53024.1(l)). All employment searches require an interview question that assess the candidate's sensitivity, understanding, and commitment to diversity. All questions drafted by a hiring committee are reviewed by the EEO Officer prior to the release of the applications for committee review. A few sample questions that demonstrate a candidate's sensitivity to diversity are attached (see appendix M).

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

---

**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.

The District provides training on the elimination of bias in hiring and employment (section 53024.1(c)). The District provides a detailed 4 hour EEO training that includes a specific section addressing bias (see appendix N, EEO training - slides 31-33). The training covers basic assumptions or impressions, a description of unconscious Bias (with two video links from Google) and a discussion period so the trainee can associate the concepts to personal experience (Andragogical learner). In addition, at the first hiring committee meeting, the EEO Rep (a Rep is required for each search) will provide an update of best practices, to remind committee members to be aware of the hiring practices and to be conscience of personal bias. Also, as noted above, the District requires all faculty to participate in cultural awareness training, offers BaFa BaFa training and sends a select number of staff, that would "most benefit" from the exposure, to attend NCORE conference.

The District timely complies with AB 1825 (section 53024.1(i)). The District is up to date and current on AB1825 training. We audit our management staff twice a year to determine who is in need of training. Employees are identified and required to participate. The District also offers on-line training for those managers that are unable to attend. Attached please find the sign in sheet and supporting documents for the last Sexual Harassment training (see appendix O).

**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 maintains a variety of programs to support newly-hired employees (section 53024.1(e)). All new Faculty attend "New Faculty Academy" and all new employees are encouraged to attend SC4 - a three day intensive off-site training that exposes the participants to our culture, cultural awareness, and interest based training. In addition we offer "The Scholarship of Teaching and Learning Institute" that addresses teaching to a diverse student body. A short description and documentation of these trainings are attached (see appendix P).

The District timely complies with AB 1825 (section 53024.1(i)). As noted in Method 6# above, the District is up to date and current on AB1825 training (see appendix O).

District staff serve as resources (section 53024.1(m)). The District has many staff that provide external training such as Professor Williams (to highlight just one) who has delivered multiple lectures, including but not limited: "Diversity on Top - Need for Administrative Diversity in CCC" (at the ACCCA 40th Anniversary Conference), "Critical Pedagogy for Culturally Relevant Curriculum as California Community Colleges" (at UC Davis Equity Summit), and "Why Can't We Get More Culturally Diverse Applicants for Our Administrative Hiring Pools?". We have many more who have delivered lectures at local schools, organizations as well as conferences (PFLAG (see Appendix Q), NCORE, A2MEND, etc.).

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

---

**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.

District conducts voluntary exit interviews (section 53024.1(b)) for all employees leaving the district. This data is reviewed to identify any patterns or opportunities for improvement in retention. Informal analysis has been conducted looking at monitored groups. In one case, additional training dollars were allocated to a satellite campus to provide additional training. We have also required specific individuals to attend targeted training to address identified deficiencies (note: actions and trainings may be associated with corrective action plans and as such are confidential). Cultural competency, and Sexual Harassment training requirements have been added to the Faculty Contract and are now part of the criteria used for evaluation and tenure review (see appendix I).

**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 District maintains a variety of programs to support newly-hired employees (section 53024.1(e)). Aside from the programs noted in Method #7 (see appendix P) the district is currently engaged in developing an Internship Program to encourage new faculty to consider teaching at a community college, and continue to offer a robust Speaker Series bring influential people to campus to open our staff and students minds. We also offer an email campaign called "Voices of our Students". The campaign consists of a collection of student comments regarding their experiences and how they are treated on campus. Emails are sent out to all employees listing student comments (See Appendix R). In addition, we are developing trainings to address the following topics: unconscious bias, understanding the needs of under-prepared students, cross cultural communication, student centered instruction, impact of gender bias in mentorship and communication, classroom management with an equity lens, culturally inclusive language and non-verbal communication, self awareness to working with diverse student populations, intersection of racism, sexism, xenophobia and homophobia - impact to teaching and student service, to name a few (see appendix S). Lastly, The District is in the process of hiring a full time EEO Director. We are currently in final interviews, with an anticipated start date of July 1. This position will be entirely focused on EEO, Title IX and improving the campuses commitment to diversity. A position description is attached (see appendix T).