

Office of the General Counsel

EEO and Diversity Best Practices Handbook



2016

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Erik E. Skinner, Interim Chancellor

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1. FOREWORD (Erik E. Skinner, Interim Chancellor)

The Board of Governors and the Chancellor's Office are proud of the diversity of our 2.1 million California community college students. Our students represent the future of California – our workforce, our civic, social, and corporate leaders, our artists, athletes, scholars, neighbors and families. Our students will be the backbone of our state, our economy and our society over the coming decades.

The future of our state depends on the success of our community college students, and studies have clearly shown the educational benefits of a diverse faculty on student success. Our commitment to student success has driven recent efforts at the Chancellor's Office to increase education, training, and funding for Equal Employment Opportunity (EEO) programs and inclusionary hiring practices at our colleges.

For fiscal year 2016-2017, the Chancellor's Office modified the allocation formula for EEO funds to increase compliance with title 5 requirements. Districts were required to have an active EEO Plan, an EEO Advisory Committee, and demonstrate compliance with at least five additional measures of success in promoting equal employment opportunities in order to qualify for EEO funding.

More than 55 of our districts submitted Multiple Measures Certification forms demonstrating success in promoting EEO. The submissions contain a wealth of information about innovative, effective, and practical approaches to EEO programs at the local level. The EEO practices identified in this Handbook were selected by our statewide EEO and Diversity Advisory Committee as the most innovative, effective, sustainable, and data-driven examples of what our local EEO programs can offer to our colleges.

The state legislature recently provided an additional two million dollars to fund EEO programs in the community college system. On October 6, 2016, the Assembly Committee on Higher Education held an oversight hearing on "Improving Faculty Diversity in California's Public Colleges and Universities." It comes as no surprise that statewide elected and appointed leaders are investing time, energy, and financial resources into our EEO programs to promote equal employment opportunities in hiring and promotion at our community college districts.

Our EEO programs are essential for student success. Our colleges must have a workforce that is continually responsive to the needs of our diverse student population. It is my sincere hope that this Handbook serves as a useful reference, a source of inspiration for our local EEO programs, and a vehicle to connect our districts for further conversations about the implementation of EEO programs. I am proud of what our districts have accomplished thus far, and look forward to what lies ahead in the promotion of EEO throughout our community college system.



2. INTRODUCTION

The Board of Governors has established regulations within title 5 of the California Code of Regulations to address the process for both discrimination complaints and equal employment opportunity (inclusionary employment practices) in the community college system. Title 5, section 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.” The Equal Employment Opportunity (EEO) regulations are found in title 5, chapter 4, subchapter 1, and have several major requirements:

- EEO Plan reviewed at least every three years
- EEO and Diversity Advisory Committee to develop and implement EEO plan
- Training for selection committees and EEO advisory committees
- Collection of data, including a longitudinal analysis
- Framework for analysis of data
- Remedies

Under California Code of Regulations, title 5, section 53030, resources for promoting equal employment opportunities within the California community colleges system are placed in the EEO Fund. Historically, funds were allocated to the districts in an amount proportionate to the full-time equivalent students (FTES) of each district to the total FTES for all districts. The “Multiple Methods of measuring success” allocation option was implemented by the Chancellor’s Office for the first time in fiscal year 2016-2017. The purpose of implementing the new Multiple Method allocation model was to increase compliance with legal EEO requirements and provide our students with the educational benefits of a diverse workforce.

The Chancellor has the authority to represent the Board of Governors in monitoring the use of the EEO Fund for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts. Under the authority of Education Code section 87107, and Board of Governors Standing Order 374, the Chancellor’s Office implemented a new fund allocation model. The new Multiple Method allocation model was developed by the joint efforts of the Office of the General Counsel and the EEO and Diversity Advisory Committee (Advisory Committee).

As shown in the following chart, since the development and first year of implementation of the Multiple Methods, there has been a significant increase in district compliance with the requirement to submit and update EEO plans.

Impact of Multiple Methods on District EEO Plan Compliance



CALIFORNIA COMMUNITY COLLEGES

This Handbook is a collection of helpful and informative “best practices.” The Chancellor’s Office is excited to share the innovation, ingenuity, and passion for EEO programs demonstrated by our districts. We hope you will use this Handbook and your fellow districts as a resource as you continue to develop your Equal Employment Opportunity and Diversity programs.

3. HOW THE MULTIPLE METHODS WERE DEVELOPED

In early 2015, there were discussions regarding the potential addition of up to 1,100 new faculty positions in the coming year and the need to ensure that the new faculty hiring was conducted consistent with EEO requirements. The Chancellor's Office longstanding EEO and Diversity Advisory Committee and the Office of the General Counsel identified nine best-practice areas for success in promoting EEO. These nine areas serve as the "Multiple Methods" for allocating the EEO Fund and are identified as follows:

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas and 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

Once the proposed nine Multiple Methods were agreed upon by the Advisory Committee, they were shared with constituents around the state. Two separate summits, one in northern California and one in southern California, were held with approximately 240 attendees, and seven regional trainings were conducted. Three webinars were also held in an effort to support the colleges, which had approximately 160 live attendees with many more people accessing the archived presentations. These presentations are available on our website at <http://extranet.cccco.edu/Divisions/Legal/EEO.aspx>, or by clicking the links below:

- [Pre-Hiring - 09/28/2015, Institutional Effectiveness and EEO Discussions](#)
- [Hiring - 10/14/2015, EEO Diversity - Best Practices and the Law on Selection Committee, the Interview, and Deliberation](#)
- [Post-Hire - 10/23/2015. After Making the Hire, Promoting Inclusion](#)

The discussion surrounding the Multiple Method funding allocation was brought forth three times to the Consultation Council. At the September 2015 meeting, the Office of the General Counsel introduced the development of the Multiple Methods to the Consultation Council for advice and input.

Attendees were very supportive of initiating the Multiple Methods. The Office of the General Counsel presented the Consultation Council's comments and suggestions at the Advisory Committee's September 2015 meeting. At the October 2015 Consultation Council meeting, the Office of the General Counsel presented a draft and outline of the proposed Multiple Methods, and a final proposed list was brought forth again at the November 2015 meeting.

On December 11, 2015, the Office of the General Counsel issued a [memo](#) to all colleges that identified the new allocation model of EEO funds, pursuant to title 5, section 53030. This memo clarified that allocation of the EEO funds by FTES would be discontinued after the 2015-2016 year, and that in order to receive funds in the 2016-2017 allocation, a district would need to have an EEO Advisory Committee and an EEO Plan in place, as well as completion of at least five of the other eight Multiple Methods by the June 1, 2016 deadline. Each district that met the requirements of the Multiple Method allocation model would receive funding in an amount to be determined by the Chancellor's Office, based on available funds.

The Office of the General Counsel reviewed all Multiple Methods submitted by the June 1, 2016 deadline. Using a specified list of criteria, the top ten to twelve districts for each Multiple Method were selected and presented to the Advisory Committee for review. During its June 15, 2016 meeting, the Advisory Committee selected the top three Multiple Method submissions they felt represented "best practices" that could be useful and informative for other districts to consider. The Office of the General Counsel edited the "best practices" for clarity, and selected additional innovative concepts for inclusion in this Handbook.

4. SELECTED MODELS FOR BEST PRACTICES

The following are three examples in each Multiple Method that were selected by the Advisory Committee that best demonstrate the established criteria. Links to each district’s full submission can be found on the Chancellor’s Office EEO webpage at <http://extranet.cccco.edu/Divisions/Legal/EEO/MultipleMethods.aspx>.

In reviewing the Multiple Methods submitted, the Advisory Committee determined that these selections stood out, based on the following criteria:

- Meets minimum requirement for Multiple Methods
- Innovative
- Tailored to address a specific problem that existed in the district – shows steps to address specific problem
- Sustained over a period of time
- Shows good data and actual outcome of data
- Vested buy-in/indicators of buy-in
- Data driven
- Most effective in the shortest amount of time

In addition to the “top” three submissions that have been selected, we have highlighted a few others that we felt are innovative, exemplary, or otherwise noteworthy to mention. For your reference, a list of what were originally considered as the top ten to twelve submissions in each category is provided below. The Advisory Committee selected three from each category to highlight in this Handbook.

| | MM #1 | MM #2 | MM #3 | MM #4 | MM #5 | MM #6 | MM #7 | MM #8 | MM #9 |
|----|---------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|---------------|---------------------|
| 1 | Grossmont | Chaffey | Grossmont | Chaffey | Butte-Glenn | Chaffey | Coast | Hartnell | Coast |
| 2 | Hartnell | Grossmont | Hartnell | Lake Tahoe | Chaffey | Grossmont | Glendale | Los Rios | Hartnell |
| 3 | Lake Tahoe | Hartnell | Lake Tahoe | No. Orange County | Hartnell | Hartnell | Grossmont | MiraCosta | Los Angeles |
| 4 | Los Angeles | Los Rios | Lassen | Ohlone | Long Beach | Long Beach | Lake Tahoe | Palomar | Long Beach |
| 5 | MiraCosta | MiraCosta | Los Rios | Palomar | MiraCosta | Ohlone | Long Beach | Pasadena | Los Rios |
| 6 | Monterey Peninsula | No. Orange County | No. Orange County | Peralta | Monterey Peninsula | Pasadena | Los Rios | Peralta | No. Orange County |
| 7 | Peralta | Ohlone | Ohlone | Rio Hondo | Ohlone | Sequoias | No. Orange County | Rio Hondo | Pasadena |
| 8 | San Joaquin Delta | San Joaquin Delta | Rancho Santiago | San Joaquin Delta | Palomar | Sierra | Ohlone | San Jose | Santa Clarita |
| 9 | San Mateo | San Jose | State Center | San Mateo | West Hills | West Hills | San Diego | South-western | West Valley Mission |
| 10 | West Valley Mission | | West Hills | State Center | West Valley Mission | West Valley Mission | Santa Clarita | San Mateo | Yosemite |
| 11 | N/A | N/A | N/A | N/A | N/A | N/A | State Center | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A | N/A | N/A | West Valley Mission | N/A | N/A |

A. Pre-hiring

i. Multiple Method 1

District submission of EEO Plan and establishment of an EEO Advisory Committee.

Multiple Method 1 requires:

- ✓ Updated EEO Plan
- ✓ Established EEO Advisory Committee

Title 5, section 53003(a) requires the governing board of each community college to develop a district-wide Equal Employment Opportunity Plan. Title 5, section 53005 also requires that each district establish an Equal Employment Opportunity Advisory Committee. Multiple Method 1 covers these two title 5 requirements.

In selecting the best practices for Multiple Method 1, the Advisory Committee focused on the districts that exhibited EEO Advisory Committees that had diverse membership, were established for a sustained period of time, and met regularly throughout the year.

a. Grossmont-Cuyamaca

The [GCCCD Equal Employment Opportunity Plan](#) was originally adopted by the governing board in September 2009 and was updated in August 2013 and June 2016.

“The plan reflects the District’s commitment to diversity, equity, and inclusion in employment. An environment that supports and promotes diversity will be conducive to the principles of EEO as contained in the District’s Plan.”

GCCCD has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the EEO Officer and GCCCD as a whole to promote understanding and support of EEO policies and procedures. The Committee includes a diverse membership with representatives from each college within the district. The district also launched the Diversity, Equity and Inclusion Council ([DEI](#)) in February 2011 to take the many worthwhile efforts at both colleges and develop them into a more unified, comprehensive, and focused effort to promote diversity and multiculturalism.

b. Los Angeles

The [Los Angeles Community College District's Equal Employment Opportunity Plan](#) was approved in September 2015. The EEO Advisory Committee consists of a diverse membership which includes representatives of all the LACCD's unions, the Academic Senate, an unrepresented member appointed by the LACCD Chancellor; the EEO Training Administrator, Human Resources, and a student representative.

All members of selection committee for faculty positions must attest that they have received the required training on the [HR Training form](#).

c. West Valley Mission

The [West Valley-Mission Community College District EEO Plan](#) was adopted in 2009 and updated in June 2014.

Previously, the district EEO/Diversity Advisory Council membership had mirrored that of the District Council, the WVMCCD's highest level participatory governance body. The District Council determined that EEO/Diversity merited much more focused attention and properly identified the opportunity to increase participation and engagement, especially with an eye to increasing the opportunity for diversity on the EEO Council itself.

The EEO/Diversity Advisory Council representatives were appointed and began meeting in March 2015. The committee has met six times during the period of March 2015 through June 2016. The Council is on track to continue meeting at least four times per year.

d. Others

MiraCosta – MiraCosta created a new web page to house their [Multiple Method evidence](#). Their Certification form and all relevant supporting documentation are clearly outlined on this site. MiraCosta has also had an [EEO Plan](#) in place since 2008 and the Plan has been updated annually, which exceeds the regulatory requirement for updates every three years. The district's EEO Advisory Committee has been in continuous operation since the 1990s.

San Joaquin-Delta - The district's Diversity Committee is composed of: Director of Human Resources and Risk Management; Director of Career,

Transfer and Outreach; one division dean/director; Director of Student Support Services; Director of Student Activities; three faculty members (two appointed by the California’s Teacher’s Association and one appointed by the Academic Senate); two classified members; and two students.

ii. Multiple Method 2

Board Policies and Adopted Resolutions

Multiple Method 2 requires each district to:

- ✓ Create and follow board policies and adopted resolutions

Multiple Method 2 requires that each district create and follow board policies and adopted resolutions. These policies may include:

- (1) The district board of trustees receives training in the elimination of bias in hiring and employment at least once every election cycle. Title 5, section 53024.1(g).
- (2) The district’s mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. Title 5, section 53024.1(k).
- (3) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings, or discipline. Title 5, section 53024.1(n).
- (4) The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion. Title 5, section 53024.1(o).

For best practices of Multiple Method 2, the Advisory Committee looked for the Board’s active engagement with its policies, and policies that promote diversity and multi-cultural competency. In particular, training for board members is a specific best practice.

a. Los Rios

Los Rios Board Policies and Regulations on hiring committees require that a trained Equity Representative serve on each committee. Equity Representatives must receive training updates by campus EEOs at least every two years per the Los Rios CCD [Equity Hiring Handbook](#). This training *is in addition to* the Equity training required of all committee members. Los Rios also has an Equity Representative who determines how often training is needed.

The Los Rios Board of Trustees has developed a formal [Strategic Plan](#) that highlights their desire to foster an outstanding working and learning environment and provide exemplary teaching and learning opportunities.

The Los Rios [Hiring Manual](#) was approved by the Board of Trustees in December 2015, and was prepared jointly by the district Academic Senate and the Los Rios CCD. This 52-page guide covers diversity and cultural competence, screening for eligibility, screening applications, the interview, and other relevant topics.

b. Ohlone

The Board conducts an annual review of all [board policies and procedures](#) to ensure they are current and updated. The Board of Trustees has adopted several policies concerning non-discrimination, in particular, BP3410, BP3420, BP3430, and BP7100, AP3435.

The district's motto is "World of Cultures United in Learning." This motto is posted throughout the college campus and on Ohlone's website. Ohlone's vision statement is: *Ohlone College will be known throughout California for our inclusiveness, innovation, and exceptional student success.*

The district's plans, such as: the [Strategic Plan](#), [Educational Master Plan](#), and [Technology Master Plan](#) each have diversity as an important component.

The Board's monthly agenda lists the Board's 2015-16 priorities. At the top of the list: "Promote a culturally-competent college environment." The Board has three tasks listed under that priority that includes:

- Task 1: *Continue to build a culture amongst the campus community that has a reputation for identifying and eliminating barriers, and creating opportunity for historically underrepresented and underserved students' success;*
- Task 2: *Monitor the implementation of an aggressive recruitment effort for students, faculty, staff, and administration that is reflective of our campus and community demographics;*
- Task 3: *Support and encourage efforts to gain cultural competence within the college community.*

c. San Joaquin-Delta

The district's mission statement conveys its commitment to diversity and inclusion. The district recently updated its EEO/Diversity training and created an online training portal through Keenan Safe Colleges. All employees are required to take the training. In addition to the College Diversity Committee, there is a shared governance committee, and the Cultural Awareness Programs (CAPS) Committee, that also focuses on diversity and cultural awareness.

The district's Board of Trustees receives training on the elimination of bias in the hiring and employment at least once every election cycle. The training is specifically for the Board regarding their role in the recruitment and selection process.

The district addresses issues of inclusion and exclusion in a transparent and collaborative way. The district's [Student Equity Plan](#) has provided the vehicle for the district to engage the campus community in discussing ways to create a campus climate of diversity and inclusion. Employees from each of the employee groups and students spend dedicated time at workshops developing specific action items related to the Student Equity Plan.

d. Others

Chaffey - Chaffey addresses issues of inclusion and exclusion through its [President's Equity Council](#) (PEC), which serves in an advisory role to Human Resources and the EEO Plan.

Board of Governors – The Board of Governors of the California community colleges participated in a two-hour EEO training prior to reviewing the job description and interviewing candidates for the Chancellor of the statewide system. From the January 19, 2016 [agenda item](#): “Although there is no legal requirement that the Board of Governors receive EEO training, the Board as authors of Title 5 regulations, expressed a desire to undergo EEO training prior to the beginning of the search and selection process for the new Chancellor.” The Board of Governors training included unconscious bias.

iii. Multiple Method 3

Incentives for Hard-to-Hire Areas/Disciplines

Multiple Method 3 requires:

- ✓ Incentives for hard-to-hire areas and disciplines

Multiple Method 3 requires that districts provide incentives for hard-to-hire areas and disciplines. Under title 5, section 53024.1(q), the district should conduct a longitudinal analysis of various employment events by monitored group status, such as hiring, promotion, retention, voluntary resignation, termination, and discipline.

In selecting the best practices for Multiple Method 3, the Advisory Committee looked for districts that provided meaningful outcome data and unique ideas to address a challenging issue. Generally, the Advisory Committee looked to see if a district provided specific practices to address problems in hard-to-hire areas/disciplines, along with why certain areas or disciplines are considered hard-to-hire.

a. Hartnell

During the recruitment process, the district allows first-round interviews for faculty and administrator positions to be conducted via Skype, and offers a \$500 reimbursement for travel to final interviews. The district also offers a one-time relocation reimbursement of \$2,000 for successful candidates for full-time faculty positions coming from more than 50 miles away.

Hiring nursing instructors has been particularly challenging. Through an industry and career incentive program sponsored and funded by a partnering healthcare system, the district can offer a stipend for additional clinical duties required of those instructors. These stipends can make the decision to work in education rather than higher paying hospital jobs more attractive.

b. Lake Tahoe

The district is located within the Lake Tahoe basin which is considered a rural and hard to reach area. Because of this issue, the district gives every interviewing applicant the option of a face to face interview or interview via Skype. This option is also given for full-time faculty tenure-track interviews and teaching demos. By providing this option the district has been able to broaden its applicant pools and interview applicants who would have not been able to manage a trip to the Tahoe basin.

Out of the last eight management hires, four conducted their initial interview via Skype, as they came from outside the Tahoe basin. For a recent tenure-track biology instructor position, three of the nine interviews scheduled requested to conduct their initial interview via Skype. Out of the four hires that were made, two were female and one was Hispanic.

The district also provides a travel allowance for second round interviews for prominent or hard-to-hire positions. These travel allowances are dependent on how far finalists would need to travel: 100 miles (Bay Area), finalists receive \$150; 300 miles (southern CA), finalists receive \$300; outside of CA (west of the Rockies), finalists receive \$400; and east of the Rockies, finalists receive \$500. If a finalist for an administrator position (e.g. vice president or dean) is asked to return a third time, the district covers the full cost of the finalist's travel. These travel stipends are in the process of being revalued and updated based on increasing travel costs.

c. Ohlone

Ohlone is located close to Silicon Valley with two campuses. The cost of living in this area is high. Therefore, attracting candidates from out of the area and out of state is challenging. This means that, in addition to the high cost of living for the area, candidates in these disciplines can earn twice as much as a practitioner than as an educator.

Special outreach efforts for hard-to-hire positions are used. For example, hiring nursing faculty is particularly difficult. Human Resources has partnered with the Nursing Department in hosting an open house that included tours of the nursing labs and testimonials from current full-time and part-time nursing faculty.

“Several former students of Ohlone have returned to teach after pursuing their formal education. All three disciplines offer internships for graduate students. In the future, being able to compensate interns may assist with attraction of candidates for these hard-to-fill areas.”

Another hard-to-fill discipline is the Interpreter Preparation Program where students are encouraged to consider teaching after they have completed their studies and obtained the necessary education. The administrator for Deaf Studies stays in contact with graduates even after they leave Ohlone to pursue graduate degrees.

d. Others

Los Rios - Los Rios has developed a detailed four-part framework by which to evaluate the qualifications of hard-to-hire and uniquely qualified faculty applicants using an [Equivalency Verification Form](#). The framework takes into consideration varying degrees of specialized training, work experience, recognized accomplishments, and education.

B. Hiring

iv. Multiple Method 4

Focused Outreach and Publications

Multiple Method 4 requires:

- ✓ Focused outreach and publications

Multiple Method 4 requires focused outreach and publications. Some methods that may be used to fulfill this requirement include:

- (1) The district conducts surveys of campus climate on a regular basis and implements concrete measures that utilize the information drawn from the surveys. Title 5, section 53024.1(a).
- (2) The district provides cultural awareness training to members of the campus community. Title 5, section 53024.1(d).
- (3) The district has audited and/or maintains updated job descriptions and/or job announcements. Title 5, section 53024.1(f).
- (4) The district's publications and website convey its diversity and commitment to equal employment opportunity. Title 5, section 53024.1(j).
- (5) The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. Title 5, section 53204.1(k).

For this Multiple Method, districts provided details of successful practices in advertising its job postings in different forums, specifically on diversity websites. In selecting the best practices, the Advisory Committee looked for innovative ways that districts utilized focused outreach beyond job postings.

a. North Orange

The NOCCCD “[Hire Me](#)” trainings include a two-day training schedule developed and delivered by NOCCCD staff. The first session focuses on the application process and the second session focuses on the interview process. NOCCCD presenters include presidents, provosts, deans, directors, faculty, and human resources staff. The “Hire Me” trainings are well attended with over 200 attendees in each session. These training sessions provide the attendees an insight into specific tips and techniques to become successful candidates and the opportunity to have dialogue with NOCCCD

In the [Annual Institutional Commitment to Diversity Report](#), the district highlights the fact that in each academic year since 2010-2011 the district has not had less than 56 percent diverse applicants district-wide. North Orange attributes these diverse applicant pools to its varied and uniquely focused outreach and the commitment to diversity at all levels.

b. Ohlone

In October 2015, Ohlone tried a new approach to attracting candidates by hosting an evening “open house” where candidates were able to meet with division deans and learn more about adjunct opportunities and about full-time positions. This event was very successful with over 120 candidates attending. The open house is conducted prior to fall semester each year.

Human Resources hosts a workshop each year called “[Adjunct to Full-time.](#)” This workshop is well attended with an average of 65 attendees each session. Newly hired tenure-track faculty participate on a panel to answer questions about their experience with the recruitment and hiring process. Faculty leaders discuss their experience at Ohlone and encourage candidates to reach out to them if they have questions. On average, Ohlone hires 72 percent of adjunct faculty into full-time tenure track positions.

c. San Mateo

In the past two years, the district has updated all of its job descriptions with a view towards eliminating unnecessary minimum requirements that might limit the breadth and depth of the applicant pool.

The district advertises its vacancies through several diversity focused channels, such as:

- Journal of Blacks in Higher Education: www.jbhe.com
- Hispanic Association of Colleges and Universities: www.HACU.net
- www.DiverseEducation.com
- www.DiverseAcademia.com via www.CommunityCollegeJobs.com

The district's [Mission Statement](#) emphasizes the importance of diversity and their [Human Resources](#) web site highlights the value of a diverse workforce. The district's [Strategic Plan](#) also places student success, social justice, and equity at the forefront.

d. Others

Rio Hondo – To focus their outreach, the district's [Office of Institutional and Research Planning](#) administers an annual campus climate survey. Employee assessment topics include physical environment and safety, diversity and equity, personal job satisfaction, communication and campus relationships, and governance.

West Valley-Mission – West Valley-Mission includes the following statement on all job postings:

West Valley-Mission Community College District is an Equal Opportunity Employer that seeks to employ a diverse workforce who will contribute to an inclusive and welcoming educational and employment environment. The District is committed to nondiscrimination on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, and medical condition consistent with applicable federal and state laws.

v. Multiple Method 5

Procedures for Addressing Diversity throughout Hiring Steps and Levels

Multiple Method 5 requires:

- ✓ Established procedures for addressing diversity in hiring steps and levels

Multiple Method 5 requires that the district establish procedures for addressing diversity throughout hiring steps and levels. Some ideas to fulfill this method include:

- (1) The district conducts exit interviews with employees who voluntarily leave the district, maintains a database of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information. Title 5, section 53024.1(b).
- (2) The district timely and thoroughly investigates all complaints filed under chapter 4 of title 5, and all harassment and discrimination complaints filed under title 5, commencing with section 59300, and takes appropriate corrective action in all instances where a violation is found. Title 5, section 53024.1(h).
- (3) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position. Title 5, section 53024.1(l).
- (4) The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it. Title 5, section 53024.1(p).

For this Multiple Method, the Advisory Committee looked for diversity and regularity of training for screening committees. The Advisory Committee also looked for objectivity during the examination process and established procedures.

a. Hartnell

The composition of each screening committee is evaluated for diversity in educational background, gender and ethnicity, experience at Hartnell and at other places of employment. Human Resources works with the various appointing groups (e.g., the Academic Senate and the classified union) to ensure that each screening committee has diverse perspectives. However, in the occasional situation where that process has not been entirely successful, Hartnell's procedures allow the appointment of an additional member to a screening committee to provide a more diverse perspective.

Before screening committees review applications, Hartnell's recruitment specialist reviews the applications to determine whether there is a sufficiently qualified and diverse pool to proceed. At each step of the process, the recruitment specialist continues to monitor the results.

For faculty and administrative positions, each screening committee is asked to forward its unranked finalists to the superintendent/president for final review. The superintendent/president makes the final selection or may declare the search unsuccessful. Because the superintendent/president is the only college official who participates in all faculty and administrative hiring decisions, only he or she is in a position to be aware of and to affect the overall demographics of the newly hired workforce.

Hartnell recently implemented an online applicant tracking system, which will make it easier to examine whether there are any steps in the hiring process that appear to have a disparate impact on monitored groups.

b. Long Beach

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 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. The profiles are provided to candidates during the [Improve Your Marketability Seminar](#) and to committee members during EEO training, and they are 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 groups, and to ensure that applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

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 biased or in violation of their EEO Plan and corresponding policies and regulations.

c. West Valley Mission

West Valley Mission's Human Resources department has established formal procedures for managers and search committees to follow when conducting recruitments. These procedures aim to ensure a fair and objective recruitment process that reduces the risk of harmful bias and produces a diverse workforce. Some of the procedures include:

- The search committee will reflect diversity and inclusiveness.
- Search committee members are expected to demonstrate objectivity, fairness, and equality of treatment.
- At least one screening criteria evaluates an applicant's demonstration of sensitivity to diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.
- At least one, and in most cases two, questions during the interview process must touch on issues of diversity.
- Committee members are expected to identify any individual conflicts of interest that would represent a risk to potential bias in the recruitment, and address it before the recruitment moves forward.
- Human Resources reviews each stage of the recruitment process and can require any actions to ensure equal employment opportunity.

The district is creating hiring processes that allow the greatest number of individuals from diverse and often historically underrepresented populations to qualify for consideration and to take advantage of opportunities that offer genuine entry level, as well as advanced, positions in as many classifications as possible.

d. Others

Chaffey - Chaffey regularly conducts exit interviews with employees who voluntarily leave the district. The data is maintained for a period of two years. They also have an EEO representative serve on each screening and interview committee.

MiraCosta - See sample list of [Diversity Questions](#), as well as the [Guide to MiraCosta College Full-Time Faculty Employment Policy and Hiring Procedures](#).

Ohlone - The screening committee must attend both an orientation as well as a candidate selection meeting prior to the initial interviews. Information about job openings are also sent to local community groups that promote diversity.

vi. Multiple Method 6

Consistent Training and Ongoing Training for Hiring Committees

Multiple Method 6 requires:

- ✓ Consistent and ongoing training for hiring committees

Multiple Method 6 requires that the district provide consistent training and ongoing training for hiring committees. This requirement includes:

- (1) The district provides training on elimination of bias in hiring and employment. Title 5, section 53024.1(c).
- (2) The district timely complies with the requirements of Government Code section 12950.1, and includes all forms of harassment and discrimination in the training. Title 5, section 53024.1(i).

Most districts met the minimum requirements of legally mandated training of harassment and discrimination as well as providing some form of orientation training for new members of selection and hiring committees. Best practices that were considered include those from districts that provided information and examples of training for hiring committees that were offered consistently

and at set periods of time. Districts that offered refresher courses for participants in hiring committees were also considered as best practices for this method. Providing refresher courses allows members of hiring committees to gain more understanding on all forms of bias right before the start of a hiring process and makes participants more cognizant of any biases in reviewing applicants.

a. Grossmont-Cuyamaca

Grossmont-Cuyamaca has developed the [Hiring Innovative Recruits Effectively \(H.I.R.E.\)](#) training as a starter guide for diversified training and helps participants understand the principles and application of EEO.

To allow participants to better understand the elements of how bias comes into the hiring process, the district has integrated several neuroscience principles into its bias training. This helps participants build an awareness of how their brains are designed to work so they can better implement techniques of eliminating bias from the hiring process. One of the techniques they teach is known as the PCD Method (Pause, Clarify, Decide). This allows participants to be aware when bias is entering into the process, clarify the best hiring practices covered in the training, and proceed in making a judgment or decision.

Recently, the district has started to integrate interactive scenarios for participants to experience what bias looks like in the hiring process and problem solve through how to eliminate it in a controlled situation. The training also discusses the benefits of workforce diversity on students and student success. These trainings are offered once a month in person (as needed).

The district has recently developed an online platform to deliver this training virtually. This allows participants who have already been through the training to revisit the information as needed when sitting on a new committee as a refresher. It also gives other individuals the opportunity to process the information at a pace that works for them. The course is followed by an assessment in order to be certified for the training. A designated trainer follows-up with each participant of the online training to correct any questions answered incorrectly and clarify any parts of the training the participant needs. This online platform makes updating information easier

and allows employees to stay up to date on new laws/information, access the information when needed, and easily refresh every three years.

b. Sierra

The district provides a detailed four-hour EEO training that includes a specific section addressing bias (see [EEO training – slides 31-33](#)). The training covers basic assumptions or impressions, a description of unconscious bias, and a discussion period so the trainee can associate the concepts with personal experiences. In addition, at the first committee meeting, the EEO representative (who 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 conscious of personal bias.

c. West Valley Mission

The [Office of Research, Planning & Institutional Effectiveness](#) at Mission College conducted a survey during Fall 2015 of participants in search committees. Recommendations emphasized the importance of, and need for, more consistent search committee training. Among those who reported that they received training, 62 percent reported that training was very helpful and 88 percent reported that communication among search committee members was open and honest. The EEO/Diversity Advisory Council reviewed the survey and recommended expanded use of this survey district-wide in 2016-2017.

A new search committee training presentation was created in 2015-2016. The EEO/Diversity Advisory Council reviewed the new search committee training presentation, and the presentation has been piloted with three different search committees.

d. Others

Ohlone - Ohlone has adopted [recruitment guidelines](#) that outline and specify on-going training for hiring/screening committees.

C. Post Hiring

vii. Multiple Method 7

Professional Development Focused on Diversity

Multiple Method 7 requires:

- ✓ Professional development programs focused on diversity

Multiple Method 7 requires that the district provide professional development programs focused on diversity. This requirement includes:

- (1) The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities. Title 5, section 53024.1(e).
- (2) The district timely complies with the requirements of Government Code section 12950.1, and includes all forms of harassment and discrimination in the training. Section 53024.1(i).
- (3) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement. Section 53024.1(m).

The best practices for Multiple Method 7 include training and programs that specifically targeted professional development that addressed how staff, faculty, and administrators can learn about and develop skills to communicate with diverse student populations.

a. Long Beach

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 at USC.

Staff Equity Committee: [Walking the Talk](#) Program

The [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. The series of core topic areas include: Differing Abilities, Ethnicity, and Culture, Privilege, Sexism/Heterosexism, and Ageism, Socioeconomics and Veterans.

Long Beach also provides new employee orientation for classified employees that is conducted monthly. This includes a presentation on 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. Additionally, the college offers a one semester academy on Leadership, Engagement, and Development ([LEAD](#)), 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.

b. Los Rios

Los Rios regularly invests in a wide range of training focused on professional development in relation to diversity.

The district and each college's [Center for Professional Development](#) offers a series of workshops, training, and activities designed to increase knowledge and understanding of cultural competency and diversity. Recent examples of the training and workshops from across the district include:

- *Empowering Women in Developing Countries*
- *Beyond the Binary: Gender Inclusiveness on Campus*
- *The Wondrous World of Chican@ / Latin@ / Literature*
- *Is It You or Is It Racist?: The Sinister Impact of Micro-aggressions on Justice*

American River College (ARC) has developed “*Diversity in the Classroom: A Reaching and Learning Institute*” designed to offer faculty an opportunity to deepen teaching faculty’s practices of diversity literacy and equity in the classroom and has established a [Community and Diversity Center](#) for the purpose of fostering cross-cultural understanding, awareness, and responsiveness and to facilitate acceptance of diversity and inclusion that understands the social inequalities in our society. The program is an eight week institute that meets for three hours of training each day.

The Los Rios Management Association (LRMA) presents training at least each semester for managers and often invites classified supervisors and faculty/classified leadership. Each college has a standing committee focused on issues surrounding equity and diversity as well as its own student equity plan, which involves faculty engagement in a variety of different projects intended to raise awareness about diversity and inclusion, and designed to mitigate disproportionate impacts on diverse populations.

c. Santa Clarita

Santa Clarita organized 66 different professional development programs throughout the year that focused on diversity. Some of these programs included:

- *Benefits of Diversity in Higher Education Online Training*
- *Kognito “At Risk” Online Training – Stressed Students*
- *Kognito “At Risk” Online Training – Veterans on Campus*
- *Kognito Online Training – LGBTQ on Campus for faculty & staff*
- *Sociology Lecture Series: The Changing of American Culture*
- *Liebert Cassidy Whitmore (LCW): Creating a Culture of Respect*
- *Language Film Series: Portuguese Film: The Way He Looks*
- *Strengthening Social Awareness Through Civic Engagement*
- *ADA 101: What Every Deaf Student, Employer, and Interpreter Should Know*
- *LGBTQ Safe Zone Training*
- *Assisting Students with Disabilities in the Classroom...Do’s and Don’ts*
- *Classified Development Day: Cultural Do’s and Don’ts*
- *Deaf Professionals Panel*
- *Teaching in a Multigenerational Classroom*

Santa Clarita sent their Faculty Academic Senate President and all applicable HR staff to the regional EEO training workshops sponsored by the state Chancellor’s Office so they could be up to date on the latest developments in training as it relates to EEO.

d. Others

Grossmont-Cuyamaca – Grossmont-Cuyamaca’s [Diversity, Equity, and Inclusion Council](#) holds a biannual full-day summit that is open to all students, faculty, and staff district wide.

State Center – State Center’s Human Resources department developed “*Sensitivity and Inclusion*”, a training program for employees that promotes the value of diversity and awareness of culturally sensitive behaviors.

San Bernardino – San Bernardino has developed a [LEADers Training Matrix](#) to track professional development.

viii. Multiple Method 8

Diversity Incorporated into Criteria for Employee Evaluation and Tenure Review

Multiple Method 8 requires:

- ✓ Diversity in employee evaluation and tenure review

Multiple Method 8 requires that diversity is incorporated into criteria for employee evaluation and tenure review.

- (1) The district conducts exit interviews with employees who voluntary leave the district, maintains a database of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information. Title 5, section 53024.1(b)
- (2) The district conducts a longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline. Title 5, section 53024.1(q)

For Multiple Method 8, the Advisory Committee looked for districts that provide specific criteria to measure diversity and included clear benchmarks

demonstrating sensitivity to diversity in employee evaluation and tenure review.

a. Los Rios

Los Rios faculty performance evaluation documents includes specific criteria by which faculty measure diversity, including “Adjusts methodologies for students/clientele with special needs and/or different learning styles,” “Provides evidence that the dignity of the individual is respected,” and “Fosters a classroom or workplace environment that is free from harassment, prejudice, or bias.”

The Los Rios College Federation of Teachers (LRCFT) has agreed to even further incorporate diversity into the evaluation process by modifying the Faculty Evaluation Self Study reporting document to allow each reviewee to individually and specifically address his or her own personal efforts regarding inclusion and diversity. The LRCFT has agreed to develop a Memorandum of Understanding to this effect and incorporate language into the Faculty Evaluation Self-Study.

The Management and Supervisor evaluation process [Self-Evaluation](#)/Staff Feedback Survey includes, in the Human Relations component, “Demonstrates a commitment to the diversity of staff and students.” Additionally, managers are able to address diversity in their own self-study document as well as in their annual goals statement. The Classified evaluation instrument includes a section where additional factors, including diversity, may be addressed.

b. Pasadena

The Pasadena Community College District and the Faculty Association made modifications to the full-time and part-time [faculty evaluation forms](#). Included in the classroom evaluation are two criteria:

- Demonstrates sensitivity and flexibility to differing student learning styles
- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, gender and sexual orientations, and with various disabilities.

Counseling and Library faculty are evaluated on the following criteria:

- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, skill levels and physical and mental disabilities.

All managers are also evaluated on their leadership, which includes how they demonstrate sensitivity to campus diversity. This criteria is included in their evaluation by their supervisor, in the [manager's own self-evaluation](#), and in the 360 evaluation of that manager which is completed every three years.

c. Southwestern

Demonstrating commitment to diversity does not end with the hiring process. Through its evaluation process, the district requires faculty to demonstrate a continued commitment to diversity.

Diversity criteria in the tenure review process include:

Respect for students' rights and needs and demonstration of sensitivity to, and understanding of, the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students:

1. Patience, fairness, and promptness in the evaluation and discussion of student work;
2. Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
3. Maintenance of contractual obligation to regular and timely office hours;
4. Sensitivity to the diverse ways students learn;
5. Familiarity with specific cultural factors which affect the learning process in the specific area of assignment;
6. Careful attention to the diverse educational backgrounds of all students;
7. Involvement in examining retention indices for diverse student populations in classes and student service programs; and
8. Sensitivity to the role of cultural factors in education.

d. Others

Hartnell - Hartnell's evaluation procedures are contained in articles 13, 14, and 21 of the [Collective Bargaining Agreement and Working Conditions](#).

MiraCosta - See MiraCosta's [Tenure Candidate Handbook](#), pages 9-14.

Palomar - Visit the district's [Tenure and Evaluations](#) Review Board website.

ix. Multiple Method 9

Grow-Your-Own Programs

Multiple Method 9 requires:

- ✓ Grow-Your-Own Programs for employees

Multiple Method 9 looks for districts that establish and maintain Grow-Your-Own programs for employees. Under title 5, section 53024.1(e), grow-your-own programs may include programs to support newly-hired employees, such as mentoring, professional development, and leadership opportunities.

For Multiple Method 9, the Advisory Committee focused on programs that offered varied and unique opportunities for employees and faculty.

a. Los Angeles

[Project MATCH Program](#)

Winner of the 2013 Dr. John W. Rice Diversity & Equity Award, LACCD's premier faculty diversity program, is now in its 25th year. Project MATCH is an instructional development program designed to promote quality instruction and diversity in community college teaching. The program addresses diversity needs of the Los Angeles area that stem from the region's ever-changing demographics. The goals of the program are to improve the diversity pool of faculty in the district and for interns to become role models reflecting that diversity.

Over 300 applicants are interviewed annually from which 50 interns are selected and matched with district faculty in their respective disciplines. The internship is a multi-component program comprised of a summer institute, intern participation in the classroom with their mentor, an all-day mock interview session, and an annual awards and graduation event.

b. Long Beach

[Improve Your Marketability Seminar](#) – The Vice President of Human Resources reviews the faculty, instructional, 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.

[Faculty Intern Program](#) - This formal, structured mentoring program promotes the systemic 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. 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.

[Classified Staff Professional Development Series and Professional Growth](#)

The purpose of the professional development series is to build capacity within their classified staff to encourage career growth and also to increase their knowledge, skills, and abilities to continue to grow in their current roles in support of the college's institutional priorities. The college's next major event will focus on Equity and Diversity and Health and Wellness.

c. Santa Clarita

[Leadership Education in Action Program \(LEAP\)](#) – The Leadership Education in Action Program (LEAP) was designed to assist those who want to advance at the college or provide leadership in their current roles by focusing on the information and skills they need to succeed. There are two versions of LEAP (LEAP 1 and LEAP 2), and they are both open to all employees.

[The Professional Development Mentor Program](#) is a unique program designed for employees who are passionate about their professional growth and development at College of the Canyons. There are also six additional mentor programs that address a specific mentoring topic:

- Mentor Program for New Online Faculty
- Mentor Program for Faculty Teaching Canvas

- New Full-Time Faculty Mentor Program
- Mentor Program for Noncredit Faculty
- Adjunct Faculty Mentor Program
- New Administrator Mentor Program

[Management Academy](#) is designed to help participants develop critical skills, including working with others, helping a team be productive, resolving conflicts, giving feedback, correcting performance problems, and coaching.

[Skilled Teacher Certificate](#)

College of the Canyons' Skilled Teacher Certificate program is a professional development opportunity for faculty to become familiar with current research on teaching and learning, learn new approaches and techniques to enhance student success, and practice these approaches and techniques in a learning community of fellow teachers.

d. Others

Coast - The Leadership Pipeline is a program that is open annually to all employees interested in gaining leadership skills. [Work, Learn, Play](#) is an informative and interactive hiring workshop focusing on the full-time faculty recruitment process, academic environment, and dynamic community.

Yosemite - Yosemite developed [Interim Recruitment Guidelines](#) regarding interim assignments to classified staff and managers to serve in promotional and growth positions. The district also established an [Out-of-Class](#) process to allow classified employees the opportunity to work in different areas of the district.

5. CONCLUSION

Education Code section 87100 and title 5 require the community colleges to have a richly diverse workforce that addresses the needs of our diverse student population. Attaining a diverse workforce requires focusing on equal employment opportunities to eliminate barriers in employment, such as lack of focused outreach, a non-welcoming culture, and implicit and explicit bias. Eliminating these barriers requires a proactive, intentional effort by colleges. It also requires various institutional disciplines, such as review of job descriptions to avoid exclusionary effect, analysis of significant underrepresentation and adverse impact to ensure recruitment efforts and hiring processes are not unintentionally discriminatory, and effective training of committee members to self-regulate unconscious bias.

The Advisory Committee will evaluate these Multiple Methods and refine as necessary prior to the next due date of June 1, 2017.

The Chancellor's Office and the Advisory Committee hope that our colleges find this Handbook to be a useful tool as we develop more robust and effective EEO programs at the local level. Please reach out to the other districts and the Chancellor's Office with questions and ideas, and visit the [EEO web page](#) of the Office of the General Counsel for additional resources. Together, we will create a better learning environment for our students through diversity.

6. APPENDIX

A. History and Legal Authority for EEO

1. Legal Authority

Statutory authority for Equal Employment Opportunity can be found in California Education Code sections 87100-87108. The intent of the legislature is to diversify our community college faculty to better represent and assist our students.

i. Education Code

87100: Legislative findings and declarations

(a)(3) A work force that is continually responsive to the needs of diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California Community College districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment...

87101: Purposes

(a) "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by a community college district. Ensuring equal employment opportunity is advanced in an inclusive environment that fosters cooperation, acceptance, democracy, and the free expression of ideas. An inclusive environment is welcoming to men and women, persons with disabilities, individuals from all ethnic groups, and individuals from all other groups protected from discrimination by this article.

66010.2: Goals

(c) Educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.

ii. EEO Regulations

The legal parameters and standards for EEO are established in the following sections of California Code of Regulations, which implements and should be read in conjunction with Government Code sections 11135-11139.5:

California Code of Regulations, title 5. Education, Division 6.
California Community Colleges, Chapter 4. Employees

| | |
|---------|--|
| 53000 | Scope and Intent |
| 53001 | Definitions |
| 53002 | Policy Statement |
| 53003 | District Plan |
| 53004 | District Evaluation and Report to Chancellor |
| 53005 | Advisory Committee |
| 53006 | Additional Measures to Support Diversity and Ensure Equal Employment Opportunity |
| 53020 | Responsibility; Delegation of Authority; Complaints |
| 53021 | Recruitment |
| 53022 | Job Announcements and Qualifications |
| 53023 | Applicant Pool Review |
| 53024 | Screening and Selection Procedures |
| 53024.1 | Developing and Maintaining Institutional Commitment to Diversity |
| 53024.2 | Accountability and Corrective Action |
| 53025 | Persons with Disabilities |
| 53026 | Complaints |
| 53027 | Applicability to Districts Operating on the Merit System |
| 53030 | Equal Employment Opportunity Fund Allocation |
| 55033 | Failure to Report |
| 53034 | Required Report |

These regulations are required steps to promote faculty and staff equal employment opportunity which are in addition to and consistent with the nondiscrimination requirements of state and federal law. Specifically relevant to this handbook are the following sections:

53024.1: Developing and Maintaining Institutional Commitment to Diversity

53024.1: “[E]stablishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.”

53024.1(c): The district provides training on elimination of bias in hiring and employment.

53024.1: Developing and Maintaining Institutional Commitment to Diversity

53024.1(g): The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.

53030: Equal Employment Opportunity Fund Allocation

Resources provided to the Board of Governors for the purpose of promoting equal employment opportunity in hiring and promotion within the system shall be placed in an EEO Fund and shall be allocated consistent with the following:

(a) A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions.

(b) That portion of the funds not allocated pursuant to subdivision may be allocated to the districts in the following categories:

1. An amount proportional to the full-time equivalent students of each district to the total full-time equivalent students for all districts;
2. An equal dollar amount to each district;
3. An amount related to success in promoting equal employment opportunity.

Multiple methods of measuring success shall be identified by the Chancellor working through the established Consultation Process.

B. ELEMENTS IN TRAINING OF HIRING COMMITTEES

Selection training for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "[Uniform Guidelines on Employee Selection Procedures](#)." Additionally, title 5, section 53003 states that as part of its EEO Plan, each district shall include a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but not be limited to, the following four elements:

- (A) the requirements of this subchapter and of state and federal nondiscrimination laws;
- (B) the educational benefits of workforce diversity;
- (C) the elimination of bias in hiring decisions; and
- (D) best practices in serving on a selection or screening committee.

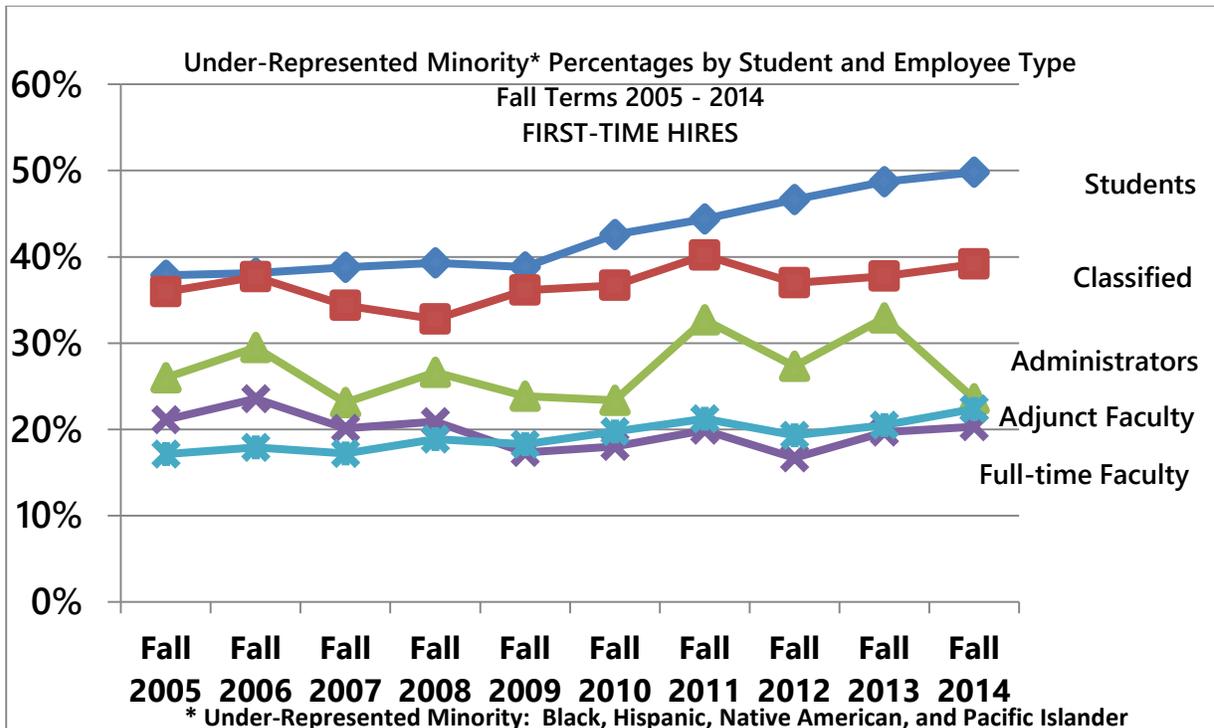
1. State and Federal Nondiscrimination Laws

The case for diversity is required by law. Diversity of the workforce is embedded as a legal mandate through a number of statutes and regulations.

In addition to the statutory and regulatory authority identified above, Proposition 209 was a 1996 ballot measure that amended the California Constitution to prohibit preferential treatment based on race (color and ethnicity), gender, and national origin in public employment, education, and contracting. The law provides, in part, that "the state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." (Cal. Const., art. I, § 31, subd. (a).) Please see [Legal Opinion 16-04](#), dated June 17, 2016, for a analysis of Proposition 209 and equal employment opportunity laws.

2. Educational Benefits of Diversity

There has been an increase in underrepresented students in California community colleges in recent years. Data shows that the student population in the community colleges has become increasingly more diverse, whereas all ranks of the workforce have not reflected this increase in diversity. According to data submitted by the districts, for the past ten years, approximately 20 percent of full-time faculty members are from underrepresented communities. See chart below:



Studies show the gains in institutional effectiveness with a diverse workforce. A recent study of a California community college showed the achievement gap closing by 20-50 percent when taught by minority instructors. Moreover, the study concluded: "...We also find that these interactions affect longer term outcomes such as subsequent course selection, retention, and degree completion." (Farlie, R.W. Hoffman, F., Oreopoulos, P. (2014). [A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom](#). American Economic Review, 104(8): 2567-2591.)

3. The Elimination of Bias in Hiring Decisions

Title 5, section 53003(c)(4) states that a district must identify in its EEO Plan "a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation."

Research suggests that employers are vulnerable to unconscious stereotypes when making decisions regarding hiring and promotion. These stereotypes may then operate largely independent of the intent of an individual. Yet, whether an action is

intentional or unintentional, unconscious bias acts as a barrier for job applicants who are underrepresented minorities.

4. Best Practices in Serving on a Selection or Screening Committee

Each district should be mindful of the requirement that training committees be updated on best practices. It can be useful to learn from the experiences of other districts and open a dialogue with districts that have implemented innovative and successful EEO programs.

Each district should regularly update its best practices in serving on a hiring committee and identify practical tools that may be used by hiring panels. Moreover, title 5, section 53024.1(m) requires that “[d]istrict staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the area of EEO and diversity enhancement.”

C. See Chancellor’s Office [December 2015 Memo](#) and [EEO web page](#).

D. Statewide EEO and Diversity Advisory Committee

Purpose Statement: The purpose of the state Chancellor’s Office Equal Employment Opportunity and Diversity Advisory Committee is multifaceted. The Committee will facilitate and improve the communication between the state Chancellor’s Office and the community college districts in regard to human resources matters with a focus on diversity and EEO Programs. The Committee is also a forum for the exchange of information to drive the promotion, creation or implementation of effective EEO and diversity programs. The Committee will develop resources such as samples and best practices which can be shared with districts throughout the state. The Committee consists of a diverse representation of community college constituency group leaders and human resource professionals throughout the state.

Current members are appointed by the regional HR/EEO groups to ensure a cross section of districts from around the state, with a mixture of those from multi-college and single college districts.

E. Acknowledgments: Statewide EEO and Diversity Advisory Committee and Chancellor’s Office Contributors

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| <p>Co-chairs Jacob Knapp Deputy Counsel Chancellor’s Office</p> <p>Sheri Wright, HR Director MiraCosta College</p> <p><u>Southern California region:</u> Gene Little, Director of Diversity Los Angeles CCD</p> <p>Irma Ramos, Vice Chancellor of Human Resources North Orange CCD</p> <p><u>Central region:</u> Terry Pyer, Associate Vice President of HR Hartnell CCD</p> <p>Pauline Holman, EEO/Diversity & Staff Dev. Manager State Center CCD</p> <p><u>Northern California region:</u> Jacques Whitfield, HR Director Yuba CCD</p> <p>Laura Benson , Assoc. VP/Human Resources Shasta-Tehama-Trinity CCD</p> <p><u>Bay Area region:</u> David Betts, Director Employee & Labor Relations Chabot-Las Positas CCD</p> <p>Kristina Combs, Exec Dir of Human Resources & Labor Relations, Title IX/ADA/EEO Officer Marin CCD</p> <p>Albert Moore, Associate Vice Chancellor Human Resources West Valley-Mission CCD</p> <p>Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations San Mateo CCD</p> | <p>ACCCA Rep Kanessha K Tarrant Vice President of Student Services Los Angeles Trade Tech College</p> <p>Mary Anne Gularte, VP, Human Resources Cerritos CCD</p> <p>Academic Senate Rep Adrienne Foster, Faculty West Los Angeles College</p> <p>CEO Rep Elnora Webb , President Peralta CCD</p> <p>Trustee Rep Stephan Castellanos FAIA San Joaquin-Delta CCD</p> <p>Chief Student Services Officer Rep James Todd Vice President of Student Services Modesto Junior College</p> <p>Student Senate Rep Yana Demeshko Region VII GP Senator Student Senate for California Community Colleges</p> <p>Classified Senate Rep Shawn Ledet, Media Technical Assistant Los Rios CCD</p> <p>Registry Rep Beth Au, Director, CCC Registry Yosemite CCD</p> <p>Chancellor’s Office Leslie LeBlanc Senior Legal Analyst</p> <p>Samantha Huynh Law Fellow</p> |
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