District Name: OHLONE COMMUNITY COLLEGE DISTRICT

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding)

☑ Yes  □ No

The district met at least 6 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 showing district EEO Advisory Committee’s certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: 
Title: 

Signature: ____________________________ Date: ____________________________

Chief Human Resources Officer

Name: 
Title: 

Signature: ____________________________ Date: ____________________________

Chief Executive Officer (Chancellor or President/Superintendent)

Name: 
Title: 

Signature: ____________________________ Date: ____________________________

President/Chair, District Board of Trustees

Date of governing board’s approval/certification: ____________________________, 2020

Name: Title: President/Chair, Board of Trustees

Signature: ____________________________ Date: ____________________________

Date Due at the Chancellor’s Office: June 1, 2021
Return to: form to EEOsubmissions@cccco.edu
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811
This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

**Mandatory for Funding**

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

**Pre-Hiring**

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

**Hiring**

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

**Post-Hiring**

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**SPECIAL NOTE**

Weaving the DEI Integration Plan in 9 Multiple Methods report

California Education Code section 87100 requires “a work force that is continually responsive to the needs of a diverse student population which 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.” Title 5 states that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.” (Cal. Code Regs., tit. 5, § 53024.1.) These policies provide our students with the educational benefits of a diverse workforce.

To implement the Equal Employment Opportunity (EEO) policies contained in the Education Code and title 5, the Chancellor’s Office has established a Multiple Methods model for allocating the EEO Fund. In addition to compliance with Multiple Method 1, districts must also demonstrate compliance with at least 6 of the 8 remaining Multiple Methods to qualify for the receipt of EEO Funding.

Many will recall the outrage that spun from the racial injustices that occurred in June 2020 with the public killing of George Floyd. As this report is being considered for submittal, the trial of the officer responsible for the killing is in process. This, coupled with the hate and harm done to our Asian people and other ethnic groups continue to swirl around in our minds and permeates our daily lives.

In his letter to the community college system, Chancellor Oakley stated, “Most recently, our system and our students are hurting and they are outraged because of the systemic racial injustices that still exist in our country. In this moment, we need to use our positions of privilege, influence and power to make a difference….”
Chancellor Oakley and system leaders called for our system to actively strategize and act against structural racism. “We cannot say that we are equity champions and be afraid to have open dialogue about structural racism”. In the letter https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family, Chancellor Oakley called for action across six key areas. The one in particular, key area #5, that asks for specific action to shorten the implementation of the Diversity, Equity and Inclusion Integration Plan (DEI):

“In 2018, the Board of Governors of California’s Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor’s Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations”.

Ohlone has made significant progress in most of the “Tier 1 recommendations and will prepare a separate report that is specific to the DEI-IP, but given that the 9-Multiple Methods intertwines with some of those efforts; where applicable, progress will be noted in this report.

**METHOD 1**

**Does the District meet Method #1?** (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance report for prior year)

☐ Yes
☐ No

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003a).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1. (Submission of the EEO Plan; establishment of an EEO committee; submission of expenditure report for 2019-20.)

**Integration with DEI-IP: Strategy A: Tier 1 Activity:** Districts and colleges to adopt EEO plan as an action item in a public meeting. This has been the tradition at Ohlone. The EEO plan, after going through the participatory governance process was adopted at a public meeting of the Ohlone Board of Trustees in August 2020. The EEO Plan is effective an in place until June 30, 2023
Submission of Equal Employment Opportunity (EEO) Plan:
The District has an EEO plan (Plan) that was approved by the Ohlone Board of Trustees in August 2020. The Plan was submitted to the State Chancellor’s office and is effective from July 1, 2020 to June 30, 2023.

https://www.ohlone.edu/sites/default/files/groups/Human_Resources_and_Training/eeo_plan_2020-2023.pdf

The Plan provides a framework for outreach, advertising, recruiting, training for screening committees, diversity training for staff, methods to address underrepresentation, additional steps to remedy significant underrepresentation and the handling of complaints.

(1) Establishment of an EEO Advisory Committee:
In compliance with Title 5, Section 53005, the District has an established Equal Employment Opportunity committee named Ohlone’s Diversity and Inclusion Advisory Committee (ODIAC). The committee is advisory to the Superintendent/President. ODIAC has dual purposes: (1) act as an advisory body to the Superintendent/President on matters and efforts to promote understanding and support for equal opportunity and nondiscrimination policies and procedures; and (2) develop ways for the College to advance diversity and cultural competency via the coordination and promotion of campus events and trainings/workshops.

ODIAC assists in the review, update, and implementation of the Plan in compliance with State and Federal EEO regulations and guidelines. It monitors equal employment opportunity progress by reviewing applicant and employee data, and providing suggestions for Plan revisions every 3 years. ODIAC, in collaboration with the District’s faculty and staff development committees, sponsors events, trainings, and other activities that promote equal employment opportunity, nondiscrimination, cultural competency and employee belonging.

Effective July 1, 2020, the founding faculty member stepped down from his role after five (5) years of service. The new faculty co-chair is Dr. Teresa Massimo. Dr. Massimo has been with the district for 20 years and has been a committee member since its formation.

This past year, after the Chancellor’s office Call to Action, the committee reaffirmed its commitment to equity, inclusivity and diversity in a tangible way. The committee spent both fall 2020 and spring 2021 semesters doing professional development to better understand the role and responsibilities of an EEO committee. (Attachment A – names of committee members and list of EEO Trainings for 2020-21).

(2) Submission of Expenditure/Performance Reports:
Finally, the District complies with Title 5, Section 53034, which requires timely filing of an annual expenditure report on the use of EEO funds. The District submitted the annual report as required on September 30, 2020. EEO funds are spent on advertising, attending job fairs, paying for travel for applicants traveling from out of the area and employee training and development programs. The next report is due by September 30, 2021.

The District meets all of the requirements of Method #1 and is in full compliance with Title 5, sections 53003, 53005 and 53034.

To receive funding for this year’s allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

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

(1) Board Policies and adopted resolutions:
The Board of Trustees complies and far exceeds this requirement in multiple ways. The Board’s monthly agenda lists the Board’s 2020-21 priorities https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-101420boardmeetingagenda.pdf

The Board makes clear its strong commitment to supporting the organization’s efforts of creating and maintaining an environment that values-diversity, equity and inclusion, by making its first priority to promote a culturally competent college environment. This Priority has 6 tasks that properly align with the College’s Strategic Plan Goals 1 and 2.

The Board honors and encourages campus celebrations and recognition of heritage months by presenting proclamations to a student or a district employee at monthly public board meetings. Some of the heritage months recognized are: India Republic Day; Black History Month; César Chávez Day; Women’s History Month; Asian American Heritage Month; Deaf Awareness Month; Hispanic Heritage Month and National Disabilities Awareness Month; Native American Heritage Month. Coinciding with the proclamations mentioned above and furthering the celebration and recognition of heritage months, ODIAC designed lawn signs with notable quotations and information about the particular heritage being celebrated. The signs are placed in various areas around the campus. Note: this project has been suspended for the 2020-21 academic year due to the pandemic and the campus functioning remotely.

In December 2017, the Board adopted a proclamation called “No Harassment” to reinforce its commitment to creating a “speak up” culture and a safe and harassment-free environment for all. https://www.ohlone.edu/sites/default/files/group-files/Board_of_Trustees/20172018/20171213/02a-noharassmentproclamation.pdf

In May 2020, the Board adopted a resolution denouncing Xenophobia and anti-Asian sentiment arising due to fears of the COVID-19 pandemic and affirming Ohlone’s commitment to the well-being and safety of Asian American communities. https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/2020/051320/03a-res30denouncingxenophobia.pdf

In response to the murder of George Floyd, the Board adopted a resolution at its June 2020 board meeting, stating “we share the pain, anger and frustration of the whole nation caused by the killing of George Floyd and many other Black Americans.” https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/2020/061020/02a-blacklivesmattersres33.pdf
In March 2021, the board affirmed Ohlone’s commitment to Diversity, Equity and Inclusion by the adoption of a strong resolution that reaffirms and strongly support diversity in faculty and staff hiring and laid out an expectation that “everyone in the Ohlone Community College District community, through their roles and responsibilities, to implement the District’s diversity initiatives and maintain a climate of respect, civility, and inclusion as part of the institution’s commitment to educational excellence...”


The Board of Trustees continue to show and demonstrate strong leadership in this area and should be recognized for its unwavering commitment and continued focus on maintaining a respectful environment that celebrates the college’s rich diversity. The District’s motto is “A 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.

One of Ohlone’s seven values is Diversity and Inclusiveness. This is articulated in the following way: In the spirit of social justice and equity, we strive to intentionally and purposefully support students and employees from diverse backgrounds, socio-economic groups, ages, abilities, and intersectional identities to reduce barriers in order to allow for greater opportunity to explore their interests and to maximize their ability to define and fulfill their higher education goals and career aspirations.

To reinforce Ohlone’s values, the Executive Team selects a group of employees who best demonstrate each value and recognizes them at the annual employee recognition ceremony held in May each year.

(2) The district’s Board of Trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.

The Board of Trustees participated in official training on the elimination of bias in hiring and employment on May 27, 2020 (https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-052720workshopagenda.pdf). This training is provided to the Board every 3 years. The next training is due in spring 2023.

(3) The district’s mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce that promotes its educational goals and values:

Ohlone’s mission statement demonstrates Ohlone’s commitment to creating an inclusive environment. The mission statement is found on the district’s website at: https://www.ohlone.edu/planning/goalsobjectives

An excerpt of the statement demonstrates the district’s commitment to diversity: “…in an inclusive, equitable and multicultural environment where student learning and achievement are paramount.”

(4) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
Ohlone offers a wide variety of courses that specifically focus on diversity. Examples of a few are: Cultural Anthropology, Deaf Culture, Intercultural Communication, Sexual Identity and Communication, Teaching in a Diverse Society, Introduction to Gender and Women’s Studies. The College offers Certificate of Accomplishments in the following areas: Cultural Anthropology, Gender and Women’s Studies, Intercultural Communication, to name a few. The History Department offers courses in Chicana/o History, African American History, and the course “Bad Girls: Women in America from 1890.”

The Faculty Senate has had a number of workshops, professional development and discussions about Diversity, Equity and Inclusion integration and implementation. Below is a list of discussion topics that have come before Senate this spring.

- ASCCC Flex workshop “Diversity, Equity, and Inclusion: Linking Statewide and Local Efforts”
- Guided Pathways discussions (Senate subcommittee)
- Distance Education discussions (Senate subcommittee)
- AP 4230 Grading and Academic Records
- AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- Statewide DEI Taskforce strategies discussion
- Brave Spaces discussion

https://www.ohlone.edu/faculty-senate/2020-2021-meeting-schedule-agendas-document-index-faculty-senate

Given the Vision for Success, DEI Task Force recommendations, faculty are involved in professional development specifically focused on developing syllabi and pedagogy with equity lenses. The district hired Lasana Hostep, who has provided equity-advancing consultation to academic institutions, community-based organizations, and corporations. Hostep is an antiracist/antisexist educator, writer, and equity-advancing executive coach. He writes and speaks globally about educational equity, anti-Blackness, and racial justice within organizations and society at-large. The following professional development cohorts have been scheduled for faculty and facilitated by Hostep:

- **IT’S IN THE SYLLABUS: Developing an Equity-Minded Syllabus**; Engage in activities designed to reimagine your syllabi through an equity-advancing framework that supports the goals of both faculty and students.
- **TRANSFORMATIVE PEDAGOGY: Teaching the Material & Teaching the Student**; Examine multiple teaching and learning methods that center on identity, culture, and the student experience.

For more information: [https://www.ohlone.edu/facultysenate/cohorts-equity](https://www.ohlone.edu/facultysenate/cohorts-equity)

### Integration with DEI-IP: Strategy E: Tier 1 Activity: Create a procedure for equivalence committees to receive the same training as hiring committees.

The District recognizes the importance of equivalency in faculty hiring as part of our commitment to diversity, equity, and inclusion. A well-defined equivalency process provides the opportunity to consider applicants that may have taken non-traditional paths in acquiring the same knowledge base and skill set as those who have taken a more traditional approach to minimum qualifications. Long time faculty member Rob Smedfjeld took on the task of reviewing Ohlone's existing faculty hiring practices, researching equivalency processes and procedures at other CA community colleges, and reading reports and findings published by the statewide Academic Senate. Using this information, he has worked
with our faculty and deans to develop a proposed administrative procedure (AP 7211) that is currently going through the approval process of our local Faculty Senate. The AP was presented for a first reading at the April 7th Faculty Senate meeting, and it is expected to be approved at their April 21st meeting. This AP will establish a newly purposed Equivalency Committee that will promote college-wide awareness of the importance of equivalency considerations in our DEI efforts and also provide informational resources for potential faculty applicants, thereby contributing to expanding the inclusiveness of our hiring processes.

Faculty and administrators have been engaged in thoughtful discussion about diversity, equity and inclusion in curricula over the past year. Below are links to the goals of the Curriculum Committee for 2020-21 and meeting minutes that is evidence of the discussion within these spaces.

- **Curriculum Committee Goals for 2020-2021** includes Goal #4-Anti Racist Pedagogy and curriculum (https://www.ohlone.edu/sites/default/files/groups/Curriculum_and_Scheduling/Curriculum_Committee/documents/2020-2021/curriculum_committee_goals_2020-2021.pdf)

  "Item-4: Anti-racist pedagogy and curriculum. As per direction of the CCCCO and Dr. Bishop, discuss the issue of Anti-racist pedagogy and the Curriculum Committee: incorporate topics of race and inequality into course content; teaching from an anti-racist pedagogical approach; anti-racist organizing within the campus and linking efforts to the surrounding community."

- **Curriculum Committee Agenda** for March 1st, 2021 and the follow-up Minutes from that meeting listed on March 15th. Dr. Melissa Cervantes, Exec. Dean of DEI presentation on Anti-Racist Pedagogy. (https://www.ohlone.edu/sites/default/files/groups/Curriculum_and_Scheduling/Curriculum_Committee/documents/2020-2021/minutes_curriculum_committee_march_1_2021_draft.pdf)

The District hired an Ethnic Studies instructor, who began in the fall 2017 term. The instructor’s responsibilities include teaching Ethnic Studies, overseeing the Ethnic Studies curriculum, and mentoring part-time Ethnic Studies instructors. Ethnic Studies at Ohlone College primarily consists of Chicano/Latino Studies, but also includes African American Studies, Asian American Studies, and Native American Studies. The Ethnic Studies position include teaching Introduction to Ethnic Studies, Chicano Culture, Chicano History, Chicano Literature, Contemporary Chicana Issues, and Barrio Service Learning courses, as well as all current Ethnic Studies course offerings. Additional responsibilities include developing new Ethnic Studies courses, establishing an Ethnic Studies program, growing enrollment in Ethnic Studies, mentoring students in Ethnic Studies, and facilitating on-campus and off-campus equity and diversity activities. As of spring 2021, a new Ethnic Studies Program/Department was approved through the Curriculum Committee.

The Board approved that all employees receive one paid day each year designated as a diversity day that can be used by employees to celebrate their own diversity.

The Strategic Plan incorporates the goals and objectives of Ohlone’s major plans, such as the Equal Employment Opportunity Plan, the Student Equity Plan, and the Student Success and Support Plan. As such, as the Board works to engage in activities to achieve their priorities and make progress towards achieving the goals identified in the College’s Strategic Plan. The Board receives frequent updates on the progress of the strategic plan during open public meetings.

The Board attends and supports events on campus aimed at creating opportunities of historically underrepresented and underserved students. The Board of Trustees has adopted several policies concerning Non-Discrimination; Equal
Employment Opportunity; Prohibition of Harassment; and Commitment to Diversity. The President/Superintendent has developed procedures for all of the board policies including Procedures for Handling Complaints of Unlawful Discrimination.

The District has an informational webpage Multicultural and International Programs which lists programs that are focused on providing a global perspective on education: (1) International Programs and Services; (2) English Language Institute (ELI); and (3) Study Abroad Program.

The District’s plans, such as the Strategic Plan, the Educational Master Plan, and the Technology Master Plan include diversity as an important objective. For example, the Technology Master Plan’s mission is “Ohlone Community College District serves and supports the college community by responding with innovative and state-of-the-art technology that enhances institutional effectiveness and efficiency while embracing diversity, equity, and inclusion” and the vision statement is: “Technology at Ohlone College will be intentionally focused on diversity, equity, and inclusion, and will be universal, state-of-the-art, innovative, available, and continually assessed that meets the needs of the college community.” https://www.ohlone.edu/sites/default/files/users/DGarza/technology_master_plan_20-25_final_1-14-21.pdf

The Education Master Plan https://www.ohlone.edu/sites/default/files/groups/Academic_Affairs/documents/2019/2020-2025_educational_master_plan_final.pdf includes in its guiding principles this statement: Facilitating a supportive and inclusive campus culture that recognizes diversity, encourages student expression and participation, and fosters a sense of belonging.

Goal 2 in the District’s 2020-2025 Strategic Plan’s is “Promote diversity and Inclusion”. In order to achieve this goal, several objectives are listed. For example, Goal 2.4 is “By 2021, provide ongoing training that annually promotes diversity, inclusion, and awareness of implicit bias for all college employees, and Goal 2.5 states “By 2025, create an inclusive college climate, annually providing opportunities and venues to engage and build community”. Each goal has measurable outcomes. Groups responsible for ensuring that these goals are achieved regularly provides updates on progress at College Council meetings. https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/2020/061020/32b-20202025strategicplan.pdf

An excerpt of the Human Resources department’s mission is: “The department promotes the understanding and appreciation of the diversity of the students, staff, and the community. Human Resources Department

The Human Resources (HR) team members participate on statewide organizations committed to diversity and inclusion such as Association of California Community College Administrators (ACCCA), Association of Chief Human Resources Officers/Equal Opportunity Officers (ACHRO/EEO), and Asian Pacific Americans in Higher Education (APAHE).

(5) The District addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

The District is very transparent and overt in its commitment to equity and inclusion. Over the past year, several “Space Spaces” were hosted by a number of departments including the Superintendent/President’s office, Human Resources and the Office of Professional Development, Employee Engagement and Onboarding. The Superintendent/President has developed a resource page called “Ohlone’s Call to Action”. Ohlone’s Call to Action | Ohlone College, A World of Cultures United in Learning - Ohlone College, Fremont and Newark, California
Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2020-21
Draft/First Reading Board of Trustees May 2021

The District’s Faculty Senate has demonstrated their commitment to the efforts in the Chancellor's “Call To Action” by commitment to a resolution entitled “Equity in Leadership at Ohlone” faculty_equity_leadership_resolution_v3.pdf (ohlone.edu)

Perhaps the biggest achievement for the college so far has been the district-wide engagement held on September 20, 2020 called “Leadership for Racial Equity Reimaging, Retooling and Rebuilding for Structural Change”, from which a report was produced. The report can be found here: (https://www.ohlone.edu/sites/default/files/groups/President_s_Office_/ohlone_equity_leadership_retreat_final_report.pdf)

There are so many opportunities provided to the college over the past year that it is literally impossible to highlight all but below are links to some key engagements and recommended resources made available for the college community:

Anti-Racism Resource Guide (Pasadena College)
https://docs.google.com/document/d/1chYDc8smuFCCw6p9SVB1oMIFaaubYEAurQntXwx3wTg/edit

Making Equity the Ohlone Way Presentation
(https://www.ohlone.edu/sites/default/files/groups/President_s_Office_/documents/making_equity_the_ohlone_way.pdf)

Faculty Senate Resolutions found in the Minutes (https://www.ohlone.edu/faculty-senate/2020-2021-meeting-schedule-agendas-document-index-faculty-senate)

Equity Leadership at Ohlone approved Sept. 2nd
(https://www.ohlone.edu/sites/default/files/users/JMacEwan/faculty_equity_leadership_resolution_vf.pdf)

Ethnic Studies Resolution approved Oct. 7th
(https://www.ohlone.edu/sites/default/files/users/JMacEwan/ethnic_studies_department_resolution_final.pdf)

Brave Spaces Guiding principles
(https://www.ohlone.edu/sites/default/files/users/SMyers/brave_definitions_v8_april_2021.pdf). This was also approved at College Council.

In response to the George Floyd killing and the Chancellor’s Call to Action, a powerful series of “Safe Spaces” was hosted called “Peaceful Protests”. https://www.ohlone.edu/peaceful-protest

Last, but not least, the district committed to the ongoing resources to support the hiring of a full-time executive level position dedicated to DEI. The Executive Dean of Equity, Inclusivity and Campus Diversity, Dr. Melissa Cervantes, reports to, and advises the Superintendent/President and serves as a member of the College’s Executive Team. The Executive Dean's responsibilities include building bridges and creating relationships within and outside of the College and engaging all stakeholders in developing and implementing a collective vision for equity, diversity and inclusion for the College.

The Executive Dean, is responsible for implementing and furthering the goals of the Vision for Success reforms with equity at the core of the work facilitating structural change at the College. Dr. Cervantes works with all areas and all constituents to build inclusive and shared visions and has knowledge and experience of creating policies and procedures that are equitable and anti-racist.

The District meets the requirements of Method 2 and therefore complies with Title 5, Section 53024.1 (g), (k), (n), (o)
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.

(1) Incentives for hard-to-hire areas/disciplines and (2) The District conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination and discipline. Section 53024.1(q)

(1) Incentives for hard-to-fill areas/disciplines

For full-time faculty, the disciplines identified as being particularly hard-to-hire are Respiratory Therapy, Nursing, Computer Networking and Emerging Technologies, Interpreter Preparation Program and some Career Education (CE) disciplines. Finally, for classified positions, finding applicants for information technology, application analysts and instructional accessibility is very difficult.

Ohlone’s pay and benefits remain competitive among the Bay 10 community colleges, but the cost for housing in the Bay Area can be a barrier for potential applicants. In addition, professionals in the RT, Nursing, Information Technology etc. can make considerably more money working in industry or high-tech companies.

Even so, Ohlone has been able to attract and retain talented employees. Some methods Ohlone uses to incentivize candidates to come for interviews are: (1) Paying for travel and accommodations for candidates traveling from outside of the area for both the initial and final interviews; (2) reimbursing moving expenses up to a reasonable amount are offered to candidates hired from out-of-state or out-of-area; (3) use of video conferencing to conduct initial interviews; (4) flexibility with scheduling initial interviews; and (5) listing the position as “Open Until Filled” to encourage continuous applications, allowing for regular review of applications. As the college was forced to conduct all interviews via zoom, committees began to get used to the format.

By identifying positions that are hard-to-hire beforehand, allows the District to proceed with candidate pools that may be smaller than normal. For example, a recruitment for a hard-to-fill position might yield less than 10 candidates. The interviews are allowed to proceed through the process even though the pool is relatively small. In addition, the recruitment guidelines allow hard-to-hire positions to proceed to the final interview process with less than three candidates, which is the minimum number normally required for final interviews.

(2) The District conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination and discipline.

As required by Title 5, Section 53024.1(q), the district tracks and retains longitudinal analysis of hiring, promotion, retention, resignations, terminations and discipline. Analysis of this data is included EEO Plan and reviewed by the ODIAC committee annually. The Board of Trustees also reviews this data at least once every 3 years when approving the EEO plan.

The District meets Method 3 and therefore the requirements of Title 5, Section 53024.1(q).
METHOD 4

Does the District meet the requirements of Method 4? (Focused outreach and publications)?
☑ Yes
☐ No

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

(1) Focused outreach and publications; (2) conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys; (3) provides cultural awareness training to members of the campus community; (4) audits and maintains updated job descriptions; (5) publications and website convey its diversity and commitment to EEO; (6) Mission statement conveys commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.) Section 53024.1 a-k

(1) Focused outreach and publications

The District advertises widely for all recruitments. Open positions are posted to the District’s website and diverse websites and publications and also an email is sent internally. A few examples are ccccregistry.org; CalJobs.ca.gov; DiverseEducation.com; ChronicleVitae.com; ACCCA.org; InsideHigherEd.com; sfbay.craigslist.org; Indeed.com; CASBO.org; NACUBO.org; OpportunityKnocks.org; Philanthropy.com; Idealist.org; bridgespan.org; edjoin.org; LatinosinHigherEd.com; AsiansinHigherEd.com; Blacksinhighered.com; HispanicsinHigherEd.com; WomenAndHigherEd; LGBTinHigherEd.com; NativeAmericansinHigherEd.com. The district works with an advertising agency that provides guidance on places to advertise.

Ohlone participates in one of the two annual Community Colleges of California (CCC) Registry Diversity job fairs. Ohlone’s Division Deans, faculty and HR staff attend the fair. The job fair focuses on full-time faculty positions; however, other employment opportunities can be included.

In addition to this annual fair, Ohlone participates in local diversity job fairs including Ohlone’s Career Center Job Fairs. This fair has been well attended by community members and job seekers from the surrounding neighborhood.

In the past, Ohlone has conducted hiring-oriented “Open Houses” where candidates are able to meet with Division Deans and learn more about adjunct opportunities and full-time positions. This event casts a wide net and attracts a very diverse group of interested candidates. Due to the COVID-19 pandemic, this open house was not held in 2020 or 2021. Due to declining enrollment the need to hire adjuncts was significantly reduced.

HR continues to host the annual workshop each year called “Adjunct to Full-Time.” This workshop is well attended with an average of 65 attendees at each session. The workshop covers each phase of the recruitment process and provides samples of resumes and writing samples so that candidates will know what to expect during the hiring process. 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 experiences at Ohlone and encourage candidates to reach out to them if they have questions. Historically, 72% of Ohlone’s full-time faculty hires come from its adjunct ranks. This workshop was conducted virtually for 2021.
(2) The District conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.

Ohlone conducts a campus climate survey every two years. The results of the current surveys can be found here:
2019 Student Survey
2019 Faculty Climate Survey
2019 Staff Climate Survey

The responses to the climate surveys are reviewed by the college’s executive committee and shared through the shared governance process. For example, the College Council, the district’s main governance body reviewed the most recent surveys and used the responses as one source of input into the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis that helped inform the new 2020-25 strategic plan.

This year a special climate survey specific to Diversity, Equity, Inclusion was conducted for staff and faculty. An in-depth analysis is in progress and will be included in the report on DEI-IP progress.

(3) The district provides cultural awareness training to members of the campus community.

In the 2021-21 academic year, Ohlone employees engaged in a wide variety of cultural awareness symposiums, workshops, events, seminars, and other engagement. One of the questions asked in the diversity survey referred to earlier in this document, was “During the past year, have you participated diversity training or workshop”? 86.82% of 157 respondents indicated that they have participated in diversity trainings and/or workshop. This high level of participation is encouraging; however, participation may have increased for other reasons that the college should analyze. For example, 100% of trainings and workshops offered this past year was done via zoom. In addition, the “Call to Action” and the Vision for Success DEI Task Force strategies discussions could be a major factor in getting employees engaged at a deeper level in examining implicit biases and systemic barriers to student and employee success.

(4) The district has audited and/or maintains updated job descriptions and/or job announcements.

The District maintains updated and accurate job descriptions. Each time a vacancy occurs, the District uses that opportunity to review the job description and make changes if necessary. The District works closely with the respective unions when making changes to job descriptions and regularly brings the new or revised job descriptions to the Board for approval.

Currently all job announcements for positions list the following as a minimum requirement: Commitment to community college goals/objectives of providing quality programs and services for culturally, socio-economically, ethnically, and academically diverse students and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests.

The District has just completed a full and comprehensive compensation and classification study. The results of the study are currently being negotiated with the respective unions and will be brought before the Board of Trustees after the unions have ratified.

All new job descriptions now include the following diversity, equity and inclusion requirements under job duties:
1. Demonstrate sensitivity to and respect for the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the District’s students, faculty, staff, and community;

2. Effectively engage and support historically minoritized groups by addressing issues of equity and improving culturally responsive service-oriented practices.

Additionally, under the minimum qualifications for all job descriptions, the following is required:

Must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college employees and students, as these factors relate to the need for equity-minded practices.

(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.

Ohlone is overt in its promotion and belief in its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. This belief emanates from Ohlone’s vision; mission and values as well as its strategic goals. [link]

Last spring the District adopted a tag line that is posted around campus, “Unity in Diversity”. There are large banners hanging around campus that has attracted comments from the community. One community member took the time to write the Superintendent/President stating “The slogan “Unity in Diversity” on the marquee on Mission Blvd. at the entrance of the campus caught my attention as I was walking by. It resonated with me…. I absolutely believe in the oneness of mankind, and I am encouraged to see this displayed so boldly ... thank you... “

Ohlone’s Mission statement is as follow:

Ohlone College offers high quality educational and career pathways and personal enrichment courses to serve the diverse needs of all students and the community. Ohlone provides excellent instruction and support services; awards associate degrees and certificates; and promotes university transfer in an inclusive, equitable, and multicultural environment where student learning and achievement are paramount. Ohlone fosters innovation, encourages student expression, and promotes ethical behavior and global citizenship.

Excerpt of one of Ohlone’s stated values: Diversity and Inclusion: In the spirit of social justice and equity, we strive to intentionally and purposefully support students and employees from diverse backgrounds, socio-economic groups, ages, abilities, and intersectional identities to reduce barriers in order to allow for greater opportunity to explore their interests and to maximize their ability to define and fulfill their higher education goals and career aspirations.

The District complies with Method 4 and is therefore in full compliance with 53024.1 (d) (f) (i) (k).

METHOD 5
(Methods 5 and 6 focus on the hiring process)

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.
(1) The district conducts exit interviews; (2) Timely and thoroughly investigates complaints; (3) Applicants are required to demonstrate sensitivity and understanding of the diverse community we serve; (4) The district gathers information from applicants who decline job offers.

(1) Exit Interviews

Human Resources conducts exit interviews with all employees who resign or retire from the district, maintains a database of exit interviews and analyzes the data to determine if certain patterns exist. That information is reviewed with the respective Vice President of the division.

Integration with DEI-IP: Strategy D: Tier 1 Activity: Districts and colleges to collect data from “those” exit interviews to inform strategies for improving retention, AND Tier 1 Activity: Chancellor’s Office and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

The Integration plan asks that the Chancellor’s Office and ACHRO to develop model language for exit interviews etc., but this has not been done as yet. Therefore, Ohlone is developing its own language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave. To that the end, the District has revised its exit interview form and has begun to this collect data. (Attachment B – Draft of Exit Interview form).

As in past analysis, a review of exit interviews over 2020-21 indicates that managers continue to need more training on assisting new employees to integrate within their departments as well as within the organization. The duty to orient a new employee to the district rest mostly on the part of the supervisor. The HR department is able to provide a general overview of the college, but the real connection has to happen with the employee and his/her supervisor. Additionally, supervisors need assistance with setting job expectations and evaluating their employees. Finally, it should be noted that Ohlone’s attrition rate on average is approximately 3 – 7% with the higher number correlating with retirements.

In order to assist managers, the HR department facilitates a monthly “nuts and bolts” training/luncheon to assist managers with strengthening their management skills. The training began in summer 2019. Attendance decreased significantly when the district went to shelter-in-place in March 2020. The hope is that once the district returns on campus, attendance will increase.

Integration with DEI-IP: Strategy B: Tier 1 Activity: HR and respective committees to establish first-year experience support structures for employees.

To be more proactive, the district hired Sandy Bennett, in a newly created position as Manager, Professional Development, Onboarding and Employee Engagement. Among other duties, Ms. Bennett will be creating programs to
assist all new employees to assimilate in the new environment. She has already begun plans to create a mentoring program for all managers and a buddy program for classified employees.

Every year, the district celebrates employees service milestones. It should be noted that employees of the district stay 10 years or more making Ohlone a place for their career.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL AWARDS</th>
<th>10 YRS +</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>61</td>
<td>48</td>
</tr>
<tr>
<td>2018</td>
<td>47</td>
<td>38</td>
</tr>
<tr>
<td>2019</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>2020</td>
<td>63</td>
<td>41</td>
</tr>
<tr>
<td>2021</td>
<td>54</td>
<td>32</td>
</tr>
</tbody>
</table>

(2). The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints under subchapter 5 (commencing with section 59300)

The Vice President of HR (VPHR) is the District-designated Complaint Officer and Title IX Coordinator. All complaints involving discrimination, harassment or other related concerns are processed through HR in accordance with Administrative Procedure 3435: Procedures for Handling Complaints of Unlawful Discrimination. If the complaint is of a nature that requires more resources, the VPHR engages independent investigators or the District’s lawyer to assist with the investigation. If a violation is found, appropriate corrective action is taken as appropriate. HR works closely with Division Deans, the Vice President of Academic Affairs, Vice President of Student Services and, if necessary, the Police Chief to gather information and makes recommendations for remedies while considering all aspects of the situation/complaint.

On an average, the HR office receives approximately 5-8 complaints per semester from students and staff combined for a variety of reasons ranging from unprofessional conduct to sexual harassment and discrimination. Approximately 98% of those complaints are remedied through the District’s internal processes, such as mediation. Less than 2% go beyond the internal informal or formal internal processes and filed or proceed to external agencies.

Another question from the DEI survey asked about the district’s timeliness in administrative responses to reports of discrimination or bias. 40% of the respondents indicated that they did not know, 8% indicated very dissatisfied, and 44.27% are satisfied, very satisfied or neutral.

This section in the survey revealed many comments that the district should explore with urgency. There are concerns that some constituent groups are held to a higher standard and are terminated for unprofessional conduct, while others are not. In addition, a few comments include statements about women feeling silenced.

Even so, work in this area is continual. It is not enough to conduct training and check the box that the district complies. All employee groups should engage in discussions and learn ways to resolve conflict at the lowest level. The employee groups need to partner with the district to create opportunities for employees to resolve conflicts and get resources to assist them to develop ways of improving the working environment.

This semester (Spring 2021), the Certificated Employer-Employee Relations Committee pulled together a group of employees including classified to engage in initial dialog about this concept. Ohlone can lead the way in creating a safe
and respectful organization, recognizing that conflicts and other discourse will surface; but creating a space for open and honest conversation without repercussion may be a way to medicate these issues before they become more serious and complaints of discrimination or bias are made. At the College Council’s meeting on April 26th, 2021, the group presented a draft document describing the concept, referred to as Counsel for Peaceful Resolution. The group will be working on a draft administrative procedure that will go through the shared governance process. https://www.ohlone.edu/sites/default/files/groups/College_Council/cpr_draft.pdf. This process, if implemented, may very well be unique to Ohlone can could lead the way for other community colleges to find ways to resolve issues before they become complaints.

(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.

Procedures for addressing diversity are woven throughout the various stages of the hiring process. Recruitment and Hiring Guidelines

Job announcements are reviewed to ensure that minimum requirements and desired requirements are broad, inclusive, and not restrictive. Applicants for all positions must 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. The interview process includes a question or writing sample that seeks to assess applicants’ understanding of diversity and/or their ability to interact and work with people from varying backgrounds and abilities.

(4) The district attempts to gather information from applicants who decline job offers to find out why, records this information and utilizes it.

Candidates rarely decline job offers once extended by the district. Over the past 3 academic years, only 2 potential employees declined job offers. When this happens, the HR staff contacts the person and to determine if he/she is turning down the job for reasons that the district is able to accommodate. In at least one instance, after pursuing a candidate, HR learned that the person wanted to work at Ohlone but had family obligations that would cause a delay in start date. The person assumed that Ohlone would not be willing to wait. As it turned out, the department was able to adjust the person’s start date.

The District meets the requirements of Method 5 and is therefore in full compliance with 53024.1 (b) (h) (l) (p)

METHOD 6

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

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #6. (1). Consistent and ongoing training for hiring committees; (2). The District provides training for the elimination of bias in hiring and employment; complies with AB 1825.) and includes all forms of harassment and discrimination in the training.
1. Consistent and ongoing training for hiring committees;

The District has adopted and follows Recruitment and Hiring Guidelines [Recruitment and Hiring guidelines] that requires on-going training for screening committees. The guidelines are comprehensive and provide details and guidance for each step in the recruitment process, including planning and approval process for positions, roles and responsibilities for screening committees, timelines, committee make-up, advertising, and training.

The Recruitment and Hiring Guidelines note the requirement that all members of the screening committees be formally trained at least every three years. The training is mandatory. Individuals who have not participated in the formal training are not permitted to serve on hiring committees.

The District hires Laura Schulkind of the law firm Liebert Cassidy Whitmore to conduct formal training in the elimination of bias in hiring practices once per year. Ms. Schulkind has been involved at the state level for many years and was instrumental in the changes to Title 5 in regards to Equal Employment Opportunity. She serves on the Chancellor’s Office EEO Advisory Committee. The training is comprehensive and is 3 hours in duration. Although faculty, staff and administrators are only required to attend the training every three years, many participate annually.

In order to be able to accommodate faculty members, the training is offered the week prior to the start of each spring term, during Learning College Week. The workshop is entitled “Hiring the Best while Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees.”

In addition to formal training, once a screening committee is convened, they must complete an on-line training prior to attending a mandatory orientation. See: Screening Committee Training. At their orientation meeting, members discuss elements of the training focused on diversity and inclusion and the application of what they learned to each phase of the hiring process.

The hiring process includes several methods for the screening committee to evaluate applicants’ cultural competence and this is continually evaluated for effectiveness. Currently, screening committees design questions that are actual scenarios where applicants have to demonstrate how they would handle themselves in various cross-cultural situations. All final interviews include a discussion about the final candidates’ views on serving the diverse population of community college students.

The Recruitment and Hiring guidelines are currently being reviewed to ensure alignment with the District’s DEI goals and strategies.

(2) The District provides training for the elimination of bias in hiring and employment; complies with AB 1825 and includes all forms of harassment and discrimination in the training.

Finally, as mentioned in Method 7 below, Ohlone fully complies with the requirements of AB 1825 by providing training on the prevention of sexual harassment every two years for the entire management team. The training includes instruction on the prevention of all types of discrimination and harassment in the workplace. In addition, the district has expanded sexual harassment training to all employees in order to comply with Senate Bill (SB) 1343 that requires all employers to provide 2 hours of interactive sexual harassment prevention training to supervisory employees, and at least one hour of interactive sexual harassment training to nonsupervisory employees by January 1, 2020. The district is up-to-date with this requirement and continues to provide this training to all new employees during their on-boarding process.
METHOD 7
(Methods 7 and 8 focus on Post-Hiring)

Does the District meet the requirements of Method 7? (Professional Development focused on diversity).
☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #7? (1). Professional development focused on diversity; (2). The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities; (3). The District timely complies with the requirements of Government Code Section 12950.1 (AB 1825) and includes all forms of harassment and discrimination in the training; (4) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

(1). Professional development focused on diversity

The District has several committees with components focused on professional development for all employee groups: Classified Professional Development Committee (CPDC) Faculty Professional Development Committee (FPDC), and Managers and Confidential Professional Development Committee.

Employee participation/attendance in events, trainings or workshops are recorded and logged in a database. Examples of some of the workshops, seminars and conferences employees participated in during 2020-21 that are specifically focused on diversity are listed below:

**August**
Making Equity the Ohlone Way
Black Minds Matter by Dr Luke Wood

**September**
Chats en Espanol…Nabeel Atique
Peaceful Protest Discussion
People, Place and Power…Threat Perception and Preferences

**October:**
Colegas: Latinx Webinar Series
Latinx in STEM
Chats en Espanol…Nabeel Atique
Peaceful Protest Discussion
People, Place and Power…Urban/Modern: Imitation and Rivalry at the Russia-China Border

Undocumented Student Support Week events: Oct 19-23

Sexual Harassment Training for ASOC and Student Services

52 Letters by Regina Evans

November:
Beloved-An Insistence, a community service project
Abolitionist Panel Discussion
Lead to Life Project by Bronte Velez
They Call Me Q by Qurrat Kadwani
For the Deaf Community, Ohlone is Not Just Another Community College by Thomas Holcomb
Crooked Arrows Presentation by Neal Powless
STEM Diversity Speaker Panel
Chats en Espanol…Nabeel Atique
EEO Hiring the Best Training for DDAS
Title IX Training for DDAS
ADA Requirements for DDAS
People, Place and Power: Apartheid Remains-Race, Space, Life and Struggle

December
People, Place, and Power: Revolution of the Soundwaves in Afghanistan
Too Much Woman For This World…Kyrishi Wigginton and Dr. Ayodele Nzinga
Franklin Covey: Unconscious Bias

January
Dr. Bertice Berry Presentation
Dr. Joy DeGruy Presentation
Safe Zone Training

Master Teacher Panel: Authentic Assessment. This workshop provided faculty with training and examples on using alternative assessment tools that enable students to highlight their knowledge and understanding through a growth mindset and emphasizes project-based work to demonstrate learning.

February
People, Place and Power

Movement for Liberation

HERStory: Black Women in US American History by Janice Jones

STEM: The African-American Journey

**March**

Forum on Race and the Law by Liebert Cassidy

EEO Hiring the Best

Women in STEM Mentoring Summit

Allyson Tintiangco Cubales presentation: Ethnic Studies Pedagogies

Choose to Challenge, Panel on Women in STEAM (Science, Technology, Engineering, Arts & Mathematics).

AAPI Solidarity Healing Circle

People, Place and Power speaker-Taylor Levy, JD. Working on the border with refugees and asylum seekers and immigration law.

**April**

Multicultural Women’s Leadership Training

Intrusion by Qurrat Kadwani

Embrace: AAPI Solidarity

Cesar Chavez Celebration

CCC LGBTQ+ Summit

Women in Law Enforcement Symposium

Gender Sex Fair

Black Deaf and Proud – April 6th

Faculty Cohorts in Equity Series:

- Developing an Equity Minded Syllabus
- Transformative Pedagogy: Teaching the Material and the Student

The EEO funds received from the State Chancellor’s office greatly supports Ohlone’s ability to organize these workshops/events.

Several faculty lead a number of impactful projects, workshops, speaker series, symposiums, fairs and expositions. A few are listed below:
People, Place, and Power Speaker Series has brought a number of thought-provoking speakers and topics to Ohlone. A description of the program and its founders is found on their website

The speaker series called, People, Place, and Power brings together the diverse perspectives of Bay Area academics, practitioners, activists, and community stakeholders—exploring emerging issues across the social sciences. The co-collaborators of the project are Assistant Professor of political science, Katherine E. Michel, Ph.D. and Associate Professor of geography, Adam Levy Ph.D. (https://www.ohlone.edu/socialsciences/events)

“Under the intentionally wide umbrella of “people, place, and power,” our aim is to bring together diverse perspectives that consider a breadth of contemporary topics. As two academics with many years of colloquia experience in our respective fields, we hope to introduce Ohlone stakeholders to excellent, groundbreaking, motivating speakers. Bringing such scholars to our community college will challenge and expand students’ analytical perspectives about people and their powers to make and manage places like the Tri-Cities today.

Lytton Center for Public Good: https://www.ohlone.edu/lyttoncenter is a platform directed by three faculty members: Dr. Kyle Livie, Professor of History at Ohlone College; Dr. Heather Jane McCarty Professor of History and Gender and Women’s Studies at Ohlone College and Dr. Katherine Michel an Assistant Professor of Political Science The Center’s mission is:

The Lytton Center considers ways that the study of the past can help shape the present and future; our mission is to inspire the Ohlone community to work for the public good through programming focused on access, equity, inclusion, justice, and service. The Lytton Center explores challenges facing our community and the world—past, present, and future—and fosters big ideas that will inspire and transform Ohlone and the larger community for the better. Through training, programming, and capacity building, the Lytton Center empowers students to advocate for a just and equitable world.

The Lytton Center continues to lead the way in bringing many incredible presenters, programming that are inspiring, thought-provoking to the college community.

The annual Gender Sex Fair made possible by the Communication Studies, History, and Gender and Women’s Studies students of COMM 118, HIST 116, and WS 108, in partnership with STEP Up Ohlone, ODIAC, and the Lytton Center for Public Good

The Gender Sex Fair is yet another example of the innovation and commitment from our faculty. The Gender Sex Fair an empowering, interactive, and transformative campus event that is a culmination of a semester long student project. This event is inspired by Communication Activism pedagogy, and seeks to equip and inspire students to be community advocates and invest in social justice activism. The event showcases student research, knowledge, and application of course concepts and theories while exploring, examining, and interrogating social, cultural, and political elements related to gender and sex. The event takes place in the month of April since April is Sexual Assault Awareness Month.

The College has brought together a variety of workshops, symposiums, seminars, and other interactive opportunities to build cultural capacity and awareness. It is impossible to list and describe all that the college has engaged in this year. The attached, PowerPoint captures just a few of the images or flyers advertising this years’ events. (Attachment C – Events in Pictures).

(2) The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities;
The District has formal mentoring programs for faculty and administrators. New faculty and administrators are assigned a mentor for the first year of their employment. Both faculty and administrators have reported that the programs help to integrate them and speed up the socialization process. This mentorship program needs to be reviewed to ensure its effectiveness.

New classified employees participate in a daylong orientation process called “Orientation: The Sequel.” Members from key departments take turns in presenting information about their particular departments. The day is spent meeting with District employees and getting information on payroll, benefits, the employee health and wellness, professional development, the library, etc. In addition, the VPHR, discusses customer service expectation, employee evaluation process, leaves and other pertinent information.

New adjunct faculty participate in an “Informational Fair” specially designed to provide them with information about the District and services offered by various departments. Adjuncts receive professional development credit for attending.

(3) The District timely complies with the requirements of Government Code Section 12950.1 (AB 1825) and includes all forms of harassment and discrimination in the training;

Finally, Ohlone fully complies with the requirements of AB 1825 by providing training on the prevention of sexual harassment, every two years for the entire management team. The training includes instruction on the prevention of all types of discrimination and harassment in the workplace.

(4) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

Some employees are members of statewide organizations with a strong focus on diversity such as Asian Pacific Americans in Higher Education (APAHE) and the Association for Chief Human Resources Officers. Involvement in these associations allow for networking, supporting, and collaborating with other community college districts. Administrators who attend workshops off-site are required to provide a presentation of their learning to the management group upon their return.

The District meets the requirements of Method 7 and is therefore in full compliance with Title 5, Section 53024.1 (e), (i) and (m).

METHOD 8

Does the District meet the requirements of Method 8? Diversity included in criteria for employee evaluation and tenure review.

☑ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #8? (1) Diversity included in criteria for employee evaluation and tenure review; (2) Conduct exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes for patterns, implements measures to utilize the information and (3) the district conducts longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignations, terminations and discipline.) Section 53024.1 b and q.
(1) Diversity included in criteria for employee evaluation and tenure review

Before being hired all employees, have to demonstrate their understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

The United Faculty of Ohlone (UFO) have in their bargaining agreement the following examples of their expected professional duties that incorporate diversity:

18.7.2.1. Working with Students: (a) Challenging students and setting high expectations, while addressing the diversity of human qualities and learning styles … (c) Demonstrating sensitivity in working with students, across all aspects of diversity.

Since these are included in the duties for faculty, their supervisors include a review of this important competency during the evaluation process.

The District has updated the evaluation forms for unrepresented employees to include a section where each employee has to reflect on their goals for embracing diversity and how they have used and a description of at least two trainings they attended during the evaluation period.

The District has a Code of Ethics Institutional Code of Ethics for all employees and all employees are expected to abide by the standards. Some notable ones are:

- Embracing and supporting the District’s mission, vision, and values.
- Following all applicable laws, regulations, Board Policies, and Administrative Procedures.
- Cultivating and sustaining high academic and professional standards.
- Maintaining a working and learning environment free from harassment, discrimination, and retaliatory conduct.
- Demonstrating commitment to equal opportunity in employment and in educational programs and services.
- Maintaining the confidentiality of information about students, staff, and candidates for employment obtained in the course of District employment.

Notably, the District’s value statement highlights inclusiveness as a value, noting: “We actively reach out to and support students and employees from various backgrounds, socio-economic groups, ages, and abilities to explore their interests in order to define and fulfill their goals. We strive for a diverse workforce that honors and upholds the contributions of all.”

(2) Conduct exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes for patterns, impacting particular monitored groups and implements concrete measures that utilize this information.

This is covered in Method 5

(3) The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

As stated in Method 3, the HR department conducts annual analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline. The data is reviewed
annually by the ODIAC committee and included in the EEO Plan. The Plan specifies particular remedies should particular patterns exists or a particular group is adversely impacted.

The District meets Method 8 and therefore the requirements of Title 5, Section 53024 (b) and (q).

METHOD 9
(Focus on growing your own programs)

Does the District meet the requirements of Method 9? Grow Your Own Programs

☑ Yes
☒ No

Please provide an explanation and evidence of meeting this Multiple Method, #9 (Grow your own; The district maintains a variety of programs to support newly-hired and current employees such as mentoring, professional development and leadership opportunities.) Section 53024.1e

1). Grow your own; the district maintains a variety of programs to support newly-hired and current employees such as mentoring, professional development and leadership opportunities.

The District has a very robust professional development program for its new and current employees to assist them in achieving their professional goals. Funding for professional development come from a variety of difference sources beyond general fund. Examples of other sources: Ohlone College Foundation, Student Equity and Achievement, EEO funds, and other similar grants.

The District recently hired a full-time management employee, Sandy Bennett, to focus on professional development, onboarding and employee engagement. This is a critical position as the role is specifically in place to focus on the district’s culture and feel, getting employees properly on boarded and socialized in the organization. Ms. Bennett is in the process of establishing a plan to build this new department and has already begun working with the Human Resources Director to create formal mentoring programs for managers. The work is being done with a focus on diversity, equity and inclusion at every step.

Sandy has been a champion for professional development for many years. She is the founder of the Classified Leadership Academy, now named after former President Browning. Sandy brought the Franklin Covey – Speed of Trust to the college and has led bi-weekly trust huddles. A group of employees meet every other Friday for 15 minutes to review one of 13 foundation behaviors that contributes to developing trust. The group is made up of faculty, administrators and classified staff.

Here is a sample practice sent out to the group to prepare for a session:

- In the context of your daily work, where might you be using counterfeit behavior as it relates to DEMONSTRATE RESPECT?
- In the context of your daily work, what is your commitment for DEMONSTRATING RESPECT in the coming week?

The District encourages employees to continue their education and professional development by offering a variety of programs. Some are listed below:
Enrollment Fee Waiver:
Ohlone has an enrollment fee waiver for all employees and their families. Participation in this program has steadily increased since its adoption. Employees and their dependents can enroll and take Ohlone courses and have their enrollment fees waived.

Tuition Reimbursement:
Classified employees and managers are eligible for tuition reimbursement for cost of courses taken at an accredited institution. The employee is reimbursed for up to five (5) units at the maximum rate of the current California Community College resident rate per unit, per semester.

Conferences and workshops:
Full-time employees are eligible for $450.00 per year to attend conferences or workshops of their choice. Part-time employees are eligible for $250.00.

Leave of Absence for retraining and/or furthering education:
Classified employees and managers are eligible to take a leave of absence and receive 50% of their pay for the pursuit of general study, furthering their education, upgrading of their job skills, or retraining to keep up with technological or other changes applicable to their positions. The leave is for a total of one year and could be taken in 6-month increments.

Professional Development Program:
Classified employees have the opportunity to apply for certain temporary assignments such as filling in for vacations, serving as a short-term or as a substitute for employees on leave and other special projects as part of a professional development program. The district determines which positions or projects are eligible for the program and advertises internally to all employees. Participation in the PDP are for employees seeking an opportunity to learn new skills and gain experience in another job classification. The assignments could last six or more months. Since this program started in 2015, 52 classified employees have participated and more than half successfully participated in open recruitments for the positions and were promoted. The program is a key contributor to the high rate of promotions at the college.

Sabbatical Leave:
Full-time faculty are eligible for sabbatical leave after six (6) consecutive years of full-time professional service. The objective of the sabbatical leave is professional improvement of the employee, which will benefit the College, the instructional program and specifically, the students of the College. A minimum funding for at least two sabbatical leaves is included in the District’s budget each year. Pay for full-time faculty on sabbatical leave is 70 percent for a school year or 100 percent for one semester.

Academic Leave:
Full-time faculty are eligible for academic leave for the purpose of academic study or work experience related to their area of instruction for a period of one or two semesters. Faculty can bank instructional units to remain in paid status for a portion of this leave.

Classified employees fill-in for vacation management positions:
Classified employees have filled in as interim managers when a vacancy occurs or a manager is on leave. Over the years, classified employees have served in the following management roles: Director of Information
Technology, Supervisor of Admissions and Records, Director of Facilities, Director of International Programs, as examples. In January 2021, four classified employees were promoted to interim management positions.

**Presidential Leadership opportunities:**
The Superintendent/President has kept up with the previous President’s commitment to continuous professional development. He continues to encourage employees to enroll in certificate programs and other leadership development opportunities. A couple of notable ones are listed below:

- E-Cornell Diversity and Inclusion Leadership Certificate. Three administrators are participating in this program currently. Relevant courses are: Improving Engagement, Counteracting Unconscious Bias; Diversity and Inclusion at Work and Fostering an Inclusive Climate.
- Women’s Negotiations and Leadership Program. 16 female employees applied for and were accepted into a prestigious program facilitated by Dr. Yasim Davidds [https://dryasminstitute.com/](https://dryasminstitute.com/). Courses taught: (1) Negotiating with Power and Grace; (2) Negotiating with Difficult People; and (3) Negotiating for Leadership Success.

Employees are encouraged to apply for and participate in statewide leadership and mentoring programs to further their career goals, such as: Chief Information Systems Officers Association (CISOA), Great Deans program by ACCCA, Asilomar Women’s Leadership conference, and ACCCA’s Admin 101 are some of the programs offered to employees annually.

**Promotions:**
Since July 1, 2017, fifty-six (56) employees have been promoted to higher-level positions within the district. Employees who have been promoted have to undergo and complete in an open recruitment processes alongside external employee.

**Faculty in leadership roles:**
Full-time faculty take on leadership roles as part of their responsibilities. In these assignments, such as co-chairing the College Council, Budget Committee, Professional Development, Technology, Facilities and Sustainability, Distance Education, Student Equity Workgroup, Curriculum, Guided Pathways, Faculty Prioritization, Academic Appeals, Sabbaticals and ODIAC, provide opportunities for faculty and administrators to work together and learn from each other as well as expand their skillsets. In addition, faculty serve as directors of certain allied health programs such as nursing, respiratory therapy, physical therapy.

**Career Counseling:**
The District’s Tri-City Career Center [https://www.ohlone.edu/careercenter](https://www.ohlone.edu/careercenter) provides career counseling to the community and students and they avail their services to all Ohlone’s employees.

**Learning Management Systems:**
Vision Resource Center: The California Community College Chancellor’s office launched a learning management system that is available to all California Community Colleges’ employees that can be accessed through the Vision Resource Center. The portal is dedicated to providing support needed to meet the goals and commitments of the Vision for Success through the Guided Pathways framework by offering unlimited access to [Linkedin Learning](https://www.linkedin.com/learning) (with Lynda.com) and [Skillsoft](https://www.skillsoft.com) at no cost.

**Keenan Safe Colleges**
Employees have unlimited access to courses offered through Keenan Safe Colleges LMS. The majority of the courses are compliance related.

**Franklin Covey portal**
The district has collaborated with Franklin Covey to give access to 50 employees to the Franklin Covey suite of course. Courses such *Leading with the Speed of Trust, 7 Habits of Highly Effective Leaders* are examples of the courses offered.

**Dr. Gari Browning Classified Leadership Academy:**
Classified employees leadership academy [https://www.ohlone.edu/professional-development/professional-development-events-and-workshops](https://www.ohlone.edu/professional-development/professional-development-events-and-workshops) was started by a classified employee, Sandy Bennett in fall 2017. Since its inception, 35 classified employees participated and graduated from the program. The program is 15 weeks long with employees attending during their lunch period. Learning outcomes for this annual academy include creating a program or a service that can benefit Ohlone College and the Fremont and Newark communities.

**Mentorship:**
Full-time faculty have an established mentorship program. As mentioned above, the newly hired Professional Development, Employee Onboarding and Engagement and the Human Resources Director will be launching a formal mentorship program of managers. Plans are underway for a “buddy” program for classified employees.

*The District meets the requirements of Method 9, therefore complies with Title 5, Section 53024.1(e)*

**Attachment A:** Names of committee members and list of EEO Trainings for 2020-21.
**Attachment B:** Draft of Exit Interview form
**Attachment C:** Events in Pictures
The District decided to set goals for improvement prior to the Chancellor’s office publishing the DEI Implementation Plan. This was a way to make incremental changes and progress towards improvement. Last year the district set the following goals:

1. Review the membership of the ODIAC committee to ensure a broad representation of the college’s constituent groups. (Method #1)
2. Schedule and conduct training for the Board of Trustees by June 2020. The workshop will focus on the elimination of bias in hiring and employment as is required. (Method #2)
3. Develop a mentorship program for classified employees. (Method #9)

REPORT ON GOALS SET FOR 2020-21

1. Review the membership of the ODIAC committee to ensure a broad representation of the college’s constituent groups. (Method #1)

When the founding faculty of ODIAC stepped down, a new faculty member became the co-chair of ODIAC. Since the majority of ODIAC members had served for 5 years, several decided to step down and seek other opportunities therefore a general call for membership was made. (Attachment A). As a result, a new committee was formed. Membership is made up of 7 faculty; 5 administrators; 5 classified and 0 students. The committee focused on training for the fall 2020 and Spring 2021 year. The training will continue and the committee will focus on ensuring DEI goals are embedded in all EEO work. This includes clarifying the committee’s objectives and goals, rebranding the committee on campus to create an inclusive, equitable and embracing institution.

2. Schedule and conduct training for the Board of Trustees by June 2020. The workshop will focus on the elimination of bias in hiring and employment as is required. (Method #2)

The Board of Trustees participated in a workshop in May 2020 entitled “Board Training – Elimination of Bias in Hiring and Employment. https://www.ohlone.edu/sites/default/files/groups/Board_of_Trustees/00a-052720workshopagenda.pdf

3. Develop a mentorship program for classified employees – by Fall 2020 (Method #9)

The hiring of a new Manager of Professional Development, Onboarding and Employee Engagement is in the process of developing a mentorship program for employees. This goal should be included in new goals for 2021-22.
<table>
<thead>
<tr>
<th>FOR INTERNAL USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Delete prior to submitting to CCCCO)</td>
</tr>
<tr>
<td>• Discuss and present the sections of 9-Multiple Methods to EEO committee on March 19 - Completed</td>
</tr>
<tr>
<td>• Send initial draft to TM/GM by April 2 and second draft by April 11 - Completed</td>
</tr>
<tr>
<td>• Send draft to EEO committee and ask for comments by April 16 – Completed</td>
</tr>
<tr>
<td>• College Council first reading – April 26</td>
</tr>
<tr>
<td>• EEO review at meeting at April 27 -EEO Committee meeting</td>
</tr>
<tr>
<td>• Faculty Senate for information on May 5th</td>
</tr>
<tr>
<td>• SEA Committee on May 7th</td>
</tr>
<tr>
<td>• College Council on May 10th for endorsement</td>
</tr>
<tr>
<td>• Board of Trustees – May 12 (SZ)</td>
</tr>
<tr>
<td>• Board for final reading on June 9 (SZ)</td>
</tr>
</tbody>
</table>

Draft as of 4.29.21