

Marin Community College District

Equal Employment Opportunity Plan

Revised November 2016

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1 INTRODUCTION

Reference: California Code of Regulations, Title 5, §§ 51010, 53003

The Marin Community College District (MCCD) Equal Employment Opportunity Plan (EEO Plan) reflects the District's efforts and commitment to achieve equal employment opportunity in its workforce, academic programs and activities in compliance with Government Code, Section 12940. The District, through its education efforts, policies, procedures, and program planning is taking active steps to ensure that its employees and students are afforded equal employment opportunities.

Marin Community College District's *Equal Employment Opportunity Plan* was originally adopted by the Board of Trustees on May 17, 2016. It was later revised and the updated plan was presented to the Board on December 6, 2016. The plan reflects the District's commitment to equal employment opportunity and creating a work environment that is welcoming, affirming, as well as one that is free of bias and discrimination.

Although Marin County demographics do not reflect much of California's overall demographic landscape, the diversity of College of Marin has become far more diverse in recent years. Through its strategic plan, student equity plan, basic skills plan, and this *Equal Employment Opportunity Plan*, College of Marin has directed a sharp focus on creating an inclusive and affirming community. A community where students are able to achieve their educational goals in a manner equitable with their peers and where faculty and staff are able to excel professionally. Additionally, the College has committed significant resources to supporting these efforts.

To appropriately serve an increasingly diverse population, the District endeavors to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of our diverse student body and community. Moreover, it is imperative that the faculty and staff reflect the diversity of the students we serve. This plan includes strategies for fulfilling this commitment.

David Wain Coon, Ed.D.

2 DEFINITIONS

Reference: Title 5, § 53001 (a) (l)

Adverse Impact- a statistical measure that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code Section 12940. A disparity identified in a given selection process will be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Diversity- means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

Equal Employment Opportunity- means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion opportunities and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- a) Identifying and eliminating barriers to employment that are not job related; and
- b) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that it is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code, Title 5, Section 12940.

Equal Employment Opportunity Plan- a written document in which a District's workforce is analyzed and specific plans and procedures are set forth to ensure equal employment opportunity.

Equal Employment Opportunity Programs- all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using non-discriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, Section 53006.

Ethnic Group Identification- means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, Section 53004.

In-house or Promotional Only Hiring- means that only existing District employees are allowed to apply for a position.

Monitored Group- means those groups identified in Title 5, Section 53004 (b) for which monitoring and reporting is required pursuant to Title 5, Section 53004 (a).

Person with a Disability- means any person who:

- a) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities;
- b) has a record of such an impairment; or
- c) is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of major life activities difficult.

Reasonable Accommodation- the efforts made on the part of the District in compliance with Government Code, Section 12926.

Screening or Selection Procedures- means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group- any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

3 EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

References:

BP 3410 Non-Discrimination
BP 3420 Equal Employment Opportunity
BP 7100 Commitment to Diversity

The Marin Community College District is committed to the principles of equal employment opportunity. The District will implement comprehensive programs as articulated in the Equal Employment Opportunity Plan to demonstrate the District's commitment to putting those principles into practice.

District policies ensure that all qualified applicants and employees have full and equal access to employment opportunities, are not subjected to discrimination in any District program or activity on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, gender identity, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is committed to efforts which achieve a workforce that is welcoming to individuals from all ethnic and other groups, all genders, and persons with disabilities in order to ensure that the District can provide an inclusive educational and employment environment for its students and employees. An inclusive educational and employment environment fosters cooperation, collaboration, acceptance, democracy and free expression of ideas. The District Equal Employment Opportunity Plan can be found on the College of Marin website under the President's Office and will be maintained to ensure the implementation of equal employment opportunity principles that conform to current and evolving federal and state laws and Board Policy.

4 DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE FOR EEO PLAN IMPLEMENTATION

Reference: Title 5, § 53003 (c) (1) and 53020

Equal employment opportunity requires a commitment and contribution from all District employees and the governing board. The responsibilities for the effective implementation of the EEO Plan are as follows:

District Governing Board

The governing board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the EEO Plan.

Superintendent/President

The governing board delegates to the Superintendent/President the responsibility for ongoing implementation of the EEO Plan and for providing leadership in support of the District's equal employment opportunity policies and procedures. The Superintendent/President will advise the governing board concerning statewide equal employment opportunity policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on the EEO Plan implementation. The Superintendent/President will monitor the progress of the EEO Plan implementation and evaluate the performance of administrative staff charged with implementing the EEO Plan.

Equal Employment Opportunity Officer

The District has designated the Executive Director of Human Resources and Labor Relations as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the EEO Plan. If the designation of the Equal Employment Opportunity Officer changes before this EEO plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, tracking and reporting on the EEO Plan's progress, including oversight of training and recruitment activities, and ensuring compliance with the requirements of Title 5, Section 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving discrimination complaints described in Section 6 of this EEO Plan, and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Council

The Marin Community College District will establish an Equal Employment Opportunity Advisory Council to act as an advisory body to the Superintendent/President and the District as a whole to promote understanding and support of equal employment opportunity policies, procedures and programs. The Equal Employment Opportunity Advisory Council will assist in the implementation

of the EEO Plan in conformance with state and federal regulations and guidelines, assist with monitoring equal employment opportunity progress in the District, provide strategies to meet the Plan requirements, and recommend EEO Plan revisions in support of evolving equal employment opportunity laws and District goals.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all requirements of the EEO Plan.

Good Faith Effort

The District will make a continuous good faith effort to comply with all of the requirements of its EEO Plan.

5 EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COUNCIL

Reference: Title 5, § 53005

The District has established an Equal Employment Opportunity Advisory Council to assist the District in implementing its EEO Plan. The Council will strive to include a diverse membership of individuals committed to equal employment opportunity, diversity and inclusion. Efforts to maintain a diverse council membership will be documented to demonstrate the District's on-going commitment to recruit and include monitored groups on the Equal Employment Opportunity Advisory Council.

A. EEO Advisory Council Structure

The Council structure will be comprised of individuals interested in and committed to equal employment opportunity. The Council will be comprised of one faculty member from each campus, one member appointed by the Academic Senate, one classified employee from each campus, one member appointed by the Classified Senate, one administrator appointed by the Superintendent/President, one student from each campus appointed by the college student body. The Council will vote to establish two co-chairs, a secretary and decide on member term limits.

B. Annual Meetings

The council will meet a minimum of four times each fiscal year and will set meeting agendas, take and distribute meeting minutes. Additional Council meetings may be established as determined by the Council.

The Council's primary focus will include promoting an understanding and support of equal employment opportunity and nondiscrimination policies, procedures and program activities. The Council will sponsor training, cultural events, and educational programs that support and promote equal employment opportunity, nondiscrimination, workforce diversity and retention.

The Executive Director of Human Resources and Labor Relations, acting as the Equal Employment Opportunity Officer, will ensure that the Equal Employment Opportunity Advisory Council receives training on the following:

- a) the requirements of Title 5 regulations regarding Equal Employment Opportunity and state and federal nondiscrimination laws;
- b) identification and elimination of bias in hiring;
- c) the educational benefits of workforce diversity; and
- d) the role of the Equal Employment Opportunity Advisory Council in carrying out the District's EEO Plan.

6 PROCEDURE FOR FILING DISCRIMINATION AND HARASSMENT COMPLAINTS

References: California Code of Regulations, Title 5, Section 53000 et seq.
BP 3410, 3430, 3540
AP 3435
California Community Colleges Chancellor's Office Guidelines for Minimum
Conditions of Complaints at: <http://extranet.cccco.edu/Divisions/Legal/Resources>

The District encourages any individual who believes they have been the victim of harassment, discrimination or retaliation based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation, in connection with District facilities, programs, or activities, to file a written complaint.

The MCCD has established procedures which allow a person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. The Complainant shall file a written complaint using the Unlawful Discrimination College of Marin complaint Form (http://www.marin.edu/WORD-PPT/Discrim_Cplt_2008.pdf) describing in detail the alleged violation(s), dates of the violation(s), individuals involved, any witnesses to the violation, if any, and submit a signed and dated complaint to the Executive Director of Human Resources and Labor Relations. If the complaint involves a designated equal employment opportunity officer/coordinator or the Executive Director of Human Resources, the complaint must be filed with the Superintendent/President.

7 ANNUAL EEO PLAN NOTIFICATION TO DISTRICT EMPLOYEES

The Equal Employment Opportunity Policy Statement is printed in hard-copy and on-line on the marin.edu web pages. The EEO Policy Statement is also printed in the college catalogs, program brochures and related materials.

The EEO Plan including revisions thereto will be disseminated annually to the Board of Trustees, college administrators and employees of the District by the Superintendent/President. The EEO Plan will be available on the college website. The EEO Policy Statement and Plan will be made available to new employees through the on-boarding/new employee orientation process.

The annual EEO Plan notice to District employees from the Superintendent/President will include the importance of the employees' participation and responsibility in ensuring the EEO Plan's implementation, and describe where an on-line copy of the Plan is available on the District's web site.

8 ANNUAL EEO PLAN NOTICE TO COMMUNITY ORGANIZATIONS

The Equal Employment Opportunity Officer will provide an annual written notice of the District's EEO Plan to community- based and professional organizations. The notice will include the following:

- a) A copy of the MCCD EEO Plan and where it can be found on the District web-site;
- b) A request for their assistance in identifying diverse job candidates;
- c) The Internet address where the District posts its job vacancies;
- d) The contact information for the District's employment team.

The District will conduct active annual outreach activities and will maintain a list of institutions, organizations and agencies that may serve as recruitment and candidate sources to achieve its diversity goals. A list of the community based and professional organizations which will receive this notice will be posted on-line with the EEO Plan.

9 EEO TRAINING FOR SCREENING/SELECTION COMMITTEES

Reference: Title 5, § 53020 (c)
AP 7120

Prior to serving on a recruitment, screening and selection committee, all individuals will receive mandatory training from the Human Resources Department on the following requirements and topics:

- a) Title 5 regulations on Equal Employment Opportunity (Title 5, section 53000 et. seq.);
- b) Federal and state non-discrimination laws;
- c) The District Equal Employment Opportunity Plan and related District policies on non-discrimination, recruitment and hiring;
- d) Principles of diversity and cultural proficiency;
- e) The value of a diverse workforce;
- f) Recognizing and eliminating bias in hiring decisions;
- g) Best practices in serving on a selection or screening committee.

Any organization (such as District-retained search firms) or individual that is involved in the recruitment of District personnel is required to participate in the mandatory EEO training. Individuals who have not completed the EEO training will not be permitted to participate in the recruitment or District personnel or serve on a recruitment, screening and selection committee.

10 RECRUITMENT AND HIRING PROCEDURES TO ENSURE EQUAL EMPLOYMENT OPPORTUNITY

References: Education Code, Section 87100 et seq., 87360, 87400, 87408-87408.6, 88003, 88021
Title 5, Sections 53021- 53024
AP 7120

The District will demonstrate its commitment to Equal Employment Opportunity by actively posting its full-time and part-time job vacancy announcements on its website and external diversity websites, through direct recruitment/outreach to community-based and professional organizations, by training screening/selection committees and by publishing recruitment data. The District will ensure that employment activities include creating diverse applicant pools with qualified individuals from which to make hiring decisions.

The District will recruit from both inside and outside of its workforce to attract qualified applicants to achieve workforce diversity. This includes participating in outreach activities such as diversity job fairs, making direct contacts with Historically Black Colleges and Universities (HBCU), Hispanic serving institutions (HSI) and other diversity resources in order to source qualified candidates for District vacancies.

All full-time and part-time job vacancy announcements in all job categories and classifications will be posted on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of external diversity “bulletin board” websites to ensure that all persons seeking District employment or promotions have an opportunity to apply for job vacancies. All job vacancy announcements will state that the District is an “Equal Employment Opportunity Employer.”

In-house recruitment can only be utilized for the minimum time necessary to provide for full and open recruitment; provided that no interim appointment exceeds two years. All District employees will be afforded to apply for interim positions. A vacancy is not created, and the requirements of the paragraph above do not apply when:

- a) There is a reorganization that does not result in a net increase in the number of employees;
- b) One or more lateral transfers are made and there is no net increase in the number of employees;
- c) A position which is currently occupied by an incumbent is upgraded through reclassification, or an existing position classification is renamed without significantly altering assigned job duties and responsibilities;
- d) The faculty elects a department chair;
- e) The position is filled by a temporary, short-term or substitute employee appointed pursuant to Education Code;
- f) An individual who is specially trained and experienced, and meets minimum qualifications for the position, is appointed to serve as an administrator on a professional services contract for no more than two years.

The District EEO Advisory Council will be encouraged to recommend additional recruitment strategies that may enable the District to obtain greater diversity of its applicant pools. In addition to the recruitment advertising budget, the District will set aside annual funding for outreach to community-based and professional organizations, HBCU and HSI.

To create workforce diversity in support of the Equal Employment Opportunity Plan, the Human Resources Department will revise its employment and recruitment procedures, AP 7120, to ensure diverse applicant pools. At a minimum, AP 7120 will be revised to include the following provisions:

- a) For any job category where continuing under-representation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract without first notifying the Superintendent/President in writing of the compelling reasons to do so. If the Superintendent/President determines that an exception to a full and open recruitment is warranted, the EEO Advisory Council will be notified.
- b) Recruitment for all open positions shall include, but not be limited to, placement of job vacancy announcements in diversity websites and publications.
- c) Before an individual can serve on a selection/screening committee, they must receive the mandatory equal employment opportunity and diversity training.
- d) Every effort will be made to ensure the diversity of selection/screening committees. If the Executive Director of Human Resources and Labor Relations, or designee, does not approve a selection/screening committee for lack of diversity, they will take necessary steps to remedy the lack of diversity.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and their cultural proficiency. Reference checks must include at least one question addressing diversity.
- f) All screening criteria and materials must be approved by Human Resources for compliance with equal employment opportunity.
- g) Monitoring by Human Resources for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - 1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.

- 2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) The Superintendent/President shall make all hiring decisions based upon careful review of the candidate(s) recommended by the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.
- i) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the EEO Plan, the District will request the EEO Advisory Council to recommend new recruitment methods to meet the EEO Plan objectives, or if necessary, to modify the EEO Plan to ensure equal employment opportunity.

11 PERSONS WITH DISABILITIES

Reference: Government Code, section 11135 et seq. 12926
Rehabilitation Act of 1973, section 504
Americans with Disabilities Act

Applicants and employees with disabilities will receive reasonable accommodations consistent with federal and state laws. These accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Executive Director of Human Resources and Labor Relations, or designee, serves in the role of the District's ADA Coordinator and is responsible for handling requests for accommodations from current employees. The Employment section of the Human Resources Department is responsible for handling requests from applicants seeking accommodations during the application process. In addition to posting job vacancy announcements on diversity websites advertising to people with disabilities, the District will monitor applicants and employees with disabilities to ensure they have full access to apply for job openings.

12 LONGITUDINAL ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

The Employment section of the Human Resources Department collects applicant pool demographic data for each search conducted by job vacancy category. On an annual basis, the Human Resources Department will compare this information with the District's workforce data published by the Planning, Research & Institutional Effectiveness Department so that data required for the EEO Plan can be reviewed to determine under-representation by any monitored group based on data required for reporting to the State Chancellor's Office.

Individuals applying for vacancies at the college are provided with an opportunity to voluntarily identify their gender, ethnic group identification, and their disability if applicable. This information is confidential and separated from the applicant's material that is forwarded to the screening/selection committee. This data is reported annually to the State Chancellor's Office by job classification/vacancy (Attachment A).

An analysis of the current hiring data indicated that the District has increased its hiring from monitored groups. However, additional work must take place to ensure that applicants from underrepresented groups who are selected for interview are also included in the final selection process to address the gap between Hispanic student populations and faculty (Attachment B).

Consistent with national workforce demographics the college has an aging population and many members have contributed more than 25 years of service to the college. The college has experienced more retirements in recent years and the ethnic diversity represented by many retirees was achieved through earlier affirmative action programs which no longer exist. The college is concerned about the loss of diversity as these employees transition into retirement and is committed to ensuring that it doesn't lose the representation achieved through previous affirmative action programs. The EEO goals addressed in this Plan are designed to continue efforts to diversify the workforce.

13 ADDITIONAL INSTITUTIONAL EFFORTS TO SUPPORT DIVERSITY AND TO ENSURE EQUAL EMPLOYMENT OPPORTUNITIES

With support from the Superintendent/President and Senior Vice President for Student Learning and Student Services, the District initiated educational and information programs in 2015 to achieve the District's EEO goals aligned with student equity, enrollment planning, staff and leadership development (Attachment C). Additional institutional efforts will be implemented to determine if significant under-representation of a monitored group may be the result of non-job related factors in the employment process.

During Fiscal Year 2014/2015, the State Chancellor's Office initiated a site visit to determine the District's compliance with equal employment opportunity law. One outcome of this visit was a recommendation to increase the college's Hispanic/Latino representation of faculty by 5% given the increasing number of Hispanic/Latino students attending the College of Marin. This is an important goal given the District's interest to become a Hispanic serving institution (HSI) in response to its changing student body represented by Hispanic/Latino/Latina students. The following goals were established to address this under-representation:

➡ Increase representation of Hispanic/Latinos by 5% in the faculty and staff categories

The following activities will be implemented to achieve this goal:

1. The ED- HR&LR will work with the EEO Advisory Council to communicate the Hispanic/Latino workforce diversity goal specified in the OCR compliance visit and solicit input on ways to achieve this goal.
2. Implement relocation assistance to support regional/national searches for diverse candidates.
3. Increase active outreach and recruiting efforts to diversify applicant pools.
4. Collaborate with existing Hispanic/Latino staff, faculty members and college organizations to disseminate information about College of Marin as an employer.
5. Advertise College of Marin employment opportunities in Spanish and ensure outreach media represents multi-cultural themes.
6. Add a Spanish speaking intern or employee to the HR team to assist with outreach and communications with Spanish speaking communities and candidates.
7. Develop and implement a new employee ambassador program to welcome and integrate new employees to the College of Marin community.
8. Report results achieved in the annual EEO report.

➡ Goal: Activate EEO Advisory Council in Fall 2016:

For reasons unknown, the District's EEO Advisory Council has been dormant for many years. The Superintendent/President supports reactivating this Council to achieve established goals for Title 5, Title IX/ADA. The following activities have or will take place in FY 2015/16 and 2016/17:

1. Convene an EEO focus group to inform the structure, preliminary agendas and proposed activities of the EEO Advisory Council.
2. Develop a master 3 year EEO Calendar of Programs and Activities.
3. Report results to the college community.
4. Launch EEO Advisory Council in fall 2016.

During FY2013/14 through the FY 2014/15 the Human Resources Department undertook the following activities in support of equal employment opportunity:

1. Met with campus grievance officers to discuss improved ways to address employee concerns and intervened appropriately by engaging union grievance officers early in the identification and causality of problems. Through collaboration, developed and implemented solutions to eliminate systemic reasons for the reoccurrence of employee concerns including those involving pre-charge discrimination, equity, inclusion and diversity. Instituted Labor Management Committees for all three unions (CSEA, SEIU, and UPM).
2. Served in an unofficial capacity as campus ombudsperson when students, faculty and staff had no one to turn to and needed someone to listen to their concerns and have their issues addressed. Mediated most of the concerns and issues which eliminated the filing of grievances, lengthy and costly hearings and/or litigation. The prior employee relations practice at the District encouraged grievance filings and litigation. With the appointment of the current ED-HR, the Superintendent/President established a goal of improved employee and labor relations to achieve equity and inclusion goals, reducing time and cost spent in hearings and related legal counsel; this goal was achieved in 18 months and continues to be integral to planning efforts.
3. Established Labor Management committees, plans and agendas to identify and resolve employee relations matters which otherwise would rise to the level of Title 5, Title IX non-compliance.
4. Adopted and implemented informal complaint and resolution processes.
5. Assisted some employees to separate employment in a respectful and dignified manner when they could not commit to Title 5/IX/EEO goals.

6. Met with the Academic Senate to discuss search committee appointments in response to EEO compliance efforts.
7. Reorganized recruitment processes and delegated management of logistical and search committee responsibility to the Vice Presidents and hiring managers to increase their awareness of Title 5/ADA/EEO laws and their respective accountability for compliance.
8. Launched training programs on Title 5, “Hiring the Best: Legal Requirements & Best Practices” for search committees, and Title IX & Sexual Misconduct, Cleary Act/Campus SaVE Act.
9. Assessed recruitment procedures to determine challenges in diversification of applicant pools. Identified challenges in search committee appointments as addressed in the OCR compliance report.
10. Restructured employment function and processes: initiated professional training and certification requirements for employment staff in support of Title 5/IX/ADA/EEO goals.
11. Implemented a classification/compensation program to ensure the District was market competitive in its salary and pay plans.
12. Developed on-line version of training modules: “Hiring the Best: Legal Requirements & Best Practices” for search committees; initiated the development of implicit/explicit bias training.
13. Implemented mandatory training in FY 2013/14 for employees who want to serve on search committees in order to meet State Chancellor’s Office training requirements which had been in place for 10 years but had not been adopted by the District..
14. Collaborated with outside legal counsel, the Superintendent/President and Vice President for Student Success/Student Learning to update Board Policies and administrative procedures to support EEO and Title IX programs.
15. Served on the Chancellors EEO and Diversity Advisory Committee to strengthen the ED-HR&LR’s knowledge and understanding of systemwide goals for EEO and diversity.
16. Served, at the request of the Superintendent/President, as the point person for the 2015 OCR Compliance review by the State Chancellor’s Office.

14 MAINTAINING DISTRICT COMMITMENT TO DIVERSITY

The District will continue efforts during the implementation of the current EEO Plan to include the following goals and activities:

Goal: Establish a Title 5/IX/ADA/EEO Virtual Office as part of the Human Resources Department (HRD)

1. Develop content and information for the Title 5/IX/ADA/EEO web pages on the HRD website; consolidate policies, procedures and forms in one place for easy access by students, staff, faculty and the public.
2. Advertise training and reference material for Title 5/IX/ADA/EEO.
3. Provide links to other Title 5/IX/ADA/EEO resources.
4. Provide reports on Title 5/IX/ADA/EEO goal attainment.

➡ Goal: Continue Training on Title IX/ADA/EEO Topics

1. Ensure all current workforce members have completed mandatory training for sexual harassment prevention, Hiring the Best: Legal Requirements & Best Practices” for search committees, and Title 5/IX & Sexual Misconduct, Cleary Act/Campus SaVE Act by end of FY 2015/16. Automate tracking of training completed by employees.
2. Collaborate with the Performing Arts Department to determine feasibility of developing performances depicting Title 5/IX/ADA/EEO issues as part of learning.
3. Ensure that students, staff and faculty receive annual notices on Title 5/IX/ADA/EEO.
4. Ensure HRD staff receive adequate training on updates to Title 5/IX, ADA, EEO laws and adjust internal processes to support District EEO efforts..
5. Address the unique needs and training programs to connect to the new multi-generational workforce (Millennials, Gen X, and emerging Gen Y) as a diversity challenge.

Summary

The recent site visit sponsored by the State Chancellor’s Office to review Title 5, Title IX/ADA/EEO compliance was instrumental in furthering the District’s goals for equity, diversity and inclusion. The report pointed out specific additional measures which the college needs to undertake but also demonstrated that much work was accomplished in recent years to ensure the District achieves its goal to be an equitable, inclusive employer representing the diverse communities in which its students, staff and faculty live, and which its workforce strives to serve.

15 ANNUAL STATEMENT TO CHANCELLOR'S OFFICE: ACCOUNTABILITY AND CORRECTIVE ACTIONS

Reference: Title 5, § 53024.2

The District will certify annually to the State Chancellor's Office that it has complied in a timely manner with all of the following:

- a) Recorded, reviewed and reported applicant pool data;
- b) Reviewed and updated the EEO Plan and strategies as needed;
- c) Investigated and responded to formal harassment and discrimination complaints pursuant to District policies and procedures and federal and state laws.

The District understands that the State Chancellor's Office may review District data/reports, any complaints filed, and the EEO Plan and strategies pursuant to Title 5, section 53024.1. This review will occur to determine the District's institutional efforts and on-going work in support of the EEO Plan. If the State Chancellor finds that the District's efforts have been insufficient the District may be directed to submit a revised EEO Plan within 120 days. Upon review of the revised EEO Plan, the State Chancellor will either:

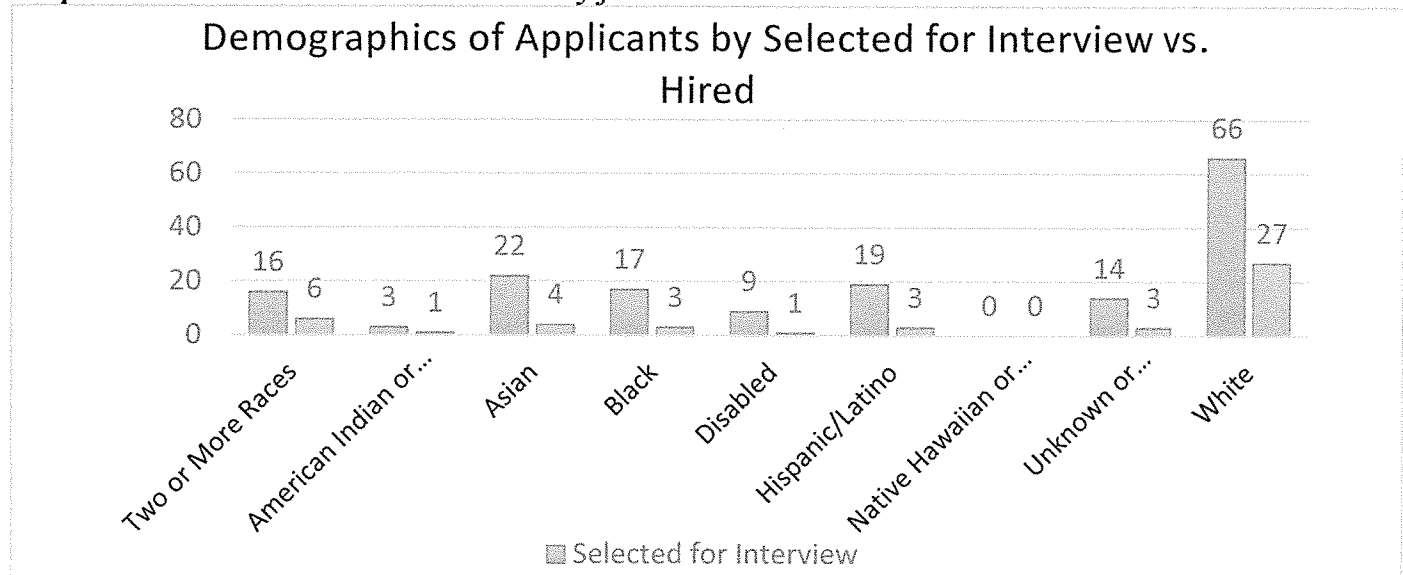
- a) Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or
- b) If the revised plan is still lacking, direct the District to implement specific measures from those listed in Title 5, Section 53024.1, and provide a timeline for doing so.

16 ATTACHMENTS:

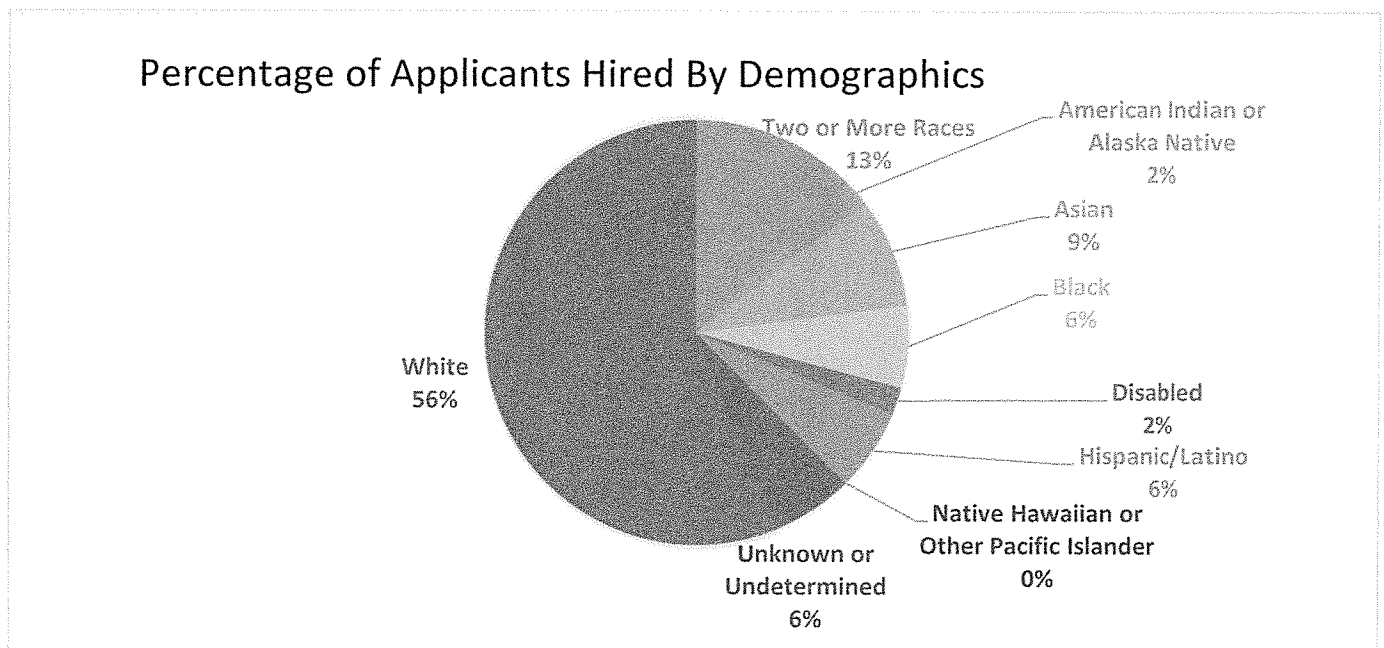
- A: Applicant Pool Analysis
- B: Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College
- C: Training and Information Sessions Offered in 2015/2016

Attachment A: Applicant Pool Analysis

Graphs 1 & 2: EEO Recruitment Summary for FY 2014/2015



Graph 1 - This graph depicts the number of applicants selected for interview vs. hired by ethnicity. For example, under the ethnicity group for Hispanic/Latino, 19 applicants were selected for interviews throughout FY14/15; 3 of the 19 applicants were hired into positions.



Graph 2 - This analysis provides COM overall percentage of actual hired applicants by ethnicity for 48 recruitments conducted during FY2014/2015.

Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College

September 2015

Introduction

This research compares College of Marin (COM) to the 20 community colleges at the other 9 districts in the Bay Area (Bay-10) and Santa Rosa Junior College (SRJC). Using the Fall 2014 data from the California Community College Chancellor's Office (CCCCO) DataMart, we looked at each college's employee diversity and the extent to which it reflects the student population. The purpose of this research is to help inform the process of student equity planning.

Recent research found improved academic performance and long-term outcomes for minority students who are taught by minority faculty. Based on this research, the Community College League of California (CCLC) has recommended that faculty members reflecting the diversity of the student population participate in the formulation and implementation of the schools' student equity plans.¹ Therefore this report is particularly concerned with noting disparities between minority student populations and faculty, though we include comparisons by college for all employees, and disaggregated by faculty, classified staff, and administration.

For each major race/ethnic category, we considered differences of less than 2 percentage points between the student population and employees as equivalent. In some cases, the percentage gap is much larger than 2%. While there is no research standard for gauging the equivalence of race/ethnicity, we are setting a conservative standard of equivalence to assure that statistical differences are highlighted. In practice, in terms of whether students are likely to see themselves represented among campus employees, this may be a narrow band, but the purpose of this report is to show the differences in the data so that colleges can use it for their own planning.

With the exception of Chabot College and the three colleges in San Mateo District (Cañada, College of San Mateo, and Skyline), less than 1% of employees and students are Pacific Islanders. These colleges have between 1.5% and 2.1% students who are Pacific Islanders, and less than 1% of employees in any category who are Pacific Islanders. No school has more than 1% Native American students or employees in any category. Therefore the findings focus on the largest four race/ethnic categories: Asian, African-American/Black (AA/Black), Hispanic, and White.

Findings

Overall Employee Diversity

In terms of overall employee diversity, COM reflects its AA/Black and Asian student populations. However, there are proportionally more White employees and fewer Hispanic employees than students. See Table 1.

Specific districts/colleges compare as follows:

¹ It Begins With Us: The Case for Student Equity. Community College League of California, June 2015. <http://www.ccleague.org/files/public/Publications/EquityReport2015.pdf>

- Asian
 - Equivalent % of Asian students & employees: COM, SRJC, Cañada, Los Medanos, and Berkeley City colleges
 - Greater % of Asian students: All other 17 colleges
- AA/Black:
 - Greater % of AA/Black employees than students: Evergreen Valley and Skyline colleges
 - Lower % of AA/Black students: Los Medanos, Chabot and Berkeley City colleges
 - Equivalent %: COM and all other 16 colleges
- Hispanic
 - Lower % of Hispanic employees than students: COM and all other 21 colleges
- White
 - Greater % of White employees than students: COM and all other 21 colleges

Faculty Diversity

Compared to its student population, COM's faculty is proportionally more White and less Hispanic, but reflective of its Asian and AA/Black students (Table 2). Most other colleges have a higher percentage of Asian students compared to faculty; for those colleges the average gap is 11.5%. The gap between Hispanic faculty and students is even larger, at 20%. For White students, the gap is reversed, with a larger percentage of White faculty than students, and the average gap is 33%.

Specific districts/colleges compare as follows:

- Asian
 - Equivalent % of Asian faculty & students: COM, SRJC, Cañada and Los Medanos colleges
 - Greater % of Asian students than faculty: All other 18 colleges
- AA/Black
 - Lower % of AA/Black faculty than students: Contra Costa and Los Medanos colleges (Contra Costa District), Berkeley City and Laney Colleges (Peralta District), and Chabot College
 - Greater % of AA/Black faculty than students: Cañada and Skyline colleges (San Mateo District) and Evergreen Valley College
 - Equivalent % of AA/Black faculty & students: COM and all other 13 colleges
- Hispanic
 - Lower % of Hispanic faculty than students: COM and all other 21 colleges
- White
 - Greater % of White faculty than students: COM and all other 21 colleges

Administrator Diversity

COM has a higher percentage of White, Asian, and AA/Black administrators compared to students. The proportion of Hispanic students is greater than administrators by 20 percentage points (Table 3).

Specific districts/colleges compare as follows:²

² Most colleges, including COM, have fewer than 20 administrators, resulting in some very large percentage differences that should be interpreted cautiously.

- Asian
 - Equivalent % of Asian students & administrators: Los Medanos College, College of Alameda
 - Higher % of Asian administrators: COM, SRJC, Contra Costa, Berkeley City, Cañada, and West Valley colleges
 - Greater % of Asian students: All other 14 colleges
- African-American/Black
 - Equivalent % of AA/Black students & administrators: SRJC and San Jose City College
 - Lower % of AA/Black administrators: West Valley, and Mission colleges (West Valley Mission District); Los Medanos, Foothill, and Cañada colleges
 - Higher % of AA/Black administrators: COM and all other 14 colleges
- Hispanic
 - Greater % of Hispanic administrators: Laney and Merritt colleges (Peralta District)
 - Greater % of Hispanic students: COM and all other 19 colleges
- White
 - Lower % of White administrators than students: Berkeley City, Laney and Merritt colleges (Peralta District) and West Valley College
 - Greater % of White administrators than students: COM and all other 17 colleges

Classified Staff Diversity

COM's classified staff reflects the student AA/Black population. Compared to students, there are proportionally more White and Asian staff, and far fewer Hispanic staff (Table 4).

Specific districts/colleges compare as follows:

- Asian
 - Equivalent % of Asian students & staff: Contra Costa, Foothill, SRJC, Cañada, and West Valley colleges
 - Higher % of Asian staff: COM, all colleges in the Peralta district, and City College of San Francisco
 - Higher % of Asian students: All other 11 colleges
- AA/Black
 - Equivalent % of AA/Black staff and students: COM; Contra Costa and Los Medanos colleges (Contra Costa District); Chabot College; DeAnza College; San Jose City and Evergreen Valley colleges (San Jose Evergreen district); all colleges in the San Mateo District; both colleges in the West Valley Mission District
 - Larger % of AA/Black staff than students: Diablo Valley, Las Positas, Foothill, and Ohlone colleges; all colleges in Peralta District; SRJC; City College of San Francisco
- Hispanic
 - Equivalent % of Hispanic staff and students: Evergreen Valley College
 - Lower % of Hispanic staff: COM and all other 20 colleges
- White
 - Higher % of White students than staff: Berkeley City and Laney colleges (Peralta District) and at City College of San Francisco
 - Equivalent %: Merritt College

- Higher % of White staff: COM and all other 17 colleges

Conclusion

With few exceptions, the employees at the colleges and districts in our peer comparison group have proportionally larger Hispanic student populations, and to a lesser extent, Asian student populations, than that of employees. Their employees are, however, mostly reflective of their AA/Black student populations. In almost all employee categories at almost all schools, there is a greater percentage of White employees than students.

COM mostly follows the same pattern: a much larger percentage of Hispanic students than employees, a much lower percentage of White students than employees, and equivalent percentages of AA/Black students and employees. However, COM's Asian employees do reflect our Asian student population.

The major concern in terms of student equity is providing students with opportunities to be taught by instructional staff who represent their race/ethnicity. The good news is that the percentage of AA/Black faculty at a majority of the colleges is similar to that of students. However, there are typically fewer Asian faculty than students—an average of 11.5% fewer. Hispanic students at many of the colleges, including COM, may be even less likely to be taught by a Hispanic instructor; the average percentage gap between Hispanic students and faculty is 20%. Given the research and recommendations of the CCLC, efforts to reduce the gap between Hispanic and Asian student populations and faculty would be warranted, and involving the existing minority faculty in student equity planning would help serve the student populations in all of the districts.

Table 1. Fall 2014 Student and Employee Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.
College of Marin	6,418	528	7.6%	9.5%	5.6%	5.7%	30.9%	7.2%	0.2%	0.6%	0.2%	0.4%	44.3%	72.0%	4.4%	1.1%
Contra Costa Dist.																
Contra Costa College	6,892	428	19.4%	12.9%	21.6%	19.9%	39.1%	13.1%	0.2%	0.2%	0.6%	1.2%	10.9%	44.6%	4.8%	1.2%
Diablo Valley College	19,812	1,027	16.0%	10.8%	5.5%	5.6%	23.0%	7.8%	0.2%	0.4%	0.4%	0.1%	38.6%	63.2%	7.7%	0.4%
Los Medanos College	8,689	504	9.4%	7.7%	15.7%	11.1%	37.3%	14.9%	0.1%	0.4%	0.6%	0.4%	28.0%	59.5%	7.4%	0.8%
Chabot-Las Positas Dist.																
Chabot College	13,450	636	23.1%	14.0%	12.1%	8.0%	37.2%	14.3%	0.2%	0.2%	1.7%	0.3%	18.3%	54.1%	5.7%	1.9%
Las Positas College	8,622	482	16.2%	9.8%	4.1%	4.6%	28.9%	6.8%	0.2%	0.8%	0.5%	0.0%	42.1%	68.0%	6.6%	0.4%
Foothill DeAnza Dist.																
Foothill College	15,442	714	25.5%	16.4%	3.5%	3.9%	23.8%	9.8%	0.2%	0.8%	0.7%	0.3%	33.5%	64.4%	4.8%	1.1%
De Anza College	22,718	1,058	42.4%	21.0%	3.3%	4.3%	26.2%	11.2%	0.2%	0.7%	0.4%	0.5%	21.1%	54.7%	4.8%	0.9%
Ohlone Dist.																
Ohlone College	11,065	692	35.1%	23.4%	4.3%	5.3%	22.6%	11.8%	0.3%	0.6%	0.9%	0.3%	27.2%	53.8%	4.6%	0.7%
Peralta Dist.																
Berkeley City	6,311	277	16.4%	16.6%	17.9%	11.9%	24.6%	11.6%	0.3%	0.4%	0.4%	0.0%	27.7%	48.7%	7.1%	1.8%
College of Alameda	5,480	244	31.4%	23.4%	20.9%	21.3%	21.7%	9.8%	0.3%	0.0%	0.4%	0.4%	15.0%	38.1%	4.6%	0.4%
Laney College	10,757	529	26.4%	16.4%	24.9%	23.3%	19.0%	9.3%	0.3%	0.8%	0.5%	0.0%	16.7%	43.3%	5.1%	1.1%
Merritt College	6,080	306	14.8%	11.1%	29.7%	31.4%	23.8%	8.2%	0.4%	0.0%	0.5%	0.0%	19.0%	40.2%	4.6%	1.6%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	1,760	4.7%	4.4%	2.5%	2.6%	32.6%	7.8%	0.7%	1.0%	0.3%	0.2%	51.7%	80.1%	4.3%	1.0%
SF Community College Dist.																
City College of San Francisco	23,575	2,250	36.4%	29.3%	8.2%	8.4%	23.9%	11.9%	0.2%	0.2%	0.7%	0.5%	23.4%	46.0%	4.6%	0.8%
San Jose Evergreen Dist.																
San Jose City College	8,910	508	24.1%	20.7%	6.8%	7.1%	41.5%	18.7%	0.5%	1.0%	0.5%	0.0%	17.1%	48.6%	4.1%	1.0%
Evergreen Valley College	8,953	466	39.1%	26.0%	2.8%	7.1%	40.2%	24.2%	0.6%	0.6%	0.5%	0.6%	7.3%	38.4%	2.5%	0.2%
San Mateo Dist.																
Canada College	6,315	331	11.6%	13.3%	3.3%	4.8%	51.4%	19.0%	0.2%	0.3%	1.6%	0.9%	25.5%	49.5%	3.2%	0.3%
College of San Mateo	8,922	479	25.8%	12.7%	3.3%	4.2%	30.4%	8.6%	0.2%	0.6%	2.1%	1.0%	29.9%	64.1%	5.1%	0.8%
Skyline College	9,690	481	38.9%	21.8%	3.2%	5.4%	29.3%	10.4%	0.2%	0.0%	1.3%	0.6%	19.6%	51.1%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	466	15.2%	11.8%	2.3%	2.4%	22.2%	9.9%	0.2%	0.9%	0.3%	0.4%	43.2%	70.8%	4.2%	0.4%
Mission College	8,793	447	43.5%	24.4%	3.5%	4.9%	23.9%	11.2%	0.1%	0.9%	0.5%	0.0%	18.8%	56.4%	3.8%	0.9%

Table 2. Fall 2014 Student and Faculty Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty
College of Marin	6,418	325	7.6%	6.5%	5.6%	4.6%	30.9%	6.5%	0.2%	0.9%	0.2%	0.0%	44.3%	77.5%	4.4%	0.3%
Contra Costa Dist.																
Contra Costa College	6,892	328	19.4%	10.7%	21.6%	18.9%	39.1%	12.2%	0.2%	0.3%	0.6%	1.2%	10.9%	48.8%	4.8%	1.2%
Diablo Valley College	19,812	813	16.0%	10.2%	5.5%	4.1%	23.0%	6.4%	0.2%	0.5%	0.4%	0.1%	38.6%	64.5%	7.7%	0.4%
Los Medanos College	8,689	373	9.4%	8.3%	15.7%	9.4%	37.3%	11.8%	0.1%	0.5%	0.6%	0.5%	28.0%	62.7%	7.4%	0.5%
Chabot-Las Positas Dist.																
Chabot College	13,450	489	23.1%	14.3%	12.1%	5.9%	37.2%	12.1%	0.2%	0.2%	1.7%	0.2%	18.3%	58.7%	5.7%	1.2%
Las Positas College	8,622	381	16.2%	10.0%	4.1%	2.6%	28.9%	6.8%	0.2%	1.0%	0.5%	0.0%	42.1%	70.9%	6.6%	0.5%
Foothill DeAnza Dist.																
Foothill College	15,442	574	25.5%	15.2%	3.5%	3.3%	23.8%	8.9%	0.2%	0.9%	0.7%	0.0%	33.5%	67.6%	4.8%	0.7%
De Anza College	22,718	772	42.4%	19.2%	3.3%	4.1%	26.2%	8.5%	0.2%	0.9%	0.4%	0.1%	21.1%	59.7%	4.8%	0.5%
Ohlone Dist.																
Ohlone College	11,065	488	35.1%	22.7%	4.3%	4.1%	22.6%	10.0%	0.3%	0.8%	0.9%	0.2%	27.2%	59.8%	4.6%	0.4%
Peralta Dist.																
Berkeley City College of Alameda	6,311	223	16.4%	12.1%	17.9%	9.0%	24.6%	10.3%	0.3%	0.4%	0.4%	0.0%	27.7%	56.5%	7.1%	2.2%
Laney College	10,757	425	31.4%	18.9%	20.9%	19.5%	21.7%	10.8%	0.3%	0.0%	0.4%	0.5%	15.0%	43.8%	4.6%	0.5%
Merritt College	6,080	239	26.4%	13.4%	24.9%	19.1%	19.0%	8.5%	0.3%	0.5%	0.5%	0.0%	16.7%	51.3%	5.1%	1.2%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	1,238	4.7%	4.4%	2.5%	0.8%	32.6%	5.7%	0.7%	1.1%	0.3%	0.2%	51.7%	84.9%	4.3%	0.7%
SF Community College Dist.																
City College of San Francisco	23,575	1,522	36.4%	20.2%	8.2%	7.0%	23.9%	10.2%	0.2%	0.2%	0.7%	0.5%	23.4%	58.1%	4.6%	0.8%
San Jose Evergreen Dist.																
San Jose City College	8,910	381	24.1%	20.5%	6.8%	6.8%	41.5%	13.1%	0.5%	1.0%	0.5%	0.0%	17.1%	55.9%	4.1%	1.0%
Evergreen Valley College	8,953	331	39.1%	24.8%	2.8%	7.9%	40.2%	17.2%	0.6%	0.9%	0.5%	0.3%	7.3%	45.0%	2.5%	0.3%
San Mateo Dist.																
Canada College	6,315	241	11.6%	13.3%	3.3%	5.4%	51.4%	11.6%	0.2%	0.4%	1.6%	1.2%	25.5%	55.2%	3.2%	0.0%
College of San Mateo	8,922	348	25.8%	10.3%	3.3%	4.9%	30.4%	5.7%	0.2%	0.9%	2.1%	0.3%	29.9%	69.3%	5.1%	0.3%
Skyline College	9,690	364	38.9%	20.1%	3.2%	5.2%	29.3%	8.0%	0.2%	0.0%	1.3%	0.0%	19.6%	55.8%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	366	15.2%	10.7%	2.3%	2.5%	22.2%	8.7%	0.2%	0.8%	0.3%	0.5%	43.2%	72.4%	4.2%	0.0%
Mission College	8,793	336	43.5%	20.8%	3.5%	5.4%	23.9%	10.7%	0.1%	0.3%	0.5%	0.0%	18.8%	59.8%	3.8%	1.2%

Table 3. Fall 2014 Student and Administrator Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin
College of Marin	6,418	19	7.6%	10.5%	5.6%	15.8%	30.9%	10.5%	0.2%	0.0%	0.2%	0.0%	44.3%	63.2%	4.4%	0.0%
Contra Costa Dist.																
Contra Costa College	6,892	13	19.4%	23.1%	21.6%	30.8%	39.1%	23.1%	0.2%	0.0%	0.6%	0.0%	10.9%	15.4%	4.8%	0.0%
Diablo Valley College	19,812	19	16.0%	5.3%	5.5%	10.5%	23.0%	15.8%	0.2%	0.0%	0.4%	0.0%	38.6%	57.9%	7.7%	0.0%
Los Medanos College	8,689	12	9.4%	8.3%	15.7%	8.3%	37.3%	16.7%	0.1%	0.0%	0.6%	0.0%	28.0%	58.3%	7.4%	0.0%
Chabot-Las Positas Dist.																
Chabot College	13,450	10	23.1%	0.0%	12.1%	40.0%	37.2%	0.0%	0.2%	0.0%	1.7%	0.0%	18.3%	50.0%	5.7%	0.0%
Las Positas College	8,622	8	16.2%	0.0%	4.1%	12.5%	28.9%	0.0%	0.2%	0.0%	0.5%	0.0%	42.1%	62.5%	6.6%	0.0%
Foothill DeAnza Dist.																
Foothill College	15,442	25	25.5%	8.0%	3.5%	0.0%	23.8%	8.0%	0.2%	0.0%	0.7%	0.0%	33.5%	80.0%	4.8%	4.0%
De Anza College	22,718	21	42.4%	19.0%	3.3%	14.3%	26.2%	9.5%	0.2%	0.0%	0.4%	0.0%	21.1%	47.6%	4.8%	4.8%
Ohlone Dist.																
Ohlone College	11,065	14	35.1%	7.1%	4.3%	7.1%	22.6%	0.0%	0.3%	0.0%	0.9%	0.0%	27.2%	71.4%	4.6%	0.0%
Peralta Dist.																
Berkeley City	6,311	9	16.4%	33.3%	17.9%	22.2%	24.6%	22.2%	0.3%	0.0%	0.4%	0.0%	27.7%	22.2%	7.1%	0.0%
College of Alameda	5,480	9	31.4%	33.3%	20.9%	33.3%	21.7%	11.1%	0.3%	0.0%	0.4%	0.0%	15.0%	22.2%	4.6%	0.0%
Laney College	10,757	14	26.4%	21.4%	24.9%	42.9%	19.0%	21.4%	0.3%	0.0%	0.5%	0.0%	16.7%	14.3%	5.1%	0.0%
Merritt College	6,080	8	14.8%	12.5%	29.7%	50.0%	23.8%	37.5%	0.4%	0.0%	0.5%	0.0%	19.0%	0.0%	4.6%	0.0%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	37	4.7%	10.8%	2.5%	2.7%	32.6%	13.5%	0.7%	0.0%	0.3%	0.0%	51.7%	70.3%	4.3%	0.0%
SF Community College Dist.																
City College of San Francisco	23,575	44	36.4%	18.2%	8.2%	15.9%	23.9%	15.9%	0.2%	0.0%	0.7%	0.0%	23.4%	47.7%	4.6%	2.3%
San Jose Evergreen Dist.																
San Jose City College	8,910	12	24.1%	16.7%	6.8%	8.3%	41.5%	8.3%	0.5%	0.0%	0.5%	0.0%	17.1%	25.0%	4.1%	0.0%
Evergreen Valley College	8,953	11	39.1%	27.3%	2.8%	18.2%	40.2%	36.4%	0.6%	0.0%	0.5%	0.0%	7.3%	18.2%	2.5%	0.0%
San Mateo Dist.																
Canada College	6,315	9	11.6%	22.2%	3.3%	0.0%	51.4%	11.1%	0.2%	0.0%	1.6%	0.0%	25.5%	44.4%	3.2%	0.0%
College of San Mateo	8,922	13	25.8%	0.0%	3.3%	7.7%	30.4%	23.1%	0.2%	0.0%	2.1%	0.0%	29.9%	61.5%	5.1%	0.0%
Skyline College	9,690	13	38.9%	7.7%	3.2%	23.1%	29.3%	7.7%	0.2%	0.0%	1.3%	0.0%	19.6%	38.5%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	4	15.2%	50.0%	2.3%	0.0%	22.2%	0.0%	0.2%	0.0%	0.3%	0.0%	43.2%	25.0%	4.2%	25.0%
Mission College	8,793	11	43.5%	27.3%	3.5%	0.0%	23.9%	9.1%	0.1%	0.0%	0.5%	0.0%	18.8%	63.6%	3.8%	0.0%

Table 4. Fall 2014 Student and Classified Staff Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff
College of Marin	6,418	184	7.6%	14.7%	5.6%	6.5%	30.9%	8.2%	0.2%	0.0%	0.2%	1.1%	44.3%	63.0%	4.4%	2.7%
Contra Costa Dist.																
Contra Costa College	6,892	87	19.4%	19.5%	21.6%	21.8%	39.1%	14.9%	0.2%	0.0%	0.6%	1.1%	10.9%	33.3%	4.8%	1.1%
Diablo Valley College	19,812	195	16.0%	13.8%	5.5%	11.3%	23.0%	12.8%	0.2%	0.0%	0.4%	0.0%	38.6%	58.5%	7.7%	0.5%
Los Medanos College	8,689	119	9.4%	5.9%	15.7%	16.8%	37.3%	24.4%	0.1%	0.0%	0.6%	0.0%	28.0%	49.6%	7.4%	1.7%
Chabot-Las Positas Dist.																
Chabot College	13,450	137	23.1%	13.9%	12.1%	13.1%	37.2%	23.4%	0.2%	0.0%	1.7%	0.7%	18.3%	38.0%	5.7%	4.4%
Las Positas College	8,622	93	16.2%	9.7%	4.1%	11.8%	28.9%	7.5%	0.2%	0.0%	0.5%	0.0%	42.1%	57.0%	6.6%	0.0%
Foothill DeAnza Dist.																
Foothill College	15,442	115	25.5%	24.3%	3.5%	7.8%	23.8%	14.8%	0.2%	0.9%	0.7%	1.7%	33.5%	45.2%	4.8%	2.6%
De Anza College	22,718	265	42.4%	26.4%	3.3%	4.2%	26.2%	18.9%	0.2%	0.0%	0.4%	1.5%	21.1%	40.8%	4.8%	1.9%
Ohlone Dist.																
Ohlone College	11,065	190	35.1%	26.3%	4.3%	8.4%	22.6%	17.4%	0.3%	0.0%	0.9%	0.5%	27.2%	36.8%	4.6%	1.6%
Peralta Dist.																
Berkeley City	6,311	45	16.4%	35.6%	17.9%	24.4%	24.6%	15.6%	0.3%	0.0%	0.4%	0.0%	27.7%	15.6%	7.1%	0.0%
College of Alameda	5,480	50	31.4%	38.0%	20.9%	26.0%	21.7%	6.0%	0.3%	0.0%	0.4%	0.0%	15.0%	20.0%	4.6%	0.0%
Laney College	10,757	90	26.4%	30.0%	24.9%	40.0%	19.0%	11.1%	0.3%	2.2%	0.5%	0.0%	16.7%	10.0%	5.1%	1.1%
Merritt College	6,080	59	14.8%	18.6%	29.7%	39.0%	23.8%	8.5%	0.4%	0.0%	0.5%	0.0%	19.0%	20.3%	4.6%	0.0%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	485	4.7%	3.9%	2.5%	7.2%	32.6%	12.8%	0.7%	1.0%	0.3%	0.2%	51.7%	68.7%	4.3%	1.6%
SF Community College Dist.																
City College of San Francisco	23,575	684	36.4%	50.3%	8.2%	11.0%	23.9%	15.4%	0.2%	0.1%	0.7%	0.7%	23.4%	19.2%	4.6%	0.9%
San Jose Evergreen Dist.																
San Jose City College	8,910	115	24.1%	21.7%	6.8%	7.8%	41.5%	38.3%	0.5%	0.9%	0.5%	0.0%	17.1%	27.0%	4.1%	0.9%
Evergreen Valley College	8,953	124	39.1%	29.0%	2.8%	4.0%	40.2%	41.9%	0.6%	0.0%	0.5%	1.6%	7.3%	22.6%	2.5%	0.0%
San Mateo Dist.																
Canada College	6,315	81	11.6%	12.3%	3.3%	3.7%	51.4%	42.0%	0.2%	0.0%	1.6%	0.0%	25.5%	33.3%	3.2%	1.2%
College of San Mateo	8,922	118	25.8%	21.2%	3.3%	1.7%	30.4%	15.3%	0.2%	0.0%	2.1%	3.4%	29.9%	49.2%	5.1%	2.5%
Skyline College	9,690	104	38.9%	29.8%	3.2%	3.8%	29.3%	19.2%	0.2%	0.0%	1.3%	2.9%	19.6%	36.5%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	96	15.2%	14.6%	2.3%	2.1%	22.2%	14.6%	0.2%	1.0%	0.3%	0.0%	43.2%	66.7%	4.2%	1.0%
Mission College	8,793	100	43.5%	36.0%	3.5%	4.0%	23.3%	13.0%	0.1%	3.0%	0.5%	0.0%	18.8%	44.0%	3.8%	0.0%

Attachment C: Training & Information Sessions Offered in 2015/2016

DATE	TOPIC
2015	Safe Space Training: Supporting LGBTQ Students
2015/16	Hiring the Best: Legal Requirements & Best Practices for Screening Committees
2015	Title IX & Sexual Misconduct and Clery Act/Campus SaVE Act
2015	Title IX & Sexual Misconduct Workshop
2015	Understanding the Fair Labor Standards Act
2015	Title IX Overview for Deans & Directors
2015	Chairs as Institutional Leaders
2015	Money: Budget Process, Navigation, Authority, Timelines
2015, 2016	Enrollment Planning
2015	What We Know (and need to know) About Our Students
2015	Schedule Creation
2016	Building Workforce Diversity: It Takes a Village
2016	Managing Performance Through Documentation
2016	HR Role in Minority Faculty/Staff Recruitment
2016	Re-Designing America's Community Colleges: Who We Are, What We Are Doing, Where We Are Going, We Are Getting There
2016	The Work Ahead: Discussion Group about Accreditation, Program Review
2016	The Basic Skills Master Plan
2016	Preventing Early Attrition
2016	Campus Sexual Assault, Domestic Violence and Stalking
2016	Effective Compliance with Title IX, Clery, and VAWA/SaVE