

## District Workforce Diversity, 2016-17 Report

### Background/History

Approximately four years ago, the District made a commitment to increasing diversity within its workforce. Governing Board subcommittees on diversity and a task force for the District's hiring policies were created and recommendations were made for operational change. In addition to these committees, the Districtwide Equal Employment Opportunity Advisory Committee (DEEOAC) was restructured in fall of 2015 and became an instrumental part in promoting diversity efforts, including an institutional assessment, analysis of committee recommendations, exploration of best practices, and most importantly, led the development of the recently adopted Equal Employment Opportunity (EEO) Plan. The Board received a complete report on DEEOAC's work in May 2016, noting that most of the objectives from the work plan were met and the endeavor was viewed as highly successful. The completed work included the District's compliance with meeting seven (7) of the nine (9) EEO *Multiple Methods* required by the State to receive EEO funding. The District received \$60,000 in EEO funding for meeting these requirements.

### Workforce Diversity Policies and Procedures

As evidence of the District's commitment to diversity and inclusion, there are several policies that institutionalize organizational values, fair treatment and ensure legal compliance. They follow and are included as attachments.

Attachment 1	Board Policy 1023	Equity in Student Achievement
Attachment 2	Board Policy 2001	Non-discrimination Policy
Attachment 3	Board Policy 2004	Selection, Retention and Termination of District Employees
Attachment 4	Board Policy 2052	Equal Employment Opportunity
Attachment 5	Board Policy 2059	Diversity
Attachment 6	Human Resources Procedure 1010.01	Equal Opportunity Plan
Attachment 7	Human Resources Procedure 1010.02	Uniform Employment Selection Guide
Attachment 8	Human Resources Procedure 1040.07	Unlawful Discrimination and Unlawful Harassment
Attachment 9	Management, Supervisory, and Confidential Employees Personnel Manual 2.0	Equal Opportunity

### District Workforce Diversity Efforts

The following efforts highlight several endeavors that support the Board and District's goals in developing and sustaining a diverse workforce while promoting hiring efforts for classified, management and faculty positions:

#### JobLinks

On June 1, 2017, the four workshops that follow were offered to Districtwide classified staff related to diversity and inclusion.

1. "Fostering Synergy: Honoring Diversity" was facilitated by Mary Miscisin, external presenter. *This workshop provided an understanding of the dynamics of synergy and how greater results can be accomplished through honoring diversity; identifying the driving values of the four dominant personality styles; recognizing that conflicts and personality clashes arise when there is a perceived values violation; learning to pause and shift negative reactions to positive responses by generating empathy for others and reframing behaviors and beliefs; discovering how differences support synergy and boost productivity in the workplace; and investigating ways to incorporate methods learned to improve both personal and professional relationships.*

2. "Communication Styles" was facilitated by Claudia Eckelmann, faculty member at Diablo Valley College (DVC). This workshop provided the following description: *"You look in the mirror, and you see your face; your eyes; your mouth; your skin color; and your hair. But, you know so much more about your diversity: how curious you are, how organized, how forgiving, excitable, assertive, and talkative. We do not immediately know these things when we look at others. And, we might assume that others are a lot like we are – that they prefer things like we do, that they feel the same way about something as we do. Do you remember a time when you were surprised to find out that you were wrong about that? We learned the Golden Rule, treating others the way we want to be treated. In this workshop, we will explore the limits of the Golden Rule, specifically in communication and motivation."*
3. "The Habits of Happy People" was facilitated by Susan Patterson from the Contra Costa County Schools Insurance Group (CCCSIG). This workshop provided the following description: *"The workshop will identify inclusive evidence-based healthy lifestyle habits that can lead to meaningful increases in happiness. These diverse habits include appropriate exercise and sleep, choosing optimism, creating an attitude of gratitude, incorporating flow activities into busy lifestyles, giving back to a diverse society, practicing mindfulness and embracing humor as a lifestyle choice!"*
4. "Conflict Theater" was facilitated by Michael Griffith from CCCSIG. This workshop provided the following description: *"At the heart of any good story is conflict, a problem to be solved or dispute to be settled. In this session we look at examples of conflict in film as a starting point to discuss ways to better manage conflict. We will utilize tools to include the diverse viewpoints of all parties involved through conflict mapping and explore a wide range of inclusive resolution methods to help achieve positive outcomes for any situation."*

### **Welcome Home: Cultural Competency and Effective Strategies for Working with Veterans**

On Friday, April 14, 2017, District staff attended this workshop at DVC. This workshop shed light on the types of challenges service members face when serving in a war zone, as well as the mental and physical consequences of going to war, coming home, learning to cope with disabilities and adjusting to civilian life. This workshop also offered insight on how to deliver compassionate leadership development and encourage an inclusive environment for veterans

### **Asian Pacific Americans in Higher Education (APAHE) Conference**

From April 5-7, 2017, the District served as a sponsor at the 2017 APAHE's annual conference at the Oakland Marriott Hotel. The year's conference was titled, "BUILDING BRIDGES and Connecting the Generations: 30 Years of Activism and Inclusion." The District placed a full-page advertisement in the APAHE conference brochure. This advertisement highlighted the District's commitment to diversity and welcomed members to consider the District for future career opportunities.

The District also had a vendor booth at the conference, which allowed staff from the District's human resource department to meet with and recruit potential job applicants, discussing career opportunities with our District. Employees from each college also participated in this event. The conference was valuable in that it helped attendees learn about the importance of developing a college district with educational leaders of diverse backgrounds, and in building a professional networks of champions for diversity throughout the educational community.

### **Diversity Hiring in Practice, Best Practices for Screening Committees**

District human resources provides continuous professional development opportunities for employees who will serve on interviewing committees. The trainings also satisfied the Title 5 training requirement mandating that persons who serve on screening and selection committees receive anti-bias in hiring training. The training provides information on hiring strategies, selection

tool development and information on how to eliminate barriers that might adversely impact diverse job applicants.

A Diversity and Hiring workshop was recorded live at one college and is presently offered online through the Keenan Safe Colleges software program. Employees can view the 90-minute training from any computer or laptop. All employees are required to complete the online or in-person, training prior to serving on any type of screening or selection committee during the recruitment process. As stated in the District's EEO Plan, this training is required every two years in order to serve on any screening and selection committee. To date, 475 employees have completed diversity hiring training.

#### **Liebert, Cassidy and Whitmore (LCW) Training Diversity in Hiring Workshops**

LCW attorney Laura Schulkind provided a diversity in hiring workshop session at Los Medanos College (LMC) on January 17, 2017, during flex week. Members of LMC's Faculty Selection Committees attended this workshop for training on EEO/Title 5 requirements, hiring considerations, and interview question development for the upcoming 2017 fall semester tenure-track hiring season. This workshop also satisfied the Title 5-mandated training for all persons involved in the selection and screening process.

#### **District Equal Opportunity Plan and DEEOAC**

The Contra Costa Community College District developed an EEO Plan for 2016-2019 that was approved by the Governing Board at its May 25, 2016, meeting. The DEEOAC met monthly throughout this academic year to commence work on implementation of the EEO Plan. Committee members were involved in deep discussions about opportunities, challenges, potential projects, and prioritizing interests. The committee encompasses representatives from classified, confidential, faculty, management, students and the local community.

The committee identified the areas of recruitment and training as critical focus areas for future efforts. In September 2017, the committee will convene for an annual retreat to adopt a strategic plan and identify projects for implementation during the 2017-18 academic year.

#### **Faculty Recruitment**

On January 28 and February 4, 2017, District human resources and faculty members from each college attended the Statewide Chancellor's Registry Job Fairs in Los Angeles and San Francisco, respectively. District representatives met with potential job applicants to discuss career opportunities, job qualifications, hiring processes and organizational climate.

#### **Insight to Diversity**

District human resources placed a half-page advertisement in the *Insight to Diversity* June issue titled, "Schools of Education/ LGBTQ Pride Month." The District believes this advertisement helped maximize its recruitment efforts in extending support to this diverse community.

#### **National Conference on Race and Ethnicity in American Higher Education (NCORE)**

The NCORE conference was held in Fort Worth, Texas, from May 30-June 3, 2017. Staff attended this dynamic conference in a forum to build skills, alliances and knowledge about issues of race and ethnicity in higher education. Participants had an opportunity to share knowledge about program development, student development, assessment tools, effective theoretical frameworks, the latest practice-based research findings and drastic experiential curriculum to transform higher education in its mission of inclusion for students, staff, faculty and leadership.

## **LinkedIn**

In an effort to advance its recruitment approaches, District human resources has implemented a progressive social media strategy in order to attract potential diverse job applicants to career opportunities. District recruiters are able to contact directly passive and active applicants to discuss the benefits of working in the college district and raise awareness of appropriate job openings as they come available. LinkedIn has grown to 225 million members in over 200 countries, making it one of the world's largest professional networks on the Internet used by dynamic employers to reach out to potential job applicants.

## **Employment Advertising**

The District advertises all job openings with job boards and publications that target diverse populations. These advertising sources were utilized for all faculty recruitment initiatives and are also used regularly for management and classified opportunities. The list below reflects the job boards and publications commonly used.

- Asiansinhighered.com
- AsiansinAcademia.com
- Association of Black Psychologists
- Association of Latino Professionals in America
- BlacksInAcademia.com
- BlacksInhighered.com
- Communitycollege.com
- Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals
- Craigslist
- Disabledpeople.com
- DiverseEducation.com
- HBCUconnect.com
- Hispanicsinhighered.com
- Hispanicoutlook.com
- Indeed.com
- Jobsinhighered.com
- Latinosinhighered.edu
- LGBTinhighered.com
- LinkedIn.com
- Monster.com
- National Latino Psychological Association
- NativeAmericansinhighered.com
- State Chancellor's Registry
- Tribal College Journal of American Indian Higher Education
- VeteransinAcademia.com
- Veteransinhighered.com
- Womeninhighered.com

In addition to the outreach efforts noted above, District human resources is committed to continuing the District's recruitment efforts to achieve diverse applicant pools by continually expanding advertising in publications, on websites, and with other entities whose audiences represents diverse populations.

### Demographic Comparisons and Employment Trends (Fall 2011-Fall 2016)

In February 2013, a report on District Workforce Diversity Efforts and Student, Employee and Service Area Demographics was presented to the Governing Board. The District has continued to collect employee demographic data for each location. Chart 1 below shows an employee ethnicity demographic comparison of years 2011 to 2016.

**Chart 1: Employees by Location, Term, and Racial/Ethnic Group - (Percent)**

Location/ Term	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Unknown
<b>CCC</b>								
Fall 2011	23%	12%	4%	15%	0%	1%	35%	11%
Fall 2012	25%	12%	3%	16%	0%	1%	34%	8%
Fall 2013	22%	13%	4%	20%	0%	1%	32%	7%
Fall 2014	22%	14%	4%	20%	1%	1%	31%	7%
Fall 2015	22%	13%	3%	22%	0%	1%	32%	6%
<b>Fall 2016</b>	22%	14%	3%	22%	0%	1%	32%	5%
<b>Change from 2011 to 2016</b>	<b>-1%</b>	<b>2%</b>	<b>-1%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	<b>-3%</b>	<b>-6%</b>
<b>DVC</b>								
Fall 2011	6%	9%	3%	8%	1%	0%	51%	23%
Fall 2012	6%	9%	3%	9%	1%	1%	53%	18%
Fall 2013	6%	10%	3%	10%	1%	0%	53%	16%
Fall 2014	7%	11%	3%	11%	1%	0%	54%	13%
Fall 2015	7%	11%	3%	11%	1%	0%	53%	13%
<b>Fall 2016</b>	7%	12%	4%	12%	1%	0%	52%	12%
<b>Change from 2011 to 2016</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>-11%</b>
<b>LMC</b>								
Fall 2011	12%	6%	4%	18%	1%	0%	49%	10%
Fall 2012	13%	7%	5%	19%	1%	0%	47%	7%
Fall 2013	13%	8%	3%	22%	1%	1%	47%	5%
Fall 2014	15%	8%	4%	21%	1%	1%	46%	4%
Fall 2015	15%	6%	4%	22%	1%	0%	50%	3%
<b>Fall 2016</b>	15%	6%	4%	24%	1%	0%	47%	3%
<b>Change from 2011 to 2016</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	<b>-2%</b>	<b>-7%</b>
<b>DST</b>								
Fall 2011	12%	10%	11%	6%	2%	0%	51%	7%
Fall 2012	16%	9%	10%	7%	2%	0%	49%	6%
Fall 2013	15%	10%	12%	10%	2%	0%	46%	5%
Fall 2014	10%	11%	15%	9%	2%	0%	47%	5%
Fall 2015	11%	10%	12%	8%	2%	0%	49%	6%
<b>Fall 2016</b>	12%	9%	13%	9%	1%	0%	49%	8%
<b>Change from 2011 to 2016</b>	<b>0%</b>	<b>-1%</b>	<b>2%</b>	<b>3%</b>	<b>-1%</b>	<b>0%</b>	<b>-2%</b>	<b>1%</b>

Source: District Research, CCCCD. Employee information from Fall IT Demographics file. 5/16/17 JD

### A few key observations based on Chart 1

- Overall, there continues to be a steady increase in Hispanic employees Districtwide, with every location seeing a year-over-year increase except CCC, where the numbers were flat.
- As a percentage, Asian employees were up at CCC and DVC, flat at LMC and down one (1) percentage point at the District Office (DO).
- As a percentage of the total workforce, white employees remained flat or decreased at all locations in 2016 compared to 2015.
- As a percentage of employees, African Americans remained steady at the colleges, and increased at the DO from 2015 to 2016. LMC has experienced a three (3) percentage point increase since 2011, and at CCC, there has been a three (3) percentage point decline since 2012.
- Native Americans and Pacific Islanders remain a very small portion of the employee base and are at approximately the same proportionate ratio at all locations.
- Those who identify as “Unknown” decreased at all locations except at the DO, where they increased by two (2) percentage points over the past year.

Included for reference are updated student, employee and county population statistics in the same format as originally presented at the February 27, 2013, Governing Board meeting.

Figure 1	Racial/Ethnic Composition of Students, Employees, and County Population Compared to Distribution of Graduate Degrees - Fall 2016
Table 1	Employees by Location, Term, and Racial/Ethnic Group (Number) – Fall 2011-2016
Table 2	Employees by Location, Term, and Racial/Ethnic Group (Percent) - Fall 2011-2016
Table 3	Employee Group by Location, Race/Ethnicity, and Term (Number) – Fall 2011-2016
Table 4	Employee Group by Location, Race/Ethnicity, and Term (Percent) - Fall 2011-2016
Table 5	Demographic Comparison by Group - Fall 2016 (Number)
Table 6	Demographic Comparison by Group - Fall 2016 (Percent)
Table 7	Difference in Racial/Ethnic Distribution from 2000 to 2016 for Student, Employees and County Population
Table 8	Racial/Ethnic Distribution of CCCCD Students and Employees Compared to County Population, 2000-2010-2016

### Summary

The District continues to demonstrate its commitment to diversity and inclusion by concentrating on development and implementation of organizational improvements in the area of recruitment. Creating and sustaining a diverse workplace requires an intentional focus on talent acquisition, employee professional development, organizational dynamics and leadership advocacy. The colleges and the DO have worked diligently on collaborating both within and across all District locations to further these efforts. In many spaces throughout the District, difficult, uncomfortable and brave dialogue continues in order to challenge and enhance past efforts, practices, policies, assumptions and organizational values. This 2016-2017 fiscal year report demonstrates the tactics used to develop an organization that is inclusive in order to support its diverse student population. The District remains persistent in its efforts to create a thriving and inclusive institution. The District will continue to implement innovative approaches and techniques in its recruitment and retention of a diverse workforce over the next fiscal year.