

EEO & DIVERSITY ADVISORY COMMITTEE (DISTRICTWIDE)

MINUTES

RETREAT/WORKING SESSION

July 17, 2024


8:30 AM to 2:00 PM



LOCATION: District Office, First Floor, Multipurpose Room

40 S. Market Street, San Jose, CA 95113

Hybrid- Zoom Link: <https://sjeccd-edu.zoom.us/j/83703058624>

Meeting ID: 837 0305 8624

Time	Topics
8:30	Breakfast
9:00	Introductions & Check-In Present: Yesenia Ramirez (Classified Senate President), Bianca Lopez (Classified Professional), Julinda LeDee (Classified Professional), Raniyah Johnson (MSC), Shairon Zingsheim (Co-Chair), Alessandro Bailetti-Saez (Faculty), Elvira Valderrama-Rodriguez (MSC), Heidi Kozlowski (Academic Senate President), Kishan Vujjeni (MSC - via Zoom), Edgar Jimenez Granados (Student Trustee), and Sam Ho (Co-Chair)
	<u>Action</u> Minutes of June 17, 2024 meeting for approval  EEO.DIVERSITYCOM MITTEE_MINUTES of Motioned to approve by Julinda. Seconded by Alessandro. Unanimously approved (9/0/0. Raniyah and Edgar arrived later).
<u>Notes:</u> Purple Texts (Categorization from Board-adopted texts) Green Texts (meeting notes)	A. <u>Hiring Pre-Hiring Strategies</u> EEO & Diversity Plan as ADOPTED by the Board of Trustees on June 11, 2024 & Component 13 Strategies

Signed Plan	Worksheet for Component 13 Strategies
 EEO DIVERSITY PLAN AS ADOPTED E	 SJECCD_EEO-DIVER SITY-PLAN.WORKSHI

A1. TRAINING

WORKGROUP MEMBERS

YEAR ONE

Begin developing a DEIAA series offered each year. Topics to consider may include:

1. How to teach in a culturally relevant/affirming manner
2. Bias training
3. How to be DEIAA focused manager, and
4. Bring in experts on DEIAA related topics.
5. Determine Budget During year one:
 1. Create assessment tools
 2. Conduct quarterly assessments to ensure that all preparations for training including topics, logistics, metrics, and trainers are on track for implementation by the beginning of year two.

NOTES OF JULY 17 RETREAT

DEIAA TRAINING SERIES MAY INCLUDE:

How to work in a diverse environment (Teaching, Managing, Interacting with all employee groups).
How to get along with peers.
(When does the first year of the EEO & Diversity Plan I Implementation period start?
FY 2023-2024 or FY 2024-2025? Our District’s revised EEO & Diversity Plan was Board-adopted on June 11, 2024. So, first year would likely be 2024-2025 FY)
Plan for PDD every year.
Is there an assessment (five-question survey) so we know how to proceed for the District by asking:
- What is your knowledge & understanding of DEIAA?
- What is the definition of DEIAA? Need districtwide definition to focus.
Need training done in person because people tend to do other things while attending Zoom meeting.

August 2024 and January 2025 PDDs: Will have training on Title IX.
How often and how long do we hold training sessions?
What is the budget to implement these trainings?
Hold mock sessions via role-playing.

Concept of pronouns to acknowledge differences for different generations in the way they address others by names, them or they.
Communicate respectfully and not offensively.
Training on pronouns, gender, and sexuality.
Difficult for faculty to remember all students' names.
Well intentional people also make mistakes.
Two years ago, EVC had a LGBT Plan.
EVC & SJCC had state funding allocation, now in the third year.
Working with A&R and IT for pronouns.
Need to include other groups.
Need to meet with constituency groups (October) per their calendars.
Engage the Campus DACs.
Find out meeting times for EVC and SJCC's DAC committees (October).
EVC has 12 persons on their DAC.

A.1

September: Definition for DEIAA
October: HR & Campus DAC & EEO & Diversity Committees
November: Training topics
December: Create assessments based on training topics.
February 2025: Establish training timeline & budget discussion.

A2. PUBLICATIONS & WEBSITES

WORKGROUP MEMBERS

YEAR ONE & TWO

1. Create a District-wide task force to make recommendations to the chancellor/presidents on naming buildings, conference rooms, outdoor spaces, and/or putting up plaques that recognize and commemorate historical persons or events from marginalized communities. This task force can also recommend murals, images in and on buildings and campus grounds, statues etc.
2. Determine budget and process for approval. Successfully naming buildings, conference rooms, etc. after persons or events that recognize marginalized communities.

NOTES OF JULY 17, 2024

Just for Year Two

A3. EEO PERFORMANCE GOALS

WORKGROUP MEMBERS

YEAR ONE & TWO

1. Meet with constituency groups to begin developing DEIAA criteria for evaluations and tenure review. (Pursuant to the newly adopted Title 5 regulations on performance evaluations and tenure review).

2. Create an initiative where the Chancellor and Presidents adopt a DEIAA goal or initiative each year for which they will lead and be responsible.
 1. During year one, create assessment tools and conduct quarterly assessments to ensure that all planned activities are on track for implementation by the beginning of year two.
 2. During the first two years when appropriate, but no later than the beginning of the second year, conduct quarterly assessments to ensure that planned activities are carried out.
 3. Adoption of new DEIAA tenure review and performance evaluations

YEAR THREE

Complete the District guidelines and policy on DEIAA evaluations and tenure review.

NOTES OF JULY 17, 2024

Has been done for SJECCD.
 Has been updated and presented to the Unions.
 Evaluation for classified professionals and faculty.
 DEIAA Training. Managers’ tools. DEIAA language updated last year.

A4. DATA

WORKGROUP MEMBERS

YEAR ONE

- 1). Continue longitudinal/trend data for employee demographics, applicants, and hires over a period of years. Complete by end of year one.
 - 2) Begin collecting data on employees with disabilities to be included in the Plan.
 - 3) Collect and analyze what percentage of full-time faculty hires come from the adjunct ranks, cover a 3-5 year period.
 - 4) Begin collecting non-binary gender data, change application forms, begin collecting data in year two of the plan.
 - 5) Collect data on the race/ethnicity and gender of faculty who have retired in the last 3-5 years.
 - 6) Reassess the “Other” category to determine how to count individuals who state they have two or more races.
1. Data collected and reviewed by the Board, EEO/Diversity Advisory Committee, and appropriate managers.

2. Include data on non-binary options and disability in the next EEO Plan.
3. Application forms updated to include non-binary option.
4. Existence of demographic dashboard.

NOTES OF JULY 17 RETREAT

Invite college presidents to DAC meeting.
Elvira will communicate with her team regarding data.
Start collecting data now (non-binary gender, disabilities).
Need at least to start with non-binary gender.
Need two or more races.
Launch data at spring PDD for District employees. Plan at the November meeting.
Work with different groups including District Council in the next two meetings to put together the survey and questions for spring PDD, in time for the June Board report.
We need two meetings per month to get things done.
Have this topic at the last meeting in October and first meeting in November.
Some of the Mondays are holidays. Share meeting dates.

A5. OUTREACH

WORKGROUP MEMBERS

YEAR ONE

1. Identify areas of underrepresentation for particular positions.
2. Identify strategies that best address underrepresentation for particular positions.
During year one, create assessment tools and conduct quarterly assessments to ensure that all planned activities are on track for implementation by the beginning of year two.

NOTES OF JULY 17 RETREAT

Will have under-represented data ready in late fall 2024 at the September meeting.
Plan to implement other recruitment strategies for graduate students, classified professional to get into teaching or management jobs. Look into the unions.
Identify underrepresentation and strategies.

A6. AFFINITY GROUPS

WORKGROUP MEMBERS

YEAR ONE

1. Meet with affinity groups; inquire into their needs and interests.

2. Develop support mechanisms, which can include a yearly budget item that is approved by the funding source for each group and/or some other support (for example, fund a leadership/DEIA yearly conference organized by the affinity groups, or access to resources, or office space, etc.)

During year one, create assessment tools and conduct quarterly assessments to ensure that all planned activities are on track for implementation by the beginning of year two.

NOTES OF JULY 17 RETREAT

Currently affinity groups in the District include TABE, “AAPITA”, LEA, EPA (Employee Pride Association).

Support affinity groups – currently without funding.

Develop a yearly budget for leadership development.

How to lift our employees to higher positions.

How do our employees stay (retention).

Need to create a Districtwide Latinx Association.

Identify needs and provide support (financially and otherwise).

Childcare support is needed.

Implementation for the rest of the year.

Retention.

Get from graduate schools for faculty and for current employees.

Need leadership training and job descriptions.

How to have these affinity groups suggest job descriptions. Each of the affinity groups has an executive committee.

Some changes are structural (e.g., job descriptions).

Invite executive members of affinity groups to talk about their needs.

EEO & Diversity Advisory Committee to schedule meetings for the first Monday and schedule meeting in March. March 3rd? Have a plan.

10:10

B. Hiring Strategies

B1. TRAINING FOR HIRING COMMITTEES

WORKGROUP MEMBERS

YEAR ONE

1. Develop process for appointing EEO/Equity representatives to all screening/hiring committees.

Discuss who should be appointed as EEO/Equity reps.

Meet with constituency groups for feedback.

2. Update screening committee training to have a greater focus on equity minded hiring.

Add to training how to assess an applicant's "sensitivity to and understanding of" diverse students.

3. Develop specialized training for EEO/Equity reps and hiring managers. During year one, create assessment tools and conduct quarterly assessments to ensure that all preparations for training including topics, logistics, metrics, and trainers are on track for implementation by the beginning of year two.

NOTES OF JULY 17 RETREAT

EEO Reps.

October 7th meeting.

Discuss EEO Rep. (or Dec. meeting).

B2. BIAS ELIMINATION TRAINING

WORKGROUP MEMBERS

DURING YEARS ONE, TWO, AND THREE:

Organize/Calendar training on elimination of bias in hiring and employment at least once every election cycle for Board of trustees. Having trainings calendared on a regular cycle.

B3. ASSESS SENSITIVITY TO DIVERSITY

WORKGROUP MEMBERS

See above in regard to adding how to assess sensitivity and understanding training to screening committee training.

B4. EEO REPRESENTATIVES

WORKGROUP MEMBERS

YEAR ONE

Three months after the Plan is adopted, develop a training program for potential EEO representatives to serve on screening committees. Begin recruiting future EEO representatives, and conduct training.

Survey of EEO Reps and hiring committee members (formally and informally) evaluating the effectiveness of the EEO reps.

NOTES OF JULY 17 RETREAT

October 7, 2024

B5. FOCUSED OUTREACH AND PUBLICATIONS

WORKGROUP MEMBERS

YEAR TWO

1. a) Develop outreach materials designed to reach monitored groups who were identified as being underrepresented. For particular job categories Latinx, Black and Asian/PI groups were identified as underrepresented.

A recruitment handout/brochure specifically designed for each group should be developed with information about the DEIAA efforts of the district/college and the local community.

b) In outreach material include diverse faculty and staff in the material so potential applicants can see employee diversity.

2. In year two gather contact information for affinity trade and professional groups (such as the Black Nurses Association, Latino Librarians Association, etc.)

Send them or post with them job announcements, brochures.

Offer trainings on how to apply for positions and tips on interviewing.

The outreach to professional groups will be in alignment with what under-representation was identified in this Plan.

a) Develop a specific strategy for recruitment of Women into Skilled Crafts and African Americans into administrative positions. This should be a long-term strategy. It may include partnering with unions who represent skilled craft workers, or partnering with HBCU's that graduate individuals in areas such as educational leadership.

3. In year two identify affinity group conferences and plan on having a presence or advertising for positions at these conferences. Development of outreach and networking materials, and successful dissemination of materials by year three.

B6. RECRUITMENT

WORKGROUP MEMBERS

YEAR ONE

Review and identify additional activities and resources necessary for improving recruitment efforts including the use of demographic data, job fairs, CCC Registry, and relationships with additional external organizations and colleges to address under-representation. Create evaluation measurement metrics for recruitment efforts and strategies.

Using established assessment / evaluation instrument to measure progress and success every six months.

11:10

C. Post-Hiring Strategies

C1. CAMPUS CLIMATE

WORKGROUP MEMBERS

YEAR ONE

1. Establish a team including Campus and District's leaders for leading this effort.

2. Create survey instrument and procedures with activities timelines.

3. Create evaluation measurement metrics.
Using established assessment / evaluation instrument to measure progress and success every six months.

NOTES OF JULY 17 RETREAT

March 17, 2025

C2. HIRING PROCEDURES & OUTREACH ACTIVITIES

WORKGROUP MEMBERS

YEAR ONE

Draft procedures.

Conduct assessments every six months and take corrective actions as needed.

NOTES OF JULY 17 RETREAT

April meeting

Conversation on “sensitivity.”

Example: Talking with another person in a non-English language while one or more persons in the group do not know that language could be interpreted as lack of sensitivity. It is recommended that translation be provided so others may know what is being said as a demonstration of sensitivity.

C3. NEW EMPLOYEE SUPPORT

WORKGROUP MEMBERS

YEAR ONE

1. Include in orientation/onboarding of all new employees workshops on DEIAA
Provide training on the new Title IX regulations that are due to come out in

	<p>October 2023 or shortly thereafter. Existence of DEIAA workshops during orientation, training conducted on Title IX and DEIAA components if all District/College academies, professional development days and strategic plans.</p>
	<p>Lunch</p>
	<p>Summary of A, B, and C & Future Action Items</p> <p>(See above. There was a question regarding whether classified professionals should be paid for their time participating on committee work such as this EEO & Diversity Advisory Committee work if outside of their job duties and responsibilities, during the work day. This question is referred to HR since it’s an HR-related question.)</p> <p>CLOSING COMMENTS BY MEMBERS IN ATTENDANCE AT THE JULY 17 RETREAT</p> <ul style="list-style-type: none"> • Ambitious Plan. Communication & implementation is a challenge. • Have a lot of work to do. • This is a starting point. Good to have these discussions. • Appreciate everyone. Need Academic Senate to assign somebody here. • You have done a lot. Journey more than implantation process. Very pleased. Share your Plan at all opportunities. See kernels and sprouts. You are well on the way. • Thought process is beneficial. • Appreciate the collaboration. Open and honest. • We took this retreat seriously. • Echo what everyone says. Completely honest.
<p>2:02</p>	<p>Adjournment Next meeting(s)</p>