

JUN 27 2016

CHANCELLOR'S OFFICE

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2015-16**

District Name: Foothill-De Anza Community College District

The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).

- Yes
 No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes
- Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Patricia J Hyland Title: Interim Director, Equity & Employee Relations
Signature: Patricia J Hyland Date: May 27, 2016

Chief Human Resources Officer

Name: Dorene Novotny Title: Vice Chancellor, Human Resources & Equal Opportunity
Signature: Dorene Novotny Date: 6/15/16

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Judy Miner Title: Chancellor
Signature: Judy Miner Date: 6/14/16

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

Name: Joan Barram Title: President/Chair, Board of Trustees
Signature: Joan Barram Date: June 13, 2016

Date Due at the Chancellor's Office: June 1, 2016

Return to: Javier Gonzalez (jgonzalez@cccco.edu)

Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

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This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per *Multiple Method*.

Nine (9) Multiple Methods

Pre-Hiring

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

Hiring

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

Post-Hiring

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

Does district meet **Multiple Method #1 (District's EEO Advisory Committee and EEO Plan)**?

- Yes**
 No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

Please provide an explanation and evidence of meeting this *Multiple Method*, #1.

The Board approved the current version of the EEO Plan on Monday, May 2, 2016. The Plan was vetted through the District Diversity and Equity Advisory Committee (DDEAC) and the Chancellor's Advisory Committee (CAC) prior to submission to the Board. Those committees include representation from every constituency group within the district. The District has had the DDEAC in place for over 10 years. Agendas and minutes from meetings that have taken place during the 2015-2016 academic year can be found at: <http://hr.fhda.edu/diversity/index.html>

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To receive funding for that year's allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

As evidence of meeting this standard, we submit BP 1200 Mission of The Foothill-DeAnza Community College District; BP 2200 Board Philosophy, Mission and Roles and Responsibilities; BP 4100 Cultural Diversity/Equal Opportunity Policy; BP 4105 Anti-Discrimination Policy; BP 4640 Harassment and Discrimination Policy; BP 4670 Requesting and Receiving Accommodation(s) Under the Americans with Disabilities Act. Quotes from these policies include: "...in meeting the various educational and career goals of our diverse students and communities." (BP1200) "...Establishes and protects districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated." (BP2200) "The Board of Trustees desires for student and for all district employees an environment where diverse cultures, abilities and needs are respected and where difference offers stimulating opportunities for learning and personal fulfillment." (BP4100) "...Accordingly, the Board will not discriminate against any person in the provision of any program or services based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity." (BP 4105) "...Foothill-De Anza Community College District is actively committed to creating and maintaining an environment which respects the dignity of individuals and groups. The Board of Trustees supports an educational and employment environment where diverse cultures, abilities and needs are respected and where diversity offers opportunities for learning and for personal and professional fulfillment." (BP 4640) "The Board of Trustees upholds that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority.....(BP 4670)

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

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Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
 No

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

Evidence for this standard includes Board Policy 1200, 4100; a copy of our Advertising Invoice from Job Elephant; copies of flyers promoting workshops at both Foothill and De Anza Colleges. The District has been directing job postings to a number of Higher Ed subsets including Blacks in Higher Education, Hispanics in Higher Education, LGBT's in Higher Education, Women in Higher Education, Veterans in Higher Education, Asians in Higher Education and Disabled in Higher Education. Additionally, we have provided funding for individuals to attend conferences and recruitment events such as NCORE, HERC and the California Mathematics Council to facilitate networking and direct contact with targeted populations.

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Every hiring committee has a specially trained Equal Opportunity Representative assigned to the committee to ensure that equitable hiring practices apply throughout the process. The Equal Opportunity Representative on the committee is provided details of the demographic make up of the applicant population prior to commencement of screening and has the authority to prevent the process from moving forward should the "pool" lack diversity.

Recent discussions at DDEAC about the questionable quality of responses to "Provide a diversity statement" have resulted in an agreement with all units to modify our job application. The added prompt is: "Explain how your life experiences, studies or work have influenced your commitment to diversity, equity and inclusion." It is anticipated that this additional prompt will allow screening committees to place value on an applicant's **commitment to diversity and equity.**

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

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Recently, and as a result of conversations in DDEAC/HRAC, we have reached agreement that training focused on diversity and equity needs to expand beyond the limited amount currently provided to committees. We have had a history of training "EO Reps" at a much higher level than the other members of the committees and feel that spreading greater responsibility to all members of the committee will result in more transparency and, ultimately, "success" as it pertains to equitable hiring practices.

A district-wide focus on data has prompted conversations about improving overall understanding of, and commitment to equity. In January of 2016, all administrators & supervisors were provided in-depth training on the responsibilities of EO Reps. We are currently developing data-informed training that will be offered in Fall 2016 for anyone wishing to serve on hiring committees.

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Professional development focused on equity and diversity has been an on-going commitment in the Foothill De Anza Community College District with supplemental funding made available for targeted opportunities such as NCORE, League for Innovation, and more. Additionally, Opening Day and other highlighted activities have featured Keynote Addresses from noted professionals including Francie Kendall, Brian Copeland, Jose Antonio Vargas, Glenn Singleton and more.

De Anza College has established an Office of Equity, Social Justice and Multicultural Education to help focus the equity efforts on their campus. Their work has included the development of the Equity Action Council, professional development offerings for faculty, students and staff and a repository of equity resources for use by managers, faculty and committee chairs.

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Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Every bargaining unit has language in their evaluation instrument that specifically addresses inclusion, equity and diversity in to the instrument. (See attached: "J1 Administrative and Peer Evaluation Form - Faculty"; "J2 Student Evaluation form: For Classroom Instruction - Part A"; "Classified Performance Evaluation"; "Comprehensive Administrator Evaluation Form") Additionally, all Tenure Review Committee Members receive training on looking for evidence of candidate responsiveness to the needs of diverse students. (See: "Tenure Review Handbook 2013-2016" pgs 5, 12, 13, 17)

Does the District meet Method #9 (Grow-Your-Own programs)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #9.