

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

District Name: Foothill-DeAnza CCD

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

✓ Yes

No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

Yes

- ✓ Method 2 (Board policies and adopted resolutions)
- ✓ Method 3 (Incentives for hard-to-hire areas/disciplines)
- ✓ Method 4 (Focused outreach and publications)
- ✓ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- ✓ Method 6 (Consistent and ongoing training for hiring committees)
- ✓ Method 7 (Professional development focused on diversity)
- ✓ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- ✓ Method 9 (Grow-Your-Own programs)

No

None

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

Chair, Equal Employment Opportunity Advisory Committee

Name: Patricia Hyland

Title: Director, Equity & Employee Relations

Signature: 

Date: April 2, 2018

Chief Human Resources Officer

Name: Dorene Novotny

Title: Vice Chancellor, Human Resources & Equal Oppor.

Signature: 

Date: April 2, 2018

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Judy Miner

Title: Chancellor

Signature: 

Date: April 9, 2018

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2018

Name: Bruce Saanson

Title: President/Chair, Board of Trustees

Signature: 

Date: 5/7/18

Date Due at the Chancellor's Office: June 1, 2018

Return to: Leslie LeBlanc lleblanc@cccco.edu; Office of the General Counsel
California Community Colleges; 1102 Q Street, Ste. 4400, 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.

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

Nine (9) Multiple Methods

Mandatory for Funding

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

Pre-Hiring

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

Hiring

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

Post-Hiring

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

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

✓ Yes

No

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

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 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).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

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

RE Section 53003(a) Submission of EEO Plan

FHDA EEO Plan: Approved May, 2, 2016:

http://hr.fhda.edu/_downloads/FHDA%20EO%20Plan%20PDF%20Reduced.pdf

RE Section 53005 Establishment of an EEO Advisory Committee

FHDA Participatory Governance

District Participatory Governance Committees

- [Chancellor's Advisory Council \(CAC\)](#) - Comprised of administrative, faculty, staff and student leaders, the CAC is the main governance group that advises the chancellor on institutional planning, budgeting, and policy and procedures.
- [District Diversity and Equity Advisory Committee](#)
- [Budget Advisory Committee](#)
- [Human Resources Advisory Committee \(HRAC\)](#)
- [Educational Technology Advisory Committee \(ETAC\)](#)

RE District Diversity and Equity Advisory Committee:

“In addition to implementing the Equal Employment Opportunity plan for the District, the District Diversity Advisory Committee is responsible for developing, implementing and coordinating district-wide diversity training, plans and activities

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consistent with the Diversity Vision Statement. The District Diversity Advisory Committee receives reports from both the De Anza Diversity Advisory Committee and the Foothill Diversity Advisory Committee.

The Committee disburses the Equal Employment Opportunity fund allocation, implements appropriate sections of the State Chancellor's Equity and Diversity Task Force Report and completes required reports.”

RE Section 53034 Submission of Expenditure/Performance Reports

District Expenditure Report Fiscal Year 2016-2017 Submitted September 14, 2017

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

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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.

RE Section 53024.1(k) Mission Statement

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

RE Section 53024.1(n) Updated Curricula

From Foothill Basic Skills Initiative:

“UDE’s principles: equitable use, simple and intuitive, perceptible information, tolerance for error, low physical effort and size and space for approach and use, exemplify a valuing of diversity and equity and can be applied to all aspects of higher education. In this workshop, (DRC faculty and staff) will discuss UDE from both a theoretical and practical standpoint and offer suggestions for faculty and student services staff on how to use this powerful model on a day to day basis and take the necessary steps to turn the goal of a fully accessible Foothill College in to a reality.”

From Foothill College Academic Senate Resolution Adopted March 13, 2017

This Academic Senate will vigorously promote educational quality and equity at Foothill

College and throughout the California Community College System. To achieve these ends

we pledge our mutual support and cooperation.

From De Anza College Academic Senate GE Philosophy Statement November 2014

General Education (GE) at De Anza College is intended to provide students with a diverse experience in disciplines both within and outside the students’ chosen field of study. GE at De Anza has been designed to impart both breadth and depth in multiple disciplines, thereby resulting in a well-rounded, multi-dimensional

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education. All students graduating with an Associates degree from De Anza College will have completed the GE curriculum, which will educate students to be intellectually curious critical thinkers and problem solvers, as well as individuals who are aware of the importance of maintaining lifelong physical and mental wellness both for their own benefit and the benefit of the larger society. In addition, the De Anza GE curriculum encourages students to be culturally and socially engaged members of their communities who possess a multicultural awareness and sensitivity to diversity.

RE Section 53024.1(o) Addressing Issues of Inclusion

Foothill College Student Equity Group: The Foothill College **Student Equity Workgroup** supports the College's goal of reducing barriers and facilitating students' ease of access across the District and region. The College is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students.

From De Anza College's Student Equity Plan: De Anza College's Equity Framework
In De Anza's Educational Master Planning documents over the past decade, it was formally established that our college would aim to improve student success rates so they will be comparably high for all racial, ethnic, gender and disability groups, with no more than a 5% variance in major indicators between each group.

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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.

FHDA has encouraged all hiring committees to consider the option of online interviews in an effort to ensure that our inability to finance travel for candidates is not a barrier to inclusion. The shift to allow for online interviews has seen a significant increase in candidate participation.

Additionally, we no longer require transcripts as part of the application process. It was determined that the very act of requesting transcripts was serving as a barrier to participation in the recruitment portion of the process. It was also determined that transcripts were inappropriately being used to differentiate a candidate's ability to perform the necessary functions of the position. Committees for all classification of employees are strongly encouraged to include an authentic demonstration of applicable skills necessary to perform the job.

The district also held it's own Job Fair in an effort to bring candidates to the district, show them our locations; resources and in many cases, connect them directly with peers and administrators in the disciplines.

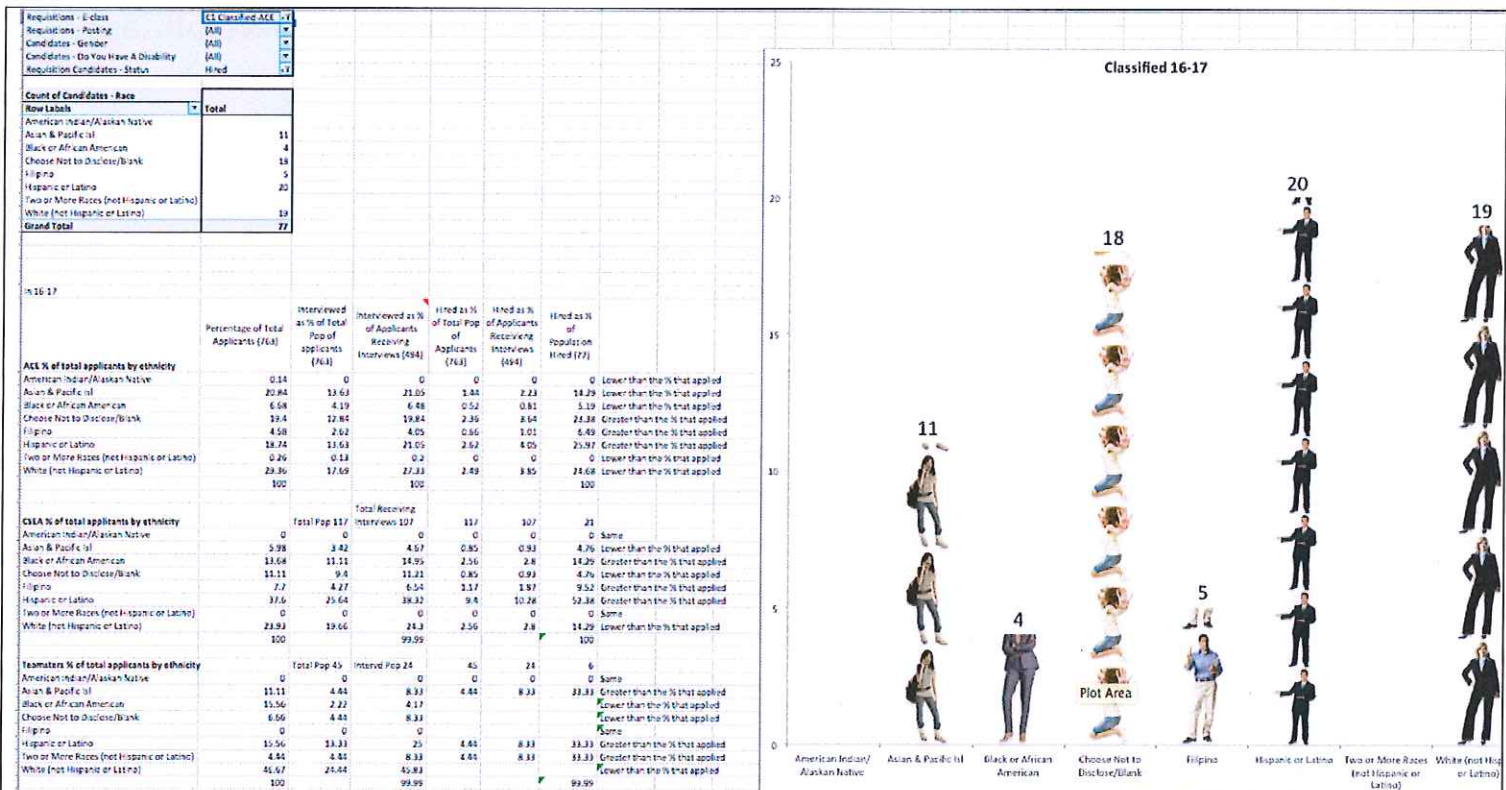
RE Section 53024.1(q) Longitudinal Analysis

The Director of Equity & Employee Relations has developed a longitudinal analysis of applicants for all postings. The data can be disaggregated by Job Classification; Applied vs Interviewed vs Hired; further by Gender; Race & Disability Status.

Information is further analyzed to indicate whether a particular sub-population is under/over in terms of representation in each of the steps in the hiring process.

A snapshot of that data follows:

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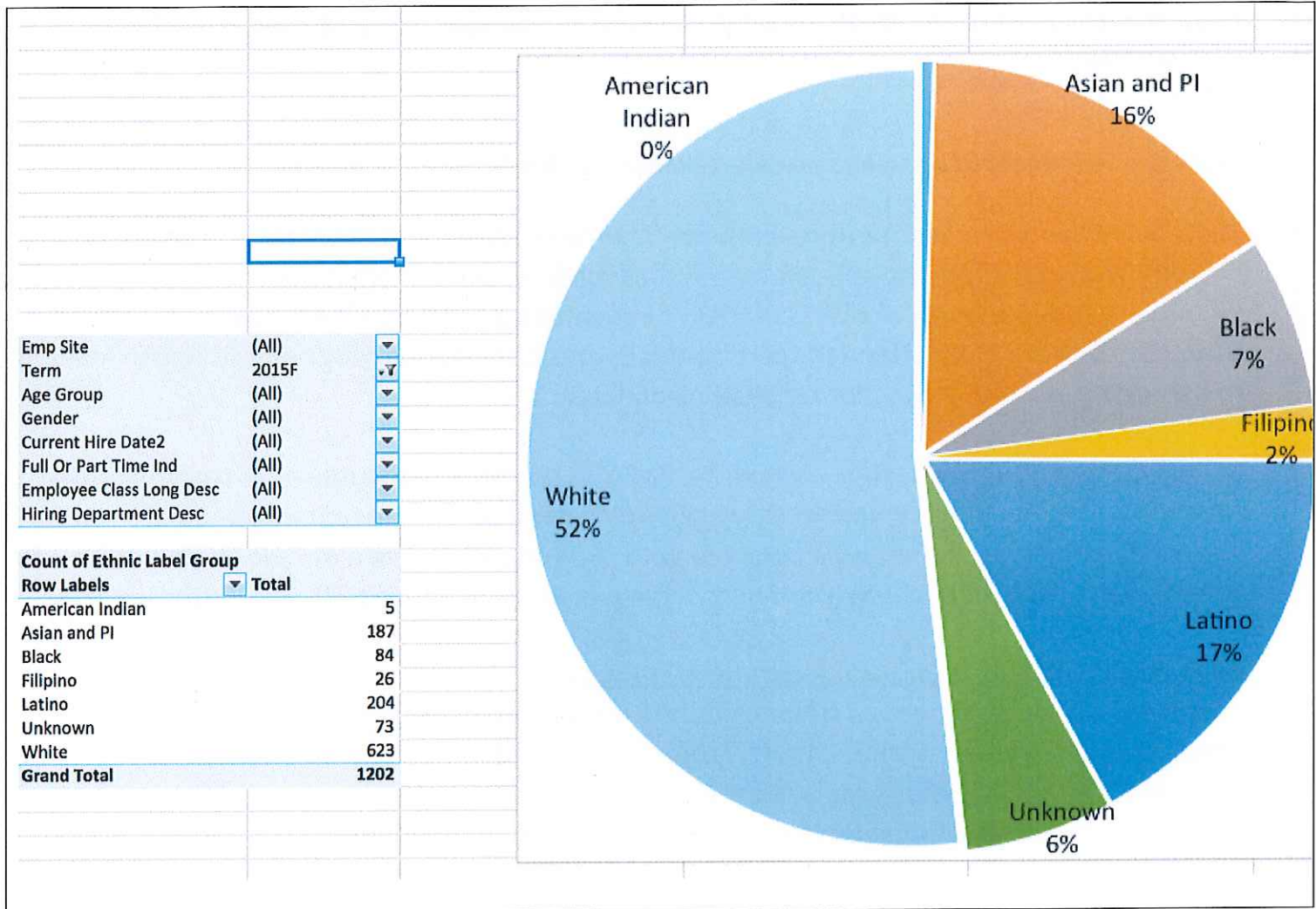


Additional information has been amassed regarding the demographics of every unit within the District. The data can be disaggregated by Job Classification, Division; Department; Race; Age; Gender; Disability Status.

Relevant portions of this data are presented at every training for Hiring Committees. The full data has been presented to district leadership to help them understand the existing composition of all positions within the district.

A snapshot of that data follows:

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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.

There have been significant efforts in the area of recruitment and outreach by the district. Included in these efforts have been targeted advertising in publications such as Asians in Higher Ed; American Association of Blacks in Higher Education and more. Additionally representatives from our HR team have attended recruitment events outside our geographical region in an effort to make contact with a broader range of candidates.

In anticipation of accreditation visits in the Fall of 2017, both campuses undertook extensive self-reflection. Significant data was collected regarding campus climate, employment and retention and student success. Initiatives associated with surveys include Men of Color Community – De Anza College; Goal to become a Hispanic Serving Institution by June 2017 – Foothill College.

RE Section 53024.1(d) Cultural Awareness Training

Events for Cultural awareness Training in 2017-18 include but are not limited to:

Opening Day Keynote – Claude Steele, Stereotype Threat

Foothill College Black Minds Matter Series

DeAnza College Professional Development Motivational Interviewing

RE Section 53024.1(f) Updated Job Descriptions

All Administrator and Classified job descriptions are currently undergoing a classification and compensation review that includes a review of language usage to determine impact on monitored populations. This process began in 2016-17 and is expected to be completed by Spring 2018

RE Section 53024.1(i) Publications and Website

Some samples from each of the websites:

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District:

HUMAN RESOURCES HIRING FOR EQUITY TRAINING MATERIALS

[HOME / DIVERSITY/EQUITY/ACCOMMODATION](#)

[EEO PLAN](#)

[DISTRICT DIVERSITY AND EQUITY ADVISORY
COMMITTEE](#)

[MEETING MINUTES & AGENDAS](#)

[EQUITY INCLUSIVE LANGUAGE RESOURCES](#)

[HIRING FOR EQUITY TRAINING MATERIALS](#)

Information on Bias

- [4 Types of Biases and How They are Influencing Your Hiring Decisions](#)
- [2014 Implicit Bias - The Kirwan Institute](#)
- [Is Subconscious Bias Affecting Your Hiring Decisions? Business News Daily](#)
- [Checklist for Reducing Unconscious Bias in Job Descriptions/Advertisements - National Center for Women & Information Technology](#)
- [Reviewing Applications - Research on Bias and Assumptions - WISELI](#)

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De Anza:

ABOUT THE OFFICE

[» Home](#)

[Overview & History](#)

[Ways We Serve](#)

[Meet the Staff](#)

[Winter 2018](#)

[Room Reservation](#)

[Ways to Get Involved](#)

EQUITIZING OUR CAMPUS

[Jean Miller Resource
Room](#)

[WOAC](#)

[Equity Action Council](#)

[Campus Approach](#)

[Conceptual Framework](#)

[Values and Working
Assumptions](#)

[Student Learning
Outcomes](#)

[Equity Resources](#)

[Need Equity Data?
Institutional Research
Office](#)

Office Hours: Monday through Thursday 9am-6pm and Friday 9am-1:30pm



**Welcome to the Office of Equity, Social Justice and
Multicultural Education!**

Event Series: Engagement in the Face of Hatred

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Foothill:

EQUITY INITIATIVES

[Program Overview](#)

[Learning Communities
Meetings](#)

[Related Academic
Services Support](#)

[First Year Experience \(FYE\)
Pilot](#)

[Puente Project](#)

[Umoja Community](#)

[STEM Core](#)

[Early Alert Owl Scholars](#)



PROGRAM OVERVIEW

Join the Conversation About Equity

Visit our Equity Programs Office

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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.

In addition to extensive training for every member of hiring committees, all candidate pools are reviewed at each step in the hiring process. Initial review of the candidate pool takes place in Human Resources prior to the pool being released to the hiring committee for screening. In this review, Human Resources determines if the pool is sufficiently large/representative to move forward. Human Resources has the option of delaying the process in an effort to seek additional candidates.

If, in the process of screening applications, the Equal Opportunity Representative feels that screening or selection criteria has adversely affected a population, the Equal Opportunity Representative may recommend that the search be suspended until steps are taken to remedy the problem. Additional steps may include a discussion with the Vice Chancellor of Human Resources and Equal Employment Opportunity representative or their designee regarding the overall composition of the applicant pool and the screening criteria or procedures that have failed to produce a diverse applicant pool. The Search Committee will consider the following options:

- Review the applicant pool to ensure that qualified applicants have not been overlooked;
- If applicable, request to have any additional complete applications that have been submitted since the first review date forwarded for screening;
- Request that Employment Services contact applicants with incomplete applications to request the missing application materials;
- Extend the search by posting a new submission deadline
- Begin a new search

RE Section 53024.1(h) Processing of Complaints

The District is working in collaboration with the Faculty Association (FA) and Classified Senate to develop an updated process for handling complaints that includes language that makes it clear that all assertions of harassment and discrimination are to be appropriately and thoroughly investigated. The current draft has been submitted to the Office for Civil Rights for feedback. The DRAFT includes more approachable language; language addressing sexual misconduct; a clearly delineated sequence of action steps; and a description of both the complainant's and respondent's responsibilities and entitlements

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during the process.

RE Section 53024.1(I) Hiring Procedures

All applicants are required to respond not only to the diversity statement but to also include information about how one's life experiences, studies or work have influenced their commitment to diversity, equity and inclusion. All hiring committees are required to evaluate the response to the prompt and include it in their discussion of the candidate's potential to meet the needs of our diverse student population.

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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.

RE Section 53024.1(c) Consistent training

All employees who wish to participate on a hiring committee must have received the District's updated Hiring Committee Training within the previous 24 months. At this time 449 individuals have been trained utilizing the new material. The training outcomes include:

- Consider context for EEO
- Articulate benefits of workforce diversity
- Discuss influence and role of bias
- Understand legal requirements and district policies/procedures
- Identify hiring committee roles and responsibilities

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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.

RE Section 53024.1(e) Professional Development

The entire Opening Day (9-21-17) agenda was devoted to Applied Equity. All faculty, staff and administrators were engaged in sessions related to their engagement with the work. *See attached 2017 District Opening Day Workshops Applied Equity Sessions agends.*

Sample offerings from Foothill College Professional Development that were completed in the 2016-17 academic year:

Beyond Diversity II Seminar 1-7-17

Practical Uses for Disaggregated Student Learning Outcomes Data 2-17-17

Spring Professional Development Day – Navigating Political Discussions and Inspiring Student Activism 4-21-17

New Faculty Orientation Every Monday (with some exceptions) September 2016 through June 2017

Sample offerings from Foothill College Professional Development that were completed in the 2017-18 academic year:

Names Matter – ways to build relationships and a sense of belonging 9-29-17

Universal Design – ways to optimize learning for all students 10-12-17

Black Minds Matter Series October 2017 through March 2018 (more sessions to follow)

Trans Safety Town Hall 2-26-18

Sample offerings from De Anza College that were completed in the 2016-17 academic year:

First Year Experience Program for Tenure-Tack Faculty: It's Just Good Andragogy: Teaching Perspectives Inventory

First Year Experience Program for Tenure-Tack Faculty: It's Just Good Andragogy: Culturally Responsive Teaching and Cultural Humility in the Classroom

Sample offerings from De Anza College that were completed in the 2017-18 academic year:

Microaggressions and Microappreciations in the Workplace 10-18-17

Gender Equity Resource Fair 1-18-18

Mindfulness for Teaching and Learning in the Classroom various dates incl 2-2-18

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Professional Development Opportunities for ACE Classified Professionals 2-23-18
Tutor/Mentor Equity Training Workshop 3-2-18

RE Section 53024.1(e) Professional Development – Harassment

All employees receive initial training plus annual notification. Training is also available online on an as needed basis via our association with Everfi/LawRoom.

RE Section 53024.1(m) Staff serves as resources

The Director of Equity & Employee Relations has provided training to members of the San Jose – Evergreen CCD; West Valley – Mission CCD and San Francisco State University.

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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.

RE Section 53024.1(q) Longitudinal analysis

See section #3 above

RE Section 53024.1(q) Employee Evaluations

Integral to successful completion of the Tenure Process is a proven commitment to student success for all.

From the manual used by Tenure Committee Members:

Evaluation Form for Faculty, Appendix J1, Section II appropriate to the discipline:

a. For faculty with teaching assignments, use of teaching methodology and materials that are:

- 1) challenging to the student and appropriate to the subject matter;
 - 2) responsive to the needs of diverse students;
 - 3) consistent with departmental curriculum; and,
 - 4) conducive to a diversity of successful pedagogical approaches within the discipline;
- and/or,

b. For faculty with non-teaching assignments, effective execution of assigned duties and responsibilities such as:

- 1) communication and coordination with students, colleagues and administrators, as appropriate;
- 2) program and resource development (including, where appropriate, budget planning);
- 3) implementation of applicable articulation, accreditation, and licensing requirements; and,
- 4) program leadership responsive to the needs of a diverse student population.

And from the Tenure Review Supplemental Packet:

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Phase I Overview

LENGTH	COMMITTEE MEMBERSHIP	AREAS OF EVALUATION	5 MINIMUM REQUIRED EVALUATIONS
2 quarters: Fall Winter	5 members: dean 2 reps from dept/div at-large VP	<ul style="list-style-type: none"> • expertise in and diversity of methodology and technique appropriate to discipline • ability to accept constructive suggestions for improvement • rapport with diverse student population and colleagues 	3 J1 observations by core committee members (dean, div/dept faculty); 2 J2 student evaluations

From the Faculty Performance Evaluation form:

SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):

A. Professionalism

1.	Keeps current in discipline.	1	2	3	N/O	N/A
2.	Demonstrates cooperation and sensitivity in working with colleagues and staff.	1	2	3	N/O	N/A
3.	Accepts criticism.	1	2	3	N/O	N/A
4.	Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.	1	2	3	N/O	N/A
5.	Maintains adequate and appropriate records.	1	2	3	N/O	N/A
6.	Observes health and safety regulations.	1	2	3	N/O	N/A
7.	Attends required meetings.	1	2	3	N/O	N/A
8.	Maintains office hours and is accessible to students.	1	2	3	N/O	N/A
9.	Works with student and/or student support services to provide reasonable accommodations for students with disabilities, and provides accessible materials where appropriate.	1	2	3	N/O	N/A

Also From the Faculty Performance Evaluation form:

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SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

A.1 Classroom Instruction

1. Uses current materials and theories.	1	2	3	N/O	N/A
2. Employs multiple teaching approaches when applicable.	1	2	3	N/O	N/A
3. Uses materials pertinent to the course outline.	1	2	3	N/O	N/A
4. Teaches at an appropriate level for the course.	1	2	3	N/O	N/A
5. Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
6. Paces classes according to the level and material presented.	1	2	3	N/O	N/A
7. Maintains student-faculty relationship conducive to learning.	1	2	3	N/O	N/A
8. Demonstrates sensitivity to differing student learning styles.	1	2	3	N/O	N/A
9. Stimulates student interest in the material presented.	1	2	3	N/O	N/A
10. Tests student performance in fair and valid ways.	1	2	3	N/O	N/A
11. Uses class time efficiently.	1	2	3	N/O	N/A
12. Provides students with a clearly written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.	1	2	3	N/O	N/A
13. Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status; and socioeconomic status.	1	2	3	N/O	N/A

From the Classified Performance Evaluation form:

9. Demonstrated Sensitivity and Awareness To Diversity			
Sensitivity to diverse populations that may require special effort and attention to provide equal and quality service; participates in activities designed to support a diverse working and learning environment; seeks ways to improve communication across areas of diversity.			
<input type="checkbox"/> Outstanding Demonstrates an understanding of the challenges and opportunities that diversity brings to the workplace; works to develop relationships among diverse groups of workers and students.	<input type="checkbox"/> Good Solid Performance Demonstrates support for the diversity of co-workers and students; seeks to understand differences and respects differences in the workplace.	<input type="checkbox"/> Needs Improvement Expects others to act and think the way he/she does; little effort to accommodate differences; impatient with those who are different.	<input type="checkbox"/> Unacceptable Intolerant of those who are different; refuses to acknowledge differences.
Remarks: <div style="background-color: #e0f0ff; height: 40px; border: 1px solid black;"></div>			

From the Administrative Performance Evaluation form:

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<u>In the area of Leadership, this administrator:</u>	<u>Rating</u>
7. Inspires confidence, respect, enthusiasm and cooperation.	
8. Performs duties and responsibilities with integrity and high professional standards.	
9. Uses sound judgment and makes good decisions.	
10. Supports and facilitates the District's commitment to diversity and cultural richness.	

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

✓ Yes

No

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

RE Section 53024.1(e) Grow Your Own

From Foothill Teaching & Learning Academy:

The Foothill College Equity Plan includes funding for faculty to participate in a 3CSN-guided, year-long community of practice for faculty to examine and plan for classroom practices aimed at improving student equity and success. The Faculty Teaching and Learning Academy seeks to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered, technologically advanced, and culturally responsive.

The program will begin in summer 2016 with an intensive two-week training session. During 2016-17 faculty will meet weekly to engage in a dialogue about teaching and learning and the culture of equity on campus with monthly, facilitated sessions. Participants will be provided with financial support to attend the Research and Planning (RP) Group *Strengthening Student Success* Conference in October 2016 to share and collaborate, and learn from other colleagues. For more information, visit ftla.laccdssi.org.

COHORTS INCLUDE:

- Faculty from across the disciplines (especially new faculty)
- Counselors
- Librarians
- Lab/tutoring service coordinators/directors
- Adjunct faculty
- Department chairs/program managers

From the 1-16-18 Foothill Professional Development Committee DRAFT

Recommendations:

Each of these documents mentions the phrase “professional development” without specifying the exact meaning of this phrase. In fact, our campus community has not decided the exact meaning of the phrase “professional development” as it is used in our campus planning documents. Even though we do not have a commonly agreed upon meaning for this phrase, both the Educational Master Plan and the Equity Plan

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state that in order to achieve our college's goals, we will offer "professional development" opportunities and activities to Foothill Employees.

In response to this lack of specificity in language, the professional development committee offers to lead our college in answering the following questions:

- What, specifically, is the definition of the term "professional development" as it relates to Foothill College's mission statement and planning documents?
- How do we, as a college, develop a system to organize, implement and reflect on professional development activities that enhance the mission statement of our college?

In order to help our college address the first of these questions, the professional development committee suggests that one possible definition of professional development might be:

We define the term professional development as any form of on-the-job learning that Foothill employees engage in to improve that employee's professional knowledge, competence, skill, and effectiveness at Foothill College. This may include specialized training, formal education, advanced professional learning or active participation in college governance structures. These activities are intended to help classified staff, faculty, and administrators enhance professional skills that contribute to the mission statement of Foothill College.

We want to call specific attention to three critical constituencies mentioned in this definition:

1. Classified Staff

For classified or professional staff, professional development might emphasize the enhancement, improvement, and upgrading of job-related knowledge, skills, and expertise. This may include training and activities related to communication and interpersonal skills, hardware and software tools, and support for career development and advancement.

In addition to keeping current with personal, technical and professional

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skills, classified staff might also invest their time to become familiar with the governance structures at Foothill College. This might include active participation on one of the College Core Mission Work Groups (Transfer, Workforce, Basic Skills, Operations Planning Committee, and the Student Equity Workgroup) or participation in one of the many other official governance groups at Foothill College.

2. Administrators

For administrators, professional development might focus on supervisory skills, management skills or leadership development. This may include personal growth, professional growth, training in decision-making, communication skills improvement, enhanced planning techniques, or learning to use assessment techniques and data more effectively to measure success of institutional outcomes.

3. Faculty

For faculty (both full-time and part-time), professional development might emphasize the facilitation of personal and professional growth related to pedagogy, assessment, subject matter, and professionalism. This may include activities that target any of the following:

- A. Strength and ability in **pedagogy** with a focus on creating student-centered learning environments by enhancing their ability to plan and design engaging curriculum.
- B. Strength and ability in **assessment** with a focus on using a systemic approach to evaluating student learning outcomes to inform teaching and make transformations for future teaching.
- C. Strength and ability in **subject matter** with a focus on proficiency in the discipline, currency, and the pursuit of professional enrichment.
- D. Strength and ability in **professionalism** with a focus on modeling professional ethics and academic rigor, encouraging professionalism in students, developing employability skills and enhancing knowledge of college governance structures via active participation in college governance groups.

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From De Anza College Professional Development
(<http://www.deanza.edu/professionaldev/>):

What we do

To provide appropriate opportunities for meaningful personal and professional development, the Professional Development Office supervises the processes for allocating professional development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation.

- New Employee Orientation
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Classified Leadership Training
- Professional Conference and Travel Funds
- Health, Wellness and Safety
- Service Excellence

From the De Anza College New Faculty and Staff Orientation Program:

Upon completing orientation, new faculty and staff will:

- demonstrate an understanding of the climate, culture and vision of De Anza College and feel personally aligned with its mission.
- identify opportunities for future engagement with the campus community and understand both the expectations and the value of their contributions.
- recognize Professional Development and college resources that will support them through probation and tenure.

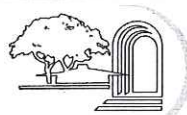
From the De Anza College Faculty and Staff First Year Experience Program:

Taking the Lead

Phase II and III of the Tenure Review process, states that the candidate is expected to start to integrate more fully into the campus community and to contribute to the campus and district via shared governance committee participation/work. This workshop will review the basics of the various shared governance committees on campus, in the district as well as within some departments and will review the roll

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of an effective shared governance committee member regarding attending meetings and reporting back to your constituency, etc. This workshop is facilitated by the Director of Staff and Organizational Development and the Tenure Review Coordinator.



FOOTHILL-DE ANZA
Community College District

2017 District Opening Day Workshops
Applied Equity Session
September 21, 2017 - 9:45-11:45 a.m.
Media and Learning Center

	Workshop
MLC 102	<p>The Chancellor's Equity for Excellence Project - "You cannot change any society unless you take responsibility for it, unless you see yourself as belonging to it and responsible for changing it." ~ Grace Lee Boggs</p> <p>If you could have a positive impact on the probability that a student will stay enrolled and succeed in our district, would you step up to help? Not sure? What if you knew that it could be as simple as making a few telephone calls to connect with that student, to check on how they are doing and whether they know about the resources we have available? Would you step up then? Still not sure? What if you were told that you would be joining with a number of other individuals throughout the district so you'll have support to do this? Sounding better? Then this opportunity might be for you!! Introducing the Chancellor's Equity for Excellence Project, an initiative that seeks to advance student equity and retention through learning and applying validation theory. Members of the Chancellor's 2017-18 Equity for Excellence team will become part of a cohort of individuals provided with specialized training, support and opportunities to make connections with underrepresented students and will also be eligible to apply for funding to attend the National Conference on Race and Ethnicity (NCORE).</p> <p><i>Presenter: Judy C. Miner, Chancellor</i></p>
MLC 103	<p>Student Voices: An Opportunity for Dialogue for Equity and Success - How often do we as educators have the opportunity to hear directly from our students, about their challenges and successes? And how can feedback from our students add to our own understanding of students and learning, and subsequently, help transform our teaching practices and the institution as a whole? Come and participate in a panel discussion with students followed by a workshop which will foster authentic dialogue about best practices, and concrete ways in which we can serve our students better.</p> <p><i>Presenters: James Nguyen, Political Science Instructor; Jila Maleksalehi, Early Childhood Development Instructor; Steve Nava, Sociology Instructor; Carolyn Wilkins-Greene, Dean, Social Sciences & Humanities; Rich Booher, Social Sciences Instructor; and Ameeta Tiwana, Anthropology Instructor</i></p>
MLC 105	<p>Defining Employee Success: A Conversation Café - Working in small groups in our conversation café, participants will discuss and define what the right environment, tools and resources are for all of us to give our best each day, feel committed to our missions and those we serve, and identify how that contributes to our own feelings of productivity, well-being and success.</p> <p><i>Presenter: Mary Kay Englen, Senior Program Coordinator</i></p>
MLC 108	<p>Creating a Transgender-Inclusive Environment - Basic best practices for faculty members and staff to create a transgender-inclusive environment. Despite our best intentions, we are often unknowingly engaging in common normative practices that perpetuate trans marginalization. Participate in this lecture, discussion, and Q&A to better understand the trans experience and gain some tools to create a better college environment for our transgender community.</p> <p><i>Presenter: Nick Chivers, Communications Studies Instructor</i></p>

MLC 109	<p><u>The Affordable Textbook Challenge: Monopoly, Chutes and Ladders and Other Pitfalls in the Student Experience</u> - This interactive board game will illustrate the unforeseen hazards, challenges and pitfalls faced by students across the spectrum. Participants will learn about the players and their roles in the textbook purchasing game: students, publishers, faculty, and sellers. Both faculty and staff will walk away with a better understanding of how they can affect the cost of books for our students and not leave it up to a game of chance. Participants will leave with handouts of resources available to students and considerations for textbook adoptions as well as information on systemic changes which we might adopt and improve upon.</p> <p><i>Presenters: Wil Byars, Senior Library Technician, and Sandra Blackborow, Instructional Support Coordinator</i></p>
MLC 110	<p><u>Early Alert, Basic Skills, and Starfish--Oh My!</u> - Are you a faculty, staff or manager feeling the urgency to do more, and do better with equity on your campus? Do you want ideas on how Instruction and Student Services can work collaboratively toward this goal? This session will discuss why Early Alert intervention has been adopted by Foothill College as a critical component to the Student Equity and Student Support and Success Plan (3SP), working to bridge the gap between students, faculty and campus resources. Come hear about how the Foothill model works and the insights we've gathered along the way, and see a demo of the new Starfish Early Alert tool launching on MyPortal in the 2017-2018 academic year.</p> <p><i>Presenters: Adrienne Hypolite, Early Alert Program Coordinator; Dokesha Meacham, Academic Counselor; Maria Perezalonso, Student Success Support Specialist; Christopher Chavez, Student Success Support Specialist; and Lan Truong, Dean of Counseling</i></p>
MLC 111	<p><u>Equity Mindset for Educators: What Does It Feel Like?</u> - In this two-hour session, participants will take part in activities that model an equity mindset, applicable to any situation where a district employee comes in contact with students or colleagues. Ideally, participants will experience being heard, seen, appreciated, and unjudged, important aspects of equity work. In the process, participants will learn about student services and build community, as well as build a knowledge base that any district employee can use in their work interacting with students and colleagues at the colleges. This workshop will set the stage for follow up activities and practices throughout the year.</p> <p><i>Presenters: Hilda Fernandez, English Instructor; Patrick Morriss, Mathematics Instructor; Rosa Nguyen, Chemistry Instructor; and Jennifer Sinclair, Mathematics Instructor</i></p>
MLC 112	<p><u>1500 Stories: Giving Voice to Economic Inequality</u> - This workshop will offer curriculum and teaching ideas for how you and your students could participate in a large scale socially engaged art and digital storytelling project about economic inequality in the U.S. called 1500 Stories. The project is a collaboration between the California History Center, the Euphrat Museum of Art, and the Vasconcellos Institute for Democracy in Action in partnership with local community organizations. Rising economic and class inequality places the common good in increasing jeopardy. Currently in the U.S. the twenty richest people own more wealth than the bottom 50% of Americans combined. One of the strategies of 1500 Stories is to foster empathetic connections among people through the experience of listening and being heard; another is to break the silence in the U.S. around class and economic position through the idea that everyone, no matter what their socioeconomic status, has a story to share. This workshop will provide practical resources for anyone interested in participating in storygathering.</p> <p><i>Presenter: Jennifer Myhre, Sociology Instructor</i></p>
MLC 113	<p><u>Learn Creative Tools to Walk Equity as Classified Professionals</u> - Identify practical ways and processes to walk equity and self reflect as a staff member to measure your own equity practices. Celebrate the way classified professionals are currently walking equity. We hope you will be motivated to get involved through creative opportunities to ascend and elevate our service and close the student achievement gap.</p> <p><i>Presenters: Victoria Kahler, Instructional Support Technician; Adriana Garcia, Administrative Assistant I; and Angelica Esquivel Moreno, Program Coordinator II</i></p>

MLC 260	<p>Whaaaaaat!? I'm a Mandated Reporter? - As educational professionals we are required by law to serve as mandated reporters, which brings with it both responsibility and liability. In this session learn the scope of your obligation and mechanisms for reporting allegations or suspicion of abuse and/or neglect.</p> <p><i>Presenters: Dorene Novotny, Vice Chancellor, Human Resources and Equal Opportunity; District Attorney; Stacey Cook, Vice President Student Services; and Laureen Balducci, Associate Vice President Student Services</i></p>
MLC 270	<p>Hiring Through an Equity Lens - One of the greatest impacts you can have on our colleges and students is through your participation on hiring committees. In this session we will discuss things that impact our ability to hire candidates with the ideal combination of skills, talents, and abilities. Learn how to craft a process to minimize and eliminate the negative effects of implicit bias and other unconscious behaviors that can influence our decision-making.</p> <p><i>Presenters: Pat Hyland, Director, Equity & Employee Relations, and Elaine Kuo, College Researcher</i></p>

