



Agenda Item Details

Meeting	Oct 03, 2022 - Regular Meeting of the Board of Trustees
Category	HUMAN RESOURCES
Subject	13. Equal Employment Opportunity Fund Multiple Methods Allocation Model Certification Form, Fiscal Year 2021-2022 (ACTION)
Access	Public
Type	Action
Recommended Action	Ray Quan, Vice Chancellor of Human Resources & Equal Opportunity, recommends approval.

Public Content

Background and Analysis:

Pursuant to California Code of Regulations Title 5, Section 53030, regarding allocation of State Equal Employment Opportunity (EEO) funds and in alignment with the State Chancellor's efforts to ensure that districts are in compliance with legal EEO requirements to provide students with the educational benefits of a diverse workforce, we are submitting the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form for the Fiscal Year 2021-22. This form details how Foothill-De Anza Community College District is addressing each component of the "Nine (9) Multiple Methods" considered effective to truly address equal employment opportunity. Each district is required to meet standard #1 – the requirement to have a Board Approved Equal Employment Opportunity Plan and an active Equal Employment Opportunity Advisory Committee. The form details Foothill De Anza Community College District's evidence for meeting this standard.

In addition, and to qualify for the fiscal year 2021-22 funding, districts must meet a minimum of six of the remaining eight standards. Via evidence presented in this form, Foothill-De Anza Community College District certifies that we have met eight (8) of the nine (9) standards.

Those standards are broken into three groups as follows:

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

Submitted by:	Ray Quan, Vice Chancellor, Human Resources and Equal Opportunity, x6122
Additional contact names:	N/A
Is backup provided?	Yes

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2021-2022
- unsigned.pdf (1,677 KB)

Administrative Content

Executive Content

Motion & Voting

Ray Quan, Vice Chancellor of Human Resources & Equal Opportunity, recommends approval.

Motion by Gilbert Wong, second by Peter Landsberger.

Final Resolution: Motion carries

Aye: Patrick Ahrens, Laura Casas, Pearl Cheng, Peter Landsberger, Gilbert Wong, Chamu Palaniappan - Foothill College student trustee



Equal Employment Opportunity
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Fiscal Year 2021-2022

District Name: Foothill - De Anza Community College District

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**

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: Interim Director Equity

Signature: Patricia J Hyland

Date: 06/28/2022

Chief Human Resources Officer

Name: Raymond Quan

Title: Vice Chancellor, Human Resources

Signature: RQT
Raymond T. Quan (Sep 19, 2022 11:34 PDT)

Date: 09/19/2022

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Judy Miner

Title: Chancellor

Signature: Judy C. Miner

Date: 10/03/2022

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

Name: Patrick Ahrens

Title: President/Chair, Board of Trustees

Signature: Patrick Ahrens
Patrick Ahrens (Oct 4, 2022 19:51 PDT)

Date: 10/04/2022



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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

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).



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

Multiple Method #1

FHDA EEO Plan: <https://hr.fhda.edu/diversity/a-eeo-plan.html> (Due to be renewed for 2022-2025)

District Diversity and Equity Advisory Committee / Human Resources Advisory Committee Link:
<https://hr.fhda.edu/diversity/b-district-diversity-and-equity-advisory-committee.html>

Expenditure Report Filed 09/23/2021



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To receive funding for this year's allocation amount, districts are also required to meet 6 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.

Multiple Method #2

2021-22 Board Priorities - Priority 1 - Develop a shared understanding among the Board, faculty, staff, students, and administrators regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Through the Chancellor and Presidents, work with District constituents at all levels to identify immediate changes that are needed and make sure the Board receives appropriate recommendations when review and approval by the Board are necessary.

2021-22 Board Priorities - Priority 2 - Identify and monitor a few key equity and student success metrics that the Board will regularly discuss in depth.

2021-22 Board Priorities - Priority 3 - Build budgets that, regardless of fiscal conditions, will increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism; adopt policies and procedures that will support attainment of those ends.

2021-22 Board Priorities - Priority 4 - Through the Chancellor and Presidents, work with District constituents at all levels to identify systemic inequities and elements of institutional racism in District policies and practices and adopt strategies aimed at dismantling those oppressive structures, reducing or eliminating equity gaps, and enhancing student social/emotional well-being and success, including attending to students' nonacademic needs, such as affordable housing and setting clear expectations for law enforcement.

RESOLUTION # 2022-06

RESOLUTION AUTHORIZING THE ADDITION OF JUNETEENTH AS AN OFFICIAL DISTRICT HOLIDAY

Recognizing April 25-29, 2022, Black Student Success Week and Reaffirming
a Commitment to Removing Systemic Barriers for Black Students

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.

Multiple Method #3

The district has continued to absorb the cost of advertising for specialized departments and areas. It had been practice previously to have departments utilize their general funds for these recruitments.

The district has utilized specialized search firms for recruitment of positions that are challenging to fill - the most recent being the position of Vice Chancellor for Human Resources.

The district has entered into discussions with the various bargaining units regarding the incorporation of Remote Work agreements for positions for which remote work is feasible. This has served to increase applicant pools.



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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.

Multiple Method #4

The District advertises with:

Hispanics In Higher Education

Diversity Jobs

Community Colleges.Academic Keys

Blacks In Higher Education

Veterans in Higher Education

Tech Latino

Native Americans in Higher Ed

Disabled in Higher Ed

Asians in Higher Ed

The Chronicle of Higher Ed

LGBT in Higher Ed

Black Tech Jobs

Women in Higher Ed

Minority Nurse

Novaworks.org

We also encourage hiring committees to identify any specialized location that might expand our reach beyond those covered by the list above.



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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.

Multiple Method #5

Prior to the start of any hiring process, each campus must review the position and its potential relationship to Board Priorities. Additionally, all departments have access to performance data including student success rates, student retention rates and equity variation by race. See example:

<https://public.tableau.com/app/profile/ola1953/viz/FoothillCollegeSuccessRetentionandEquityGap/sbySubjectandSection/SuccessRetentionandEquity>

This access to data helps inform question development - committees can ask strategic questions of candidates regarding strategies to address deficiencies.

All committee members participate in equity-focused training prior to being allowed to participate on any hiring committee. Each committee member is informed that they are empowered to act as an Equal Employment Officer on the committee.

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.

Multiple Method #6

Members serving on hiring committees for the first time participate in a live training session. Members who are seeking recertification are allowed to pursue self-paced study utilizing the resources available through Outsmarting Human Minds.

([https://www.pwc.com/us/en/about-us/outsmarting-human-minds.html#:~:text=Outsmarting%20Human%20Minds%20\(OHM\)%20was,Watch%20the%20videos.](https://www.pwc.com/us/en/about-us/outsmarting-human-minds.html#:~:text=Outsmarting%20Human%20Minds%20(OHM)%20was,Watch%20the%20videos.))

Feedback regarding the self-paced study has been overwhelmingly positive and has led instructors to incorporate materials in their instruction.

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.

Multiple Method #7

For the 2021-2022 Academic Year, on-site/on line professional development included:

Disability Justice and Allyship

Safe Zone Project Training

Empathetic Interviewing Training

Punitive Probation is Passe: Delivering Positive Retention Services

Racial Justice and the Crisis of Democracy

Experiences of Trans and Non-Binary Students

Unpacking from COVID - Supporting Student Success

Teaching Soft Skills in the Hard Sciences

Introduction to Allyship and Antiracist Practices

Flex Day 4/4/2022 Session #1 Mental Health for Us, Our Students and Our Community -

Presenter Mike Veny

Session #2 Envisioning our New Reality in Education - Post COVID-19 - Presenter Anya

Kamenetz

In addition, the district supported sending a 20-person cohort to NCORE in Portland, Oregon

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.

Multiple Method #8

The "J1" form utilized for faculty evaluations includes items that incorporate equity including:
Under Professionalism:

9. Works with student and/or student support services to provide reasonable accommodations for students with disabilities, and provides accessible materials where appropriate

Under Professional Contributions:

2. Participates in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district

Under Classroom Instruction:

2. Employs multiple teaching approaches when applicable

8. Demonstrates sensitivity to differing student learning styles

10. Tests student performance in fair and valid ways

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

Under Online Instruction:

8. Utilizes multiple modes of content delivery to address differing student learning styles

10. Tests student performance in fair and valid ways

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

For Counselors:

2. Listens well and provides opportunities for counselees to express their concerns

For Child Development Instructors

9. Balances the needs of the individual child with those of the group

For Administrators



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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.

Multiple Method #9

If more space is needed for your explanations, you may attach an additional file. [ATTACH FILE](#)