

**Foothill – De Anza Community College  
Equal Employment Opportunity Plan  
Based on  
Guidelines for California Community  
Colleges**

Adopted by the Board of Trustees on xx/xx/xx

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## **Introduction**

*[Not a Plan Requirement]*

The Foothill – De Anza Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on **(date)**. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in district recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes information regarding district complaint procedures for noncompliance with the title 5 provisions relating to equal employment opportunity programs as well as complaint procedures in instances of unlawful discrimination. The *Plan* includes information about the District Diversity and Equity Advisory Committee and their role in advising Human Resources on methods to support equal employment opportunity and an environment which is welcoming to all. The *Plan* includes information on procedures for dissemination of the *Plan*.

To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Signature of Chancellor

**Judy Miner, Chancellor**

## **Legal Authority**

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a); and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan.

### **California Code Of Regulations Title 5, Section 53003(A)—District Plan**

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

### **California Education Code, Section 87100—Legislative Finds And Declarations:**

- a) The Legislature finds and declares all of the following:
  - 1) In fulfilling its mission within California's system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
  - 2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
  - 3) A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.
- b) It is the intent of the Legislature to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12926.1 of the Government Code, except as otherwise provided in section of 12940 of the Government Code. Every aspect of personnel policy and practice in the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.
- c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

### **Title 5, Section 53026 Complaints—Violation Of Equal Employment Opportunity Regulations**

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require that the district

provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of Chapter 10 of this division.

## **Definitions/Terms Used In This Policy**

[Not a Plan Requirement, title 5, § 53001(a)-(p)]

1. *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. *Diversity*: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
3. *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
  - (1) identifying and eliminating barriers to employment that are not job related;and
  - (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
4. *Equal Employment Opportunity Plan*: a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
5. *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
6. *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
7. *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.

8. *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
9. *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
10. *Reasonable Accommodation*: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.
11. *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
12. *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## **Policy Statement**

*[Not a Plan Requirement, title 5, § 53002]*

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

## **Delegation of Responsibility, Authority and Compliance**

*[Plan Requirement - title 5, §§ 53003(c)(1) and 53020]*

It is the goal of the Foothill – De Anza Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

1. *Governing Board*

The governing board is ultimately responsible for proper implementation of the district's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

2. *Chancellor and Vice Chancellor of Human Resources/Equal Opportunity*

The governing board delegates to the *Chancellor and Vice Chancellor of Human Resources/Equal Opportunity* the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The chief executive officer and the Vice Chancellor shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The *Chancellor* shall evaluate the performance of all administrative staff who report directly to the Chancellor on their ability to follow and implement the *Plan*.

3. *Equal Employment Opportunity Officer*

The district has designated the *Director of Equity and Employee Relations* as the *Equal Employment Opportunity Officer*. The *Director* is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *District Diversity and Equity Advisory Committee*

The District has established the District Diversity and Equity Advisory Committee (DDEAC) to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The DDEAC shall assist in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

6. *Good Faith Effort*

The district shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

## **Advisory Committee**

*[Not a Plan Requirement, title 5 § 53005]*

The district has established the District Diversity and Equity Advisory Committee to assist the district in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership whenever possible.

The District Diversity and Equity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings, if needed, to review diversity efforts, programs, policies, and progress on the goals outlined in the Equal Employment Opportunity Plan. When appropriate, the advisory committee shall make recommendations to the governing board, the Chancellor, and the equal employment opportunity officer.

## **Complaints**

*[Plan Requirement - title 5, §§ 53003(c)(2), 53026 and 59300 et seq.]*

From Board Policy 3430: “The Foothill-De Anza Community College District will provide an educational and employment environment in which no person shall be unlawfully subjected to Harassment, Retaliation or Discrimination in whole or in part on the basis of ethnic group identification, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex or gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or any other legally protected status, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, or be unlawfully denied full and equal access to or the benefits of, any program or activity that is administered by, funded directly by, or that receives any financial assistance from the Federal government, State Chancellor or Board of Governors of the California Community Colleges.”

Reports of Unlawful Discrimination, Harassment or Retaliation Reports not involving criminal proceedings may be filed:

1. By contacting a Title 5 Coordinator/Officer directly. See Title 5 Coordinators listed below.
2. By accessing this link: (this link automatically notifies the Title 5 Coordinator)
3. By submitting a complaint on an Unlawful Discrimination Complaint Form that specifies that you wish to file a Formal Complaint. You are encouraged, but not required, to use this form:

Unlawful Discrimination, Harassment or Retaliation complaints that initiate criminal proceedings may be filed:

1. By notifying the Foothill – De Anza Police Department
2. By notifying law enforcement where the incident occurred

Note: Law enforcement agencies do not automatically notify campus authorities.

### **Title 5 Coordinator Role and Contact Information**

The Title 5 Coordinator oversees compliance with all aspects of the Unlawful Discrimination, Harassment and Retaliation Policy. The Title 5 Coordinator has the authority to enact Interim Measures to prevent additional allegations and protect both parties.

| **At De Anza College** the Title 5 Coordinator is the Dean of Student Development and EOPS, 21250 Stevens Creek Boulevard, Cupertino, CA 95014, (408) 864-8828;

**At Foothill College** the Title 5 Coordinator is the Dean of Student Affairs and Activities, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-7241;

**At Central Services** the Title 5 Coordinator is the Director of Human Resources, District Office of Human Resources, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-6210.

The District also has a Title 5 Officer. The Title 5 Officer is the Vice Chancellor of Human Resource/Equal Opportunity, District Office of Human Resources, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-6210.

There are two types of resolution procedures: **Informal Resolution Procedure** and **Formal Resolution Procedure**. In either case the individual or group of individuals reporting the concern also have the additional option of filing complaints with the [Department of Fair Employment and Housing](#) (DFEH), the [Office of Civil Rights](#) (OCR) or with the [Equal Employment Opportunity Commission](#) (EEOC) at any time.

**An Informal Resolution Procedure** is a process that a Reporting Party undertakes with the appropriate campus or central services Title 5 Coordinator in an attempt to reach a resolution that is acceptable to both the Reporting Party and the Respondent. The Title 5 Coordinator does not make a determination as to whether a Respondent has violated District policy. Instead, the Title 5 Coordinator attempts to facilitate a mutually acceptable resolution, which may include conflict resolution techniques, mediation, or investigation. In the informal process, the Title 5 Coordinator will speak to those individuals whose involvement is necessary to facilitate a resolution to a complaint. Frequently, this includes only the Reporting Party and Respondent(s), but may include others when deemed necessary. The Reporting Party has the right to end the informal resolution process at anytime and begin the formal process as detailed below.

If the parties agree to a proposed resolution that does not include disciplinary action, the resolution shall be implemented and the informal process shall be concluded.

**A Formal Resolution Procedure** includes an official determination as to whether a Respondent(s) has violated the District's policy on Unlawful Discrimination, Harassment and Retaliation. A Formal Resolution Procedure includes:

1. Filing a written report
2. A meeting with the campus or central services Title 5 Coordinator or the District Title 5 Officer (or their designee)
3. An assessment of necessary Interim/Remedial Measures
4. Investigation
5. Administrative Determination
6. Notification of outcome to both Respondent and Reporting Party
7. Appeal (if any)
8. Notification of outcome sent to appropriate District, State and/or Federal agencies

**To request a Formal Resolution, file the complaint in one of the following three ways:**

1. Reporting Parties are encouraged but not required to use the [Unlawful Discrimination Complaint Form](#) that is linked here: <http://hr.fhda.edu/forms.html>

2. Reporting Parties may also provide the complaint in another written form providing the complaint specifies that the complaint is a **Formal Complaint of Discrimination, Harassment or Retaliation**.
3. An alternate approved complaint form can also be obtained from the State Chancellor's Web site which can be accessed here: [CCC Chancellor's Office Unlawful Discrimination](#)

On the written Complaint, describe in detail the alleged **Harassment, Retaliation or Discrimination** and the action the Reporting Party requests to resolve the matter. The form must be signed and dated and shall contain at least the name(s) of the individual(s) involved, the approximate date(s) of the event(s) at issue and a description of the actions constituting the alleged harassment or discrimination.

Omitting necessary information may result in the Complaint being deemed **Defective for the purposes of State Chancellor's Office Resolution**. If a complaint has been deemed **Defective**, The District will notify the Reporting Party and the Chancellor **within three (3) working days** of receipt by the District Officer (Vice Chancellor of Human Resources or her/his designee) that the complaint does not meet the State Chancellor's Office criteria for a formal complaint with an explanation as to why the complaint is defective. Being deemed Defective does not negate all resolution options. Reporting Parties needing assistance with understanding how to file a formal complaint may contact the Vice Chancellor of Human Resources and Equal Opportunity or his/her designee.

The completed **Complaint Form** shall be filed with one of the following individuals:

**At De Anza College** the Title 5 Coordinator is the Dean of Student Development and EOPS, 21250 Stevens Creek Boulevard, Cupertino, CA 95014, (408) 864-8828;

**At Foothill College** the Title 5 Coordinator is the Dean of Student Affairs and Activities, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-7241;

**At Central Services** the Title 5 Coordinator is the Director of Human Resources, District Office of Human Resources, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-6210;

For the District, the Title 5 Officer is the Vice Chancellor of Human Resources and Equal Opportunity, District Office of Human Resources, 12345 El Monte Road, Los Altos Hills, CA 94022, (650) 949-6210.

### **When can a complaint be filed?**

The time limits for filing complaints of Unlawful Discrimination, Harassment or Retaliation vary by agency and type of complaint being filed. Examples of time lines:

### **To the District:**

- In any complaint involving employment, complaints must be filed within 180 days from the date of the alleged unlawful discrimination or within 180 days of when the complainant had knowledge of the facts underlying the allegations of discrimination; generally.
- In any complaint not involving employment, complaints must be filed within one year of the alleged unlawful discrimination, or within one year of when the complainant had knowledge of the facts underlying the allegations of discrimination.

[Equal Employment Opportunity Commission](#) – 180 days from the date of the occurrence

[California Department of Fair Employment and Housing](#) – one year from the date of the occurrence

[US Department of Education Office of Civil Rights](#) - 180 days from the date of the occurrence

[California Community College State Chancellor's Office](#) - 180 days from the date of the occurrence



## **Notification to District Employees**

*[Plan Requirement - title 5, § 53003(c)(3)]*

The commitment of the governing board and the *Chancellor* to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the district's governing board, the Chancellor, administrators, the academic senate leadership, union representatives and members of the *District Diversity and Equity Advisory Committee*. The *Plan* will be available on the district's website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the district's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.
2. Copies of the Plan are located in the President's Office on each campus, on the campus and district websites, the Office of the Chancellor and the District Office of Human Resources. *List locations*

## **Training for Screening/Selection Committees**

*[Plan Requirement - title 5, § 53003(c)(4)]*

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to have completed training within the 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible to assure the required training is offered on a regular basis. Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5 and the district's Equal Employment Opportunity Plan.

## **Annual Written Notice to Community Organizations**

*[Plan Requirement - title 5, § 53003(c)(5)]*

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the district advertises its job openings, the positions and departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time as necessary.

## **Analysis of District Workforce and Applicant Pool**

*[Plan Requirement - title 5, § 53003(c)(6)]*

The District Office of Human Resources will annually review the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For reporting purposes, each applicant will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). Reporting will be done for each college in the district. The district shall also report to the Chancellor the results of its annual study of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The district's workforce and applicant pools follow.

**College Student Ethnicity – 2012-2014**

<b>De Anza College</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
African-American	855(4%)	719(3%)	747(3%)
American Indian/Alaskan Native	70(%)	36(%)	36(%)
Asian	8649(37%)	8478(37%)	8345(37%)
Filipino	1264(5%)	1191(5%)	1282(6%)
Hispanic	5323(23%)	5709(25%)	5956(26%)
Multi-Ethnicity	1059(5%)	1070(5%)	1080(5%)
Pacific Islander	122(1%)	84(%)	89(%)
Unknown	594(3%)	411(2%)	386(2%)
White Non-Hispanic	5499(23%)	5206(23%)	4797(21%)

<b>Foothill College</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
African-American	532(3%)	517(3%)	544(4%)
American Indian/Alaskan Native	39(%)	36(%)	27(%)
Asian	3465(23%)	3274(22%)	3399(22%)
Filipino	462(3%)	487(3%)	533(3%)
Hispanic	3295(22%)	3469(23%)	3671(24%)
Multi-Ethnicity	633(4%)	717(5%)	736(5%)
Pacific Islander	124(1%)	128(1%)	103(1%)
Unknown	968(6%)	1048(7%)	1259(8%)
White Non-Hispanic	5725(38%)	5168(35%)	5170(33%)

**District/College Workforce Ethnicity – 2012**

		American Indian	Asian and PI	Black	Filipino	Latino	White	Other
Foothill	Managerial	(%)	2 (8%)	2 (8%)	1 (4%)	3 (12%)	18 (69%)	(%)
Foothill	Faculty	(%)	24 (13%)	8 (4%)	2 (1%)	24 (13%)	120 (65%)	6 (3%)
Foothill	Professional (Non-Faculty)	1 (3%)	4 (14%)	2 (7%)	2 (7%)	1 (3%)	19 (66%)	(%)
Foothill	Clerical / Secretarial	1 (2%)	8 (17%)	1 (2%)	2 (4%)	8 (17%)	26 (57%)	(%)
Foothill	Technical / Paraprofessional	(%)	8 (19%)	3 (7%)	(%)	6 (14%)	21 (50%)	4 (10%)
Foothill	Service / Maintenance	(%)	1 (50%)	(%)	(%)	(%)	(%)	1 (50%)
<b>Foothill</b>	<b>Total</b>	<b>2 (1%)</b>	<b>47 (14%)</b>	<b>16 (5%)</b>	<b>7 (2%)</b>	<b>42 (13%)</b>	<b>204 (62%)</b>	<b>11 (3%)</b>
De Anza	Managerial	(%)	4 (13%)	6 (20%)	1 (3%)	4 (13%)	15 (50%)	(%)
De Anza	Faculty	5 (2%)	45 (16%)	19 (7%)	3 (1%)	35 (12%)	158 (56%)	17 (6%)
De Anza	Professional (Non-Faculty)	(%)	11 (20%)	1 (2%)	2 (4%)	9 (17%)	26 (48%)	5 (9%)
De Anza	Clerical / Secretarial	(%)	22 (31%)	2 (3%)	3 (4%)	8 (11%)	33 (46%)	4 (6%)
De Anza	Technical / Paraprofessional	1 (1%)	28 (25%)	3 (3%)	4 (4%)	17 (15%)	51 (45%)	10 (9%)
De Anza	Service / Maintenance	(%)	7 (20%)	1 (3%)	3 (9%)	16 (46%)	4 (11%)	4 (11%)
<b>De Anza</b>	<b>Total</b>	<b>6 (1%)</b>	<b>117 (20%)</b>	<b>32 (5%)</b>	<b>16 (3%)</b>	<b>89 (15%)</b>	<b>287 (49%)</b>	<b>40 (7%)</b>
Cent Svrs	Managerial	(%)	2 (8%)	1 (4%)	(%)	2 (8%)	17 (71%)	2 (8%)
Cent Svrs	Professional (Non-Faculty)	(%)	18 (26%)	2 (3%)	1 (1%)	9 (13%)	35 (51%)	3 (4%)
Cent Svrs	Clerical / Secretarial	(%)	3 (15%)	2 (10%)	1 (5%)	3 (15%)	11 (55%)	(%)
Cent Svrs	Technical / Paraprofessional	1 (4%)	4 (17%)	1 (4%)	2 (9%)	5 (22%)	7 (30%)	3 (13%)
Cent Svrs	Service / Maintenance	(%)	2 (5%)	4 (11%)	1 (3%)	19 (51%)	9 (24%)	2 (5%)
Cent Svrs	Skilled Crafts	(%)	3 (10%)	2 (7%)	1 (3%)	10 (34%)	12 (41%)	1 (3%)
<b>Cent Svrs</b>	<b>Total</b>	<b>1 (1%)</b>	<b>32 (16%)</b>	<b>12 (6%)</b>	<b>6 (3%)</b>	<b>48 (24%)</b>	<b>91 (45%)</b>	<b>11 (5%)</b>
<b>Total</b>	<b>Total</b>	<b>9 (1%)</b>	<b>196 (18%)</b>	<b>60 (5%)</b>	<b>29 (3%)</b>	<b>179 (16%)</b>	<b>582 (52%)</b>	<b>62 (6%)</b>

**District/College Workforce Ethnicity – 2013**

		American Indian	Asian and PI	Black	Filipino	Latino	White	Other
Foothill	Managerial	(%)	2 (7%)	1 (4%)	1 (4%)	3 (11%)	21 (75%)	(%)
Foothill	Faculty	(%)	24 (13%)	10 (5%)	2 (1%)	25 (14%)	117 (64%)	6 (3%)
Foothill	Professional (Non-Faculty)	1 (3%)	8 (25%)	2 (6%)	2 (6%)	1 (3%)	18 (56%)	(%)
Foothill	Clerical / Secretarial	1 (3%)	9 (23%)	1 (3%)	1 (3%)	8 (20%)	20 (50%)	(%)
Foothill	Technical / Paraprofessional	(%)	8 (18%)	5 (11%)	(%)	8 (18%)	20 (45%)	3 (7%)
Foothill	Service / Maintenance	(%)	1 (100%)	(%)	(%)	(%)	(%)	(%)
<b>Foothill</b>	<b>Total</b>	<b>2 (1%)</b>	<b>52 (16%)</b>	<b>19 (6%)</b>	<b>6 (2%)</b>	<b>45 (14%)</b>	<b>196 (60%)</b>	<b>9 (3%)</b>
De Anza	Managerial	(%)	3 (11%)	6 (21%)	2 (7%)	4 (14%)	13 (46%)	(%)
De Anza	Faculty	3 (1%)	47 (17%)	21 (8%)	3 (1%)	35 (13%)	151 (55%)	16 (6%)
De Anza	Professional (Non-Faculty)	(%)	10 (20%)	2 (4%)	(%)	9 (18%)	25 (50%)	4 (8%)
De Anza	Clerical / Secretarial	(%)	21 (32%)	2 (3%)	3 (5%)	9 (14%)	28 (43%)	2 (3%)
De Anza	Technical / Paraprofessional	(%)	28 (28%)	2 (2%)	5 (5%)	15 (15%)	41 (41%)	10 (10%)
De Anza	Service / Maintenance	(%)	7 (22%)	1 (3%)	2 (6%)	13 (41%)	5 (16%)	4 (13%)
<b>De Anza</b>	<b>Total</b>	<b>3 (1%)</b>	<b>116 (21%)</b>	<b>34 (6%)</b>	<b>15 (3%)</b>	<b>85 (15%)</b>	<b>263 (48%)</b>	<b>36 (7%)</b>
Cent Svrs	Managerial	(%)	2 (9%)	(%)	(%)	2 (9%)	18 (78%)	1 (4%)
Cent Svrs	Professional (Non-Faculty)	(%)	19 (30%)	1 (2%)	2 (3%)	9 (14%)	29 (46%)	3 (5%)
Cent Svrs	Clerical / Secretarial	(%)	2 (13%)	(%)	1 (7%)	3 (20%)	9 (60%)	(%)
Cent Svrs	Technical / Paraprofessional	1 (6%)	4 (22%)	(%)	1 (6%)	2 (11%)	7 (39%)	3 (17%)
Cent Svrs	Service / Maintenance	(%)	3 (7%)	5 (12%)	3 (7%)	20 (47%)	10 (23%)	2 (5%)
Cent Svrs	Skilled Crafts	(%)	4 (18%)	1 (5%)	1 (5%)	8 (36%)	8 (36%)	(%)
<b>Cent Svrs</b>	<b>Total</b>	<b>1 (1%)</b>	<b>34 (18%)</b>	<b>7 (4%)</b>	<b>8 (4%)</b>	<b>44 (24%)</b>	<b>81 (44%)</b>	<b>9 (5%)</b>
<b>Total</b>	<b>Total</b>	<b>6 (1%)</b>	<b>202 (19%)</b>	<b>60 (6%)</b>	<b>29 (3%)</b>	<b>174 (16%)</b>	<b>540 (51%)</b>	<b>54 (5%)</b>

**District/College Workforce Ethnicity – 2014**

		American Indian	Asian and PI	Black	Filipino	Latino	White	Other
Foothill	Managerial	(%)	2 (7%)	1 (4%)	1 (4%)	3 (11%)	21 (75%)	(%)
Foothill	Faculty	(%)	24 (13%)	10 (5%)	2 (1%)	25 (14%)	117 (64%)	6 (3%)
Foothill	Professional (Non-Faculty)	1 (3%)	8 (25%)	2 (6%)	2 (6%)	1 (3%)	18 (56%)	(%)
Foothill	Clerical / Secretarial	1 (3%)	9 (23%)	1 (3%)	1 (3%)	8 (20%)	20 (50%)	(%)
Foothill	Technical / Paraprofessional	(%)	8 (18%)	5 (11%)	(%)	8 (18%)	20 (45%)	3 (7%)
Foothill	Service / Maintenance	(%)	1 (100%)	(%)	(%)	(%)	(%)	(%)
<b>Foothill</b>	<b>Total</b>	<b>2 (1%)</b>	<b>52 (16%)</b>	<b>19 (6%)</b>	<b>6 (2%)</b>	<b>45 (14%)</b>	<b>196 (60%)</b>	<b>9 (3%)</b>
De Anza	Managerial	(%)	3 (11%)	6 (21%)	2 (7%)	4 (14%)	13 (46%)	(%)
De Anza	Faculty	3 (1%)	47 (17%)	21 (8%)	3 (1%)	35 (13%)	151 (55%)	16 (6%)
De Anza	Professional (Non-Faculty)	(%)	10 (20%)	2 (4%)	(%)	9 (18%)	25 (50%)	4 (8%)
De Anza	Clerical / Secretarial	(%)	21 (32%)	2 (3%)	3 (5%)	9 (14%)	28 (43%)	2 (3%)
De Anza	Technical / Paraprofessional	(%)	28 (28%)	2 (2%)	5 (5%)	15 (15%)	41 (41%)	10 (10%)
De Anza	Service / Maintenance	(%)	7 (22%)	1 (3%)	2 (6%)	13 (41%)	5 (16%)	4 (13%)
<b>De Anza</b>	<b>Total</b>	<b>3 (1%)</b>	<b>116 (21%)</b>	<b>34 (6%)</b>	<b>15 (3%)</b>	<b>85 (15%)</b>	<b>263 (48%)</b>	<b>36 (7%)</b>
Cent Svrs	Managerial	(%)	2 (9%)	(%)	(%)	2 (9%)	18 (78%)	1 (4%)
Cent Svrs	Professional (Non-Faculty)	(%)	19 (30%)	1 (2%)	2 (3%)	9 (14%)	29 (46%)	3 (5%)
Cent Svrs	Clerical / Secretarial	(%)	2 (13%)	(%)	1 (7%)	3 (20%)	9 (60%)	(%)
Cent Svrs	Technical / Paraprofessional	1 (6%)	4 (22%)	(%)	1 (6%)	2 (11%)	7 (39%)	3 (17%)
Cent Svrs	Service / Maintenance	(%)	3 (7%)	5 (12%)	3 (7%)	20 (47%)	10 (23%)	2 (5%)
Cent Svrs	Skilled Crafts	(%)	4 (18%)	1 (5%)	1 (5%)	8 (36%)	8 (36%)	(%)
<b>Cent Svrs</b>	<b>Total</b>	<b>1 (1%)</b>	<b>34 (18%)</b>	<b>7 (4%)</b>	<b>8 (4%)</b>	<b>44 (24%)</b>	<b>81 (44%)</b>	<b>9 (5%)</b>
<b>Total</b>	<b>Total</b>	<b>6 (1%)</b>	<b>202 (19%)</b>	<b>60 (6%)</b>	<b>29 (3%)</b>	<b>174 (16%)</b>	<b>540 (51%)</b>	<b>54 (5%)</b>

**District/College Workforce Gender – 2012**

		<b>Female</b>	<b>Male</b>
Foothill	Managerial	15 (58%)	11 (42%)
Foothill	Faculty	112 (61%)	72 (39%)
Foothill	Professional (Non-Faculty)	19 (66%)	10 (34%)
Foothill	Clerical / Secretarial	39 (85%)	7 (15%)
Foothill	Technical / Paraprofessional	27 (64%)	15 (36%)
Foothill	Service / Maintenance	(%)	2 (100%)
<b>Foothill</b>	<b>Total</b>	<b>212 (64%)</b>	<b>117 (36%)</b>
De Anza	Managerial	17 (57%)	13 (43%)
De Anza	Faculty	155 (55%)	127 (45%)
De Anza	Professional (Non-Faculty)	34 (63%)	20 (37%)
De Anza	Clerical / Secretarial	56 (78%)	16 (22%)
De Anza	Technical / Paraprofessional	73 (64%)	41 (36%)
De Anza	Service / Maintenance	12 (34%)	23 (66%)
<b>De Anza</b>	<b>Total</b>	<b>347 (59%)</b>	<b>240 (41%)</b>
Cent Svrs	Managerial	12 (50%)	12 (50%)
Cent Svrs	Professional (Non-Faculty)	33 (49%)	35 (51%)
Cent Svrs	Clerical / Secretarial	19 (95%)	1 (5%)
Cent Svrs	Technical / Paraprofessional	3 (13%)	20 (87%)
Cent Svrs	Service / Maintenance	5 (14%)	32 (86%)
Cent Svrs	Skilled Crafts	2 (7%)	27 (93%)
<b>Cent Svrs</b>	<b>Total</b>	<b>74 (37%)</b>	<b>127 (63%)</b>
<b>Total</b>	<b>Total</b>	<b>633 (57%)</b>	<b>484 (43%)</b>

**District/College Workforce Gender – 2013**

		<b>Female</b>	<b>Male</b>
Foothill	Managerial	19 (68%)	9 (32%)
Foothill	Faculty	113 (61%)	71 (39%)
Foothill	Professional (Non-Faculty)	20 (63%)	12 (38%)
Foothill	Clerical / Secretarial	31 (78%)	9 (23%)
Foothill	Technical / Paraprofessional	27 (61%)	17 (39%)
Foothill	Service / Maintenance	(%)	1 (100%)
<b>Foothill</b>	<b>Total</b>	<b>210 (64%)</b>	<b>119 (36%)</b>
De Anza	Managerial	18 (64%)	10 (36%)
De Anza	Faculty	146 (53%)	130 (47%)
De Anza	Professional (Non-Faculty)	32 (64%)	18 (36%)
De Anza	Clerical / Secretarial	52 (80%)	13 (20%)
De Anza	Technical / Paraprofessional	67 (66%)	34 (34%)
De Anza	Service / Maintenance	11 (34%)	21 (66%)
<b>De Anza</b>	<b>Total</b>	<b>326 (59%)</b>	<b>226 (41%)</b>
Cent Svrs	Managerial	11 (48%)	12 (52%)
Cent Svrs	Professional (Non-Faculty)	31 (49%)	32 (51%)
Cent Svrs	Clerical / Secretarial	13 (87%)	2 (13%)
Cent Svrs	Technical / Paraprofessional	5 (28%)	13 (72%)
Cent Svrs	Service / Maintenance	6 (14%)	37 (86%)
Cent Svrs	Skilled Crafts	1 (5%)	21 (95%)
<b>Cent Svrs</b>	<b>Total</b>	<b>67 (36%)</b>	<b>117 (64%)</b>
<b>Total</b>	<b>Total</b>	<b>603 (57%)</b>	<b>462 (43%)</b>

**District/College Workforce Gender – 2014**

		<b>Female</b>	<b>Male</b>
Foothill	Managerial	20 (71%)	8 (29%)
Foothill	Faculty	113 (62%)	69 (38%)
Foothill	Professional (Non-Faculty)	25 (66%)	13 (34%)
Foothill	Clerical / Secretarial	27 (77%)	8 (23%)
Foothill	Technical / Paraprofessional	21 (57%)	16 (43%)
Foothill	Service / Maintenance	(%)	1 (100%)
<b>Foothill</b>	<b>Total</b>	<b>206 (64%)</b>	<b>115 (36%)</b>
De Anza	Managerial	16 (57%)	12 (43%)
De Anza	Faculty	144 (54%)	124 (46%)
De Anza	Professional (Non-Faculty)	31 (66%)	16 (34%)
De Anza	Clerical / Secretarial	57 (80%)	14 (20%)
De Anza	Technical / Paraprofessional	67 (64%)	37 (36%)
De Anza	Service / Maintenance	14 (40%)	21 (60%)
<b>De Anza</b>	<b>Total</b>	<b>329 (59%)</b>	<b>224 (41%)</b>
Cent Svrs	Managerial	15 (54%)	13 (46%)
Cent Svrs	Professional (Non-Faculty)	33 (52%)	30 (48%)
Cent Svrs	Clerical / Secretarial	15 (88%)	2 (12%)
Cent Svrs	Technical / Paraprofessional	4 (24%)	13 (76%)
Cent Svrs	Service / Maintenance	6 (14%)	37 (86%)
Cent Svrs	Skilled Crafts	1 (5%)	20 (95%)
<b>Cent Svrs</b>	<b>Total</b>	<b>74 (39%)</b>	<b>115 (61%)</b>
<b>Total</b>	<b>Total</b>	<b>609 (57%)</b>	<b>454 (43%)</b>

## **Analysis of District/College Workforce 2012-2014**

An analysis of the district and campus specific workforce reveals the following:

### **Race/Ethnicity**

- District: Whites represent the majority population.
- Foothill College – all workgroups: Whites represent the majority population.
- De Anza College – all workgroups except Service/Maintenance: Whites represent the majority population
- De Anza College – Service Maintenance: Latinos represent the majority population.
- Central Services – all workgroups except Service Maintenance and Skilled Crafts: Whites represent the majority population
- Central Services – Service/Maintenance and Skilled Crafts: Latinos represent the majority population.

### **Gender**

- Foothill College – all workgroups except Service Maintenance: Females represent the majority population.
- Foothill College – Service/Maintenance: Males represent the majority population.
- De Anza College – all workgroups except Service Maintenance: Females represent the majority population.
- De Anza College – Service/Maintenance: Males represent the majority population
- Central Services – Managerial, Professional (Non-faculty) and Clerical/Secretarial: Females represent the majority population.

**Applicant Pool 7/1/13 – 1/1/15**  
**(Using Taleo Race Categories)**

	<b>African-American/Black</b>	<b>American Indian/Alaska Native</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Multi-Ethnicity</b>	<b>Unknown/Blank</b>	<b>White Non Hispanic</b>
<b>Faculty</b>	209 (8%)	16 (1%)	586 (22%)	322 (12%)	82 (3%)	290 (11%)	1113 (43%)
<b>Management</b>	216 (15%)	15 (1%)	215 (15%)	164 (11%)	68 (5%)	239 (16%)	561 (38%)
<b>Clerical</b>	398 (6%)	26 (%)	1668 (27%)	1108 (18%)	308 (5%)	902 (15%)	1738 (28%)
<b>Skilled/Trades</b>	39 (8%)	4 (1%)	73 (15%)	187 (38%)	13 (3%)	53 (11%)	123 (25%)

**Applicant Pool Gender 7/1/13 – 1/1/15**  
**Taleo Data**

	<b>Female</b>	<b>Male</b>
<b>Faculty</b>	1366 (55%)	1138 (45%)
<b>Admin</b>	618 (47%)	693 (53%)
<b>Clerical</b>	3800 (68%)	1809 (32%)
<b>Skilled/Trades</b>	69 (15%)	405 (85%)



## **Analysis of Applicant Pools**

An analysis of the district applicants reveals the following:

### Race/Ethnicity

- Faculty - Whites represent the majority population of applicants.
- Management –Whites represent the majority population of applicants.
- Clerical –Whites represent the majority population of applicants
- Skilled/Trades – Hispanics represent the majority population of applicants.

### Gender

- Faculty – Females represent the majority population of applicants.
- Administrative/Management – Males represent the majority population of applicants.
- Clerical – Females represent the majority population of applicants.
- Skilled/Trades: Males represent the majority population of applicants



## **Methods to Address Underrepresentation**

*[Plan Requirement - title 5, § 53003(c)(8)]*

FHDA is in the process or has taken the following steps to address employment opportunities within our district:

- Revising applications to include a prompt “Explain how your life experiences, studies or work have influenced your commitment to diversity, equity and inclusion.”
- Revising application procedures to remove the requirement that all transcripts be provided prior to interviews to facilitate greater inclusion
- Providing training for all members of hiring committees to understand unconscious bias
- Updated Equal Opportunity Representative training to include information about Disparate Racial Impact, Job-Related Necessity, the difference between equality and equity and more
- Centralizing procedures for assigning EO Reps to committees
- Developed a process for review of Job Postings/Job Summaries to allow for/require equity language infusion throughout the Postings or Summaries
- Provided training for all administrators & managers in the role and responsibilities of EO Reps on hiring committees
- Reordered hiring procedures to ensure the selection of committee members prior to the development of the Job Posting or Summary
- Requested that hiring managers provide additional recruitment locations/options to district human resources

## **Other Measures Necessary to Further Equal Employment Opportunity**

*[Plan Requirement - title 5, § 53003(c)(10)]*

Beyond efforts to increase applicant pools and improve hiring procedures, the district recognizes that additional efforts need to be made to show a district-wide commitment to equity, diversity and inclusion. Examples of actions being taken include:

- Begun development of Equity Certification program
- District commitment to Equity-focused keynote speakers for Opening Day activities
- District augmentation to campus funding to allow for greater participation in the annual National Council on Race and Ethnicity (NCORE) conference
- The inclusion of a question relating to the demonstration of sensitivity to diversity including racial and ethnic backgrounds, sexual orientations and physical and mental disabilities in evaluation instruments
- Reestablished the position of Director of Equity and Employee Relations to help coordinate district and campus equity efforts

## **Graduate Assumption Program of Loans for Education**

*[Plan Requirement - Education Code §§ 87106, 69618 et seq.]*

The district will encourage community college students to become qualified for and seek employment as community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.