



**Minutes – December 11, 2025**  
**1 p.m.-2 p.m.**  
**Zoom Meeting**

**Members Present:** Yaira Hicks, Nadia Khan, Dara Perales, Hayley Schwartzkopf, Wendy Stewart

**Members Not Present:** Nick Mortaloni, Al Nyman

**Resources:** Nashona Andrade, Jenn Acfalle, Chris Tarman

1. Minutes
  - a. Review November 13, 2025 - Meeting Minutes  
The committee reviewed the meeting minutes from the November 13, 2025, meeting. No changes.
2. Discussion Items
  - a. Masked Screening  
The committee discussed using masked screenings for candidates. Concerns were raised that removing applicants' names does not help reviewers recognize or interrupt their own biases; it simply eliminates a step without building skill in unbiased evaluation. Additionally, stripping names and identifying details diminishes candidates' identities and conflicts with our college's values of honoring each person's full presence. The diversity of the college's hiring goals in making equitable decisions could be undermined if we move to a masked screening of applicants.
3. 2026–2029 EEO Plan Components  
The committee reviewed Appendix A: Component XIII, that will be used to create the outline with our strategies for the 2026-2029 EEO Plan. Component XIII outlines the "Who" will lead the initiative; the "What/When" will be the strategies that the EEOAC selected at our November meeting; and the last will provide "Effectiveness, Metrics & Review." In our last EEO Plan, we have initiated specific language in our job announcements, advertised in diverse publications; and updated mandatory training, however, it does not reflect the growth or improvement we have made as an institution.

Under **Pre-Hiring Strategies**, we will:

- Revise the college's job descriptions and work on our interview strategies & training. Y1 covers the classification & compensation study that will ensure our job descriptions address the following four criteria (commitment to IDEA as the first essential function, gender-neutral and bias-free language, focus on skills and competencies, and distinguish between required vs. preferred qualifications). Y2 covers the use of gender-neutral and bias-free language; focus on outcomes and competencies. Y3 implement board-approved job classifications.

- Develop interview strategies & training.
  - Y1 Develop written standards and criteria for interview materials for hiring committees.
  - Y2 Develop a resource library that includes samples of structured, skill-based assessments and presentation prompts.
  - Y3 Implement mandatory training on developing effective interview questions and structured assessment usage.

Under **Hiring Strategies**, we will:

- Incorporate student participation in the hiring process.
  - Y1 Establish guidelines for student participation in hiring committees.
  - Y2 Draft guidelines for student participation in hiring committees, including clearly defined roles, eligibility criteria, and best practices.
  - Y3 Implementation.
- Revise the Diversity Supplemental Question and associated rubric.
  - Y1 Audit current diversity supplemental questions across all recruitment types.
  - Y2 Develop revised questions.
  - Y3 Implementation.
- Strengthen the Associate Faculty to Full-time Faculty pipeline.
  - Y1 Develop an annual information tool (video) or targeted hiring campaign for Associate Faculty outlining the hiring process for Full-time Faculty positions.
  - Y2 Create written guide and FAQ document that outlines the timelines, required documents, and assessment criteria for faculty positions.
  - Y3 Implementation.

Under **Post-Hiring Strategies**, we will:

- Develop equity-centered performance evaluation practices.
  - Y1 Define IDEA competencies for inclusion into employee evaluations. Develop BARS rubric for IDEA competencies.
  - Y2 Meet and confer with representative employee groups regarding proposed changes to employee evaluation criteria and administrative goals.
  - Y3 Implementation.
- Develop employee resource groups.
  - Y1 Collaborate with newly established employee resource groups (ERG). Conduct a needs assessment for resources and funding. Identify specific needs for each ERG.
  - Y2 Establish operational microgrants for existing groups.
  - Y3 Partner with ERGs for diversity outreach and job candidate community building.

#### 4. Upcoming Meetings

- a. Survey will be sent out for potential meeting dates.

## **EEOAC Committee Charge**

- Assist the district in implementing its EEO Plan.
- Assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.
- Coordinate with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.
- Review and advise on recruitment efforts, job announcements, interview protocols, retention efforts, and other aspects of the hiring, retention, and promotion processes that impact the district's ability to attract and retain a diverse faculty and staff
- Advise on implementing the district's obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students
- Promote communication with community groups and organizations for people with disabilities
- Promote hiring of faculty who have themselves graduated from a community college
- Develop communications among departments to foster understandings of the EEO Plan
- Advise the superintendent/president regarding special training or staff development needs
- Review the EEO Plan, monitor its progress and recommend changes
- Review and approve the annual written report to the superintendent/president, the Board of Trustees, and the California Community Colleges Chancellor's Office.
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