Grossmont-Cuyamaca Community College District
Equal Employment Opportunity
Annual Report
2020 - 2021

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

![California Community Colleges logo]

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

District Name: Grossmont-Cuyamaca 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: Tim Corcoran   Title: Vice Chancellor Human Resources

Signature: *Tim Corcoran*   Date: 5/172021

Chief Human Resources Officer

Name: Tim Corcoran   Title: Vice Chancellor Human Resources

Signature: *Tim Corcoran*   Date: 5/17/2021

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Lynn Neault   Title: Chancellor

Signature: *Lynn Cerenis Neault*   Date: 5/18/21

President/Chair, District Board of Trustees
Date of governing board's approval/certification: May 18, 2021

Name: Brad Monroe   Title: *President/Chair, Board of Trustees*

Signature: *Bradford R Monroe*   Date: 5/18/21

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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 <u>active</u> 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.

Multiple Method #1

To receive funding for this year's allocation amount, districts are <u>also</u> 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

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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.

Multiple Method #3

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

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

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

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

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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.

Multiple Method #8

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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

Human Resources Advisory Council
Agenda
Friday, April 30, 2021
(10:30 – 12:00 pm)

Chair: Tim Corcoran - Vice Chancellor, Human Resources

Alyssa Brown	Denise Schulmeyer
Anaid Northcraft	Manuel Mancillas-Gomez
Anne Krueger	Lida Rafia
Bernadette Black	Michael Copenhaver
Cheryl Detwiler	Natalija Worrell
Caroline Althaus	Nicole Salgado
Cindy Hall	Pearl Lopez
Craig Leedham	Sahar Abushaban

Recorder: Jane Galarneau

Topic	Presenter
• EEO multiple method allocation model certification	Alyssa
• 2015-2020 EEO Data GCCCD_EEO_Report_2020 Final (2014-2018 ACS https://gcccd.sharepoint.com/:b:/s/rpie/EXIS9DIW60tEjQ6etN4H67IBP84RKp7-ZyxWnBmFbO2KYw?e=fYiDms	Alyssa
• Diversity, Equity & Inclusion (DEI) Video	Alyssa
• Group Updates	
• Next Meeting – May 26, 2021	

Multiple Method #1: District's EEO Advisory Committee and EEO Plan

The [GCCCD Equal Employment Opportunity Plan](#) was adopted by the Governing Board on September 8, 2009, and updated on May 1, 2019. An updated version of the plan was approved by the Governing Board on May 21, 2019. The plan is scheduled to be reviewed in 2022. The plan reflects the District's commitment to diversity, equity, and inclusion in employment. An environment that supports and promotes diversity is conducive to the principles and practices of EEO as contained in the District's Plan.

The Plan's immediate focus is to support and advocate for equal employment opportunities in the District's recruitment and hiring policies and practices pursuant to Title 5 regulations, section 53000 et seq.

GCCCD has established an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the EEO Officer and GCCCD as a whole to promote understanding and support of EEO policies and procedures. The Human Resource Advisory Council (HRAC) serves in an advisory capacity to the Human Resources Department to support its ongoing commitment to providing quality services for employees based on the District's vision and goals. HRAC also serves as the EEOAC. The EEOAC has a diverse membership, with representatives from each District site.

Attached Support Material(s):

- *Equal Employment Opportunity Data 2015 - 2020*
- *Human Resources Advisory Council CHARGE.pdf*
- *EEO Fund Expenditure Report 2019-2020*

Equal Employment Opportunity Data

2015-2020

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Office of Research, Planning, and Institutional Effectiveness
March 16, 2021

APPLICANT AND HIRING ANALYSES

Table 1 below is a five-year comparison of applicant demographics to those of the District Boundary and San Diego County. Only data for applicants who submitted **complete** job applications are included.

From 2015-16 to 2019-20, there is a higher percentage of female applicants than expected based on the population percentage in the District and the County. The percentage of Asian applicants is higher compared to the District Boundary, but lower than the San Diego County Asian population. The percentage of Black/African American applicants is above the percentage of both District and County availability. Latino applicants are underrepresented in terms of both District and County availability. Similarly, the percentage of White applicants is below the availability for both the District, and the County. Starting in 2018-19 applicants had the option to select Middle Eastern and multiple ethnicities.

Table 1: GCCCD Five-Year Applicant Analysis

GCCCD Applicant Pools, 2015-2020 Totals for All Job Classifications								
	2015-2016 (n = 9,003)	2016-2017 (n = 6,158)	2017-2018 (n = 9,778)	2018-2019 (n = 5,701)	2019-2020 (n = 7,037)	Five-Year Average	SD County	GCCCD Boundary
Female	55.5%	58.9%	58.7%	51.7%	55.8%	56.3%	**49.8%**	**51.1%**
Male	39.7%	36.1%	36.7%	42.7%	39.1%	38.8%	**50.2%**	**48.9%**
Unknown	4.8%	5.0%	4.7%	5.6%	5.1%	5.0%	**0.0%**	**0.0%**
Asian	8.6%	7.5%	8.3%	9.4%	9.2%	8.6%	**13.4%**	**6.7%**
Black/African-American	8.9%	10.3%	9.7%	9.2%	8.8%	9.4%	**5.1%**	**5.9%**
Hispanic/Latino	18.8%	22.8%	21.1%	23.3%	18.2%	20.7%	**29.8%**	**26.5%**
Middle Eastern	NA	NA	NA	1.1%	7.7%	1.6%	**Unknown**	**Unknown**
Native American	1.5%	1.4%	1.3%	1.3%	0.9%	1.3%	**0.7%**	**0.8%**
Pacific Islander	0.9%	1.4%	0.8%	0.7%	0.7%	0.9%	**0.4%**	**0.5%**
White	49.1%	44.2%	46.3%	44.4%	40.7%	45.3%	**47.6%**	**56.3%**
Two or More Races	NA	NA	NA	0.3%	3.0%	0.6%	**2.7%**	**3.1%**
Unknown	12.3%	12.3%	12.3%	10.4%	10.8%	11.7%	**0.2%**	**0.2%**

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2015-2016 through 2019-2020); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG (2019 estimates based on the 2010 Census); Please note unknown genders and unknown ethnicities have been included in the percentages.

Table 2 is a five-year comparison of demographics of applicants who were hired at GCCCD compared to the demographics of the District Boundary and San Diego County. Males are historically underrepresented among applicants hired from 2015-2019. The five-year average of Black hirees is very similar to what is expected based on District demographics but slightly higher than expected compared to County demographics, whereas Latino applicants are underrepresented among those hired when compared to District and County demographics. The percentage of Asian hirees is higher than that for the District population, but lower than that for the San Diego County population. Over the five-year period, the percentage of White hirees is lower than expected based on District demographics, but higher than expected compared to County demographics. Starting in 2018-19 applicants had the option to select Middle Eastern and multiple ethnicities.

Table 2: GCCCD Five-Year Hiring Analysis

GCCCD Hiring Pools, 2015-2020 Totals for All Job Classifications								
	2015-2016 (n =156)	2016-2017 (n =91)	2017-2018 (n = 375)	2018-2019 (n = 233)	2019-2020 (n = 158)	Five-Year Average	SD County	GCCCD Boundary
Female	64.1%	67.0%	60.0%	50.3%	48.1%	56.7%	49.8%	51.1%
Male	33.3%	30.8%	37.3%	45.7%	45.6%	39.7%	50.2%	48.9%
Unknown	2.6%	2.2%	2.7%	4.0%	6.3%	3.5%	0.0%	0.0%
Asian	14.1%	4.4%	10.1%	10.3%	6.3%	9.7%	13.4%	6.7%
Black/African-American	3.8%	8.8%	4.5%	6.0%	7.6%	5.6%	5.1%	5.9%
Hispanic/Latino	17.9%	27.5%	24.3%	18.2%	20.9%	21.4%	29.8%	26.5%
Middle Eastern	NA	NA	NA	1.0%	4.4%	0.9%	Unknown	Unknown
Native American	0.6%	3.3%	1.3%	1.7%	0.6%	1.4%	0.7%	0.8%
Pacific Islander	1.3%	1.1%	0.8%	0.7%	1.9%	1.0%	0.4%	0.5%
White	53.2%	42.9%	49.1%	51.0%	42.4%	48.7%	47.6%	56.3%
Two or More Races	NA	NA	NA	0.0%	5.1%	0.7%	2.7%	3.1%
Unknown	9.0%	12.1%	9.9%	11.3%	10.8%	10.4%	0.2%	0.2%

Data sources: GCCCD hiree data is from PeopeAdmin and Workday (Fiscal year 2015-2016 through 2019-2020); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG (2019 estimates based on the 2010 Census); Please note unknown genders and unknown ethnicities have been included in the percentages.

Figure 1 shows the gender composition of applicants compared to those hired averaged over a five-year period. Male applicants were slightly underrepresented in the applicant pools.
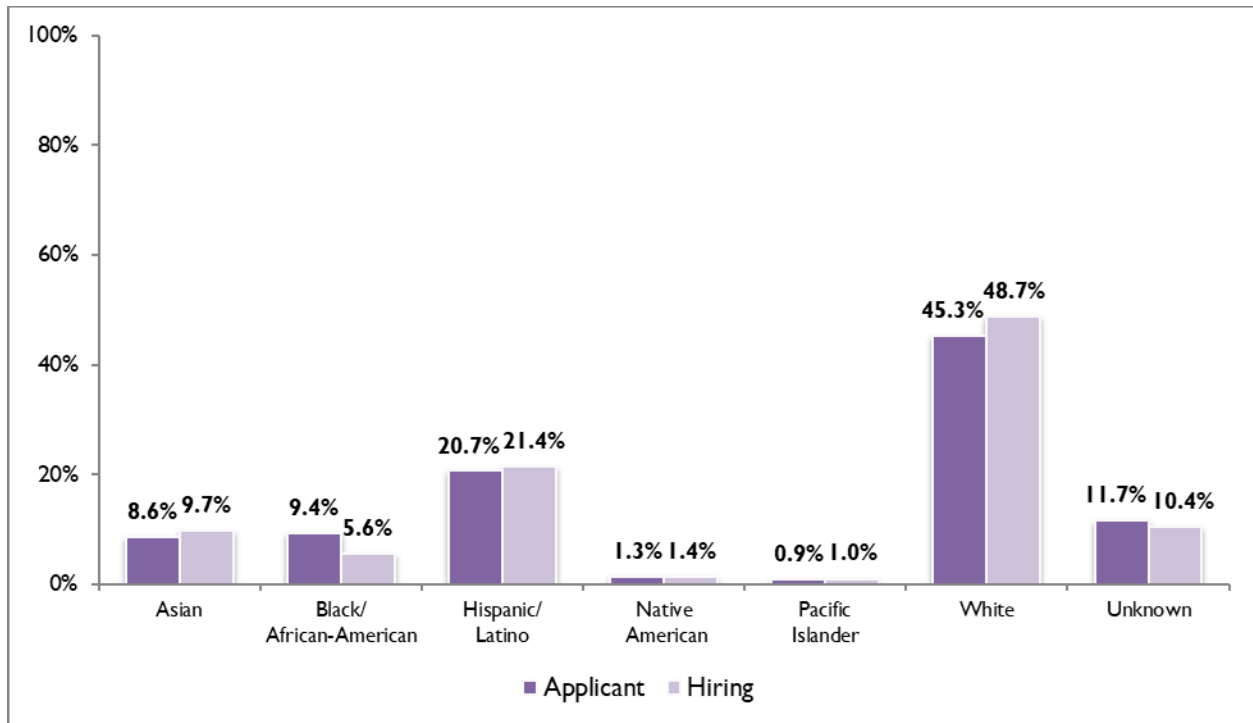
Figure 1: Comparison of Applicants and Hires by Gender, Five-Year Average 2015-2019
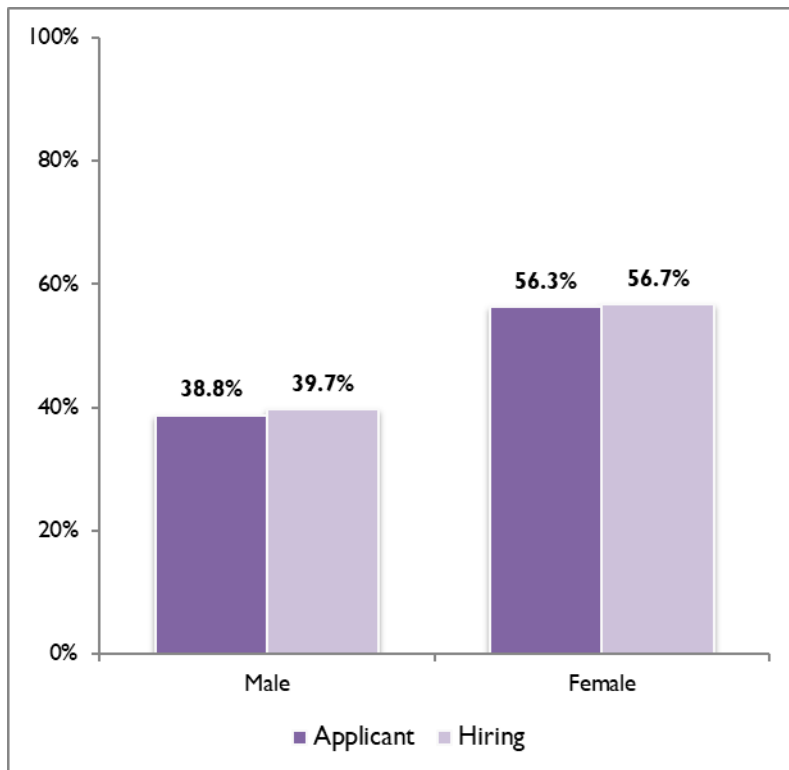
Data source: GCCCD applicant and hiree data is from PeopleAdmin and Workday (Fiscal year 2015-2016 through 2019-2020).

Figure 2 shows the ethnic composition of applicants compared to those hired averaged over a five-year period. White and Asian candidates continued to be overrepresented among those hired compared to the percentage of applicants from 2015-2019. The percentage of Latino hirees is slightly higher relative the percentage of Latino applicants, while the percentage of black hirees are underrepresented compared to applicants during the same time period.

Figure 2: Comparison of Applicants and Hires by Ethnicity, Five-Year Average 2015-2019

Data source: GCCCD applicant and hiree data is from PeopleAdmin and Workday (Fiscal year 2015-2016 through 2019-2020).

WORKFORCE ANALYSES

The tables below present the GCCCD workforce by race and ethnicity. GCCCD workforce data are derived from IFAS (2015-2017) and WorkDay (2017-2020). The GCCCD Boundary data was collected from SANDAG (2019 estimates, 18+), whereas the SD County Occupation data is from the U.S. Census Bureau, 2014-2018 American Community Survey (EEO Tabulation Table EEO 6w. EEO-1 State and Local Government Job Groups by Sex, and Race/Ethnicity for Worksite Geography, Total Population Civilians employed at work 16+; faculty job category data also utilized data from EEO Tabulation Table EEO 1w. Detailed Census Occupation by Sex and Race/Ethnicity for Worksite Geography Universe, Civilians employed at work 16+).

Table 3: Five-Year GCCCD Workforce by Ethnicity, All Occupations (with Part-Time Faculty)

GCCCD Ethnicity Data Comparison, 2015-2020								
Totals for All Job Classifications								
Race/Ethnicity	**2015-2016** (n = 1,971)	**2016-2017** (n = 1,791)	**2017-2018** (n = 2,083)	**2018-2019** (n = 2,104)	**2019-2020** (n = 2,191)	**Five-Year Average**	**SD County Occupations**	**GCCCD Boundary**
Asian	8.7%	9.2%	8.9%	9.5%	9.3%	9.1%	12.5%	6.7%
Black/African-American	5.1%	5.3%	5.0%	4.8%	4.9%	5.0%	4.2%	5.9%
Hispanic/Latino	14.5%	15.2%	15.1%	17.1%	17.6%	15.9%	32.0%	26.5%
Middle Eastern	NA	NA	NA	0.1%	0.6%	0.2%	Unknown	Unknown
Native American	1.0%	0.9%	1.1%	1.2%	1.3%	1.1%	0.3%	0.8%
Pacific Islander	0.5%	0.3%	0.4%	0.6%	0.4%	0.4%	0.5%	0.5%
White	67.9%	66.7%	66.8%	63.4%	62.0%	65.3%	47.7%	56.3%
Two or More Races	NA	NA	0.2%	0.3%	0.7%	0.3%	2.9%	3.1%
Unknown/Other	2.3%	2.3%	2.5%	3.1%	3.3%	2.7%	Unknown	0.2%

NOTE: The GCCCD workforce data does NOT include part-time hourly and student workers.

Table 4: Five-Year GCCCD Workforce by Ethnicity, All Occupations (without Part-Time Faculty)

	GCCCD Ethnicity Data Comparison, 2015-2020							
	Totals for All Job Classifications (Full-Time Only)							
Race/Ethnicity	**2015-2016 (n = 801)**	**2016-2017 (n = 782)**	**2017-2018 (n = 822)**	**2018-2019 (n = 868)**	**2019-2020 (n = 863)**	**Five-Year Average**	**SD County Occupations**	**GCCCD Boundary**
Asian	9.1%	9.3%	9.1%	10.0%	9.4%	9.4%	**12.5%**	**6.7%**
Black/African-American	5.7%	5.5%	5.7%	6.0%	6.1%	5.8%	**4.2%**	**5.9%**
Hispanic/Latino	16.4%	18.2%	17.6%	19.5%	21.1%	18.6%	**32.0%**	**26.5%**
Middle Eastern	NA	NA	NA	0.2%	0.5%	0.1%	**Unknown**	**Unknown**
Native American	1.4%	1.2%	1.1%	1.3%	1.5%	1.3%	**0.3%**	**0.8%**
Pacific Islander	0.6%	0.6%	0.6%	0.7%	0.2%	0.6%	**0.5%**	**0.5%**
White	64.5%	63.2%	63.0%	59.6%	57.7%	61.5%	**47.7%**	**56.3%**
Two or More Races	NA	NA	0.5%	0.7%	0.8%	0.4%	**2.9%**	**3.1%**
Unknown/Other	2.2%	2.0%	2.3%	2.1%	2.7%	2.3%	**Unknown**	**0.2%**

Table 5: GCCCD Workforce by Ethnicity 2019-2020, All Occupations

	GCCCD Ethnicity Data Comparison					
	Totals for All Job Classifications					
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary
Asian	7.1%	10.2%	11.2%	9.3%	12.5%	6.7%
Black/African-American	5.1%	4.7%	5.6%	4.9%	4.2%	5.9%
Hispanic/Latino	18.1%	17.1%	20.0%	17.6%	32.0%	26.5%
Middle Eastern	1.2%	0.4%	0.0%	0.6%	Unknown	Unknown
Native American	1.8%	0.8%	3.2%	1.3%	0.3%	0.8%
Pacific Islander	0.3%	0.4%	0.0%	0.4%	0.5%	0.5%
White	62.0%	62.7%	55.2%	62.0%	47.7%	56.3%
Two or More Races	1.2%	0.3%	1.6%	0.7%	2.9%	3.1%
Unknown/Other	3.2%	3.4%	3.2%	3.3%	Unknown	0.2%
N	729	1,337	125	2,191	1,525,795	380,007

Table 6: GCCCD Workforce by Ethnicity 2019-2020, Executive/Administrative/Managerial Occupations

			GCCCD Ethnicity Data Comparison			
			Executive/Administrative/Managerial			
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Asian	5.3%	3.6%	10.7%	6.7%	10.5%	6.7%
Black/African-American	10.5%	17.9%	3.6%	10.7%	4.1%	5.9%
Hispanic/Latino	47.4%	17.9%	0.0%	18.7%	19.1%	26.5%
Middle Eastern	0.0%	0.0%	0.0%	0.0%	Unknown	Unknown
Native American	5.3%	0.0%	0.0%	1.3%	0.3%	0.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.3%	0.5%
White	31.6%	57.1%	85.7%	61.3%	62.6%	56.3%
Two or More Races	0.0%	0.0%	0.0%	0.0%	3.1%	3.1%
Unknown/Other	0.0%	3.6%	0.0%	1.3%	Unknown	0.2%
N	19	28	28	75	235,655	380,007

Table 7: GCCCD Workforce by Ethnicity 2019-2020, Professional Non-Faculty Occupations

GCCCD Ethnicity Data Comparison						
Professional Non-Faculty						
Race/Ethnicity	**Cuyamaca College**	**Grossmont College**	**District Services**	**GCCCD Total**	**SD County Occupations**	**GCCCD Boundary (18+)**
Asian	18.2%	0.0%	9.5%	8.5%	**18.7%**	**6.7%**
Black/African-American	18.2%	0.0%	9.5%	8.5%	**3.4%**	**5.9%**
Hispanic/Latino	36.4%	40.0%	23.8%	31.9%	**15.5%**	**26.5%**
Middle Eastern	0.0%	0.0%	0.0%	0.0%	**Unknown**	**Unknown**
Native American	0.0%	0.0%	9.5%	4.3%	**0.2%**	**0.8%**
Pacific Islander	0.0%	0.0%	0.0%	0.0%	**0.4%**	**0.5%**
White	27.3%	60.0%	47.6%	46.8%	**58.7%**	**56.3%**
Two or More Races	0.0%	0.0%	0.0%	0.0%	**3.2%**	**3.1%**
Unknown/Other	0.0%	0.0%	0.0%	0.0%	**Unknown**	**0.2%**
N	**11**	**15**	**21**	**47**	**356,920**	**380,007**

Table 8: GCCCD Workforce by Ethnicity 2019-2020, Secretarial/Clerical Occupations

GCCCD Ethnicity Data Comparison						
Secretarial/Clerical						
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Asian	0.0%	3.8%	22.2%	5.7%	9.9%	6.7%
Black/African-American	7.4%	7.7%	0.0%	6.3%	4.9%	5.9%
Hispanic/Latino	24.1%	20.5%	22.2%	22.0%	32.9%	26.5%
Middle Eastern	3.7%	1.3%	0.0%	1.9%	Unknown	Unknown
Native American	3.7%	0.0%	0.0%	1.3%	0.3%	0.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.6%	0.5%
White	55.6%	64.1%	48.1%	58.5%	48.3%	56.3%
Two or More Races	0.0%	0.0%	0.0%	0.0%	3.0%	3.1%
Unknown/Other	5.6%	2.6%	7.4%	4.4%	Unknown	0.2%
N	54	78	27	159	348,045	380,007

Table 9: GCCCD Workforce by Ethnicity 2019-2020, Technical & Paraprofessional Occupations

GCCCD Ethnicity Data Comparison					
Technical & Paraprofessional					
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Asian	1.9%	20.2%	11.1%	12.9%	**18.7%**	**6.7%**
Black/African-American	1.9%	2.2%	7.4%	2.9%	**4.5%**	**5.9%**
Hispanic/Latino	22.2%	18.0%	22.2%	20.0%	**36.2%**	**26.5%**
Middle Eastern	1.9%	0.0%	0.0%	0.6%	**Unknown**	**Unknown**
Native American	1.9%	1.1%	7.4%	2.4%	**0.3%**	**0.8%**
Pacific Islander	0.0%	1.1%	0.0%	0.6%	**0.6%**	**0.5%**
White	64.8%	51.7%	44.4%	54.7%	**36.8%**	**56.3%**
Two or More Races	3.7%	1.1%	7.4%	2.9%	**2.9%**	**3.1%**
Unknown/Other	1.9%	4.5%	0.0%	2.9%	**Unknown**	**0.2%**
N	**54**	**89**	**27**	**170**	**102,885**	**380,007**

Table 10: GCCCD Workforce by Ethnicity 2019-2020, Skilled Craft Occupations

GCCCD Ethnicity Data Comparison					
Skilled Craft					
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Asian	25.0%	16.7%	0.0%	14.3%	7.9%	6.7%
Black/African-American	0.0%	0.0%	0.0%	0.0%	2.9%	5.9%
Hispanic/Latino	50.0%	0.0%	25.0%	21.4%	45.5%	26.5%
Middle Eastern	0.0%	0.0%	0.0%	0.0%	Unknown	Unknown
Native American	0.0%	0.0%	0.0%	0.0%	0.5%	0.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.3%	0.5%
White	25.0%	83.3%	50.0%	57.1%	41.6%	56.3%
Two or More Races	0.0%	0.0%	0.0%	0.0%	1.5%	3.1%
Unknown/Other	0.0%	0.0%	25.0%	7.1%	Unknown	0.2%
N	4	6	4	14	104,805	380,007

Table 11: GCCCD Workforce by Ethnicity 2019-2020, Service and Maintenance Occupations

GCCCD Ethnicity Data Comparison						
Service and Maintenance						
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Asian	13.0%	12.1%	0.0%	9.5%	9.8%	6.7%
Black/African-American	8.7%	21.2%	11.1%	14.9%	4.7%	5.9%
Hispanic/Latino	39.1%	30.3%	38.9%	35.1%	50.1%	26.5%
Middle Eastern	0.0%	0.0%	0.0%	0.0%	Unknown	Unknown
Native American	0.0%	0.0%	0.0%	0.0%	0.3%	0.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.5%	0.5%
White	34.8%	36.4%	44.4%	37.8%	32.0%	56.3%
Two or More Races	0.0%	0.0%	0.0%	0.0%	2.7%	3.1%
Unknown/Other	4.3%	0.0%	5.6%	2.7%	Unknown	0.2%
N	23	33	18	74	377,485	380,007

Table 12: GCCCD Workforce by Ethnicity 2019-2020, Professional Occupations (Full-Time Faculty)

GCCCD Ethnicity Data Comparison						
Full-Time Faculty						
Race/Ethnicity	Cuyamaca College	Grossmont College	GCCCD Total	SD County Occupations	SD County Faculty Only	GCCCD Boundary (18+)
Asian	6.5%	11.2%	9.9%	18.7%	15.5%	6.7%
Black/African-American	3.3%	5.2%	4.6%	3.4%	2.3%	5.9%
Hispanic/Latino	17.4%	16.8%	17.0%	15.5%	15.4%	26.5%
Middle Eastern	0.0%	0.0%	0.0%	Unknown	Unknown	Unknown
Native American	2.2%	0.9%	1.2%	0.2%	0.3%	0.8%
Pacific Islander	0.0%	0.4%	0.3%	0.4%	0.0%	0.5%
White	66.3%	63.4%	64.2%	58.7%	63.3%	56.3%
Two or More Races	1.1%	0.4%	0.6%	3.2%	3.2%	3.1%
Unknown/Other	3.3%	1.7%	2.2%	Unknown	Unknown	0.2%
N	92	232	324	356,920	14,185	380,007

NOTE: San Diego County Faculty data derived from EEO Tabulation Table EEO 1w. Detailed Census Occupation by Sex and Race/Ethnicity for Worksite Geography Universe, Civilians employed at work 16+ for "Postsecondary Teachers" SOC 25-1000.

Table 13: GCCCD Workforce by Ethnicity 2019-2020, Professional Occupations (Part-Time Faculty)

	GCCCD Ethnicity Data Comparison					
	Part-Time Faculty					
Race/Ethnicity	Cuyamaca College	Grossmont College	GCCCD Total	SD County Occupations	SD County Faculty Only	GCCCD Boundary (18+)
Asian	8.1%	9.8%	9.2%	18.7%	15.5%	6.7%
Black/African-American	4.9%	3.6%	4.1%	3.4%	2.3%	5.9%
Hispanic/Latino	14.2%	15.9%	15.3%	15.5%	15.4%	26.5%
Middle Eastern	1.3%	0.5%	0.8%	Unknown	Unknown	Unknown
Native American	1.5%	0.9%	1.1%	0.2%	0.3%	0.8%
Pacific Islander	0.4%	0.5%	0.5%	0.4%	0.0%	0.5%
White	65.3%	64.6%	64.8%	58.7%	63.3%	56.3%
Two or More Races	1.3%	0.2%	0.6%	3.2%	3.2%	3.1%
Unknown/Other	3.2%	4.0%	3.7%	Unknown	Unknown	0.2%
N	472	856	1,328	356,920	14,185	380,007

NOTE: San Diego County Faculty data derived from EEO Tabulation Table EEO 1w. Detailed Census Occupation by Sex and Race/Ethnicity for Worksite Geography Universe, Civilians employed at work 16+ for "Postsecondary Teachers" SOC 25-1000.

Figure 3: Percentage of Total GCCCD Workforce and Percentage Non-White by Job Category 2019-2020
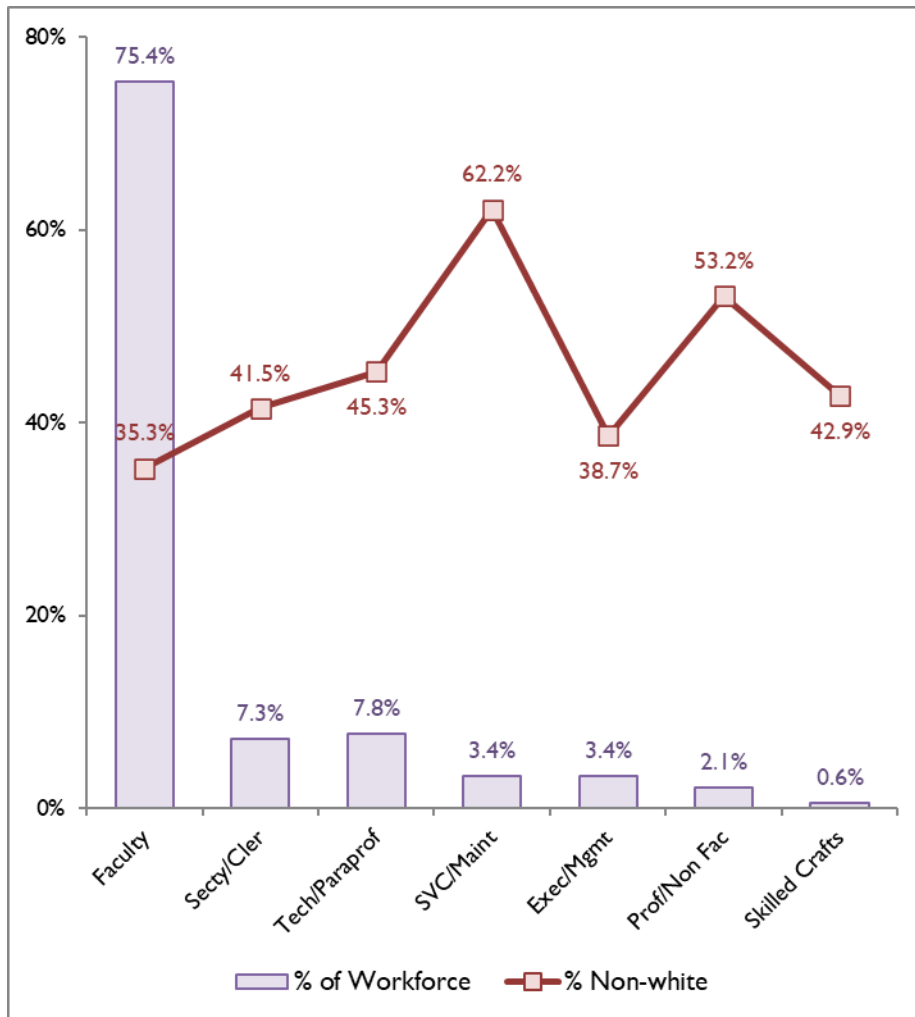
Table 14: Five-Year GCCCD Workforce by Ethnicity, Cuyamaca College Full-Time Faculty

Race/Ethnicity	Cuyamaca College Ethnicity Data Comparison, 2015-2020 Totals for Full-Time Faculty							
	2015-2016 (n = 86)	2016-2017 (n = 86)	2017-2018 (n = 87)	2018-2019 (n = 94)	2019-2020 (n = 92)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	7.0%	7.0%	6.9%	7.4%	6.5%	7.0%	15.5%	6.7%
Black/African-American	1.2%	2.3%	2.3%	3.2%	3.3%	2.5%	2.3%	5.9%
Hispanic/Latino	16.3%	17.4%	16.1%	16.0%	17.4%	16.6%	15.4%	26.5%
Middle Eastern	NA	NA	NA	0.0%	0.0%	0.0%	Unknown	Unknown
Native American	1.2%	1.2%	1.1%	1.1%	2.2%	1.3%	0.3%	0.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
White	73.3%	70.9%	72.4%	71.3%	66.3%	70.8%	63.3%	56.3%
Two or More Races	NA	NA	0.0%	0.0%	1.1%	0.2%	3.2%	3.1%
Unknown/Other	1.2%	1.2%	1.1%	1.1%	3.3%	1.6%	Unknown	0.2%

Table 15: Five-Year GCCCD Workforce by Ethnicity, Grossmont College Full-Time Faculty

Race/Ethnicity	Grossmont College Ethnicity Data Comparison, 2015-2020 Totals for Full-Time Faculty							
	2015-2016 (n = 201)	2016-2017 (n = 217)	2017-2018 (n = 219)	2018-2019 (n = 231)	2019-2020 (n = 232)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	9.5%	9.7%	10.0%	10.8%	11.2%	10.3%	15.5%	6.7%
Black/African-American	3.5%	5.1%	5.0%	5.2%	5.2%	4.8%	2.3%	5.9%
Hispanic/Latino	13.9%	16.6%	16.4%	16.9%	16.8%	16.2%	15.4%	26.5%
Middle Eastern	NA	NA	NA	0.0%	0.0%	0.0%	Unknown	Unknown
Native American	1.0%	0.5%	0.5%	0.9%	0.9%	0.7%	0.3%	0.8%
Pacific Islander	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%	0.0%	0.5%
White	69.7%	65.4%	65.3%	63.6%	63.4%	65.4%	63.3%	56.3%
Two or More Races	NA	NA	0.0%	0.4%	0.4%	0.2%	3.2%	3.1%
Unknown/Other	2.0%	2.3%	2.3%	1.7%	1.7%	2.0%	Unknown	0.2%

Table 16: Five-Year GCCCD Workforce by Ethnicity, Cuyamaca College Part-Time Faculty

	Cuyamaca College Ethnicity Data Comparison, 2015-2020 Totals for Part-Time Faculty							
Race/Ethnicity	2015-2016 (n = 427)	2016-2017 (n = 376)	2017-2018 (n = 445)	2018-2019 (n = 433)	2019-2020 (n = 472)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	7.5%	8.0%	6.5%	7.9%	8.1%	7.6%	15.5%	6.7%
Black/African-American	5.9%	5.9%	5.6%	4.4%	4.9%	5.3%	2.3%	5.9%
Hispanic/Latino	12.6%	13.0%	13.5%	15.5%	14.2%	13.8%	15.4%	26.5%
Middle Eastern	NA	NA	NA	0.0%	1.3%	0.3%	Unknown	Unknown
Native American	0.9%	1.3%	1.6%	1.8%	1.5%	1.4%	0.3%	0.8%
Pacific Islander	0.2%	0.0%	0.4%	0.2%	0.4%	0.3%	0.0%	0.5%
White	70.0%	68.6%	69.7%	66.5%	65.3%	68.0%	63.3%	56.3%
Two or More Races	NA	NA	NA	0.0%	1.3%	0.3%	3.2%	3.1%
Unknown/Other	2.8%	3.2%	2.7%	3.7%	3.2%	3.1%	Unknown	0.2%

Table 17: Five-Year GCCCD Workforce by Ethnicity, Grossmont College Part-Time Faculty

	Grossmont College Ethnicity Data Comparison, 2015-2020 Totals for Part-Time Faculty							
Race/Ethnicity	2015-2016 (n = 743)	2016-2017 (n = 633)	2017-2018 (n = 816)	2018-2019 (n = 803)	2019-2020 (n = 856)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	8.9%	9.6%	9.9%	9.7%	9.8%	9.6%	15.5%	6.7%
Black/African-American	3.9%	4.7%	4.0%	3.6%	3.6%	3.9%	2.3%	5.9%
Hispanic/Latino	13.6%	13.0%	13.4%	15.3%	15.9%	14.3%	15.4%	26.5%
Middle Eastern	NA	NA	NA	0.1%	0.5%	0.1%	Unknown	Unknown
Native American	0.5%	0.5%	0.7%	0.9%	0.9%	0.7%	0.3%	0.8%
Pacific Islander	0.4%	0.2%	0.2%	0.6%	0.5%	0.4%	0.0%	0.5%
White	70.4%	69.8%	69.1%	65.8%	64.6%	67.8%	63.3%	56.3%
Two or More Races	NA	NA	NA	0.1%	0.2%	0.1%	3.2%	3.1%
Unknown/Other	2.3%	2.2%	2.6%	3.9%	4.0%	3.0%	Unknown	0.2%

Table 18: Five-Year GCCCD Workforce by Gender, All Occupations

<table>
<tr><td colspan="9">**GCCCD Gender Data Comparison, 2015-2020**</td></tr>
<tr><td colspan="9">**Totals for All Job Classifications**</td></tr>
<tr>
<td>**Gender**</td>
<td>**2015-2016** **(n = 1,971)**</td>
<td>**2016-2017** **(n = 1,791)**</td>
<td>**2017-2018** **(n = 2,083)**</td>
<td>**2018-2019** **(n = 2,104)**</td>
<td>**2019-2020** **(n = 2,191)**</td>
<td>**Five-Year** **Average**</td>
<td>**SD County** **Occupations**</td>
<td>**GCCCD** **Boundary**</td>
</tr>
<tr>
<td>**Female**</td>
<td>56.1%</td>
<td>56.1%</td>
<td>56.4%</td>
<td>56.4%</td>
<td>55.6%</td>
<td>56.1%</td>
<td>**46.1%**</td>
<td>**51.1%**</td>
</tr>
<tr>
<td>**Male**</td>
<td>43.9%</td>
<td>43.9%</td>
<td>43.6%</td>
<td>43.6%</td>
<td>44.4%</td>
<td>43.9%</td>
<td>**53.9%**</td>
<td>**48.9%**</td>
</tr>
</table>

Table 19: GCCCD Workforce by Gender 2019-2020, All Occupations

<table>
<tr><td colspan="7">**GCCCD Gender Data Comparison**</td></tr>
<tr><td colspan="7">**Totals for All Job Classifications**</td></tr>
<tr>
<td>**Gender**</td>
<td>**Cuyamaca** **College**</td>
<td>**Grossmont** **College**</td>
<td>**District** **Services**</td>
<td>**GCCCD Total**</td>
<td>**SD County** **Occupations**</td>
<td>**GCCCD** **Boundary** **(18+)**</td>
</tr>
<tr>
<td>**Female**</td>
<td>52.0%</td>
<td>58.0%</td>
<td>52.0%</td>
<td>55.6%</td>
<td>**46.1%**</td>
<td>**51.1%**</td>
</tr>
<tr>
<td>**Male**</td>
<td>48.0%</td>
<td>42.0%</td>
<td>48.0%</td>
<td>44.4%</td>
<td>**53.9%**</td>
<td>**48.9%**</td>
</tr>
<tr>
<td>**N**</td>
<td>**729**</td>
<td>**1,337**</td>
<td>**125**</td>
<td>**2,191**</td>
<td>**1,525,785**</td>
<td>**380,007**</td>
</tr>
</table>

Human Resources Advisory Council (HRAC)

Charge

The Human Resources Advisory Council (HRAC) serves in an advisory capacity to the Human Resources Department to support its ongoing commitment to providing quality services for employees based on the District vision and goals. The council provides valuable employee perspectives and enhanced communication between Human Resources and the employees it serves.

Responsibilities of the council include the following:

- Assist in the development and ongoing review of a strategic human resources plan
- Provide recommendations regarding human resources needs across the District
- Evaluate human resources services in the following categories:
  - Scope: quantity and type of services, functions, and programs provided
  - Quality: overall adequacy of and satisfaction with services provided
  - Effectiveness: impact of information and services provided

Membership

Chair, Vice Chancellor, Human Resources
Academic Senate, Grossmont College, representative
Academic Senate, Cuyamaca College, representative
Classified Senate, Grossmont College, representative
Classified Senate, Cuyamaca College, representative
Classified Senate, District Services, representative
Administrators Association, 2 representatives
Confidential Administrators, 2 representatives
Confidential Supervisors/Assistants representative
California School Employees Association, Chapter 707, representative
American Federation of Teachers Guild representative

District Name: Grossmont-Cuyamaca Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	$ 33,293
(b) 2019-2020 Allocation	$ 50,000
(c) 2019-2020 Expenditures (Same total listed below in column 1)	$ 41,129
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	$ 42,164

Controlling Account		EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000	Academic Salaries	4,500		4,500
2000	Classified Salaries			
3000	Employee Benefits	765		765
4000	Supplies & Materials	3,090		3,090
5000	Other Oper. Exp. & Svcs.	32,774	35,449	68,223
6000	Capital Outlay			
7000	Other Outgo			
Totals		41,129	35,449	76,578

I certify that this expenditure or local report is complete and accurate. **Please Print:**

Name: Sahar Abushaban

Phone: 619-644-7575

Signature:

Prepared by: Melanie Kosic

Title: Interim Vice Chancellor Business Servic

E-Mail Address: Sahar.Abushaban@gcccd.edu

Date: 9/17/2020

Contact Phone No: 619-644-7592

District Name:

USE WHOLE DOLLAR AMOUNTS

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	$	$	
2. Outreach and recruitment.	$	$	
3. Professional development on equal employment opportunity.	$	$	
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	$	$	
5. Other reasonable and justifiable activities to promote equal employment opportunities.	$	$	

Print Name: Sahar Abushaban

Phone: 619-644-7575

Signature: _[signature]_

Prepared by: Melanie Kosic

Print Title: Interim Vice Chancellor Business Servic

E-Mail Address: Sahar.Abushaban@gcccd.edu

Date: 9/17/2020

Contact Phone No: 619-644-7592

Equal Employment Opportunity Fund

District Expenditure Report

Fiscal Year 2019 - 2020

District Name: Grossmont-Cuyamaca Community College District

Anticipated use of 2019/2020 allocation, projected to be spent by 6/30/2021.

Pre-Hiring	Expand advertising and outreach efforts to attract unrepresented populations	$13,000
Hiring	Increase outreach to enhance diverse recruitments including richer pools Continuous training of search and interview committees	$4,164
Post-Hiring	Continuous improvement of operations and analyses of data regarding our recruitments Broaden cultural awareness of staff	$25,000
		$42,164

Multiple Method #2: Board Policies and Adopted Resolutions

The Grossmont-Cuyamaca Community College District has a strong commitment to diversity and multicultural education, as evidenced by its board policies, strategic plan, and mission statements, as well as the programs and instructional activities occurring at Grossmont and Cuyamaca colleges. Our board policy on diversity states that the District, "strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community."

The District's mission is to, "provide outstanding diverse learning opportunities that prepare students to meet community needs, promotes a global responsibility, and fosters opportunities for all." Our commitment is to provide excellent career and technical education programs for both students and staff members to prepare for workforce entry and advancement. A diverse and inclusive workforce helps us to reach the goals of our mission. [Section 53024.1(k)]

As part of our commitment in preparing students to meet community needs, promote global responsibility, and address the future challenges of our complex global society, GCCCD continues to update, diversify, and maintain our course offerings. Currently our colleges offer the following majors to support our commitment to meeting our complex global society's need: Cross-Cultural Studies, International Business, World Languages, and offering Study Abroad opportunities. [Section 53024.1(n)]

Board Policy (BP) 2740 and Administrative Procedures (AP) 2740 ensure proper education of the district's board of trustees. The trustees must complete the H.I.R.E. training every election cycle as part of their continual training. This training course includes an orientation and application of federal and state laws, the educational benefits of workforce diversity, best hiring practices, and the elimination of bias in both the hiring process and employment. [Section 53024.1(g)]

In June 2020 the GCCCD Board adopted Resolution 20-015 Denunciation of Violence Against Black Americans and Commitment to Anti-Racism. In response, the Chancellor assembled the Equity in Employment Taskforce. The Taskforce will review and make recommendations on various employment actions in order to increase the diversity of its Black faculty, staff and administrators. Attention will also be given to other underrepresented populations. Diversity Employment actions may include but are not limited to actions related to pre-hiring, hiring and post-hiring.

Attached Support Material(s):

- *BP 2740 & AP 2740 – Board Education*
- *Resolution 20-015 Denunciation of Violence Against Black Americans and Commitment to Anti-Racism*

BP 2740   Board Education

Reference: *ACCJC Accreditation Standard IV.C.9*

Adoption Date: August 21, 2001   Updated: April 21, 2015

The Grossmont-Cuyamaca Community College District Board is committed to its ongoing development as a Governing Board, and to a continuing improvement of its oversight responsibilities and board functions. Furthermore, the Board provides for continuity of its membership through a trustee education program that includes a new trustee orientation.

To that end, the Governing Board will engage in study sessions to enhance the skills and knowledge of its members, keep its members current on rules and laws governing Board members for Community College Districts and will provide access to reading materials, support conference attendance and other activities that foster trustee education.

AP 2740   Board Education

Reference: *ACCJC Accreditation Standard IV.C.9*

Date Issued: February 13, 2012   Updated: April 21, 2015

To provide for continuity of its membership, ongoing improvement of Governing Board oversight responsibilities and function, knowledge, and skills, the Board is committed to a trustee orientation and education program that consists of the following:

- Role and responsibilities

- Orientation to the colleges and administration

- Mentoring

- Professional development activities

- Continuing education

- Regularly scheduled Board workshops to support development of individual trustees, as well as the capacity of the Board as a whole to govern and promote the institution in fulfilling its mission

- Opportunities for regional and state networking

![Grossmont-Cuyamaca Community College District logo]

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

RESOLUTION 20-015
DENUNCIATION OF VIOLENCE AGAINST BLACK AMERICANS
AND COMMITMENT TO ANTI-RACISM

On motion of Member __Garrett__, seconded by Member __Monroe__, the following resolution is adopted:

WHEREAS, Black people in the United States have been subjected to centuries of institutional racism, inequality and oppression; and

WHEREAS, the wrongful deaths of George Floyd, Ahmaud Arbery, Breonna Taylor, and many others are horrifying examples of systemic racism and violence perpetrated against Black people; and

WHEREAS, Black people must navigate structural racism and discrimination, as well as educational and economic oppression; and

WHEREAS, the recent health crisis in our country is disproportionately impacting communities of color, yet another example of the long history of racism and both economic and health disparities in our country; and

WHEREAS, in line with the District's vision statement of "transforming lives through education," the District recognizes its duty to eradicate and dismantle previous and current practices, policies, and procedures that impede and bring harm to our Black students, staff, faculty and administrators, and

WHEREAS, as trustees, we are driven by the conviction that equity plays a critical role in building a better world and have a responsibility to demand equity, inclusion and social justice on our campuses, especially for our Black community; and

WHEREAS, Grossmont and Cuyamaca colleges and other community colleges provide an educational and economic opportunity for all students, regardless of their race, ethnicity, religion, national origin, culture, gender identity, or socioeconomic background.

NOW, THEREFORE, BE IT RESOLVED that the Grossmont-Cuyamaca Community College District denounces racist and oppressive acts, especially police violence, perpetrated against Black people and all historically disadvantaged racial groups, and stands in solidarity with the Black community in demanding an end to these atrocities; and

BE IT FURTHER RESOLVED that the Board of Trustees of the Grossmont-Cuyamaca Community College District reaffirms its commitment to remove systemic institutional and structural barriers for Black students by working collaboratively with community leaders and

advisory groups to provide intentional anti-racist decision-making in support of Black students and all students of color; and

BE IT FURTHER RESOLVED that the Board of Trustees of the Grossmont-Cuyamaca Community College District will reinforce an inclusive and anti-racist environment; and prioritize well-being, safety, racial equity, inclusion and diversity as central tenets of the District; and

BE IT FURTHER RESOLVED that the Board supports faculty, staff and administrators in efforts to fully integrate anti-racist curriculum, instructional and advising practices and all our interactions with students and the broader campus community; and

BE IT FURTHER RESOLVED that the Grossmont-Cuyamaca Community College District must take bold action to fulfill its commitment to diversity, racial equity and inclusion by increasing the diversity of its Black faculty, staff and administrators, and to eliminate the educational opportunity gaps suffered by students of color in our District.

PASSED AND ADOPTED by the Governing Board of the Grossmont-Cuyamaca Community College District of San Diego County, California, this 16th day of June 2020, by the following vote:

AYES: Adams, Cartwright, Garrett, Justeson, Monroe

NOES: None

ABSENT: None

STATE OF CALIFORNIA   )
COUNTY OF SAN DIEGO   )

I, Elena Adams, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at the regularly called and conducted meeting held on said date.

Elena Adams
Clerk of the Governing Board

Multiple Method #3: Incentives for Hard-to-Hire Areas/Disciplines

GCCCD utilizes several strategies to analyze different employment events by monitored groups. Below are a few examples of these strategies.

Hiring: We utilize the following strategies in the hiring process:

- Advertising through diverse publications and job boards including: EOE Journal, SOHERC, Women And Higher Education, Veterans in Higher Education, Native Americans in Higher Education, Hispanics in Higher Education, Blacks in Higher Education, Disabled in Higher Education, Asians in Higher Education, and LGBT in Higher Education
- Utilizing strategic funds to hire diverse candidates
  - Placing faculty and managers at a higher salary step in difficult to hire areas
  - Spending more advertisement funds to recruit for difficult program areas including oceanography, athletics, and Arabic instructors
- Participating in diversity recruitment events
- Accommodate Skype/Zoom/Virtual Interviews to expand our outreach

Candidate Travel Reimbursement:

GCCCD has a robust policy to support attracting candidates nationwide by providing travel support throughout the recruitment process, especially for hard-to-hire positions. The Inter-Departmental Process GCCCD utilizes to support candidates in reimbursement is attached. The following positions are all given stipends for travel costs for first interviews and second interviews: *Chancellor's Cabinet Members, Confidential Administrators, Managers (Deans and Directors), and Faculty.*

GCCCD also provides relocation reimbursements for some of the hardest to hire areas, Chancellor's Cabinet Members and Confidential Administrators. This is supported by a Comparison of Staffing Levels report produced by College Brain Trust (CBT) in August 2014, for the District. Chancellor Cabinet Members are provided up to $10,000 and Confidential Administrators are provided up to $5,000 for relocation expenses.

Retention: We utilize the following strategies for faculty, staff, and administrator retention:

- Participation in campus affinity resource groups for students and employees
- Participation in diversity-related programming is considered in tenure and promotion processes
- GCCCD has a benefits package that is District-paid for Adjunct Faculty and their dependents. To qualify for coverage, an adjunct faculty member must serve an average equal to fifty percent LED or greater for two consecutive academic semesters.
- Market additive for the Grossmont College nursing faculty program:
  - Adjunct nursing faculty shall receive a market additive of $20/hour. Tenured/tenure-track nursing faculty shall receive a $1,000/month market additive for each month of their ten month contract year ($10,000 per year).
- Continuation of the Professional Development Program for all Classified Professionals
- Continuation of the Manager/Supervisor Professional Development Program

Attached Support Material(s):

- *GCCCD Candidate Travel Reimbursement Process & Guidelines.pdf*

GCCCD
District Services

INTER-DEPARTMENTAL PROCESS

Candidate Travel Reimbursement*

Position	Interviews	Maximum amounts
Chancellor's Cabinet	1st Interview	$500
	2nd Interview	Full-Cost
Confidential Administrators	1st Interview	$500
	2nd Interviews	Full-Cost
Managers (Deans and Directors)	1st Interview	$250
	2nd Interviews	$500
Faculty	1st Interview	$250
	2nd Interviews	$500

Reimbursement Guidelines*

• The District reimburses candidates who live 75 miles or more from the interview site for a 24-hour period of travel beginning the day before the interview and ending on the day of the interview.

• Reimbursements are only applicable to travel charges for the candidate. Travel expenses for spouses/partners, children, relatives, friends, or others are not reimbursable.

• Candidates will be reimbursed per level of interview as described above. Candidates should attempt to make travel arrangements that fall below the maximum amount. *When appropriate, candidates should be given at least two weeks (14 days) notice prior to the interview to minimize travel costs.*

• Original, itemized receipts are required for reimbursement and must be submitted to Human Resources, if at all possible, within the fiscal year during which the charges were incurred.

*Any exception to the above policy must be preapproved by the Vice Chancellor of Human Resources

The following travel expenses are reimbursable with receipts:

a) **Airfare or Mileage**: Round-trip, coach class airfare OR round-trip mileage at the District's current mileage reimbursement rate calculated from the candidate's residence to the District location where the interview is held. The District does not reimburse both airfare and mileage for a candidate. The current mileage rate is posted on the Business Services website. The District does not reimburse for fuel costs for personal vehicles since it is already incorporated into the mileage rate.

b) **Rental car**: One-day rental of an economy class/compact car including taxes and required surcharges (i.e. tourism fees, loss damage waivers). Mileage for rental car or drop charge fees (fee for dropping off rental car at a different location from pick-up location) are not reimbursable. As well as drop charges for rental car for personal usage not associated with the interview will not be reimbursed. Exceptions will be reviewed and approved by the Vice Chancellor of Human Resources. Fuel charges incurred for rental car within the 24-hour interview travel period are reimbursable.

c) **Train**: Round-trip, coach class train travel including taxes and required surcharges from the station nearest the candidate's residence to a station in San Diego County near the interview location.

d) **Hotel**: Only a one night-stay (standard room) within 24 hours of the interview is reimbursable.

e) **Public transportation**: Round-trip public transportation/mass transit to and from the candidate's residence, hotel, local airport, and/or train station is reimbursable. Such transportation is defined as public bus and rail systems.

f) **Cab fare**: Round-trip cab fare from the candidate's hotel, airport, train station, or public transportation stop or station to the interview location.

g) **Airport parking**: Parking charges incurred within the 24-hour interview travel period.

h) **Meals**: Three meals, typically including dinner the evening prior to the interview date and breakfast and lunch on the day of the interview. Alcoholic beverages will not be reimbursed. Meal reimbursement is not to exceed the District's current maximum allowable amount, $55.00/day.

*Any exception to the above policy must be preapproved by the Vice Chancellor of Human Resources

Multiple Method #4: Focused Outreach & Publications

Focused Outreach

GCCCD's work on auditing and evaluating job descriptions continues. Human Resources has committed to identify a universal classification tool to be used for all constituent groups. This will begin with research on classification tools used by other community college districts.

GCCCD continues to provide cultural awareness training to its employees, as described in other sections of this report. Spring 2021 Convocation at Grossmont College was entitled Cultivating an Anti-Racist Culture. Dr. Frank Harris III, unpacked the myriad of institutional barriers that thwart systematic efforts to close equity gaps while also proposing intentional strategies to be enacted by Grossmont College educators, classified professionals and administrators to move equity efforts forward despite these barriers. The college continued this message through the spring 2021 semester with multiple workshops around becoming an equity minded educator. Cuyamaca College hosts Culture & Community Circle Workshops. Each month a theme or topic is chosen and workshops are presented in support of that topic. At the 2021 Classified Professionals Day, Anti-Racism workshops were offered. Designed, developed and facilitated by a group of district-wide Classified Professionals, Administrators and Faculty, this session deepened participant's understanding of the importance and need for anti-racism through an experience that highlights their individuality and builds community.

In an effort to assist applicants, GCCCD added resources and information to its Careers page. Information on the GCCCD mission, vision, and values is included so applicants know from their first engagement with our system what GCCCD prioritizes. The hiring process is outlined clarifying timelines and to demystify the process for candidates. Additionally, college equity sites are linked to provide applicants more access to this critical work.

Publications

The District continues its efforts to ensure all district publications and website convey its diversity and commitment to equal employment opportunity. The District continually reviews and revises college publications and other marketing tools to reflect diversity in photos, graphics, and text to reflect an inclusive environment. In addition to this policy, GCCCD's website shares demographic information of our students, makes the EEO Plan and EEO Data publicly available, and highlights events and trainings at both campuses. The District has published a Diversity, Equity, & Inclusion webpage that provides links to the EEO Plan, EEO Data, and the Annual EEO State Report. [Section 53024.1(j)
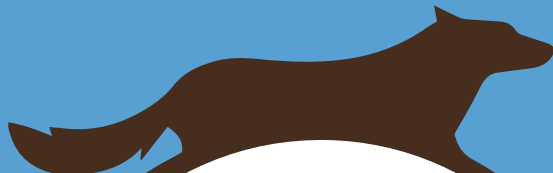
Attached Support Material(s):

- *Cuyamaca College Culture & Community Circle Schedule March 2021.pdf*

Culture & *Community Circle*

History of Female Community Organizers and their Influence for Today
March 8, 2021 | 1:00 to 2:00 pm
Presented by:
Jennifer M. Cosio, MSW, PPSC, Instructor, SDSU
This workshop will cover a brief history of the most influential women community organizers and their work with communities of color. The presenter will share how their work influenced progress today, and how we can continue to support these efforts.
https://cccconfer.zoom.us/meeting/register/tJMtcO6qqz8uE91ETSR_OFAzYNGTuBc1jET6

Why we Self-Sabotage
March 8, 2021
9:30 to 10:30 am
Presented by: Halima Eid, Personal Counselor
A workshop to discuss factors that contribute to self sabotage when pursuing their career and personal goals.
https://cccconfer.zoom.us/meeting/register/tJ0tc-mhqzkrGN2Ul-9elyafx_cBYPFKdj56
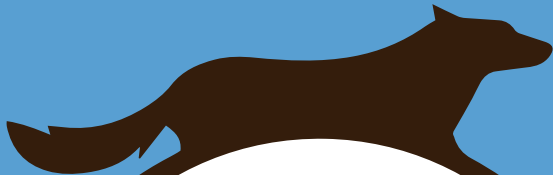
Cuyamaca College Extraordinary Women
March 16, 2021
2:00 to 3:00 pm
Presented by:
Instructional Faculty, Counseling Faculty and Staff.
This session will provide an opportunity to meet some of the most outstanding women that are part of our faculty and staff.
https://cccconfer.zoom.us/meeting/register/tJMufuCtpzItGtDaZgDE84c4UxBhzV1Fh7Bg

Women's History Month
During Women's History Month (March) we celebrate the contributions, history, resilience, and intersectionality of women, both in the United States, and globally. Women's history month has its origins over a hundred years ago when International Women's Day began to be celebrated annually on March 8th. It became a month-long celebration in the 1980s and occurs in March to coincide with International Women's Day and the passage of Title IX.

Women's History Panel
March 17, 2021
11:00 am to 12:15 pm
Presented by: Moriah Gonzalez-Meeks, Instructor, Cuyamaca College
Marissa Salazar, Instructor, Cuyamaca College
The panel will focus on the contributions of Women of Color in the United States.
https://cccconfer.zoom.us/meeting/register/tJItd-ytrT0pHNWZvJqEi2lVy92psspLE5UZ

Open Mic Event
March 18, 2021
1:00 to 2:00 pm
Presented by: Karen Marrujo, Instructor, Cuyamaca College
Come celebrate the power of our individual voices. Share your work or interests by taking the mic or just drop in to listen or make new friends.
https://cccconfer.zoom.us/meeting/register/tJUqc-qhpzIpGdd1IXhwue0T1Ikb3bx5s73m

Culture & Community Circle

A (Her)story of Care: Filipina Nurses in the US
March 23, 2021
10:30 to 11:30 am
Presented by:
James Diokno, Instructor, Cuyamaca College
This discussion will center on the immigration history and experiences of Filipina nurses in the US. Particular attention will focus on the colonial relationship of the US and the Philippines and transition to the role of Filipina nurses on the frontlines of the COVID pandemic.
https://cccconfer.zoom.us/meeting/register/tJYucuihrDlqGN2fFUkqsol1hqFmTZFCI5vy

Women Mentoring Women: Mentoring and Fostering Relationships are a Key to Your Success
March 24, 2021 | 9:45 to 10:45 am
Presented by: Dr. Kimberely Fletcher, Instructor, SDSU
Discussion on issues women face in the workplace and in Higher Education and the importance of women mentors who can share their expertise, advocate on behalf of their mentees, and celebrate their mentee's accomplishments.
https://cccconfer.zoom.us/meeting/register/tJMrf-qsqzoiEtMFOJbQ_iQuqoFZaWc4GbHp

CUYAMACA · COLLEGE ·

If you complete a minimum of four workshops by May 14, 2021, you will receive a Diversity & Leadership co-curricular certificate and be recognized at the Associated Student Government virtual recognition ceremony in May.

Cross Cultural Center
Cuyamaca College

Sponsored by: Office of Institutional Effectiveness, Success and Equity, Student Affairs and Associated Student Government.

Multiple Methods #5: Procedures for Addressing Diversity Throughout Hiring Steps and Levels

GCCCD ensures that the composition of each screening committee is evaluated for diversity in educational background, gender, sex, ethnicity, etc. This review process is maintained by Human Resources Senior Recruiters. Human Resources works with various appointing groups (such as Academic and Classified Senates) to bring diverse perspectives and representation to all screening committees. Additionally, before screening committees are provided applications, senior recruiters evaluate the application pools using the Diversity Index Report to determine whether there is a sufficiently qualified and diverse pool to proceed. This report is pulled and maintained at each step in the recruitment and hiring process.

All screening committee members are required to attend the H.I.R.E. Training prior to sitting on a committee. Employees are required to take this training every three years. Screening committee members are then also required to attend an orientation and candidate selection meeting prior to initial interviews.

Application & Interview Requirements/Accommodations

GCCCD is responding to recent California legislation prohibiting employers from asking applicants about their prior salary. The goal is to narrow the gender wage gap and prevent gender discrimination.

Every screening committee is required to have at least one question devoted to evaluating the candidates understanding and practice of diversity, equity, and inclusion. Attached are a sampling of some of the questions provided to GCCCD screening committees to select from.

GCCCD has also begun to offer, when requested, the use of language interpreters to candidates whose first language is not English. Any candidate who speaks English as a Second Language is able to request accommodation of an interpreter to support equal opportunity during the interview process.

In addition to Resolution 20-015 adopted in June 2020, the GCCCD Board adopted Resolution 21-005 Affirming Commitment to the Diversity in Hiring Reform Strategy. The Chancellor assembled Equity in Employment Taskforce will review and make recommendations on various employment actions in order to increase the diversity of its faculty, staff and administrators. Diversity Employment actions may include but are not limited to actions related to pre-hiring, hiring and post-hiring.

Attached Support Material(s):

- *Diversity, Equity, and Inclusion Interview Question Samples*
- *Resolution 21-005 Affirming Commitment to the Diversity in Hiring Reform Strategy*

Diversity, Equity, and Inclusion Interview Question Samples

- What is your experience with managing a diverse workforce? Describe the extent of the diversity and the impact it had on your work unit.
- Our district is diverse with regards to ethnicity, age, and gender. Tell us about your background and experience working with people of different backgrounds, including those for whom English is a second language. Describe what you have done to gather diverse opinions and ideas among your staff or between departments.
- Describe your work experience involving people from diverse socioeconomic and cultural backgrounds.
- Discuss whether there has been a time when a person's cultural background affected your approach to a work situation. Describe the situation, your reaction, and what you learned from the situation.
- Describe a time when you said or did something that may have been offensive to a colleague. How did you realize it, how did you address it, and what was the outcome?
- What does it mean to you to have a commitment to inclusiveness? How have you demonstrated that commitment on other jobs? How do you see yourself demonstrating it for this position?
- The Grossmont Cuyamaca Community College District is a very diverse district, acknowledging diversity that goes beyond ethnicity and race. What does diversity mean to you and what actions have you taken to develop your cultural competence?
- What would equity mindedness mean for you in the role of _____? Please provide and discuss an initiative you have led or have had a significant role in, which addressed achievement gaps and issues of equity.
- Our District is diverse with individuals from various cultural and ethnic backgrounds, non-native English speakers, and people with various levels of education and abilities/disabilities. Tell us about a time you had to alter your work style to meet a diversity need or challenge.
- As the new _____, how do you propose to communicate understanding and sensitivity in serving a diverse student population? What specific strategies would you employ?
- Please share how you define diversity, equity, and inclusion and how you support these in your current/previous job(s). How would you encourage people to honor GCCCD's commitment to Diversity, Equity, and Inclusion through your trainings?
- What do you see as the fundamental characteristics of organizations that create an inclusive environment?
- What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
- Please share an example that demonstrates your respect for people and their differences; and how you've worked to understand perspectives of others?
- Provide an example of a time you communicated a complex concept to an individual who spoke English as a second language.
- What does social justice mean to you? How do you incorporate this principle in your work?
- What tools/techniques do you bring for promoting collaboration among underrepresented groups?
- What is your definition of a diverse patient population? What behaviors, techniques, or decisions allow you to function most effectively as a provider or employee when working with a highly diverse patient population? What tools have you employed in working with a diverse staff?
- Explain how diversity has played a role in your career.

RESOLUTION 21-005

AFFIRMING COMMITMENT TO THE DIVERSITY IN HIRING REFORM STRATEGY

WHEREAS, the Grossmont-Cuyamaca Community College District Governing Board resolved in June 2020 to take bold action to fulfill the District's commitment to diversity, equity and inclusion by increasing the diversity of its faculty, staff and administrators; and

WHEREAS, the percentage of District employees who are people of color is less than the District service area and Grossmont and Cuyamaca College students; and

WHEREAS, the District participated in the California Community Colleges Trustee Fellowship to understand how trustees can support transformational institutional change to advance the student success goals of the statewide *Vision for Success*; and

WHEREAS, the District submitted a reform proposal to improve diversity in hiring so that our employee demographics reflect the rich diversity of Grossmont and Cuyamaca College students, thereby supporting student success; and

WHEREAS, research has shown that student success is improved when students have role models who understand and validate their own lived experiences, impacting student outcomes and student and employee retention.

NOW, THEREFORE, BE IT RESOLVED that the Grossmont-Cuyamaca Community College District Governing Board affirms its commitment to the reform strategy to improve diversity in hiring, which will improve student success and close equity gaps in achievement; and

BE IT FURTHER RESOLVED that the Governing Board will regularly monitor outcomes of the reform strategy at board meetings, workshops and retreats, and will incorporate the reform strategy implementation into the Chancellor's annual goals and evaluation.

PASSED AND ADOPTED by the Governing Board of the Grossmont-Cuyamaca Community College District of San Diego County, California, this 20th day of April 2021, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Debbie Justeson, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly passed and adopted by said Board at the regularly called and conducted meeting held on said date.

_____
Clerk of the Governing Board

Multiple Methods #6: Consistent and Ongoing Training for Hiring Committees

GCCCD continues to deliver its training course to support the elimination of bias in hiring and employment. The Hiring Innovative Recruits Effectively (H.I.R.E.) training is a starter guide for diversified training and helps participants understand the principles and application of EEO including:

a) federal and state law, including Title 5;
b) the educational benefits of workforce diversity;
c) the elimination of bias in hiring decisions; and
d) best practices in serving on a screening committee.

The training emphasizes the impact of bias all the way through the hiring process. Rather than limiting bias to just one section of the training, bias is used as a thread throughout the entire learning process. The training underscores we bring ourselves with us everywhere we go. This includes our experiences, our attitudes, beliefs, and values systems which show up in everything we do; consciously and unconsciously.

The district continues to integrate interactive scenarios for participants to experience what bias looks like in the hiring process and problem-solve how to eliminate it in a controlled situation. Participants are asked follow-up questions after participating in scenarios for knowledge retention and understanding of how they would implement this in a real-world scenario. The training has also recently added the benefits to having workforce diversity for students and student success that was provided by the State Chancellor's Office.

These trainings are offered once a month in person (as needed). The district continues to use an online platform to deliver this training virtually. This allows participants who have already been through the training to revisit the information as needed when sitting on a new committee as a refresher. It also gives other individuals the opportunity to process the information at a pace that works for them. The course is followed by an assessment (which a participant has two chances to complete with a minimum score of 80%) in order to be certified for the training. A designated trainer follows up with each participant of the online training to correct any questions answered incorrectly and clarify any parts of the training the participant needs. This online platform makes updating information easier and allows employees to stay up to date on new laws/information, access the information when needed, and easily refresh every three years. [Section 53024.1(c)]

The district complies with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]). These training requirements are documented in our database that catalogs those who have completed this training, are up for renewal, and those who need to take the training for the first time.

Multiple Methods #7: Professional Development Focused on Diversity

The District maintains a variety of programs to support employees around areas of diversity, equity, and inclusion. Some Professional Development Trainings to highlight include:

- Safe Zone Trainings – The District provides LGBTQ awareness workshops for several areas of campus to be identified as "safe zones". These training provide the opportunity to learn about gender, sexual orientation, LGBTQ identities, and the challenges these populations have. The trainings teach to be invested in creating safe and affirming environments, and provide them with the skills and knowledge they need.
- Classified Professionals Professional Development Program - The Program is employee-driven and allows participants to identify their career and professional development aspirations within a framework that guides and supports their goals. Participants will develop an individualized professional development plan within the structure of four core areas (Essential Skills, Leadership Skills, Engagement Skills, and Workforce Skills). The program is one year in length and requires a commitment of 16.5 hours. Upon completion, participants will be honored in a districtwide celebration to include a badge in Workday and a certificate of completion.
- New Employee First Year Experience – New employees are invited to participate in monthly Roundtable Sessions, based on the GCCCD values, intended to increase employee engagement. Employees are introduced to our commitment to diversity and inclusion through the session: The Power of Diversity, Equity, & Inclusion: Nurturing Our Campus Community.
- The Manager/Supervisor Professional Development Program – The program includes a 12-hour learning track focused on diversity, equity, and inclusion. The sessions include: Session I - Setting the Stage for Effective, Engaged, and Innovative Work Spaces, Session II - Building Capacity: Unconscious Bias, Microaggressions, and More, and Session III - My Role as a Leader: Maintaining a (DEI) Conscious Work Environment.

Multiple Methods #9: Grow-Your-Own Programs

The district continues the Manager/Supervisor Professional Development Program. The program consists of four 6-week cohort tracks: Leading, Communicating, Managing, and Diversity, Equity and Inclusion. Participants sign up for one or all cohort tracks and aren't required to follow the suggested order. Participants attend 3 courses within the 6-week track. Additionally, Performance Management is a separate course offered on an ongoing basis. Each cohort track begins with a one-hour coaching session in which participants identify their own goals in relation to the topic of the track and their department. Coaches will introduce the purpose of the workshops and peer learning strategies while setting the tone for open and vulnerable dialogue. During the workshops, participants have an opportunity to collaborate with other leaders regarding their current or anticipated challenges in relation to deliverables needed/identified from the coaching sessions and in line with their goals.

GCCCD continues the New Employee First Year Experience, a program designed to support newly-hired employees. This program is designed to achieve alignment and clarity for all new employees on the work that all GCCCD employees contribute to in support of student success and learning. Participants also receive guidance on the fundamentals of being a GCCCD employee. Additional benefits of this program include an increase in employee retention for all employee groups, long-term job satisfaction, and increased overall organizational health. The New Employee FYE consists of two components: Half-Day Orientation Session and monthly Roundtable Sessions.

Additionally, GCCCD has continued the Classified Professionals Professional development program, which is employee-driven and allows participants to identify their career and professional development aspirations within a framework that guides and supports their goals. Participants will develop an individualized professional development plan within the structure of four core areas (Essential Skills, Leadership Skills, Engagement Skills, and Workforce Skills). The program is one year in length and requires a commitment of 16.5 hours.