Grossmont-Cuyamaca Community College District
Equal Employment Opportunity
Annual Report
2018-2019

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

California Community Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2018-2019

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) (<u>All mandatory for funding</u>).
    ☒ **Yes**
    ☐ **No**

The district met at least 6 of the remaining 8 Multiple Methods? (<u>Please mark your answers</u>.)
    ☒ **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**

<u>I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE.</u> 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: _____ Date: _____

Chief Human Resources Officer

Name: Tim Corcoran _____ Title: Vice Chancellor Human Resources _____

Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Cindy Miles _____ Title: Chancellor _____

Signature: _____ Date: _____

President/Chair, District Board of Trustees
Date of governing board's approval/certification: _____, *2019*

Name: Linda Cartwright _____ Title: *President/Chair, Board of Trustees* _____

Signature: _____ Date: _____

Equal Employment Opportunity
Fund Multiple Method Allocation
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Fiscal Year 2018-2019

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

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

Nine (9) Multiple Methods

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

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

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

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

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?
☒ **Yes**
☐ **No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.
- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

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

Multiple Method #1
See attached:

• Multiple Method 1 Explanation and Evidence
• Grossmont-Cuyamaca Community College District EEO Plan – updated 2019
• Equal Employment Opportunity Data 2013 - 2018
• Human Resources Advisory Council CHARGE.pdf
• 2017-2018 EEO Fund Expenditure Report

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
See attached documents:

• Multiple Method 2 Explanation and Evidence
• BP 2740 & AP 2740 – Board Education
• Grossmont College Free Textbooks Article

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
See attached documents:

• Multiple Method 3 Explanation and Evidence
• GCCCD Candidate Travel Reimbursement Process & Guidelines.pdf

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
See attached documents:

• Multiple Method 4 Explanation and Evidence
• Demystifying the Hiring Process Slide Deck

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
See attached documents:

• Multiple Method 5 Explanation and Evidence
• Diversity, Equity, and Inclusion Interview Question Samples

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
See attached documents:

• Multiple Method 6 Explanation and Evidence
• 2017 H.I.R.E. Training Slide Deck w/ Notes

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
See attached documents:

• Multiple Method 7 Explanation and Evidence
• Classified Professionals Professional Development Program
• Classified Professionals Day Agenda 2018-2019

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

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
See attached documents:

• Multiple Method 9 Explanation and Evidence
• New Employee First Year Experience Slide Deck w/Notes
• Roundtable Sessions - Topics

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Human Resources Advisory Council
Agenda
Wednesday, April 30 (1:30-3:00 pm)

Chair: Tim Corcoran - Vice Chancellor, Human Resources

Alyssa Brown	Kim Dudzik
Anaid Northcraft	Lida Rafia
Anne Krueger	Michael Copenhaver
Caroline Althaus	Nashona Seals
Cheryl Detwiler	Sahar Abushaban
Cindy Hall	Sue Rearic
Craig Leedham	Tate Hurvitz
Janet Snelling	

Recorder: Corinne Russell

HR Directors	Summary Update	Action Items
1. Alyssa Brown	- HRAC Charge and Composition 2019 EEO Multiple Method Allocation Model 2019-2021 EEO Plan - Review BP/AP for compliance - BP/AP 3550 - BP 3710 - BP 3715 - BP/AP 7100 - BP 7230 - BP/AP 7270	
2. Janet Snelling	HR/Payroll Forms	
3. Anne Krueger	District Services Topics for District Services Report	

4. Open Discussion		
5. Next Meeting	Wednesday, May 22, 2019 1:30 – 3:00	

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 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. In February 2019, the HRAC went through three days of Diversity, Equity and Inclusion work. Each member was charged with doing their own work by pushing through tough questions and activities that prompted us to explore who we are at our core and how our belief systems impact how we show up in our professional space. Overall, the experience allowed each member to see each other's vulnerability and authenticity which is the viewpoint from which the group plans to build and carry out the districtwide EEO plan and other DEI related initiatives.

Explanation of Use of 18/19 Allocation

GCCCD has made a commitment to the following areas for use of all EEO funds:

Pre-Hiring:	Expand advertising efforts to attract underrepresented populations.	$25,000
Hiring:	Increase outreach to enhance diverse recruitments including building richer pools. Continuous training of search and interview committees	$14,617
Training:	Continuous improvement of operations and analyses of data regarding our recruitments Broaden cultural awareness of staff at all levels	$20,000

Attached Support Material(s):

- *Grossmont-Cuyamaca Community College District EEO Plan – updated 2019*
- *Equal Employment Opportunity Data 2013 - 2018*
- *Human Resources Advisory Council CHARGE.pdf*
- *2017-2018 EEO Fund Expenditure Report*

Equal Employment Opportunity Data

2013-2018

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Office of Research, Planning, and Institutional Effectiveness
May 1, 2019

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.

Over the five-year period, there is a higher percentage of female applicants than expected based on the population percentage in the District and the County. There are fewer applicants who are over 40 than expected based on the population. 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, whereas the percentage of White applicants is below the availability for the District, and slightly above that for the County.

Table 1: GCCCD Five-Year Applicant Analysis

GCCCD Applicant Pools, 2013-2018								
Totals for All Job Classifications								
	2013-2014 (n = 7,031)	2014-2015 (n = 5,047)	2015-2016 (n = 9,003)	2016-2017 (n = 6,158)	2017-2018 (n = 9,778)	Five-Year Average	GCCCD Boundary	SD County
Female	59.3%	57.8%	55.5%	58.9%	58.7%	57.9%	**50.7%**	**49.7%**
Male	36.2%	37.2%	39.7%	36.1%	36.7%	37.3%	**49.3%**	**50.3%**
Unknown	4.5%	5.0%	4.8%	5.0%	4.7%	4.8%	**0.0%**	**0.0%**
Over 40	31.0%	32.9%	33.1%	34.5%	34.3%	33.2%	**47.3%**	**44.0%**
Disabled	1.0%	1.2%	1.5%	1.3%	1.7%	1.4%	**Unknown**	**6.9%**
Asian	7.7%	7.3%	8.6%	7.5%	8.3%	8.0%	**6.7%**	**11.5%**
Black/African-American	9.5%	9.4%	8.9%	10.3%	9.7%	9.5%	**4.9%**	**4.8%**
Hispanic/Latino	22.7%	20.9%	18.8%	22.8%	21.1%	21.1%	**26.9%**	**33.4%**
Native American	1.4%	0.9%	1.5%	1.4%	1.3%	1.3%	**0.6%**	**0.4%**
Pacific Islander	1.1%	0.8%	0.9%	1.4%	0.8%	1.0%	**0.5%**	**0.4%**
White	45.4%	48.9%	49.1%	44.2%	46.3%	46.8%	**56.8%**	**46.3%**
Two or More	NA	NA	NA	NA	NA	NA	**3.5%**	**3.0%**
Unknown	12.2%	11.9%	12.3%	12.3%	12.3%	12.2%	**0.2%**	**0.2%**

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin (Fiscal year 2013-2014 through 2017-2018); GCCCD Boundary and San Diego County age, ethnicity, and gender data is from SANDAG (2016 estimates based on the 2010 Census); San Diego County disability data is from the American Community Survey 5-year estimates (2010-2014); 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 2013-2018. The percentage of Asian hirees is higher than that for the District population, but lower than that for the San Diego County population. The percentage of Black hirees is slightly higher than what is expected based on District and County demographics, whereas Latino applicants are underrepresented among those hired when compared to District and County demographics. 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.

Table 2: GCCCD Five-Year Hiring Analysis

GCCCD Hiring Pools, 2013-2018								
Totals for All Job Classifications								
	2013-2014 (n = 89)	2014-2015 (n = 77)	2015-2016 (n =156)	2016-2017 (n =91)	2017-2018 (n = 375)	Five-Year Average	GCCCD Boundary	SD County
Female	65.2%	55.0%	64.1%	67.0%	60.0%	61.3%	50.7%	49.7%
Male	34.8%	39.7%	33.3%	30.8%	37.3%	36.0%	49.3%	50.3%
Unknown	0.0%	5.3%	2.6%	2.2%	2.7%	2.7%	0.0%	0.0%
Over 40	53.9%	43.5%	42.3%	38.5%	35.5%	40.3%	47.3%	44.0%
Disabled	1.1%	0.0%	1.3%	1.1%	0.5%	0.7%	Unknown	6.9%
Asian	5.6%	8.4%	14.1%	4.4%	10.1%	9.5%	6.7%	11.5%
Black/African-American	7.9%	3.1%	3.8%	8.8%	4.5%	5.0%	4.9%	4.8%
Hispanic/Latino	15.7%	18.3%	17.9%	27.5%	24.3%	21.6%	26.9%	33.4%
Native American	0.0%	0.0%	0.6%	3.3%	1.3%	1.1%	0.6%	0.4%
Pacific Islander	0.0%	0.0%	1.3%	1.1%	0.8%	0.7%	0.5%	0.4%
White	69.7%	51.1%	53.2%	42.9%	49.1%	51.7%	56.8%	46.3%
Two or More	NA	NA	NA	NA	NA	NA	3.5%	3.0%
Unknown	1.1%	19.1%	9.0%	12.1%	9.9%	10.5%	0.2%	0.2%

Data sources: GCCCD hiree data is from PeopeAdmin (Fiscal year 2012-2013 through 2017-2018); GCCCD Boundary and San Diego County age, ethnicity, and gender data is from SANDAG (2016 estimates based on the 2010 Census); San Diego County disability data is from the American Community Survey 5-year estimates (2010-2014); 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 hiring pools.

Figure 1: Comparison of Applicants and Hires by Gender, Five-Year Average 2013-2018
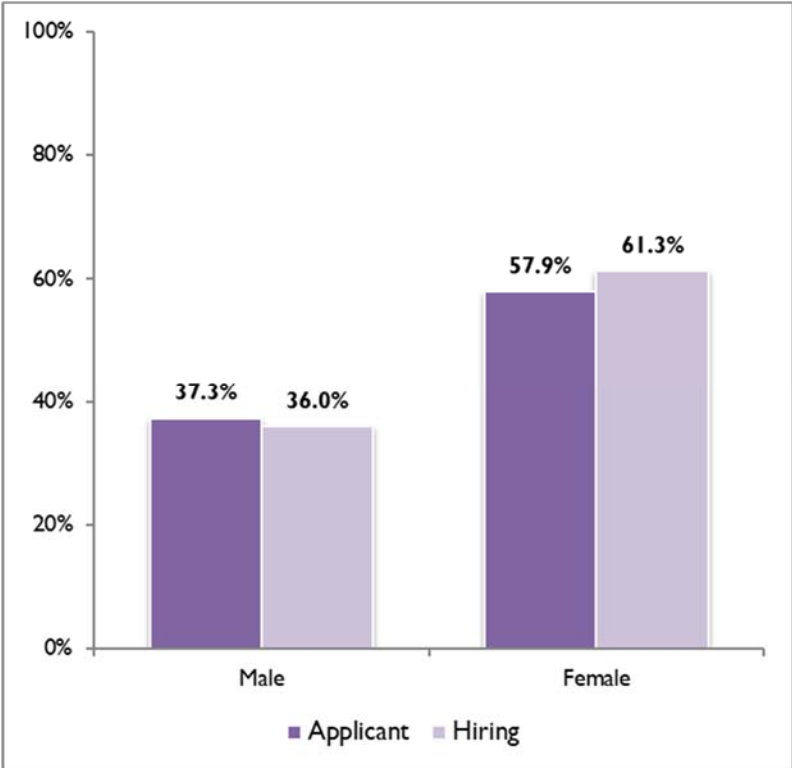
Data source: GCCCD applicant and hiree data is from PeopleAdmin (Fiscal year 2013-2014 through 2017-2018).

Figure 2 shows the ethnic composition of applicants compared to those hired averaged over a five-year period. White candidates continued to be overrepresented among those hired compared to the percentage of applicants from 2013-2018. Asian and Hispanic hirees have been slightly overrepresented as well, while all other ethnic groups have been slightly underrepresented during the same time period.

Figure 2: Comparison of Applicants and Hires by Ethnicity, Five-Year Average 2013-2018
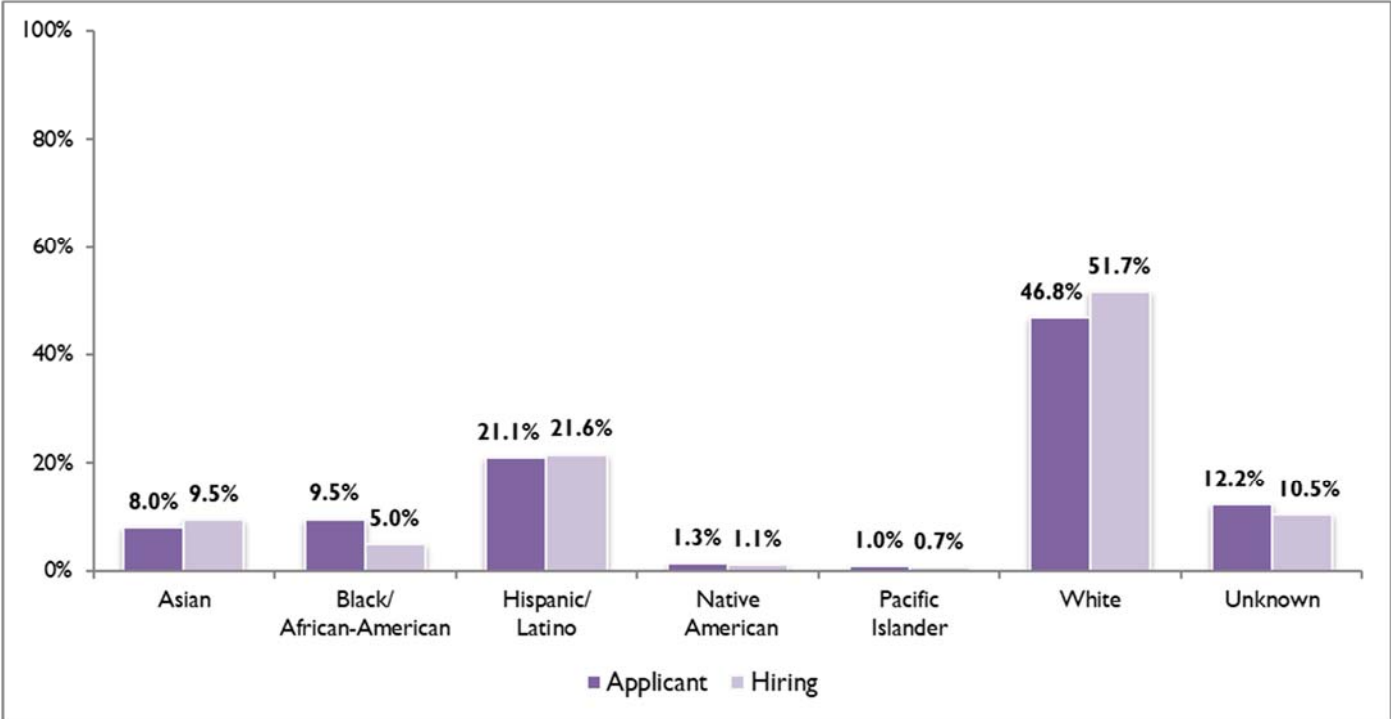
Data source: GCCCD applicant and hiree data is from PeopleAdmin (Fiscal year 2013-2014 through 2017-2018).

WORKFORCE ANALYSES

The tables below present the GCCCD workforce by race and ethnicity. GCCCD workforce data are derived from PeopleAdmin (Fiscal year 2013-14 through 2017-18). The GCCCD Boundary data was collected from SANDAG (2014 estimates, 18+), whereas the SD County Occupation data is from the U.S. Census Bureau, 2006-2010 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, 2013-2018								
Totals for All Job Classifications								
Race/Ethnicity	**2013-2014 (n = 1,823)**	**2014-2015 (n = 1,910)**	**2015-2016 (n = 1,971)**	**2016-2017 (n = 1,791)**	**2017-2018 (n = 2,083)**	**Five-Year Average**	**SD County Occupations**	**GCCCD Boundary**
Asian	8.1%	8.6%	8.7%	9.2%	8.9%	8.7%	11.4%	4.6%
Black/African-American	4.1%	4.7%	5.1%	5.3%	5.0%	4.8%	4.3%	5.2%
Hispanic/Latino	13.8%	14.4%	14.5%	15.2%	15.1%	14.6%	28.3%	23.8%
Native American	1.0%	0.8%	1.0%	0.9%	1.1%	1.0%	0.3%	0.7%
Pacific Islander	0.3%	0.4%	0.5%	0.3%	0.4%	0.4%	0.5%	0.5%
White	70.5%	68.6%	67.9%	66.7%	66.8%	68.1%	53.1%	62.0%
Unknown/Other	2.2%	2.5%	2.3%	2.3%	2.7%	2.4%	2.1%	3.1%

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, 2013-2018							
	Totals for All Job Classifications (Full-Time Only)							
Race/Ethnicity	2013-2014 (n = 750)	2014-2015 (n = 768)	2015-2016 (n = 801)	2016-2017 (n = 782)	2017-2018 (n = 822)	Five-Year Average	SD County Occupations	GCCCD Boundary
Asian	8.1%	8.7%	9.1%	9.3%	9.1%	8.9%	11.4%	4.6%
Black/African-American	5.6%	5.9%	5.7%	5.5%	5.7%	5.7%	4.3%	5.2%
Hispanic/Latino	16.4%	15.6%	16.4%	18.2%	17.6%	16.8%	28.3%	23.8%
Native American	1.5%	1.4%	1.4%	1.2%	1.1%	1.3%	0.3%	0.7%
Pacific Islander	0.5%	0.7%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%
White	66.5%	66.0%	64.5%	63.2%	63.0%	64.6%	53.1%	62.0%
Unknown/Other	1.3%	1.7%	2.2%	2.0%	2.8%	2.0%	2.1%	3.1%

Table 5: GCCCD Workforce by Ethnicity 2017-2018, 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	6.7%	10.1%	8.5%	8.9%	11.4%	4.6%
Black/African-American	5.3%	4.6%	7.8%	5.0%	4.3%	5.2%
Hispanic/Latino	15.7%	14.9%	14.0%	15.1%	28.3%	23.8%
Native American	1.9%	0.6%	1.6%	1.1%	0.3%	0.7%
Pacific Islander	0.4%	0.4%	0.8%	0.4%	0.5%	0.5%
White	67.2%	66.9%	64.3%	66.8%	53.1%	62.0%
Unknown/Other	2.8%	2.6%	3.1%	2.7%	2.1%	3.1%
N	683	1,271	129	2,083	1,332,175	

Table 6: GCCCD Workforce by Ethnicity 2017-2018, 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	5.6%	9.1%	6.9%	7.2%	9.2%	4.6%
Black/African-American	16.7%	18.2%	0.0%	10.1%	3.8%	5.2%
Hispanic/Latino	16.7%	18.2%	6.9%	13.0%	15.6%	23.8%
Native American	5.6%	0.0%	0.0%	1.4%	0.4%	0.7%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.4%	0.5%
White	55.6%	50.0%	82.8%	65.2%	68.7%	62.0%
Unknown/Other	0.0%	4.5%	3.4%	2.9%	1.9%	3.1%
N	18	22	29	69	191,525	

Table 7: GCCCD Workforce by Ethnicity 2017-2018, 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	16.7%	0.0%	10.5%	8.1%	15.4%	4.6%
Black/African-American	33.3%	8.3%	21.1%	18.9%	3.2%	5.2%
Hispanic/Latino	16.7%	25.0%	5.3%	13.5%	13.4%	23.8%
Native American	0.0%	0.0%	5.3%	2.7%	0.3%	0.7%
Pacific Islander	0.0%	8.3%	0.0%	2.7%	0.2%	0.5%
White	33.3%	58.3%	57.9%	54.1%	65.3%	62.0%
Unknown/Other	0.0%	0.0%	0.0%	0.0%	2.1%	3.1%
N	6	12	19	37	290,285	

Table 8: GCCCD Workforce by Ethnicity 2017-2018, 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%	3.5%	19.4%	5.6%	**9.9%**	**4.6%**
Black/African-American	4.3%	4.7%	3.2%	4.3%	**5.0%**	**5.2%**
Hispanic/Latino	28.3%	20.0%	16.1%	21.6%	**27.1%**	**23.8%**
Native American	6.5%	0.0%	0.0%	1.9%	**0.3%**	**0.7%**
Pacific Islander	0.0%	1.2%	3.2%	1.2%	**0.6%**	**0.5%**
White	54.3%	68.2%	58.1%	62.3%	**54.4%**	**62.0%**
Unknown/Other	6.5%	2.4%	0.0%	2.5%	**2.7%**	**3.1%**
N	**46**	**85**	**31**	**162**	**362,325**	

Table 9: GCCCD Workforce by Ethnicity 2017-2018, 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	7.3%	18.1%	0.0%	11.7%	**22.2%**	**4.6%**
Black/African-American	0.0%	2.4%	8.3%	2.5%	**5.1%**	**5.2%**
Hispanic/Latino	16.4%	12.0%	16.7%	14.2%	**16.9%**	**23.8%**
Native American	1.8%	0.0%	4.2%	1.2%	**0.2%**	**0.7%**
Pacific Islander	0.0%	0.0%	0.0%	0.0%	**0.7%**	**0.5%**
White	69.1%	62.7%	62.5%	64.8%	**52.0%**	**62.0%**
Unknown/Other	5.5%	4.8%	8.3%	5.6%	**2.9%**	**3.1%**
N	**55**	**83**	**24**	**162**	**41,190**	

Table 10: GCCCD Workforce by Ethnicity 2017-2018, 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	0.0%	16.7%	0.0%	7.1%	**8.1%**	**4.6%**
Black/African-American	0.0%	0.0%	0.0%	0.0%	**3.9%**	**5.2%**
Hispanic/Latino	25.0%	0.0%	25.0%	14.3%	**38.2%**	**23.8%**
Native American	0.0%	0.0%	0.0%	0.0%	**0.4%**	**0.7%**
Pacific Islander	25.0%	0.0%	0.0%	7.1%	**0.6%**	**0.5%**
White	50.0%	83.3%	50.0%	64.3%	**47.1%**	**62.0%**
Unknown/Other	0.0%	0.0%	25.0%	7.1%	**1.7%**	**3.1%**
N	**4**	**6**	**4**	**14**	**110,130**	

Table 11: GCCCD Workforce by Ethnicity 2017-2018, 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	22.7%	14.3%	4.8%	14.1%	**10.5%**	**4.6%**
Black/African-American	9.1%	14.3%	14.3%	12.7%	**4.6%**	**5.2%**
Hispanic/Latino	27.3%	35.7%	23.8%	29.6%	**47.9%**	**23.8%**
Native American	0.0%	0.0%	0.0%	0.0%	**0.3%**	**0.7%**
Pacific Islander	0.0%	0.0%	0.0%	0.0%	**0.6%**	**0.5%**
White	40.9%	35.7%	57.1%	43.7%	**34.4%**	**62.0%**
Unknown/Other	0.0%	0.0%	0.0%	0.0%	**1.7%**	**3.1%**
N	**22**	**28**	**21**	**71**	**336,720**	

Table 12: GCCCD Workforce by Ethnicity 2017-2018, 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	6.9%	10.0%	9.2%	15.4%	13.8%	4.6%
Black/African-American	2.3%	5.0%	4.2%	3.2%	1.0%	5.2%
Hispanic/Latino	16.1%	16.4%	16.3%	13.4%	9.1%	23.8%
Native American	1.1%	0.5%	0.7%	0.3%	0.5%	0.7%
Pacific Islander	0.0%	0.5%	0.3%	0.2%	0.3%	0.5%
White	72.4%	65.3%	67.3%	65.3%	73.6%	62.0%
Unknown/Other	1.1%	2.3%	2.0%	2.1%	1.8%	3.1%
N	87	219	306	290,285	13,080	

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 2017-2018, 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	6.5%	9.9%	8.7%	15.4%	13.8%	4.6%
Black/African-American	5.6%	4.0%	4.6%	3.2%	1.0%	5.2%
Hispanic/Latino	13.5%	13.4%	13.4%	13.4%	9.1%	23.8%
Native American	1.6%	0.7%	1.0%	0.3%	0.5%	0.7%
Pacific Islander	0.4%	0.2%	0.3%	0.2%	0.3%	0.5%
White	69.7%	69.1%	69.3%	65.3%	73.6%	62.0%
Unknown/Other	2.7%	2.6%	2.6%	2.1%	1.8%	3.1%
N	445	816	1,261	290,285	13,080	

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 2017-2018
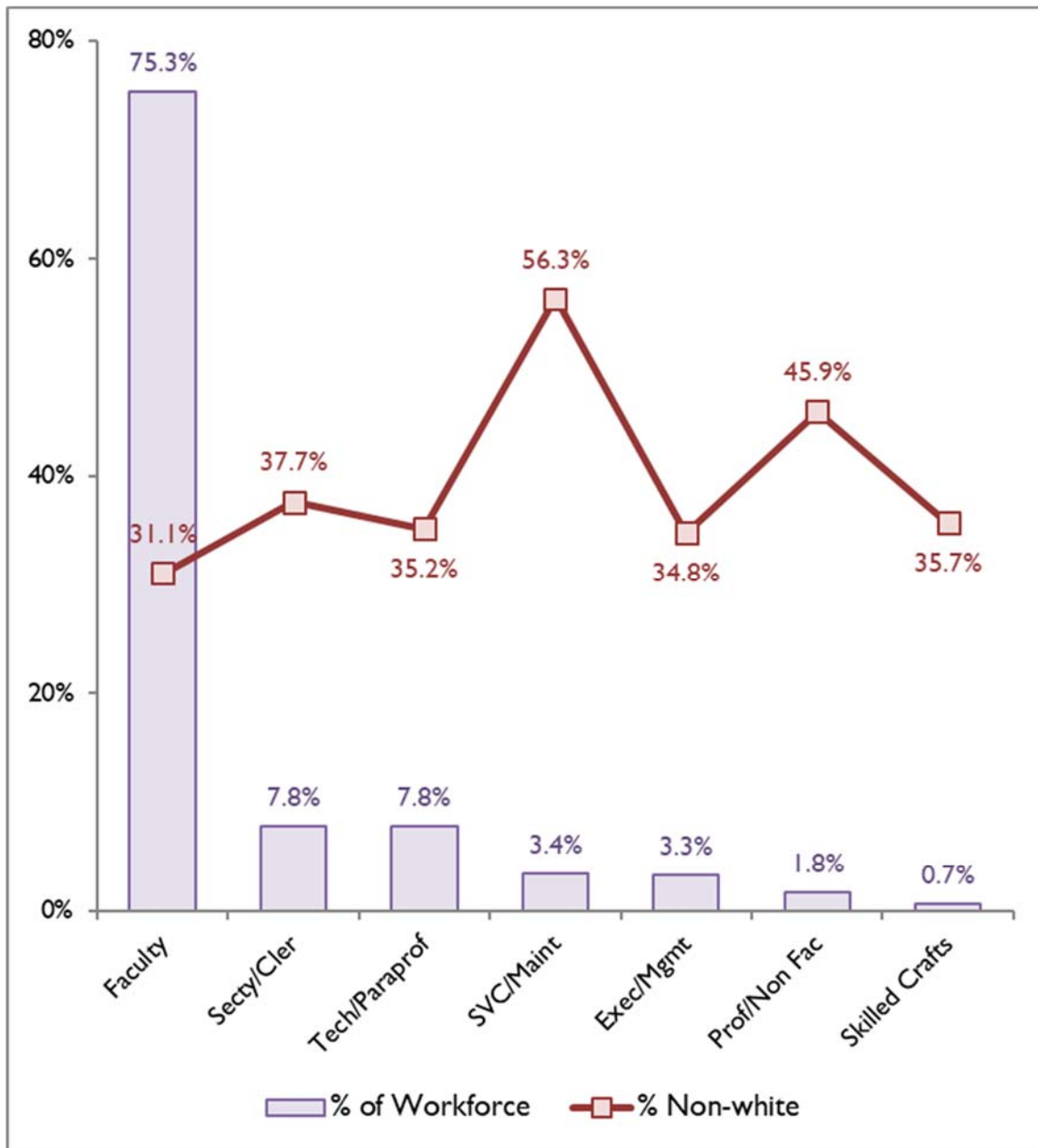
Table 14: Five-Year GCCCD Workforce by Ethnicity, Cuyamaca College Full-Time Faculty

Cuyamaca College Ethnicity Data Comparison, 2013-2018							
Totals for Full-Time Faculty							
Race/Ethnicity	2013-2014 (n = 78)	2014-2015 (n = 82)	2015-2016 (n = 86)	2016-2017 (n = 86)	2017-2018 (n = 87)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	3.8%	6.1%	7.0%	7.0%	6.9%	6.2%	13.8%	4.6%
Black/African-American	2.6%	2.4%	1.2%	2.3%	2.3%	2.1%	1.0%	5.2%
Hispanic/Latino	12.8%	14.6%	16.3%	17.4%	16.1%	15.5%	9.1%	23.8%
Native American	1.3%	1.2%	1.2%	1.2%	1.1%	1.2%	0.5%	0.7%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.5%
White	79.5%	75.6%	73.3%	70.9%	72.4%	74.2%	73.6%	62.0%
Unknown/Other	0.0%	0.0%	1.2%	1.2%	1.1%	0.7%	1.8%	3.1%

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

Grossmont College Ethnicity Data Comparison, 2013-2018							
Totals for Full-Time Faculty							
Race/Ethnicity	2013-2014 (n = 197)	2014-2015 (n = 200)	2015-2016 (n = 201)	2016-2017 (n = 217)	2017-2018 (n = 219)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	9.1%	9.5%	9.5%	9.7%	10.0%	9.6%	13.8%	4.6%
Black/African-American	3.6%	3.5%	3.5%	5.1%	5.0%	4.2%	1.0%	5.2%
Hispanic/Latino	15.2%	14.5%	13.9%	16.6%	16.4%	15.4%	9.1%	23.8%
Native American	1.0%	1.0%	1.0%	0.5%	0.5%	0.8%	0.5%	0.7%
Pacific Islander	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.3%	0.5%
White	70.1%	69.5%	69.7%	65.4%	65.3%	67.9%	73.6%	62.0%
Unknown/Other	0.5%	1.5%	2.0%	2.3%	2.3%	1.7%	1.8%	3.1%

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

Cuyamaca College Ethnicity Data Comparison, 2013-2018							
Totals for Part-Time Faculty							
Race/Ethnicity	2013-2014 (n = 394)	2014-2015 (n = 400)	2015-2016 (n = 427)	2016-2017 (n = 376)	2017-2018 (n = 445)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	5.8%	6.3%	7.5%	8.0%	6.5%	6.8%	13.8%	4.6%
Black/African-American	3.8%	4.3%	5.9%	5.9%	5.6%	5.1%	1.0%	5.2%
Hispanic/Latino	12.4%	14.3%	12.6%	13.0%	13.5%	13.2%	9.1%	23.8%
Native American	0.8%	0.5%	0.9%	1.3%	1.6%	1.0%	0.5%	0.7%
Pacific Islander	0.0%	0.0%	0.2%	0.0%	0.4%	0.1%	0.3%	0.5%
White	74.1%	71.3%	70.0%	68.6%	69.7%	70.7%	73.6%	62.0%
Unknown/Other	3.0%	3.5%	2.8%	3.2%	2.7%	3.0%	1.8%	3.1%

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

Grossmont College Ethnicity Data Comparison, 2013-2018							
Totals for Part-Time Faculty							
Race/Ethnicity	2013-2014 (n = 679)	2014-2015 (n = 744)	2015-2016 (n = 743)	2016-2017 (n = 633)	2017-2018 (n = 816)	Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	9.3%	9.7%	8.9%	9.6%	9.9%	9.5%	13.8%	4.6%
Black/African-American	2.7%	3.6%	3.9%	4.7%	4.0%	3.8%	1.0%	5.2%
Hispanic/Latino	11.6%	13.3%	13.6%	13.0%	13.4%	13.0%	9.1%	23.8%
Native American	0.6%	0.4%	0.5%	0.5%	0.7%	0.6%	0.5%	0.7%
Pacific Islander	0.3%	0.4%	0.4%	0.2%	0.2%	0.3%	0.3%	0.5%
White	72.8%	69.8%	70.4%	69.8%	69.1%	70.3%	73.6%	62.0%
Unknown/Other	2.8%	2.8%	2.3%	2.2%	2.6%	2.5%	1.8%	3.1%

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

	GCCCD Gender Data Comparison, 2013-2018							
	Totals for All Job Classifications							
Gender	2013-2014 (n = 1,823)	2014-2015 (n = 1,910)	2015-2016 (n = 1,971)	2016-2017 (n = 1,791)	2017-2018 (n = 2,083)	Five-Year Average	SD County Occupations	GCCCD Boundary
Female	55.1%	55.6%	56.1%	56.1%	56.4%	55.9%	46.1%	50.9%
Male	44.9%	44.4%	43.9%	43.9%	43.6%	44.1%	53.9%	49.1%

Table 19: GCCCD Workforce by Gender 2017-2018, All Occupations

	GCCCD Gender Data Comparison					
	Totals for All Job Classifications					
Gender	Cuyamaca College	Grossmont College	District Services	GCCCD Total	SD County Occupations	GCCCD Boundary (18+)
Female	54.8%	57.7%	51.2%	56.4%	46.1%	50.9%
Male	45.2%	42.3%	48.8%	43.6%	53.9%	49.1%
N	683	1,271	129	2,083	1,332,175	

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:
  o Scope: quantity and type of services, functions, and programs provided
  o Quality: overall adequacy of and satisfaction with services provided
  o 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

California Community Colleges

Equal Employment Opportunity Fund
District Expenditure Report
Fiscal Year 2017-2018

District Name: Grossmont-Cuyamaca Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	$63,329
(b) 2017-2018 Allocation	$50,000
(c) 2017-2018 Expenditures (Same total listed below in column 1)	$59,617
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	$53,712
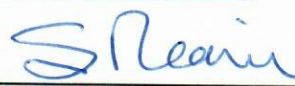
Controlling Account		EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000	Academic Salaries			
2000	Classified Salaries			
3000	Employee Benefits			
4000	Supplies & Materials	1,510		1,510
5000	Other Oper. Exp. & Svcs.	58,107		58,107
6000	Capital Outlay			
7000	Other Outgo			
Totals		59,617		59,617

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

Name: Sue Rearic

Title: Vice Chancellor Business Services

Phone: 619-644-7575

E-Mail Address: sue.rearic@gcccd.edu

Signature: _SRearic_

Date: 9-27-18

Prepared by: Melanie Kosic

Contact Phone No. 619-644-7592

Equal Employment Opportunity Fund
District Performance Report
Fiscal Year 2017-2018

District Name: Grossmont-Cuyamaca Community College District

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.	$ 47,346.11	$	The District uses various forms of outreach and advertising to reach diverse applicants. The District funds travel for out-of-town candidates in order to encourage diverse applicant pools.
3. Professional development on equal employment opportunity.	$ 11,771.08	$	The District held an Equity Summit open to all faculty, staff, and students focused on cultural competency. The District held a Classified Professionals Day focused on creating community within a diverse workforce.
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.	$ 500.00	$	The District became a member of the National Associate of Diversity Officers in Higher Education (NADOHE) providing access to professional development resources.

Print Name: Sue Rearic

Print Title: Vice Chancellor Business Svcs

Phone: 619-644-7575

E-Mail Address: sue.rearic@gcccd.edu

Signature:

Date: 9-27-18

Prepared by: Melanie Kosic

Contact Phone No. 619-644-7592

Equal Employment Opportunity Fund

District Expenditure Report

Fiscal Year 2017-2018

District Name: Grossmont-Cuyamaca Community College District

Anticipate use of 17/18 allocation, projected to be spent by 6/30/2019.

Pre-Hiring	Expand advertising efforts to attract unrepresented populations	$25,000
Hiring	Increase outreach to enhance diverse recruitments including richer pools Continuous training of search and interview committees	$14,617
Post-Hiring	Continuous improvement of operations and analyses of data regarding our recruitments Broaden cultural awareness of staff	$20,000
		$59,617

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)]

In support of student equity, Grossmont College is pushing to sharply reduce textbooks costs. Textbook costs bring financial burdens which can make a difference in a student's successful completion of courses. The remedy is known as open educational resources, or OER, a process in which textbooks, tests, videos and other teaching tools are made available through the public domain or an open license provided by the nonprofit organization Creative Commons that permits their free use and modification. OER are free to use, provide universal access, and continue the movement for education for all. The OER initiative is saving Grossmont College students nearly $1.3 million this academic year. Additionally, through OER, students have access to their books on the first day, rather than the two weeks many students wait to purchase books because of financial aid delays or add/drop deadlines. In 2016, just six faculty members used OER, cutting textbook costs for 1,600 students. By 2018, 46 faculty had converted to OER, benefitting 8,000 students. For the current semester, there are about 100 OER instructors and 285 classes -- nearly 15 percent of the total -- identified as having no textbook costs. Grossmont now offers a pathway for students to complete an associate degree for transfer in geography and in sociology with zero textbook costs.

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)]

Attached Support Material(s):

- *BP 2740 & AP 2740 – Board Education*
- *Grossmont College Free Textbooks Article*

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

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.

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GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

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2017

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Grossmont College students saving nearly $1.3M with free textbooks

Posted on: Mar 28, 2019 12:00:00 AM
In: Grossmont, District
Academics, Featured
Contact: Della Elliott della.elliott@gcccd.edu

Grossmont College Counselor and Professor Dave Dillon will pick up a national textbook excellence award in Philadelphia in June, but it is his passion for providing free textbooks to all students that gives him the greatest satisfaction.

This academic year, students at the campus are saving nearly $1.3 million, thanks to the efforts of Dillon and other faculty members supporting the college's push to sharply reduce textbook costs.

A full-time faculty member since 2007, Dillon began exploring textbook alternatives after hearing repeated student complaints about escalating prices for books. When he noticed that students were taking fewer

Dave Dillon's award-winning OER textbook.

classes or even resorting to taking cellphone photos of pages from classmates' books, he decided it was time to confront the issue.

By 2013, the average cost of textbooks and supplies, at $1,500, exceeded the $1,334 for tuition at Grossmont College. Dillon said the cost of textbooks rose more than 800 percent between 1978 and 2010.

"I had to ask if there is anything I can do to have an impact on students' well-being." Dillon said. "If students are facing the choice between buying a textbook and food, I have a lot of empathy for students who are purchasing food or making sure they have shelter over purchasing textbooks."

The remedy is known as open educational resources, or OER, a process in which textbooks, tests, videos and other teaching tools are made available through the public domain or an open license provided by the nonprofit organization Creative Commons that permits their free use and modification.

OER has been around for years, but its use was sporadic among educators until 2016 with the launch of the California Zero Textbook Cost program. Twenty-six community colleges, including Grossmont College, were awarded grants to institute associate transfer degrees and career technical education certificates acquired entirely with free textbooks. Grossmont now offers a pathway for students to complete an associate degree for transfer in geography and in sociology with zero textbook costs.

Dave Dillon and librarians David Feare and Melanie Quinn explain OER at Grossmont's Student Success Fair.

President Nabil Abu-Ghazaleh praised Dillon's efforts to promote OER textbooks, saying that relieving students of financial burdens can make a difference in their successful completion of courses.

"We are committed to student success by reducing high textbook costs while still presenting high-quality content," he said.

Dillon championed the adoption of alternative instructional materials at Grossmont College using the OER digital platform and the cost savings to students has been dramatic. Joined by anthropology instructor Lara Braff and librarian Nadra Farina-Hess, an OER workgroup was created. In 2016, just six faculty members used OER, cutting textbook costs for 1,600 students. By 2018, 46 faculty had converted to OER, benefitting 8,000 students. For the current semester, there are about 100 OER instructors and 285 classes -- nearly 15 percent of the total -- identified as having no textbook costs.

The projected cost savings for students during the current academic year is an astounding $1,293,000.

Dillon concedes that certain disciplines, such as math, economics, business and the natural sciences, pose challenges to faculty for OER conversion because OER ancillaries and online homework are not as well developed.

"We are not there yet, but we're getting there," said Dillon, former chair of the college's OER work group and statewide regional coordinator of the Open

Educational Resources Initiative. He also serves on an OER task force of the statewide Academic Senate.

Textbooks comprise about 40 percent of the total cost of attending community colleges. Dillon said that with a major statewide survey showing homelessness and food insecurity among students as growing problems, colleges must be proactive in countering the ever-rising cost of textbooks. He said another book he wrote in 2014 initially sold for $29 with a traditional copyright and went up to $42 a year later.

Edwin Hernandez Armenta, Grossmont College's student trustee, and Carlos Espinoza, a student government representative, are the first students selected for a new OER internship in which they advocate on students' behalf for free textbooks. The pair also received grant funding to continue their advocacy from the non-profit Michelson 20MM Foundation, which promotes the development of free intellectual property educational materials.   Like many, they have been hard hit by textbook costs.

"It's hard to pay for books while attending college," Armenta said. "I've had to look for various resources available from EOPS (Extended Opportunity Programs and Services). Sometimes there hasn't been enough voucher money to cover the costs."

Espinoza said that there have been times when he's had to share a textbook with a classmate, "or 'I'd borrow it from the library for two or three hours to get by."

Last June, three OER digital textbooks containing material Dillon compiled for his counseling classes were published. The texts are being used by 13 California and three community colleges in other states. One 456-page title, "Blueprint for Success in College and Career," has been selected among 17 chosen for the Textbook Excellence Award by the national Textbook and Academic Authors Association. It is the first time an OER textbook has won.

For students who want a printed version of the book, thanks to OER, a hard copy can be purchased for less than $13 at the college bookstore and online.

In addition to the obvious cost-savings benefit, students are more successful in Dillon's classes since free textbooks became available. Research found that the percentage of students who completed Dillon's courses climbed from 72 percent to 91 percent compared to the years when he used traditional textbooks.

Dillon attributes the improvement to students being able to get their books on the first day, rather than the two weeks many students had waited to purchase books because of financial aid delays or add/drop deadlines.

"With statistics showing that 50-60 percent of students are not purchasing textbooks due to cost, I would expect these kinds of increases in success and retention because now all students have access to the learning material," Dillon said. "OER solves an equity issue."

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

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El Cajon, California 92020
619-644-7010

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A Member of the Grossmont-Cuyamaca Community College District

GCCCD   **GROSSMONT COLLEGE**   **CUYAMACA COLLEGE**

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/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).
- Professional Development Program for all classified professionals, launched April 1, 2019
- Management Development Program with various levels (launching fall 2019)

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

<u>The following travel expenses are reimbursable with receipts:</u>

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 continues the process of auditing and updating job descriptions for certain job families. Phase 2 of the Classified Employees' Instructional Job Family review was completed in April 2018. The instructional job family included all web development and applications positions, instructional design and support positions, as well as our specialist positions in the areas of Tutoring, Learning Assistance, Theatre, Dance, and in the Culinary Arts. In 2019, the focus has been on the revisions to all of the Faculty job descriptions.

GCCCD expanded its outreach for faculty positions by working with search committees to identify new sources for recruiting. This included new partnerships with the EOE Journal, the National Association of Diversity Officers in Higher Education, and many discipline specific associations and publications.

Grossmont College, in partnership with Human Resources, held a prospective hire workshop in preparation for the tenure-track faculty hiring. All current adjunct employees and the community were invited to learn more about Grossmont College and the hiring process. Presentations included tips and tricks in the application process by Human Resources, a discussion with the Vice President of Academic Affairs and the Deans of the academic departments, and what student success and equity means at Grossmont College. Over 60 prospective hires were in attendance at the event.

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):

- *Demystifying the Hiring Process Slide Deck*

Demystifying the GCCCD Hiring Process

What We'll Cover

o Adjunct vs Tenure-Track

o How to Read a Job Posting

o Process Overview

o Common Mistakes and Tips for Applying and Interviewing

Adjunct

- Just in time hiring; based on needs - often course specific

- Meeting/Interview with Department Chair and possibly the Division Dean

- Minimum Qualifications or equivalent as a standard (HR)

Tenure-Track

o Several month process

o College Council approves positions to be filled

o District Strategic Planning & Budget Council approves positions to be filled

o Discipline focused; Ability to teach multiple courses & contribute to the college/dept for 20+ years

o Representative Search Committee

o Established criteria by which applicants are measured (HR and Search Committee)

o Interviews with Search Committee

o Teaching Demo, Written Exercise

o Final Interviews with President

o Board approval

How to Read a Job Posting

o Special Instructions/Required Documents

o Job Summary
  - Starting salary range
  - 10-or 11-month

o Minimum Qualifications
  - Equivalent

o Preferred Qualifications
  - Used to make a decision/differentiate, not used to narrow the pool through screening

o Sample

Process Overview

o Application
- 30-45+ days posted
- Multiple components
  - Online application
  - Cover Letter
  - Resume or CV

o Screening
- HR
  - Minimum Qualifications
- Search Committee
  - Criteria Checklist

Process Overview, cont.

o Interviewing

- Questions

- Teaching Demo/Presentation

- Written Exercise

- Committee: best according to criteria

- President: best for institution

Applying - Common Mistakes

o Missing attachments

o Incorrect attachments

o Missing special instructions

o Inadequate cover letter

o Skimming the job posting

o Identifying the wrong institution in your materials

Applying - Tips

o Read the job posting in its entirety

o Apply during regular business hours so you can get help from HR

o Read the whole job posting

o Address each qualification, question, and requirement (checklist approach)

Interviewing - Common Mistakes

o Surface level responses

o Students! Be student focused!

o Assuming the committee members know what you're talking about
  • (internal adjunct)

o Assuming the committee knows your knowledge, skills, and abilities

Interviewing - Tips

◦ Provide Examples

◦ Teaching Demo

  ◦ Read the instructions

  ◦ Be prepared

  ◦ Be realistic about the timing

◦ Final Interview

  ◦ Your skills and abilities were established with the committee opportunity

  ◦ Focus on why you're the best for the students, department, college

  ◦ Share your passion, your drive, your connection to the students

  ◦ Why do you want to work at GC?

Questions?

Alyssa Brown

HR Director

alyssa.brown@gcccd.edu

619-644-7639

GCCCD Careers Page

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.

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.

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.

GCCCD sent teams to two workshops led by IEPI, Building Diversity Part I – Using Data for Hiring and the Building Diversity Summit. Following these workshops, Grossmont College hosted Dr. Luke Lara in leading *Seeking Diversity for students: Best Practices in Hiring*. This workshop focused on meaningful conversation about diversity and learning how to use an equity framework to develop interview questions and screening criteria. This workshop was targeted towards current and upcoming search committees and human resources staff.

Attached Support Material(s):

- *Diversity, Equity, and Inclusion Interview Question Samples*

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.

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.

To allow participants to better understand the elements of how bias comes into the hiring process, the district has integrated several neuroscience principles into the training of why bias happens in the first place. This helps participants to build an awareness of how their brains are designed to work so they can better implement techniques of eliminating bias from the hiring process. One of the techniques we teach is adapted from the Franklin Covey Co. and is known as the PCD Method (Pause, Clarify, Decide). This allows participants to be aware when bias is entering into the process, clarify the best hiring practices covered in the training, and proceed in making judgement or decision.

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 has recently developed 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.

Attached Support Material(s):

- *2018 H.I.R.E. Training Slide Deck w/ Notes*

HIRE
Hiring Innovative Recruits Effectively

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Who Must Take This Training:

Any person who will be serving in the screening or selection process must complete this training before serving in that capacity. Completion of this training should take part before the screening process begins and prior to the initial meeting of the committee.

This training is required by the District's EEO Plan and the law(California Code of Regulations, Division 67, Title 5) before one may serve on a District screening or selection committee

Successful Completion of This Training will qualify an employee to serve, where applicable, on a screening committee for the next 3 years from the date of completion in the capacity of a committee chairperson or general committee member.

Expectations of Training:

Respect Everyone's Time

Silence Cell Phones

If you need to take a call or answer an email, please respect the space and exit the room to conduct your business

Participation

Ask Questions

Why are you here today?

- **Training is recommended for any person serving on a screening/search committee or involved in election process**

-Training should be completed before initial meeting with screening committee

-Training is required by the Districts EEO plan and the law (California Code of regulations, Division 67 and Title 5)

- **Equal Employment Opportunity Plan**

-Adopted by the Governing Board in 2009

-Plan reflects the District's commitment to *diversity, equity,* and *inclusion* in employment

-Hiring policies and practices related to Title 5 regulations *(sections 5300)*

- **EEO plan was recently updated _June 2016_**

- **Training is recommend to be retaken every _3 years_ for updates on policies and procedures**

Why are you here today??
Have you taken this training before?
Did you supervisor recommend you take this training?
Why is it important to be here today?

So no that you have some background of why you are here and why its so important lets get into the Agenda.
What are we covering today.

Course Learning Objectives

A | Understand the benefits of diversity and inclusion in the workplace

B | Identify and manage our bias in the hiring process

C | Understand and apply best practices in serving on a screening committee

D | Understand the primary State and Federal nondiscrimination laws and how they impact the hiring process

And some objectives that we will cover today..

1 | Embracing Diversity

Commitment to Diversity · Diversity, Equity, and Inclusion Council Goals · Benefits of a Diverse Workforce · Diversity Data

What is diversity? Why is diversity important?

What is GCCCD commitment to diversity?

Share Board Policy 7100 → invite someone to read it out loud

You can find more information about Diversity, Equity, & Inclusion Council on the staff site

Commitment to Diversity (Board Policy 7100)

"The Grossmont-Cuyamaca Community College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community."

Box of Crayons
As a GCCCD community, we are proud of our diverse student body, faculty and staff. We are committed to continue to promote diversity in the workplace and throughout all campuses.

In Feb 2011, the District launched the Diversity, Equity and Inclusion Council to take the existing efforts at both colleges and develop them into a more unified, comprehensive and focused effort to promote diversity and multiculturism. The council and other established districtwide committees will work to develop and implement goals related to diversity, equity, and inclusion

1. Student Access, Equity, and Success
    1. Seek to maintain a student population that reflects diversity in the community
    2. Share information that leads to promotion of increasing success and course completion rates for students and/or while reducing the achievement gap
    3. Promote ADA standards for existing or new facilities**
    4. Promote safe and inclusive spaces throughout the District**

2. Cultural Competency & Culture of Inclusion
    1. Promote and infuse globalization across the curriculum**
    2. Recognize and enhance cultural and global competencies for all employees.**
    3. Enhance cultural and global competencies for all students

3. Communication
    1. Raise awareness of DEI goals and activities with the internal and external community
    2. Promote appropriate language use for DEI

4. Workforce**
    1. Work with Human Resources to promote hiring of a diverse workforce
    2. Monitor hiring practices and make recommendations to Human Resources to promote the development of a world-class work force.
    3. Recognize diversity, equity, and inclusion leadership among employees

** = related to staff and faculty
Share the goals that are relatable to the hiring committees → other goals I did not mention are related to the overarching charge of the DEI Council & its impact on students

Raw Diversity Data (Sex)

Applicant Analysis	Five Year Average	GCCCD Boundary	SD County
Female	58.3%	50.7%	49.7%
Male	36.9%	49.3%	50.3%
Unknown	4.9%	0.0%	0.0%
Over 40	32.9%	47.3%	44.0%
Disabled	1.3%	UNKNOWN	6.9%

Hiring Analysis	Five Year Average	GCCCD Boundary	SD County
Female	63.0%	50.7%	49.7%
Male	34.4%	49.3%	50.3%
Unknown	2.7%	0.0%	0.0%
Over 40	44.1%	47.3%	44.0%
Disabled	0.8%	UNKNOWN	6.9%

2017 Data

Webpage: Office of Institutional Effectiveness & Research under EEO data 2010-2015. Information is updated every September.

We are not going to cover this data in depth but it can be accessed on the Office of Institutional Effectiveness & Research webpage under:

EEO Data 2010-2015.pdf

This date is updated EVERY September automatically

→ Male applicants were underrepresented slightly in the hiring pools, but not significantly

Raw Diversity Data (Race)

Applicant Analysis	Five Year Average	GCCCD Boundary	SD County
Asian/Pac. Islander	8.0%	7.2%	11.9%
Black/African American	9.4%	4.9%	4.8%
Hispanic/Latino	20.8%	26.9%	33.4%
Native American	1.4%	0.6%	0.4%
White	47.5%	56.8%	46.3%
Two or More	NA	3.5%	3.0%

Hiring Analysis	Five Year Average	GCCCD Boundary	SD County
Asian/Pac. Islander	8.9%	7.2%	11.9%
Black/African American	5.8%	4.9%	4.8%
Hispanic/Latino	20.2%	26.9%	33.4%
Native American	1.0%	0.6%	0.4%
White	53.4%	56.8%	46.3%
Two or More	NA	3.5%	3.0%

2017 Data

**White applicants have been consistently overrepresented among those hired compared to the percentage of white applicants while ALL other ethnic groups have been slightly underrepresented

9
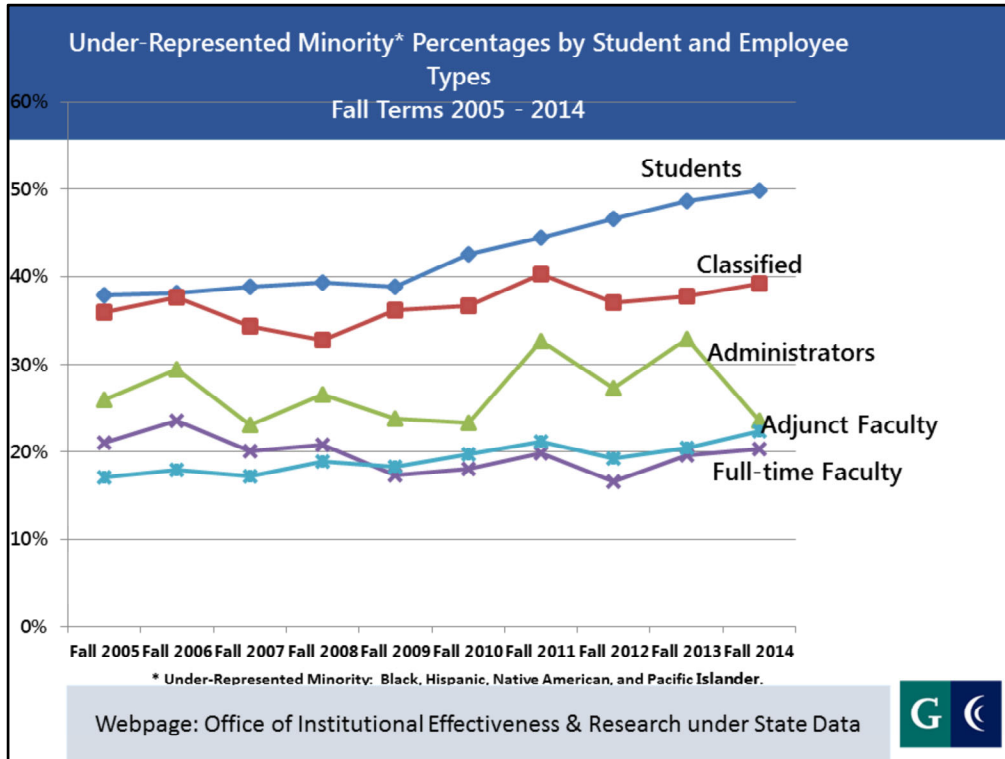
State DATA

Diversity Benefits Students

Studies prove the education benefits of a diverse faculty

Closing achievement gaps by 20-50%

Fairlie, R.W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: race and Ethnicity Interactions in the Classroom.* American Economic Review.

This study was done at De Anza College in the SF Bay Area and it looked at a sample of 446, 225 student –class observations
It excluded recreational courses, course with less than 15 students, students over 35 years old, and small academic departments) comprised less than 10% of the sample

Performance Gap in terms of class dropout rates and grade performance between white and underrepresented minority students fall 20-50% when taught by an underrepresented minority instructor

Only 9.6% of full-time instructional faculty @ US colleges are Black, Latino, N. American where are these populations comprise 1/3 of student population

What is lacking:
1.) Severe limits on the availability of role models
2.) Increase in the likelihood of "stereotype threats" & discrimination against minority students
3.) Restrict exposure to instructors with similar culture and languages

How Large are Effects Relative to Achievement Gap (Short-Term Outcomes)

Underrepresented Minority

	Similar Instructor Effect	White-Min. Achievement Gap	Percent of Gap	Minority Base Rate
Dropped Course	-0.020	-0.039	51%	0.281
Passed Course	0.012	0.054	23%	0.835
Course Grade	0.054	0.318	19%	2.587
Grade B or Higher	0.024	0.112	21%	0.567

Minority Achievement Gao smaller in classes taken with minority instructors for several course outcome measures:
a. Obtain better grades
b. Less likely to drop a course
c. More likely to pass a course
d. More likely to have a grade of at least a B

Effects on Long-Term Outcomes

Student Impact

- Students are more likely to take courses in same subject where they are reflected by faculty that look like them
- Overall student retention is higher
- Students are more likely to pursue a degree
- Higher likelihood of selecting a major

This translates into long-term outcomes for these students as well:
Taking more courses in same subject, student retention, pursuing degrees, selection of major study

Summary

- (Role Model Effect) Underrepresented minority students are more likely to succeed when taught by Underrepresented minority instructors.
- Overall positive impact of same race instructor seems greatest for African American/Black Students.

To receive this award the district had to submit extensive information about it's student and staff demographics, its efforts to recruit and retain underrepresented and first-generation college students, and the initiatives underway at the two college.

The district's implementation in 2013 of its Diversity, Equity and Inclusion Council Strategic Plan. The multifaceted plan was created to ensure an environment fostering cultural competence, equity and respect for all employees and students. The council and site committees have led the district's efforts to look at diversity data, seeking ways to increase employee diversity and to make the campuses more welcoming to everyone.

Cuyamaca College's Diversity Dialogues, a workshop series offered each semester focusing on diversity and social-justice topics. Students who attend three or more workshops receive a Diversity and Leadership certificate that can be used toward a similar certificate offered by SDSU.

We are doing a great job! So let keep it up. By doing trainings like this …

2 | Screening Committee Overview

The Importance of a Screening Committee · Understanding the Process · Responsibilities · Expectations · Confidentiality

ASK PARTICIPANTS: Why is hiring by committee important?

DOCUMENT ANSWERS ON BOARD

Possible Responses:

1. Joint Decision-Making
2. Multiple Views/Prospective
3. Encourages & Promotes Diversity, Equity, & Inclusion
4. Reduces possibility for Bias
5. Increase chance of hiring outside comfort zone (meaning: we often will select those things we are comfortable with, are similar to us, with whom we are familiar)
6. Support buy-in from possible coworkers/team members having role in hiring
7. Represent diversity of the organization

Understanding the Process 1

Initial Meeting	Screening Process	Conduct Interviews	Recommend for Hire
• Receive the position description *Review on own time* • Start the development of interview questions • Determine paper screening criteria • Review the timeline • Review Introductory Statement created by Committee Chair	• Screen applications for knowledge, skills, abilities, (KSAs) and experiences • Recommend candidates to be interviewed • Majority of the committee must be in agreement on who will be interviewed	• Be welcoming and cordial • All candidates must be asked the same questions • 2nd interviews are optional (unless hiring a faculty member or administrator) and are at the discretion of the top-level manager	• As a team, majority must agree on finalists • Committee chair or Designee conducts reference checks • Complete *Recommend to Hire* form and return to Human Resources

Use a sample job description during this slide. (Becoming familiar with the job description). And focus of the interview meeting or not meeting the requirement (KSA's) and day to day job duties.
This is a high level overview of the steps in the selection process. A more detailed overview will be given during your Hiring Committee orientation.

4 Phases of the Hiring Process
1. Initial Meeting of the Committee:
   - Recruiter should provide a finalized job description for all to review on their own time
   - Review Job Description, Timeline, Introductory Statement (created by the chair) → this should include expectations of the applicants "answer exact questions asked, act as if no one on the committee has met you or knows anything about you" (everything that happens in the interview is all that can be judged on, you can't even use the paper screening process)
   - Develop Interview Questions – the process of developing the interview questions is started during the initial meeting. The recruiter will provide sample questions (typically that come from previous/similar job position committees) and these act as a starting ground. The committee will then connect offline to complete and agree on final interview questions. When developing interview questions it is imperative that they will provide you with the information you need to make an objective decision based off the applicants KSA's and how they meet the essential job functions, knowledge, and ability that is in the job description. Make sure to evaluate the interview questions against the job description provided.
     - Create open-ended questions that will force a specific reply
       - Such as: "Tell me about your work experience," or "Tell me about the jobs you enjoyed most and least."
       - Allow the candidate time to think and answer the question
         - DON'T ask questions that only allow a "yes: or a "no" response
   - Review the timeline and provide input to interview schedule – for example if you know you can't go through 8 hours straight of interviews and provide the same respect to each candidate b/c you will be tired, etc. speak up. Know your limits going into the process of how many people you can see in one day

- Determine paper screening criteria and go over – same as above, the process is started
1. Selection Process – When looking at the screening process, make sure that you are assessing all aspects of the job description including essential job functions (NOT just knowledge and ability to sections)
   - Screen based on KSAs & Experience → complete the form that goes with this process
   - Meet to recommend candidates (diverse pool whenever possible) for interviews
   - Majority needed to move candidate to the next phase of screening
2. Interviews → we will go deeper into this section

- ## **Remember they are also "interviewing" our organization (probably applied to other positions).**
   - Important to attract and retain talent starts here in the interview process in our communication and our interactions
   - Don't let yourself become lost or fail to listen carefully to everything being said during the interview process
   - Second Bullet → during the interview process is not the time to be creating questions. Utilize the 3 E's to help get more detailed answers. However, if you ask one person to further explain their answer you do not need to ask all subsequent applicants to explain their answer further
   - 2nd interviews are required for faculty and administrators
   - Sometimes, the manager is not on the initial hiring committee and will do the second interview of a candidate
   - Also important to know that each interview is timed (time keeper on the committee) it is the responsibility of the chair to make sure that the process is moving along smoothly to make sure all questions are answered. It is important to tell all applicants that they have a set time for this interview.
3. Recommend to Hire
   - ALL MUST AGREE → Unanimous
   - Reference checks are the responsibility of Committee Chair or a designee assigned by the chair. This designee may be someone who is not sitting on the hiring committee (such as an admin or exec assistant) or can be someone from the committee who volunteered to run reference checks. It is encouraged that ONE person complete all reference checks rather than splitting this responsibility (this is a best practice)
   - Recommend finalists to HR, the committee should not contact the candidates personally or directly → All communication should stem from the recruiter from HR

   ALSO important NOTE: Diversity Pool → with each pool of applicants HR runs a report that allows us to asses the diversity of applicants in the pool to help with more targeted outreach we run a secondary report when hiring to assess that those candidates selected for the interview process are also from a diverse pool

   NOTE: Recruiters also look at the Committee for Diversity to ensure that the committee well represents the diversity of our organization

Chair/Supervisor Responsibilities   1

1 | Provide leadership to the committee members and manage the search process to ensure it is **efficient**, **effective**, and **accountable**

2 | Ensure screening committee members **understand the process**

3 | **Partner with the recruiter** to coordinate the interview and develop criteria

4 | **Develop an introductory statement** that provides notice to all interviewees about the details of the interview process

5 | Provide the recruiter with the **strengths and weaknesses** for each applicant, if applicable, identifying the **recommended finalists**

6 | Ensure candidates are made as **comfortable as possible**

No longer allowed to rank interviewees (Can only recommend finalist) #5
Recommend a time keeper in the group
This is an overview of the Chair/Supervisor's responsibility. You will be given specific instructions during your orientation.

Responsibilities:
1. Provide leadership and manage search process **(1)**
2. Hold all committee members (including yourself) accountable to expectations (will cover on next slide) **(1)**
3. "Go to Person" for all committee members during the process if they need clarification on the process, need better understanding or hiring practices, EEO restrictions, etc. **(2)**
4. Main contact with the recruiter during process & develop criteria & schedule interviews **(3)**
5. Develop Introductory Statement → sets out details of the interview process & the expectations of all in room during interview including committee & candidates **(4)**
6. Document & provide strengths & weaknesses defined for faculty members ONLY by selection committee members, this does not apply to other staff **(5)**
7. Recommend finalist (if applicable) **(5)**
8. Facilitate a comfortable, welcoming process for ALL candidates: **(6)**
    1. Offer water
    2. Make sure they are comfortable
    3. Facilitate the interview process keeping the room welcoming and not over eager
    4. Keeping committee members in check by following the scripted questions only

Screening Committee Member Expectations — 1

- ✓ Be available to attend **all meetings and interviews**
- ✓ **Become familiar with the position**, and **provide input** to the interview questions as needed
- ✓ Evaluate candidates based on **co-created criteria**, resisting personal biases
- ✓ Contact the recruiter if you become aware of **unfair or biased activities**, or if you have concerns about **conflicts of interests**
- ✓ Keep all discussions about the candidates **related to the job**
- ✓ **Maintain confidentiality** throughout and after the process

You have been chosen to be a member of the hiring committee.

Now what?

The following are expectations of You:
Be available to attend all meetings and interviews: When finalizing timelines for meetings and interviews, there may be scheduling conflicts. You are encourage to remain as flexible as possible because your participation is highly valuable.   If you are unable to attend all interviews, please remove yourself from that set of interviews. In order to achieve a fair and balanced evaluation, all members must be present for all interviews.
Ex. If you are at Day 1 of interviews but on Day 2 you get a flat tire on the way to work and cannot make it, the input from Day 1 can no longer be taken into consideration
Ex. 2 If you miss the first Day, do not show up on the Second day

Become familiar with the position. During the initial meeting set up by the recruiter, the job description will be discussed with the committee. It is important to have a full understanding of the position requirements so you are able to provide input to the interview questions
For many people on a committee they may have a working relationship with the position being hire and understand it but volunteer committee members who do not have a working relationship needs to get familiar with the job description

NOTE: During the initial meeting, it is critical to review committee member's expectations & add any additional expectations you have collectively during the process. This should be facilitated by the chair. Some examples of expectations to cover include: communication, decision-making process, dealing w/ conflicts, etc.)

Evaluate candidates based on pre-established criteria and be able to recognize and resist personal biases. We will discuss biases in detail later in the presentation.
NOTE: Criteria is co-created from ALL committee members. Everyone should have input, it protects various points of view preventing bias. It is imperative that everyone actively participates in the committee and that everyone's voice is heard.

Contact recruiter if you become aware of unfair biased – we will discuss this later in the presentation as well. Keep in mind, that as a committee member you have an obligation to disclose or raise concern about biased and/or conflicts of interests

NOTE If your concern regards the Chair go directly to the recruiter , If another member it is suggested to involved the Chair as well!

Keep all discussions about the candidate related to the job - During an interview, you must take care to keep your interview questions

focused on the KSAs and experience needed to perform the job. If you find your discussion straying off course or eliciting information you don't want about potential job discrimination topics, bring the discussion quickly back on topic by asking another job-related interview question

Anything that is being discussed around the decision of moving a candidate forward in the process or recommending to hire needs to exclusively be group oriented. NO offline conversation should happen and all discussion about applicants should take place in the room with the group as a whole (prevent anything over the phone to avoid a breach of confidentiality)

Maintain confidentiality - (move to next slide for a detailed discussion)

Does anyone here know what FERPA or HIPAA regulations are?
As a committee member, you will be privy to confidential and sensitive information. You have an obligation to protect both the candidate and the committee's deliberations. Confidentiality of committee proceedings and deliberations – committee members need to be able to freely discuss candidate qualifications without the concerns that the conversation will circulate outside of the room.

It is important to note that confidentiality obligations continue after the hiring process is complete.

During your orientation, you will sign a Confidentially Agreement that will be placed in your **personnel file**. This is an official document and any breach of the agreement will be escalated as needed.

Violations:
1. Discussing any aspect of the process outside of committee meetings
2. Discussing any aspect of the process w/ unauthorized persons
3. Sharing written notes w/ outside unauthorized persons

Breach of Confidentiality may results in committee member(s) being removed from the committee & violations may be subject to disciplinary action

Process may cease altogether forcing the whole process to restart completely → can cause HUGE delays & disrespect to your colleagues

No One wants their time wasted!

BB1   Priscilla, I am not clear on what FERPA and HIPPA have to do with the Hiring process...FERPA is exclusively for students and HIPPA has to do with health records. If you could explain the use of this example when talking about confidentiality that would be helpful!

Bryan Banville, 1/26/2017

3 | Conducting an Effective Interview

Interview Do's and Don'ts · Anti-Discrimination Laws · Equal Opportunity Employer · What Can I Ask?

Ask group to describe a positive interview experience they had (take 1-2 short examples or 1 long example)
Ask group to describe a negative interview experience they have had (take 1-2 short examples or 1 long example)

Request specific evidence of WHY it was positive OR negative
→ Ask for "appropriate' stories NOT "nightmare" stories

Interview "Do's" and "Don'ts" — 3

The Do's

- Listen carefully and take effective notes
- Evaluate each candidate after the interview is concluded
- Be friendly, yet business-like, remaining as objective as possible
- Probe for more specific information
- Ask clarifying questions: Three E's
  - **Expand** on their answer
  - **Explain** their answer
  - **Example** – ask them to provide an example

The Don'ts

- Make judgments on one trait without having considered all traits
- Let the applicant see that you favor or disfavor them
- Use language that may be interpreted as offensive or divisive
- Accept general answers.

You can select one person to be allowed to ask the clarifying questions or allow a limit number of questions allowed per-person. Up to the group. May discuss before hand
The Do's:
Taking notes can be crucial for the deliberation phase. ALL notes MUST focus on the candidate meeting OR not meeting the KSAs to perform the job
→ Notes can be subpoenaed and used as evidence in any trial against the District/College
→ NOTE -> Any notes MUST be returned to HR , we OWN IT → no personal notes (those go to HR too)

Provide time between candidates (10-15 min) to individually evaluate each candidate after the interview is complete → help decrease bias

Be welcoming & friendly BUT remember you must remain as OBJECTIVE as possible

COVER 4th BULLET AS WRITTEN

Allowed to ask clarifying questions using 3E's Approach (see 5th BULLET AS WRITTEN ABOVE) **NO LEADING QUESTIONS**
NOTE: If you use the 3E's in asking the orginal Questions you can avoid having to ask clarifying questions
EX.
A. Could you expand on a time your strengths were well showcased in a work situation?
B. How has your past experience influenced you teaching strategy? Explain.

C. Provide an example of a time you missed a deadline and how you addressed the situation.

DONTs

Objectivity can be difficult throughout the interview process but is imperative to evaluate each candidate fairly. Try not to allow judgement of one trait impact your assessment of another trait
Ex. Excellent time management so MUST be highly organized
Ex. Poorly answered question about organization so MUST be a poor communicator

Conduct self in a professional manner. Being welcoming, smiling is ok but must not be overly engaged that a candidate observes or interprets it as a preference in the hiring process (favor/disfavor)
Active Listening during answers

Use language that may be interpreted as offensive or divisive (tending to cause disagreement or hostility) Cannot BULLY a candidate

USE 5th BULLET AS WRITTEN

Clarifying questions only allowed using 3Es

Active Listening, set expectations "I will be taking notes during this interview, eye contact, mirroring when applicable

AFTER COVERING CONTENT: Ask audience if they have any Best Practices to ADD or have any questions
**If additions need to be addressed due to HR purposes express that (otherwise all others should be added)

What Questions Can I Ask? 3

Topic	DO NOT Ask	Appropriate to Ask
Reliability, Attendance	• Number of children? • Do you have pre-school age children at home? • What is your marital status?	• What hours and days can you work? • Are there specific times that you cannot work?
Citizenship/National Origin	• What is your national origin? • Where are your parents from?	• Are you legally eligible for employment in the United States?
Disabilities	• Do you have any disabilities?	• Can you perform the duties of the job you are applying for?
Birth Date	• What is your date of birth?	• If hired, can you furnish proof that you are over age 18?
Military Record	• What type of discharge did you receive?	• What type of education, training, work experience, did you receive while in the military?
Organizations	• List all clubs, societies and lodges to which you belong. • Are you a union member?	• Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	• How would you define your race?	• None
Religion or Creed	• Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	• None
Gender	• Do you wish to be addressed as Mr., Mrs., Miss, or Ms.?	• None

NO NEED TO MEMORIZE

Sample Interview Questions will be provided during the initial meeting

A Few Anti-Discrimination Laws

3

Federal Anti-Discrimination Regulations

- Title VII (race, color, religion, sex, national origin)
- Title IX (sex discrimination in education)
- Age Discrimination in Employment Act (ADEA)
- Americans with Disabilities Act (ADA)
- Fair Employment and Housing Act (FEHA)

These laws apply to all aspects of the screening, interviewing, and hiring process.

✓ To avoid a discrimination suit, it is important to focus on the applicant's knowledge, skills, and abilities as they relate to the specific job.

✓ In the case of a complaint/lawsuit, the best defense is to ensure we have "legitimate business reasons" for our decisions.

It is important to became familiar with the laws to prohibit workplace discrimination.

** Human Resources responsibility to review interview questions for compliance related to this anti-discrimination laws

Equal Opportunity Employer 3

Grossmont-Cuyamaca Community College District is an Equal Opportunity employer. This means we do not discriminate based on an applicant's...

- Race
- Color
- Sex/Gender Identity
- Marital or Parental Status
- Pregnancy Status
- Genetic Information
- Lactating Women
- Military and Veteran Status

- Religion
- National Origin
- Ancestry
- Age
- Disability, Medical Condition
- Citizenship
- Sexual Orientation
- Association with a Protected Group

NOTE: It is important to also be aware that a difference in perspective/POV also needs to be considered

4 | **Challenges in the Hiring Process**

Internal Applicants · Conflicts of Interest · The Unconscious Bias

We encourage internal applicants to apply to job openings in order to support career development and retain talent.

Challenge 1: Treating internal candidate the same as an external candidate
We often assume that these applicants already know hoe to interview when they may not
Most people don't like to "toot" their own horn and may not speak openly about their successes as they should

Challenge 2: Outside Information on Internal Candidates & how to move forward with this
EX. Absenteeism – candidate is absent one week out of every month and does not bring this up during interviews
Only appropriate to bring up if you feel it would prevent this applicant from fulfilling the essential job functions

PROCESS:
Bring up Privately to the Chair NOT an open motion or with the entire group.
The chair then takes the concern to the recruiter who will bring it to the appropriate HR Director.
The HR Director will make a decision of whether this information is relevant and will come to the committee and address them on how to move forward with that candidate

Recognize and Report Conflicts of Interest 4

1. Actual or perceived conflicts of interest arising at any stage of the screening committee process should be reported to **the Screening Committee Chair** and the assigned **Recruiter**. The EEO Officer determines disputed conflict of interest inquiries.

2. Conflicts of Interest can arise from **various sources**:
   - Related by blood or marriage to an applicant
   - Other relatives, personal friends, or a dislike of someone so compelling that you cannot remain fair or impartial
   - Having a financial relationship with an applicant

It is every committee member's responsibility to recognize potential biases or conflicts of interest. Not revealing a conflict of interest could lead to a complaint of an unfair hiring practice.

#2 Bullet 2:

This is not always Black and White
For example a long lost cousin who you haven't seen in over 20 years

Rule of Thumb – If you feel you can be fair and impartial your good
If you need to discuss, bring up with the chair
EX. If It's an ex and you think you can be impartial → you can't be….remove yourself

Common interviewing biases include, but are not limited to:

Stereotyping - Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the job without any evidence that this is the case. Example: Women prefer desk job over labor work.

Contrasting - Strong(er) candidates who interview after weak(er) ones may appear more qualified than they are because of the contrast between the two.

Halo and Horn Effect - The "halo" effect occurs when an interviewer allows one strong point about the candidate to overshadow or have an effect on everything else. The "horn" effect is just the opposite – allowing one weak point to influence everything else.

Like Attracts Like - Favoring candidates because they may share personal interests or other similarities.

"Our brains are wired to reflectively categorize and stereotype people, often in ways we consciously reject as false"   - Barbara Reskin in Unconsciousness Raising

We all have unconscious biases. An effective hiring committee will help its members recognize and face that bias in a productive manner. It is your responsibility as a committee member to address issues of bias if you feel they are inappropriately affecting the hiring process.

Stereotyping - This type of interview bias assumes that certain candidate traits will make them better or worse in the job. For example, you might believe that all people who go to church are trustworthy or women are not as physically strong as men. Employers need to be especially careful about stereotypes of minority groups, as discrimination based on such stereotypes can lead to legal action.

Contrasting - A skilled interviewer will avoid contrasting by focusing on each individual, using the common yardsticks of the job description, person specification and predetermined interview criteria.

Halo and Horn Effect - For instance, knowing someone went to a particular university might be looked upon favorably. Everything the applicant says during the interview is seen in this light. The "horn" effect is just the opposite allowing one weak point to influence everything else.

Likes Attracts Likes - One type of interview bias -- like attracts like -- is formed as the interviewer gets to know certain things about the candidate that match his own background and experience. For example, they might have a similar education, leisure interests or lifestyle. Even immediate visual similarities such as physical attributes can subconsciously swing an interviewer's perception of the candidate's abilities and suitability for the job. People are automatically attracted to others who are like them in some way or represent an aspect of themselves they value.

Shown in numerous studies starting in 1980s that we canhave bias despite explicitly believing that prejudice & discrimination are wrong

Specific areas of our brain trigger bias responses:
1.   Amygdala – reacts to fear & threat direct connection to racial bias
2.   Left Temporal Lobe – stores general information about people & objectives → social stereotypes
3.   3.) Medial Frontal Cortex – forming impressions of others, empathy, and reasoning
4.   Hippocampus – forms links between memories (ie dates and facts) & steers decision-making (choices)

Apply your awareness of it. Let's look @ some basic forms of bias (above)

Immediate impressions can often be subjective & open to bias when making snap judgements

END: 3 Step Approach
1.   Learn about unconscious bias
2.   Build skills around cultural dexterity
3.   Use insights to create "third culture" draws upon strengths of people's cultural differences

Also use Franklin Covey Co. PCD Method (Pause, Clarify, Decide)

NOTE: Anterior Cingulate Cortex – cognitive control can detect activation of implicit attitudes and signal dorso lateral frontal cortex (moral decisions) to override implicit bias!

Steps To Overcome Your Own Bias

• **Pause**

Take a moment to step back *(count to 10)* to give yourself space and make room for a more objective view

• **Clarify**

If you can see that your judgment is based on wrongly held assumptions, you can now clarify your biased thought. By spotting and clarifying a biased belief you immediately take its power away

• **Accept**

Recognize it may be human nature to have bias thoughts

• **Redefine**

Give your bias thoughts a new definition

It is your responsibility to debunk a preconceived or unreasoned bias

By challenging and redefining your old beliefs you are (thinking outside the Box). You allow yourself to encourage diversity rather than demonizing differences.
*redefine: example

Thank you!

Questions?

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 Day – Is a day, held annually, to recognize the individual and collective efforts of classified staff - to serve students and to strive for excellence. The 2018/2019 program included two sessions specific to diversity, equity, and inclusion:
  - o Tapping into our UBUNTUness presented by Nomsa Burkhardt and accompanying drummers. I am, because We are. Harnessing our collective spirit of harmony towards common goals. A morning of recognition, affirmation and creating enduring bond through African rhythms and dance.
  - o Working Across Lines of Differences, led by Rise@Work facilitators, Dr. Jasmine D. Darnell, Salina Villegas, Andrea Andrade and Andrew Simmerman. Experience how inclusion makes the workplace not just more equitable, but more enjoyable.

- Unconscious Bias Workshops – Workshops led by Eugene Whitlock, J.D. in which participants explore the unconscious bias and learn ways to create and sustain inclusive workplaces and classrooms. All employees were encouraged to attend and current search committee members received targeted invitations. Over 100 employees participated.

- 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.

The District holds an annual summit that is open to all students, faculty, and staff district wide. This year the event was held in partnership with the East County Education Alliance on November 1, 2018. The keynote speaker, Dr. Frank Harris, III co-director of the Community College Equity Assessment Lab at San Diego State University is best known for his expertise in racial [in]equity in education and has made important contributions to knowledge about student development and the social construction of gender and race in college contexts. Approximately 200 people were in attendance.

Attached Support Material(s):
- *Classified Professionals Professional Development Program*
- *Classified Professionals Day Agenda 2018-2019*

Thank You for Registering

Classified Professionals Day

HEAR YOUR VOICE
VALUE YOUR COMMITMENT
MAKE CONNECTIONS

Cuyamaca College
Samuel M. Ciccati Performing Arts Theatre
Monday, March 25, 2019
8:00am – 5:00pm

Important Notes

1. Breakfast and Registration will begin at 8:00am. Food is not allowed in the theatre and the program starts at 8:30am, please plan accordingly.
2. Please wear comfortable shoes as the day will include some short distance walks from the F-Building to the M-Building area.
3. Share photos of the day!
   a. Download the Eversnap app to your smart phone
   b. In the app, enter Album Code: CPD2019
4. The lunch break will include:
   o Lawn Games
   o Nature Hike - Please wear comfortable shoes and clothes if you plan to participate.
   o Music
5. GIZMO's Kitchen & Harvest Pantry Food Drive
   Please help us support our GCCCD students who are experiencing food insecurities.
   Red bins will be located near registration for you to drop off your donations.

We look forward to seeing you!

Classified Professionals Day

We have created a program that will allow you to participate in all of the sessions while spending the day with the same group of people. We hope you take this opportunity to make new connections both personally and professionally. The sessions include old favorites, as well as hands-on workshops and presentations on some of the newer career education programs our colleges offer. At registration, everyone will receive a colored bracelet with a letter that will determine the order in which you will attend each session.

Agenda

8:00 – 8:30 am	Registration and Breakfast
8:30 – 8:45 am	Welcome
8:45 – 10:00 am	Shared Experience: Tapping into our UBUNTUness
10:00 – 10:15 am	Break
10:15 – 11:55 am	1st Cycle of Sessions
12:00 – 1:00 pm	Lunch
1:00 – 2:40 pm	2nd Cycle of Sessions
2:45 – 2:55 pm	Break
2:55 – 4:35 am	3rd Cycle of Sessions
4:40 – 5:00 am	Slide Show & Dessert

Invite your Friends
Register Today!
Click Here

Session Descriptions

Tapping into our UBUNTUness

I am, because We are.

Harnessing our collective spirit of harmony towards common goals. A morning of recognition, affirmation and creating enduring bond through African rhythms and dance. Presented by Nomsa Burkhardt and accompanying drummers.

Working Across Lines of Differences

Join Rise@Work facilitators, Dr. Jasmine D. Darnell, Salina Villegas, Andrea Andrade and Andrew Simmerman to experience how inclusion makes the workplace not just more equitable, but more enjoyable.

Classified Professionals Development Program

This innovative program provides classified professionals an opportunity to identify their career and professional development aspirations. We understand that professionals know and can be responsible for getting their needs met and so we've developed a mechanism from which participants are empowered to identify their own career and professional needs. Our vision is that participants who complete the program will be more engaged in creating an environment for themselves and others in which they could do their best work.

Succulent Bowls

Join Ornamental Horticulture instructors Christopher Erickson and Amy Huie to learn how Ornamental Horticulture student interns design beautiful, water-wise succulent bowls for Cuyamaca College's student-run retail nursery. Chris and Amy will share design tips and information about the seven degrees and certificates available in the Ornamental Horticulture Program. The succulent bowl you create is yours to keep!

Center for Water Studies Tour

With the leadership and support of our local college and district administrations, the Water & Wastewater Technology Program at Cuyamaca College has been transformed into the CENTER for WATER STUDIES. Utilizing funding from the GCCCD Prop V bond, a National Science Foundation grant, the California Community College Strong Workforce grant and support from local water agencies and waterworks industry suppliers, we've transformed our entire program. We look forward to sharing our groundbreaking facility with you!

Selfies 101

Be the envy of all your Facebook followers! Professional Photographer, Ion Moe will teach you the tricks of taking a great cell phone picture. You'll also get a peek into the unique perspective of the Photography Program at Grossmont College in which students explore their relationship to the medium and photography's role and function as a personal, societal and cultural activity. Then use your new skills and insights to take and share compelling pictures of the day by following the steps below:

- Download
  Download the Eversnap app to your phone (iPhone and Android)
  In the app, enter Album Code: CPD2019
- Take Photos and Videos
  Use the app or upload them from your phone gallery
- View
  See everyone's photos and videos as they're added. Upload from a digital camera at
  www.EversnapApp.com/view

It's up to GCCCD

The National Institute of Mental Health is pointing to an alarming incidence of stress, anxiety, depression and sleep difficulties among community college students. Further, the NIMH and other agencies have identified suicide as the second leading cause of death among college students. Lori Senini from Cuyamaca's Health and Wellness Center will share ways in which you can recognize suicidal ideation and support each college in referring student to get help.

Join the Revolution - 3D Printing

First developed as a way for freshman engineering students at Cuyamaca College to gain experience with real design projects, the Prototyping Lab has grown into a resource for all residents of San Diego's East County, operating a bit like TechShop in San Jose. Guided by Duncan McGehee you'll learn how to program a 3D printer and get the opportunity to walk away with your own creation!

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Classified Professionals PD Program
Participant Outline

I. Classified Staff who have been in service to the district long term, and those who are new and have passed probation will be eligible to enroll into the yearlong PD Program

II. Interested participants will complete the enrollment process
   a) Career Goal Statement
   b) Complete the G.R.O.W Model (**Page 6**)
   c) Thirty-minute Intake session w/ PD Specialist
   d) Classified PD Program Structure (**CPDPS, Page 7**)

III. Program participation requires development of an Individual Professional Development Plan (IPDP), totaling 16 hours, in the areas of:
   a) Essential Skills   4 Hours
   b) Leadership   4 Hours
   c) Engagement   4 Hours
   d) Workforce Skills   4 Hours

IV. Participants will meet at the beginning, middle, and end of program with a PD Specialist, sharing development, challenges, and progress.

V. Participants will initiate meetings with management to discuss program enrollment and scheduling.

VI. Upon completion of the 16 hour program, participants will refer to their G.R.O.W goals to reflect on their program experience (**Page 10**)

VII. Participants will take part in a Presentation of Learning Celebration (PLC), complete program survey, and opt to be recognized at Convocation or their campus employee recognition event.

VIII. A completion badge and certificate will be issued and reflected in their Workday accounts.

Classified Professionals PD Program

The Professional Development Taskforce will coordinate collaborative districtwide professional development efforts to ensure alliance with institutional mission, vision, values and strategic priorities through our 16 Hour Classified Professional Development Program.

I. Summary

On behalf of our Classified Professionals (CP), the Grossmont-Cuyamaca Community College District (GCCCD), with full support from the PD Taskforce, has developed a Professional Development Program for employee-driven professional growth and development. It is designed to retain and support the development of high quality professionals who are as committed to self-service as they are to servicing our District and student communities. The program is intentional in supporting participants by using a framework that allows them to choose the depths at which they explore their career and professional potential.

Our vision is that participants will utilize this program to become practiced in establishing professional goals that meet their specific needs, regardless of where they identify on the professional spectrum (beginning, mid-level, advanced), or how long they've been members of our District.

Because PD is typically duty specific, selected by management/leadership and therefore performance based, the employee-driven model is non-traditional. This new program which places the professional in the driver's seat shifts the District's culture and requires a collective trust in our employees to know and identify their professional wants and needs. Honoring this shift in practice and how we approach PD, will begin a healing process for those whose growth has felt stifled or controlled by leadership; real or perceived, it will support the practice of equity, and will create a mechanism that displays our investment in the professional growth and development of our Classified employees.

Management Goals	VS	Employee-Driven Goals
• Short Term • Predetermined outcomes • Connects to company /departmental goals • Meet the expectations of current position • Guided by employer and are duty specific • Measured by manager/supervisor		• Long Term • Learning oriented outcomes • Connects to Personal & Career Growth • Meet the expectation of career aspirations • Guided by employees professional wants and needs and are evolving • Measured by employee

As a first step, participants will use The GROW Model (**Page 6**), as a guide to help them identify their aspirational goals, challenging them to answer the following questions:

Goal: What do you want?

Reality: Where are you now?

Options: What could you do?

Way: What will you do?

After answering those questions presented by the GROW Model, the participant will meet with a Professional Development Specialist who will introduce the Classified PD Program Structure (**CPDPS, Page 7**) which participants will use as a guide toward building their Individualized Professional Development Plan (**IPDP, Page 8**).   The CPDPS is comprised of four core subject areas with four components in its structure. Each section or core subject area requires four-hour commitments, totaling 16 hours of training to complete the program. The categories are broad enough for participant's at all professional levels (beginning, mid-level, and advanced) to be creative within, yet provide structure throughout the program completion process.   Participants will customize their IPDP by identifying training opportunities that meet their specific professional growth and development needs which can include Grossmont and Cuyamaca based PD offerings (menu will be made available during program enrollment), work towards obtaining a degree (Associates, Bachelor's, Master's, or Doctorate degrees), choosing from the District's PD Workshop Catalog (**Page 9**), or any other training option that best meet the participants needs, within the core subject areas.

The PD Program will culminate through self-reflection. Post Program Prompts will support participants in capturing their program experience.   The District will acknowledge the employees program completion at an annual Presentation of Learning Celebration (PLC). Additionally, participants will be asked to complete a post program survey, and can opt to receive recognition at Convocation or other employee recognition event. They will also receive a certificate of completion and a completion badge which will be reflected in their Workday accounts.

Human Resources will facilitate program administration, provide participant coaching support, and partner with respective campus and district departments and managers. Human Resources and participants will notify managers about employee enrollment, and will continue the work of effectively and appropriately supporting the professional growth and development of our staff.

II. Purpose
The PD Program is designed to support, collaborate, and invest in employee driven professional growth and development opportunities for our Classified Staff for long-term career success.

III. Statement of Needs
To ensure effective implementation of this initial program, the following commitments are requested of management (**Management FAQ's, Pages 11-12**):

- Managers and Supervisors will support their employees by encouraging them to take advantage of the program

- Managers and Supervisors will work with HR to ensure that all participants have been provided access to FERPA, Sexual Harassment & Discrimination, Office Workstation Safety, and Cyber Risk Trainings, before enrolling into the program.

- HR will support management and program participant with scheduling and communication.

IV. District Goals & Expected Outcomes
The program strives to do the following:
- Improve Classified Employee retention and morale
- Re-engage employees in District Values
- Encourage Classified Staff to take ownership and invest in their personal and professional growth & development
- Develop and enhance workforce skills
- Create a culture of learning for classified staff
- Create a unified and motivated work climate

V. Method

Participant Eligibility & Logistics
The PD Program will provide professional development opportunities for Classified Staff, twelve months out of the year. Participation is open to all full-time Classified Staff that have passed their probationary period.

Program Outline
1. Classified Staff who have passed probation will be eligible to enroll into the yearlong PD Program
2. Interested participants will complete the enrollment process
    - e) Career Goal Statement
    - f) Completing the G.R.O.W Chart
    - g) Thirty-minute Intake session w/ a PD Specialist
    - h) Create Individual Development Program (IDP)

3. Program enrollment involves participants customizing an Individual Professional Development Plan (IPDP), totaling 16 hours, in the areas of:
    a) Essential Skills
    b) Leadership
    c) Engagement
    d) Workforce Skills
    participants will build their IPDP with a variety of choices (workshops, conferences, GC and CC PD offerings, the District PD Program Catalog, or other options)

4. Participants will initiate program status update meetings at the beginning, middle, and end of program, sharing development, challenges, and progress.

5. Upon completion of the 16 hour program, participants will refer to their G.R.O.W goals to reflect on their program experience (Page 10).

6. Participants will take part in the Presentation of Learning Celebration (PLC) upon which they will receive a certificate of completion, complete a program survey, and opt to be recognized at Convocation or their campus employee recognition event.

7. A completion badge will be issued and reflected in Workday.

Employee Time Commitment

Total time commitment to the program is 16 hours within a calendar year. Participation in a District lead program is considered work time (during business hours) for which participants should be given approval.

GCCCD PD Program Enrollment Procedure

Enrollment Check-Off Sheet

- o   Career/Goal Statement
- o   One-on-One with PD Specialist
- o   IPDP (Individual Professional Development Plan)

Information

Full
Name:

_____   Phone: _____

☐ Grossmont

☐ Cuyamaca

☐ District

Career/Goal Statement

In one to two pages, give thoughtful consideration to the questions below:

- What does PD mean to you?
- What skills are you interested in acquiring to further develop your workforce skills?
- What do you envision your personal and professional life to look like in one year?
- How are you responsible for outcomes?

Please consider using the GROW Model as a guide for writing your Career/Goal Statement?

The GROW Model

G	R	O	W
GOAL	REALITY	OPTIONS	WAY
What do you want?	Where are you now?	What could you do?	What will you do?
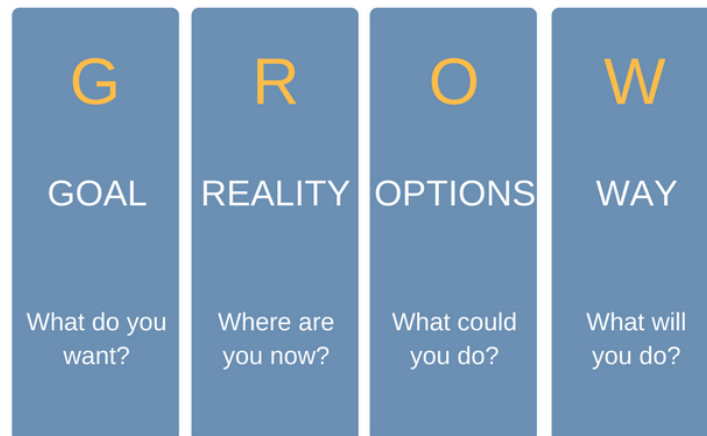
Classified Professional Development Plan Program Structure (CPDPS)

I. Essential Skills (4 Hours): Soft skills are personal attributes that enable effective, trustworthy, and meaningful relationships with others.

Growth & Development Goals	Growth & Development Objectives	Essential Question/s	Reflection
Identifying skills that support and contribute to building and sustaining healthy relationships.	Participant will strive to become successful at developing healthy relationships in and outside of the workforce.	Who am I and how do I relate to others? How can I prepare myself to manage complex and dynamic environments'?	Post Program Reflection of experience and its impact on your professional growth.

II. Leadership (4 Hours): Leadership is the use of influence to build and maximize team efforts towards targeted goals.

Growth & Development Goals	Growth & Development Objectives	Essential Question/s	Reflection
Developing the ability to use influence to manage diverse teams, enhance communication, and work toward targeted goals.	Participants will strive to recognize skills necessary to lead a team to shape high functioning learning environments.	How do you plan to develop and deepen your leadership capacity?	Post Program Reflection of experience and its impact on your professional growth

III. Engagement (4 Hours): Creating the opportunity to share values, deepen and strengthen the relationship between the employee, their employer, and the team.

Growth & Development Goals	Growth & Development Objectives	Essential Question/s	Reflection
Creating the opportunity for shared values to exist to promote unity, build understanding, and deepen relationships.	Participants will strive to develop skills that contribute to a work climate of mutual respect and high quality community service.	How do GCCCD values align with my values and where does that show up in my work?	Post Program Reflection of experience and its impact on your professional growth

IV. Workforce Skills (4 Hours): Skills that straddle the workforce across various sectors.

Growth & Development Goals	Growth & Development Objectives	Essential Question/s	Reflection
Enhancing skills that straddle the workforce across various sectors.	Participants will strive to learn to adapt and extend their skills beyond their immediate line of work.	What workforce skills are necessary to prepare me for cross-sector service?	Post Program Reflection of experience and its impact on your professional growth

Individual Professional Development Plan (IPDP)

I. Essential Skills
Personal attributes that enable effective, trustworthy, and meaningful relationships with others.

Workshop/Course/Title	Start	End	Hours
Example: Setting Boundaries	8/21/18	8/21/18	1
			4 Total Hours

II. Leadership
The use of influence to maximize team efforts towards targeted goals.

Workshop/Course/Title	Start	End	Hours
Example: Recognizing Bias and its Consequences	9/21/18	9/21/18	1.5
			4 Total Hours

III. Engagement
Creating the opportunity for shared values and deepening the relationship between the employee and the employer.

Workshop/Course/Title	Start	End	Hours
			4 Total Hours

IV. Workforce Skills
Skills that straddle the workforce across various sectors.

Workshop/Course/Title	Start	End	Hours
			4 Total Hours

Manager Signature: **Date:**

Professional Development Workshop Catalog

*Catalog will include PD workshops from each campus to include Flex Week, and will reflect current trends in workforce development.

I. Essential Skills
Personal attributes that enable effective, trustworthy, and meaningful relationships with others.
- Honesty and Integrity
- Self-Awareness
- Shaping Work Climate
- Setting Boundaries

II. Leadership
The use of influence to maximize team efforts towards targeted goals.
- Learning Ourselves and Others (A)
- Learning Ourselves and Others (B)
- Building blocks for healthy relationships
- Recognizing Bias and its Consequences

III. Engagement
Creating the opportunity for shared values and deepening the relationship between the employee and the employer.
- GCCCD Values
- Defining my Personal Values
- Values Combined

IV. Workforce Skills
Skills that straddle the workforce across various sectors.
- Staying Fresh with best and current practices
- Managing Change
- Training Transfer

Classified Professional Development Program

Post Reflection

In one to two pages, please share your program experience referring back to your Career/Goals Statement and G.R.O.W model answers. As a guide to your post program reflection, please use the following as a guide to developing your summary:

- **G**-Have you met your GROW goals? What do you want now?
- **R**-How has your personal and professional reality changed as a result of completing the PD Program? What new perspectives have you acquired as a result of getting through this program?
- **O**-What can you do with what you've learned or acquired and how will that information support your current and future career aspirations? How do you extend your learning beyond the program?
- **W**-What will you do now?

Classified Professionals PD Program

Manager FAQ

What is the Classified Professionals PD Program?

The Classified Professionals PD Program is dedicated to providing employee-driven professional growth and development training that targets our classified professional employees.   The goals of the program include improving retention and morale, strengthening workforce commitment, re-engaging employees in district values, and providing participants a guided path from which they can explore their career and professional potential.

Management Goals	VS	Employee-Driven Goals
- Short Term - Predetermined outcomes - Connects to company /departmental goals - Meet the expectations of current position - Guided by employer and are duty specific - Measured by manager/supervisor		- Long Term - Learning oriented outcomes - Connects to Personal & Career Growth - Meet the expectation of career aspirations - Guided by employees professional wants and needs and are evolving - Measured by employee

Why was the Classified Professionals PD Program established?

The Classified Professionals PD Program was established to provide classified professionals an opportunity to identify their career and professional development aspirations that span the workforce. Developing a mechanism from which participants are empowered to identify their career and professional needs was born out of acknowledgement that professionals know and can be responsible for getting their needs met.   Our vision is that participants who complete the program, become more productive and advanced in their assigned roles, and support the cultural shift that such a program promotes about how the District invests in its own workforce. As such, we hope to see increased loyalty and retention, increase staff satisfaction with more career development opportunities, diverse participation throughout the District, and cost effectiveness gained through reduced turnover and improved productivity.

Why should a manager support a staff's involvement in the program?

The Classified PD Programs mission supports the professional goals and aspirations of individual staff as well as the internal staffing needs of the District within its framework. Support for classified professionals in this program, will strengthen the relationship between managers and participants through the ongoing coaching and reinforcement of

mutual respect which are built into the programs structure. Providing staff with opportunities to develop and grow is also a leading driver to employee engagement, job satisfaction and retention.

How many hours per week will a staff member be away from the job during regular work hours?

The program is 16.5 hours total which includes thirty-minutes of intake and 16 hours of active participation for all enrolled participants. The program is scheduled to begin in 2019, and upon enrollment, participants will work with their managers on scheduling their Individualized PD Plan (IPDP) to avoid the impact that their training time and finding coverage may have on their departments. Some training hours may be outside a participant's normal work schedule. If for some reason management cannot accommodate the participants training schedule, he/she will provide an explanation as to why the time cannot be accommodated as well as identifying when the participant can expect to be released for training.

Will the manager be informed of a professional's progress in the program?

It is important for managers to actively support training of their staff, whether training is employee or management driven. Professional Development Specialists will facilitate ongoing discussions and feedback with program participants and encourage them to share their success in the program with their managers and colleagues.

What will happen if involvement in the program begins to interfere with a staff member's work performance?

Professional development specialists will work with the manager and participant to help identify and address issues affecting work performance.

How can a manager support a staff member's involvement in the program?

A manager can support a staff member by providing the necessary flexibility of schedule for the staff member to participate in the program, and support and encouragement throughout the program. This support from managers is critical to the success of the program.

What other opportunities are available for managers who want to get involved in the program?

Managers can serve as resources by providing information on training opportunities that may fit within the programs framework or the participants IPDP. Support from managers is also needed to encourage their staff to participate.

Multiple Methods #9: Grow-Your-Own Programs

In fall 2018, the District launched 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:

1. Half-Day Orientation Session: All new employees attend the Half-Day Orientation Session within 30 days of hire.
2. Roundtable Sessions: All new employees are invited to participate in eight (8), 90-minute Roundtable sessions which are offered ten (10) months per year.

Participation in this program receives full support from all managers and supervisors through GCCCD's commitment to cultivating a culture of excellence, trust, stewardship, and service. The program requires a minimal time commitment of four (4) hours from new employees to participate in the half-day orientation session hosted at the District Office. Participants are then invited and encouraged to attend monthly, 90-minute Roundtable Sessions that their managers and they feel are relevant to their position and suit their work schedule commitments.

The New Employee FYE program is not designed to be a site-specific orientation or a job specific orientation/training. The Human Resources Department partners with individual sites to provide support materials to managers and supervisors to continue the work of effectively and appropriately onboarding new employees and setting them up for success in their positions. Additional compliance and technology/software trainings are offered monthly and made accessible to new employees as a compliment to this program.

The program has a minimal annual cost and evaluations are conducted regularly to assess the benefit of the investment of time and money to implement and sustain this program.

Attached Support Material(s):

- *New Employee First Year Experience Orientation Slide Deck w/Notes*
- *Roundtable Sessions - Topics*

Grossmont-Cuyamaca Community College District

New Employee Orientation Program

AGENDA

- **Welcome**
- Foundation of GCCCD
- The Who's Who of GCCCD
- GCCCD Employee Representation
- Building a Strong Network for Success
- Technology Resources
- Employee Safety Requirements & Expectations
- Sexual Harassment Policy
- FERPA
- Moving Forward

Hello!

- My name is...
- I will be working at _____
- I will be working in the _____ Department
- I wanted to be _____ when I grew up!

Career Snapshot

- What lead you here?
- How did you get to where you are today?
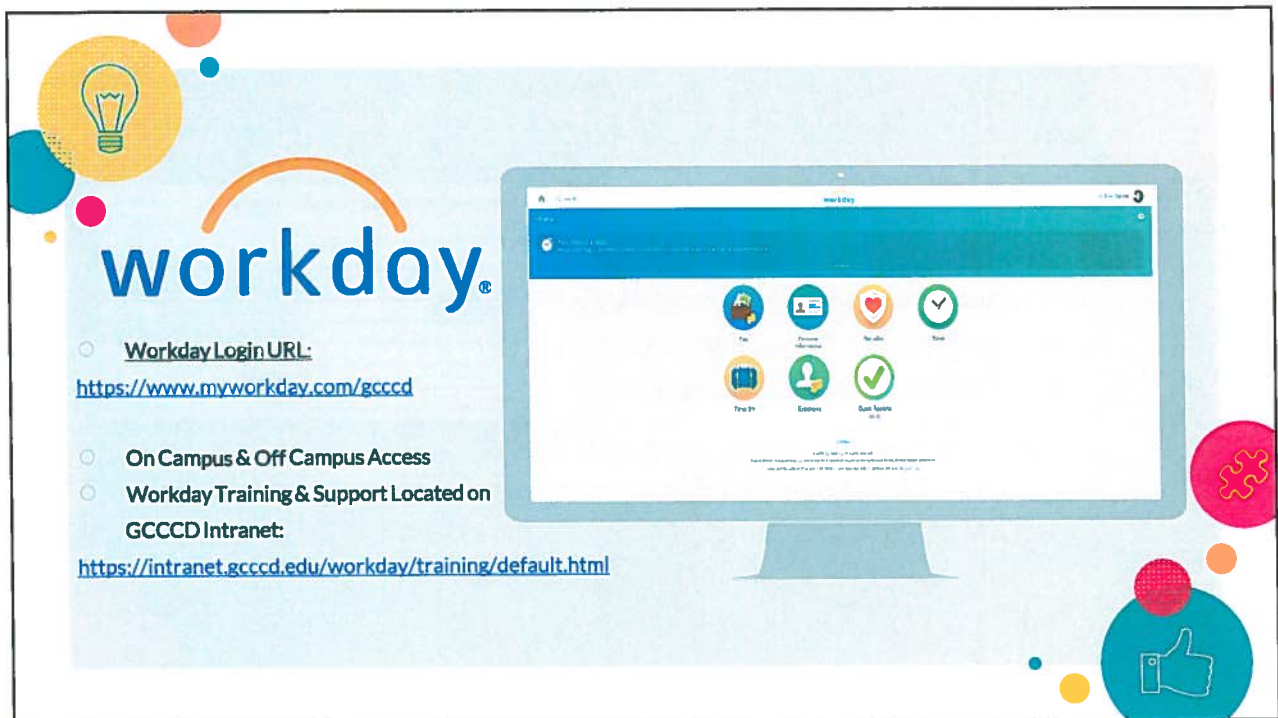- Select a minimum of 5 stops (life events) that have led you to the work you do today!

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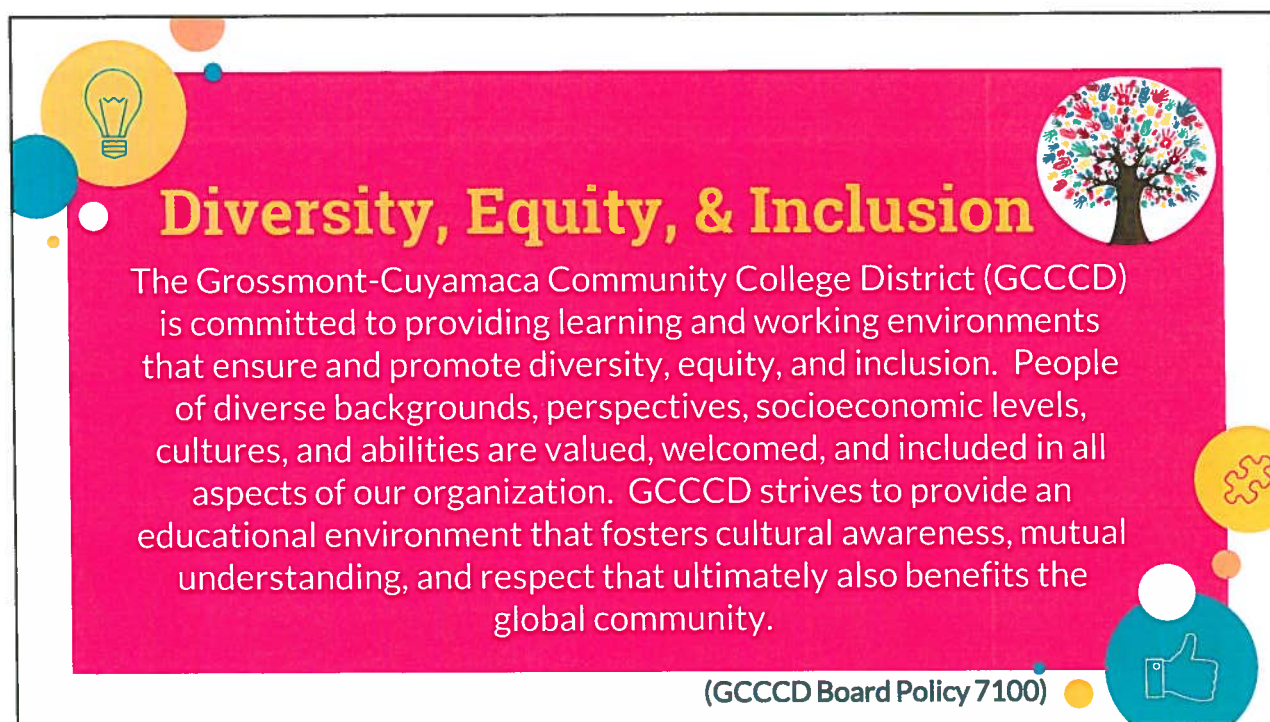
Who is GCCCD?

Mission Statement:

The district's mission is to provide outstanding diverse learning opportunities that prepare students to meet community needs, promote a global responsibility, and foster opportunities for all.

Transforming lives through learning.

Diversity, Equity, & Inclusion

The Grossmont-Cuyamaca Community College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community.
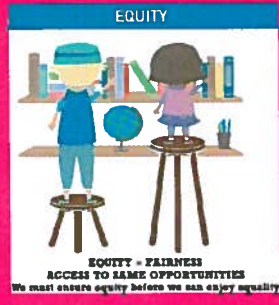
(GCCCD Board Policy 7100)

EQUALITY   VS.   EQUITY

EQUALITY = SAMENESS
GIVING EVERYONE THE SAME THING
It only works if everyone starts from the same place

EQUITY = FAIRNESS
ACCESS TO SAME OPPORTUNITIES
We must ensure equity before we can enjoy equality

EQUITY

> Identify a practice that you can adopt to promote equity in your department?

EQUITY

EQUITY = FAIRNESS
ACCESS TO SAME OPPORTUNITIES
We must ensure equity before we can enjoy equality

Our Students

Student Demographics
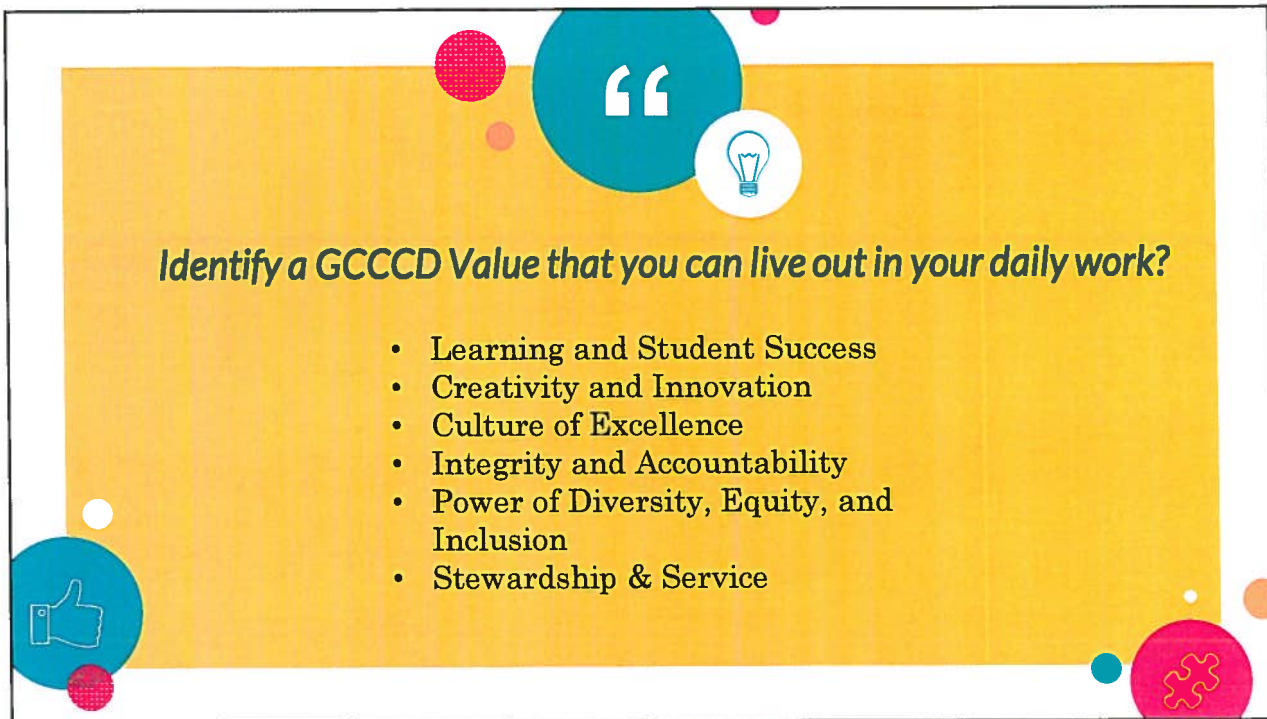
Enrollment

Cuyamaca
Full-time: 42%
Part-time: 58%
> **14,626**

Grossmont
Full-time: 44%
Part-time: 56%
> **26,385**

Gender

56% 44%

Veterans

Cuyamaca
599

Grossmont
1,112

2016 – 2017 Academic Year

Ethnicity

Age

American Indian <1%
Filipino 3%
Asian 5%
Not reported 1%

White 42%

Hispanic 34%

Black 6%
Pacific Islander <1%
Two or more 8%

| 30% | 35% | 13% | 17% | 5% |

<19   20-24   25-29   30-49   >50

2016 – 2017 Academic Year
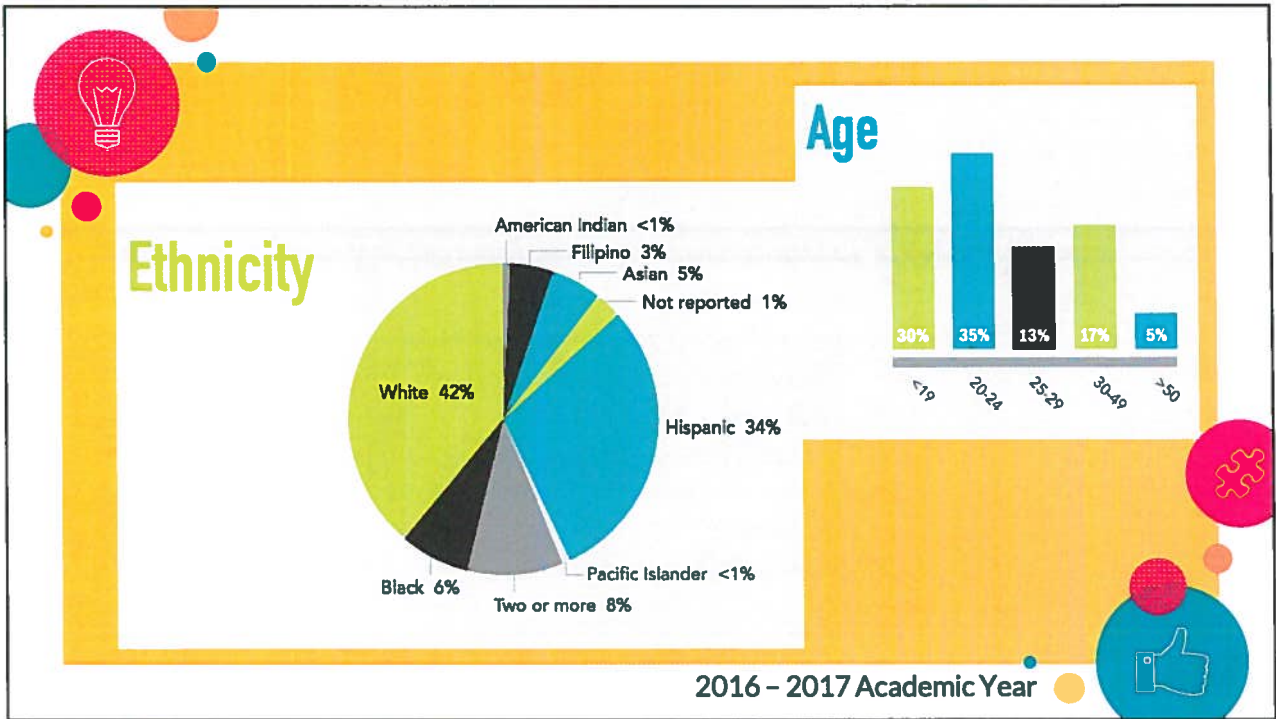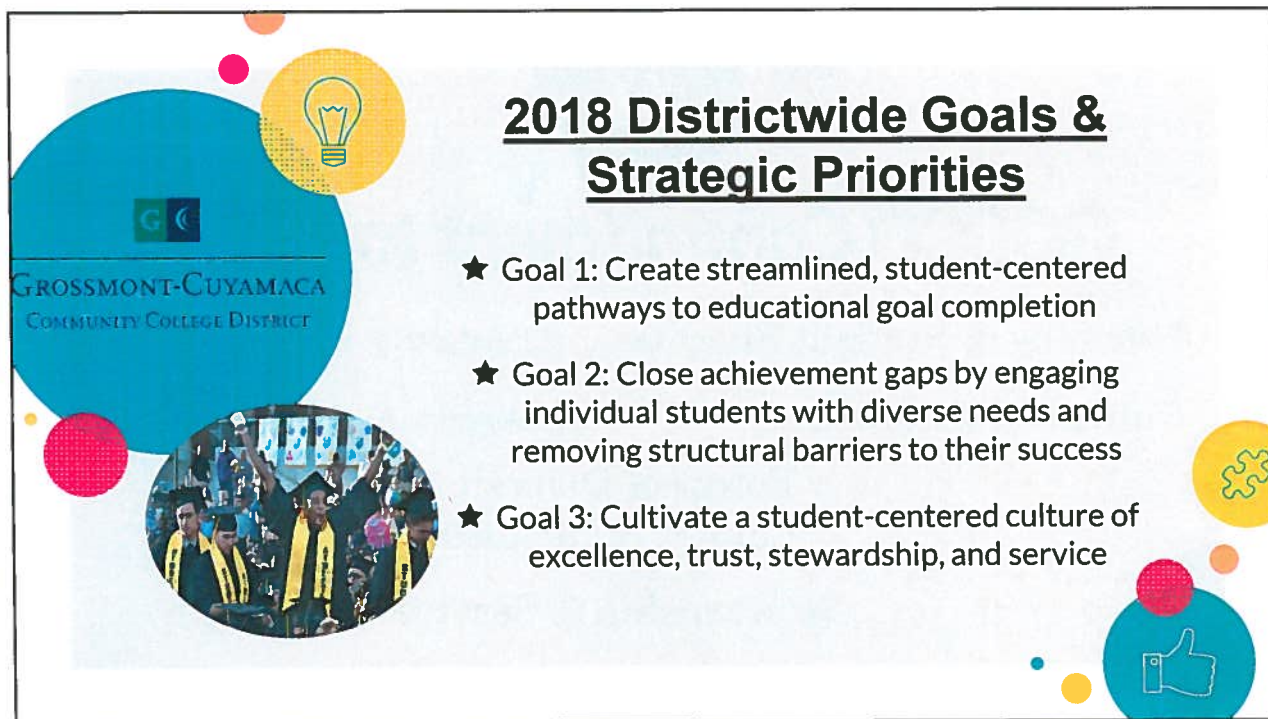
GCCCD Commitment to Values

Learning & Student Success   Creativity & Innovation

Culture of Excellence   Integrity & Accountability

Power of Diversity,
Equity, & Inclusion

Stewardship & Service

Identify a GCCCD Value that you can live out in your daily work?

- Learning and Student Success
- Creativity and Innovation
- Culture of Excellence
- Integrity and Accountability
- Power of Diversity, Equity, and Inclusion
- Stewardship & Service

2018 Districtwide Goals & Strategic Priorities

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

★ Goal 1: Create streamlined, student-centered pathways to educational goal completion

★ Goal 2: Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success

★ Goal 3: Cultivate a student-centered culture of excellence, trust, stewardship, and service

Grossmont College
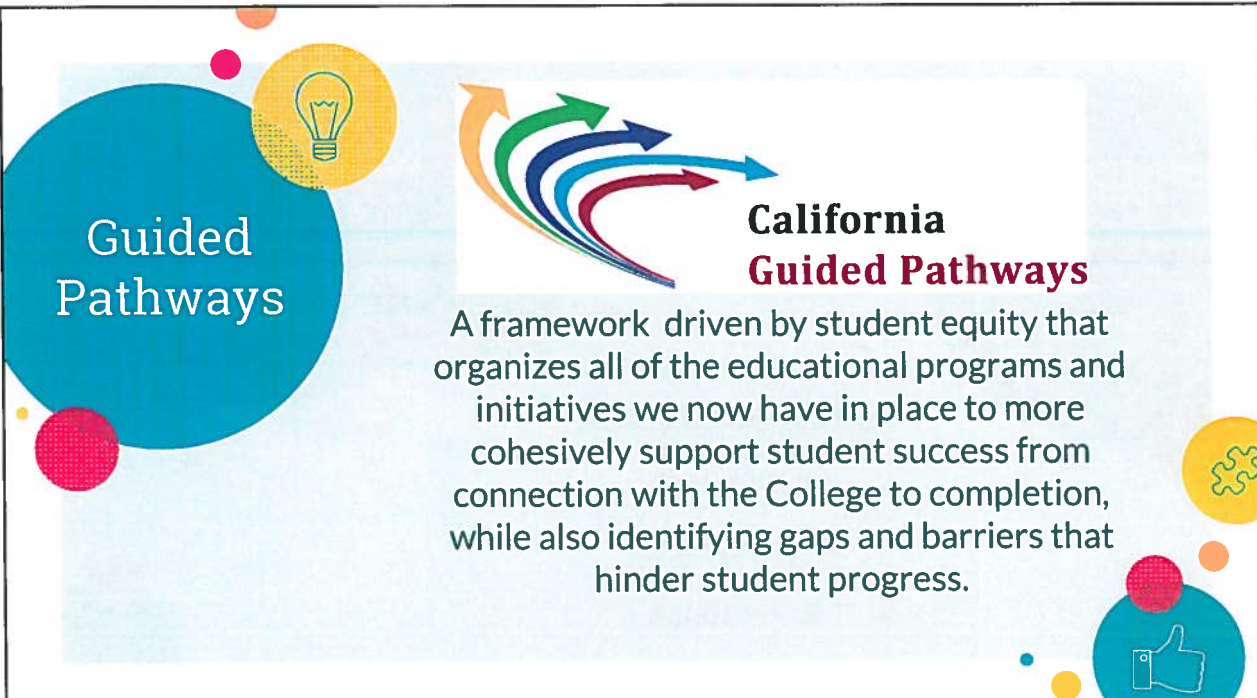
Goals & Commitments

★ Outreach

★ Engagement

★ Retention

Cuyamaca College

Goals & Commitments

★ Accelerated Basic Skills in Math, English, and ESL

★ Guided Student Pathways

★ Student Validation & Engagement

Guided Pathways

California Guided Pathways

A framework driven by student equity that organizes all of the educational programs and initiatives we now have in place to more cohesively support student success from connection with the College to completion, while also identifying gaps and barriers that hinder student progress.

AGENDA

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- Great Expectations...
- Technology Resources
- Employee Safety Requirements & Expectations
- Sexual Harassment Policy
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GOVERNANCE PHILOSOPHY

GCCCD adheres to a philosophy of participatory governance that engages primary institutional stakeholders in decision-making processes.

Principles of Participatory Governance

Governing Board
- District policies and procedures

Chancellor
- Responsibility of governance
- Creates a structure and systematic process of decision making

Councils and Committee
- Consultative processes for recommendations for decisions
- Representation is the cornerstone of good governance

Board of Trustees

Bill Garrett, Linda Cartwright, Debbie Justeson, Elena Adams, Brad Monroe

Board of Trustees

Edwin Hernandez Armenta
Grossmont College Student Trustee

Kyrie Macogay
Cuyamaca College
Student Trustee

Chancellor's Cabinet

We encourage our students to unlock their potential and keep an open mind as they expand their horizons through the opportunities we offer at our colleges.
~ Dr. Cindy Miles

Dr. Cindy Miles
Chancellor of GCCCD

Chancellor's Cabinet

Dr. Sean Hancock
VC of Student &
Institutional Success

Sue Rearic
VC of
Business Services

Tim Corcoran
VC of
Human Resources

Chancellor's Cabinet

Inside the classroom, I encourage you to learn about the diversity of perspectives on issues affecting our community and our world, and to engage in thoughtful and respectful dialogue on these topics.
~ Dr. Nabil Abu-Ghazaleh

Dr. Nabil Abu-Ghazaleh

President, Grossmont College

Chancellor's Cabinet

We take pride in our comprehensive student support services and the careful guidance students are provided as they navigate the unknown avenues of academia.
~ Dr. Julianna Barnes

Dr. Julianna Barnes

President, Cuyamaca College

Academic Senate

Kim Dudzik

President, Cuyamaca College

Tate Hurvitz

President, Grossmont College

Classified Senate

Tyson Gingery

President, District Services

Ariane Ahmadian

President, Cuyamaca College
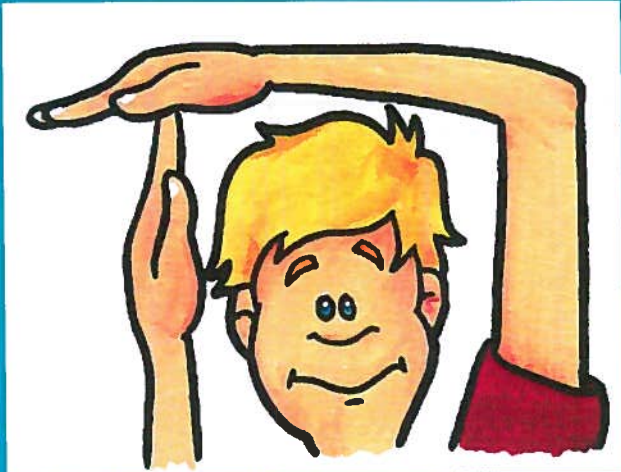
Monica Blando

President, Grossmont College

BREAK TIME!!!

31

**Union Rep Meetings
&
District Services Tour**

32

- Locally elected to represents public interest
- Defines legal, ethical, and prudent standards
- Hires and evaluates the Chancellor
- Monitors institutional performance

Governing Board

- Assigns designees to carry out participatory governance
- Accept, reject or modify any recommendation
- Provides strategic direction and leadership

Chancellor

- Executive leadership of the District
- Advocate for their colleges/divisions in resource needs, policy issues, special projects, and promotion of goals

Chancellor's Cabinet

Participatory Governance

Administrators

Faculty

Classified Professionals

- Make contributions to the development and improvement of all GCCCD functions through:
  - Best practices
  - Evaluations
  - Effective use of resources
  - Hiring decisions

- Curriculum development
- Degree and certification requirements
- Grading polices
- Policies for faculty professional development
- Institutional planning and program development

- Employment screening
- Ensure inclusion in the development of policies/procedures
- Provide centralized means of communication to District & community
- Develops leadership within classified staff

- Grading policies
- Codes of conduct
- Academic disciplinary policy
- Curriculum development
- Student Services planning and development
- Student fees

Students

- Wages, promotions, seniority, layoff and reemployment rights
- Health and welfare benefits
- Performance evaluations
- Grievances and disciplinary action procedures

Labor Groups

How can I participate?

- o Communicate with your representatives to attend a council/committee meeting
  - Schedule can be found on the employee Intranet site
- o Be invited or selected to attend or sit on a council/committee

Resources

Governance Structure Handbook 2017
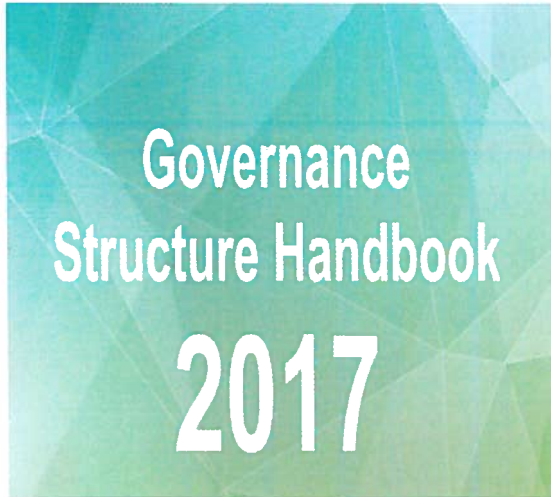
- GCCCD.edu
- Governing Board Site

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Am I On Contract?

LABOR CONTRACTS AND EMPLOYEE HANDBOOKS

- Administrators' Association Handbook
- Confidential Administrators Employee Handbook
- Confidential Employee Handbook
- CSEA/GCCCD Contract
- Faculty Agreement

For additional information, please contact the Human Resources department at (619) 644-7572

Performance Evaluations 101

All New Employees (except Faculty) are on a year long probation during their first year of employment.

Evaluations (or Performance Assessments) are completed quarterly in the first year.
- ❖ 3 Months (90 Days)
- ❖ 6 Months
- ❖ 9 Months
- ❖ 1 Year

Upon passing probation, performance evaluations will be completed annually.

Performance Evaluations 101

Article V – Evaluation and Tenure

The faculty evaluation process includes:

- Contributions by the evaluee, students, administrator, and peer(s).
- Clear and relevant criteria related to the evaluee's current job description and her/his currently assigned duties.
- Objective methodologies applied in a timely fashion in accordance with the procedures delineated within the contract
- Acknowledgment of good performance, a process of remediation, and justification for the renewal or termination of employment.

Performance Evaluations 101

Timing:

- **Tenure-track faculty**: evaluated at least every fall semester each year for four years.
- **Tenured faculty:** evaluated at least once every three academic years prior to the end of the Spring semester of the third year following the last evaluation.

Process coordinated between the Tenure Review Coordinator, Department Chair, and Dean

District Health & Welfare Benefits

Pension Plans
Depending eligibility, employees will fall into one of three pension plans.

1. **California State Teachers' Retirement System**

http://www.calstrs.com/
Often referred to as CalSTRS or STRS 800-228-5453

2. **Alternative Benefits Plan 3121**
http://www.fbcretire.com/3121Plan.htm
The 3121 Plan is a savings program for employees who are not eligible to participate in the State Employee Retirement System.
1-800-274-0503

3. **California Public Employees' Retirement System**
https://www.calpers.ca.gov/
Often referred to as CalPERS or PERS 888-225-7377

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Passing Trains

Staff Directory

All Staff Contacts are located in the Staff Directory:

https://www.gcccd.edu/staffdirectory/search.asp

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workday®

○ **Workday Login URL:**
https://www.myworkday.com/gcccd

○ On Campus & Off Campus Access
○ Workday Training & Support Located on GCCCD Intranet:
https://intranet.gcccd.edu/workday/training/default.html

District Websites

Employee Intranet

https://intranet.gcccd.edu/default.html

GCCCD Websites:

District Website
https://www.gcccd.edu
Grossmont College Website
https://www.grossmont.edu
Cuyamaca College Website
https://www.cuyamaca.edu

Username:
firstname.lastname@gcccd.edu

Password: Selected By You

District Software

Software Used by All Employees

workday

Adobe

Office

District Software

Job Specific Software

canvas   Colleague

25LIVE

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT   WEB ADVISOR

IT SUPPORT

STAFF CONTACTS

If you have a computer question or problem, help is just a phone call away!
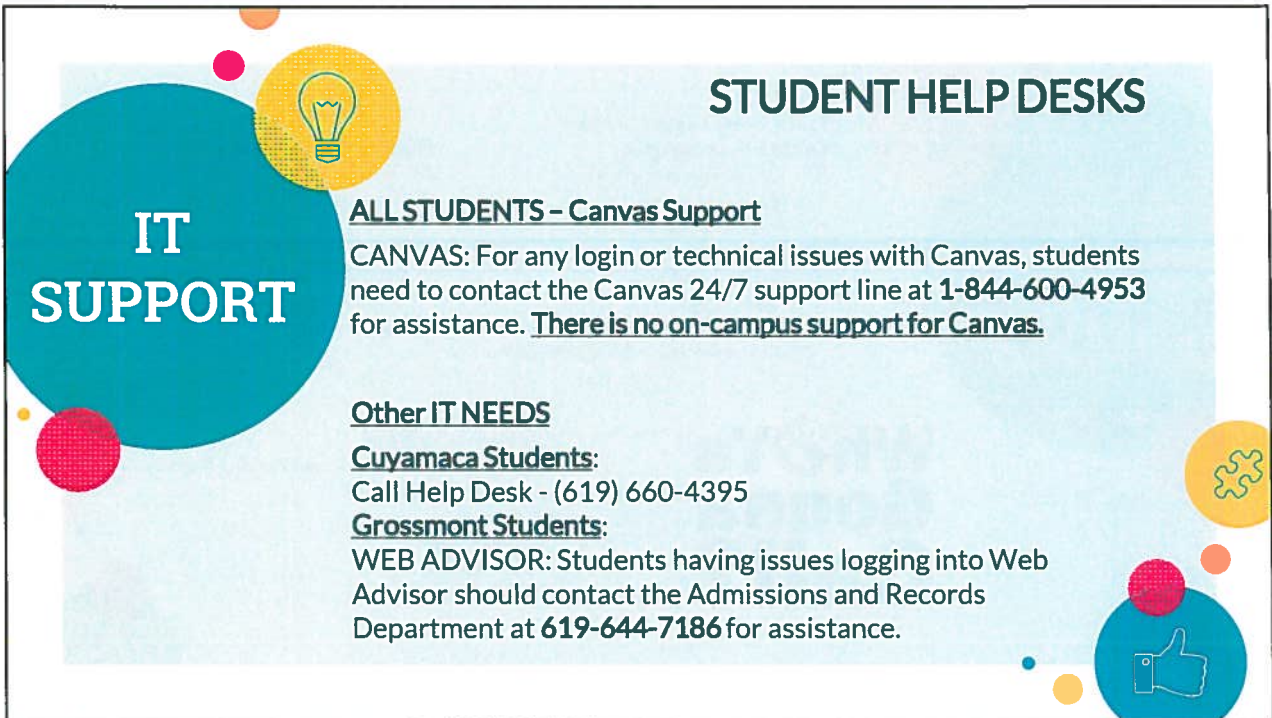
Please contact the appropriate help line - if we don't answer right away, please leave a message.

FACULTY and LAB HELP DESKS

- Cuyamaca Faculty or Student Lab Aide: call (619) 660-4395
  Grossmont Faculty or Student Lab Aide: call (619) 644-7742

INFORMATION TECHNOLOGY HELP DESK

- Classified Staff or Administrative Staff: call (619) 644-7547

- **Information Technology Help Desk Hours**
  Monday - Friday 7:00am to 5:00pm (closed on Friday during summer)
  Weekends & Holidays
  An on-call technician is available for emergencies only.
  By leaving a message, the on-call technician will be paged.

STUDENT HELP DESKS

IT SUPPORT

ALL STUDENTS – Canvas Support

CANVAS: For any login or technical issues with Canvas, students need to contact the Canvas 24/7 support line at **1-844-600-4953** for assistance. **There is no on-campus support for Canvas.**

Other IT NEEDS
Cuyamaca Students:
Call Help Desk - (619) 660-4395
Grossmont Students:
WEB ADVISOR: Students having issues logging into Web Advisor should contact the Admissions and Records Department at **619-644-7186** for assistance.

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In Case of Emergency... WHO YOU GONNA CALL

Public Safety Contact Numbers
Call 911 in an emergency
- ✓ Life-threatening situation
- ✓ Medical emergency
- ✓ Crime in progress
- ✓ Fire
- ✓ Major disturbance
- ✓ Crime report
- ✓ Request for police presence to deal with potentially-disruptive person

Sheriff's Non-Emergency Line
Call 858-565-5200
- ✓ Reporting a break in that occurred in the past
- ✓ Reporting vehicle damage
- ✓ Reporting suspicious situations that are non-threatening
- ✓ Any non-life threatening issue

Who Ya Gonna Call?

Call Extension x7654 or
(619) 644-7654 for Campus and Parking Services
- ✓ Automobile assistance
- ✓ Parking
- ✓ Lost & Found
- ✓ Safety Escort
- ✓ Room Unlock/Lock

In Case of Emergency...

Be prepared: what you can do
- ❖ Take note of your building's floor plan and exit routes.
- ❖ Participate in fire drills and safety training programs.
- ❖ Designate a meeting place outside of the building for your department.
- ❖ Locate the nearest fire extinguisher and fire alarm.
- ❖ Report all work-related injuries, illnesses, and hazardous material spills.
- ❖ Keep a flashlight and emergency radio nearby.
- ❖ Prepare yourself and your family at home so they know what to do if you are involved in an emergency, including where to go and how to cope until you're able to get home.
- ❖ Become a Building Marshal! Join our program by emailing District.Parking@gcccd.edu!

EVACUATION ROUTE

GET OUT, STAY OUT

Parking on Campus

Parking Permit

IT'S FREE!!!
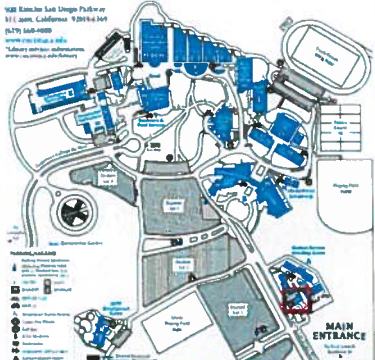
Must present proof of employment:
Copy of Hire Letter or Employment ID Card

Parking on Campus

Grossmont College

Pick up parking permit at CAPS Building 57-100

Cuyamaca College

Pick up parking permit in Building A-100
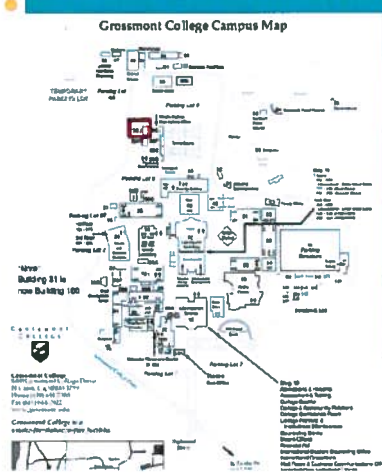
ID CARDS

Your manager should support you in requesting an Employee ID if suggested for your role.

Once you have been assigned an Employee ID Number

- Please visit Human Resources in Building 38-J to obtain an ID Card

- Walk-Ins are welcomed, between the hours of 9:00 a.m. and 5:00 p.m.

  - NOTE: Summer Schedule the District Office is Closed on Fridays

Grossmont College Campus Map

AGENDA

- Welcome
- Foundation of GCCCD
- The Who's Who of GCCCD
- GCCCD Employee Representation
- Building a Strong Network for Success
- Technology Resources
- Employee Safety Requirements & Expectations
- **Sexual Harassment Policy**
- **FERPA**
- Moving Forward

What is Sexual Harassment?

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- Unwelcome sexual advances
- Request for sexual favors
- Other verbal or physical conduct of a sexual nature that affects an individuals' employment, unreasonably interferes with his/her work performance, or creates an intimidating, hostile or offensive work environment.

Sexual Harassment Policy & Procedure

Be aware of the following information:
- **Board Policy 3430** Prohibition of Harassment
- **Board Policy 3435** Discrimination and Harassment Complaints and Investigations
- **Administrative Procedure 3430** Prohibition of Harassment
- **Administrative Procedure 3435** Discrimination and Harassment Complaints and Investigations
- Informal Complaint Form
- Formal Complaint Form
- Acknowledgement of receiving Sexual Harassment information

Your Responsibilities as an Employee
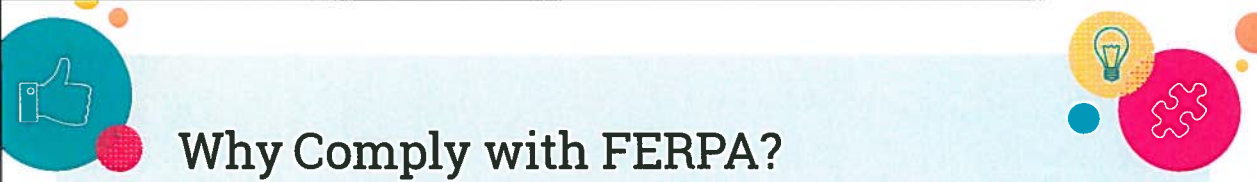
- Know and comply with our policy and procedures
- Immediately report any complaint that you receive from your employees/students or incidents that you witness involving others to the Director of Human Resources.

Family Educational Rights and Privacy Act (FERPA) 1974
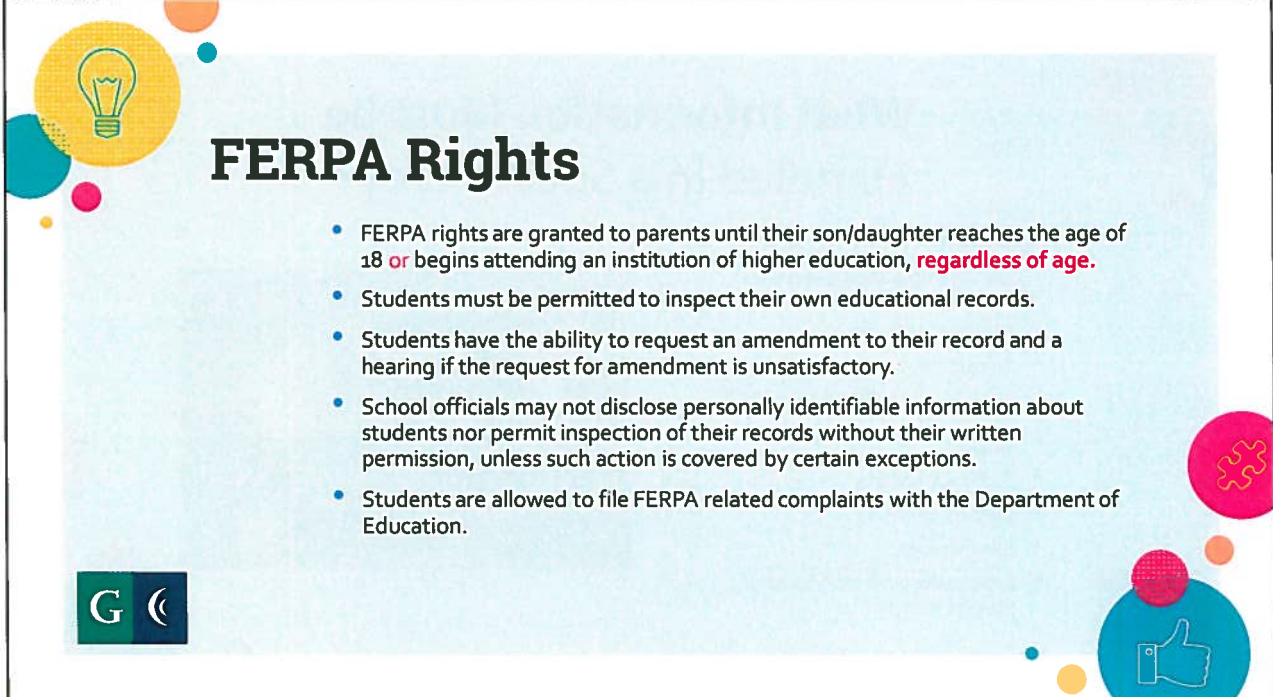
" A federal law designed to protect the privacy and education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction for inaccurate and misleading data through informal and formal hearings."

Why Comply with FERPA?
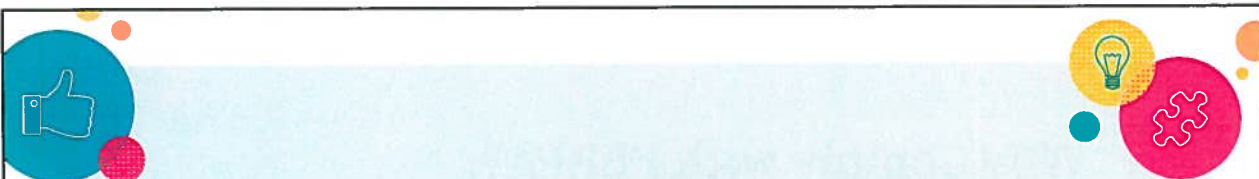
- It's the Law.
- Failure to comply could result in the withholding of Federal Funds.
- Lawsuits caused by violations cost time and money.
- FERPA is enforced by the Family Policy Compliance Office

FERPA Rights
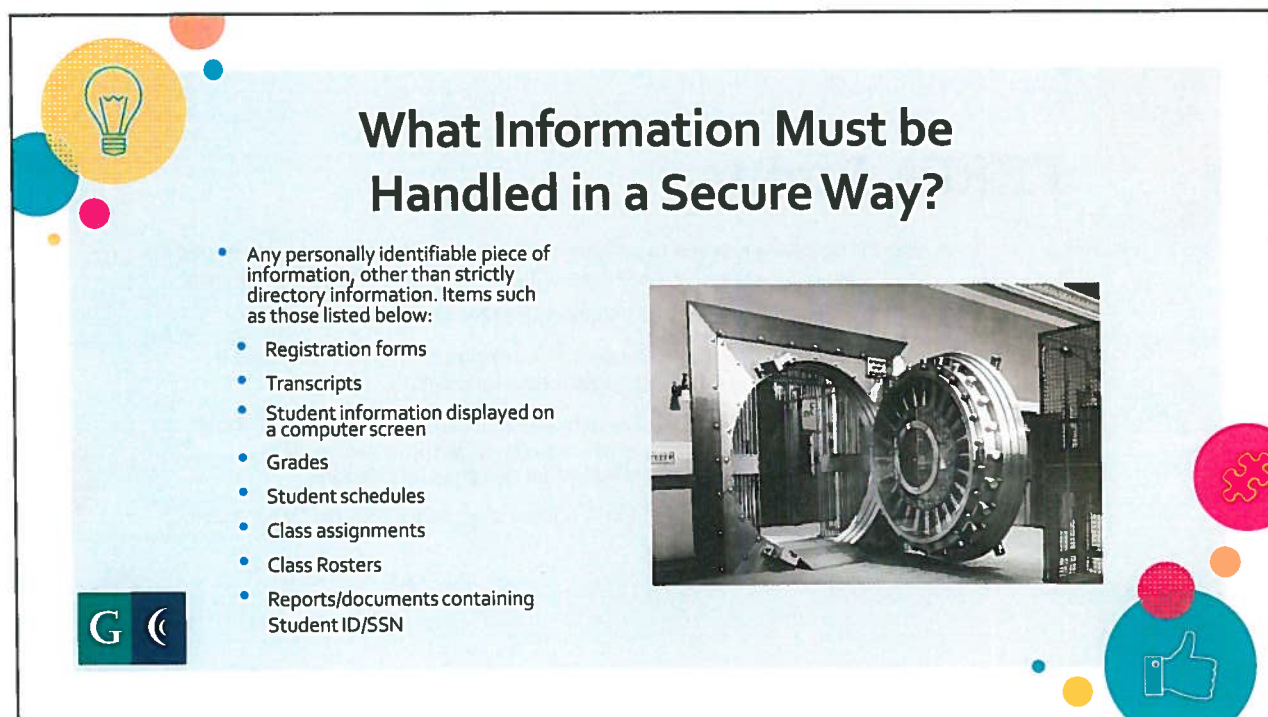
- FERPA rights are granted to parents until their son/daughter reaches the age of 18 or begins attending an institution of higher education, regardless of age.
- Students must be permitted to inspect their own educational records.
- Students have the ability to request an amendment to their record and a hearing if the request for amendment is unsatisfactory.
- School officials may not disclose personally identifiable information about students nor permit inspection of their records without their written permission, unless such action is covered by certain exceptions.
- Students are allowed to file FERPA related complaints with the Department of Education.
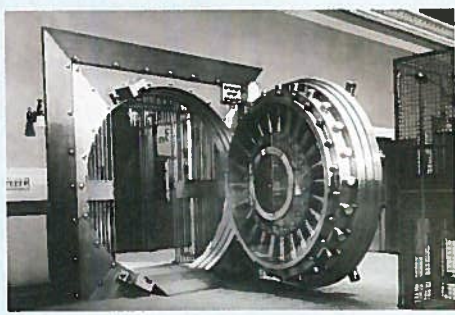
When do FERPA Rights Begin and End for a Student?

- Rights begin when the student is "in attendance" as defined by the institution.

- For Grossmont-Cuyamaca Community College District this means a student is officially registered for at least one class and that class has started.

- FERPA rights continue after the student leaves the institution and are only terminated upon death of the student.

What Information Must be Handled in a Secure Way?
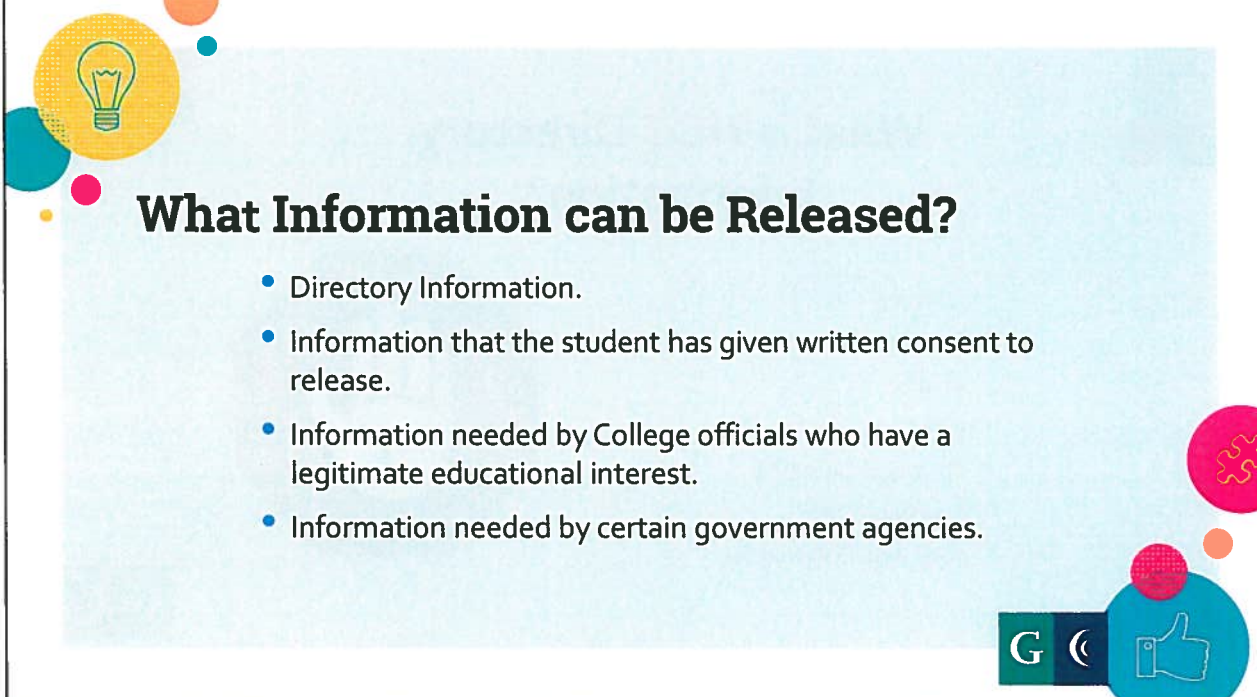
- Any personally identifiable piece of information, other than strictly directory information. Items such as those listed below:

- Registration forms

- Transcripts

- Student information displayed on a computer screen

- Grades

- Student schedules

- Class assignments

- Class Rosters

- Reports/documents containing Student ID/SSN

What are NOT Considered to be Educational Records?

- Law enforcement records
- Employment records
- Medical records
- Alumni records

What Information can be Released?

- Directory Information.
- Information that the student has given written consent to release.
- Information needed by College officials who have a legitimate educational interest.
- Information needed by certain government agencies.

What is Directory Information?

- It is information that can be released without the student's written consent.
- Each college, to some extent, can determine what information is classified as directory information.
- Name
- Field of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and certificates received including date awarded
- Most recent/ previous school attended
- Hometown

What is NOT Directory Information?

- Ethnicity
- Gender
- Grades
- GPA
- Country of Citizenship
- Residency Status
- SSN/ Student ID Number

Who Can Access Student Information Without Obtaining Written Consent?

- Grossmont College, Cuyamaca College, or District Services faculty, staff, and other designated officials, who, to carry out their responsibilities, have a legitimate educational interest.

ACCESS GRANTED

G (

What Constitutes Legitimate Educational Interest?

"The Need to Know"

- Anyone who performs an administrative task on behalf of a student (Student Services, Financial Aid, Counseling, EOPS, Career Services), has legitimate educational interest.

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Record Disposal

- Records containing SSN or grades should be shredded, not just thrown in the garbage or placed in unsecured recycling bin.

- Do not leave files or notes about students in areas open to the public.
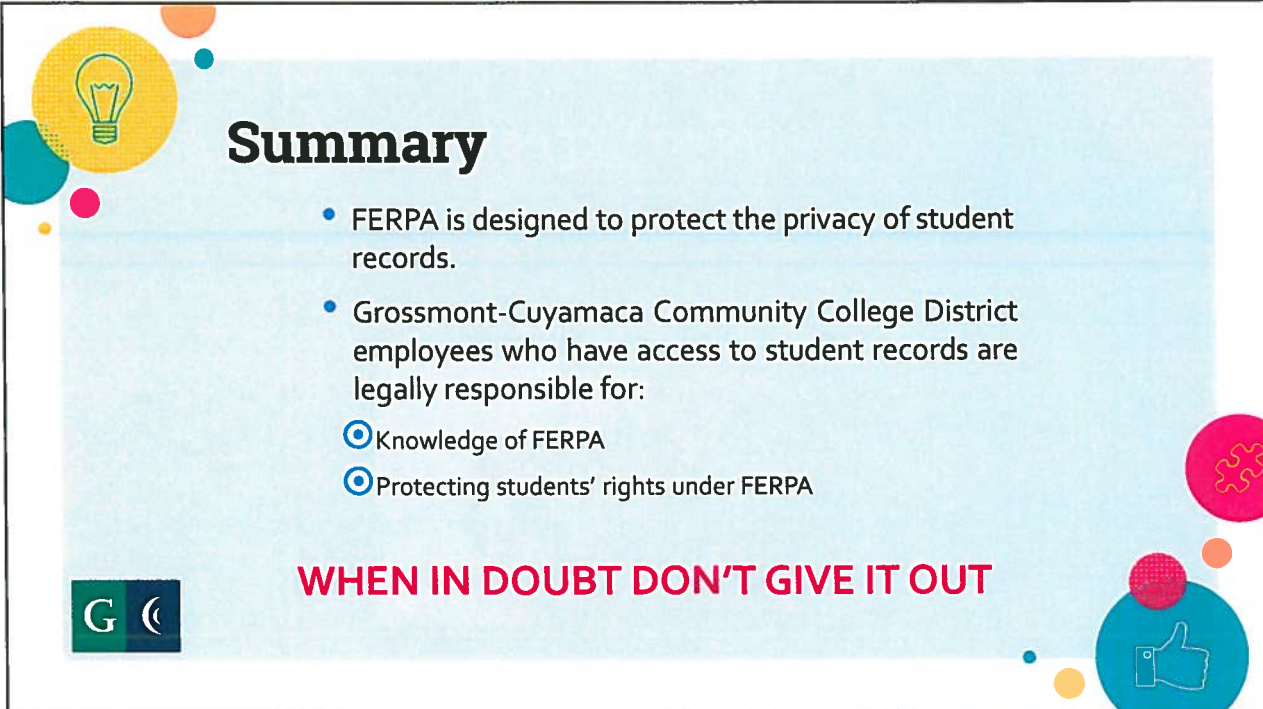
- Secure computer screens.

Helpful Hints
To Avoid FERPA Violations

Please DO NOT

- Provide anyone with student schedules.

- Provide anyone with lists of students enrolled in your classes.

- Include confidential information (e.g., grades, GPA, #of credits)

Summary

- FERPA is designed to protect the privacy of student records.
- Grossmont-Cuyamaca Community College District employees who have access to student records are legally responsible for:

  ⊙ Knowledge of FERPA

  ⊙ Protecting students' rights under FERPA

WHEN IN DOUBT DON'T GIVE IT OUT

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- FERPA
- Moving Forward

What to Expect Next!

- Roundtable Sessions
- Required Training
- Survey

Thank you and Welcome
to the GCCCD Family!
Any questions?
Human Resources, 619-644-7572

New Employee First Year Experience - Roundtable Sessions

Employees in the program are encouraged to meet monthly at Roundtable Sessions. Roundtable sessions are offered 10 months out of the year to accommodate various employee classification schedules. Employees in the program need to attend and participate in 8 Roundtable sessions in order to complete the program.

The 90-minute Roundtable sessions are broken into two segments. The first 60-minutes are designated to teaching and activities related to the learning objectives established for the program. The remaining 30-minutes are designated for dialoguing, discussing, and debriefing of activities.

Each Roundtable has a specific topic to educate, engage, and enrich new employees with important values of GCCCD. These topics have been titled Keystones and are derived from shared values across the three sites at GCCCD as well as the six student success factors. Each Roundtable session will have three learning objectives with the following emphases:

1. GCCCD Focused – focuses on GCCCD wide programs, initiatives, commitments, and strategic goals.
2. Student Focused – focuses on driving student success and equity initiatives forward and establishing a connection to our student body.
3. Employee Focused – focuses on providing employees with success practices to support individual growth and development.

The following is a list of all the topics that will be covered at each Roundtable in a calendar year.

Roundtable Session 1: Valued Students & Employees: Understanding the Keystones of GCCCD

Roundtable Session 2: Learning & Student Success: Creating Pathways for Our Students

Roundtable Session 3: The Power of Diversity, Equity, & Inclusion: Nurturing Our Campus Community

Roundtable Session 4: GCCCD Engagement: Creating a Culture of Excellence

Roundtable Session 5: The Building Blocks for Connection

Roundtable Session 6: The Foundation of Trust

Roundtable Session 7: Strategy Planning: Creating Direct Expectations

Roundtable Session 8: Service Hero: Becoming a Steward of GCCCD

Roundtable Session 9: Focused Strategies for Employee Success

Roundtable Session 10: Innovating for the Future: Creative Problem Solving at GCCCD

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