



Associated Students of Gavilan College (ASGC)
AB 1969: Sexual Orientation and Gender Equity

WHEREAS, Gavilan College’s Philosophy states that the college is “dedicated to fulfill its mission with compassion, caring and understanding and holds, in high regard, the respect and worth of all individuals;” and its Principles of Community indicate that Gavilan College aspires to be Diverse, Purposeful, Inclusive, and Equitable with a commitment to “respect for individual dignity and equitable access to resources, recognition and security;” and

WHEREAS, the Center for Disease Control found that Lesbian, Gay, Bisexual, and Queer (LGBQ) students are 5 times more likely to attempt suicide compared to heterosexual students (Frieden et al. 2016) and

WHEREAS, in both national and local studies, Transgender individuals, including those with other varying gender identities, report facing higher percentages of discrimination and having attempted suicide more than any other member of the LGBTQ population (Grant et al. 2011; Herman et al. 2016; Yeager et al. 2013) and

WHEREAS, 100% of California State Universities (CSU) and Universities of California (UC) and eight California Community Colleges (CCC) offer resource centers solely dedicated to the unique needs of their LGBTQ students (California State University “Pride Center” 2018; LGBT+ @ California’s Community Colleges 2018; Proposal for LGBTQ Resource Center 1998) and

WHEREAS, 35% of CSU, 100% of UC, and eight CCC allow students to select and use their preferred pronouns and name during their time at set institution (Campus Pride 2018) and

WHEREAS, Governor Jerry Brown has approved SB 179, the Gender Recognition Act, which shall be enacted in January of 2019 and will authorize state-born residents to identify as a third-gender (Atkins 2017); therefore

BE IT RESOLVED, that ASGC and the Gavilan College District collaborate in implementing a Preferred Pronouns and Name policy that is parallel to SB 179 by spring of 2019. Students’ preferred name and pronoun shall be used on class rosters, campus ID cards, SARS, and any other student-related portal. And be it,

RESOLVED, that any student enrolled at Gavilan College shall have the opportunity to use the restroom or locker room facility that matches the current gender on record with the office of Admissions and Records. These facilities, single use or multi-stall, shall have gender neutral signage with no depiction of the gender binary. And be it,

RESOLVED, that the ASGC and Gavilan College district will develop a resource center dedicated to the academic and general health needs of LGBTQ students, related family members, and community members that are within Gavilan’s operating district. And be it,

RESOLVED, that Gavilan College support the raising of the LGBTQ flag on National Coming Out Day and during LGBTQ Pride in the month of June.



**GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Equal Employment Opportunity Plan**



Updated: June 28, 2018

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Introduction

Gavilan Joint Community College District encourages a welcoming work environment that promotes and rewards employee excellence, as reflected in our Principles of Community. These values of Diverse, Purposeful, Open and Just (see Principles of Community, attachment) are the relationships we form with each other, and form the culture of our college.

As the Principles of Community state:

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

Gavilan College is committed to educational excellence. The college aspires to be an exemplary, student-centered community college through leadership, planning, and a commitment to ongoing improvement. Its services and programs are designed to instill the values of critical thinking, lifelong learning, cultural understanding, and community service. Gavilan's quality of service to students is closely bound to the quality of the college staff.

This Equal Employment Opportunity Plan illustrates the District's commitment to diversity, equity, inclusion, cultural competency and equal employment opportunity.

To optimally serve our diverse community, the District will endeavor to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body. This plan is intended to assist with this important dialogue of inclusion and equity and serve as a road map for further professional development.

The vision of all the stakeholders throughout our district is to provide a supportive learning environment that promotes personal and professional success, leadership, innovation, responsibility, and a sense of community with a commitment to Equal Employment Opportunity. Please use this plan to further define areas of need for additional analysis by our Human Resources Department. Questions can be directed to Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations.

Kathleen A. Rose, Ed. D.
Superintendent/President

Definitions

Adverse Impact:

a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Chancellor's Office:

the California Community College's Chancellor's Office.

Diversity:

a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience, and other enriching characteristics.

Equal Employment Opportunity:

means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy and free expression of ideas and that is welcoming to men and women, persons with disabilities and individuals from all ethnic groups protected from discrimination by Title 5, section 53000 et seq.

Equal Employment Opportunity Plan:

a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs:

all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006 .

Ethnic Group Identification:

means an individual's identification in one or more of the ethnic groups reported to the CCC Chancellor pursuant to section 53004(b). These groups shall be more specifically defined by the CCC Chancellor consistent with state and federal law.

In-house or Promotional Only Hiring:

means that only existing District employees are allowed to apply for a position.

Monitored Group:

means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

Person with a Disability:

any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Reasonable Accommodation:

the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

Screening or Selection Procedures:

any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group:

any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Policy Statement

The Gavilan College Board of Trustees has adopted:

BP 3420 Equal Employment Opportunity (in progress)

AP 3420 Equal Employment Opportunity (see

<http://www.gavilan.edu/administration/board/documents/Chapter3cover.pdf>)

BP 3420 states:

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

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

(complies with Title 5 section 53000 and Education Code sections 87100 et seq., as amended in 2002.)

Delegation of Responsibility, Authority & Compliance

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

Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of District operation, and for ensuring equal employment opportunity as described in the *Plan*.

Superintendent/President

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

Equal Employment Opportunity Officer

The District has designated the Associate Vice President of Human Resources as its Equal Employment Opportunity (*EEO*) Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the *EEO* Officer changes before this *Plan* is next revised, the District will notify employees

and applicants for employment of the new designee. The *EEO* Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The *EEO* Officer is also responsible for receiving complaints described in *Plan* Section 5 (Complaints) and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the *EEO* Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, assist in monitoring equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

Agents of the District

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

Good Faith Effort

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

Advisory Committee

The District has established a District Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

The *EEO* Officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall receive training in all of the following:

- a) The requirements of this subchapter and of state and federal nondiscrimination laws;
- b) identification and elimination of bias in hiring;
- c) the educational benefits of workforce diversity; and
- d) the role of the advisory committee in carrying out the District's *EEO* plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee shall be composed of but not limited to two (2) faculty members appointed by the Academic Senate President, two (2) classified members appointed by the Classified Employees Union, two (2) directors, one (1) confidential, two (2) community members, one (1) board member appointed by the Board of Trustees, and the *EEO* Officer.

The committee shall hold a minimum of one meeting per year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the Superintendent/President, and the *EEO* Officer.

Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026):

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations¹ have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx>

The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the *EEO* Officer. If the complaint involves the *EEO* Officer, the complaint may be filed with the Superintendent/President. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The *EEO* Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et seq.

¹ The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.):

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The EEO Officer is responsible for receiving such complaints and for coordinating their investigation.

The district currently has procedures in place for Unlawful Discrimination or Harassment. Complaints should be filed immediately with the Associate Vice President of Human Resources and Labor Relations. The Associate Vice President of Human Resources organizes the investigation of complaints. The Associate Vice President determines if such complaints need a third-party investigator. All complaints are reviewed by the EEO officer and reported to the Chancellor's office.

The District's discrimination and harassment complaint procedures are included in the administrative procedures, AP 3430 discrimination and Harassment Investigations, found on the District's website.

Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, Superintendent/President, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The policy and *Plan* will be available on the District's website and employees will be notified electronically. The Human Resources department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. Each year, the District will inform all employees of the *Plan's* availability including a written summary of the provisions of the *Plan*. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.

Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment, screening, and interviewing of applicants shall receive training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; training on elimination of bias in hiring and employment; principles of diversity and cultural proficiency²; and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/interview committees. The EEO Officer is responsible

² "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

for providing the required training. Every individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of applicants, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Annual Written Notice to Community Organizations

The *EEO* Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the Human Resources department phone number to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. This distribution shall be via the listserv of the South County Collaborative, of which Gavilan College is a member.

Analysis of District Workforce & Applicant Pool

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

For the purpose of this analysis, applicants and employees are afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. The composition of the initial applicant pool is recorded and reviewed by *EEO* Officer. Persons may designate as many ethnicities as they identify with. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

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

The District's current workforce and applicant pools for fiscal year 2015-16 are as follows.

District Workforce Analysis

From Fall 2015 to Fall 2016 GAVILAN COLLEGE's workforce including administrators, full-time Faculty, adjunct faculty and classified staff was 422. The number of full-time faculty was 70, with the number of adjunct faculty numbering 207.

<i>Fall 2016</i>	<i>Total</i>	<i>Native American or Alaska Native</i>	<i>Asian</i>	<i>Filipino</i>	<i>Black</i>	<i>Hispanic</i>	<i>Native Hawaiian or Pacific Islander</i>	<i>White</i>	<i>Declined to State</i>	<i>Male</i>	<i>Female</i>
<i>Administrators</i>	10	0	0	0	0	2	0	7	1	4	6
<i>Full-time Faculty</i>	79	0	1	0	1	6	0	16	55	30	49
<i>Adjunct Faculty</i>	231	1	9	0	2	29	3	69	118	101	130
<i>Classified</i>	137	0	6	0	2	60	1	47	21	39	98

Longitudinal Analysis – Workforce

In analyzing the longitudinal analysis of GAVILAN COLLEGE’s workforce, it is important to view underrepresented minority trends as compared to students to appropriately assess if there is a need to undertake various initiatives to diversify its faculty and staff. In the 2016 Fall semester, Gavilan Student population was 6,735. 71.37% of students represent underrepresented minorities, with 1.68% students from unknown origin and 26.95% self-identifying as white Non-Hispanic.

It is also important to understand the city’s community.

Fall 2011 to Fall 2015 student underrepresented minorities rose from just 54.44% to 69.43%. Classified staff, which includes confidential employees as well as directors, decreased from 56.82% in Fall 2011 to 51.13% in Fall 2015 as displayed in the graph below. There was a dramatic decrease in faculty diversity numbers, from 25.33% to about 8.57% for full-time and about 22.6% to about 12.56% for adjuncts, faculty is an area the District will need to focus efforts to increase its diversity. It must be noted that the number of faculty not disclosing ethnicity information has increased dramatically, by about 25% overall. Due to the small number of administrators, the ethnicity percentage reflects the impact of losing administrators: 21.05% in Fall 2011 to 16.67% in Fall 2015. In the event there is an administrator recruitment, GAVILAN COLLEGE will concentrate its efforts in obtaining a diverse pool of applicants in order to increase diversity for its administrators.

The district will work closely with the Equal Employment Opportunity advisory committee and the Equity committee to evaluate and analyze the districts trends. The EEO advisory committee in collaboration with the equity committee and Human Resources will work closely to find gaps in areas such as promotion, retention, voluntary resignation, termination and discipline. This information will be obtained from the college’s employee system, Banner.

The district’s EEO subcommittee is made up of different disciplines such, administration, professional staff, faculty and student body. This will assist in ensuring all areas are represented and work together to bring inclusiveness to the district. The district will make efforts to inform its campus of the Equal Employment Opportunity subcommittee as well as an Equity committee. The district will participate in campus events that will make students aware of the committee specifically student related activities.

The following shows the full breakdown of employee ethnicity trends from Fall 2012 to Fall 2016

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Total	461	100.00%	450	100.00%	436	100.00%	422	100.00%	457	100.00%
Administration	11	2.39%	9	2.00%	10	2.29%	12	2.84%	10	2.19%
Asian	1	9.09 %		0.00 %		0.00 %		0.00 %		0.00 %
Hispanic	2	18.18 %	2	22.22 %	1	10.00 %	2	16.67 %	2	20.00 %
Unknown	1	9.09 %	1	11.11 %	1	10.00 %	1	8.33 %	1	10.00 %
White Non-Hispanic	7	63.64 %	6	66.67 %	8	80.00 %	9	75.00 %	7	70.00 %
FT Faculty	77	16.70 %	72	16.00 %	70	16.06 %	70	16.59 %	79	17.29 %
African-American	1	1.30 %	1	1.39 %	1	1.43 %	1	1.43 %	1	1.27 %
Asian	2	2.60 %	1	1.39 %	1	1.43 %		0.00 %	1	1.27 %
Hispanic	18	23.38 %	15	20.83 %	16	22.86 %	5	7.14 %	6	7.59 %
Unknown	4	5.19 %	3	4.17 %	3	4.29 %	53	75.71 %	55	69.62 %
White Non-Hispanic	52	67.53 %	52	72.22 %	49	70.00 %	11	15.71 %	16	20.25 %
Adjunct Faculty	244	52.93 %	241	53.56 %	229	52.52 %	207	49.05 %	231	50.55 %
African-American	7	2.87 %	7	2.90 %	4	1.75 %		0.00 %	2	0.87 %
American Indian/Alaskan Native		0.00 %		0.00 %		0.00 %	1	0.48 %	1	0.43 %
Asian	22	9.02 %	19	7.88 %	16	6.99 %	2	0.97 %	9	3.90 %

Hispanic	36	14.75 %	35	14.52 %	32	13.97 %	20	9.66 %	29	12.55 %
Pacific Islander	2	0.82 %	1	0.41 %	1	0.44 %	3	1.45 %	3	1.30 %
Unknown	68	27.87 %	73	30.29 %	72	31.44 %	128	61.84 %	118	51.08 %
White Non-Hispanic	109	44.67 %	106	43.98 %	104	45.41 %	53	25.60 %	69	29.87 %
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Classified	129	27.98 %	128	28.44 %	127	29.13 %	133	31.52 %	137	29.98 %
African-American	4	3.10 %	3	2.34 %	3	2.36 %	2	1.50 %	2	1.46 %
Asian	6	4.65 %	6	4.69 %	6	4.72 %	3	2.26 %	6	4.38 %
Hispanic	74	57.36 %	69	53.91 %	67	52.76 %	63	47.37 %	60	43.80 %
Pacific Islander		0.00 %		0.00 %		0.00 %		0.00 %	1	0.73 %
Unknown	2	1.55 %	4	3.13 %	4	3.15 %	20	15.04 %	21	15.33 %
White Non-Hispanic	43	33.33 %	46	35.94 %	47	37.01 %	45	33.83 %	47	34.31 %

GAVILAN COLLEGE's gender workforce analysis from Fall 2012 to Fall 2016

There is a strong female representation with employee gender diversity analysis with classified employees being almost, if not over, 70% from Fall 2012 to Fall 2016. Adjunct faculty show the same trends as classified showing strong female representation in the upper 50% range, only going as low as 56% in Fall 2016. Full-time faculty show little variance with gender diversity, with a heavily female presence, never dipping below 61%. Administrators illustrate a strong female representation ranging from 58.8% to 77.8%.

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Total	461	100.00%	450	100.00%	436	100.00%	422	100.00%	457	100.00%
Administration	11	2.39 %	9	2.00 %	10	2.29 %	12	2.84 %	10	2.19 %
Female	7	63.64 %	7	77.78 %	7	70.00 %	7	58.33 %	6	60.00 %
Male	4	36.36 %	2	22.22 %	3	30.00 %	5	41.67 %	4	40.00 %
FT Faculty	77	16.70 %	72	16.00 %	70	16.06 %	70	16.59 %	79	17.29 %
Female	47	61.04 %	45	62.50 %	43	61.43 %	43	61.43 %	49	62.03 %
Male	30	38.96 %	27	37.50 %	27	38.57 %	27	38.57 %	30	37.97 %
Adjunct Faculty	244	52.93 %	241	53.56 %	229	52.52 %	207	49.05 %	231	50.55 %
Female	141	57.79 %	139	57.68 %	135	58.95 %	124	59.90 %	130	56.28 %
Male	103	42.21 %	102	42.32 %	94	41.05 %	83	40.10 %	101	43.72 %
Classified	129	27.98 %	128	28.44 %	127	29.13 %	133	31.52 %	137	29.98 %
Female	91	70.54 %	89	69.53 %	88	69.29 %	95	71.43 %	98	71.53 %
Male	38	29.46 %	39	30.47 %	39	30.71 %	38	28.57 %	39	28.47 %

Analysis of Applicant Pools

Gavilan College currently does not have an applicant tracking system. Candidate information was kept in the recruitment file under the EEO survey tab.

Effective January 2018 Gavilan College has implemented all recruitments through the Californian Community Colleges Registry website ccregistry. Candidates apply for Gavilan College job positions and submit all application materials to ccregistry.org. Applicants can voluntarily disclose ethnicity information when applying for a job. Information is compiled by CCC Registry allowing Gavilan College to run a report on recruitments.

The table below shows the breakdown on information the district will track.

Job Postings and Ethnicity/Gender Report

Gavilan College Job Postings From Saturday, December 31, 2016 through Monday, July 31, 2017

Job Posting	Male	Female	No Gender Reported	Non-Hispanic White	Black/African American	Hispanic	Asian	Filipino	American Indian/Alaska Native	Pacific Islander	No Ethnicity Reported
Accountant	0	0	0	0	0	0	0	0	0	0	0
ADMINISTRATION OF JUSTICE INSTRUCTOR (Tenure Track)	0	0	0	0	0	0	0	0	0	0	0
Admissions/Student Records Technician	0	0	0	0	0	0	0	0	0	0	0
Associate Dean, Disability Resource Center	0	0	0	0	0	0	0	0	0	0	0
Associate Dean, Disability Resource Center	0	0	0	0	0	0	0	0	0	0	0
BIOLOGY INSTRUCTOR, PART-TIME	0	0	0	0	0	0	0	0	0	0	0
Campus Security Officer (2 positions)	0	0	0	0	0	0	0	0	0	0	0
CHEMISTRY, PART-TIME INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0
Chemistry/Biological Science Laboratory Coordinator	0	0	0	0	0	0	0	0	0	0	0
COMMUNICATIONS, PART-TIME INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0
COUNSELOR â€” STEM III	0	0	0	0	0	0	0	0	0	0	0
COUNSELOR, CAREER TECHNICAL EDUCATION (CTE)	0	0	0	0	0	0	0	0	0	0	0

It is important to note the city of Gilroy's population and the needs of a diverse faculty at our college. Below is the Gilroy's population demographic for 2017, 2018.

Population Demographics for Gilroy, California in 2017, 2018

[Other Counties And Cities In California](#)

Population Demographics By Race		
Race	Population	% of Total
Total Population	48,821	100
White	28,674	58
Hispanic or Latino	28,214	57
Some Other Race	12,322	25
Asian	3,448	7
Two or More Races	2,493	5
Black or African American	942	1
American Indian	831	1
Three or more races	185	Below 1%
Native Hawaiian Pacific Islander	111	Below 1%

Population Demographics By Race And Gender.			
	Male	Female	Total
Total Population	24,229	24,592	48,821
White	14,195	14,479	28,674
Hispanic or Latino	14,123	14,091	28,214
Some Other Race	6,151	6,171	12,322
Asian	1,646	1,802	3,448
Two or More Races	1,260	1,233	2,493
Black or African American	480	462	942
American Indian	434	397	831
Three or more races	96	89	185
Native Hawaiian Pacific Islander	63	48	111

Gavilan college student head count was 11,749 during the fiscal year 2016-2017. Ethnicity/Race numbers were as follows: African American 2%, Asian 4%, Filipino 2%, Hispanic 59%, Native American/Alaskan 0%, Pacific Islander 0%, White, non-Hispanic 28%, Multiple or Unknown 4%. It is important to make the necessary efforts to ensure faculty and professional staff is diverse to best serve our student population needs. Studies have shown the benefits in student success when having a diverse workforce.

Gavilan College will continue to make efforts in having a diverse faculty and professional staff by continuing to do outreach that will assist in attracting a diversified pool of staff. Job announcements will continue to get posted in diversity websites; this will attract a strong group of diverse applicants to serve unrepresented groups of students. Although the Gilroy community has a low percentage in certain ethnicities such as Asian American, African American, Gavilan College continues to make efforts in attracting employees in specific ethnicities that will serve underrepresented students. Gavilan College has committed in doing outreach to these groups by posting jobs in the Blacks in higher ed, Asians in higher ed websites and other diversity websites that specifically target certain ethnicities and groups such as disabled and LGBT for job positions at our college.

During the 2016-2017 fiscal year employee (FTE) count was as follows: Administrators 20, Full-Time Faculty 79, Part-time Faculty 231, and Professional Support 127.

Analysis of Applicant Pools

During the 2016-2017 fiscal year a total of 33 recruitments were completed which included 1 administrator, 10 full time faculty, 1 director, and 22 classified searches. The total number of applicants for the 32 recruitments was **290**. This count does not include adjunct (part-time) faculty for whom applications are accepted throughout the year. From the 33 searches there were a total of 33 individuals hired.

Gavilan College's analysis of applicant pool for fiscal year Reporting

Currently Gavilan College does not have its own applicant tracking system however it uses the California Community Colleges Registry system, ccregistry, as an applicant tracking system. Gavilan has implemented all recruitments to be received through CCC Registry effective January 2018, which will allow diversity information to be easily assessable. Not only is this beneficial to the college as it keeps applicant demographic information for reporting accurately stored but also enables the applicants to submit all application material electronically.

In addition to ensure data is correctly reconciled Gavilan College has implemented a manual tracking system which consists of recording the applicant's gender and ethnicity when receiving the application and ethnicity form. This will assist in making sure total data is accurate.

Moreover, the district will consider the use of the college's information system, Banner to track and analyze promotion, retention, voluntary resignation, termination and discipline patterns based on gender and ethnicity. Using Banner as a reporting tool will allow the district to see diversity patterns and gaps where improvements must be made.

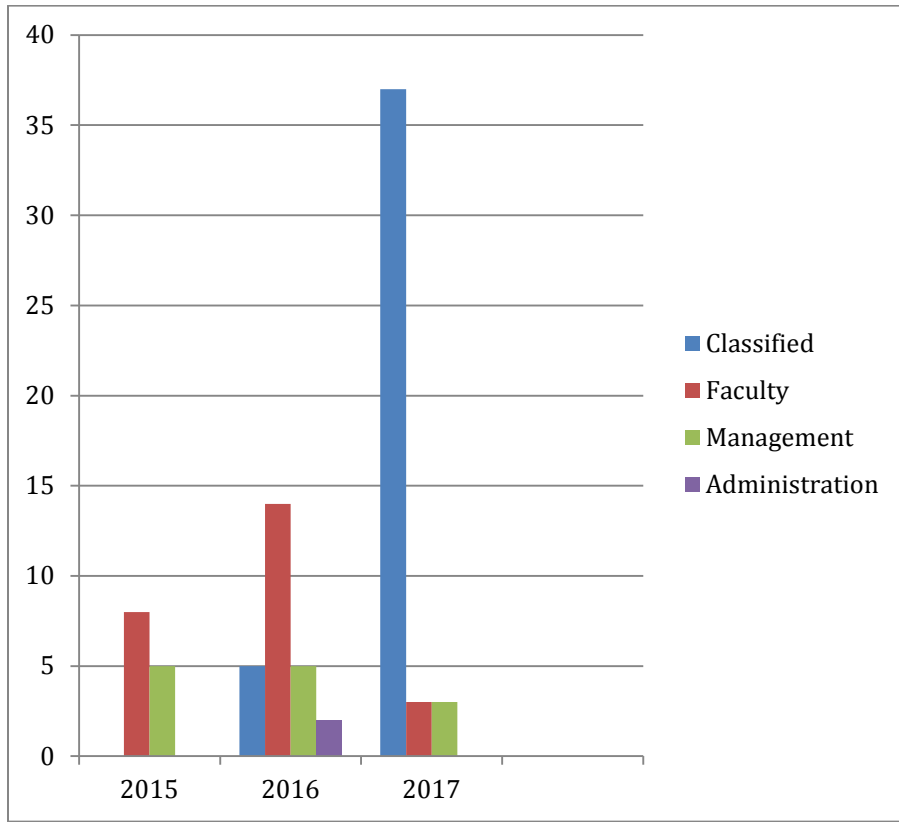
In its efforts to promote diversity and inclusiveness the district is exploring the idea of having employees complete a mandatory diversity training every two years. This will serve as a refresher to employees and faculty on the benefits of a diverse workforce. The type of training will be decided by the EEO subcommittee. The training will be a work in progress and areas of improvement will be discussed by the EEO subcommittee.

Longitudinal Analysis – Applicants

While using CCC Registry it will allow Gavilan College to analyze trends in the number of applicants. In addition, it will give Gavilan College a clear picture on recruitment trends and needs of staff. Our district serves.

In analyzing trends in the number of applicants, it is important to note the variation in the total number of recruitments completed during each fiscal year. A sharp decline was experienced in the number of recruitments in 2008-09 due to severe budget constraints which resulted in layoffs with only critical vacancies being filled for all positions. The decline in the number of recruitments in 2013-14 was due to a severe drop in the full time equivalent student population which resulted in an evaluation of each vacant position determining District need and whether to recruit.

Number of Recruitments



From 2015 to 2017 there was increase in recruitments with classified being the highest. There has been a decrease in faculty and management from 2016-2017 this is due to low rate in turnover.

Beginning in 2018 analysis of job applications in official recruitments will be conducted on an annual basis as part of EEO reporting requirements. The following represents the information that will be included in analysis of each year.

Permanent Position applicants:

Recruitments for permanent positions include administrator, classified and full time faculty job openings. The diversity of our applicants will be studied by using the following criteria:

ETHNICITY										
Year	Overall diversity	Total	Native American or Alaska Native	Asian	Filipino	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Declined to State

Adjunct faculty applicants:

Applications are accepted year round for those interested in teaching on a part time basis. Applicant pools are reviewed by the hiring administrator and interviews are conducted if, and when, a need arises to hire new adjunct faculty members. In the past, diversity analysis for adjunct applicants have not been documented however measures have been taken to gather such data to provide an adequate analysis to report in the future.

Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/interview process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

To address any identified under representation of monitored groups pursuant to *Plan*, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District's Recruitment and Hiring Procedures will be revised to include in its section on recruitment the following provisions:

Recruitment

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. GAVILAN COLLEGE demonstrates its commitment to seek diverse pools of candidates by posting jobs announcements to target diversified groups on the following diversity websites, Hispanics in Higher Ed, Blacks in Higher Ed, Asian's in Higher Ed, Women in Higher Ed, Veterans in Higher Ed, African Americans in Higher ed, LGBT in Higher Ed, Disabled in Higher Ed and Higher Ed jobs. In addition, the GAVILAN COLLEGE Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment-Affirmative Action Employer." The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Superintendent/President or his/her designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

- i. General circulation newspapers, general diversity websites, general circulation publications, and general market radio and television stations, including electronic media.
 - ii. Local and regional community newspapers.
 - iii. 9 diversity contracted sites (Hispanics in higher ed, Blacks in higher ed, Veterans in higher ed, Asians in higher ed, LGBT in higher ed, Women in higher ed, Native Americans in higher ed, Disabled in higher ed and Higher ed website)
 - iv. Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - v. Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
 - vi. Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce. The district attends diversity career fairs targeting unrepresented groups of applicants.
- c) District employees will be surveyed on a regular basis requesting resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human Resources will compile, store, and update this list.

Hard to Hire Areas/Disciplines

Gavilan Colleges is committed in ensuring a diverse pool of applicants is attracted for hard to hire areas and disciplines. Some of the criteria in determining hard to hire areas is a low or non-diverse applicant pool in specific recruitments. The district has adopted recruitment techniques that will help in this area by partnering with diversity websites that target diversified groups to post job announcements.

An incentive the district is exploring for consideration that will assist in making the recruitment process convenient for all applicants to apply for jobs with the district is the availability of Skype interviews. This will allow the district to attract a diverse and inclusive pool of applicants with no limitations, from various areas while also assisting in hard to hire areas and disciplines.

The district currently provides incentives to administrator positions. Relocation stipends are available for Administrator positions.

The district will continue its commitment to provide professional development programs that focus on diversity and harassment/discrimination training. The district will continue to promote the following best practices:

1. The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities. Title 53024.1 (e).
2. The district timely complies with the requirement of Government Code Section 12950.1, and includes all forms of harassment and discrimination training. Section 53024.1 (i).
3. District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement. Section 53024.1 (m).

These practices will continue to aim in fostering a culture of inclusion and diversity which will contribute to an environment that attracts and keeps a diverse group of employees with our district.

The district will explore creative ideas to expand the Grow-your-own program that will include the importance of diversity. Although the district currently has some Grow-your-own incentives for classified and faculty such as Professional Growth, Staff Development and leadership opportunities, the district together with the EEO subcommittee will look for ways to incorporate the importance of diversity.

Job Announcements

The District's Recruitment and Hiring Procedures section on "Job Announcements" will be revised to include the following provisions:

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as a preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment–Affirmative Action Employer."
- b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Review of Initial and Qualified Applicant Pools

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The pool's affirmative action applicant survey will not be provided to the committee in order to ensure all applicants are considered fairly. The District's Recruitment and Hiring Procedures will include the following provisions:

- a) The application for employment will give each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability. This information is not shared with the committee.
- b) Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

Step 1: The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.

Step 2: If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

Step 3: When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

- c) Qualified Applicant Pool: The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

Step 1: Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.

Step 2: Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

Step 3: If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

Step 4: If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if:

- The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a

process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

Step 5: Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under Step (c) 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

Screening/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The District's Recruitment and Hiring Procedures will include in its section on applicant screening by screening/selection committees the following provisions:

- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - 1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; this consists of including a diversity question as part of the interview questions for all recruitments.
 - 2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
 - 3) Based solely on job-related criteria; and
 - 4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The equal employment opportunity officer should approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training by the Human Resources department. This training will go over the importance of diversity and unconscious bias. This training also discusses the benefits of a diverse workforce and how it helps with student success.

- e) Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - 1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 - 2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the chief executive officer or his/her designee will do the following:
 - 1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - 2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - 3) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
 - 4) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating or targeted recruitment.
- j) The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the district will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

Additional Steps to Remedy Significant Underrepresentation

In an earlier section, the District had identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the District will take the following steps:

- 1) The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The plan will include, but is not limited to:
 - a) additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) additional trainings for current faculty and staff on the value of a diverse workforce; and
 - d) recommended changes to the job posting and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 4) The District will develop and implement an intern program where graduate students will be provided the opportunity to co-teach a class offered by the District. The intern program will be designed to interest graduate students in teaching at community colleges and provide them with teaching experience. The program will be designed to provide a diverse group of students with this opportunity.
- 5) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
 - a) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
 - c) Significantly increase the recruitment budget for another three years.
Develop a recruitment committee composed of the Superintendent/President, the Chief Human Resources Officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal

Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The college president will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

6. During exit interviews the district will explore diversity components such as ethnicity and gender to determine if there are any patterns related to diversity and their decision to leave the college. The district will review its current exit interview practices and recommend a diversity question as part of the exit interview to find out if there are diversity/inclusion issues connected to those complaints. Information gathered from exit interviews will be discussed and analyzed with the EEO subcommittee and Equity committee to look for patterns and gaps.

In accordance with Title 5, section 53024.1 (p) The district will attempt to gather information from applicants who decline job offers to find out why, record the information, and utilize it a corrective action in future recruitments.

Other Measures Necessary to Further EEO

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District can be of great value. The District will sponsor cultural events and diverse speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing such methods, the District may do the following:

- 1) Establish a formal diversity initiative that is part of the structure of the District and that will be adequately funded and supported by the District and campus leadership.
- 2) The District EEO advisory committee will work with the Equity Committee to develop an implementation strategy and stated goals.
- 3) Conduct campus climate studies to identify hidden barriers.
- 4) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

- 5) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 6) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 7) Work with the Equity Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 8) Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 9) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award
- 10) Offer a series of EEO/diversity workshops during convocation and classified staff development days.
- 11) Evaluate administrators on their efforts to meet the District's equal employment opportunity and diversity efforts.
- 12) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- 13) Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
- 14) Promote various cultural celebrations on campus.
- 15) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 16) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a high-level supervisory position.
- 17) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

Annual Certification to Chancellor's Office

Annually the District shall certify to the state Chancellor's Office that it has timely complied with each of the following requirements of Title 5:

- 1) Recorded, reviewed, and reported the data required regarding qualified applicant pools;
- 2) Reviewed and updated, as needed, the strategies component of the District's EEO plan; and
- 3) Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with section 59300).

Persons with Disabilities: Accommodations

1) *Reasonable Accommodations*

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form.

2) *Procedures When Underrepresentation is Found*

When persons with disabilities are found to be significantly underrepresented, measures required in this *Plan* will be implemented.

3) *Analysis of Workforce and Applicant Data*

Since an employee's disability status may change during their service, every three years the college will survey current employees to collect updated information on disability status.

Appendix A

Community Organizations & Contact Information

American Association University Women

PO Box 1528
Morgan Hill, CA 95038

Hope Services

8855 Murray Avenue
Gilroy, CA 95020
(408) 842-0334

Santa Clara County Social Services

379 Tomkins Court
Gilroy, CA 95020
(408) 683-1223

Community Service and Workforce Development

111 San Felipe Road Suite 107
Hollister, CA 95023
(831) 637-9293

Family Resource Center

1011 Line Street
Hollister, CA 95023
(831) 636-4410 x10

South County Collaborative, listserve

When filling a job opening, positions are posted in the following locations:

Gavilan Website

CCC Registry

HireEd.com

Edjoin.com

ACCCA - for administration and management positions

We contract with a recruitment company for appropriate advertising suggestions

Hispanics in higher ed, Blacks in higher ed, Veterans in higher ed, Asians in higher ed, LGBT in higher ed, Women in higher ed, Native Americans in higher ed, Disabled in higher ed and Higher ed website

This document represents an Academic Senate work group's observations of the EEO plan and some recommendations for revision:

The EEO & Diversity Best Practices Handbook (Chancellor's Office, 2016, available <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>) reviews 9 "Multiple Methods" for building equal opportunity and diversity. We reviewed the Gavilan plan submitted in light of this document. Comments below are related to several of those methods. We are aware we cannot adopt all the recommendations for best practice, but we have identified areas the plan does not address that we feel a Gavilan EEO plan should capture.

We also looked at the Certification form presented to the board on May 8, 2018 to see if we could recommend an alignment of the plan with efforts documented there.

Multiple Method 3: Incentives – Added Skype option on page 23

Multiple Method 3 Incentives for Hard-to-Hire Areas/Disciplines Multiple Method 3 requires that districts provide incentives for hard-to-hire areas and disciplines.

The word "incentive" is not in the district plan. In the presentation packet for the May 8 board meeting, the incentives described do not address diversity—they are only responses to a hard-to-hire position. The responses were ad hoc based on individual situations—for IT, Aviation, etc... There are no articulated strategies for incentives for recruiting a more diverse population.

See pages 14-16 of the Best Practices Handbook for examples. There are many sensible practices we might adopt that might guide us in multiple situations.

More from Multiple Method 3:

Under Title 5, Section 53024.1(q), the district should conduct a longitudinal analysis of various employment events by monitored group status, such as hiring, promotion, retention, voluntary resignation, termination and discipline.

Data we are capturing:

Current demographics for employees
Demographics of our local population
Demographics of student population.

Data the plan says we will be capturing based on new state tool:

Demographic data for applicants.

Plan does not address diversity in relation to - This is addressed on page 12

- a. Promotion
- b. Retention
- c. Voluntary resignation
- d. Termination
- e. Discipline

How are we assuring a commitment to diversity and inclusion among staff already hired? **This is addressed on page 9**

Regarding the longitudinal analysis of both employees and applicants (beginning on p. 21) and our process for identifying underrepresentation:

1. What is the methodology for identifying underrepresented groups among faculty and staff? How does the relate to our student demographic?
2. What criteria are we using to determine “hard to hire”?

How often will this data be collected? Where will it be reported?

Multiple Method 4:

The district provides cultural awareness training to members of the campus community. Title 5, section 53024.1(d).

Regarding Professional development, no systematic, regular professional development is articulated in the plan.

Training in the plan is limited to screening and selection committee only.

Question: Among the professional development opportunities listed in board presentation from May 8, which were initiated by Human Resources or part of ongoing cultural awareness professional learning?

What diversity training do administrators do? How often? **This is addressed on page 18**
Staff?

Faculty?

What should be able to assume about diversity training among all who work at Gavilan?

Regarding “Complaints,” p. 9:

What is the recommended process for analyzing the nature and/or cause of complaints in relation to diversity? What analysis is done to determine if there are diversity/inclusion issues connected to those complaints, both individually and collectively?

Multiple Method 5:

Recommend exit interviews include a diversity component to determine if there are any issues related to diversity in people’s decision to leave employment in the district. **This is addressed on page 29**

Recommend district attempts to gather information from applicants who decline job offers to find out why, records this information and utilizes it. Title 5, section 53024.1(p). **This is addressed on page 29**

Multiple Method 6:

The plan lays out a consistent training program for hiring committees. Recommendation: Include specific training related to eliminating bias—particularly unconscious bias. See best practice models on pp. 20-22 in the *EEO & Diversity Best Practices Handbook* .

Multiple Method 7: This is addressed on page 23

Multiple Method 7 requires that the district provide professional development programs focused on diversity.

The recommendation is that such professional development—aimed at fostering a culture of inclusion and diversity—contributes to an environment that attracts and keeps a diverse group of employees. All three best practices are recommended for inclusion in the plan:

- (1) The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities. Title 5, section 53024.1(e).
- (2) The district timely complies with the requirements of Government Code section 12950.1, and includes all forms of harassment and discrimination in the training. Section 53024.1(i).
- (3) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement. Section 53024.1(m).

Multiple Method 8: This is addressed on page 29

While the report to the board on May 8, 2018 includes reference to exit interviews with a question related to diversity, this is not in the EEO plan.

Multiple Method 9:

Multiple Method 9 looks for districts that establish and maintain Grow-Your- Own programs for employees. Under title 5, section 53024.1(e), grow-your- own programs may include programs to support newly-hired employees, such as mentoring, professional development, and leadership opportunities.

While there are some unique effort newly-hired employees, these are not captured in the plan.

Additional comments:

The “Additional Steps to Remedy Significant Underrepresentation” section of the plan is a laundry list of actions the district is promising to undertake. “In order to address these instances of significant underrepresentation,” the plan states, “the District *will take* the following steps” (italics added):

- 1) *The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.*
- 2) *The District will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.*

- 3) *The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The plan will include, but is not limited to:*
 - a) *additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;*
 - b) *promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;*
 - c) *additional trainings for current faculty and staff on the value of a diverse workforce; and*
 - d) *recommended changes to the job posting and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.*
- 4) *The District will develop and implement an intern program where graduate students will be provided the opportunity to co-teach a class offered by the District. The intern program will be designed to interest graduate students in teaching at community colleges and provide them with teaching experience. The program will be designed to provide a diverse group of students with this opportunity.*
- 5) *The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:*
 - a) *Review each locally established “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.*
 - b) *Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.*
 - c) *Significantly increase the recruitment budget for another three years.*
 - d) *Develop a recruitment committee composed of the Superintendent/President, the Chief Human Resources Officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The college president will be evaluated on his/her ability to successfully implement the recruitment and hiring program.*

These steps have been culled from EEO plans at other colleges and may or may not be most fitting for Gavilan.

In addition, this is a truly long and ambitious set of actions the district says it will commit to should it undertake addressing underrepresentation.

The recommendation is to review this list and have discussion about what is realistic for the college to undertake.

In the “Other Measures Necessary to Further EEO” a similar laundry list is presented as activities “the District may do”: **This are addressed on page 29**

- 1) *Establish a formal diversity initiative that is part of the structure of the District and that will be adequately funded and supported by the District and campus leadership.*
- 2) *The District EEO advisory committee will work with the Equity Committee to develop an implementation strategy and stated goals.*
- 3) *Conduct campus climate studies to identify hidden barriers.*
- 4) *Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.*
- 5) *Highlight the District’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.*
- 6) *Conduct diversity dialogues, forums, and cross-cultural workshops.*
- 7) *Work with the Equity Committee to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.*
- 8) *Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.*
- 9) *Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award*
- 10) *Offer a series of EEO/diversity workshops during convocation and classified staff development days.*
- 11) *Evaluate administrators on their efforts to meet the District’s equal employment opportunity and diversity efforts.*
- 12) *Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District’s website. The website will also list contact persons for further information on all of these topics.*
- 13) *Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.*
- 14) *Promote various cultural celebrations on campus.*
- 15) *Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a high-level supervisory*

Respectfully, a list of 15 items the district “may do,” culled, again, from EEO plans at other colleges, is not a plan. The recommendation is to identify a few key initiatives the district wants

to support and begin building for those. The ideas might come from this list, or from elsewhere. The important consideration is what we are going to work on next to continue to build our capacity as an EEO institution.

Summary comments:

There are some important policies and procedures in place to ensure diversity and inclusion are valued as part of the job announcement and hiring phases. Inclusion and diversity as campus-wide values are captured in our *Principles of Community* and in our mission statement. Employees on hiring committees are provided with substantial training about avoiding discrimination during the hiring process.

There are other significant areas-- many articulated in the *EEO & Diversity Best Practices Handbook*--that are not addressed. Generally, these have to do with proactive ways of building our capacity to recognize gaps in our inclusiveness and diversity, to build awareness of the layers inherent in the valuing of diversity among our employees, to develop alternative means to attract and incentivize applicants from specific groups, and to retain employees who contribute to our diversity. These elements of the plan may represent just the next steps in our efforts, with the acknowledgment that we will always need to build new ways toward this goal.

Finally, the values of equal opportunity, diversity, and inclusion are genuinely shared by our community. But our commitment to those values needs to be exercised—through awareness activities, ongoing learning, real assessment of where we are in our diversity goals, and efforts to incentivize, recruit and retain a broad, diverse group of employees. Our plan should provide a realistic assessment of where we are and set ambitious but realistic goals for where we want to be.

RESULTS as turned in—Faculty Professional Development Your Way—what do you think?! *All faculty--Please fill out anonymously and return to Lhalper*
26 responses on paper, eight more via email for a total of 34 between 24 August and 12 Sept. 2018.

1. What are the most helpful three or four things Gavilan could do with its Professional Development Day experience to help you professionally develop?

Information provided during the lunch hour. Presentation by Eugene Whitlock was actually useful.

Have more faculty-led workshops around teaching.

I would really enjoy more information on effective ways to engage students in the classroom.

- a) Update of the new state mandates impacting higher education
- b) Workshops focusing on relevant topics. i.e. Meta-majors,

Present evidence-based techniques that will help my students learn that I can incorporate into my teaching.

The day is to introduce and engage. It needs to connect to ongoing professional learning planned as part of initial PD day... Otherwise just make the day as funny as possible since it will have little impact anyway, we might as well have a good time.

Hearing from students about their needs and successes, time to work together as a dept. Equity training SLO/PLO/ILO training & how it affects our student's learning and Canvas – how to make my course materials accessible; how to use the many cool features like Gradebook, etc. Guided Pathways – how to streamline the process to make sure students benefit the most

Faculty developed/led.

Specific training opportunities—example CPR certification/training, Canvas, data databases, workshops on how to best serve students, student development. Give tools to use and to grow professionally.

Mix of practical workshops specific to Gavilan and more general personal/professional development.

Addressing affective domain; best practices around persistence in reading, writing, research; addressing effective ways of giving feedback; opportunities for building relationships

PAY ADJUNCTS (like everyone else!)

I'd like to meet with other teachers to discuss things that happen in the classroom. I think we should spend the majority of the day becoming better teachers – sharing lesson plans,

talking about reaching students, etc.

Give me choices

Get more info to noncredit staff. We feel like the proverbial “step children” of the family. Offer opportunity for noncredit to be more involved with union negotiation.

Maybe more presentations by faculty in my general area of expertise

The PT faculty would benefit immensely from information regarding opportunities to serve the College. Breakout sessions re best practices for part timers trying to achieve FT employment. Part-time faculty would also benefit from workshops designed to demonstrate the logistical relationships between the state and the college.

My favorite part of the day is early in the morning grabbing breakfast/coffee and interacting with old/new colleagues. I got to know two new faculty between 8-9 a.m. slot simply relaxing/waking up. Bringing in motivational speakers such as Eugene was another favorite part of the day. Hearing different perspectives on critical topics definitely helps you grow both personally and professionally.

Let us choose from, say, three workshops (or two), present a topic of relevance to instruction, and let participants engage with each other in a meaningful way. Make that engagement be a chunk of time so that it can be digested and engaged with. Expand prof devel to more than a day. Mixture of FT and PTime

A FT hiring workshop for part-timers. Offering food at said workshops to get people in the door. Maybe a talk on how to write a new course in curricunet

Please do more to get PT faculty there—pay them or incentivize meaningfully—we can’t do much without them. We could do so much more with our dept. teaching and excelling if we could talk to each other—during the semester we can never dream of getting everyone together, but more would come if they had compensation on PDD. We are desperate to talk to each other! And just to hang out and talk shop and socialize. Building relationships is professional development! Also I need help dealing with students whose brains hyperlink nicely but cannot connect thoughts or write arguments. How to teach such social-media-shaped brains?

--More Whitlock-type talks in the first hour. But keep the lectures to an hour – hour ½. Sitting at attention for that long in any room with no air flow is not good for information retention.

--Intro or brush-up on Canvas and /or iLearn and other online tools faculty will be using, especially for new or first time faculty.

--Active Shooter talk and exercise. College attempted one last semester but with little to no time to prepare students of these drills. I think it’s important in today’s climate that we keep these potential threats in mind and commit to some kind of practice. Bring in psychologists or other professionals to talk about the possible fall out, how to help students, what we might expect from students and our co-workers should a killer show up on campus.

Hands-on workshops (diversity) vs. lectures. Better timeline for projects (e.g. April PLO tasks last spring.) More time for discussion/group interaction.

Allot time for faculty to learn hands-on about the things we are required to do throughout the year, such as assessments. Start the morning with a brief greeting, perhaps a keynote, and then a relevant follow-up.

-Give faculty and staff time to be trained and complete additional obligations (SLOs, PLOs, reports, learning software, etc.) so the added stress isn't carried into the semester when all work obligations are being required of us

-Motivational and teambuilding activities within and across departments building a campus wide cohesiveness.

-Department private sit down sessions with the President and VP- no holds barred where concerns, frustrations, questions, and frank conversations about support (or lack there of) and what the future holds for each of the disciplines, services, is discussed. These Coffee and Conversations with the community are wonderful, but I believe the President needs to address what's happening in house rather than building an image for the community so that the bond can be passed in November. I have major concerns about recent retirees over the past few years of very loyal employees that left due to feeling marginalized, underappreciated, overworked, and not heard. Morale is always boosted on PD/Convocation day, but in reality I think administration needs to really take a hard look at who has been lost, for what reasons, and how that will adversely affect the day to day operations of the college and the declining morale.

Have trainings hands-on: OPR/AED/1st Aid/tour of campus, orientation to all depts. Getting to know campus/depts/staff, shelter in place training.

More nuts and bolts sessions on things like writing a good syllabus, using canvas, governance structure at Gav; more sessions where we get to do things.

Provide copies of Powerpoints or Notes Page; include time within presentations to interact with ideas/others; monthly updates on what is happening with different depts. Related to PD topics (ideas for implementation)

Pay adjuncts (if we are to have a "team" approach, we need more adjuncts at convocation. Show how adjuncts contribute to Gavilan (outside of classroom) and if they don't, that's telling

Considering that this is for all faculty, give workshops that relate to all assignments.

It would be great to be able to attend smaller workshops for the skills I could actually use in classroom/class preparation, instead of general theoretical, philosophical presentations by guest speakers. Smaller workshops on google classroom, grading skills, approach to help students behind in class, google slides, educational apps, etc., would be interesting and helpful.

Pertinent topics with engaging speakers

2. What are three or four things that you would rather not experience as professional

development at Gavilan?

Presenter reading slides to me, lack of follow-up sessions to develop concepts / implementation, "spray and pray" one-shot sessions.

Can we have a shorter development day? 8-4 is very long! Can we have annual Development Day instead of every semester?

We spend way too much time dealing with administrative duties.

"Sit and get" format; PD with no follow-up.

One hour "workshops" that don't allow time for anything meaningful. "Assigning" us to work with specific groups—let us choose. Basing workshops on administrative mandates rather than on topics deriving from our instructional teaching needs. Admin updates.

More "experts" coming into give general presentations. I would like the information to be geared toward Gavilan specifically.

Don't want professional development on two days per year--want it more often. Don't necessarily want district updates—district should be communicating with us throughout year.

--too much time devoted to depts. This time should be for us to develop professionally.

Pathways to move up bureaucracy. I don't plan to go outside classroom. Less emphasis on paperwork. I know it's necessary but don't include it as professional development.

From the perspective of a part-time instructor, there have been some interesting topics or mission statements presented to the faculty. However, not sure if this was just to inform faculty or if there is an action plan in implementing these ideas.

- a) The keynote speaker was very interesting about diversity. What is the next step after faculty has been presented this information?
- b) College focus is community service. Is community service already integrated in college courses, student clubs, ??
- c) Division meetings---not helpful for part-timers especially if part-timers are encouraged to complete SLOs/PLOs, etc. (please note that this comment only refers to division meeting in my discipline)

Too many Powerpoint style presentations first thing in the morning.

Sitting for long periods and listening (as opposed to actively engaged)

Our admin do not communicate very much that's important all year except when they need us to do something, and then we are lashed to our seats to hear reports with Powerpoints that are not visible from more than ten feet about topics that are joy killers. It is counter-productive. It would be great if they sent newsletters to staff like the one that goes to students so we can keep up, if we like, all year and not get it all the news, good, bad, and trivial, in one big undigestable lump. It would make it seem as if they

cared...And please please be better teachers, and do active learning. PDD as it is now makes me want sleep a very long time...Could have used the Whitlock microaggressions lesson but of course he was only given a short time to present—sigh...

Not mandatory “development”—want focus to be on learning rather than development; just want interactive sessions and opportunities to benefit from the experience in the room.

Explain how / why we do not have pay equity!

- All the reports from administration
- Costly guest speakers, most of which I find are long winded, repetitive, and don't relate to all seated in the room (ie. Faculty, classified, staff, etc.), however I did enjoy the recent one that presented about unconscious bias. So much resonated with me and what I teach.
- Department meetings at the end of the day when I get the sense that everyone is exhausted and wants to go home.

The keynote speakers are generally not needed; at best they're redundant; at worst they're tedious. The part-timers don't need lip service about the value of their contributions; they need real, substantive change.

Reading from Powerpoints; political indoctrination; PC talking points.

How to communicate effectively? How to take down the silos? I see it as one silo (Students), and all of us work toward the same goal.

There have been times when we meet with our departments on these days and then there's times when we don't meet—when we do meet I usually find them unproductive—at least for me—and not everyone is there or many leave early. As an adjunct I still feel certain topics or areas affect me such as SLOs/PLOs, Guided Pathways, & GCFA. It does affect everyone—I do understand that. But doesn't feel like part timers are compensation and/or at times not heard.

Using the last day before the semester starts makes it rushed and I have too much other stuff to do.

Do not put dept meeting at end of day. Have dept meeting at 8:30-9 and start convocation later.

The long talks are not that useful.

No convocation. No church music. About the music, it was not contextualized at all: was it a student band, a local church band? All we heard was that this was an example of “magic and soul” at Gavilan, which I find offensive and confusing because there was no context whatsoever. As a non-Christian who has visited church services before, it felt like church music to me—which was very awkward and uncomfortable. The chorus went on and on and on and on. I felt peer-pressured to stand in support of the effort. It was awful! While I did appreciate the effort to be creative, it felt unprofessional and again, glaringly decontextualized.

Segregation by faculty, classified, etc.

Statistics. Board (boring) reports. Financial reports.

3. What is the best model for you for doing professional development (circle any and all the BESTs only)

on one day 17 over two days 6 over several days* 6 during TTh College Hours 6

before semester begins 22 at middle of semester 6 at end of semester* 3

talks by outside presenters 14 talks by Gavilan admin 7 talks by Gav
faculty 13

workshops by outside presenters** 17 workshops by Gav admin 4 workshops by
Gav faculty 14

department work meetings*** 10 Guided Pathways meetings* 8 sharing latest
conference
experiences 6

work/life balance topics 10 topics in my own field 9 topics re: state and federal
requirements 5

hands-on help with technology 17 hands-on help with teaching 9 hands-one help with
PLOs/SLOs 9

*also rec'd a frowny face or No

**rec'd a "best"

***rec'd a "very best"

other (in any category/categories):

I would really like college wide involvement in assessing one of the ILOs each year!

We should be given time to work on GPathways as the start will be here soon. I am actually interested in all of this (question 3). I don't mind having PD one fall day but wouldn't mind extending.

Best model:

--a consistent structure/program that is set at the beginning of each year with a variety of options for the wide range of faculty. The paid lead would post this schedule on our website so faculty could plan to attend their events at the beginning of the year.

--a serious first-year experience professional learning program for all new faculty (full-time and part-time).

--Special attention to building experiences and opportunities for part-time faculty.

I like all listed, however I think the others could be offered throughout the semester

conferences are good and stimulating; meeting colleagues from other schools is always a valuable interaction

Being an effective leader on campus

College hour has a drawback for part time faculty. If not teaching TTh probably don't want to come to campus or maybe teaching elsewhere.

TESA (Teacher Expectations-Student Achievement) can profoundly affect equity in the classroom. Focused Inquiry Groups ☺

Lunch meeting: get a microphone for APE, end by 15 min before next session (bio break, travel)

Institutional Efficiency Task Force

August 2018

Final Report

The Institutional Efficiency Task Force was created by Dr. Kathleen Rose per the Organization and Governance Handbook, and met on August 7th, 9th, 14th, 16th & 21st.

The membership included:

- Fred Harris & Denee Pescarmona, Co-Chairs
- Diana Seelie & Denise Apuzzo, CSEA
- Arturo Rosette & Ken Wagman, Academic Senate
- Adam Lopez, Elizabeth Williams & Savana Gonzalez, ASGC
 - Adam missed the first two meetings; Elizabeth & Savana initially substituted for him, but continued their participation on the task force
- Resources:
 - Wade Ellis, Eric Ramones, Marie Noriega & Debbie Britt-Petty

As a result of its deliberations over the past month, the task force presents the following recommendations:

FY 2017/18

- Shift \$2.6 million in employee health premium costs from the General Fund to OPEB
 - OPEB trust currently has \$8.6m invested with a current liability of \$12m
 - This OPEB shift will ensure compliance with the 50% law
- Shift \$115,000 in expenses from the General Fund to the Parking Fund
- Shift \$275,000 in legal, lawsuit settlements and property & liability insurance expenses to Self-Insurance Fund

FY 2018/19

- Reduced \$65,000 from 1310 account and \$12,000 in faculty overload General Fund expenses from early cancelations and class consolidations for Fall 2018. Cancelations for low enrolled Fall classes still ongoing and will net additional savings.
- Implement the Enrollment Management Plan to scale to achieve the following efficiencies. Overall implementation should yield a reduction of at least \$300,000 in ongoing staffing costs to meet current FTES projections
 - Reduction in audit findings related to schedule
 - Enrollment Management Plan is widely understood and consistently implemented
 - Student outcomes improve, including but not limited to degree completion and reduced time to degree
 - Instructional efficiency and effectiveness will improve
 - Common and recurring scheduling challenges will be addressed
 - Facilities will be more efficiently scheduled to maximize utilization and minimize “down time”
 - Increased satisfaction of enrollment practices among stakeholders
 - Decrease in number of cancelled classes; add more predictability to part-time faculty loads
- Recommend a Class Capacity/Instructional Efficiency Task Force to commence in Fall 2018. Topics for taskforce include but are not limited to the following:
 - Focus on class maximums (not minimums), look at existing capacities (including online courses), and look at available facilities. Online education courses should have parity in class capacity as in-person courses.

- Include training for department chairs and deans regarding workload Full-Time Equivalent Faculty allocations for staffing and total number of course offerings per term.
 - Analyze Full-Time faculty workloads be analyzed to ensure that Full-Time faculty workloads are being optimized for in-class instruction.
- Recommend a minimum of \$300,000 savings from the frozen positions list.
- Other efficiencies and cost savings recommendations:
 - Analyze the cost/use/effectiveness of all software licensing on campus. Analysis results should be presented to the shared governance process mid-fall semester and any changes approved by the President's Council prior to the end of the fiscal year.
 - IT upgrade with the state to receive 10 gbps instead of just 1 gbps for the same cost. One time hardware upgrade (50% of cost offset by state grant). The task force would like to wait to see if the hardware upgrade can be a bond expense.
 - Discuss the feasibility of repurposing the golf course land, thereby saving \$80,000 annually paid by the district to run the golf course.
 - Seek cost reimbursement from GECA for percentage of Sheriff Deputy costs.

FY 2019/20

- Research and analyze a Supplemental "Executive" Retirement Plan (SERP) option.
 - Will need to be in place by January 2019 to realize savings in 2019/20