GLENDALE COMMUNITY COLLEGE

HUMAN RESOURCES
STRATEGIC PLAN
April 2008

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This Human Resource Strategic plan seeks to establish vision and direction for human resources and identify the most immediate priorities needed to achieve overall organizational effectiveness.

GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College welcomes students of diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning.   We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our aim is to prepare students for their many evolving roles and responsibilities in our community, our state, and our society.

Statement of Core Values

Glendale Community College is committed to:

- Providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;

- emphasizing the coherence among disciplines and promote openness to the diversity of the human experience;
- helping students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility;
- providing an extensive array of student services and learning tools, including state of the art technology, to assist students in all aspects of their college experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

Human Resources Mission and Vision Statement

The Office of Human Resources will be a strategic partner by aligning Human Resources goals and objectives with the educational master plan of the college.

Strategic Focus:

Human Resources will contribute to the success of the college by:

- Providing innovative HR programs and services that are adaptable and flexible to constantly changing needs of the college
- Developing, implementing, articulating, interpreting policies and procedures in a clear, consistent manner
- Developing strategies to attract and retain the most qualified individuals
- Ensuring the high level service in job evaluation and compensation, worker's compensation, recruitment and selection, consulting and training, and personnel policies and procedures
- Building internal business partnerships with departments and unions
- Utilizing HR technology to become more effective and efficient in processing employment transactions

Guiding Principle:

Human Resources will ensure that all individuals are treated with fairness, integrity, and honesty while maintaining the highest degree of confidentiality, consistency, and professional expertise.

Introduction

Higher education, whether public or private will continue to face a number of challenges related to strategies and management of human resources. An evaluation of the college's goals and objectives, current trends and issues facing human resources, and the strategic direction of the human resources department were used to provide the framework for the development of the 3 year HR Strategic Plan. The objective of the strategic plan is to provide insight to a wide array of human resources trends and issues that directly impact the college and identify how the human resources department plans to meet the human capital needs of the college in the new millennium.

STRENGTHS WEAKNESSES OPPORTUNITIES AND THREATS ANALYSIS

A Strengths Weaknesses Opportunities and Threats Analysis (SWOT) of internal and external factors that impact the workplace were used to establish the initial framework for identifying the areas that human resources can have the greatest impact. Internally, there are opportunities for human resources to strengthen diversity efforts and organizational effectiveness. An analysis of some of the major external challenges facing the college in the next three to five years will help human resources adapt and quickly respond to the changing workforce and the needs of the organization.

Human Resources

Strengths	Weaknesses	Opportunities	Threats
Internal			
Qualified Staff	Diversity of Staff and Inclusion Number of Staff	Improve organization efficiency	Funding
Use of Information Technology	Communication	Change Management	Turnover
Financially sound	Adaptability/Flexibility	Employee Competencies Training	
External			
Reputation	Demographics	Partnerships in the community	Legal constraints
			New Regulations

CURRENT LABOR TRENDS

The demographics of the workforce play a critical role in the development of human resource's strategic plan for the college. Some of the major demographic issues and challenges include:

Demographics
- The proportion of technical/professional employees in the work force is increasing as work becomes more technical.

- Aging Workforce

- Growing percentage of older workers in the workforce

- The workforce will also become even more diverse than it is today, following demographic patterns in the country as a whole with immigration and globalization. The result will be diverse value systems and languages.

- Shortage of skills and labor within selected occupations and industries will increase.

- Technical/professional employees are following the money, aided by a tightening labor market. Employers are following the "bottom-line" with downsizing not uncommon. A more transient labor force will result, leading to a decrease in the number of workers who spend an entire career with one organization

- Immigration and globalization

IMPACT TO THE COLLEGE

Workforce Staffing

The goal is to develop a comprehensive Staffing Plan by September 2010. Human Resources will work jointly with Senior Staff to develop a Workforce Plan that aligns with the Mission of the College, Educational Master Plan, and the District's Strategic Plan to ensure that staffing is available to meet the human resource needs based on the future goals of the college. The Staffing Plan will indicate staffing levels as required based on FTES, District Size and Programs. In this effort the district will look at current staffing and determine future staffing needs and a method to best meet those future staffing needs.

The staffing plan will assist the District in anticipating and planning for staffing needs, and identifying departmental staffing priorities. The Staffing Plan represents a thorough analysis of anticipated staffing requirements and challenges which may be a result of:

- Loss of critical skills and knowledge due to retirements;
- Redundancies resulting in employees needing to be placed in other jobs;
- Employees' readiness to return to work after prolonged illness or injury;
- Jobs for which recruitment is difficult;
- Change in mandate which results in different competency requirements;
- Recruiting for and maintaining diversity in the work unit;
- Budget restrictions;
- Job satisfaction and career goals of existing staff;
- High turnover.

The Staffing Plan will consist of an analysis of the current staff complement compared against the future staff requirements to fulfill the District's staffing needs.   It will include a competency analysis for the unit's lines of business. These analyses form the basis for the action required in order to address the projected surplus or shortage of employees.   In addition, the Staffing Plan will provide a foundation for further human resource planning including succession planning; identifying competency gaps; identifying training needs; identifying developmental opportunities and re-train current employees whose positions become redundant.

Each year through the District's Budget Process, managers indicate their staffing needs for Classified and Management positions for the new year through budget requests. New academic positions are determined by the state formula with regard to the District's progress on obligation to meet the 75/25 ratio established by AB 1725. Any new academic positions that are required by the state or become vacant through attrition are taken to the Instructional Hiring Allocations Committee (IHAC) for review and prioritization.   Information from program review, student enrollment and other related information is reviewed to determine which division gets the allocated vacancy.

Currently, classified and management position requests are reviewed and prioritized by Senior Staff based on their relationship to the goals and objectives of the college.   Senior Staff evaluates the justification and need for the position, as presented by the department managers.   The prioritization is then sent to the Budget Committee.   The District is working on developing a committee process similar to the IHAC process for recommending any new classified and management positions.

In addition the staffing plan will address the following:
- The increasing difficulty in recruiting technically skilled workers where salaries in high-demand occupations typically are more than the District currently pays.
- Making greater use of temporary staff, including retirees, for project work because of inability to fully staff core employee populations.
- Exploring public/private labor resource pool.
- Anticipate workforce needs, than proactively address those needs in light of changes in the labor force.
- Maximize the use of the enterprise information system will help attract and leverage a diverse qualified pool of internal and external candidates for current and future staffing needs.

Organizational Development
- Succession planning will become more critical as baby boomers leave the workforce; targeted training is needed to transfer knowledge from older to new workers.
- Responsibility for education and training of workers will continue to shift from schools to employers. It will be more often left to employers to train new hires in technical skills, especially where recruitment of trained workers is less successful.
- There will be an increasing emphasis on strategic outcomes. Customer service will continue to be paramount. The demand for organizational flexibility will be greater as job assignments and tasks change rapidly. Systems thinking will be emphasized. The definition of "good" supervisors and managers will change and there will be more focus on coaches and mentors.
- Emphasis on an effective workforce and succession plan that will provide an adequate supply of qualified prospective employees for planned departures and new openings.
- Provide direction to develop and foster the use of programs and technologies for gathering, sharing and transferring knowledge to optimize performance.

Workplace Diversity
- Cultural and language differences will need to be addressed as the workforce becomes increasingly diverse.
- To meet the recruitment needs and retain employees, the need to build an inclusive and high performance culture that recognizes and respects the value of human differences that acknowledges and appreciates the contributions of others becomes critical.

Internal HR
- Human Resources role will need to change from transactional to strategic in order to add value to the organization by:
  - Linking employee performance with college objectives
  - Utilizing an effective, user-friendly human resources information system to streamline existing process and perform employment transactions in an expeditious and efficient manner.
  - Developing core human resources competencies and expertise
  - Strengthening Management/Union Partnerships
  - Placing a stronger emphasis on Organizational Development
  - Staying abreast of current human resources topics and issues in education and the field

Budget Needs
- Human Resources currently has a request through the budget process to approve a new position Human Resources Technician position.
- In addition we will require funding for reconfiguring our current office space.
- Will Request replacement of a copy machine in FY 2008/09

SUMMARY

The Human Resources Department must deploy progressive human resource management practices and policies such as developing effective recruitment and retention strategies, flexible remuneration packages and staff development programs to remain competitive in today's market. With the successful completion of the Oracle System, less emphasis will be placed on performing administrative tasks and more emphasis and energy will be focused on strategic activities that will benefit and contribute to overall effectiveness of the college.

HR'S STRATEGIC ROLE

The goal of the Human Resources Department in the next three years is to change from transactional to strategic activities. Currently, human resources staff spends over fifty percent of their time performing administrative tasks with limited time spent working directly with the departments on human resources related issues. The Human Resources department will focus on strategic activities that will systemically utilize people to achieve organizational objectives. In many ways this transition will be a cultural shift for the college. More specifically, the Human Resources department will focus on carrying out the "life cycle" of workforce programs and initiatives that includes (1) developing innovative, customer-focused human capital management programs, strategies and solutions to address workforce needs (2) managing and integrating all Human Resources technology innovation initiatives/systems and human capital management business solutions and (3) providing human capital management consultative support, analysis and advice to the departments.

The activities directly linked to the "life-cycle" include managing the full range of workforce, learning and performance enhancing programs associated with human capital management such as district recruiting, workforce development, organizational development, talent capacity, diversity outreach, and technology innovations. Additionally, the Human Resources department manages the research and analysis of data and other information that support the development of effective, efficient workforce and learning programs tied to the college's mission goals and objectives.

Primary HR Functions are to:

- Develop, interpret and apply human resources programs and policies that integrate the human capital and workforce development needs of the college.
- Apply organizational workforce plans and demographics, employment trends, budget projections and other assessment tools to identify strategic programs to address workforce needs.
- Develop, coordinate, and administer training programs that address workforce skills needs and improve workforce performance.
- Provide direction to develop and foster the use of programs and technologies for gathering, sharing and transferring knowledge to optimize performance.
- Provide integrated customized support to support the mission and program goals
- Provide leadership and coordination efforts with other colleges and universities, professional associations/organizations and interest groups as well as local, state and Federal government entities to address the performance and talent needs of the District.
- Develop and establish recruitment and outreach strategies, programs, tools, and innovations that address workforce plans, demographics, and diversity.
- Provide a business approach for designing, executing, managing and assessing comprehensive, learning and career development programs.
- Identify, develop, maintain, operate and integrate technology initiatives and systems that serve GCC employees. Develop and enhance human resources programs, including workforce planning/management, knowledge management, performance management, e-learning, human resources information systems, employee self service systems, and other technology that integrates with Departmental automated systems and enterprise architecture.
- Review and analyze draft legislation related to assigned human capital management programs.

HR GOALS

Goal #1 - Recruit, develop and retain a diverse, qualified and talented workforce

- Workforce Planning
  a. Develop a workforce planning strategy and succession plan for all levels of the organization (Completion – September 2010)

- Recruitment/Hiring Retention and Evaluation
  a. Develop and implement recruitment/retention strategy and Faculty and Staff Development Plan (September 2010)
      i. Recruitment
          1. Revise existing recruitment process
              a. Revise existing recruitment workflow
              b. Re-evaluate existing assessment/testing tools and identify tools that reduce the amount of time to fill vacant positions to produce a more effective and efficient recruitment process.
              c. Increase and diversify applicant pool by expanding recruitment efforts in the community and organization affiliations.
                  i. On-campus recruitment fair
                  ii. Internship program for faculty
                  iii. Alumni
                  iv. Referral program for hard-to-fill positions
                  v. Re-evaluate hiring committee selection process including references, selection criteria, and interview questions.

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      vi. Re-evaluate and reassess assessment/testing tools to streamline the recruitment process.   Evaluate, recommend and implement new testing software.

      vii. Work with responsible hiring manager, division chair and the Academic Senate to develop a program to address under representation in accordance to the EEO Plan (see attached)

ii. Faculty and Staff Development Plan (On-going)
   1. Goal 1 – To provide technology training that will continue to train all Glendale Community college staff in the use of emerging technologies that is significant, wide-ranging and well organized.
   2. Goal 2 - To increase the knowledge, skills and abilities of staff through flex workshops, retreats, in-house training, conferences, and incentives to upgrade their professional expertise.
   3. Goal 3 - To provide support, coordination and facilitation through conferences, workshops flex activities, and tuition reimbursement that focus on educational excellence.

iii. Retention
   1. Develop and implement a retention program
      a. Work with various committees to identify and implement diversity programs that remove internal/external barriers and foster inclusion
         i. Develop on-board process for academic, classified and management staff
      b. Create Employee Orientation process for all levels of the organization
      c. Create Management Handbook
      d. Develop an exit interview process for all levels of the organization

b. Develop Advertising/Marketing Plan
   i. Create and Plan Annual Advertising Budget based on historical data and workforce planning strategy
   ii. Expand existing advertising sources to attract a larger, more diverse pool of qualified applicant
   iii. Evaluate and identify key sources that are the most effective and cost efficient means of advertising.
   iv. Position the college as an employer of choice in the community by utilizing branding techniques to attract passive and active job seekers

Goal #2 - Improve internal human resources business processes to better serve employees and the district by implementing Human Resources applications that improve communication, consistency, efficiency, and quality. (Completion - as outlined below)
- Implement the following Self-Service applications
   a. Employee Self-Service   (December 2007)
   c. Management Self-Service (December 2007)
   d. I-recruitment (March 2008)
   e. Compensation Work Bench (December 2007)
   f. Total Compensation (December 2010)

Goal #3 - Build strategic partnerships by strengthening Human Resources' client relationships, reputation, and role as a business partner. (On-going)

- Transition the human resources function from an administrative to strategic role through collaboration and consultation
  a. Educate managers on HR's roles and responsibilities
- Provide high quality professional HR expertise and customer service
  a. Identify and develop HR competencies and expertise
- Provide consistent and accurate communication and information to departments and staff
- Improve communication with management, employees and stakeholders on Human Resource role, initiatives and policy changes

Goal # 4 - Update current District policies and communicate information in a timely and comprehensive manner (Completion – Dec 2009
- Increase the usability and understanding of new and existing policies
- Improve consistency of application of policies and procedures
  a. Identify and create new policies
    ▪ Information Security policy
  b. Update district policy manual
  c. Re-evaluate and develop written policies for reclassification, reorganizations, and re-allocations for human resources, management and employees.

Goal #5 - Performance Management (Completion – June 2010)
- Re-evaluate HR's role in the performance review process
- Revise performance review to include developmental opportunities for career advancement
- Develop leadership competencies

4.01. Faculty & Staff

4.01.01. Faculty & Staff Demographics

The following tables show staff composition by employment category, gender, and ethnicity.

Figure 4-1. Staff Composition by Employment Category

source: GCC Human Resources Office
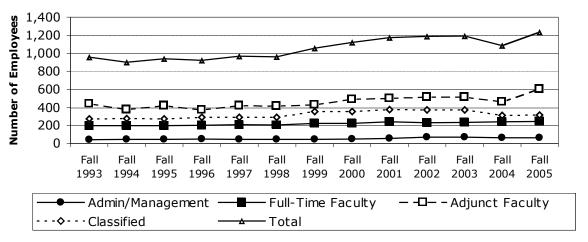
Figure 4-2. Staff Composition by Gender, 2005-2006

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	10	38%	16	62%	26	100%
Classified Management	21	57%	16	43%	37	100%
Faculty						
Regular (Full-Time)	125	50%	124	50%	249	100%
Temporary (Adjunct)	291	48%	314	52%	605	100%
Classified						
Professional/Non-Faculty	0	0%	12	100%	12	100%
Clerical/Secretarial	17	12%	129	88%	146	100%
Technical/Paraprofessional	48	45%	58	55%	106	100%
Skilled Crafts	8	100%	0	0%	8	100%
Service/Maintenance	21	47%	24	53%	45	100%
Total	541	44%	693	56%	1,234	100%

source: GCC Human Resources Office

Figure 4-3. Staff Composition by Ethnicity, 2005-2006

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The following table shows staff composition by ethnicity. Note that Armenian employees are included as part of the white group; Armenian status is not formally collected by the college despite the size of the Armenian population in the service area.

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic Management	0	1	1	23	1	0	26
Classified Management	0	2	3	27	4	1	37
Faculty							
Regular (Full-Time)	3	19	8	193	20	6	249
Temporary (Adjunct)	3	55	21	468	52	6	605
Classified							
Professional/Non-Faculty	0	1	0	10	1	0	12
Clerical/Secretarial	0	13	1	103	23	6	146
Technical/Paraprofessional	0	4	3	72	22	5	106
Skilled Crafts	0	0	1	3	3	1	8
Service/Maintenance	0	0	7	9	28	1	45
Total	6	95	45	908	154	26	1,234

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic Management	0%	4%	4%	88%	4%	0%	100%
Classified Management	0%	5%	8%	73%	11%	3%	100%
Faculty							
Regular (Full-Time)	1%	8%	3%	78%	8%	2%	100%
Temporary (Adjunct)	0%	9%	3%	77%	9%	1%	100%
Classified							
Professional/Non-Faculty	0%	8%	0%	83%	8%	0%	100%
Clerical/Secretarial	0%	9%	1%	71%	16%	4%	100%
Technical/Paraprofessional	0%	4%	3%	68%	21%	5%	100%
Skilled Crafts	0%	0%	13%	38%	38%	13%	100%
Service/Maintenance	0%	0%	16%	20%	62%	2%	100%
Total	0%	8%	4%	74%	12%	2%	100%

The standard measure of faculty workload is called load and is defined as Weekly Student Contact Hours (WSCH) divided by Full-Time Equivalent Faculty (FTEF). The following table shows instructional load by credit division for Fall and Spring semesters only. Because of some inflexibility in the coding of FTEF for certain lab classes, the FTEF reported in the Biology and Physical Sciences divisions are incorrect. Also note that the WSCH data for the load calculation includes enrollments in classes with weekly, daily, and positive attendance accounting methods.

Figure 4-4. Faculty Workload by Division

Division	2003-2004			2004-2005			2005-2006		
	WSCH	FTEF	Load	WSCH	FTEF	Load	WSCH	FTEF	Load
Allied Health	8,232	13.3	621	9,388	15.3	615	11,003	15.3	717
Biology	16,416	28.8	571	17,135	29.9	573	17,051	25.8	662
Business	45,071	76.7	588	40,045	73.2	547	39,219	75.4	520
College Services	2,551	2.0	1,261	2,444	2.2	1,138	2,609	3.0	875
English	36,080	66.7	541	35,163	66.4	530	34,282	65.9	520
ESL (Credit)	37,887	64.8	585	38,266	69.6	550	35,840	70.6	507
Health & PE	18,682	31.6	591	17,651	31.5	560	18,567	31.9	582
Language Arts	21,176	36.2	585	21,768	39.5	551	23,509	44.5	528
Mathematics	44,093	63.7	693	46,730	68.7	680	46,506	72.9	638
Physical Sciences	22,485	38.7	581	22,641	42.1	537	22,455	36.9	608
Social Sciences	56,376	73.0	772	54,282	76.3	711	51,230	73.6	696
Technology & Aviation	21,485	52.2	411	21,176	52.4	404	19,281	37.5	515
Visual & Performing Arts	38,437	62.3	617	37,868	64.1	591	36,434	70.1	519
Credit	368,970	610	605	364,557	631	577	357,985	623.5	574

Source: CCFS 320 and Class Master data files

Source: Glendale Community College - Campus Profile 2006 – Page 45 and 47

STAFFING LEVELS

Industry staffing levels report that it cost between $650 - $2000/ per employee for human resource related service. Glendale College's current HR Staff to Employee Ratio is .12. According to a recent study, [1] organizations with 250 to 499 employees have a median HR-to-employee ratio of 1.07, a 25th percentile of 0.73 and a 75th percentile of 1.41. Therefore, depending on the scope of a particular HR department's responsibility in an organization with 250 to 499 employees, the HR professionals should use their judgment to decide if it is appropriate to benchmark their department against the 25th percentile, the 75th percentile or median HR-to-employee ratio. Based on this study the Human Resources Department should have a ratio between the 25th and 7th percentile which would represent a range of 1.07 to 1.41 to HR Staff to GCC Employee. A survey of Community College HR Departments is being conducted to determine how Glendale compares to other similar colleges.

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[1] Dooney, J. & Smith, N. (2005). SHRM *human capital benchmarking study*: 2005 *executive summary,* Alexandria, VA: Society for Human Resource Management.

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FACULTY AND STAFF DEVELOPMENT PLAN

Components of the Two Year Faculty & Staff Development Plan

Faculty and Staff Development Self Study for 2006-08

1. Plan Cover Sheet (with original signature of district chief executive officer).

2. Mission Statement.

3. Summary and History.

4. Goals, Objectives, Activities, and Outcomes for 2006-08.

5. Budget Summary.

6. Needs assessment and survey instruments used in developing the plan.

7. Method for plan evaluation.

Flexible Calendar Program for 2007-08

1. Advisory Letter (Self Study Request)

2. Certification Letter

3. Flexible Calendar Certification Form

4. Flexible Activities Form for 2001-02.

5. List of flexible calendar committee members

2006-2008 Two Year Faculty & Staff Development Plan

District: Glendale Community College _____

The information contained below represents the mission of the district's TY 2006-08 plan. This should reflect only program operation and/or administration of the Faculty and Staff Development Program during the period form July 1, 2006 through June 30, 2008.

Staff Development Mission Statement

Our mission is to provide professional and personal development training programs for all Glendale College employees and members of the Board of Trustees. The programs we offer are designed to enhance the performance and effectiveness of the participants in their current positions and to broaden the employees' knowledge and skills to prepare them for future job responsibilities.

STAFF DEVELOPMENT

PLANNING

2004-2005

2005-2006

2006-2007

STATUS

The severe budget cuts in state revenues in 2002 created a budget crisis at GCC. The State also eliminated the funding earmarked for Staff Development. As a result the program was drastically cut:

- Released time for the faculty coordinator eliminated

- Conference travel funds eliminated
- Campus presentations by outside experts eliminated
- Tuition reimbursement stopped
- Campus workshops by local presenters greatly reduced

The Staff Development office was eliminated and the Office of Human Resources undertook the duties of maintaining the records and verification of Faculty Flex activities for faculty and made an effort to maintain the Staff Development Plan despite limited funding.

2004 - 2005

The program remained unchanged except for
- The appointment of a faculty coordinator at 40% released time
- Staff Development and Flex Committees reinstated
- Funding remained minimal.
- An employee survey was conducted to ascertain what employee training was needed, and to prioritize what could be offered on the limited funding available.

2005-2006

- The college increased the ongoing Staff Development Budget to $15,000
- The Staff Development Officer's released time was augmented to 60%
- Another survey was conducted to prioritize SD offerings.
- Workshops were greatly expanded using the information from the survey.
- The limited new funding necessitated using GCC faculty and staff as presenters and workshop facilitators
- Tuition Reimbursement of Faculty and Classified staff was reinstated to a limit of $300 per person per year
- The Staff Development E-Newsletter was initiated

2006-2007

The Staff Development Budget was increased by $72,376 due to a one time budget item from the State. The District continued its funding of $15,000. This engendered a 2 year Plan that is being developed by the Staff Development Officer and the Staff Development Committee. Since the increased funding was not forthcoming until the spring of 2007, it was decided to adopt a $52,000 budget for the year, spending the district's ongoing funds first and carrying over the balance of the State's one time funds for the next year.

The following are actions taken as of January 2007:

- Yearly survey to all staff was conducted
- Continued increase in Workshop offerings was made possible by the new funding from the State
- Self Study conducted as per instructions of the Chancellor of California Community colleges
- Tuition Reimbursements increased to $400 per person per year
- Presenters at conferences reimbursed to a limit of $400 per year
- Funds to be allocated to each Division for expenses of Division Retreats. This money to be divided among the Divisions according to their FTEF
- Ongoing work on 2 Year Plan to be delivered in April of 2007

Presented by;
Lynn McMurrey

Staff Development Officer
January 24, 2007

TWO YEAR FACULTY AND STAFF DEVELOPMENT PLAN

2006-2008

The following Plan is very ambitious, given the funding and personnel available to Staff Development at Glendale College. We will not be able to accomplish everything that is listed below. We will, however go as far as we can, with the limited funds allotted to us by the State and the District. Spending on activities will be made according to the priorities set by the survey instruments used this year and last year.

GOAL 1 - Technology Training –To continue the training of all Glendale Community College staff in the use of emerging technologies that is significant, wide-ranging and well organized

> Objective 1 – to provide technology training to enable staff to use emerging technologies

>> Activities – Computer Operating Systems Training workshops

>> Outcomes – Proficiency in using Windows 2000, Windows XP, Windows NT, Windows Vista, and/or MAC operating systems

> Objective 2 – To continue the training of all Glendale Community College employees in the use of Microsoft applications and software to reduce computer illiteracy

>> Activities – Include but are not limited to Microsoft Word, Access, Outlook and Excel

>> Outcomes – Proficiency in using the Software studied

> Objective 3 – To encourage all staff to use presentation software to enhance presentation and instruction

>> Activities – Offer Microsoft PowerPoint and FrontPage training workshops

>> Outcomes – Ability to create, save, and present effectively, basic presentations; create note pages and handouts or presentations, apply style and use templates; Design and publish personal and department web pages, and create online forms and surveys

> Objective 4 – To provide training to all

>> Activities – Technology training

>> Outcomes – Updating job skills through training software accessible at the workstation (Oracle)

> Objective 5 – To provide MOUS Microsoft Office User Specialist training to all interested staff

>> Activities – Provide MOUS training

>> Outcomes – Provide MOUS certification to proficient users

> Objective 6 – To continue training all staff in the use of the campus email system in order to improve communication skills/processes campus-wide: To eliminate or reduce dependency on paper products

>> Activities – Eudora, Outlook, and Outlook Express training

>> Outcomes – Proficiency in using Eudora, Outlook, and Outlook Express sending,

receiving, forwarding, personalized features, sending/receiving attachments and using the address book.

Objective 7 – To continue training employees in the use of the Internet and the World Wide Web: To improve communication/research processes campus-wide

Activities – Internet and World Wide Web training

Outcomes – Proficiency in using the Internet, CCCConfer and GCC's web site

Objective 8 – To train employees to use the Internet/World Wide Web as a global resource for information networking

Activities – Searching using the Internet. How to use Search Engines?

Outcomes – Ability to analyze/validate information; how to cite sources and copyright laws

Objective 9 – To train employees to use, create and maintain a home page

Activities – Web Page development training (using FrontPage or other HTML editors)

Outcomes – Successfully create a homepage and demonstrate proficiency in the maintenance of the created page

Objective 10 – To train staff to effectively develop desktop publishing skills to produce flyers, newsletters, and other publications

Activities – Offer Desktop Publishing workshops

Outcomes – Ability to construct a publication, add graphics, manipulate text, and apply layout design

Objective 11 – To train interested faculty in the processes necessary to convert face-to-face instruction to online delivery instruction

Activities – Provide beginning and advanced workshop in WebCT

Outcomes – Resolution of issues surrounding distance learning including; instructional design, pedagogical strategies; interactivity and applications for interactive technologies; designing classes for the Internet; key faculty, organization and administration issues

Objective 12 – To train interested faculty in the processes necessary use new Instructional software, as it emerges.

Activities – Provide beginning and advanced workshops in Anti-plagiarism software (Turnitin), creating tests on line (Respondus), Pod Casting, etc.

Outcomes – Successful usage of the above.

GOAL 2: To increase the knowledge, skills and abilities of staff through flex workshops, retreats, in-house training, conferences, and incentives to upgrade their professional expertise.

Objective 1 - To focus on the mission of the College to better serve students and the community

Activities – Offer (Go Fish) Customer Service Training

Outcomes – To solve problems before they become conflict; to improve service to students and the community

Objective 2 - To upgrade professional expertise; to increase job skills and provide opportunities for leadership development

Activities – Provide professional training seminars, workshops, and conferences

Outcomes – Acquisition of new job and conceptual skills; increased/improved job skills

Objective 3 - To develop and improve personal and professional expertise in order to improve job performance

Activities – Organize and implement flex workshops/events; ongoing throughout the semester

Outcomes – Improved confidence, self-esteem and appreciation of the college environment

Objective 4 - To provide the staff an avenue to interact, share ideas, and learn new personal and professional skills

Activities – Organize special projects and facilitate retreats, etc.
Outcomes – To increase communication among staff that will improve knowledge and skills in the workplace and improve the campus climate

Objective 5 - To introduce new staff to the culture of Glendale Community College; to aid new staff in learning the policies and procedures of the Business Services Dept. and Human Resources and other areas of the campus work environment

Activities – Organize and implement a new Classified Mentoring Program

Outcomes – An opportunity for new staff to meet the more experienced staff in order to share information on the operations and procedures of the campus.

Objective 6 - To provide information on campus procedures that will aid staff in improving service to students and the community

Activities – Update and provide staff with Classified Employee Handbook

Outcomes – To improve campus communication and interaction and improve services to students and the community

Objective 7 - To welcome new staff to Glendale Community College and to help make the transition into a new job with new skills

Activities – Develop, organize and implement New Classified and Management Orientation program

Outcomes – To improve campus communication and interaction and improve services to students and the community

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GOAL 3: To provide support, coordination and facilitation through conferences, workshops flex activities, and tuition reimbursement that focus on educational excellence

Objective 1 - To improve instruction by improving teaching methodologies and peer interaction

Activities – Offer Instructional Skills Workshops

Outcomes – Individual renewal for improving teaching methodologies. A forum to network with others and discuss teaching methods

Objective 2 - To improve instruction by networking with other instructors

Activities – Continue to offer On Course workshops

Outcomes – Individual, professional, and personal renewal and commitment to the teaching profession

Objective 3 - To Implement Student Learning Outcomes (SLOs) across the curriculum
Activities – Continue to offer workshops on SLOs

Outcomes – SLOs implemented in at least one class in each discipline

Objective 4 - To provide an opportunity for renewal to all faculty and to discuss, participate, and learn teaching pedagogy, instructional delivery methods, curriculum design, grant writing and learning styles

Activities – Provide Flex workshops/events; on-going, mid-semester and pre-semester

Outcomes – Increased opportunities for all faculty to discuss, participate, in and learn teaching pedagogy, instructional delivery, curriculum design, grant writing and learning styles

Objective 5 - To learn from colleagues about the craft of teaching; share information about teaching strategies, and give evaluation peer involvement in a meaningful way

Activities – Offer What Works Workshops and participate in non-tenure peer evaluation

Outcomes – Enhanced learning techniques, meaningful dialogue about teaching and learning processes; improvement of instruction

Objective 6 - To provide an opportunity for renewal for content covered in one's discipline; to provide a forum to network with others in a related discipline

Activities – Advertise discipline specific conferences/travel

Outcomes – Individual renewal for the content covered in one's discipline. A forum to network with others in a related discipline

Objective 7 - To provide an opportunity for adjunct faculty to express their concerns about the special challenges of teaching part-time

Activities – Organize a forum for adjunct faculty

Outcomes – Networking of colleagues that understand the special challenges of teaching part- time.

Objective 8 - To introduce new faculty to the culture of Glendale Community College

Activities – Develop and implement new faculty mentoring program

Outcomes – an opportunity for new and more experienced faculty to exchange techniques on teaching and learning, and the ways in which the institution operates.

Objective 9 - To provide faculty an opportunity for renewal

Activities – Encourage Sabbatical Leaves

Outcomes – Renewal and re-energizing for teaching and learning

Objective 10 - To provide faculty with an avenue to interact, plan, coordinate activities, share ideas and platforms for improved instruction

Activities – Provide special projects/retreats, etc.

Outcomes – Increased communication among new faculty

Objective 11 - To provide opportunities for faculty and staff to become aware of cultural differences and the importance of diversity

Activities – Offer diversity conferences and workshops

Outcomes – AII staff would have the opportunity to become aware of the various cultural differences and the value of diversity

Objective 12 - To provide the campus with a global perspective on issues that affect teaching and learning.

Activities – Invite off-campus speakers and video conferences that provide a global perspective of current political, cultural and economic issues

Outcomes – A greater understanding of global perspectives on current political and economic issues as relate to education as well as the value of diversity

Objective 13 - To provide an avenue for college staff to provide an event that demonstrates the importance and value of all people with regard to racial, cultural, gender, sexual orientation, and other diversity aspects

Activities – Organize and promote special projects

Outcomes – A greater understanding of different perspectives that occur due to diverse cultural, gender, political and group differences.

Objective 14 - To provide diversity training as related to the hiring cycle

Activities – Provide diversity training

Outcomes – Acquisition of skills needed to serve on hiring committees and fairly participate in a hiring process

Staff Development will continue to use a participant reaction evaluation instrument. Evaluation is usually conducted immediately after an event or activity. It is the most widely used evaluation tool and we ask questions such as:

- Was the activity interesting?
- Were the presenters well informed and organized?
- Were the topics and subjects studied relevant?
- Were you re-energized and stimulated by the event?

Reactions from participants will provide us information about the quality of the staff development activity. They will help us decide what presenters and types of activities to sponsor in the future. They can tell us whether employees were happy with the activity, which is important in evaluating whether morale can be improved through staff development.

The second level of analysis Staff Development will continue to use in determining the effectiveness of professional development is to measure what someone has actually learned as a result of a professional development activity.

We ask questions such as:

- Did you learn new information at the activity?
- Did you learn new strategies or approaches for your job?
- What was the most useful thing you learned from the activity?
- What parts of the information presented can be applied in your work?
- What problems in customer service have arisen in your job area, and what have you learned in the activity that will help you address them?
- What do you plan to actually use or adapt in your area?

District Contact Information:

I. Person completing enclosed forms/plan:

Name: F. Lynn McMurrey_____

Title: Staff Development Coordinator_____

Phone: (818) 240-1000 ext. 5135 ____ ___   Email: mcmurrey@glendale.edu_____

2. Staff Development Coordinator:

Name: F. Lynn
McMurrey_____

Title: Staff Development
Coordinator_____

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GLENDALE COMMUNITY COLLEGE

EQUAL EMPLOYMENT OPPORTUNITY PLAN

SEPTEMBER 2007

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

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Dr. Audre Levy
Superintendent/President

Plan Component 2: Definitions

a) 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.

b) Business Necessity: circumstances which justify an exception to the requirements of section 53021(b)(1) ,because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

c) Diversity: means 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.

d) Equal Employment Opportunity: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and 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 and other groups protected from discrimination by Title 5, section 53000 et seq.

e) 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.

f) 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.

g) (1) Ethnic Minorities: American Indians or Alaskan natives, Asians or   Pacific Islanders, Blacks/African-Americans, and Hispanics/ Latinos.

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

h) Goals for Persons with Disabilities: a statement that the district will strive to attract and hire additional qualified persons with disabilities in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.

i)   In-house or Promotional Only Hiring: means that only existing district employees are allowed to apply for a position.

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

k)   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.

l)   Projected Representation: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

m)   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.

n)   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.

o)   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.

p)   Target Date: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

q)   Timetable: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

Plan Component 3: Policy Statement

The Glendale Community College District is committed to the principles of Equal Employment Oportunity and implements this comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will continue to strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure an inclusive educational and

employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. The Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

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

1. Board of Trustees

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

2. 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.

3. Equal Employment Opportunity Officer

    The district has designated Dr. Vicki Nicholson as its Equal Employment Opportunity Officer and Dr. Donna Capka as its Equal Employment Opportunity Coordinator who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The Equal Employment Opportunity Coordinator is responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity Advisory Committee

    The Equal Employment Opportunity Advisory Committee acts as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. Agents of the District

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

6. Good Faith Effort

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

Plan Component 5: Advisory Committee

The Equal Employment Opportunity Advisory Committee assists the district in implementing its Equal Employment Opportunity Plan. The committee also assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity coordinator trains the advisory committee on equal employment compliance and the Plan itself. The makeup of the committee will include a diverse membership whenever possible and a substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee is composed of three faculty members, three classified members, three administrators/managers, two students, and two community members[2]. Ex officio members shall include the Associate Vice President, Human Resources, the Equal Employment Opportunity Officer, the Title IX officer, and the ADA coordinator.   The Equal Employment Opportunity Advisory Committee holds a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee makes recommendations to the Board of Trustees, the Superintendent/President, and the Equal Employment Opportunity Officer.

Plan Component 6: Complaints

1) Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). A person may file a complaint alleging that the requirements of the equal employment opportunity regulations[3] have been violated. Any person who believes that the equal employment opportunity regulations 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. A complainant may not appeal the district's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the

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[2] Another possible approach would be to have a Community Equal Employment Opportunity Advisory Committee in addition to one composed of district employees.

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

process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at:

http://www.ccccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm.

The district may return without action any complaints that are inadequate because they do not state a 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 Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Equal Employment Opportunity 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.

2) Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et. seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice President Human Resources is responsible for receiving such complaints and for coordinating their investigation. The district's discrimination and sexual harassment complaint procedures are attached to this Plan.

Plan Component 7: Notification to District Employees

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

1) The importance of the employee's participation and responsibility in ensuring the Plan's implementation.

2) Where complete copies of the Plan are available, including in every campus library, in the district's public folders, on the campus and district internet site, the Office of the Superintendent/President, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.

Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et.seq.);

the requirements of federal and state nondiscrimination laws; the requirements of the district's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Office is responsible for providing the required training. (Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan).

Plan Component 9: Annual Written Notice to Community Organizations

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

Plan Component 10: Analysis of District Workforce and Applicant Pool

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

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

1)   Executive/Administrative/Managerial
2)   Faculty and other Instructional Staff:

        Adult Education
        Instructional and Support Services
        Career Education
        Mathematics
        English
        Natural Sciences
        Health and Physical Education
        Social Sciences

Humanities
Adjunct

3) Professional Nonfaculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

Persons with Disabilities
Analysis of Applicant pool

Plan Component 11: Analysis of Degree of Under representation and Significant Underrepresentation *(Availability data is not available from the State Chancellor's Office) The availability data is used to compare the Districts workforce with the available persons in the state to fill vacancies. This comparison is then used to determine the level of under representation, if any, that may exist. This data is not available as of the date of the printing of the EEO Plan. When the data becomes available the EEO Plan will be amended to include the analysis and the degree of under representation.*

Plan Component 12: Methods to Address Under representation

In order to *increase diversity within the district, the following steps will be taken:*

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 under representation.

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 dean or responsible administrator for the division or department where the significant under representation occurs develop, in conjunction with human resources and the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant under representation. The program will include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. The responsible administrator(s) will be evaluated on the ability to develop and implement this recruitment and hiring program.

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 in Component 11 as being significantly underrepresented in one or more categories. If significant under representation 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)   Increase the recruitment budget for another three years and hire a staff person to work on recruitment full-time for at least a two-year period.

d)   Develop a recruitment committee composed of the Superintendent/President, the Associate Vice President, Human Resources, the Equal Employment Opportunity Officer, the dean or responsible administrator for the division or department where the significant under representation 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 under representation. The college president will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

Plan Component 13: Additional Steps to Remedy Significant Under representation in Component 11 of this Plan, the district identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. *(Availability data not available from the State Chancellor's Office, It cannot be determined that significant under representation exists)*

Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

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 under representation and/or significant under representation, 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 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

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physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the district shall do the following:

1)   Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.

2)   Conduct campus climate studies to identify hidden barriers.

3)   Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

4)   Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.

5)   Conduct diversity dialogues, forums, and cross-cultural workshops.

6)   Work with the Campus Curriculum 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.

7)   Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

8)   Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

9)   Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).

10)   Evaluate administrators in accordance to the evaluation procedure on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.

11)   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.

12)   Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.

13)   Promote various cultural celebrations on campus.

14)   Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

15)   Have a formal diversity program on campus that is visible, valued and adequately funded.

16)   Consider providing for alternative educational or experience requirements for nonacademic positions.

17)   Develop leadership opportunities with current staff focusing on diversity.

18)   Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).

19)   Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.

20)   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.

Plan Component 15: Persons with Disabilities:
Accommodations and Goals for Hiring

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 Under representation is found

When persons with disabilities are found to be significantly underrepresented, measures required under Plan Component 13 and 14 will be implemented concurrently with the goals set forth below. The District will make every effort to achieve the hiring goals by the target dates identified below and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.

3)   Goals for Persons with Disabilities

Currently the projected representation for persons with disabilities is only required by the total district workforce and not by job categories.

Plan Component 16: Graduate Assumption Program of Loans for Education

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

BOARD POLICY

HIRING PROCESSES

ADMINISTRATIVE HIRING PROCEDURES

Glendale Community College District   4312
Board Policy

Appointments of Administrative Personnel

An Administrative position is defined as a position title included within the District "Administrative Salary Schedule." When opportunities for employment arise, vacancies will be filled by the best qualified candidates available.

A. Announcements

   To insure an adequate base for good recruitment, notices of administrative vacancies will be circulated to College staff and placement offices of selected accredited colleges and universities, the California Community College Registry, the Chronicle of Higher Education, the District's website, and other websites connected with the recruitment of administrative positions.

B. Procedures

   1. Academic employees will be given the opportunity to express an interest in being considered for any administrative or supervisory vacancy which may occur during that academic year or the following summer.

   2. A Screening Committee, composed of three College administrators, two faculty members, one faculty member shall be selected by the Faculty Senate, one faculty member shall be selected by the College Guild, one classified bargaining unit member shall be selected by CSEA, and one non-represented (other classified) member shall be selected by the Superintendent/President.

      a. The College administrative personnel on the screening committee shall be appointed by the Superintendent/President.

      b. The Superintendent/President may, with the approval of the Academic Senate, the Guild and the CSEA leadership, increase faculty membership on the hiring committee. The selection of this additional faculty shall be done in consultation with the Senate and Guild leadership.

      c. The Superintendent/President may, with the approval of the Academic Senate, Guild, CSEA leadership, increase classified membership on the hiring committee. The selection of additional classified will be done in consultation with the CSEA leadership.

      d. The Superintendent/President may, with the approval of the Academic Senate, Guild, CSEA leadership, increase the non-represented (other classified) membership on the hiring committee. The selection of the non-represented (other classified) members shall be done by the Superintendent/President.

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3. The Screening Committee shall review candidates' applications and interview selected candidates and recommend candidates to the Superintendent/President.

4. The Superintendent/President will interview and select a candidate for the position under consideration and recommend him/her to the Board of Trustees.

5. A candidate who is not available for oral interviews shall not be eligible to fill an administrative or supervisory vacancy.

Adopted: 3/31/83

Revised: 7/10/03; 12/20/04

FACULTY HIRING PROCEDURES

Glendale Community College District   4110

Board Policy

Faculty Hiring

It is the policy of the Glendale Community College District to administer the Faculty Hiring Procedure, GCC Disciplines List, Equivalencies Policies and Staff Diversity Plan. Education Code §87360(b) gives the responsibility to develop these documents and procedures to the Academic Senate together with the authority to oversee their implementation in accordance with state and federal laws and regulations.

Adopted: 06/30/03

Administrative Regulation

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GLENDALE ACADEMIC SENATE
FACULTY HIRING PROCEDURES
GCC DISCIPLINES LIST
EQUIVALENCIES POLICIES
STAFF EQUAL EMPLOYMENT OPPORTUNITY PLAN

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The Glendale Community College District is an Equal Employment Opportunity employer. The Faculty Hiring Procedures, GCC Disciplines List, Equivalencies Policies, and Staff Diversity Plan are written and implemented in accordance with state and federal laws and regulations. The employment procedures shown below follow these regulations, the policy of the Board of Trustees, and appropriate Administrative Regulations. These employment procedures have been developed by Human Resources and the Academic Senate and adopted by the Senate and Campus Executive. (These procedures fit the provisions of AB 1725 and GCC Governance.)

FACULTY HIRING PROCEDURES

It is the intent of the district that approval of open positions and initiation of the hiring process occur early enough in the year to allow for all procedures to be undertaken in a thorough and thoughtful manner and ensure that the hiring process be completed during the academic year. The academic year begins on the first day of classes in the fall semester and ends the last day of finals in the spring semester.

I. Overview of the Hiring Process:

A. Identify staffing needs as determined by the Hiring allocations Committee and the Budget Process.
B. Develop documents essential to the hiring process, including the job announcement that details the necessary qualifications for a position.
C. Establish a committee of faculty and administration with the responsibilities for hiring faculty.
D. Develop and use screening procedures to establish eligibility for the position and to select a hiring pool.
E. Recruit qualified candidates.
F. Interview and select candidates to recommend to the Superintendent/President for hiring.
G. Notify the candidate and offer a contract of employment.

II. The steps of the process:

A. Identifying staffs needs and the notification of a position:

1. When a vacancy occurs for an academic position, it is the responsibility of the supervisor of record to notify the Vice President Of Instruction or the Vice President of College Services, (hereafter known as the appropriate Vice President) of the vacancy.

2. When hiring to replace or in response to a newly created position:

☐ The assignment of the position to a division must follow the criteria set forth in the Hiring Allocations Policy and the budget process and

☐ Must meet the approval of the Superintendent/President and the appropriate Vice President.

3. Notification to appropriate offices: Prior to initiating the hiring process, the appropriate Vice President shall send written notification of the allocation of a position to the Office of Human Resources, the appropriate Division Chair, Dean or Associate Dean, the Equal Employment Opportunity Coordinator, and the President of the Academic Senate.

B. Definition and essential documents for the hiring process:

A fair hiring procedure is a shared responsibility of the college administration and faculty. To assist the faculty, administration and staff involved in candidate selection, specific instruments shall be used in the process. These forms will be included in the adopted hiring procedures.

1. The Job Announcement is the main advertisement tool Glendale Community College uses to advertise/announce the position. It will include a description of the job, the minimum and desirable qualifications, job duties, the closing date, salary range, and the materials required to apply. For further information see "Developing and using screening procedures" in Section D, No. 1 and Recruiting Qualified Candidates, Section E.

2. District Application Forms, which may be obtained from the Office of Human Resources or via the Internet, must be completed by the applicant.

3. Supplementary Application Form is an optional form that elicits additional information about the candidates' qualifications. For further information see "Supplemental Application Materials" in Section D No. 2

4. A Paper Screening Rating Grid is the matrix developed by Human Resources based on criteria in the job announcement which is developed by the Hiring Committee. The Hiring Committee will supply Human Resources with the items it wants to include on this grid. This matrix will be used in the paper screening process for rating the candidates, and will be used to record the evaluation of each candidate's application packet. For further information see Paper screening in Section F No. 2.

5. The Oral Interview Rating Form lists oral interview questions, along with a Likert rating scale, from one (low) to ten (high), for each question. The committee shall use this instrument to rate each interviewee on each of the questions. For further information see Developing the Questions and Agreeing upon the Demonstration in Section F No. 3.

C. The Hiring Committee

1. Creation of the Hiring Committee:

☐ If a discipline is allocated multiple positions with identical job announcements, then one hiring committee will be formed.

☐ If a discipline is allocated multiple positions with different job announcements, then multiple committees shall be formed.

2. The Hiring Committee Composition:

- The Hiring Committee Chair shall be the Division Chair or his or her faculty designee, except in the cases where the law requires an administrator fulfill the functions of division chair. If a designee chairs the committee, the designee should possess the minimum qualifications in the discipline in which the hiring is done.

- The committee shall consist of:

- the Chair

- An Academic Senate representative (appointed by the Senate Executive)

- An Administrative representative (appointed by the appropriate GCC Vice President)

- An Equal Employment Opportunity representative who shall be a non-voting member. (Appointed by the EEO Officer or the EEO Coordinator, the EEO representative shall not be employed in the same division as the open position.)

- A minimum of three to a maximum of five faculty representatives in the same or related discipline.

- A College Services faculty member when hiring an Instructional Services faculty member.

- In selecting the representative from College Services, the Committee Chair from the hiring division of Instructional Services shall contact the Division Chair of College and together they shall agree on the member of that division who shall be asked to serve on the hiring committee.

  OR An Instructional Services faculty member when hiring in College Services.

- In selecting the representative from Instructional Services, the Committee Chair from the division of College Services shall contact the Employee Services Manager in the Office of Human Resources. This manager shall maintain an alphabetical list of the instructional divisions and shall inform the Committee Chair from the College Services Division which Instructional division is next on the list. That Committee Chair shall consult with the Chair of the assigned Division and together they shall agree on the member of the Instructional Division who shall be asked to serve on the hiring committee.

- Any requests for exceptions to this rule must be reviewed and approved by the Executive Committee of the GCC Senate.

- No committee member may be assigned to represent more than one position on the committee.

- Membership on consecutive hiring committees shall vary if there are more than three tenured faculty within the discipline.

- Any requests for exceptions to these rules shall be reviewed and approved by the Executive Committee of the GCC Academic Senate Executive.

3. Role of the Hiring Committee Members and guidelines that apply to all committee members:

- With the exception of the Equal Employment Opportunity representative, all members shall have the right to vote.

- Must be tenured.

□ Exceptions to this policy must be reviewed and approved by the Senate Executive.

- Will maintain confidentiality regarding all aspects of the hiring process and will sign a confidentiality statement to this effect.

- Work in a collegial manner with fellow Hiring Committee members.

- Agree upon a date(s), time(s), and location(s), for the meetings of the committee, including the organizational sessions and interviews and the Office of Human Resources notifies the candidates.

- Attend all scheduled meetings.

- Make objective decisions without bias.

- Rate candidates based only on the established rating criteria both for the paper screening and interview portions of the hiring process. These criteria are to be taken from the minimum and desirable qualifications shown on the job announcement. (The EEO rep is excluded from this duty to evaluate and rank.)

- Refer all questions posed by or regarding the applicants to the Office of Human Resources.

Dismissal of a committee member—If any Hiring Committee member is found to have egregiously interfered and/or tampered with the hiring process, that member shall be removed from the committee and may be subject to further discipline by the appropriate GCC Vice President.

4. Specific duties of committee members:

- The Hiring Committee Chair:

   In addition to the roles and responsibilities of a committee member, the Chair shall:

- Communicate directly with committee members after they have been appointed.

- Make every effort to ensure when possible, that the Hiring Committee represents the diversity of the District.

- Coordinate the activity of the committee.

- Ensure that the Hiring Committee follows appropriate equal employment opportunity guidelines.

- Adhere to the established timeline developed in collaboration with the Office of Human Resources.

- Ensure the security and integrity of application materials and screening materials, if these are released to the committee chair.

☐ The Hiring Committee chair shall notify all Hiring Committee members of the location of these materials.

☐ Revise and/or create the position announcement using the procedures detailed in Section D 1, Writing the job description.that division who shall be asked to serve on the hiring committee.

☐ Develop a supplemental questionnaire, if desired, as detailed above in Section D 2 Supplemental Application Materials.

☐ Prescreen applications to determine if the candidate has met the minimum qualifications as stated in the position announcement. If the candidate claims to have met equivalent minimum qualifications, then the Committee Chair shall convene the Division's Hiring Equivalencies Committee to screen the applicant's dossier using the provisions of the Glendale Community College Equivalency Policy, administrative Regulation 4160. (See the GCC Equivalencies Policy.)

☐ Develop, in collaboration with the Hiring Committee and using the job qualifications specified on the job announcement,

☐ the list of criteria to be used for the paper screening.

☐ the list of questions to be used in the oral interview.

☐ Determine, in collaboration with the Hiring Committee whether a demonstration of work place expertise is necessary or desirable, and if so, what its content will be.

☐ Establish a procedure for using the screening criteria and communicate the meanings of the ratings to the committee so they will all use the same criteria in selecting the candidates.

☐ Ensure that all voting committee members have rated each applicant

☐ and have completed the rating sheets used in determining who to invite to the oral interviews.

☐ Notify Human Resources of the candidates selected for oral interviews.

☐ Arrange room reservations and coordinate committee member schedules for the oral interviews and any other meetings of the committee, including follow up to ensure that ratings for the oral interview are complete.

☐ Check references on final candidates. If necessary, the committee chair shall appoint a designee to perform this task.

☐ Notify Human Resources of the candidates selected for a final interview.

☐ Role of the Senate representative:

In addition to the responsibilities of a committee member, the Senate representative shall (See Section C No.3):

☐ Report any deviations from these Hiring Procedures and Policies to the Senate President.

- Review the minimum qualifications working with the chair of the Hiring Committee.

- Refer all questions posed by or regarding applicants to the Office of Human Resources.

- Role of the EEO representative

- voting committee member.

  In addition to the roles and responsibilities of a committee member, (See Section C No.3) the EEO rep shall:

- Provides EEO training for the entire committee.

- Reviews all screening criteria and interview questions created by the Hiring Committee to ensure fairness.

- Reports behavior that is considered egregious and interfering or tampering with the hiring process to the EEO officer.

- Role of Human Resources

  The Human Resources staff shall:

- Send any previous job announcement to the Hiring Committee Chair for revision in a timely manner.

- Prepare revised job announcement and advertise the position upon approval by the GCC Senate, EEO Representative, and Division Chair.

- Develop timeline in collaboration with the Hiring Committee Chair.

- Notify the Hiring Committee Chair of the individual appointed to serve as the EEO representative.

- Prepare the paper screening rating forms and oral interview rating forms based on criteria provided by the Hiring Committee.

- Communicate pertinent information either by telephone or in writing with all applicants throughout the hiring process and notify candidate of final disposition.

- Forward final candidates' names to the GCC President's office.

- Schedule final interviews.

- Notify the Hiring Committee Chair when the candidate has accepted the position.

- Maintain confidentiality regarding the hiring process.

- Maintain security of all applicants' materials.

D. Developing and using screening procedures:

Listed below is an outline of the sequence of events involved in the hiring process.

1.   Writing the job description

        After receiving written notification of a position,

        ☐   The Hiring Committee Chair and HR shall make mutual contact to establish the criteria that must appear in the job announcement. Human Resources will supply the Hiring Committee Chair with any previous job announcement(s) to serve as a guide in preparing the new job announcement.

        ☐   The Hiring Committee Chair, using the Disciplines List, and previous job announcements, and consulting with appropriate division members with expertise in the disciplines, shall produce a draft of the job announcement based on the Minimum Qualifications as specified in GCC Disciplines List.

        ☐   The job announcement may not establish standards that fall below the Minimum Qualifications as specified in the GCC Disciplines List, which has been mutually agreed upon by the Academic Senate and the Board of Trustees of GCC.

        ☐   The Hiring Committee Chair, in collaboration with experts in the division or discipline, shall also determine the desirable qualifications for the position. Examples of possible desirable qualifications include:

        ☐   Academic qualifications, beyond the Minimum Qualifications as set by GCC that would provide the basis for better teaching or better service.

        ☐   Measures of pedagogical skill such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.

        ☐   Specialized preparation to offer instruction or other service narrower in scope than a discipline. (For example, when hiring someone to teach piano, the college would require not only qualifications to teach music, but also specific qualifications to teach piano.)

        ☐   Prior community college teaching experience.

        ☐   Current technological knowledge.

        ☐   Prior work experience with a diverse population.

        ☐   The Hiring Committee Chair will send the draft of the job announcement to HR who will type the modifications made by the chair. HR will send the draft copy by email to the Hiring Committee Chair, the Senate Vice President, and the Equal Employment Opportunity Faculty Coordinator. If all parties approve the draft, then the copy will be returned to HR for production. If further modifications are necessary, then the parties (Hiring Committee Chair, the Senate Vice President, and the Equal Employment Opportunity Faculty Coordinator) shall meet to review and approve the final announcement.

    2. Supplemental Application Materials

        ☐   If a supplemental application is desired, then it shall be developed simultaneously with the job announcement.

□ If a supplemental application is desired, then the Hiring Chair, in collaboration with faculty in the discipline, and/or experts from the Advisory Committee, develops the application and the criteria for its evaluation. The questionnaire shall be structured to measure expected competency for that discipline. These criteria for evaluation of the supplemental application shall be supplied to all members of the hiring committee.

3. Setting a time line and advertising:

The Hiring Committee Chair shall meet with the HR technician to develop the hiring process timeline. This timeline shall establish all benchmark time frames for the hiring process.

□ Within five working days after the timeline has been created, Human Resources shall notify the appropriate agencies of

□ The timeline and

□ The need to appoint their representatives.

□ Positions are advertised in a variety of print and electronic media agreed upon by the Office of Human Resources and the Hiring Committee Chair. Announcements shall be sent to current adjunct faculty in the appropriate discipline, to the appropriate adjunct pool in HR, and to other appropriate agencies/places.

□ The closing date is set for a minimum of 45 days from the first date advertised. This date may be extended at the request of the committee chair before the closing date.

4. The Pool

□ There must be a minimum of 3 qualified applicants to constitute a valid pool.

□ Once the position closes, the Office of Human Resources prescreens applications for completeness. Only those applications that contain all required documents and are received by HR by the deadline printed on the job announcement shall proceed to the committee chair for review of minimum qualifications.

□ All applicants must meet one of the following criteria or their application shall be marked "does not qualify" and shall be omitted from the pool:

□ A valid credential enabling the applicant to teach at the community college level in the discipline.

□ The minimum qualifications for the position.

□ Equivalency to the minimum qualifications that must be determined by the Division's Hiring Equivalencies Committee to screen the applicant's dossier using the provisions of the Glendale Community College Equivalency Policy. (See the GCC Equivalencies Policy Administrative Regulations 4160.)

E. Recruiting qualified candidates:

1. When all the revisions are completed and the final job announcement has been produced, HR shall then forward a copy of the job announcement to the appropriate Vice President, the Hiring Committee Chair, and the GCC Senate Vice President for their records.

2. The job announcement will distributed to:

  ☐ The Chronicle of Higher Education

  ☐ Mail contacts

  ☐ Other journals or listing as requested by the division

F. Selecting and interviewing candidates to recommend to the

  Superintendent/President

  1. The first meeting

    ☐ Shall be called by the chair of the Hiring Committee

    ☐ The Equal Employment representative shall meet with the committee to provide training.

    ☐ The Hiring Committee shall determine the paper screening process, using the minimum and the desirable qualifications as listed on the position announcement. These may be based on the following:

    ☐ Subject area knowledge and competency

    ☐ Teaching and communications skills

    ☐ Educational background

    ☐ Other objective criteria included on the job announcement. These criteria shall be used in the evaluation of the applicant's letter of application, transcripts, resume/curriculum vita, letters of recommendation, and the Supplemental Application form.

    ☐ The EEO representative must review the hiring criteria to ensure fairness to all applicants.

  2. Screening the applications

    ☐ Each criterion is rated individually using an objective numeric rating scale with the established meanings determined by the Hiring Committee.

    ☐ Each committee member rates each applicant based on the criteria on the rating sheets.

    ☐ Once all members have rated the applicants, the Hiring Committee shall determine the list of candidates to invite for an interview.

  3. Developing the questions and agreeing upon the demonstration

□ The Hiring Committee Chair in collaboration with the committee determines the interview questions to be asked. These questions shall be:

□ Free of bias that would prejudice the selection of a candidate.

□ Related to the specific job that is to be performed.

□ The Hiring Committee shall:

□ Discuss and determine the acceptable responses to the interview questions.

□ Determine the teaching demonstration content. Each candidate shall be asked to present a demonstration assignment (such as a teaching, counseling, reference, or patient care demonstration) to validate competence in the discipline during the interview with the Hiring Committee. The assignment should relate to the position being screened. The criteria for the assignment shall be identical for all candidates.

□ Shall develop the criteria for ranking the applicants.

□ Choose to request a writing sample, a written response to an oral prompt, and/or an evaluation of a student's work (e.g. an essay, math problem, a lab report)

4. The interview:

At the interview stage, the Hiring Committee shall consist of the same members as were engaged in the paper screening process.

□ Should an emergency arise prior to the beginning of the interview process, then that member shall be replaced in accordance with their role on the committee (e.g. Senate member by the Senate, Administrator by Administration.)

□ Should an emergency situation occur after the interviewing process has begun, the committee shall continue less that voting member.

□ Should the EEO representative be unable to continue to serve at any point in the hiring process, the EEO Faculty Coordinator shall appoint a replacement for that representative.

□ Should the Chair of the Hiring Committee be unable to serve after the interviews begin, then the appropriate Vice President shall appoint a new chair or shall suspend the hire.

□ The Selection Committee agrees upon a date(s), time(s), and location(s), for the interviews and the Office of Human Resources notifies the candidates.

□ Invited applicants are interviewed. These interviews may be conducted by a video conference or teleconferences particularly if there are candidates that may have to travel over 500 hundred miles to participate in the selection process.

□ The Hiring Committee members shall objectively rate the candidates answers to each question using a Likert scale. (See Appendix)

□ After the conclusion of the interviews:

- The committee shall establish the (list of) candidate(s) for the final interview.

- The committee may rank the candidates.

- The committee may also include comments for each candidate on the ranking form as a further means of communicating its recommendations.

- All members of the committee must sign this form.

- A majority of the committee members must agree that individuals on the list of candidates being forwarded to the President are acceptable to the committee as potential colleagues.

- The Office of Human Resources shall immediately notify in writing the remaining candidates whose names are not forwarded to the President for further consideration.

- The Chair of the Hiring Committee or his or her designee shall be responsible for checking references. In addition, the appropriate GCC Vice President or President may make the reference checks.

- The Selection Committee forwards a list of the selected candidates to the President and appropriate GCC Vice President for final review.

5. The final hiring interview

- The Superintendent/President of the College and the appropriate Vice President, or their designees shall conduct the final interviews of the recommended candidates. The Office of Human Resources shall work with the appropriate administrative offices to set up the final interview schedule. Human Resources shall notify the candidates of their scheduled interviews.

- No questions shall be asked during the final interview that could violate equal opportunity or civil rights

- While assigned rankings and written hiring committee comments shall be taken into consideration, the Superintendent/President and appropriate Vice President have the final authority to hire any of the forwarded candidates.

- If no names are forwarded by the Hiring Committee, OR if compelling reasons exist that the President and Vice President cannot choose any of the final candidates recommended, then the position shall be reopened.

G. Notification of the selected candidate

- Upon selection of the candidate to the position, the President or the appropriate Vice President shall notify the Director of Human Resources in writing of the selection. It is the responsibility of the Office of Human Resources to:

- Validate the placement on the salary schedule.

- Prepare the "Notice of Election" to the Board of Trustees.

☐ After approval by the Board of Trustees, Human Resources shall

☐ Prepare the appropriate contract.

☐ Process and orient the new staff person regarding personnel services, fringe benefits, and other information.

☐ Work with the Academic Senate President, the appropriate Vice President and the Division Chair to identify a tenure review committee for the new faculty member.

Adopted: 06/30/03

CLASSIFIED

Glendale Community College District   4211
Board Policy

Recruitment and Selection

      A.   The Superintendent/President or designee shall determine the personnel needs of the District. He/she shall locate suitable candidates and make recommendations to the Board of Trustees for employment.

      B.   The Superintendent/President shall ensure that persons nominated for employment meet all qualifications established by law and by the Board of Trustees.

Applications, Recruitment and Selection of Employees

A. Job Posting

    Subject to mitigation for affirmative action reasons, open positions within the classified service
    shall be posted internally for a minimum of five (5) working days.

B. Announcement of Intention to Recruit

    The Director, Human Resources, shall administer a program of recruitment which will attract
    qualified persons to college employment.

    1.   Recruitment efforts may include contacts with community groups, agencies, councils, and
            individuals for purposes of soliciting applications from all segments of the population.

    2.   All vacancies for positions shall be publicized by posting announcements for at least five
            (5) consecutive business days in each office of the campus and in such other places as
            may be deemed necessary. Advertisements shall include, but not be limited to,
            newspapers, notices to placement agencies, and minority recruiting organizations.

    3.   The announcement shall specify the title, hours and salary range and step placement of
            the class for which the vacancy is announced, and the date, time, place, manner of
            making application, qualification requirements, type of screening process and
            examination and other pertinent information.

C. Absence during the Filing or Interview Period

    If an eligible employee is absent on approved leave during the filing period or when the interviews
    are scheduled, the appointing authority will notify such employee of the opening by certified mail.
    The appointing authority may suspend the selection process until the affected employee has had
    an opportunity to be interviewed, provided that the appointing authority is not required to delay
    the selection more than one calendar week.

D. Application Forms

    Applications shall be made on forms provided by the Office of Human Resources. Such forms
    shall require information covering training, experience and other pertinent information. All
    applications shall be signed by the person applying and become property of the District.

E. Rejection of Applications

    The Director, Human Resources, may reject an application which indicates that the applicant is
    deficient in any or all of the minimum requirements as specified in the public announcement of the
    vacancy. An applicant may also be rejected for the practice or attempted practice of fraud or
    deception in the completion of his/her application, or through reference check by the Office of
    Human Resources if his/her past record of employment is determined to be unsatisfactory.
    Notice of rejection shall be mailed to the rejected applicant by the Office of Human Resources.

F. Selection Procedures

1. Eligibility and relative fitness of applicants for employment or promotion shall be determined by job related examination. An examination may consist of one or any combination of generally accepted testing techniques, including but not limited to, performance tests, written tests, rated interviews, audio-visual tests, ratings of applications or resumes, work performance, or promotional potential evaluations. Examinations may include tests of ability, interests, knowledge and skills.

2. Interview Questions: The District will use structured interview format when conducting interviews. The questions and answers will be job related, and ratings will be based on criteria identified in the job analysis. The rating criteria will be developed prior to the interview, and each candidate who is not selected will be advised of the basis for non-selection.

3. Verification of a prospective employee's educational or professional certification, experience, or any other statutorily mandated prerequisites to employment should be done by the Office of Human Resources before any prospective employee is offered employment. Such reference checking may include a job related background check.

4. Medical Examinations: The Director, Human Resources, shall require a medical examination or any other reasonable evidence of the applicant's or employee's health status, at the expense of the Board of Trustees, for just cause in order to:

    a. Ensure that proper consideration is given to the relationship between each person's health status and the physical, emotional and environmental demands of the duties he/she is to perform; and

    b. Medical Fitness and Other Requirements: Candidates selected for transfer must be able to pass any job related medical or other requirements specified for the class. It is the responsibility of the transfer applicant to read the Class Specification for Minimum Requirements and other requirements.

G. Uniform Guidelines on Selection

The criteria for uniform guidelines on selection have been appended to the classified personnel hiring procedures of the District "Affirmative Action Plan."

Adopted: 4/15/91

CURRENT RECRUITMENT SOURCES

INTERNAL RECRUITMENT

Referrals

EXTERNAL RECRUITMENT

College Mailings
Job Fair
Recruitment Sites

ADVERTISING SOURCES

Websites

Academic/Classified:

California Job Journal
Chronicle of Higher Learning
Dice
GCC Website
Higheredjobs.com
Monster
The Registry

Academic

American Chemical Society
American Counseling Association (ACA)
American Economics Association (AEA)
American Society Training Development
California Association of Student Financial Aid Administrators
California Library Association
CATESOL
Health Care Job Store
Job Bank
Academic (cont.)

Jobscience.com
NursingFacultyJobs.com
Professionals In Human Resources Association (PIHRA)
Science
Society for American Archaeology
Systino Technology
Society Human Resource Management (SHRM)
US Teach

Southern California Regional Association for Asian American Studies

<u>Print</u>

Advance for Nurses
American Library Association
Artsearch
Artweek

Chronicle of Higher Learning
EOS Magazine (Photography)
Geotimes Magazine
LA Times
LA Times (News Press)-Burbank/Glendale
Los Angeles Daily News
Nurseweek
Working World

Affirmative Action Register
Hispanic Outlook