



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES COMMITTEE

May 13, 2020

Via Zoom, <https://cccconfer.zoom.us/j/92438235038>

Meeting ID #924-3823-5038

Telephone: 669-900-6833

3:30 – 5:00 p.m.

AGENDA

Committee Members

Tracie Green, Chair
 Vice Chancellor,
 Human Resources/DO

Jonae Varela
 SAC Classified Representative

Alistair Winter
 Assistant Vice Chancellor
 Human Resources/DO

Adam O'Connor
 Assistant Vice Chancellor
 Fiscal Services/DO

Elouise Marasigan,
 Director, Employment Services,
 Equity & Diversity/DO

Maria E. Garcia
 District Classified Representative

Dr. Linda Rose (alternate)
 President, SAC

Dr. Jeffrey Lamb
 Vice President,
 Academic Affairs/SAC

John Zarske
 SAC Academic
 Senate Representative

Jarek Janio
 SAC Academic
 Senate Representative

Dr. Narges Rabii-Rakin
 FARSCCD Representative

Dr. Marilyn Flores
 Vice President,
 Academic Affairs/SCC

Melissa Govea
 SCC Academic
 Senate Representative

Dr. Denise Bailey
 SCC Academic
 Senate Representative

Zina Edwards
 SCC Classified Representative

1. Welcome
2. Approval of Minutes March 11, 2020 Meeting All
3. Title IX Regulatory Changes Estevez
4. COVID 19 Green
5. EEO Fund Multiple Method Application Certification Form Winter
 - a. Responses to Questions
 - b. Exhibits
6. Accreditation Winter/Marasigan
 - a. Team Members
 - b. Gathering of Evidence
 - c. Writing
7. Other

Next Meeting:

Wednesday, June 10, 2020

Via Zoom, 3:30 – 5:00 p.m.

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.



HUMAN RESOURCES COMMITTEE
Executive Conference Room – District Office
3:30 – 5:00 p.m.
Meeting Minutes for March 11, 2020

Members Present: Tracie Green, Alistair Winter, Elouise Marasigan, Melissa Govea, Denise Bailey, Maria Garcia, Adam O' Connor, Jarek Janio, John Zarske, Jonae Varela, Zina Edwards, and Dr. Marilyn Flores.

Members Absent: Dr. Jeffrey Lamb and Dr. Narges Rabii-Rakin

Guests: Morrie Barembaum, and Roy Shahbazian

1. Welcome
Meeting was called to order at 3:35 pm.
2. Approval of Minutes – February 12, 2020 Meeting
It was moved by Mr. Zarske, seconded by Ms. Govea to approve minutes as presented.
3. COVID-19
 - a. Ms. Green briefed the committee with the following:
 - i. The District is taking the threat of the virus very seriously, have been updating their pandemic plan and providing HR guidance to managers which has been circulated to the management team.
 - ii. Orange County CCD's are closely working together to understand their unique relationship and the proximity of location.
 - iii. State of Emergency had to be called to allow the state to leverage finance and assistance from the federal government.
 - iv. Possibility of moving all face-to-face classes to on-line to limit the number of students on the campuses.
 - v. Looking into options for staff, to limit contact or in the event we are ordered to close campuses (i.e., split work schedules, 4/10-hour shifts, etc.).
 - vi. Guidance has been sent to all staff in how to avoid exposure and what to do if you are experiencing any symptoms.
 - b. Ms. Flores shared California Community Colleges Chancellor's Office (CCCCO) guidance regarding moving instructional classes to an on-line format.
4. Accreditation
 - a. Dr. Flores and Mr. Winter both discussed about the upcoming accreditation preparation, particularly the Standard III A (Human Resources).
 - b. Committee agreed draft reports and associated evidence will be reviewed by HRC.
 - c. Ms. Green stated as we move forward, accreditation will be a standing item on the agenda.
5. HRC Committee in Strategic Planning Design Manual
 - a. Ms. Green reviewed and discussed the purpose and responsibilities of the Human Resources Committee as set in the manual. Also, she will try to contact SAC and SCC student representatives, and ask if there is an interest in having student representation in HRC.
 - b. Mr. O'Connor requested that the evaluation and/or review of hiring forms and human resources processes as relevant to the Board Policies and Administrative Regulations be added to the responsibilities of HRC.
 - c. Discussion ensued in regards to adding Ms. Marasigan as a permanent member and adding on a representative from Risk Management to HRC.

- d. Ms. Green suggested to have a written purpose for HRC and asked the committee members to draft purpose statements and be sent to the committee for review.
6. Sabbatical Leave Committee
- a. Ms. Green stated it was discussed as a committee, with a view of the Sabbatical Leave Committee reporting to HRC, but it has been met with disagreements as this is an Academic Senate function.
 - b. Mr. Barembaum mentioned there is one Sabbatical Leave Committee, with Senate and FARSCCD representatives, representing the District, and it should report directly to the Board of Trustees.
 - c. Dr. Flores suggested the Sabbatical Leave Committee should report to the Academic Senates and then to the Board of Trustees through the senate presidents. Discussion ensued. Committee did agree to Dr. Flores suggestion.
7. Other
- a. Professional Development
 - i. Ms. Green reported meeting with the Professional Development representatives from SAC, SCC and the Management Team Association (MTA), in an effort to coordinate and not duplicate endeavors.
 - ii. Intent to have two advisory committees from both colleges and report to a professional development subcommittee of HRC.
 - b. Equivalency Process
 - i. Dr. Bailey discussed the equivalency process as it stands particularly concerning screening committees. Discussion ensued.
 - ii. Ms. Marasigan stated the instruction sheet for screening committees does not comply with the Administrative Regulation, AR 7120.1 – Full-Time Faculty Recruitment and Selection (i.e. interview questions being completed at the same time as the screening criteria are set).
 - iii. Dr. Flores reported that a conversation with both academic senates had taken place in regards to reviewing the Request for Equivalencies to Minimum Qualifications (Form I) for accuracy and compliance, since some of the equivalencies had been establish some years ago.
 - iv. Dr. Shahbazian mentioned that the Senate at SAC would agree in reviewing all existing Form I's.

Next HRC Meeting:

Wednesday, June 10, 2020
Via Zoom, 3:30 – 5:00 p.m.

Meeting Adjourned at 5:15 p.m.

Minutes Approved: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

District Name: _____

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- Yes**
- No**

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes**
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No**

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Human Resources Officer

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: _____ Title: _____

Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2020

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

Signature: _____ Date: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

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

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

Nine (9) Multiple Methods

Mandatory for Funding

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

Pre-Hiring

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

Hiring

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

Post-Hiring

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

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

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



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

Multiple Method #1

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

Multiple Method #3

Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

Multiple Method #5

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes**
- No**



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

Explanations Extracted from the EEO Fund Multiple Method Application Certification Form

Multiple # 1

The Rancho Santiago Community College District (RSCCD) current EEO and Human Resources Plan was approved by the Board of Trustees on their regular board meeting on March 12, 2018 and then submitted to the Chancellor's Office on May 1, 2018. A copy of the Board of Trustees meeting minutes on March 12, 2018. The EEO and Human Resources Plan designates the Human Resources Committee (HRC) as the District's EEO Advisory Committee (Exhibit # 1). The Human Resources Committee members is composed of faculty, classified, student and management from RSCCD two major colleges and education centers. The committee meets on a monthly basis throughout the academic year. The EEO and Human Resources plan can be viewed at the following link:

https://rsccd.edu/Departments/Human-Resources/Documents/EEO_Plan/2019_EEO_Plan/RSCCD_EEO_Plan_Approved_03052018.pdf

The EEO Fund District Expenditure Report for 2017-2018 fiscal year was submitted on September 27, 2019 (Exhibit # 2).

Multiple #2

The District continues to subscribe to Community College League of California (CCLC), Policy and Procedure Services which provides updated policies and administrative regulations concerning EEO and Diversity. These policies and regulations were reproduced on pages 2-4 of the RSCCD EEO Plan (Exhibit #1) and can be viewed on the RSCCD website

<https://rsccd.edu/Trustees/Pages/Board-Policies.aspx>

<https://www.rsccd.edu/Trustees/Pages/Administrative-regulations.aspx>

Furthermore, in commitment to diversity the Vice Chancellor of Human Resources prepares and presents an Annual Diversity Report for the Board of Trustees in the fall of each year. The report was presented to the Board of Trustees on their regular board meeting on December 9, 2019 (Exhibit # 3). The report includes, but not be limited to, the demographics of staff, faculty, and new hires from the previous fiscal year. Also, the report is presented for discussion at the EEO Advisory Committee with an understanding to review hiring procedures to eliminate barriers in hiring and improve diversity in recruitment and employment.

Additionally, in Spring 2019, the Vice Chancellor of Human Resources conducted a training to the Board of Trustees regarding our current hiring processes and the elimination of bias in hiring and employment.

Multiple #3

The District recognizes that some academic disciplines can be problematic to fill due to demands from industry or shortage of qualified and available candidates within the local area. RSCCD advertises locally, nationally, and via social media in discipline related publications and websites, such as WomenAndHigherEd.com, VeteransinHighedEd.com, DisabledinHigherEd.com, and LGBTinHigherEd.com.

The District has a policy that provides travel reimbursement for applicants for faculty and administrative positions (Exhibit #4). The policy can be found at this link:

<https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%207/BP%207121%20Applicant%20Travel%20Reimbursement.pdf>

The purpose is to encourage applicants from under-represented groups and from wider geographic areas. This fiscal year, we provided reimbursement for twenty (20) candidates in both faculty and administrative positions. Additionally, the district allows for applicants to interview via video conferencing for first-level interviews. By

providing this option, the district has been able to broaden its applicant pools and therefore, interview more qualified applicants.

The District prepares performance indicators, which involves a longitudinal analysis of the applicants, diversity through the hiring process and successful applicants, which is discussed with the EEO advisory Committee. It informs the ongoing efforts to improve the diversity of our applicants, hiring pools and employees. This information is also included in the Annual Diversity Report (Exhibit #3), in the EEO Fund Expenditure and Performance Reports and Accountability Certificate Form (Exhibit #2).

Multiple Method #4

On December 7, 2019, the District, in conjunction with several local Southern California CCD's organized a job summit. This event was widely advertised on various mediums, aimed at reaching out to a diverse population of potential candidates. It provided candidates with engaging workshops (step-by-step application assistance), resume review (presentation in tips and tricks), faculty meet and greet (access to community college hiring staff), mock interviews and complimentary photo sessions for professional head shots. Approximately 400 attended the event and provided significant positive feedback regarding the event.

In Goal 4 of the District strategic plan, the District supports innovations and initiatives that result in quantifiable improvement in student success, preparedness and success - Objective 4D of this goal states the District will work with constituent groups, providing support to increase faculty and staff diversity, through qualitative evaluation of recruitment efforts, demographic throughput from applications to positions, ensuring staff are trained on unconscious bias and lawful hiring practices and review of personnel data (ethnicity, age, gender etc.) on a regular basis. The strategic plan (Exhibit # 5) can be viewed at this link:

https://rscsd.edu/Departments/Research/Documents/RSCCD_StrategicPlan_V5.pdf

Human Resources continues to advertise faculty and administrative positions in discipline and diversity related publications by subscribing to CareerBuilder Network and Monster Board in order to expand our job postings nationally and globally through countless websites associated with the network. While working with hiring managers, we advertise in discipline related publications and websites as recommended by the department with the vacancy. We continue our unlimited posing contract with Chronicle of Higher Education website and purchased unlimited advertising for one year in ccjn.org, CCJobs.Com, ChronicleVitae.com, CCCRegistry, CommunityColleges.AcademicKeys.com, CCJobsNow.com, ACCCA, Edjoin, WomenAndHigherEd.com, VeteransinHigherEd.com, DisabledinHigherEd.com, NativeAmericaninHigherEd.com, LGBTinHigherEd.com, BlacksInHigherEd.com, HispanicsinHigherEd.com, CCJN.org, HigherEDJobs.com, InsideHigherEd.com and AsiansinHigherEd.com.

To illustrate the success in reaching a diverse group of potential candidates, in the fiscal year of 2018-19, we posted 171 job openings, which resulted in 8,946 applications, an increase of 9% over 2017-18 fiscal year, 6,062 (68%) of the applicants were from underrepresented groups, an increase of 243 applicants, and 5,465 (62%) were female, an increase of 386 applicants. We filled 170 job openings (as compared to 175 from previous year), hired 26 applicants in management, 19 faculty and 125 classified staff. Of those hired, one hundred twenty-seven (127) or 75% are from diverse groups, one hundred (100) or 59% are female. (Exhibit #3, page 5)

The District has an applicant travel reimbursement program for candidates that apply for faculty and administrative positions who travel 300 miles or more from the District are reimbursed half of their travel and lodging expenses up to \$300 for the first interview. Candidates that are selected as finalists receive full reimbursement for their final interview travel and lodging expenses. During the 2018-2019 fiscal year, there were twenty (20) applicants who received reimbursement for their travel expenses.

Multiple Method #5

The District provides EEO/Diversity workshops to all screening committee members and has a rigorous training schedule, which consists of training EEO monitors and screening committee members in Legal Requirements of Title V, Unconscious Bias and Best Practice for Screening Committees. This training is conducted by an outside trainer at least 4 times throughout each year. Furthermore, every hiring manager is required to submit a screening committee membership form which is then evaluated for diversity, gender and ethnicity, to ensure that it reflects both our staff and student diversity. Additionally, the specific directions to the screening committees are codified in our Administrative Regulations for Faculty, Classified and Management Hiring. These regulations are reviewed and revised as necessary by the Human Resources (EEO Advisory) Committee. It can be found on the RSCCD website:

(Exhibit #6)

<https://www.rscdd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207120%20Recruitment%20and%20Hiring.pdf>

(Exhibit # 7)

<https://www.rscdd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207120.1%20Full-Time%20Faculty%20Recruitment%20and%20Selection.pdf>

(Exhibit #8)

<https://www.rscdd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207120.2%20Classified%20Employee%20Recruitment%20and%20Selection.pdf>

(Exhibit #9)

<https://www.rscdd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207120.3%20Management%20Recruitment%20and%20Selection.pdf>

Furthermore, screening committees are required to address an applicant's sensitivity to and understanding of diversity, by asking at least one question during interview of each applicant concerning sensitivity to diversity. During EEO training for screening committees, we discuss how to draft those questions to address diversity issues specific to the position being hired.

The District takes seriously all complaints concerning discrimination and harassment from any of our constituent groups. The District complies with Administrative Regulation, AR3435 (Exhibit #10), which sets out the procedures to follow when a complaint is received. In addition, to raise awareness of the District's non-discrimination and harassment policy posters (Exhibit # 11) have been placed across our campuses and workplaces. These posters explain what harassment is, how to identify harassment in various forms, and how to report if an employee believes they have been subjected to harassment.

Multiple Method #6

In 2019-2020, RSCCD has continued a comprehensive training schedule to educate everyone who serves on a screening committee to be trained in EEO/Diversity, Legal Requirements of Title V, Unconscious Bias and Best Practice for Screening Committees. The training is conducted by an external trainer, Laura Schulkind, who has been involved in drafting Title V regulations, and is regarded as an expert in the subject. During this fiscal year, we have offered eight (8) such trainings at our Colleges and District Office. In addition, administrative regulations have been updated to mandate that everyone who serves on a screening committee must complete this training and be retrained on a bi-annual basis. We have 402 employees trained this fiscal year.

Our hiring packets have been updated this year to include a script (Exhibit # 12) for the EEO monitor. This script provides a summary of information from the larger EEO training, reminding screening committee members regarding implicit bias, confidentiality, and maintaining an equitable screening process. This script is read to all screening committees at the first meeting by the designated EEO monitor.

The district has commenced a process to have all employees undertake training in sexual harassment in accordance with AB 1825. This training focuses on identifying, preventing and understanding workplace harassment.

Multiple Method #7

The District maintains membership in ACHRO/EEO, Southern 30 EEDEC and ATIXA to keep us current with the new regulations and mandates relating to human resources, equal employment opportunity and Title IX. The consortium adopts and shares best practices in diversity with other colleges/districts. Furthermore, through the consortium the District offers all management employees the opportunity to attend workshops presented by Liebert Cassidy Whitmore, such as on April 17, 2020, the workshop on 'Workplace Bullying' which included discussion around protected classes was offered.

In May 2019, the District hired a District Administrator of Institutional Equity, Compliance and Title IX. One of the responsibilities of this position is offering professional development opportunities and on-going education to our staff and students. Since July 2019 this administrator has offered forty-six (46) training and educational events on various issues, such as consent, sexual violence, micro-aggressions, implicit bias, and has attended multiple department meetings at our colleges.

We had one of our Human Resources Technician attend the 2019 Human Resources Leadership Academy. The Assistant Vice Chancellor of Human Resources attended the 2019 Emerging CHRO's program, conducted by ACHRO. It offered intensive training on various HR related subjects, with a full day session on 'Strategic Employment - Diversity in Community College Environment' (Exhibit #13).

The Vice Chancellor, Assistant Vice Chancellor of Human Resources and District Administrator of Institutional Equity, Compliance and Title IX attended the 2019 ACHRO/EEO Fall Institute. This institute offered a diverse number of trainings and workshops covering many diversity related subjects (Exhibit #14).

During Flex Week at each college/each year, the district offers specific diversity training for faculty and staff. This training includes unconscious bias and EEO best practice in screening committees.

The District currently offers separate programs to classified staff and faculty. Newly hired faculty are placed in a cohort class for the first year called the "Faculty Institute". This institute offers training and workshops on various subjects, which are pertinent to the new faculty such as the Tenure Review process, Safety and Security, Title IX, Risk Management and introduction to the faculty association. (Exhibit #15 consists of a comprehensive list of subjects covered).

For our faculty and our classified staff, we offer professional development workshops at the colleges to encourage career growth and to increase their knowledge, skills and abilities. Classified staff is offered a professional development growth program which offers a maximum of 13 professional growth steps, each worth an additional \$500 on the employee's annual salary.

Each college offers extensive professional development opportunities, including workshops, training, conferences and activities designed to increase knowledge and understanding of cultural competency and diversity. Some examples include: SCC SafeSpace training; Dreamer Ally Training; Suicide Prevention; Denim Day; SacDays: Resources for Undocumented Students; Lunch and Learn: Clothes Line - bring awareness to the issue of violence against women; Supporting and Accommodating Students with Disabilities; "Our Bodies, our minds- theater workshops to help healing from sexual violence.

Please see the attached links:

<https://www.sac.edu/FacultyStaff/professional-development/Pages/calendar.aspx>

Multiple Method #8

The District prepares performance indicators, which involves a longitudinal analysis of the applicants, diversity through the hiring process and successful applicants, this is discussed with the EEO advisory Committee. The information is also included in the Annual Diversity Report (Exhibit #3) and the EEO Fund Expenditure and Performance Reports and Accountability Certificate form (Exhibit #2). This information informs the ongoing efforts to improve the diversity of our applicants, screening pools and employees.

In order to encourage and institutionalize diversity the District has included within its evaluation criteria and procedures. For example, the management evaluation process includes colleague and peer feedback on the employee's performance on a scale of 1-5 of whether the manager "Demonstrates a commitment to the diversity of staff and students."

In our faculty evaluation, the peer and student surveys include the following questions:

- Divergent points of view are noted where appropriate for understanding.
- Promotes positive attitudes of students toward fellow students.

Multiple Method #9

The District currently offers separate grow your own programs to classified staff and faculty. Newly hired faculty are placed in a cohort class for the first year called the "Faculty Institute". This institute offers training and workshops on various subjects, which are pertinent to the new faculty such as the Tenure Review process, Safety and Security, Title IX, Risk Management and introduction to the faculty association. (Exhibit # 15 for a comprehensive list of subjects covered.)

For our faculty and our classified staff, we offer professional development workshops at the colleges to encourage career growth and to increase their knowledge, skills and abilities. Recently, one of our colleges offered, "Employing Equity-Minded and Culturally Affirming Practices in Virtual Learning Spaces." Classified staff is offered a professional development growth program which offers a maximum of 13 professional growth steps, each worth an additional \$500 on the employee's annual salary.

RSCCD

**EQUAL EMPLOYMENT OPPORTUNITY
AND
HUMAN RESOURCES PLAN**

Approved by District Council

March 5, 2018

Equal Employment Opportunity and Human Resources Plan

Adopted _____

Regulatory Framework for the Plan

Section 53003(a) of Title 5 of the California Code of Regulations, requires the governing board of each community college District to develop and adopt a District-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans and revisions must be submitted to the Chancellor's Office for review and approval. Section 53003(b) requires districts to review their plans at least every three years and, if necessary, revise and submit them to the Chancellor's Office.

In addition to the Title 5 requirements, there are a number of standards and requirements (accreditation standards, board policies, administrative regulations) which influence and shape the manner in which the District manages its human resources. This plan has been designed to move beyond the basic compliance elements dictated by Title 5 and provide a comprehensive planning document which will be a viable planning tool for the District and its colleges.

Relevant Policies

Two Board Policies primarily reflect the District's commitment to equal employment opportunity and the continued development of a diverse workforce. A third policy prescribes the framework for the District's recruitment and selection processes. The administrative regulations associated with that policy delineate the procedures that are followed for various employee groups.

Those policies are presented below.

BP 3420 Equal Employment Opportunity

References:

Title VII of the Civil Rights Act of 1964; Article I, Section 31 of the California Constitution; Title 5 of the California Code of Regulations, Section 53000 et seq.; Education Code Section 87100

The Board supports efforts to ensure equal opportunity and sees the value of having a diverse work force. Diversity in the academic environment fosters cultural, social and civic awareness as well as mutual understanding and respect. The Board commits itself to the principle of equal employment through a continuing equal opportunity employment program.

The District prohibits discrimination and harassment based on ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, gender identity, medical condition (cancer-related or genetic characteristics), marital status, citizenship, or service in the uniformed services, 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. This Board policy applies to all employment practices, including recruitment, selection, promotion, transfer, salary, training and development, discipline and dismissal.

This Board policy prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This Board policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in an investigation or resolution of a complaint of discrimination or harassment.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with California law as from time to time modified or clarified by judicial interpretation.

Nothing in this Board policy shall authorize in any plan for equal employment opportunity the setting of numerical goals or quotas, or preferences, in conflict with state law.

Revised: August 19, 2013 (Previously BP4104)

BP 7100 Commitment to Diversity

Reference:

Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq. Accreditation Standard IIIA.4

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

Nothing in this Board Policy shall authorize hiring and staff development processes that set numerical goals or quotas, or preferences, in conflict with state law.

Adopted October 28, 2013

BP 7120 Recruitment and Hiring

Reference:

Title VII of the Civil Rights Act of 1964; Article 1, Section 31 of the California Constitution, Title 5 of the California Code of Regulations, Section 53000 et seq., 51023.5 Education Code Sections 70901.2, 70902(b)(7) & (d), 87100 et seq. and 87458; ACCJC Accreditation Standard III.1.A

It is the responsibility of the Chancellor to determine the personnel needs of the District. The Chancellor shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

It is the policy of the Rancho Santiago Community College District to obtain the best qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees supports a competitive selection process for filling vacant positions.

It shall be the duty of the Chancellor to see that persons nominated for employment meet all qualifications established by law and/or the Board of Trustees for the position for which nomination is made.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the appropriate constituent groups an opportunity to participate in the decisions under the Board's policies regarding local decision making.

The Chancellor will recommend the appointment of all employees to the Board of Trustees. Employees may be appointed by the Chancellor or delegated agent subject to ratification at the next regular meeting of the Board of Trustees.

The authority to assign and/or transfer personnel within the District is delegated to the Chancellor except as such power may be limited by law, District policies, procedures, and collective bargaining agreements.

Revised October 28, 2013 (Previously BP4102)

References Updated: March 16, 2015; November 7, 2016

The specific procedures governing the district's recruitment and selection process are contained in following Administrative Regulations and are incorporated into this plan by reference:

- AR 7120.1 Full-time Faculty Recruitment and Hiring
- AR 7120.2 Classified Hiring Procedures (Full-Time and Part-time)
- AR 7120.3 Management Recruitment and Selection

Delegation of Responsibility

The Chancellor is ultimately responsible to the Board of Trustees for ensuring compliance with all District policies and relevant laws and regulations. The following employees are specifically responsible for the implementation and management of the District’s EEO Plan:

<u>Employee</u>	<u>Title</u>	<u>Responsibilities</u>
Judy Chitlik	Vice Chancellor, Human Resources	Equal Employment Opportunity Officer; Receipt and Investigation of Complaints
Alistair Winter	Assistant Vice Chancellor, Human Resources	Day-to-day implementation of the EEO Plan
Elouise Marasigan	Employment Services Manager	Recruitment and Hiring Procedures

The Human Resources Committee (EEO Advisory Committee)

The District’s Human Resources Committee is the participatory governance committee charged with the planning, evaluation and assessment of issues related to human resources. As such, this committee serves an evaluative and advisory role to the administration and the board of trustees with regard to human resources issues including but not limited to the operation of the EEO Plan. As one of the District’s standing participatory governance committees, the Human Resources Committee shall function as the District’s Equal Employment Opportunity Advisory Committee. The committee shall assist in the implementation of this plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide recommendations for plan revisions as appropriate.

Complaints

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

The District's Equal Employment Opportunity Policy is contained in Board Policy 3420. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (California Code of Regulations, title 5, section 53000 et seq.) 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 process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://www.cccco.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.

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

The District's Nondiscrimination Policy is contained in Board Policy 3410. Complaints of illegal discrimination and harassment must be filed with the Vice Chancellor of Human Resources and will be processed in accordance with Administrative Regulation 3435.

BP 3410 Nondiscrimination

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.; Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55; Government Code Sections 12926.1 and 12940 et seq.; Title 2 Sections 10500 et seq.

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements (formerly Accreditation Standard II.B.2.c)

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

Revised July 21, 2014 (Previously BP4119 and BP7300)

References Updated: March 16, 2015; November 7, 2016

AR 3410 Nondiscrimination

Nondiscrimination References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.; Penal Code Sections 422.55 et seq.; Title 5 Sections 59300 et seq.; AACJC Accreditation Eligibility Requirement 20 and AACJC Accreditation Standard Catalog Requirements (formerly II.B.2.c)

Education Programs

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” mean’s a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Nondiscrimination References for Employment:

Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq.; Government Code Sections 11135 et seq. and 12940 et seq.; Title 2 Sections 10500 et seq.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

Approved: September 15, 2014

References Updated: March 16, 2015; November 7, 2016

AR 3430 Prohibition of Harassment

References:

Education Code Sections 212.5; 44100; 66281.5;

Government Code Section 12940;

Title 2 Sections 10500 et seq.;

Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.;

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students, employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District vehicle, or at a class or training program sponsored by the District at another location.

Definitions

General Harassment: *Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where, in aggregate, the incidents are sufficiently*

pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: *Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.*

Physical: *Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.*

Visual or Written: *The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.*

Environmental: *A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or*

physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: *In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:*

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress;*
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;*
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or*
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.*

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" *sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.*

"Hostile environment" *sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.*

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Revised: September 21, 2015

References Updated: November 7, 2016

AR 3435 Discrimination and Harassment Investigations

References:

Education Code Sections 212.5, 66281.5, and 67386; Government Code Section 12950.1; Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.; Title 2 Sections 11023 and 11024; 34 Code of Federal Regulations Section 106.8(b)

The law prohibits students, employees, (including but not limited to instructors, supervisors and managers) and third parties from engaging in harassment, discrimination, or retaliation. Any person (e.g., an employee or non-employee of the District) who has suffered harassment, discrimination, or retaliation may file a formal or informal complaint of harassment, discrimination, or retaliation.

Informal Complaints

An informal complaint is: (1) A written or unwritten allegation of harassment, discrimination, or retaliation with a request to engage in the informal process; or (2) a written allegation of harassment, discrimination, or retaliation that falls outside the timelines for a formal complaint.

Any person may submit an informal complaint to the Vice Chancellor of Human Resources or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the Vice Chancellor of Human Resources (or designee) in writing of all pertinent information and facts alleged in the informal complaint.

Upon receipt of an informal complaint, the Vice Chancellor of Human Resources will notify the person bringing the informal complaint of his/her right to file a formal complaint, and explain the procedure for doing so. The complainant may later decide to file a formal complaint. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the Vice Chancellor of Human Resources shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation.

Investigation of an informal complaint will be appropriate if the Vice Chancellor of Human Resources determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting harassment, discrimination, or retaliation. The Vice Chancellor of Human Resources will explain to any individual bringing an informal complaint that the Vice Chancellor of Human Resources may decide to initiate an investigation, even if the individual does not wish the Vice Chancellor of Human Resources to do so. However, the complaint's

confidentiality will be preserved to the maximum extent possible. The Vice Chancellor of Human Resources shall not disregard any allegations of harassment, discrimination, or retaliation solely on the basis that the alleged conduct falls outside the deadline to file a formal complaint.

Formal Complaints

A formal complaint is a written and signed statement filed with the District or the State Chancellor's office that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures or in violation of state or federal law.

A Formal Complaint must meet each of the following criteria:

- *It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting discrimination, harassment, or retaliation;*
- *The complainant must sign and date the Formal Complaint;*
- *The complainant must file any Formal Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation.*
- *The complainant must file any Formal Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.*

If the Formal Complaint does not meet the requirements set forth above, the Vice Chancellor of Human Resources will promptly return it to the complainant and specify the defect. If the sole defect is that the Formal Complaint was filed outside the applicable proscribed timeline, the Vice Chancellor of Human Resources will handle the matter as an informal complaint.

Where to File a Formal Complaint: *The completed Formal Complaint form must be filed with any of the following:*

- *The Vice Chancellor of Human Resources, 2323 N Broadway, Santa Ana, CA 92706, and/or*
- *The California Community College Chancellor's Office, 1102 Q Street, Sacramento, CA 95811.*

Student complainants shall be notified that they may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR), 50 United Nations Plaza, [Room 1490](#), [Mail Box 1200](#) San Francisco, CA 94102 (415) 486-5555.

Employee complainants shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC), Royal Federal Building, 255 East Temple Street, 4th Floor Los Angeles, CA 90012 or the California Department of Fair Employment and Housing (DFEH), 2218 Kausen Drive, Suite 100 Elk Grove, CA 95758.

Complaints filed with the EEOC and/or the DFEH should be forwarded to the California Community College Chancellor's Office by the District.

Any District employee who receives a harassment or discrimination complaint, regardless of whether it is brought by a student or an employee, shall notify the District's Vice Chancellor of Human Resources immediately.

Immediately upon receiving a Formal Complaint, as described above, regardless of whether the complaint is brought by a student or by an employee, the District shall forward a copy of the Formal Complaint to the California Community College Chancellor's Office.

Filing a Timely Complaint: *The District is firmly committed to providing an environment free of discrimination and harassment. The District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints as soon as possible after the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.*

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to or impact a District program or activity.

Confidentiality: *The District will keep the investigation confidential to the extent possible, but cannot guarantee confidentiality because release of some information on a "need-to-know-basis" may be essential to a thorough investigation. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.*

Communicating that the Conduct is Unwelcome: *The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste and/or inappropriate.*

Oversight of Complaint Procedure: *The Vice Chancellor of Human Resources is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation. The actual investigation of complaints may be delegated by the Vice Chancellor of Human Resources to other trained, qualified staff, outside persons or organizations under contract with the District. This must occur whenever the Vice Chancellor of Human Resources is named in the complaint or implicated by the allegations in the complaint.*

Who May File a Complaint: Any person (employee or non-employee), individually or as a member of a class or on behalf of others, may file a complaint alleging discrimination or harassment that is prohibited by the District's anti-discrimination and anti-harassment policies and procedures.

Intake and Processing of the Complaint: Upon receiving notification of a harassment or discrimination complaint, the Vice Chancellor of Human Resources or designee shall:

- Upon approval by the parties involved, and when appropriate, undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing counseling and/or training, etc.
- Advise the complainant that he/she need not participate in an informal resolution of the complaint, as described above, and has the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.
- Advise a student complainant that he/she may file a complaint with the Office for Civil Rights of the U.S. Department of Education and employee complainants may file a complaint with the Department of Fair Employment and Housing. All complainants should be advised that they have a right to file a complaint with local law enforcement. The District must investigate even if the complainant files a complaint with local law enforcement. In addition, the District should ensure that complainants are aware of any available resources, such as counseling, health, and mental health services. The Vice Chancellor of Human Resources shall also notify the State Chancellor's Office of the complaint.
- Take interim steps to protect a complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Vice Chancellor of Human Resources should notify the complainant of his or her options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the parties from having any contact with one another pending the results of the investigation.

Authorization of an Investigation: The Vice Chancellor of Human Resources or designee shall:

- Authorize the investigation of the complaint, and supervise and/or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where complainants opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

Investigation of the Complaint: *The District shall promptly investigate every complaint of harassment or discrimination. No claim of employee or student harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with any academic, educational, extracurricular, athletic, or other program of the District, whether those programs take place at a District facility, in a District vehicle, or at a class, training program or similar event sponsored by the District at another location.*

As set forth above, where the complainant opts for an informal resolution, the Vice Chancellor of Human Resources may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant’s age; whether there have been other harassment complaints about the same individual; and the accused individual’s rights to receive information about the allegations if the information is maintained by the District as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

Investigation Steps: *The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve, as investigators under this policy shall have adequate training on what constitutes discrimination, including sexual harassment and sexual violence, racial discrimination, disability discrimination and age discrimination and understand how the District’s grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.*

Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District’s no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reaching a conclusion as to the allegations and any appropriate disciplinary and remedial action; and seeing that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

Timeline for Completion: *The District will undertake its investigation as promptly and as swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint, unless an extension has been granted. The Vice Chancellor of Human Resources will notify all the parties involved of the District’s determination, in writing, within 10 working days of the determination being made.*

Cooperation Encouraged: All students and employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

Written Report:

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the Formal Complaint;
- A summary of the testimony provided by each witness interviewed by the investigator;
- An analysis of relevant evidence collected during the course of the investigation;
- A specific finding as to whether there is probable cause to believe that discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint; and
- Any other information deemed appropriate by the District.

Confidentiality of the Process:

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” may be essential to a thorough investigation and to protect the rights of accused students and employees during the investigation process and any ensuing discipline.

Administrative Determination:

In any case not involving employment discrimination, within 90 days of receiving a formal complaint, the District shall complete its investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all of the following to both the complainant and the Chancellor:

- The determination of the Vice Chancellor of Human Resources (or designee) as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- A description of actions taken, if any, to prevent similar problems from occurring in the future;
- The proposed resolution of the complaint; and
- The complainant's right to appeal to the district governing board and the Chancellor.

In any case involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy or summary of the report to the complainant, and written notice setting forth all the following to the complainant:

- *The determination of the Vice Chancellor of Human Resources (or designee) as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;*
- *A description of actions taken, if any, to prevent similar problems from occurring in the future;*
- *The proposed resolution of the complaint; and*
- *The complainant's right to appeal to the district governing board and to file a complaint with Department of Fair Employment and Housing or the U.S Equal Employment Opportunity Commission.*

Discipline and Corrective Action

If harassment, discrimination and/or retaliation occurred in violation of federal or state law, the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies might include, but are not limited to:

- *providing an escort to ensure that the complainant can move safely between classes and activities;*
- *ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;*
- *preventing offending third parties from entering campus;*
- *providing counseling services;*
- *providing medical services;*
- *providing academic support services, such as tutoring;*
- *arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and*
- *reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the conduct that lead to the discipline.*
- *conducting, climate surveys, including subsequent evaluation and corrective action, as appropriate*
- *circulating memoranda to students and staff about pertinent District policy; and*
- *other remedies deemed necessary by the District.*

If discipline is imposed, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant's contact with the individual; for example, the District may inform the complainant that the harasser must stay away from the complainant.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the complainant refuses to participate in the investigation, the District should continue to pursue appropriate steps to limit the effects of the alleged harassment and prevent its recurrence.

Appeals

If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the complainant is not satisfied with the results of the administrative determination, he or she may, within fifteen calendar days of the date of the administrative determination, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the complainant. If the appeal is made to the Board in connection with a formal complaint, the District shall forward a copy of the Board's final decision to the State Chancellor's Office. If the Board does not act within 45 days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

In any case not involving workplace discrimination, harassment, or retaliation, a complainant who filed a formal complaint shall have the right to file a written appeal with the State Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC), Royal Federal Building, 255 East Temple Street, 4th Floor Los Angeles, CA 90012 or the California Department of Fair Employment and Housing (DFEH), 2218 Kausen Drive, Suite 100 Elk Grove, CA 95758.

In any case involving student discrimination, including harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the) U.S. Department of Education, Office for Civil Rights (OCR), 50 United Nations Plaza, Room 1490, Mail Box 1200, San Francisco, CA 94102 (415) 486-5555.

Extension of Time

Within 150 days of receiving a formal complaint not involving employment harassment or discrimination, the District shall forward to the State Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

Dissemination of Policy and Procedures

District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be visibly posted on campus and easily found on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

Training:

All new supervisory employees must be provided with anti-discrimination training and education within six months of their assumption of a supervisory position. The District shall provide anti-discrimination training, including sexual harassment training and education, to each supervisory employee once every two years.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of discrimination, including sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

File Retention: *The District will retain on file for a period of at least three years after closing the case copies of:*

- *The original complaint;*
- *The investigatory report;*
- *The summary of the report if one is prepared;*
- *The notice provided to the complainant, of the District's administrative determination and his/her right to appeal;*
- *Any appeal;*
- *The District's final decision; and*
- *Documentation of any corrective actions taken.*

The District will make such documents available to the State Chancellor upon request.

For further Information contact:

Vice Chancellor, Human Resources, 2323 N Broadway, Santa Ana, CA 92706. (714) 480 7489.

Responsible Manager: *Vice-Chancellor of Human Resources*

Revised: *September 19, 2016 (Previously AR 3410)*

Revised: *September 2017*

Notification to District Employees

The commitment of the governing board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and this plan. The policy statement will be printed in the college catalogs and class schedules. This plan and any subsequent revisions will be distributed to the Board of Trustees, administrators, the academic senate leadership, union representatives and members of the District Human Resources Committee. This plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department will provide all new employees with a copy of a written notice describing the District's commitment to Equal Employment Opportunity when they commence employment with the District.

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 must 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 the 12 months prior to service. This training is a requirement in order to serve on

screening/selection committees. The Assistant Vice Chancellor is responsible for organizing appropriate training. This comprehensive training should include current anti-discrimination legislation, disregard/understanding personal bias, Title V compliance and best practices. 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.

Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual notice to appropriate community-based and professional organizations concerning the District's commitment to Equal Employment Opportunity and will include information on where complete copies of this plan can be located.

Analysis of District Workforce and Applicant Pool

Each year the Human Resources Office will survey all employees with respect to gender, ethnic group identification, and disability. The survey shall identify men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities in the following job categories:

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

Similarly, the gender, ethnic group identification, and disability of those who have applied for employment in each of the job categories listed above will be tabulated.

No less than annually, the Human Resources Committee shall review these data and evaluate the effectiveness of the District's recruitment and selection processes as a means of ensuring equal employment opportunity and improving the diversity of the workforce.

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, the District will do the following:

- 1) Regularly train all members of screening committees in order to ensure compliance with District policies, procedures and the requirements of this plan.
- 2) 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 sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, gender and ethnic characteristics of community college students.
- 3) Support the efforts of the college curriculum committees to include diversity and multiculturalism in their instructional offerings.
- 4) Ensure college/district publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
- 5) Conduct EEO/diversity workshops during flex week or on staff development days.
- 6) Maintain the district's diversity, equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website.
- 7) Promote cultural awareness and celebrations on campus.
- 8) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for District employees.
- 9) 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.
- 10) Collaborate with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

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 campuses 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.

HUMAN RESOURCES & STAFFING PLAN

Introduction

As a public educational agency, the Rancho Santiago Community College District is required to comply with a myriad of statutes, regulations and accreditation standards with regard to its human resources. These regulatory requirements and standards provide the framework for the District's human resources planning.

This human resources plan is designed to assist the District and its operational units to plan for and effectively utilize its human resources.

Relationship to District and College Planning

The RSCCD Human Resources Committee is one of five participatory governance committees that play an integral role in the district's institutional planning process. The Human Resources Committee is the participatory governance body that is responsible for the initial development, review and evaluation of this Human Resources & Staffing Plan. In addition to its role in institutional planning, the Human Resources Committee is also responsible for the initial review of existing, modified, or new personnel policies and administrative regulations.

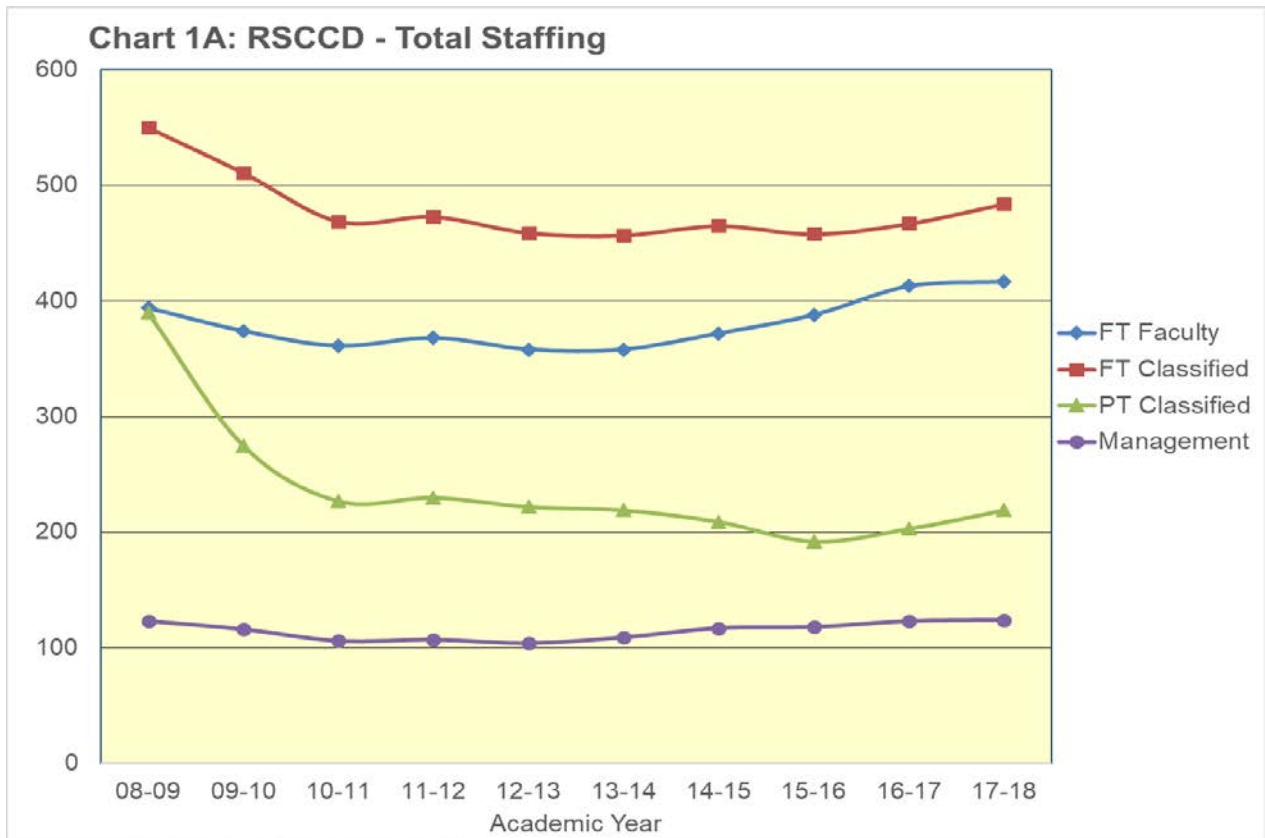
The District's resource allocation model provides the three operational units, Santa Ana College, Santiago Canyon College and District Services with the authority to determine its appropriate staffing levels, assignments and organizational structures. Although the Board of Trustees is the ultimate authority with regard to all human resource matters, significant authority is delegated to the operational units through the Chancellor. Consequently, each of these operational units also utilizes planning processes for its particular human resources and staffing needs.

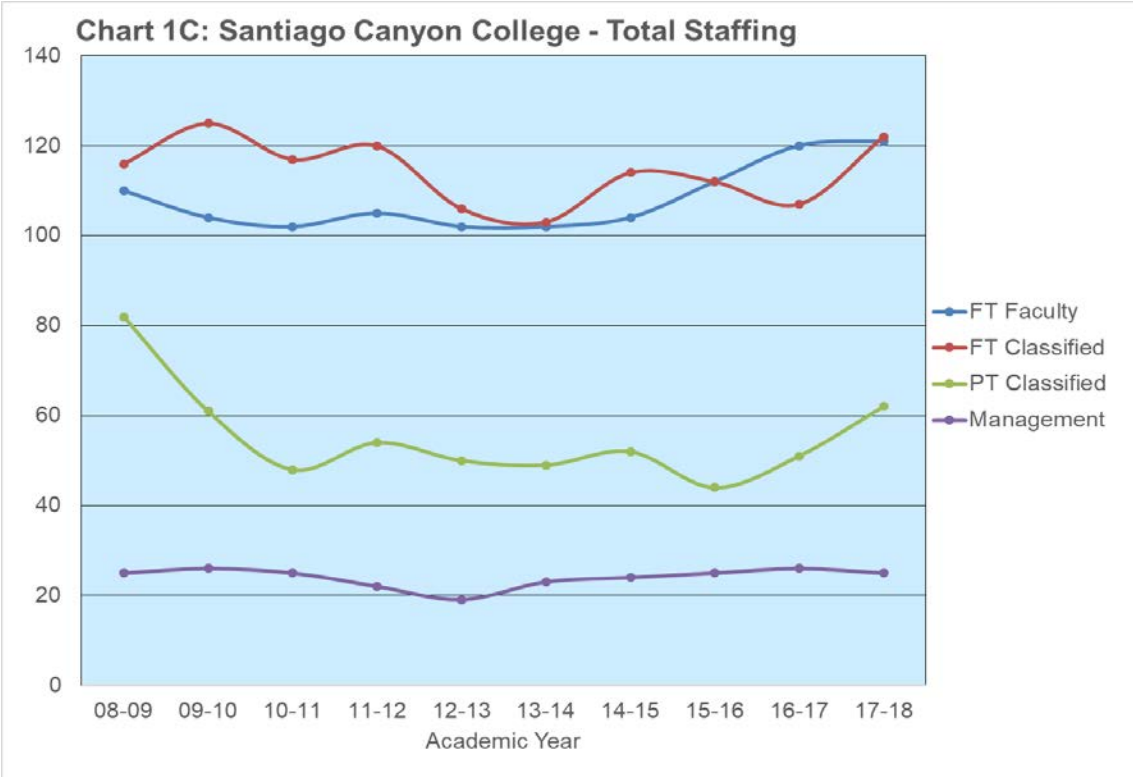
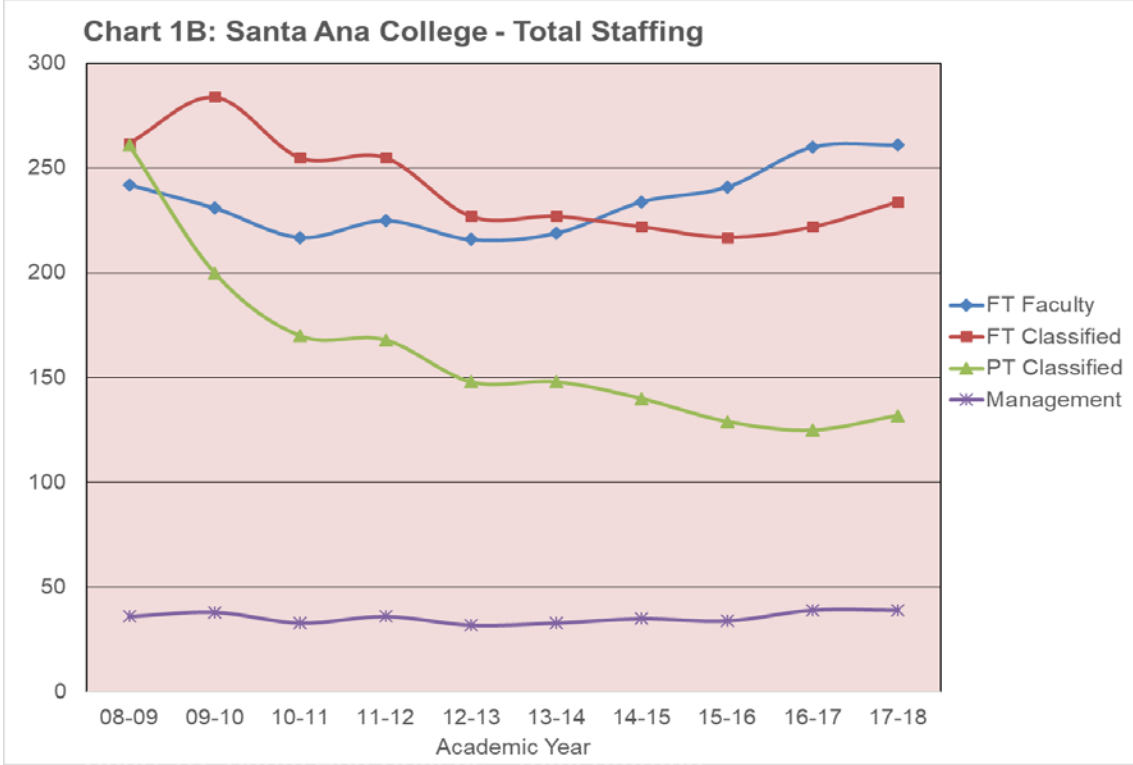
Human resources administration is a centralized responsibility of District Services and operational aspects such as recruitment, classification, labor relations, compensation, and employee benefits are managed centrally based upon the provisions of the applicable collective bargaining agreements and board policy.

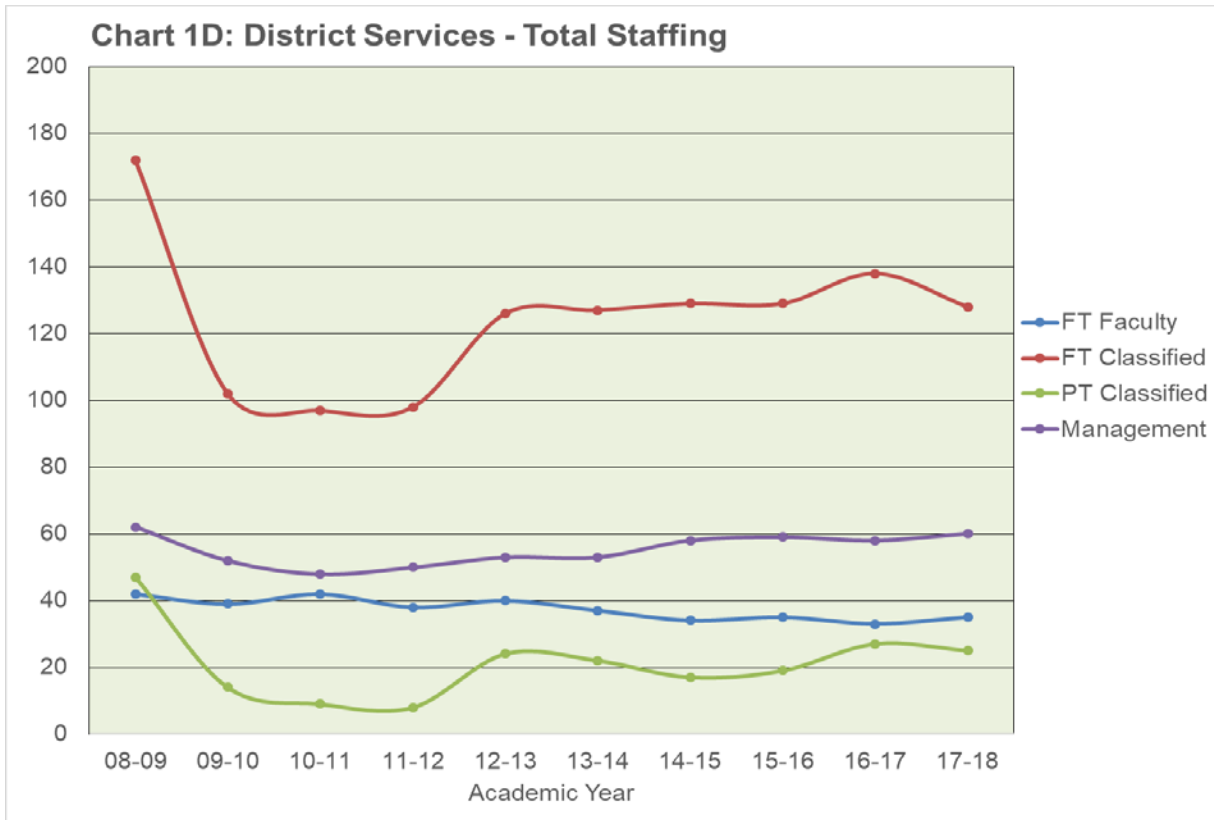
Staffing Levels

The following charts depict the changes in staffing by employee category district-wide and at the operational units. These data are presented from the 2008/09 fiscal year to the present. The Great

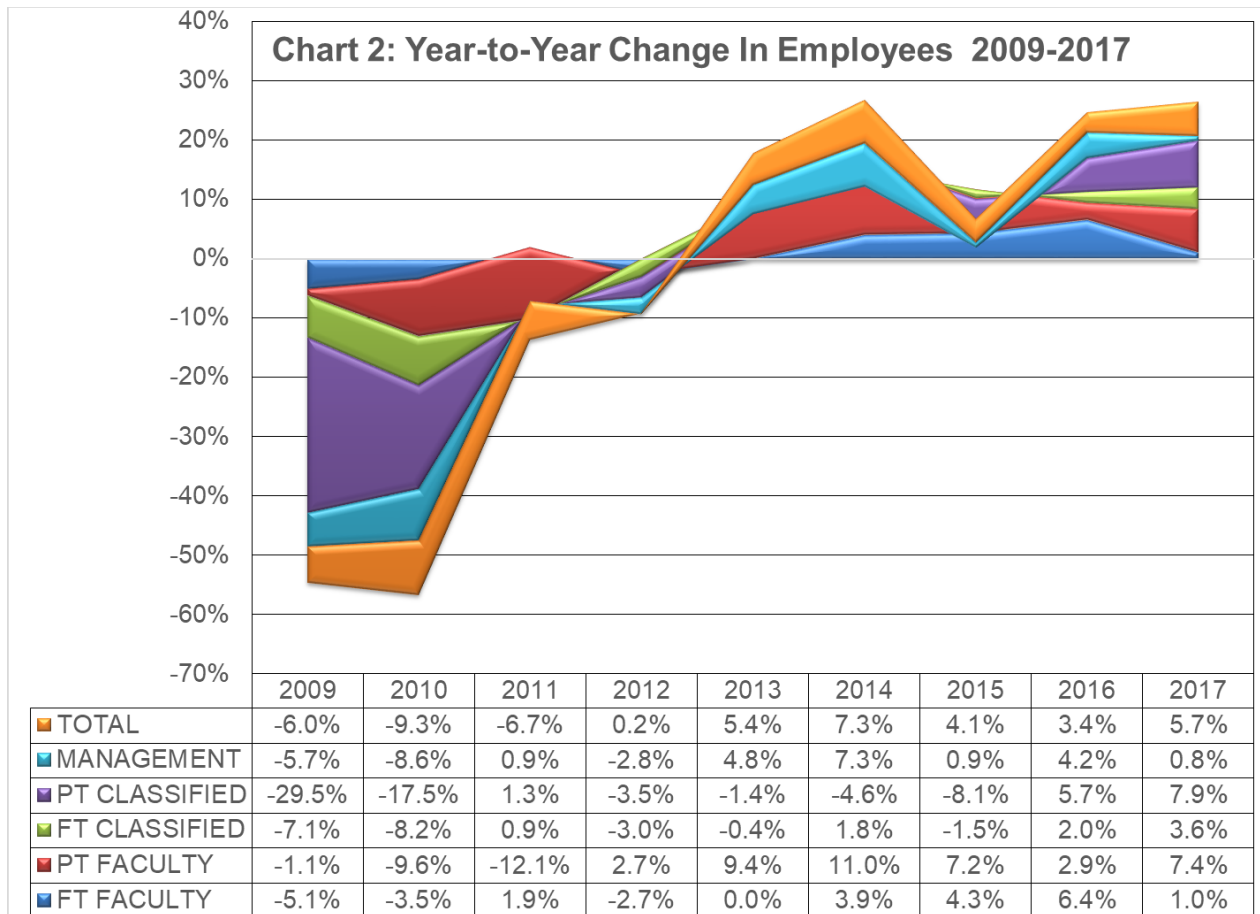
Recession and subsequent state budget crisis had a significant effect on staffing in the District. Through attrition, a hiring freeze and ultimately a reduction in force, the district intentionally reduced staffing at all locations as a cost-reduction strategy. As the economy has recovered and state funding for community colleges improves, staffing levels are increasing but are still below pre-recession levels.







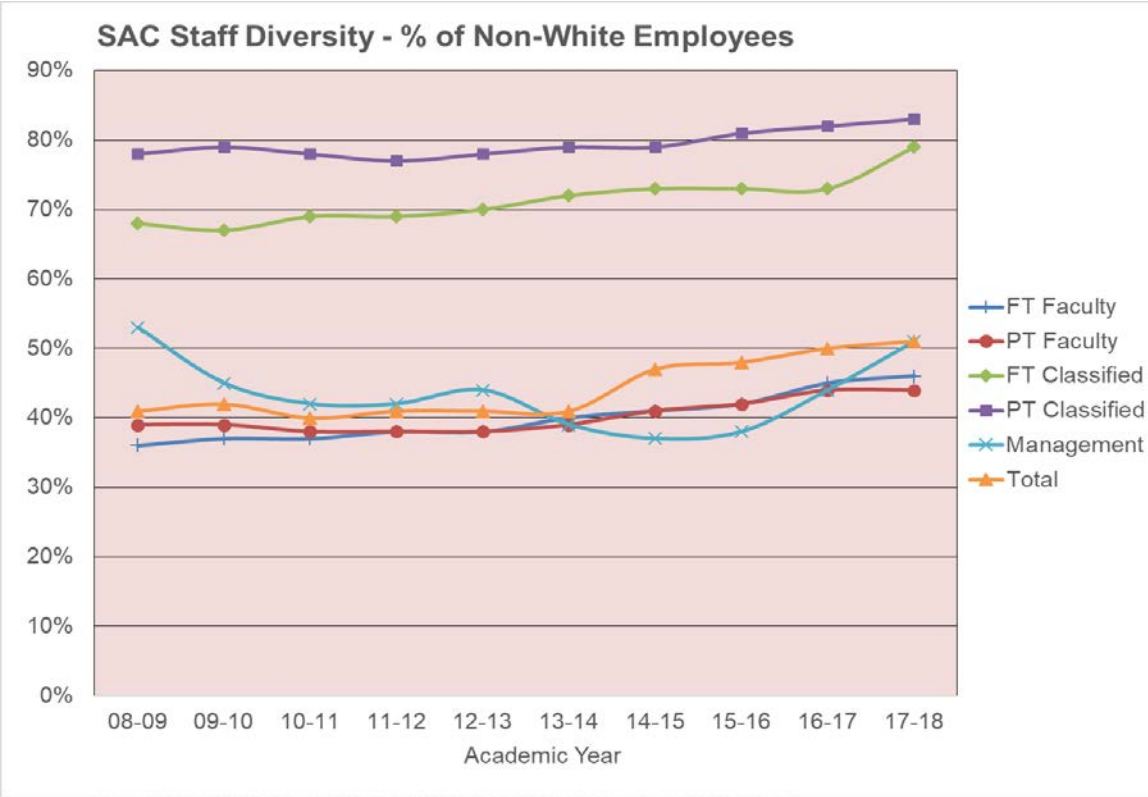
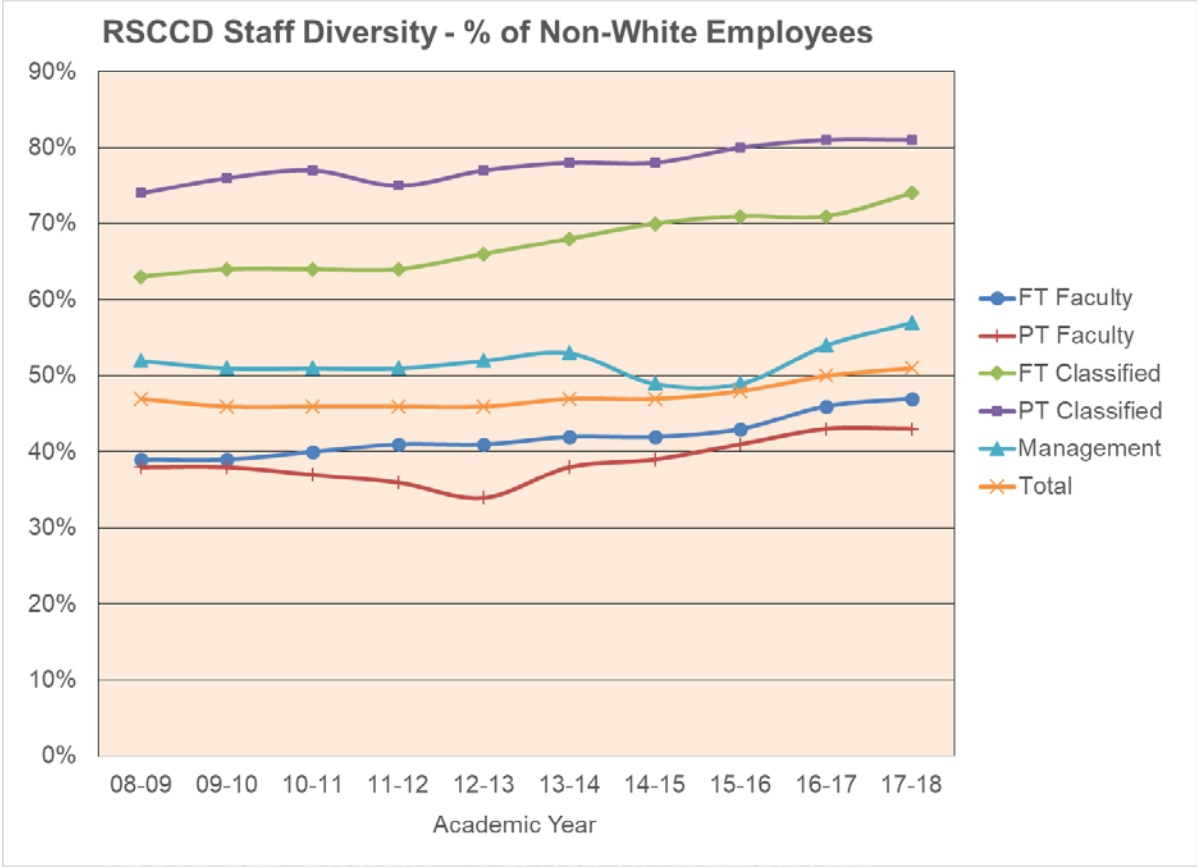
The following chart shows the District-wide change in the number of employees from 2008 to 2017. The chart shows that part-time employees (both classified and faculty) were the groups most significantly impacted by the recession and state budget crisis. This reflected the District's strategy to protect full-time positions when possible.

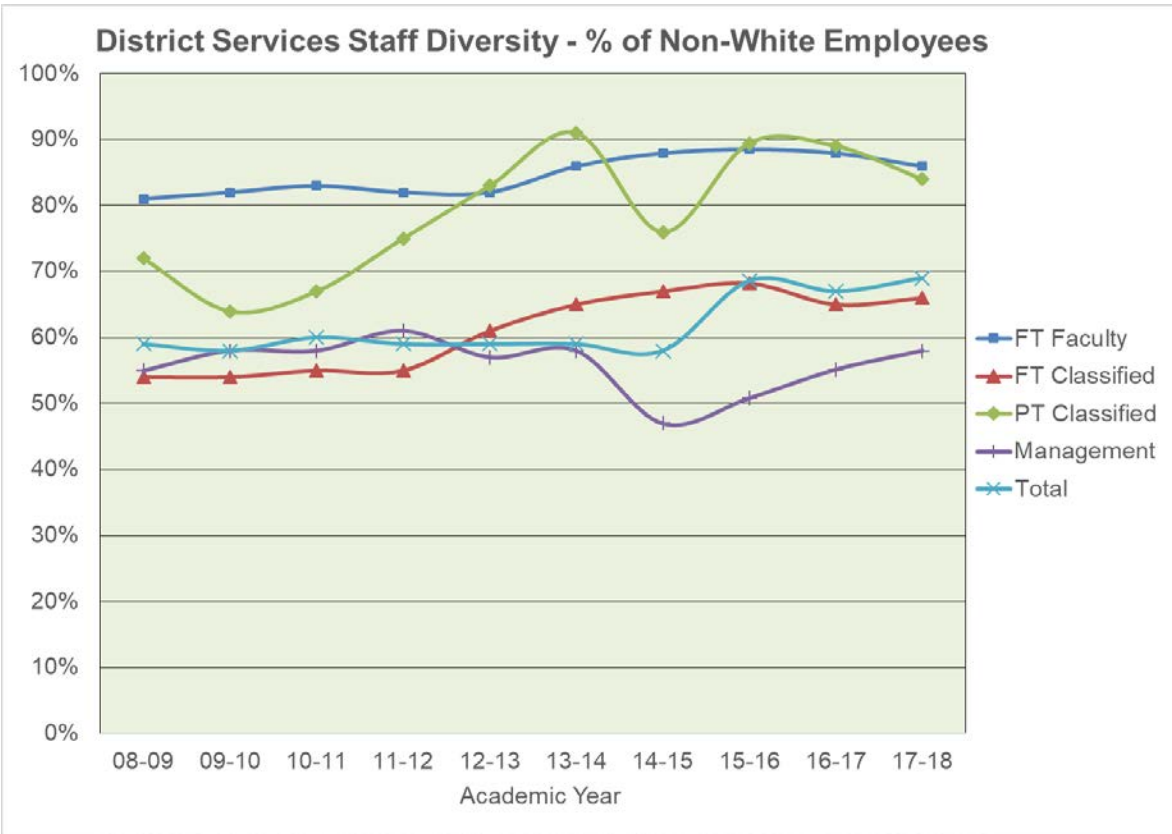
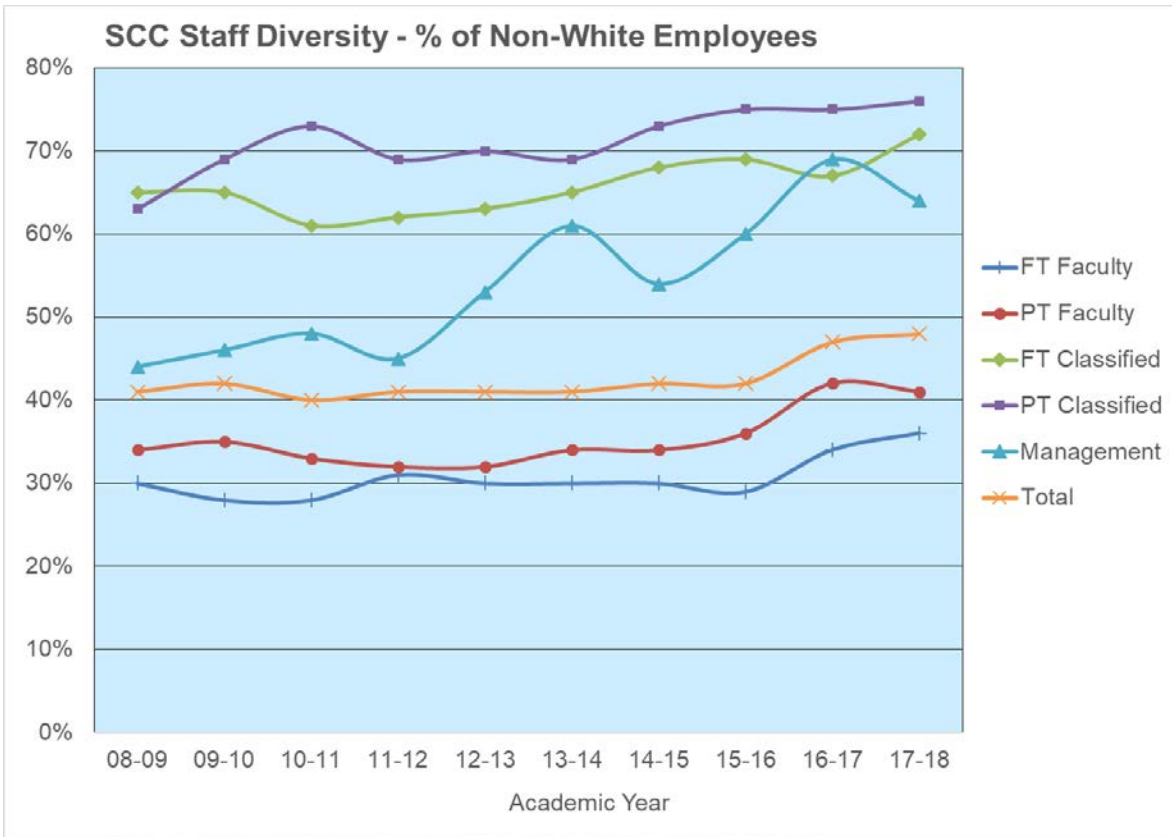


All changes measured as of September 1st of each year.

Staff Diversity

The communities comprising the RSCCD are very diverse and the student bodies of both colleges reflect that diversity. The district's recruitment and selection procedures are designed to attract a diverse pool of applicants for all job openings. On an annual basis, an analysis of the ethnic diversity of the district's workforce is conducted and reviewed by the Human Resources Committee. The percentage of ethnically diverse (non-white) employees, by category and in total, (as measured on September 1st of each year) are presented on the following charts.





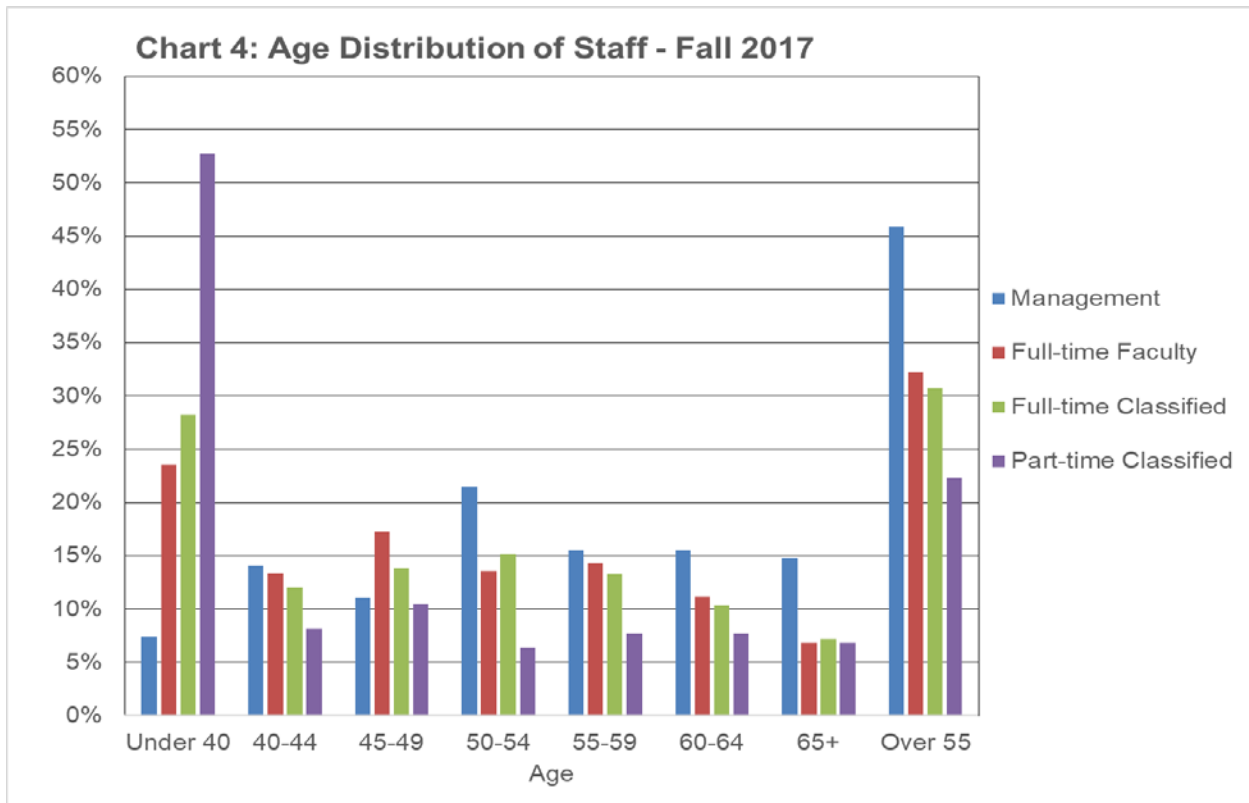
Despite the staff reductions during the 2008 – 2010 years (when a hiring freeze and a reduction in force were imposed) overall staff diversity has remained fairly constant. Due to their smaller size, the management and part-time classified employee cohorts have experienced more year-to-year fluctuations than the larger cohorts.

Age Distribution and Turnover

The age distribution percentages for each employee group reveal a significantly younger cohort of classified employees than all other groups. Part-time classified employees represent the youngest age group, followed by the full-time classified employees. The management and full-time faculty cohorts have a significantly higher percentage of employees over age 60 as compared to the classified employee cohorts.

In terms of retirement eligibility, the minimum retirement age for most faculty and managers is age 55. Although the minimum age for classified employees is, age 50, retirement prior to age 55 is rare. Using age 55 as a measurement point, significant portions of all full-time employees are currently eligible for retirement:

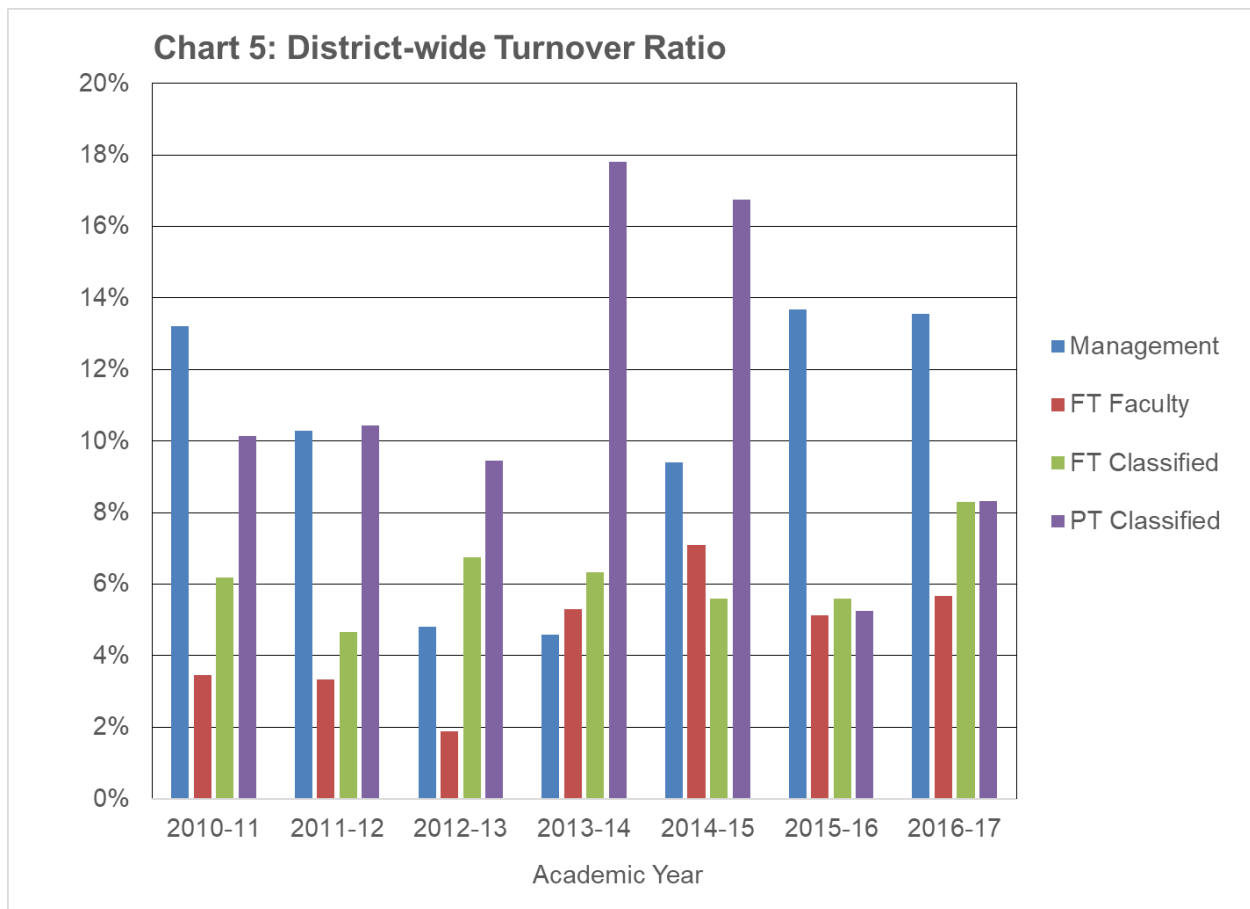
- Management: 46%
- Full-time faculty: 33%
- Full-time classified: 31%



Management and Classified Turnover

Turnover data for classified and management employees are only presented for the last seven years due to the reduction in force that occurred in 2009. At that time, over 170 CSEA bargaining unit and management positions were eliminated due to funding reductions imposed by the state.

Since 2010, the turnover rate for managers has fluctuated from year-to-year while the full-time classified turnover rate has remained the most consistent. Part-time classified turnover significantly increased in 2013-14 and this employee group has the highest turnover ratio on a consistent basis, which is typical of part-time employment in most industries. Management turnover, due to the smaller size of that group, is more subject to annual fluctuations.

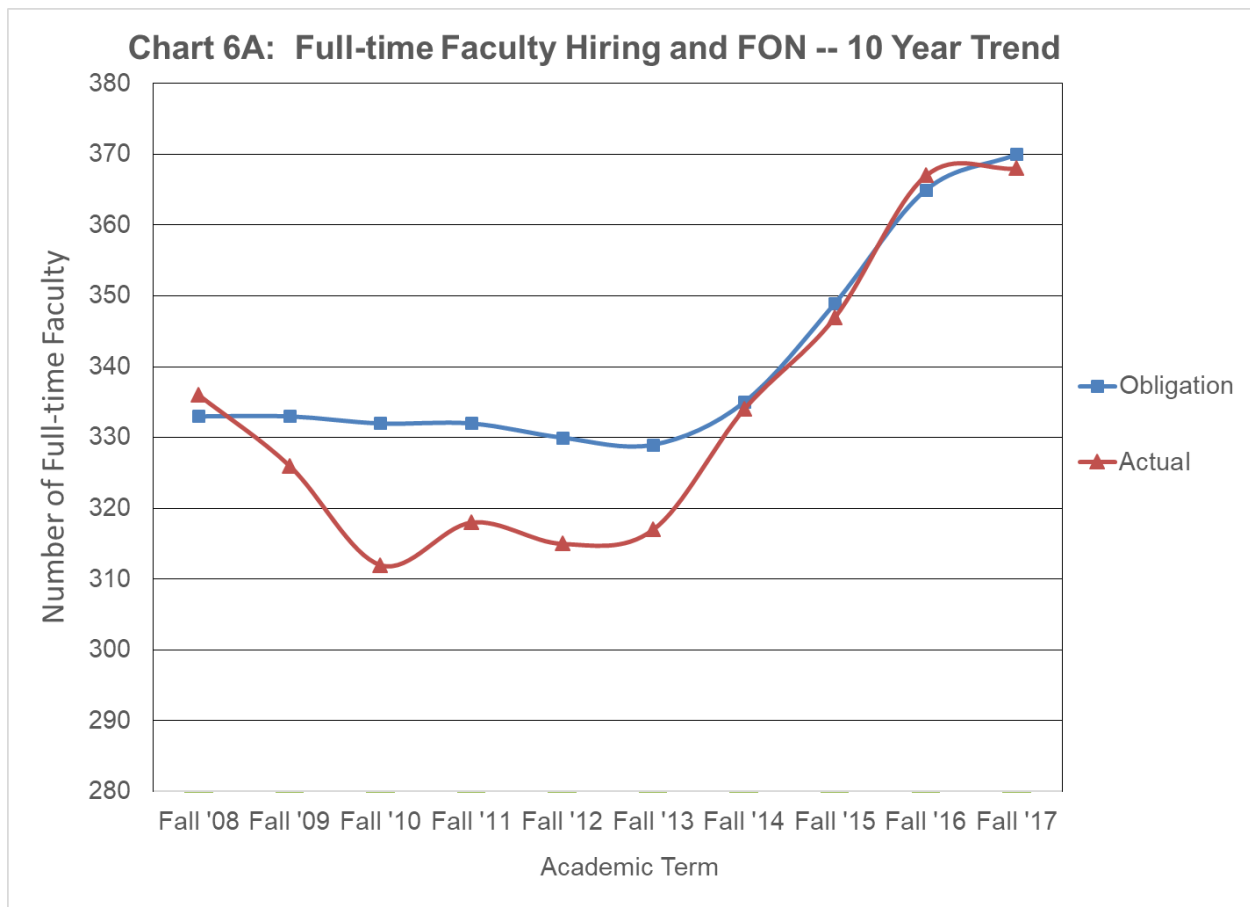


Full-time Faculty Turnover

Although the turnover ratio for full-time faculty is the lowest for all employee groups, the terminations of full-time faculty must be continually monitored. California community college districts are required to maintain a specific number of full-time faculty (known as the Faculty

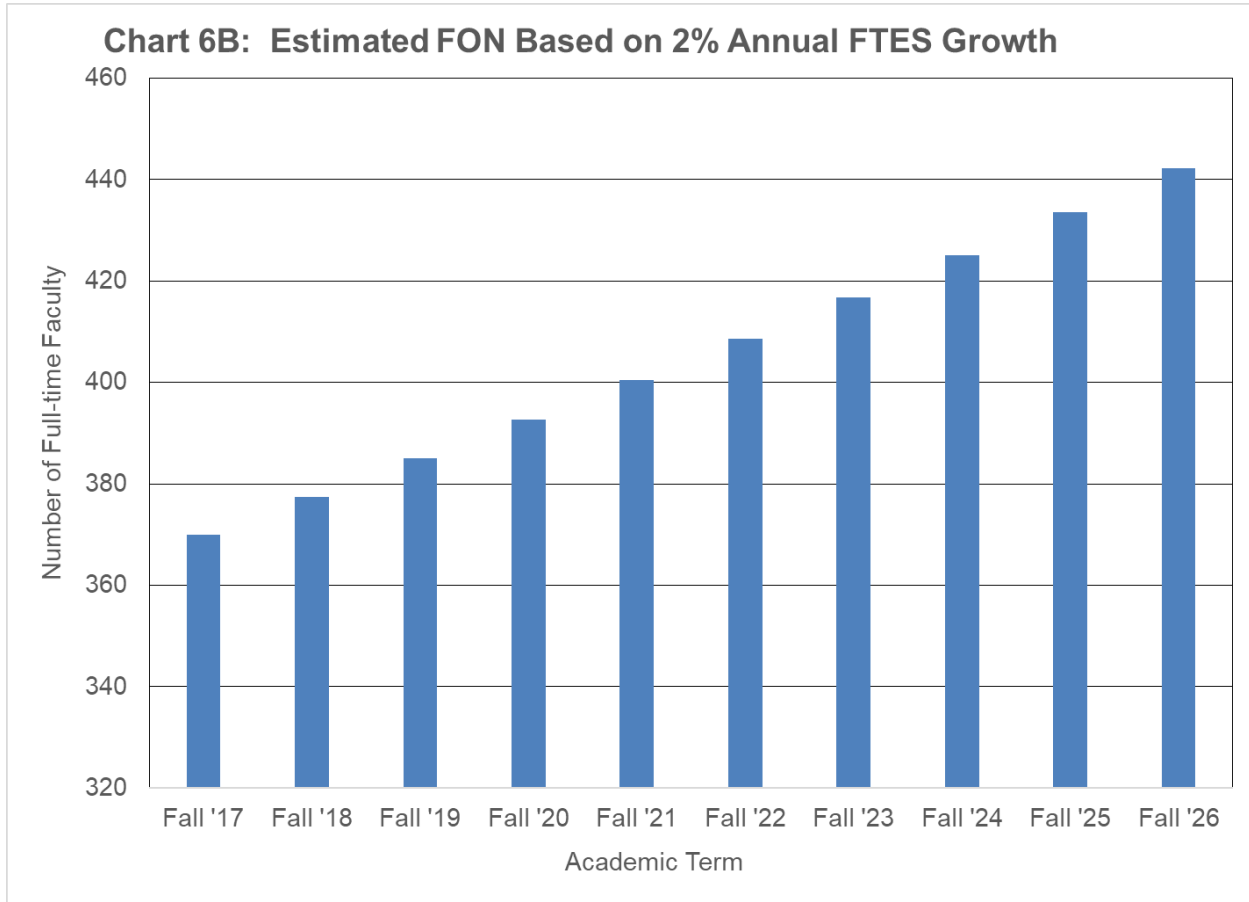
Obligation Number--FON) as well as monitor the ratio of credit instruction provided each year by full-time and part-time faculty (FT/PT ratio).

Each fall the district determines its compliance with the FON and reports that information to the state Chancellor’s Office. Economic penalties are imposed on districts that fail to maintain the FON, unless the state Board of Governors waives that requirement due to insufficient funding in the state budget. The economic penalty for failing to maintain the FON in 2017 is \$74,029 per full-time position. As a result of the recession and the prolonged state budget crisis, compliance with the FON was suspended for five years (2009 – 2013). In those years, districts could avoid a financial penalty by maintaining or improving its ratio of credit instruction provided by full-time faculty. RSCCD curtailed full-time faculty hiring during those years as a budget reduction strategy and was able to increase its full-time teaching ratio due to state-imposed reductions in course offerings, which largely impacted part-time faculty employment. The district’s compliance with the FON during the past ten years is shown below.



The requirement to comply with the FON was restored for the 2014-15 academic year. The district was required to hire thirteen additional faculty prior to this academic year, plus replace any vacancies that occurred in the interim. The 2013-14 budget also contained 2% enrollment growth, which was the first funding for enrollment growth in 5 years. Funded growth affects the FON by

requiring the district to increase the number of full-time faculty by the same percentage of funded enrollment growth. Assuming a consistent 2% allocation for enrollment growth in each of the next ten years, the district’s FON will increase from 370 in 2017 to 442 by the Fall of 2026, as shown in the following chart.



Full-time/Part-Time Faculty Ratio

The chart below shows the ratio of credit instruction taught by full-time and part-time faculty at each college and district-wide for the previous ten years. Although the Education Code established a goal in 1989 that 75% of credit instruction should be taught by full-time faculty, the legislature has not provided any funding to increase that ratio since the early 1990s. Consequently, the district’s full-time/part-time ratio has remained fairly consistent over the years.

However, one significant change over the previous ten-year period has been the full-time/part-time ratio at each college. After the district converted from a single college to a multi-college structure in 1997, a significant disparity in the full-time/part-time ratios between the two colleges was identified. Full-time faculty hiring was increased at Santiago Canyon College in those years and the ratios at the colleges have been fairly equalized. In 2013-14, the growth rate at Santiago

Canyon was significant higher than at SAC, which resulted in a decrease in the FT/PT ratio for the current year.

Full-time/Part-time Credit Faculty Ratios: 2008 - 2017								
SAC			SCC			Combined RSCCD		
	FT	PT		FT	PT		FT	PT
2008	58.75%	41.25%	2008	54.24%	45.76%	2008	57.63%	42.37%
2009	62.17%	37.83%	2009	65.84%	34.16%	2009	63.30%	36.70%
2010	64.10%	35.90%	2010	61.60%	38.40%	2010	63.30%	36.70%
2011	66.73%	33.27%	2011	62.44%	37.56%	2011	65.32%	34.68%
2012	65.54%	34.46%	2012	65.36%	34.64%	2012	65.48%	34.52%
2013	62.95%	37.05%	2013	63.32%	36.68%	2013	63.07%	36.93%
2014	62.25%	37.75%	2014	56.77%	43.23%	2014	60.52%	39.48%
2015	59.44%	40.56%	2015	58.75%	41.25%	2015	59.21%	40.79%
2016	60.18%	39.82%	2016	60.93%	39.07%	2016	60.41%	39.59%
2017	60.92%	39.08%	2017	61.05%	38.95%	2017	60.96%	39.04%

Full-time Faculty Vacancies and Recruitment

Most full-time faculty resignations and retirements tend to occur at the end of the spring semester each year. Each fall, the process to fill faculty vacancies begins. In September, the state Chancellor’s Office notified the District of its projected FON obligation for the subsequent year. The Human Resources Department identifies the number of existing full-time faculty vacancies at each college as well as the number of new faculty positions that must be added in order to maintain the FON. The district’s resource allocation model assumes that each college will maintain its FON and will be responsible for its pro-rata share of the new faculty positions.

Each college has a process, in consultation with its academic senate, to identify hiring priorities by academic discipline. Each college president recommends a list of faculty vacancies to the Chancellor and once approved, recruitment activities begin in the spring. The process concludes prior to the end of the spring semester and the newly hired faculty typically begin work in the subsequent fall semester.

Classified and Management Vacancies and Recruitment

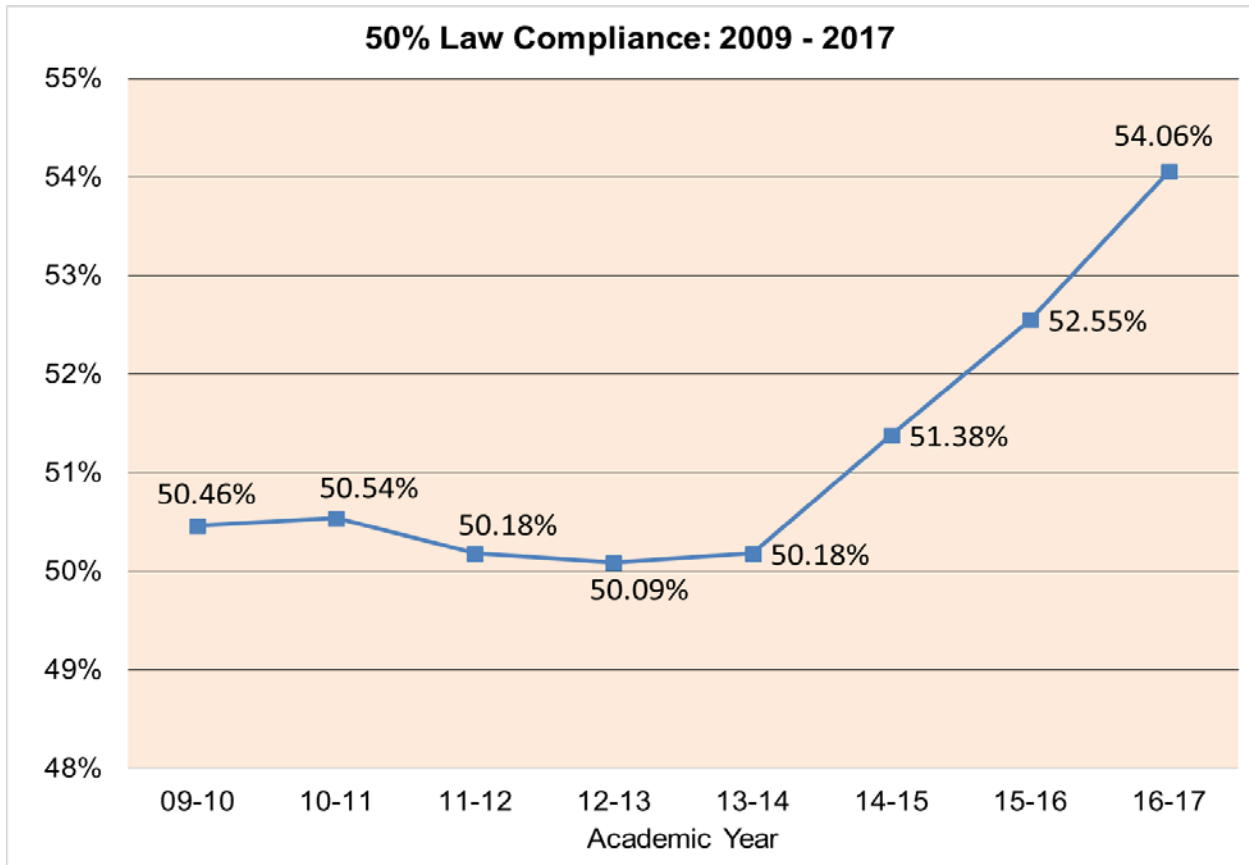
Unlike faculty terminations, which typically coincide with the end of the academic year, management and classified vacancies occur throughout the year and are filled at a time determined by the college president or appropriate vice chancellor. When vacancies occur, the existing position and job description should be reviewed to ensure that it is still accurate for the needs of the department. Modifications to job descriptions, which don't involve changes in pay grade, are presented to the Board of Trustees prior to the initiation of recruitment activities. Modifications which affect pay grade are handled through a reorganization process. For positions at a college, the reorganizations are reviewed by the college participatory governance council and recommended to the college president. Positions assigned to the district office are reviewed by the District Council and recommended to the Chancellor. After this review process is completed, the Human Resources Department reviews any modifications affecting bargaining unit positions with CSEA. Following that review, modifications to job specifications or pay grades are presented to the Board of Trustees for approval prior to the initiation of recruitment activities. Recruitment activities for classified and management positions may be initiated at any time during the year or may be postponed due to budgetary or other programmatic considerations. In situations where recruitment is delayed, or where the vacancy disrupts normal operations, existing staff may be placed in interim assignments or temporary employees may be used to staff vacant positions. The use of temporary workers or existing staff in interim assignments is subject to applicable restrictions in the Education Code, Title 5 regulations, or applicable collective bargaining agreements.

50% Law Compliance

Education Code Section 84362 requires community college districts to expend 50% of the district's Current Expense of Education (CEE) on the salaries and fringe benefits of classroom instructors. The "Current Expense of Education" (CEE) includes the General Fund operating expenditures excluding expenditures for food services, community services, capital (except equipment replacement), auxiliary services and other costs specifically excluded by law.

The "Salaries for Classroom Instructors" includes the salaries and fringe benefits for classroom instructors and instructional aides (full-time and part-time). In the most recent fiscal year (2016-17), the District's compliance calculation was 54.06%, which was a slight increase over the prior year. Recognizing that most classified and management positions, as well as some faculty positions (counselors, librarians and faculty released from teaching assignments), don't meet the definition of classroom instructors, the ability of the colleges and district services to increase staffing levels in non-teaching areas will be constrained.

The 50% law calculation for the previous eight years is presented below:



Staffing Allocations

The allocation of faculty and staff is controlled by each of the three major operational units (Santa Ana College, Santiago Canyon College and District Operations). As described above, each unit has a process for modifying or increasing its staffing. A number of functions (District Safety, Information Technology, Auxiliary Services) are managed at the District Operations level, but a significant number of staff assigned to those areas are actually housed on the college campuses and continuing education sites. This difference in management responsibility and staffing location is shown in the following two charts.

Chart 7A: Staff Allocation by Management Area

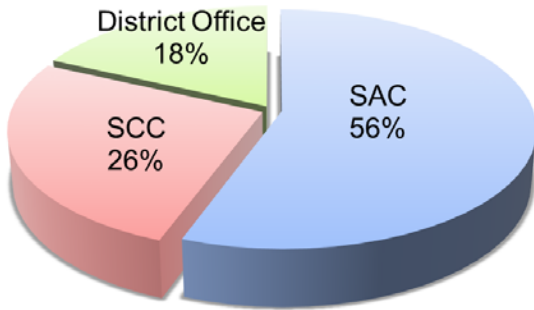
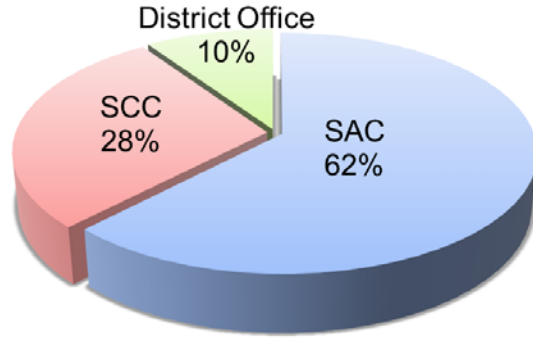


Chart 7B: Staff Allocation by Location



The following charts show the percentage of full-time and part-time classified staff assigned to each location as well as the continuing education centers operated by each college.

Chart 7C: Allocation of Full-time Classified Staff

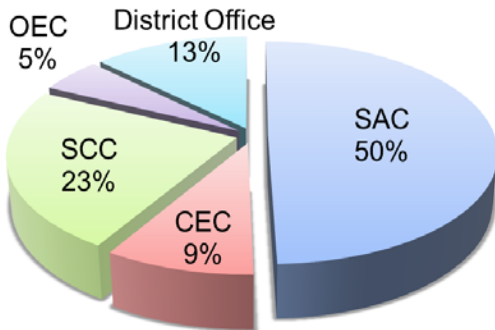


Chart 7D: Allocation of Part-time Classified Staff

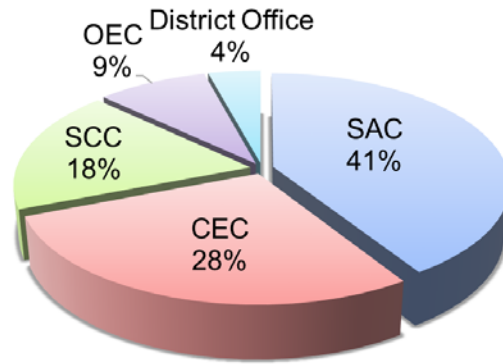
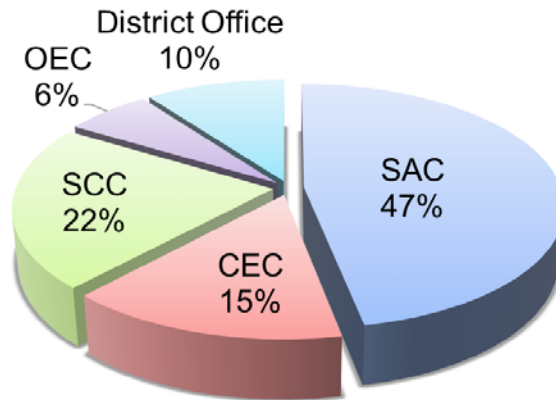
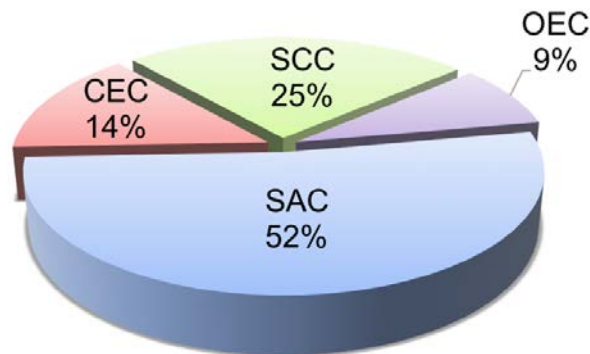


Chart 7E: Allocation of All Classified Staff

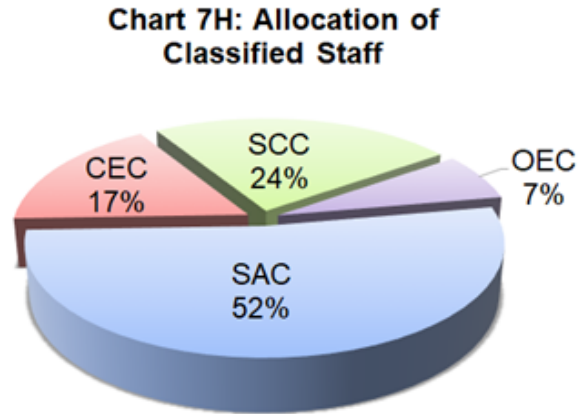
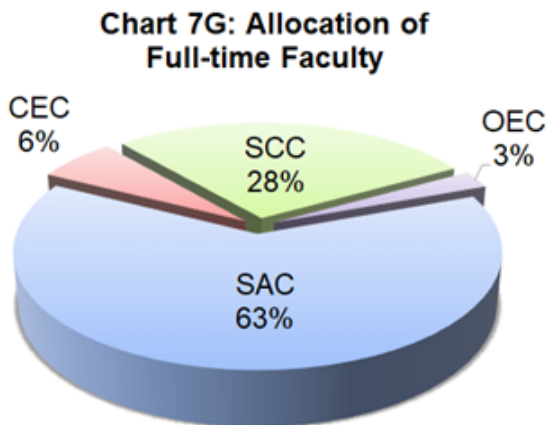


Although there is no definitive benchmark regarding the allocation of non-teaching support staff, all staffing allocations should be viewed in the context of FTES generation, which is the standard work-load unit for any community college district in California. The current breakdown of both credit and non-credit FTES generation, by site, is presented below.

Chart 7F: 2016-2017 FTES Distribution



The FTES distribution between the colleges is one method to evaluate the overall staffing parity between the sites. Although the overall distribution of faculty and support staff can be evaluated based upon FTES percentages, the actual allocation of positions by department, area of specialty, etc. vary based upon the programmatic and operational priorities at each site.



Planning Implications

- In order to avoid economic penalties, maintenance of the FON must be a staffing priority for each college.
- Increases in non-instructional positions must be done in full consideration of the implications for 50% law compliance.
- Turnover, especially in faculty, management and key classified positions will require succession planning, but will also provide opportunities for restructuring and adjustments to staff allocations.
- In the absence of significant cost-of-living adjustments or new sources of revenue, funding for additional staff positions will be tied to funded FTES growth.
- The colleges and district operations should evaluate staffing, structures and reporting relationships in order to maximize efficiency and take advantage of economies of scale.



District Name: Rancho Santiago Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 42,403
(b) 2018-2019 Allocation	\$ 50,000
(c) 2018-2019 Expenditures (Same total listed below in column 1)	\$ 70,209
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$ 22,194

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials	700		700
5000 Other Oper. Exp. & Svcs.	69,509		69,509
6000 Capital Outlay			
7000 Other Outgo			
Totals	70,209		70,209

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

Name: Erika Almaraz

Title: Manager, Fiscal Services

Phone: (714) 480-7349

E-Mail Address: alamraz_erika@rsccd.edu

Signature: _____ 

Date: 9-4-19

Prepared by: Josefina Penning

Contact Phone No: (714) 480-7361



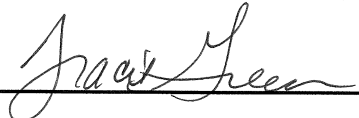
District Name: Rancho Santiago Community College District

USE WHOLE DOLLAR AMOUNTS

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$35,926	\$25,816 District funds	See attached.
3. Professional development on equal employment opportunity.	\$23,191		See attached.
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.		\$2,310 SAC HSS funds	See attached.
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$11,092	\$4,509 District funds	See attached

Name: Tracie Green **Title:** Vice Chancellor of Human Resources

Phone: 714-480-7489 **E-Mail Address:** Green_Tracie@rscdd.edu:

Signature: 

Date: 9/27/19

Prepared by: Elouise Marasigan

Contact Phone No: 714-480-7494

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(3) PERFORMANCE INDICATOR (S)

2. The Rancho Santiago Community College District Human Resources Department posted 171 job openings for 2018-2019 Fiscal Year. The total number of applicants logged to requisitions posted from 7/1/2018 to 6/30/2019, including 30 faculty positions for 2019 Fall Semester and 11 management positions, including the Chancellor search filled after June, 2019, was eight thousand nine hundred forty six (8,946), 9 % more from the previous year. Six thousand sixty two (6,062) or 68% of the applicants were from the diverse groups and five thousand four hundred sixty five (5,465) or 61% female and only 5% of the total number of applicants did not identify their ethnicity and almost all the applicants identified their gender.

The Screening Committees recommended one thousand five hundred ninety (1,590) qualified applicants for interview, approximately 18% of the total applicant pool, where one thousand fifty six (1,056) or 66% were from the diverse groups and eight hundred ninety (890) or 56% are female.

We filled 170 (as compared to 175 from previous year) job openings, hired 26 management, 19 Faculty and 125 classified staff. Of those hired, one hundred twenty seven (127) or 75% are from diverse groups, one hundred (100) or 59% are female.

The above data showed the diversity of the applicant pools in different stages of the screening process, where 68% of the total applicants, 66% of selected for interviews and 75% hired were from the diverse groups. As a result, there have been 7.01% increase in the diversity of the District's employees since 2009. On June 30, 2019, the total number of employees of the District was 1,269 (131 Full Time Management, 391 Faculty and 747 Full Time and Part Time ongoing Classified), of the 98% that identified their ethnicity, 821 or 65% diverse compared to, 803 or 57% of 1,392 employees in 2009. For the 10 year period, still a significant increase in diversity considering 197 classified employees were laid off in 2010 and few more the following year. One hundred thirty one (131) or 67% of those laid off were from the diverse groups.

In addition to advertising in the traditional publications, we subscribed to the CareerBuilder Network that expanded our job postings nationally and globally through countless websites associated with Career Builder Network. Advertised in discipline related publications and websites as requested by the Department with the vacancy. Memberships in different professional organization/association like CASBO, ACCCA.org to be able to publish job openings in the website or send job announcement to the list serve. We also purchased an unlimited posting subscription packages with ChronicleVitae.com, online posting for Chronicle of Higher Education; Higheredjobs.com and InsideHigherEd.com, widely used websites for academic positions, also purchased unlimited advertising to several community college publications like, Community Colleges.AcademicKeys.com, CCC.JobsNow.com, ccjn.org, CCJobs.com and EdJoin, where we received 16% of total applications and diversity posting websites such as WomenAndHigherEd.com, VeteransinHigherEd.com, BlacksInHigherEd.com, NativeAmericansinHigherEd.com, AsisanInHigherEd.com, HispanicsinHigherEd.com, LGBTinHigherEd.com; DisabledinHigherEd.com.

Continued using the iGreentree applicant tracking and requisition management systems, which created reports showing the data we used in our recruitment planning. Reports derived from iGreentree enabled us to identify the sources of our applicants to effectively use advertising funds.

3. Maintained membership in ACHRO/EEO and Southern 30 EEDEC to keep us current with the new regulations and mandates relating to human resources and equal employment opportunity. Adopted and shared best practices in diversity with other colleges/districts. Provided orientation to all screening committees and hiring managers. Offered all Management employees of the District to attend workshops presented by Liebert Cassidy Whitmore through the Southern California Community College Districts Employment Relations Consortium. The EEO/Diversity Training were conducted by an expert who was involved in drafting CCCCCO Title V regulations and we will continue offering more training dates in the future until all employees receive training before they serve as members of Screening Committees. We have trained 402 employees this fiscal year. One of the Human Resources Technicians attended the 2019 Human Resources Leadership Academy. The Vice Chancellor and Assistant Vice Chancellor of Human Resources attended the 2018 ACHRO/EEO Fall Institute.
4. One hundred sixty six (166) applicants indicated that they are disabled or requiring reasonable accommodation. We have provided interpreters to applicants with hearing and speech disability, 33 hours total of interpreter's time and wheel chair accessible facilities during interviews. Accommodated applicants with visual impairment to take the clerical skills evaluation. Sent job opportunities listing to Veterans' Employment and Training Service (VETS) and Employment Development Department (EDD)/Employment and Training Services. Received two hundred five (205) applications from Veterans.
5. The RSCCD Employment website is linked to CCC Registry website where we posted all our job openings and e-mailed prospective applicants from their database. We received significant number of applicants through our postings in the CCC Registry website, one thousand one hundred twenty nine or 12% of the total number of our applicants, eighteen (18) candidates were successful and offered employment by RSCCD. Five hundred fifty five or 26% of Faculty applicants responded to our postings in the CCC Registry website and eight (8) of the 18 candidates were hired as Assistant Professor.

We have an applicant travel reimbursement program where applicants for Faculty and administrative positions who traveled 300 miles or more from Rancho Santiago Community College District were reimbursed half of their travel and lodging expenses up to \$300 for the first interview. Selected finalists received full reimbursement for travel for their final interviews. This Fiscal year, twenty (22) applicants received reimbursement for their travel expenses.



California
Community
Colleges

**EQUAL EMPLOYMENT OPPORTUNITY
ACCOUNTABILITY CERTIFICATION FORM
FISCAL YEAR 2018-2019**

District Name: Rancho Santiago Community College District

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have timely complied with all of the following:

- (1) The district has recorded and reviewed the required data regarding qualified applicant pools.
 - Yes
 - No

- (2) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan.
 - Yes
 - No

- (3) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of division 6 of title 5.
 - Yes
 - No

I certify that this accountability report is complete and accurate.

Please Print:

Name: Tracie Green

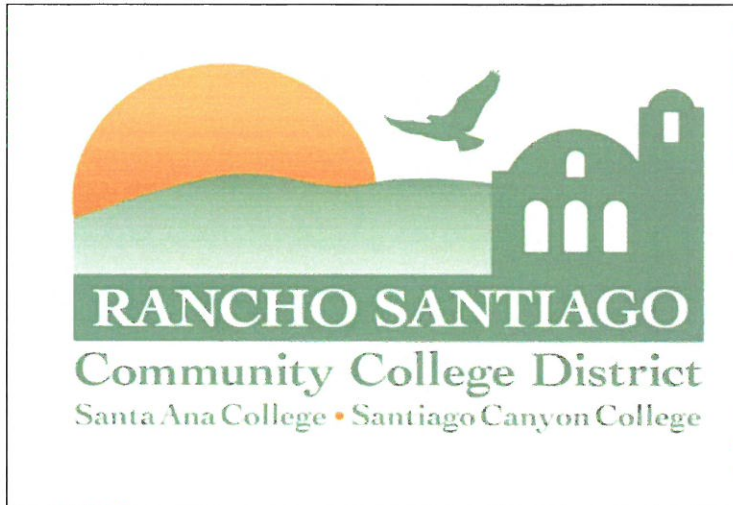
Title: Vice Chancellor of Human Resources

Phone: 714-480-7489

Email: Green_Tracie@rscdd.edu

Signature: *Tracie Green*

Date: 9/10/19



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Annual Fall Diversity Report

Tracie Green
Vice Chancellor of Human Resources

November 24, 2019

7.5 (2)

Rancho Santiago Community College District

Diversity Report Fall 2019

Beginning In the Fall of 2017, the AR 7100 – Commitment to Diversity was approved by the district council to supplement and continue to support the districts’ commitment to diversity in employing qualified administrators, faculty, and staff members who are dedicated to student success.

In addition to the commitment to diversity, an annual report will be prepared for the board in the fall that shall include the demographics of the college staff and faculty as well as the new hires from the previous academic year.

The regulatory framework supporting the districts efforts is found in Title 5 section 5302 4.1, Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD Board Policies and Administrative Regulations; 3420 – Equal Employment Opportunity (EEO) and 7100 – Commitment to Diversity.

The acknowledgment in this framework that “establishing and maintaining a richly diverse workforce is an ongoing process that requires continued institutional effort” and the understanding that diversity in the academic environment promotes cultural and social awareness that provides students an environment that models and supports academic achievement. The requirements of districts include:

- The EEO plan will be reviewed and updated every three years
- EEO training is required for all individuals who serve on screening/selection committees and advisory committees
- The collection of recruitment and hiring data and the longitudinal analysis of employment trends

Beginning in 2015, the State Chancellor’s Office modified the allocation formula for the EEO funds to increase compliance with Title 5 requirements. The EEO fund allocation model provided districts who met the EEO program criteria \$50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. In 2015 only 35 of the 72 districts met the multiple methods criteria, RSCCD received the \$50,000 allotment to continue our efforts in increasing the diversity of our employees. In 2018 all districts met the 9 multiple methods criteria to receive EEO fund allocations. Our allocation this year is \$45,000, we continue to use these funds in our efforts to increase the diversity of our employees.

The RSCCD Equal Employment Opportunity and Human Resource Plan is reviewed annually, and if relevant policies undergo legislative changes, this plan will be updated. The EEO plan outlines the Boards’ policies and administrative regulations on Equal Employment Opportunity, the Commitment to Diversity, and Recruitment and Hiring. The plan outlines:

- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations
- The Human Resource Committee also serves as the EEO advisory committee, and is one of the districts’ participatory governance committees
- Notification and publication of the EEO plan (the plan is available on the districts website under HR division)

- The training required for screening/selection committees
- Analysis of the district workforce and applicant pools
- Other measures necessary to further equal employment opportunity

EEO training that outlines the statutory regulations and the awareness of implicit biases is provided to the district a minimum of twice a year. In 2018-2019 we provided six (6) EEO workshop opportunities with a total of 657 employees completing this EEO training requirement. This 4-hour training is facilitated by Liebert Cassidy and Whitmore (LCW) attorneys who have had significant contributions to the language we see in Title 5- EEO and Diversity. Along with this targeted compliance training, there are multiple workshops, webinars and conferences provided throughout the year on topics such as diversity and inclusion and the following:

- Meeting the Unique Needs of the LGBTQIA Student Population
- ACPA (CCPA) Spring Institute: Intersectionality and Inclusion
- Denim Day
- Poetic (Social) Justice: Dismantling Gender Violence
- Lunch and Learn: Why Pride?
- Celebrating Asian and Pacific and Pacific Islander Heritage
- "Building Support for Formerly Incarcerated Students at SCC"
- Umoja Conference XIV
- Real #114 Housing and Food Insecurities Conference

The collection of the data and the analysis of recruitment and hiring trends provides information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensure the ability to identify and eliminate possible barriers to employment.

Each fall we focus on the reporting the recruitment hiring and of faculty based on our projected student enrollment. This number is reflected in the FON (faculty obligation number). For purposes of diversity, and analyzing longitudinal data, we look at the percentage of our new hires based on the number of all diverse (non-white) faculty and management hired, for the last 5 years (attachments 1-3) with graphs provide the visual distribution by year.

The data sets to follow indicate the level of diversity as of June 30, 2019. RSCCD total headcount of all employee groups (attachment 4-7) illustrates the total number of employees within all ethnic groups and gender:

- Full-Time Faculty: 43.99% diverse; 4.6 unknown (attachment 4)
- Part-Time Faculty: 41.41% diverse; 2.68% unknown (attachment 5)
- Classified: 76.81% diverse; .80% unknown (attachment 6)
- Management: 56.82% diverse; 1.52% unknown (attachment 7)

The longitudinal data derived from MIS reports to the Chancellor's office provides ethnicity data back to Fall 2000. This allows us to see the trend of specific employee groups by headcount each year. The

collection of demographic information including ethnicity continues to be a voluntary disclosure. This makes it difficult at times to determine precise diversity percentages. Another key element affecting percentage outcomes is the number of individuals who indicate multiple ethnicities. There are six main ethnic groups designated by the State Chancellor's office to reflect the data gathered. These are African American, Native American, Asian, Hispanic, unknown, and White non-Hispanic. This graph clearly indicates the impact of the last recession and state budget crisis and student enrollment in 2008/2009 which had a significant effect on staffing in the district. In 2010/2011, the district begins to see an increase in staffing notably in the diverse groups. The following employment groups in the fall of 2018 are:

- All Employee group, attachment 8
- Full Time Faculty, attachment 9
- Part Time Faculty, attachment 10
- Classified Staff, attachment 11
- Educational Administrator, attachment 12

In addressing the goals for 2018

The district made progress in increasing the diversity of our employee groups.

- In 2018, we filled 170 job openings, hired 26 management, 19 Faculty and 125 classified staff. Of those hired, one hundred twenty seven (127) or 75% are from diverse groups, one hundred (100) or 59% are female.
- The diversity of the applicant pools for the 170 filled job openings in different stages of the screening process:
 - Applications received: 8,946, 68% diverse
 - Selected candidates for interview: 1,590, 66% diverse
 - Hired: 170, 75% diverse
- There have been 7.01% increase in the diversity of the District's employees since 2009. On June 30, 2019, the total number of employees of the District was 1,269 (131 Full Time Management, 391 Faculty and 747 Full Time and Part Time ongoing Classified), of the 98% that identified their ethnicity, 821 or 65% diverse compared to, 803 or 57% of 1,392 employees in 2009. For the 10 year period, there is an increase in diversity. RSCCD Staff Profile Comparison 2009 and 2019, attachment 13

Identify any significant impact in any underrepresented group

- Provided information using the ethnicity/gender crosstab of applicant pools for each vacancy in every step of the selection process to work to identify if there was adverse impact on underrepresented groups. Further review is needed of the screening process and the crosstab to try and identify if there is disproportionate negative impact in any underrepresented group.

The District continues to review board policies and administrative regulations and update our EEO plan.

- The RSCCD EEO and Human Resources Plan will be updated in the 2021 academic year

Our goals are to continue to research methods to increase the recruitment and hiring of more diverse employee groups

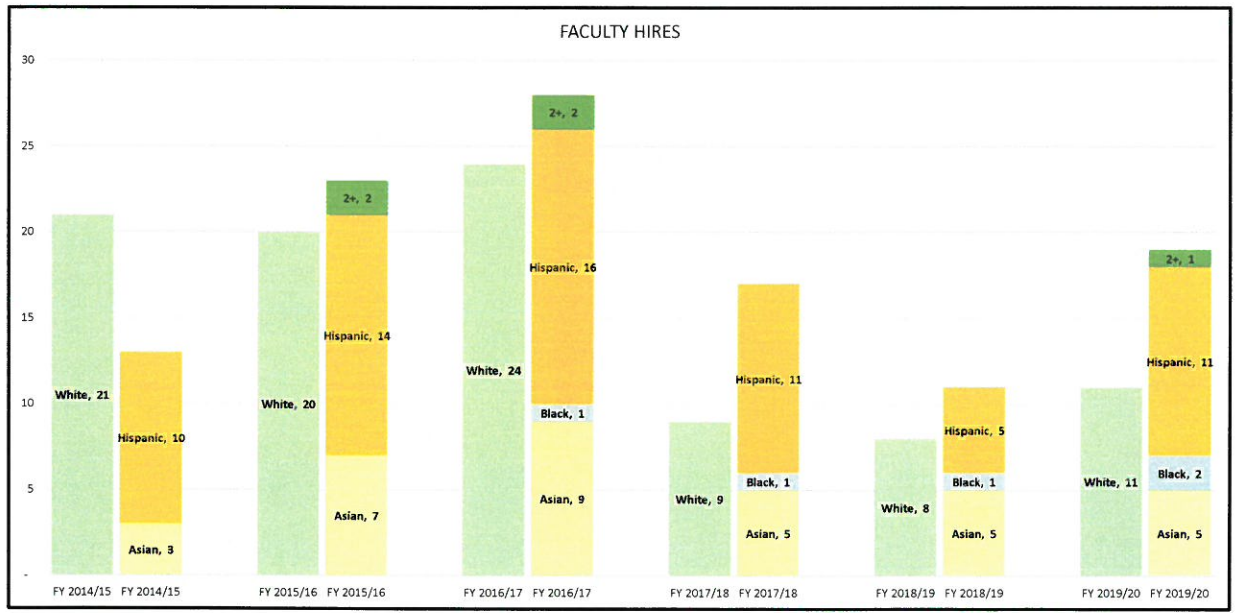
- On December 7, 2019 the district will participate with six other area districts for the first collaborative job Summit on hiring diverse faculty. There are over 839 pre-registered applicants for the event.
- Beginning implementation of NEOGOV's Applicant tracking and personnel requisition systems
- This year is the first time the District has had early submission of Faculty priority list of discipline for posting and recruitment before the end of the Fall Semester right after identifying the FON.
- To continue to work with the Southern California Community College School Districts to look at Best Practices for Diversity in Hiring.
- Internship programs
- Identifying barriers that may impact underrepresented group in the recruitment process

NEW HIRES PER FISCAL YEAR 2014-2020

FACULTY

FISCAL YEAR	ETHNICITY							TOTAL	% DIVERSE	GENDER		
	W	A	B	H	NA	2+	M			F	TOTAL	
FY 2014-2015	21	3	0	10	0	0	34	38%	18	16	34	
FY 2015-2016	20	7	0	14	0	2	43	53%	12	31	43	
FY 2016-2017	24	9	1	16	0	2	52	54%	15	37	52	
FY 2017-2018	9	5	1	11	0	0	26	65%	7	19	26	
FY 2018-2019	8	5	1	5	0	0	19	58%	12	7	19	
FY 2019-2020	11	5	2	11	0	1	30	63%	8	22	30	
6-YR TOTAL	93	34	5	67	0	5	204		72	132	204	

W = WHITE
 A = ASIAN
 B = BLACK
 H = HISPANIC
 NA = NATIVE AMERICAN
 2+ = TWO OR MORE ETHNICITY

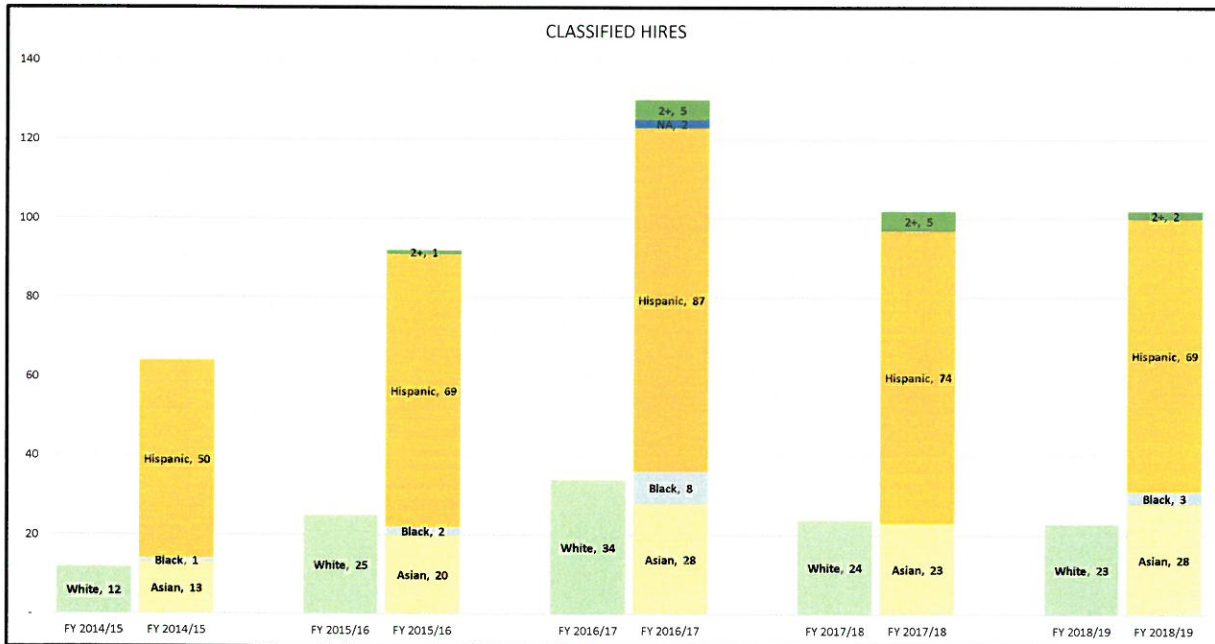


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NEW HIRES PER FISCAL YEAR 2014-2019
CLASSIFIED

FISCAL YEAR	ETHNICITY						TOTAL	% DIVERSE	GENDER		
	W	A	B	H	NA	2+			M	F	TOTAL
FY 2014-2015	12	13	1	50	0	0	76	84%	39	37	76
FY 2015-2016	25	20	2	69	0	1	117	79%	36	81	117
FY 2016-2017	34	28	8	87	2	5	164	79%	54	110	164
FY 2017-2018	24	23	0	74	0	5	126	81%	43	83	126
FY 2018-2019	23	28	3	69	0	2	125	82%	54	71	125
5-YR TOTAL	118	112	14	349	2	13	608		226	382	608

W = WHITE
A = ASIAN
B = BLACK
H = HISPANIC
NA = NATIVE AMERICAN
2+ = TWO OR MORE ETHNICITY

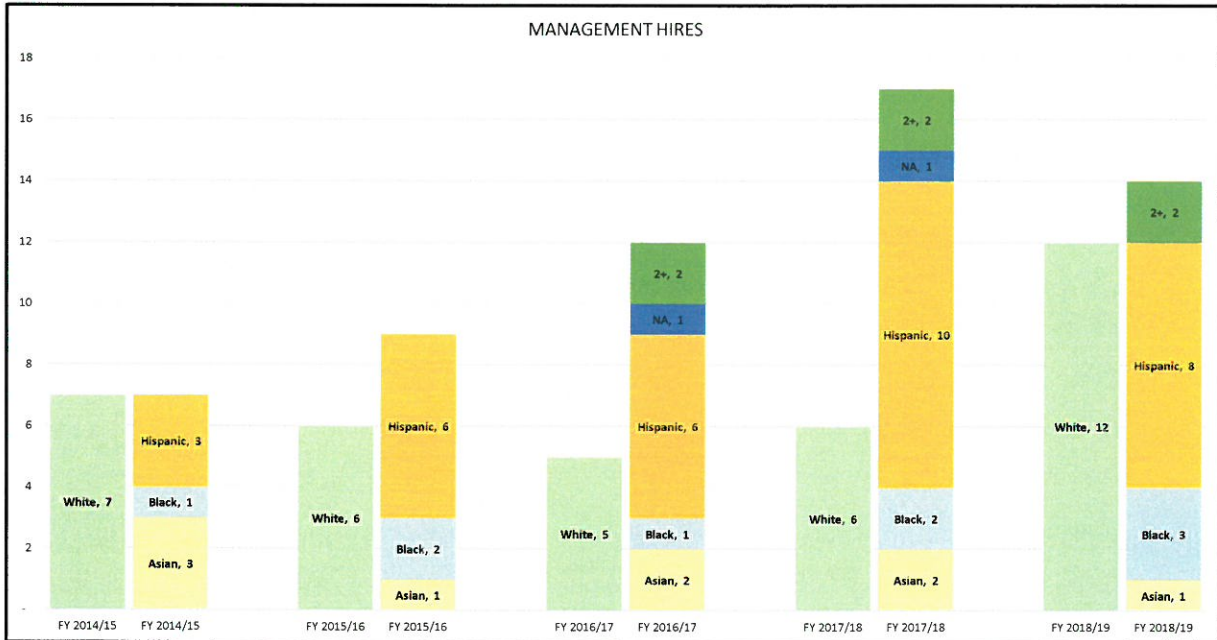


NEW HIRES PER FISCAL YEAR 2014-2019

MANAGEMENT

FISCAL YEAR	ETHNICITY							TOTAL	% DIVERSE	GENDER		
	W	A	B	H	NA	2+	M			F	TOTAL	
FY 2014-2015	7	3	1	3	0	0	14	50%	7	7	14	
FY 2015-2016	6	1	2	6	0	0	15	60%	8	7	15	
FY 2016-2017	5	2	1	6	1	2	17	71%	9	8	17	
FY 2017-2018	6	2	2	10	1	2	23	74%	8	15	23	
FY 2018-2019	12	1	3	8	0	2	26	54%	9	17	26	
5-YR TOTAL	36	9	9	33	2	6	95		41	54	95	

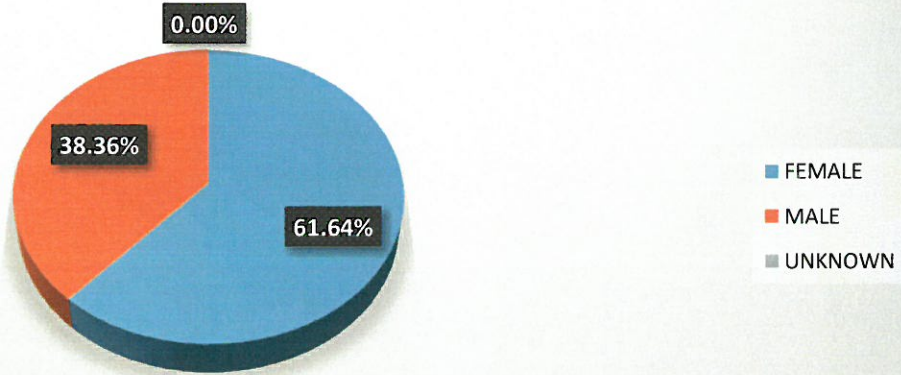
W = WHITE
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2+ = TWO OR MORE ETHNICITY



RSCCD FULL TIME FACULTY STAFF PROFILE JUNE 30, 2019

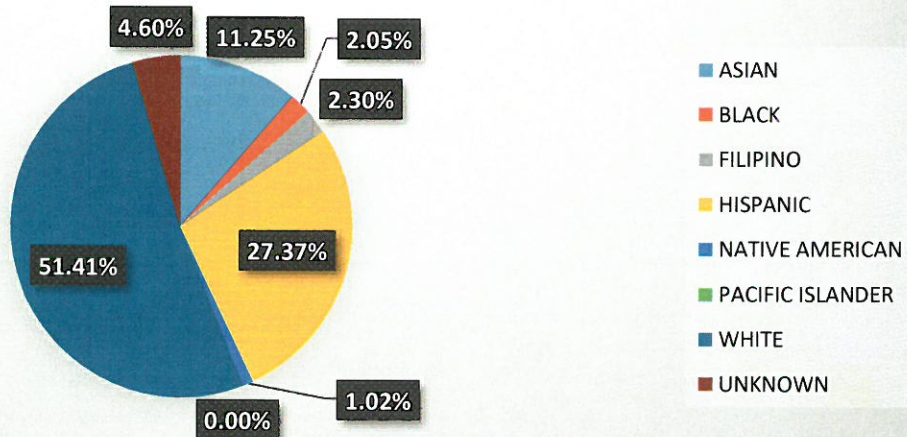
GENDER		
FEMALE	241	61.64%
MALE	150	38.36%
UNKNOWN	0	0.00%
TOTAL	391	100.00%

RSCCD Full time Faculty Gender



ETHNICITY		
ASIAN	44	11.25%
BLACK	8	2.05%
FILIPINO	9	2.30%
HISPANIC	107	27.37%
NATIVE AMERICAN	4	1.02%
PACIFIC ISLANDER	0	0.00%
WHITE	201	51.41%
UNKNOWN	18	4.60%
TOTAL	391	100.00%

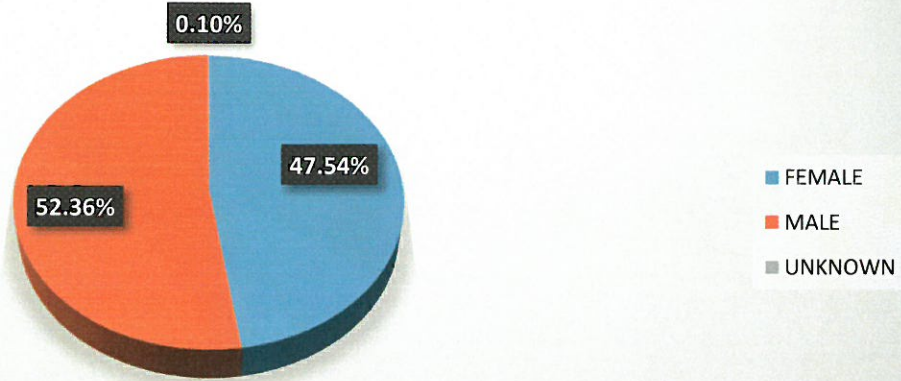
RSCCD Full Time Faculty Ethnicity



RSCCD PART TIME FACULTY STAFF PROFILE JUNE 30, 2019

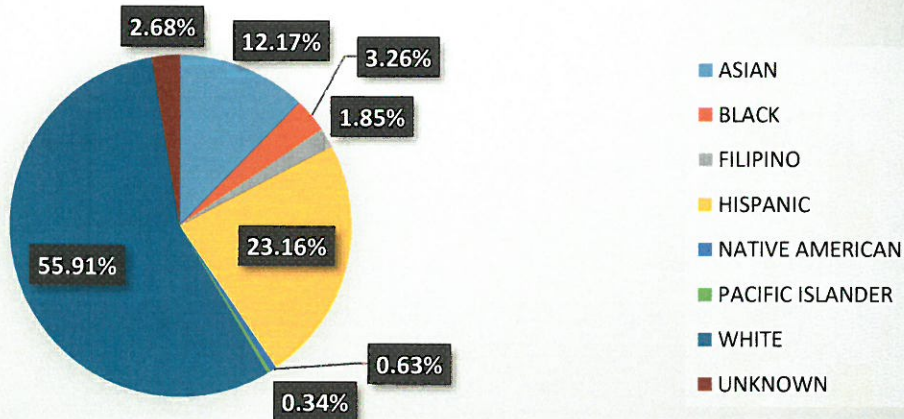
GENDER		
FEMALE	977	47.54%
MALE	1076	52.36%
UNKNOWN	2	0.10%
TOTAL	2055	100.00%

RSCCD Part time Faculty Gender



ETHNICITY		
ASIAN	250	12.17%
BLACK	67	3.26%
FILIPINO	38	1.85%
HISPANIC	476	23.16%
NATIVE AMERICAN	13	0.63%
PACIFIC ISLANDER	7	0.34%
WHITE	1149	55.91%
UNKNOWN	55	2.68%
TOTAL	2055	100.00%

RSCCD Part Time Faculty Ethnicity



RSCCD CLASSIFIED STAFF PROFILE JUNE 30, 2019

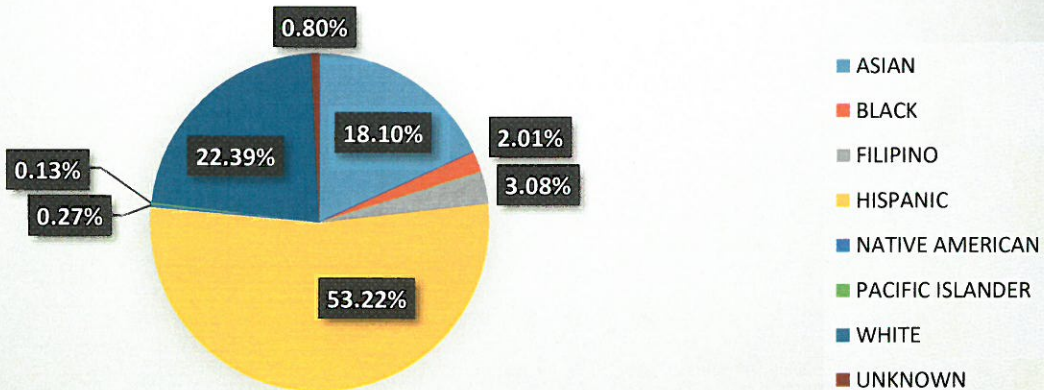
GENDER		
FEMALE	457	61.26%
MALE	285	38.20%
UNKNOWN	4	0.54%
TOTAL	746	100.00%

RSCCD Classified Gender



ETHNICITY		
ASIAN	135	18.10%
BLACK	15	2.01%
FILIPINO	23	3.08%
HISPANIC	397	53.22%
NATIVE AMERICAN	2	0.27%
PACIFIC ISLANDER	1	0.13%
WHITE	167	22.39%
UNKNOWN	6	0.80%
TOTAL	746	100.00%

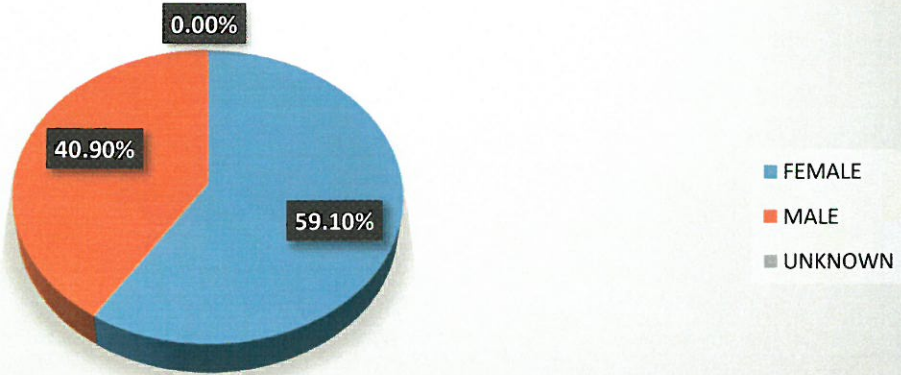
RSCCD Classified Ethnicity



RSCCD MANAGEMENT STAFF PROFILE JUNE 30, 2019

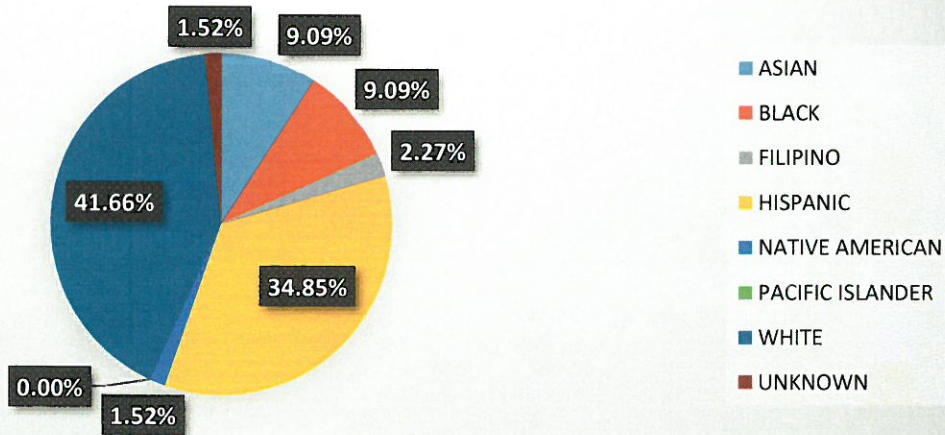
GENDER		
FEMALE	78	59.10%
MALE	54	40.90%
UNKNOWN	0	0.00%
TOTAL	132	100.00%

RSCCD Management Gender

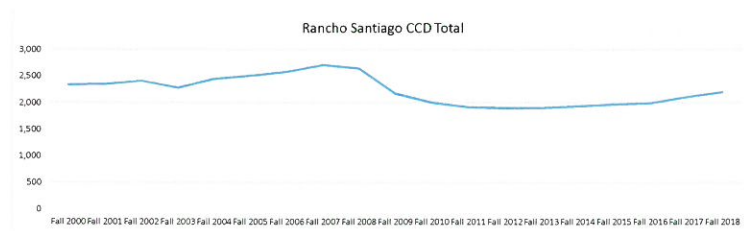


ETHNICITY		
ASIAN	12	9.09%
BLACK	12	9.09%
FILIPINO	3	2.27%
HISPANIC	46	34.85%
NATIVE AMERICAN	2	1.52%
PACIFIC ISLANDER	0	0.00%
WHITE	55	41.66%
UNKNOWN	2	1.52%
TOTAL	132	100.00%

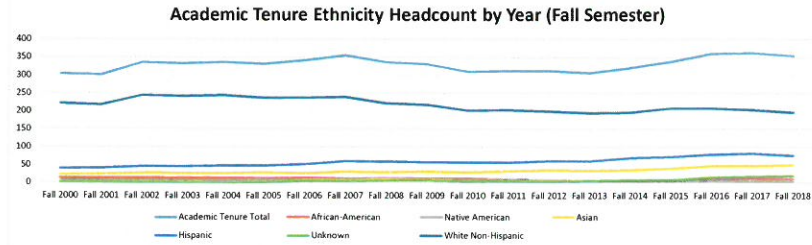
RSCCD Management Ethnicity



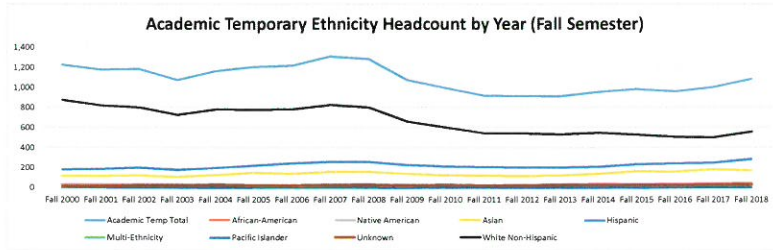
CATEGORY	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Rancho Santiago CCD Total	2,345	2,348	2,415	2,281	2,449	2,513	2,589	2,720	2,650	2,179	2,009	1,922	1,905	1,909	1,941	1,975	2,000	2,114	2,202



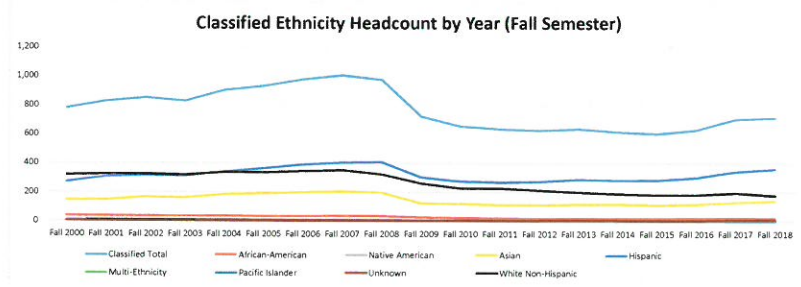
CATEGORY	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Academic Tenure Total	304	302	336	333	337	332	342	356	337	331	310	312	312	307	321	338	361	363	355
African-American	13	13	12	12	12	11	12	11	11	11	11	8	7	6	6	5	7	8	8
Native American	7	6	6	6	6	7	8	8	8	7	7	7	6	6	5	4	5	4	4
Asian	22	23	27	26	26	28	26	30	29	30	29	32	34	33	35	40	46	46	49
Hispanic	40	41	46	46	48	48	52	61	60	58	57	57	61	61	70	73	80	83	77
Unknown	1	1	1	1	0	1	6	6	7	7	4	5	4	6	8	8	15	18	20
White Non-Hispanic	221	218	244	242	245	237	238	240	222	218	202	203	200	195	197	208	208	204	197



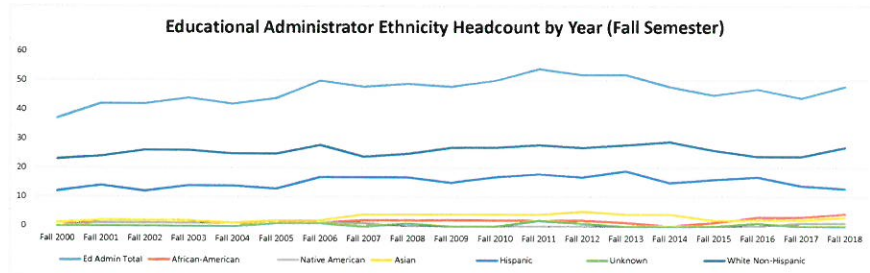
CATEGORY	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Academic Temp Total	1,225	1,178	1,186	1,075	1,166	1,204	1,219	1,310	1,287	1,075	995	920	914	913	955	985	961	1,002	1,084
African-American	30	28	27	28	19	22	21	29	25	24	20	19	19	24	31	27	31	35	38
Native American	12	12	14	13	13	12	7	9	14	12	11	9	10	8	7	7	7	10	8
Asian	114	116	120	106	124	145	139	155	158	135	120	119	115	119	134	161	154	180	165
Hispanic	182	189	203	181	200	223	247	261	260	228	214	208	205	204	209	236	241	250	287
Multi-Ethnicity	0	0	0	0	0	0	0	0	0	0	2	2	2	2	1	1	0	2	3
Pacific Islander	3	2	2	2	3	4	5	6	4	1	2	1	2	2	2	1	1	1	1
Unknown	9	11	18	18	26	22	20	24	26	18	25	20	22	25	23	24	22	24	26
White Non-Hispanic	875	820	802	727	781	776	780	826	800	657	601	542	539	529	548	528	505	500	556



CATEGORY	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Classified Total	779	826	851	829	904	933	978	1,006	977	725	654	636	627	637	617	607	631	705	715
African-American	35	35	33	31	35	32	32	33	35	27	22	18	16	18	17	17	19	22	19
Native American	6	8	7	6	7	9	9	8	8	6	6	6	5	5	4	4	4	4	2
Asian	143	145	164	159	181	190	199	203	197	124	118	112	112	117	116	111	117	130	139
Hispanic	273	308	318	312	342	365	392	407	410	306	277	269	275	291	286	287	304	345	362
Multi-Ethnicity	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	5
Pacific Islander	4	5	5	3	2	2	2	2	2	1	1	1	1	1	1	0	1	1	1
Unknown	0	0	0	0	1	1	1	3	3	2	2	3	4	4	4	4	2	7	9
White Non-Hispanic	318	325	324	318	336	334	343	350	322	259	227	226	213	200	188	184	184	195	178



CATEGORY	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Ed Admin Total	37	42	42	44	42	44	50	48	49	48	50	54	52	52	48	45	47	44	48
African-American	0	1	1	1	1	2	1	2	2	2	2	2	2	1	0	1	3	3	4
Native American	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1
Asian	1	2	2	2	1	2	2	4	4	4	4	4	5	4	4	2	2	2	3
Hispanic	12	14	12	14	14	13	17	17	17	15	17	18	17	19	15	16	17	14	13
Unknown	0	0	0	0	0	1	1	0	1	0	0	2	1	0	0	0	1	0	0
White Non-Hispanic	23	24	26	26	25	25	28	24	25	27	27	28	27	28	29	26	24	24	27



RSCCD STAFF PROFILE COMPARISON 2009 AND 2019

	2009					
	WHITE		DIVERSE		UNKNOWN	
MANAGEMENT	56	46.66%	63	52.50%	1	0.84%
FACULTY	230	61.33%	140	37.33%	5	1.34%
CLASSIFIED	288	32.11%	600	66.89%	9	1.00%
TOTAL	574	41.23%	803	57.69%	15	1.08%

	2019					% change of	
	WHITE		DIVERSE		UNKNOWN		DIVERSITY
MANAGEMENT	53	40.46%	76	58.01%	2	1.53%	5.51%
FACULTY	201	51.41%	172	43.99%	18	4.60%	6.66%
CLASSIFIED	167	22.36%	573	76.70%	7	0.94%	9.81%
TOTAL	421	33.17%	821	64.70%	27	2.13%	7.01%

Rancho Santiago Community College District
BOARD POLICY
Chapter 7
Human Resources

BP 7121 Applicant Travel Reimbursement

It is the policy of Rancho Santiago Community College District to reimburse travel expenses of candidates who interview for faculty and administrative positions as follows:

- For first interviews, 50% of authorized transportation and lodging expenses will be reimbursed if one-way travel of at least 300 miles is required.
- For final interviews, 100% of authorized transportation and lodging expenses will be reimbursed if one-way travel of at least 300 miles is required.
- Authorized travel and lodging expenses for all interviews for cabinet-level positions shall be fully reimbursed.

The Chancellor shall develop regulations to implement this policy.

Revised: October 28, 2013 (Previously BP4204 and BP4417)

RSCCD STRATEGIC PLAN

2019-2022






Strategic Planning at RSCCD

Rancho Santiago Community College District (RSCCD) and its two colleges, Santa Ana College (SAC) and Santiago Canyon College (SCC), engage in multiple forms of planning to accomplish RSCCD's mission of providing "quality educational programs and services that address the needs of our diverse students and communities." Though each college has its own goals, objectives, and action plans, this document is a compilation of the collective contribution to the achievement of the RSCCD goals and objectives.

At the beginning of each strategic planning cycle, faculty, staff and students from both colleges and District Services collaborate to review the annual goals and environmental scans (internal and external), assess strategic objectives from previous cycles, and identify objectives that support 2013-2023 RSCCD Goals for the next three years. The process also includes identifying responsible parties, timelines, and data metrics to assess these initiatives. A final report outlines the areas of success and concern and is then distributed to the entire District, ensuring shared responsibility of students' educational journeys at SAC and SCC.

Though there are six participatory governance committees involved in planning at the District level, the Planning and Organizational Effectiveness (POE) Committee, made up of representatives from both colleges and District Services, oversees planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and all RSCCD Strategic Plans. The 2019-2022 Strategic Plan, presented here, is the third of three cycles that demonstrates our progress toward the 2013-2023 RSCCD Goals.





RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Objective 1A:

Optimize the number of feeder high school students enrolled at SAC/SCC (Vice Presidents of Academic Affairs & Vice Presidents of Continuing Education).

- Percent of feeder high school graduates as new freshmen at SAC and at SCC (data will be presented by high school)
- Number of feeder high school dual enrollment
- Number of feeder high school enrolled in continuing education program

Objective 1B:

Develop sustainable, alternative revenue streams to address student educational needs.

- Competitive grants, data to include: grant submitted, grant received, amount awarded for colleges and district (Resource Development)
- Foundation grants, data to include: grant funding and total assets for district/colleges (Foundation Offices)
- Community Services ending balance (Community Services Offices)
- Revenues generated from facility rentals (Administrative Services)
- Revenues generated from contract education (Vice Presidents of Academic Affairs, Institute for Workforce Development)

Objective 1C:

Annually increase outreach to adults seeking college credit or continuing education classes.

- Number of outreach events in the community for credit programs (Vice Presidents of Student Services)
- Number of outreach events in the community for adult education programs (Vice Presidents of Continuing Education)
- Number of marketing and communications sent to community using digital analytics (Public Affairs)
- Efforts to transition from noncredit to college credit (Vice Presidents of Continuing Education)

Goal One

Goal Two

RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.



Objective 2A:

Maintain effective relationships and foster new partnerships that address local educational needs.

- List of ongoing and new business, educational, and community partnerships that lead to degree/certificate attainment, increase in transfer, decrease in unit accumulation, increase in employment in respective fields of study, and a reduction in equity gaps across metrics (all Vice Presidents and Assistant Vice Chancellors with final collaboration at Presidents' and Chancellor's Cabinets)

Objective 2B:

Support regional collaboration that addresses the needs of local employers in high demand occupations. (CTE Deans and Vice Chancellor of Educational Services)

- List of regional high demand occupations
- CTE Core Indicators of Performance data by college
- Percent increase in employment in students' field of study (CTE Outcome Survey Result)
- Number of partnerships created by LA/OC Regional Consortia (Resource Development)
- Number of CTE degrees/certificates awarded

Goal Three

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3A:

Enhance the ability to predict student instructional needs in order to improve program completion.

- Narrative describing the process in which the colleges engage to efficiently predict student instructional needs (Enrollment Management Committees)

Objective 3B:

Provide alignment of course offerings with student educational plans.

- Narrative describing the efforts undertaken to build a schedule of classes to meet student instructional needs (Student Support Services Program Directors)

Objective 3C:

Utilize college equity plans to reduce disproportionate impact on student success.

- Data demonstrating achievement gaps in performance in the five areas of the Student Equity Plan and include strategies to close these gaps. (Student Equity Offices/College Researchers)

Objective 3D:

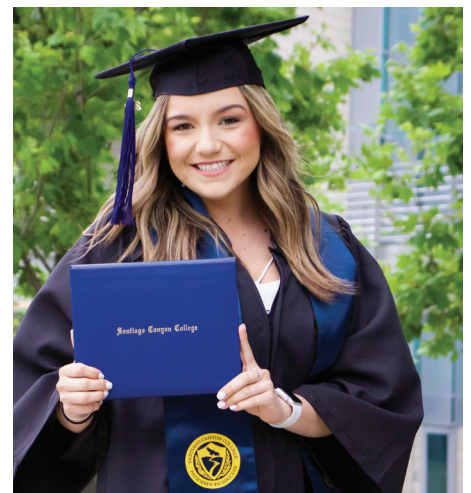
Increase support for Distance Education and Open Educational Resources (OER).

- Number of faculty trained annually to teach online courses (Distance Education Coordinators)
- Number of OER classes/degree pathways offered (Distance Education Coordinators)

Objective 3E:

Consolidate outreach efforts with concentrated focus on completion (course, diploma/certificate/degree attainment, and transfers from noncredit to credit program and from SAC/SCC to four-year universities). (Vice Presidents of Student Services and Vice Presidents of Continuing Education).

- Narratives describing targeted outreach effort focusing on completion and transfer



Goal Four

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Objective 4A:

Maintain and enhance RSCCD's technological infrastructure.

- Number of student computers in classrooms/labs and upgrades per year (Assistant Vice Chancellor of ITS)
- Identify which classrooms need computers that currently don't have any technology (Assistant Vice Chancellor of ITS)
- Number of classrooms that need media and audio visual upgrades per year (Vice Presidents of Administrative Services)
- Number of computers for staff/faculty usage and upgrades per year (Assistant Vice Chancellor of ITS)
- Number of faculty trained to use Canvas Learning Management system (Distance Education Coordinators)
- Number of security cameras, number of wireless access points, replacement cycle, and upgrades (Assistant Vice Chancellor of ITS)

Objective 4B:

Enhance opportunities that enable students to access college classes and services prior to high school graduation.

- Number of college courses offered at Orange Unified School District, Santa Ana Unified School District, and other local high school districts (Vice Presidents of Academic Affairs)
- List of services/events (such as orientation, registration, financial aid, etc.) provided to high school students (Vice Presidents of Student Services)





Objective 4C:

Support innovative pedagogies and curriculum design.

- Number of workshops/sessions SAC/SCC provide to faculty for innovation pedagogies and curriculum design. (Professional Development Coordinators)
- Number of traditional face-to-face students transitioning to online programs (Distance Education Coordinators)

Objective 4D:

In collaboration with constituent groups, provide support for efforts to increase faculty/staff diversity (Vice Chancellor of Human Resources).

- Qualitative evaluation of recruitment efforts
- Demographic throughput from applications to positions
- Number of staff/faculty who attend EEOC trainings
- Personnel data (ethnicity, age, gender) by employment grouping and by college/district

Objective 4E:

Deploy, maintain and enhance RSCCD's software platforms that support student learning (Assistant Vice Chancellor of ITS).

- Number of tools deployed to support optimization of the student onboarding process
- Number of tools deployed to support case management, student support strategies and predictive analytics

Goal Five

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.



Objective 5A:

Support and enhance green practices and sustainability efforts (Assistant Vice Chancellor of Facility Planning, District Construction & Support Services and Vice Presidents of Administrative Services).

- Water usage by site (District Facilities)
- Natural gas usage by site (District Facilities)
- Electricity usage by site (District Facilities)



Objective 5B:

Refine and improve the synchrony of integrated planning and resource allocation processes between the colleges and district (POE Committee).

- Narrative describing how the college/district is refining and improving the synchrony of integrated planning & resource allocation

Objective 5C:

Evaluate and improve the cycle of integrated planning. (POE Committee)

- Narrative describing how the college/district is evaluating and improving the cycle of integrated planning

Acknowledgements

We wish to thank the members of the 2018-19 Planning and Organizational Effectiveness Committee for their dedication and guidance throughout the planning process and creation of these strategic objectives for the district.

- Enrique Perez, Chair, Vice Chancellor, Educational Services
- Michael DeCarbo, Co-Chair, SCC Academic Senate President

- Susana Arriaga, SCC ASG Student Representative
- Faviola Chacon, SAC ASG Student Representative
- Claudia Del Valle, SAC Classified Representative
- Dr. Marilyn Flores, Vice President, Academic Affairs, SCC
- Melissa Govea, SCC Faculty Representative
- Dr. Jeffrey Lamb, Vice President, Academic Affairs, SAC
- Cristina Morones, SCC Classified Representative
- Nga Pham, Executive Director of Research, Planning, and Institutional Effectiveness, DO
- Kristen Robinson, SAC Faculty Representative
- Sarah Santoyo, Assistant Vice Chancellor, Educational Services, DO
- Mark Smith, FARSCCD Representative
- Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services, SCC
- Monica Zarske, SAC Academic Senate President

RSCCD BOARD OF TRUSTEES:

Claudia C. Alvarez, President

Nelida Mendoza, Vice President

Phillip Yarbrough, Clerk

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John R. Hanna

Zeke Hernandez

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Theodore D. Moreno, Student Trustee

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Linda D. Rose, Ed.D.

SANTIAGO CANYON COLLEGE PRESIDENT

John C. Hernandez, Ph.D.



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Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

AR 7120 Recruitment and Hiring

Reference(s):

Education Code Sections 87100 et seq., 87400, and 88003
AACJC Accreditation Standard III.A.1 (formerly III.A)

The recruitment and selection of employees shall be conducted in compliance with the procedures that are defined in the following documents:

1. Full-Time Faculty Recruitment and Selection (AR 7120.1)
2. Classified Employee (CSEA Bargaining Unit) Recruitment and Selection (AR 7120.2)
3. Management Recruitment and Selection (AR 7120.3)
4. Equal Employment Opportunity and Human Resources Plan
5. RSCCD ADA Program and Facilities Access Transition Plan

Responsible Manager: Vice Chancellor, Human Resources

Revised: May 9, 2016 (Previously AR4102)

References Updated: March 16, 2015

Revised: September 19, 2016

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 7 Human Resources

AR 7120.1 Full-Time Faculty Recruitment and Selection

SECTION 1 RECRUITMENT

Each year, the Academic Senate at each college will develop faculty hiring priority recommendations and submit those to the College President. The College President's recommendations will be submitted to the Chancellor for final approval and recruitment authorization.

Announcement Procedures

The Vice Chancellor of Human Resources or designee will review each Personnel Requisition prior to the preparation of the Job Announcement. When appropriate, the Vice Chancellor of Human Resources or designee will meet with the requester to review and clarify special requests, job descriptions, minimum qualifications or other aspects of the opening.

The College President's designee shall consult with the department chair to determine if modifications to the desired qualifications portions of the job announcement are desired. In the event there are no full time faculty in the discipline, the President's designee shall consult with the Academic Senate President.

There are three procedures by which equivalencies to minimum qualifications are chosen and approved:

- I. When a department agrees to advertise a position without stating specific equivalencies, the job announcement will include "OR the equivalent" when listing the qualifications. Form II will then be used to document if a candidate has met the qualifications through equivalency.
- II. When a department agrees that specific equivalencies to minimum qualifications exist, these equivalencies must be approved prior to the printing of the job announcement. Each time a department wishes to alter its agreed upon equivalencies, it must file a new "Request for Equivalencies to Minimum Qualifications" form. (Form I). In addition, the approved equivalencies will be printed on the job announcement with a clear statement that the applicant must provide proof with his/her application form.
- III. When a department agrees to combine I and II procedures, they follow instructions for both processes. Any additions to the state minimum qualifications shall be addressed in the desired qualifications and shall require District discipline faculty to reach consensus. The Academic Senate Presidents at both colleges will certify that the District faculty have reached consensus on any additions to the State minimum qualifications.

The Human Resources Department will prepare the Job Announcement. The requester will be notified and provided three (3) working days to review the Job Announcement before posting. Any substantive changes initiated by the Human Resources Department will be discussed with the requester prior to posting. Each Job Announcement will include the:

- job title
- department
- location
- tenure track status
- desired starting date
- a description of the position (responsibilities)
- minimum qualifications
- other requirements
- salary information
- a brief description of benefits available
- screening criteria
- method of application
- the specific employment tests that will or might be used in the screening process

The final job announcement shall be approved by the appropriate department chair and provided to both Academic Senate Presidents.

Pursuant to the transfer provisions in the FARSCCD contract, a notice of approved vacancies will be provided to all tenured full-time faculty.

The Human Resources Department will post and advertise the Job Announcement to the RSCCD website, CCC Registry and a variety of agencies, organizations, publications, and websites. The Job Opportunities listing will be distributed to all RSCCD email users. Additional distribution may be decided in consultation with the division dean and department chair or faculty representative, depending on available resources, time constraints and need.

The open application period is a minimum of 20 working days in order to provide adequate time for effective recruitment. After the closing date, the District Equal Employment Opportunity (EEO) Officer or designee shall determine if an adequate applicant pool has been recruited. The closing date may be extended if an adequate pool is not achieved and additional recruitment efforts are required. In such cases, the division dean and/or co-chair of the screening committee will be consulted. If a priority date system is used (e.g. the position is advertised as "open until filled") screening may begin after the District EEO Officer determines that there is an adequate applicant pool. In special cases (sudden resignation, death, special projects, etc.), the time line and selection process may need modification due to business necessity. In such cases, the College President may recommend a modified process to the Vice Chancellor of Human Resources or designee.

SECTION 2 APPLICATION PROCESS

Application Materials

All applicants, internal or external, must submit the online application, resume, transcripts, and all supplemental materials prescribed on the Job Announcement to be considered for an

opening. Applicants must apply separately for each opening, unless an exception has been created for a specific position and is clearly explained on the job announcement.

Unsuccessful Searches

When a recruitment fails to yield a sufficient number of candidates who meet minimum qualifications or established criteria for interview, the College President and the Vice Chancellor of Human Resources will determine if the search will be extended, deferred to a later date or abandoned.

SECTION 3 SCREENING COMMITTEES

Membership

Screening committee membership is a vital part of an employee's job within the District. It is a major factor in shaping the future of the institution. All members of the Screening Committee must have attended EEO / Diversity training within the last two (2) years unless the Vice Chancellor, Human Resources, grants an exception.

The College President shall designate an administrative co-chair for the committee who shall be the administrative support for the committee, responsible for convening the initial meeting of the committee in a timely manner and serving as the liaison with the Human Resources Department. The administrative co-chair will coordinate the appointment of committee members. The administrative co-chair shall contact all full-time faculty in the department or discipline soliciting participation. All full-time faculty in the discipline may serve on the committee. At least one member of the corresponding department/discipline at the sister college shall also be invited to serve on the committee. The department chair at the college with vacancy shall extend the invitation to the department chair at the sister college. The committee shall be composed primarily of faculty within the discipline.

In the Child Development Center Program, one teacher from each center, selected by the teachers at the center, may serve on the committee.

The President of the Academic Senate or designee shall select one faculty member for the screening committee, who may be from a different academic discipline than the one under consideration. An EEO Monitor shall be appointed by the administrative co-chair, in consultation with the District Equal Employment Opportunity Officer. It will be the responsibility of the administrative co-chair to ensure that committee representation is complete. When appropriate, classified representatives may be appointed by the administrative co-chair in consultation with the department chair and the CSEA President.

In the event there are no full-time faculty within the discipline and/or there is a need to add members to the committee, the administrative co-chair shall request that the Academic Senate President appoint other full-time faculty to the committee.

The complete list of committee members will be submitted by the administrative co-chair to the College President and Academic Senate President for review and approval. The form shall identify which member of the committee is representing the sister college and which member is

a classified representative. In the event the sister college declined to serve on the committee, the form shall identify who was contacted at the sister college.

Prior to the first meeting of the screening committee, the administrative co-chair shall forward to the Human Resources Department and to each Academic Senate President the list of those members who will serve on the committee.

The District EEO Officer or designee will review the committee composition for appropriate diversity and to ensure that screening committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification of committee membership is required, the District EEO Officer or designee will consult with the College President and Academic Senate President.

All members of the screening committee will be required to sign and submit to Human Resources a statement of confidentiality prior to beginning the screening process.

The screening committee will have a faculty co-chair. The faculty co-chair shall be elected by the faculty on the committee and shall be responsible for leading the deliberations of the committee. The faculty co-chair shall be a tenured faculty member. If there are no tenured faculty on the committee, the administrative co-chair will notify the Academic Senate President, who will appoint a tenured faculty member as co-chair.

Orientation

The District EEO Officer or designee shall orient the screening committee before screening begins. The purpose of this orientation is to familiarize the members with:

- The role of the Human Resources Department in the recruitment, selection and placement process.
- resources available to the committee
- the role of the EEO Monitor
- the charge of the committee, as well as the legal obligations and liabilities
- any other items of interest to the membership

Responsibilities

Screening committees recommend finalists to the appropriate President or designee. As such, in the screening process, each is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, to maintain the confidentiality of the deliberations and to follow EEO guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Screening committee members are expressly prohibited from meeting or conferring with one another outside of scheduled meetings to discuss any candidates or issues related to the screening process. All discussions of candidates or screening-related issues must occur with the entire committee at a scheduled meeting.

Committee members must submit all notes, screening forms or other screening materials to the administrative co-chair at the conclusion of the screening process. These will be submitted to

Human Resources for retention and storage. Should future complaints or lawsuits be filed, the notes, forms and/or other material will be made available to the committee members. Persons serving on screening committees shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect EEO, e.g., a subject matter expert is engaged to evaluate technical interview responses. Exceptions must be approved by the District EEO Officer or designee.

The role of the EEO Monitor on a screening committee will include the following:

- serve as a voting member of the committee
- monitor the selection process for adherence to established procedures and sound personnel practices
- serve as a resource in the areas of EEO
- serve as liaison, as necessary, between the committee and the Human Resources Department and the District EEO Officer to address issues and concerns as related to the screening process
- If the EEO Monitor resigns from the committee, the administrative co-chair will contact the District EEO Officer or designee to find a replacement

If a committee member has concerns about the screening process, those concerns should be brought to the EEO Monitor. If the EEO Monitor is unable to address the concerns, the committee member should bring the concerns to the administrative co-chair, and the District EEO Officer or designee.

Committee Procedures

The committee will establish the screening process, calendar, screening criteria, interview questions, and any other employment tests.

The committee will attempt to reach consensus regarding the selection of candidates. Consensus is defined as unanimity. Prior to paper screening, the committee must agree by 2/3 majority on a procedure to follow if consensus cannot be reached. Some suggestions for the committee to consider are:

- *Super majority (e.g. 2/3 majority)
- *Simple majority

The committee must provide job-related reasons for the non-selection of applicants.

Scheduling

The Administrative co-chair will convene the initial meeting of the committee. Screening committees are responsible for scheduling their own meetings for the purposes of planning, screening, interviewing and deliberations. Every effort shall be made to schedule screening committee meetings to accommodate faculty teaching schedules during the regular academic semester.

When establishing the calendar, all meetings should be scheduled during the regular Fall/Spring faculty work year. A faculty may be compensated for meetings scheduled outside of the

Fall/Spring semester or a Summer/Intersession during which the faculty member is not assigned.

SECTION 4 SCREENING PROCESS

Paper Screening

All requirements set for applicants can be viewed as employment tests by the courts, e.g., application forms, minimum application material requirements, written samples, transcripts, etc. Therefore, it is imperative that everything requested of applicants be directly relevant to the position and be a reliable predictor of success in the position. If there are qualifications required or preferred that are not addressed by the application form, consideration should be given to using a supplemental application form.

Departments will designate from the following authorized list, the selection criteria appropriate for the screening process and the oral interview for each authorized position.

Screening and selection criteria

In addition to the specific requirements and responsibilities listed on the Job Announcement, the following criteria will be considered in selecting candidates:

1. Educational experience breadth and depth
2. Work experience breadth and depth
3. Demonstrated leadership capabilities
4. Curriculum development
5. Program development
6. Community involvement
7. Demonstrated experience in working with a diverse socioeconomic community
8. Credential or minimum qualifications authorizing service in other areas of need
9. Demonstrated ability to work cooperatively with others
10. Bilingual ability (if needed)

Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview.

The committee will use the approved screening criteria to select candidates for interview. Screening at this point in the process must be based solely on the application materials submitted.

At the completion of paper screening, the administrative co-chair shall provide the following reports to the Human Resources Department:

1. Screening Review Form – identifies the selected candidates and the reasons for the non-selection of all other candidates
2. Screening eCertification Form – identifies the dates, locations, times and instructions for the interviews
3. Proposed interview questions, employment tests and descriptions of any demonstrations

Interviews

Interviews may also be viewed by the courts as employment tests. The Human Resources Department will review all interview questions and related screening activities for reliability and validity, as well as conformity to EEO guidelines. Interviews will normally be scheduled no earlier than five (5) working days following the receipt of the screening materials in the Human Resources Department. It is the responsibility of the Human Resources Department to contact applicants and set up interview times.

Sufficient time should be provided to allow a proper assessment of the candidate's qualifications (a minimum of a 30-minute time period should be allocated for each candidate). The interview packet will be transmitted electronically to the administrative co-chair.

Interview questions must be job related and should be tests of a candidate's knowledge and abilities, as well as being reflective of minimum, required and preferred qualifications. During the actual interviews by the screening committee, the same questions shall be asked of all candidates. Follow-up questions are discouraged, but maybe asked if a response is unclear or the candidate obviously misunderstood the questions. Consistency across candidates is of utmost importance in defending the screening process.

During the interview session, those selected may, in addition to the above, be evaluated on the following factors.

1. Oral communication skills
2. Presentation
3. Problem solving skills
4. Successful teaching, problem solving or performance demonstration
5. Writing skills/demonstration

Writing Samples

In most faculty positions, the ability to write well is a critical ability. Requiring a writing sample can be an effective means of evaluating this ability and can be accomplished in one of three ways:

1. Requesting a writing sample as part of the original application requirements.
2. Requesting a sample be prepared and brought to the interview, e.g., a lesson plan or lecture outline.
3. By incorporating a written exercise as part of the interview process, e.g., immediately preceding or following the oral questions.

Bi-lingual Requirements

Some faculty positions may have a bi-lingual requirement, based on bona fide position needs. When such a requirement exists, specific mention of the requirement must be made in the job announcement and advertising. Additionally, methods of screening for this requirement must be built into the process.

The current Faculty Application form may include a way to assess this requirement during the materials screening phase. If not, the dean, department chair or faculty representative should devise a method of getting this information in the application process so the committee can evaluate before the interview phase.

During the interviewing phase, at least one question (written or oral) shall be devoted to assessing each candidate's foreign language proficiency. Under these circumstances, at least one member of the screening committee must be fluent in the required foreign language.

Assessment Center Techniques

Employment tests can also take the form of assessment center techniques. Typically, these techniques approximate working situations the candidates would encounter in the job for which they are applying. Examples include counseling a troubled student, grading a written exam or researching a publication article in the library. If such techniques are employed, candidates will be notified by the Human Resources Department at the time of invitation for interviews.

Presentations

For teaching faculty, presentations are an important evaluation technique for the screening committee. Screening committees are encouraged to require presentations of teaching faculty applicants.

Paper and Pencil Tests

Paper and pencil tests must have both reliability and validity, as well as job relatedness.

Selection of Finalists

Upon completion of the interviews, the committee will recommend up to 5 finalists to the College President. Written or verbal narrative descriptions of each finalist, indicating strengths, competencies and other relevant information, e.g., statements about committee process or consensus, are submitted to the College President. If the committee cannot recommend at least two finalists, it will provide the President with a written rationale for its recommendation.

The committee co-chairs will complete and submit the following documents to Human Resources:

1. Interview Report Form, which identifies selected finalists and indicates specific reasons for selecting or not recommending candidates as finalists.
2. Finalist Recommendation Form, listing the finalists in unranked order and signed by all committee members is submitted to Human Resources.
3. All committee notes, forms and other screening materials are forwarded to Human Resources for retention and storage.

The co-chairs will be responsible for conducting reference checks on all finalists. If a finalist is or has been a District employee, at least one of the references should be a non-District source. If a screening committee member has first-hand knowledge about a candidate that did not come out during the screening he/she may request to be contacted as a reference. Reference checks will be conducted on all finalists prior to being sent forward for final interview.

Final Interview and Selection

The College President or designee shall contact the recommended finalists and schedule the final interview. A schedule of appointments will be sent to the Human Resources Department. The final interviews will include the College President, appropriate vice-president, and the co-chairs.

The President will make the final recommendation to the Chancellor.

If the process fails to yield a successful candidate, the College President will consult with the Vice Chancellor of Human Resources to determine if the recruitment should be reopened or abandoned.

Revised: April 20, 2015

Revised: September 19, 2016

Revised: January 29, 2018

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

**AR 7120.2 Classified Employee (CSEA Bargaining Unit) Recruitment
and Selection**

Position Authorization

Salaried positions are those with a 20 to 40 hours per week assignment. Percent of Contract and Hourly positions are those with less than a 20 hour per week assignment and are not substitute or short term in nature.

1. Replacement positions and new positions require the line administrator/supervisor to submit a Personnel Requisition online.

Requests for new or restructured replacement positions at one of the colleges must be reviewed by the appropriate President's Council or by the District Council for District Office positions.

2. Class Specifications on file in the Human Resources Department will be used for the individual job announcements. Any special needs (e.g., bilingualism, evening hours, or other requirements) not included on the district class specification should be listed on the Personnel Requisition under special requirements.

Job Announcement Preparation

- A. The Vice Chancellor of Human Resources or designee reviews all Personnel Requisitions prior to the preparation of the Job Announcement and if necessary, will meet with the requester to review and clarify the criteria to ensure district compliance with the District Equal Employment Opportunity Plan.
- B. The Human Resources Department prepares the Job Announcement and distributes it to appropriate agencies, organizations and individuals.

Special Testing or Assessment

- A. Special tests or assignments that will be required of all applicants (e.g., computer proficiency), will be identified on the Job Announcement.
- B. Any special testing or assessment recommended by the Screening Committee must be approved by the Vice Chancellor of Human Resources or designee.

Announcement Procedures

- A. The open application period is a minimum of 15 working days in order to provide adequate time for effective recruitment. Following the closing date, the Vice Chancellor of Human Resources or designee shall determine if an adequate applicant pool has been recruited. The closing date may be extended if an adequate qualified pool is not achieved and additional recruitment efforts are required.
- B. The Job Opportunities listing is emailed to all RSCCD email users.
- C. Positions advertised “in –District only” are available only to current employees and employees on the 39 month rehire list. (Excluding short-term and substitute employees).
- D. Current employees of the District wishing to be considered for open positions need to submit a district application and meet all requirements of the applications process (excludes transfer opportunities). Former employees, who are on the 39-month rehire list, shall be treated in this process as though they were current employees.
- E. Job announcements will include screening criteria to be used during paper screening and interviews. This will include:
 - 1. Educational experience (breadth and depth).
 - 2. Working experience (breadth and depth).
 - 3. Demonstrated ability to work cooperatively with others.
 - 4. Bilingual ability (if needed).
 - 5. Demonstrated experience in working with diverse socioeconomic communities.
 - 6. Professional growth activities.
 - 7. Specialized skills training.
 - 8. Leadership skills.
 - 9. Written and/or oral communication skills.
 - 10. Presentation.
 - 11. Problem solving.

Screening Committee Composition

- A. It is the responsibility of the hiring administrator to coordinate the development of the screening committee. The committee shall consist of three (3) to seven (7) members, which includes as a minimum: the chair, an Equal Employment Opportunity Monitor appointed by the chair in consultation with the District Equal Employment Opportunity Officer or designee, and one non-management classified employee. The chair shall notify the CSEA President of the CSEA unit members appointed to the committee. It will be the responsibility of the

CSEA President or designee to contact the chair within two (2) working days if CSEA wants to appoint a representative to the committee. If trained, the chair may serve as the Equal Employment Opportunity Monitor on the committee. The hiring administrator shall ensure that representation on the committee is complete and the first committee meeting is scheduled. The screening committee may elect a co-chair to work with the chair. All members of the Screening Committee must have attended EEO / Diversity training within the last two (2) years unless the Vice Chancellor, Human Resources, grants an exception.

- B. The complete list of committee members is forwarded to the Human Resources Department. The Equal Employment Opportunity Officer or designee will review the committee composition for appropriate diversity and to ensure that screening committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification to committee membership is required, the Equal Employment Opportunity Officer or designee will consult with the screening committee chair.

Scheduling

The chair will convene the initial meeting of the committee. Screening committees are responsible for scheduling their own meetings for the purposes of planning, screening, interviewing and deliberations.

Orientation

The Equal Employment Opportunity Officer or designee shall orient the screening committee before screening begins. The purpose of this orientation is to familiarize the members with:

- The role of the Human Resources Department in the recruitment, selection and placement process
- resources available to the committee
- the role of the Equal Employment Opportunity Monitor
- the charge of the committee, as well as the legal obligations and liabilities
- any other items of interest to the membership

Responsibilities

Screening committees recommend finalists to the appropriate hiring administrator. As such, in the screening process, each is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, to maintain the confidentiality of the deliberations and to follow EEO guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Screening committee members are expressly prohibited from meeting or conferring with one another outside of scheduled meetings to discuss any candidates or issues related to the screening process. All discussions of candidates or screening-related issues must occur with the entire committee at a scheduled meeting.

Committee members must submit all notes, screening forms or other screening materials to the chair at the conclusion of the screening process. These will be submitted to Human Resources for retention and storage. Should future complaints or lawsuits be filed, the notes, forms and/or other material will be made available to the committee members.

Persons serving on screening committees shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect EEO, e.g., a subject matter expert is engaged to evaluate technical interview responses. Exceptions must be approved by the District EEO Officer or designee.

The role of the Equal Employment Opportunity Monitor on the screening committee will be the following:

1. Serve as a voting member of the committee.
2. Monitor the screening process for adherence to established personnel procedures and practices.
3. Serve as a resource in the area of equal employment opportunity.
4. Serve as a liaison between the committee and the Human Resources Department to address issues and concerns regarding equal opportunity. If the EEO Monitor resigns from the committee, the chair will contact the Equal Employment Opportunity Officer or designee to find a replacement.

If a committee member has concerns about the screening process, those concerns should be brought to the EEO Monitor. If the EEO Monitor is unable to address the concerns, the committee member should bring the concerns to the chair and the District EEO Officer or designee.

Committee Procedures

The committee will establish the screening process, calendar, screening criteria, interview questions, and any other employment tests before paper screening begins.

In consultation with the committee, the chair will determine if the prepared set of questions is to be (a) given to the interviewees prior to the interview, (b) given to the interviewees during the interview session, or (c) asked of the interviewees during the interview. The preference of the committee shall be communicated to the Human Resources Department.

All interview questions shall be job-related. The questions should be based on the criteria for selection as published on the job announcement. The approved questions shall be asked consistently of all applicants. Follow-up questions may be asked to clarify a response given by an applicant if the response is unclear or if the candidate obviously misunderstood the question.

The Screening Committee is responsible for developing and administering any special testing or assessments, with the exception of the clerical skills evaluation, which is administered by Human Resources.

As a standard procedure, the Vice Chancellor of Human Resources or designee reviews all questions, special tests or assessments to ensure compliance with District and federal regulations. When appropriate, the Vice Chancellor of Human Resources or designee will consult with the chair on items in question.

The committee will attempt to reach consensus regarding the selection of candidates. Consensus is defined as unanimity. Prior to paper screening, the committee must agree by 2/3 majority on a procedure to follow if consensus cannot be reached. Some suggestions for the committee to consider are:

*Super majority (e.g. 2/3 majority)

*Simple majority

The committee must provide job-related reasons for the non-selection of applicants.

Paper Screening

- A. Paper screening will be scheduled following the close of the application period. The screening packet will be transmitted electronically to the chair.
- B. It is the responsibility of the chair to review the Job Announcement with the committee highlighting specific requirements and qualifications, screening criteria, the paper screening process, interview questions, other screening options, and the method of choosing candidates. Screening at this point in the process must be based solely on the application materials submitted.
- C. Utilizing the Paper Screening Review Form, the committee shall review all applications and evaluate them on the basis of job-related qualifications and competencies. Evaluation criteria must be applied consistently to all candidates. Applicants not selected for an interview shall have at least one job-related deficiency.
- D. The committee will complete a Paper Screening Review Form indicating those to be interviewed.

Paper Screening Process – Review and Follow-up

- A. The Vice Chancellor of Human Resources or designee will review materials submitted by the committee to ensure consistency of screening criteria and the reasons for recommending or not recommending applicants for interviews.
- B. The Human Resources Department will coordinate the scheduling of interviews.
- C. Interviews will be scheduled no sooner than 5 working days following receipt of the paper screening materials in the Human Resources Department.

Interviews

- A. Before interviews begin, the committee shall decide how finalists will be selected should consensus not be possible. Sufficient time should be provided to allow a proper assessment of the candidate's qualifications.
- B. The interview packet will be transmitted electronically to the chair.
- C. Following the interview process, the committee will consider the qualifications of those interviewed and will submit an unranked list of finalists to the Human Resources Department. The chair shall indicate on the Interview Report Form specific reasons for not

recommending applicants as finalists. No less than two finalists should be recommended to the hiring administrator, unless written justification is provided by the committee to the hiring administrator. Upon submission of the Interview Report Form and the Finalist Recommendation Form to the Vice Chancellor of Human Resources or designee for review, the hiring administrator may initiate the reference check process.

- D. There may be a final interview, which shall be scheduled and conducted by the hiring administrator.

Reference Check Process

- A. It is the responsibility of the Human Resources Department to ensure that reference checks are made on all recommended finalists using the standard Reference Check form. Additional questions may be added to the form, as long as the question(s) is (are) asked about all finalists. In such cases, all additional questions shall be reviewed and approved by the Vice Chancellor of Human Resources or designee. The hiring administrator shall be responsible for the reference check process. The co-chair may conduct the reference checking in conjunction with the hiring administrator.

Selection and Recommendation

- A. The hiring administrator will review the recommendations of the committee and submit to the Human Resources Department a list of acceptable candidates in ranked order, along with reference checks and application packets.
- B. The Human Resources Department shall contact the top candidate and offer the position. If the first candidate does not accept the offer, the Human Resources Department will consult with the hiring Administrator to determine if another candidate will be selected or if the position will be reopened.

Notification of Employment

The Human Resources Department will notify the program administrator of the candidate's acceptance.

Board Approval

- A. Candidates recommended for hire are submitted to the Board of Trustees at the first regularly scheduled meeting following acceptance of the position.
- B. Placement on the salary schedule is based on the approved Salary Schedule provisions and reviewed by the Vice Chancellor of Human Resources or designee.
- C. The Human Resources Department notifies the successful candidate in writing of favorable Board action and salary placement.

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Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

AR 7120.3 Management Recruitment and Selection

SECTION 1 RECRUITMENT

Requisitions

New and replacement management positions require the line administrator to submit a Personnel Requisition online. All new positions will be reviewed through the normal college or District participatory governance process and recommended to the Chancellor by the responsible College President or Vice Chancellor.

An interim appointment not to exceed two years may be made before the regular selection process is initiated and completed. Such appointments shall be made by the Chancellor or College President. Regular hiring procedures must be completed within two years after the interim appointment has been made.

Announcement Procedures

The Vice Chancellor of Human Resources or designee will review each approved Personnel Requisition prior to the preparation of the Job Announcement. When appropriate, the Vice Chancellor of Human Resources or designee will meet with the requester to review and clarify special requests, job descriptions, minimum qualifications, or other aspects of the opening. Any new or revised position descriptions shall be submitted to the Board of Trustees for approval. Following this review, the Human Resources Department will prepare the Job Announcement. The requester will be notified and provided three working days to review the Job Announcement before posting and distribution. Any substantive changes initiated by Human Resources Department will be discussed with the requester prior to posting.

Each Job Announcement will include the:

- job title
- department
- location
- special funding information
- desired starting date
- a description of the position (responsibilities)
- minimum qualifications
- other requirements
- salary information
- a brief description of benefits available
- screening criteria

- method of application
- the specific employment tests that will or might be used in the screening process

The Human Resources Department will post and advertise the Job Announcement to the RSCCD website, CCC Registry and a variety of agencies, organizations, publications, and websites. The Job Opportunities listing will be distributed to all RSCCD email users. Additional distribution may be decided in consultation with the appropriate President, or when hiring a district administrator, the Chancellor depending on available resources, time constraints, and need. The Human Resources Department shall prepare and make the necessary arrangements for all advertising.

The open application period is a minimum of 20 working days in order to provide adequate time for effective recruitment. After the closing date, the Equal Employment Opportunity Officer or designee shall determine if an adequate applicant pool has been recruited. The closing date may be extended if an adequate pool is not achieved and additional recruitment efforts are required. In such cases, the College President, Chancellor and/or chair of the screening committee will be consulted, and applicants on file will be notified of the extended filing period. If a priority date system is used (e.g. the position is advertised as "open until filled") screening may begin after the Equal Employment Opportunity Officer determines that there is an adequate applicant pool. In special cases (sudden resignation, death, special projects, etc.), the time line and selection process may need modification due to business necessity. In all such cases the College President, or when hiring a district administrator, the Chancellor or designee, may recommend a modified process to the Vice Chancellor of Human Resources or designee.

Position openings will normally require distribution of the job announcement outside the District. Exceptions require written request and justification. Exceptions shall be approved by the Equal Employment Opportunity Officer or designee. The open application period for internal recruitment is a minimum of ten working days. Job announcements will be emailed to all email users.

SECTION 2 APPLICATION PROCESS

Application Materials

All applicants, internal or external, must submit the online application, resume, and all supplemental materials prescribed on the Job Announcement to be considered for an opening. Applicants must apply separately for each opening unless an exception has been created for a specific position and is clearly explained on the job announcement.

SECTION 3 SCREENING COMMITTEES

Membership

Screening committee membership is a vital part of an employee's job within the District. It is a major factor in shaping the future of the institution.

The screening committee chair will be the College President, Vice Chancellor or designee. The screening committee chair will consult with the appropriate Academic Senate President(s) and

CSEA President to discuss the ideal representation of each constituency group, the possible inclusion of a faculty or classified co-chair as well as other relevant matters related to the position. Following consultation, the Chair will determine the composition of the screening committee, which may include appropriate administrators, appropriate campus group representation, area specialists, students, and community members. All members of the Screening Committee must have attended EEO / Diversity training within the last two (2) years unless the Vice Chancellor, Human Resources, grants an exception.

Campus groups appointing representatives to the screening committee will be notified of management vacancies by the chair. The President of the Academic Senate or designee shall appoint the faculty representative(s) and the CSEA President or designee shall appoint the classified representative(s) to the screening committee. An Equal Employment Opportunity Monitor shall be appointed by the Chair in consultation with the District Equal Employment Officer or designee. The Chair may appoint additional administrators, classified managers, area specialists, students, and community members as appropriate.

The complete list of committee members will be submitted by the Chair to the College President/Vice Chancellor for review and then forwarded to the Human Resources Department.

The Equal Employment Opportunity Officer or designee will review the committee composition for appropriate diversity and to ensure that screening committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification to committee membership is required, the Equal Employment Opportunity Officer or designee will consult with the screening committee chair.

Orientation

The Equal Employment Opportunity Officer or designee shall orient the screening committee before screening begins. The purpose of this orientation is to familiarize the members with:

- The role of the Human Resources Department in the recruitment, selection and placement process.
- resources available to the committee
- the role of the Equal Employment Opportunity Monitor
- the charge of the committee, as well as the legal obligations and liabilities
- any other items of interest to the membership.

Responsibilities

Screening committees recommend finalists to the appropriate President/Vice Chancellor or designee. As such, in the screening process, each is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, to maintain the confidentiality of the deliberations and to follow equal employment opportunity guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Screening committee members are expressly prohibited from meeting or conferring with one another outside of scheduled meetings to discuss any candidates or issues related to the screening process. All discussions of candidates or screening-related issues must occur with the entire committee at a scheduled meeting.

Committee members must submit all notes, screening forms or other screening materials to the chair at the conclusion of the screening process. These will be submitted to Human Resources for retention and storage. Should future complaints or lawsuits be filed, the notes, forms and/or other material will be made available to the committee members.

Persons serving on screening committees shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect equal employment opportunity, e.g., a subject matter expert is engaged to evaluate technical interview responses. Exceptions must be approved by the District EEO Officer or designee.

The role of the Equal Employment Opportunity Monitor will include the following:

- serve as a voting member of the committee
- monitor the selection process for adherence to established procedures and sound personnel practices
- serve as a resource in the areas of EEO
- serve as liaison, as necessary, between the committee and the Human Resources Department and the Equal Employment Opportunity Officer to address issues and concerns as related to the screening process
- if the EEO Monitor resigns from the committee, the chair will contact the District EEO Officer or designee to find a replacement

If a committee member has concerns about the screening process. Those concerns should be brought to the EEO Monitor. If the EEO Monitor is unable to address the concerns, the committee member should bring the concerns to the chair and the District EEO Officer or designee.

Committee Procedures

The committee will establish the screening process, calendar, screening criteria, interview questions, and any other employment tests.

The committee will attempt to reach consensus regarding the selection of candidates. Consensus is defined as unanimity. Prior to paper screening, the committee must agree by 2/3 majority on a procedure to follow

if consensus cannot be reached. Some suggestions for the committee to consider are:

- *Super majority (e.g. 2/3 majority)
- *Simple majority

The committee must provide job-related reasons for the non-selection of all applicants.

Scheduling

Screening committees are responsible for scheduling meetings for the purposes of planning, screening, interviewing and deliberation. Every effort shall be made to schedule screening committee meetings to accommodate schedules of committee members. Classified staff should

be encouraged by their supervisors to accept screening committee membership or serve as an Equal Employment Opportunity Monitor.

Whenever possible, meetings should be scheduled during the regular Fall/Spring faculty work year. A faculty member may be compensated for meetings scheduled outside of the Fall/Spring semesters or a Summer/Intersession during which the faculty are not assigned.

SECTION 4 SCREENING PROCESS

Paper Screening

All requirements set for applicants can be viewed as employment tests by the courts, e.g., application forms, minimum application material requirements, written samples, transcripts, etc. Therefore, it is imperative that everything requested of applicants be directly relevant to the position and be a reliable predictor of success in the position. If there are qualifications required or preferred that are not addressed by the application form, consideration should be given to using a supplemental application form.

In addition to the requirements and responsibilities listed, the following criteria (as appropriate) may be considered in selecting candidates:

1. Educational experience breadth and depth.
2. Work experience breadth and depth.
3. Demonstrated leadership capabilities.
4. Program development.
5. Community involvement.
6. Demonstrated experience in working with a diverse socioeconomic community.
7. Demonstrated ability to work cooperatively with others.

Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of interview.

The committee will use the approved screening criteria to select candidates for interview. Screening at this point in the process must be based solely on the application materials submitted.

At the completion of paper screening, the chair shall provide the following reports to the Human Resources Department:

1. Screening Review Form – identifies the selected candidates and the reasons for the non-selection of all other candidates.
2. Screening certification Form– identifies the dates, locations, times and instructions for the Interviews.
3. Proposed interview questions, employment tests and descriptions of any demonstrations.

Interviews

Interviews may also be viewed by the courts as employment tests. The Human Resources Department will review all interview questions and related screening activities for reliability and validity, as well as conformity to EEO guidelines. Interviews will normally be scheduled no earlier than five (5) working days following the receipt of the screening materials in the Human Resources Department. It is the responsibility of the Human Resources Department to contact applicants and set up interview times.

Sufficient time should be provided to allow a proper assessment of the candidate's qualifications (a minimum of a 30-minute time period should be allocated for each candidate). The interview packet will be transmitted electronically to the chair.

Interview questions must be job related and should be tests of a candidate's knowledge and abilities, as well as being reflective of minimum, required and preferred qualifications. During the actual interviews by the screening committee, the same questions shall be asked of all candidates. Follow-up questions are discouraged, but may be asked if a response is unclear or the candidate obviously misunderstood the questions. Consistency across candidates is of utmost importance in defending the screening process.

During the interview session, those selected may, in addition to the above, be evaluated on the following factors.

1. Oral communication skills
2. Presentation
3. Problem solving skills
4. Successful problem solving or performance demonstration
5. Writing skills/demonstration

Writing Samples:

Requiring a writing sample can be an effective means of evaluating writing ability and can be accomplished in one of three ways:

1. Requesting a writing sample as part of the original application requirements.
2. Requesting a written report or hypothetical problem solving situation be prepared and brought to the interview.
3. By incorporating a written exercise as part of the interview process, e.g., immediately preceding or following the oral questions.

Presentations

Presentations can be an important evaluation technique for the screening committee. Screening committees are encouraged to require presentations of applicants. Presentations would reflect typical working situations the candidate would encounter in the job for which they are applying.

Paper and Pencil Tests

Paper and pencil tests must have both reliability and validity, as well as job-relatedness.

SECTION 5 RECOMMENDATIONS

Following the interview process, the committee will consider the qualifications of those interviewed and will recommend a minimum of two unranked finalists to the Human Resources Department using the Interview Report Form. The Vice Chancellor of Human Resources or designee shall review the Interview Report Form and consult with the chair if there are any questions regarding committee recommendations. If the committee cannot recommend at least two finalists, it will provide the College President/Vice Chancellor or designee with written rationale for its recommendation.

The chair may proceed with the reference check process while the review is in progress. The chair and committee shall determine those to be contacted as references. The recommended finalists' Reference Check Forms, shall be submitted to the College President/Vice Chancellor or designee.

The committee co-chairs will complete and submit the following documents to Human Resources:

1. Interview Report Form, which identifies selected finalists and indicates specific reasons for selecting or not recommending candidates as finalists.
2. Finalist Recommendation Form, listing the finalists in unranked order and signed by all committee members.
3. All committee notes, forms and other screening materials for retention and storage.

SECTION 6 FINAL INTERVIEW AND SELECTION

The hiring administrator's office shall contact the finalists and schedule interview appointments. The final interview may include other administrators or a representative from the screening committee at the discretion of the hiring administrator.

Following the final interviews, the hiring administrator shall provide the Human Resources Department with the name of the individual who will be recommended to the Board of Trustees and will submit all screening materials and forms to Human Resources for retention.

The successful finalist will be personally informed by the College President, Vice Chancellor, or designee. It is also the responsibility of the College President, Chancellor or designee to personally contact unsuccessful finalists.

SECTION 7 UNSUCCESSFUL SEARCHES

When a recruitment fails to yield a sufficient number of candidates who meet minimum qualifications or established criteria for interview or selection, the College President/Vice Chancellor and the Vice Chancellor of Human Resources will determine if the search will continue, be extended, deferred to a later date or abandoned.

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Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 3
General Institution

AR 3435 Discrimination and Harassment Complaints and Investigations

References:

Education Code Sections 212.5, 66281.5, and 67386
Government Code Section 12950.1
Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.
Title 2 Sections 11023 and 11024;
34 Code of Federal Regulations Section 106.8(b)

The law prohibits students, employees, (including but not limited to instructors, supervisors and managers) and third parties from engaging in harassment, discrimination, or retaliation. Any person (e.g., an employee or non-employee of the District) who has suffered harassment, discrimination, or retaliation or who has learned of harassment, discrimination, or retaliation, may file a formal or informal complaint of harassment, discrimination, or retaliation.

Informal Complaints

An informal complaint is: (1) A written or unwritten allegation of harassment, discrimination, or retaliation with a request to engage in the informal process; or (2) a written allegation of harassment, discrimination, or retaliation that falls outside the timelines for a formal complaint.

Any person may submit an informal complaint to the Vice Chancellor of Human Resources or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the Vice Chancellor of Human Resources (or designee) in writing of all pertinent information and facts alleged in the informal complaint.

Upon receipt of an informal complaint, the Vice Chancellor of Human Resources will notify the person bringing the informal complaint of his/her right to file a formal complaint, if the incident falls within the timeline for a formal complaint, and explain the procedure for doing so. The complainant may later decide to file a formal complaint. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the Vice Chancellor of Human Resources shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation.

Investigation of an informal complaint will be appropriate if the Vice Chancellor of Human Resources determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting harassment, discrimination, or retaliation. The Vice Chancellor of Human Resources will explain to any individual bringing an informal complaint that the Vice

Chancellor of Human Resources may decide to initiate an investigation, even if the individual does not wish the Vice Chancellor of Human Resources to do so. However, the complaint's confidentiality will be preserved to the maximum extent possible. The Vice Chancellor of Human Resources shall not disregard any allegations of harassment, discrimination, or retaliation solely on the basis that the alleged conduct falls outside the deadline to file a formal complaint.

Formal Complaints

A formal complaint is a written and signed statement filed with the District or the State Chancellor's office that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures or in violation of state or federal law.

Formal complaints must be filed with the Chancellor of the California Community Colleges or the Vice Chancellor Human Resources unless the party submitting the formal complaint alleges discrimination, harassment, or retaliation against the responsible district officer, in which case it should be submitted directly to the Chancellor of the Rancho Santiago Community College District or the State Chancellor's office.

Formal complaints should be submitted on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form is available at:
<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx>

If any party submits a written allegation of harassment, discrimination, or retaliation not on the form described above, the district will seek to have the individual complete and submit the form. However, if the individual chooses not to do so, the district will attach the written allegation (S) to the form and treat as a formal complaint. In no instance will the district reject a written allegation of harassment, discrimination, or retaliation on the basis that it was not submitted on the proper form.

A Formal Complaint must meet each of the following criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting discrimination, harassment, or retaliation;
- The complainant must sign and date the Formal Complaint;
- The complainant must file any Formal Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation.
- The complainant must file any Formal Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

If the Formal Complaint does not meet the requirements set forth above, the Vice Chancellor of Human Resources will promptly return it to the complainant and specify the defect. If the sole defect is that the Formal Complaint was filed outside the applicable proscribed timeline, the Vice Chancellor of Human Resources will handle the matter as an informal complaint.

Where to File a Formal Complaint

The completed Formal Complaint form must be filed with any of the following:

- The Vice Chancellor of Human Resources, 2323 N Broadway, Santa Ana, CA 92706, and/or
- The California Community College Chancellor's Office, 1102 Q Street, Sacramento, CA 95811.

Student complainants shall be notified that they may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR), 50 United Nations Plaza, Room 1490, Mail Box 1200 San Francisco, CA 94102 (415) 486-5555.

Employee complainants shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC), Royal Federal Building, 255 East Temple Street, 4th Floor Los Angeles, CA 90012 or the California Department of Fair Employment and Housing (DFEH)-, 2218 Kausen Drive, Suite 100 Elk Grove, CA 95758.

Complaints filed with the EEOC and/or the DFEH should be forwarded to the California Community College Chancellor's Office by the District.

Any District employee who receives a harassment or discrimination complaint, regardless of whether it is brought by a student or an employee, shall notify the District's Vice Chancellor of Human Resources immediately.

Immediately upon receiving a Formal Complaint, as described above, regardless of whether the complaint is brought by a student or by an employee, the District shall forward a copy of the Formal Complaint to the California Community College Chancellor's Office.

Filing a Timely Complaint

The District is firmly committed to providing an environment free of discrimination and harassment. The District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints as soon as possible after the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to or impact a District program or activity.

Confidentiality

The District will keep the investigation confidential to the extent possible, but cannot guarantee confidentiality because release of some information on a “need-to-know-basis” may be essential to a thorough investigation. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District’s ability to investigate and respond effectively to the complaint.

Communicating that the Conduct is Unwelcome

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste and/or inappropriate.

Oversight of Complaint Procedure

The Vice Chancellor of Human Resources is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation. The actual investigation of complaints may be delegated by the Vice Chancellor of Human Resources to other trained, qualified staff, outside persons or organizations under contract with the District. This must occur whenever the Vice Chancellor of Human Resources is named in the complaint or implicated by the allegations in the complaint.

Who May File a Complaint

Any person (employee or non-employee), individually or as a member of a class or on behalf of others, may file a complaint alleging discrimination or harassment that is prohibited by the District’s anti-discrimination and anti-harassment policies and procedures.

Intake and Processing of the Complaint

Upon receiving notification of a harassment or discrimination complaint, the Vice Chancellor of Human Resources or designee shall:

- Upon approval by the parties involved, and when appropriate, undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing counseling and/or training, etc.
- Advise all parties that he/she need not participate in an informal resolution of the complaint, as described above, and they have the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.
- Advise a student complainant that he/she may file a complaint with the Office for Civil Rights of the U.S. Department of Education and employee complainants may file a complaint with the Department of Fair Employment and Housing. All complainants should be advised that they have a right to file a complaint with local law enforcement. The District must investigate even if the complainant files a complaint with local law enforcement. In addition, the District should ensure that complainants are aware of any available resources, such as counseling, health, and mental health services. The Vice Chancellor of Human Resources shall also notify the State Chancellor’s Office of the complaint.
- Take interim steps to protect a complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Vice Chancellor of Human Resources should notify the complainant of his or her options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the parties from having any contact with one another pending the results of the investigation.

Authorization of an Investigation

The Vice Chancellor of Human Resources or designee shall:

- Authorize the investigation of the complaint, and supervise and/or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where the parties opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

Investigation of the Complaint

The District shall promptly investigate every complaint of harassment or discrimination. No claim of employee or student harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with any academic, educational, extracurricular, athletic, or other programs of the District, whether those programs take place at a District facility, in a District vehicle, or at a class, training program or similar event sponsored by the District at another location.

As set forth above, where the parties opt for an informal resolution, the Vice Chancellor of Human Resources may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant’s age; whether there have been other harassment complaints about the same individual; and the accused individual’s rights to receive information about the allegations if the information is maintained by the District as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

Investigation Steps

The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve, as investigators under this policy shall have adequate training on what constitutes discrimination, including sexual harassment and sexual violence, racial discrimination, disability discrimination and age discrimination and understand how the District’s grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reaching a conclusion as to the allegations and any appropriate disciplinary and remedial action; and seeing that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

Timeline for Completion

The District will undertake its investigation as promptly and as swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint, unless an extension has been granted. The Vice Chancellor of Human Resources will notify all the parties involved of the District's determination, in writing, within 10 working days of the determination being made.

Cooperation Encouraged

All students and employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed. No employee will be retaliated against as a result of lodging a complaint or participating in any workplace investigation.

Written Report:

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the Formal Complaint;
- A summary of the testimony provided by each witness interviewed by the investigator;
- An analysis of relevant evidence collected during the course of the investigation;
- A specific finding as to whether there is probable cause to believe that discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint; and
- Any other information deemed appropriate by the District.

Confidentiality of the Process

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" may be essential to a thorough investigation and to protect the rights of accused students and employees during the investigation process and any ensuing discipline.

Administrative Determination

In any case not involving employment discrimination, within 90 days of receiving a formal complaint, the District shall complete its investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to both parties, and written notice setting forth all of the following to both the complainant and the Chancellor:

- The determination of the Vice Chancellor of Human Resources (or designee) as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- A description of actions taken, if any, to prevent similar problems from occurring in the future;
- The proposed resolution of the complaint; and
- The complainant's right to appeal to the district governing board and the Chancellor.

In any case involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy or summary of the report only to the complainant, and written notice setting forth all the following to the complainant:

- The determination of the Vice Chancellor of Human Resources (or designee) as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- A description of actions taken, if any, to prevent similar problems from occurring in the future;
- The proposed resolution of the complaint; and
- The complainant's right to appeal to the district governing board and to file a complaint with Department of Fair Employment and Housing or the U.S Equal Employment Opportunity Commission.

Discipline and Corrective Action

If harassment, discrimination and/or retaliation occurred in violation of federal or state law, the policy or procedure, the District may take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;
- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services;
- providing medical services;
- providing academic support services, such as tutoring;
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the conduct that lead to the discipline.
- conducting, climate surveys, including subsequent evaluation and corrective action, as appropriate

- circulating memoranda to students and staff about pertinent District policy; and
- other remedies deemed necessary by the District.

If discipline is imposed, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant's contact with the individual; for example, the District may inform the complainant that the harasser must stay away from the complainant.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the complainant refuses to participate in the investigation, the District should continue to pursue appropriate steps to limit the effects of the alleged harassment and prevent its recurrence.

Appeals

If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the complainant is not satisfied with the results of the administrative determination, he or she may, within fifteen calendar days of the date of the administrative determination, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the complainant. If the appeal is made to the Board in connection with a formal complaint, the District shall forward a copy of the Board's final decision to the State Chancellor's Office. If the Board does not act within 45 days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

In any case not involving workplace discrimination, harassment, or retaliation, a complainant who filed a formal complaint shall have the right to file a written appeal with the State Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC), Royal Federal Building, 255 East Temple Street, 4th Floor Los Angeles, CA 90012 or the California

Department of Fair Employment and Housing (DFEH), 2218 Kausen Drive, Suite 100 Elk Grove, CA 95758.

In any case involving student discrimination, including harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the U.S. Department of Education, Office for Civil Rights (OCR), 50 United Nations Plaza, Room 1490, Mail Box 1200 San Francisco, CA 94102 (415) 486-5555.

Extension of Time

Within 150 days of receiving a formal complaint not involving employment harassment or discrimination, the District shall forward to the State Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

Dissemination of Policy and Procedures

District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be visibly posted on campus and easily found on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

Training

All new supervisory employees must be provided with anti-discrimination training and education within six months of their assumption of a supervisory position. The District shall provide anti-discrimination training, including sexual harassment training and education, to each supervisory employee once every two years.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of discrimination, including sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

File Retention

The District will retain on file for a period of at least three years after closing the case copies of:

- The original complaint;
- The investigatory report;
- The summary of the report if one is prepared;
- The notice provided to the parties, of the District's administrative determination and the right to appeal;
- Any appeal;
- The District's final decision; and
- Documentation of any corrective actions taken.

The District will make such documents available to the State Chancellor upon request.

For further Information contact:

Vice Chancellor, Human Resources
2323 N Broadway, Santa Ana, CA 92706
(714) 480 7489

Responsible Manager: Vice-Chancellor of Human Resources

Revised: September 15, 2014 (Previously AR 3410)

Revised: September 19, 2016

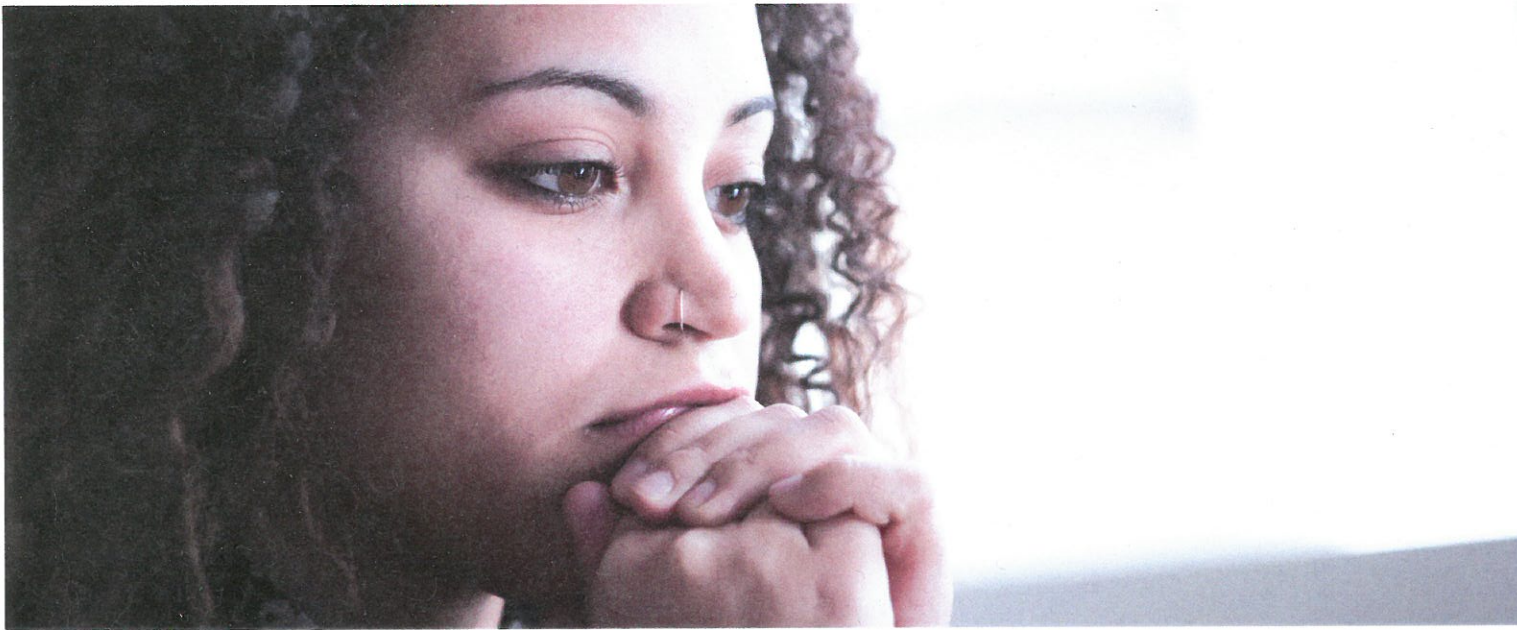
Revised: October 2, 2017

Revised: January 28, 2019

HARASSMENT

The District is committed to providing an academic and work environment free of unlawful harassment. Harassment based on a protected class is illegal and violates District policy. Protected classes are race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics.

Harassment also includes sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive.



KNOW THE SIGNS

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes that are sexual in nature or based on a protected class.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on a protected class or is sexual in nature. This may include but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental: A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on a protected class; or gratuitous comments regarding a protected class that are not relevant to the subject matter of the class or activities on the job.

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships.

SCAN ME



To learn more
harassment and
complete Admi
Regulation visit
rscdd.edu/



EEO Monitor Hiring Committee Orientation Topics (script to be read)

As your EEO monitor my goal is to ensure the selection process is consistent and fair and that all applicants have an equal opportunity, and that we maintain a fair and equitable process. The following are some guidelines the committee should bear in mind. A full list of guidelines has been provided for your reference on the back of this script.

- The committee will attempt to reach consensus regarding those who will / will not be considered for final interview. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached.
- The hiring process is a sensitive and confidential process. It is critical that all selection committee members, and those associated with this activity, maintain the highest degree of confidentiality in order to preserve the integrity of the process. Failure to maintain confidentiality may result in liability to the District and may result in disciplinary action.
- Screening at this point in the process must be based solely on the application materials submitted. Never share personal or professional experiences involving candidates with the committee. This can create bias and influence the judgments of other committee members. If you feel you **MUST** share, you may speak to the Committee Chair and offer to be a reference prior to the final interview.
- Participants of the screening committee will not meet or discuss candidates outside of the scheduled meetings. Any discussion of candidates will be with the entire group at a scheduled meeting.
- Any discussion regarding the candidates must only occur at the completion of all interviews.
- During the process, do not write down non-relevant information that does not relate to the candidate's ability to do the job. Your comments become a permanent record of the hiring process file. Committee members will submit all notes, screening forms, or other evaluative material to the Chair for inclusion in the hiring process package.
- Reasonable accommodations must be made to assist candidates with disabilities throughout the application and interviewing process.
- Everyone has personal biases and we want to minimize those biases and hire people most qualified for the job. Keep an open mind, do not pre-judge candidates based on your own norms of behavior or background in an interview.
- If at any time you feel that the committee is not practicing in the utmost consistent and fair manner, please discuss your concerns with me. As the EEO monitor, I serve as the liaison between the committee and Human Resources.

EEO Monitor Hiring Committee Orientation Topics (backup information)

The district is an inclusive institution and as such, we are committed to diversity. Diversity encourages critical thinking; it fosters mutual respect and teamwork. We learn from those whose experiences, beliefs, and perspectives are different from our own. We must ensure the selection process is consistent and fair and that all applicants have an equal opportunity. It is my role to ensure that we maintain a fair and equitable process, and all of those on the committee need to bear in mind the following:

1. The screening process:

- a. Persons serving on screening committees shall participate in both phases of the screening task (application materials screening, i.e., paper screening, and the interview phase). Any exceptions should be based on factors that do not adversely affect equal employment opportunity, e.g. a subject matter expert is engaged to evaluate technical interview responses.
- b. The committee will attempt to reach consensus regarding those who will / will not be considered for final interview. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached. Some suggestions for the committee to consider are:
 - i. written ballot
 - ii. raised hands
 - iii. rating chart with point system
- c. Screening at this point in the process must be based solely on the application materials submitted. The committee should attempt to reach consensus regarding those who will/will not be considered further. Assistance in this process may be requested from the Human Resources Department
- d. Never share personal or professional experiences involving candidates with the committee. This can create bias and influence the judgments of other committee members. You may also subject yourself to personal liabilities. Once the Hiring Committee Process has been completed, you may speak to the Committee Chair and offer to be a reference prior to the final interview.
- e. Participants of the screening committee will not meet outside of the scheduled meetings to discuss candidates being considered. Any discussion of candidates will be with the entire group at a scheduled meeting.
- f. The hiring process is a sensitive and confidential process. It is critical that all selection committee members, and those associated with this activity, maintain the highest degree of confidentiality in order to preserve the integrity of the process. It is a breach of confidentiality:
 - i. To unofficially contact colleagues or others connected to an applicant for or with information about an applicant, or
 - ii. To answer any questions from curious colleagues regarding characteristics of the applicant pool, or
 - iii. To divulge any information about the applicants or the dynamics of the hiring committee process before, during or after the process. In summary what is discussed in the committee stays in the committee!
- g. Failure to maintain confidentiality may result in liability (to the District and you personally) stemming from lawsuits filed by unsuccessful candidates.
- h. Failure to maintain confidentiality may result in disciplinary action.

2. General Guidelines during the interview stage:

- a. The committee will conduct interviews and other assessments (i.e. written assessment, presentation) with those candidates chosen for further consideration and forward the best-qualified pool of finalists for final interviews. Do not forward candidates that you do not feel are qualified for the position. These candidates will be selected without regard to race, ethnicity, religion, political beliefs, disability status, and/or sexual orientation.
- b. Be professional, courteous, and attentive at all times recognizing that you represent the district.
- c. Be fair, consistent, and impartial in your assessment and scoring.
- d. Record as much specific information as possible that weighs into your score value. Do not write down non-relevant information that does not relate to the candidate's ability to do the job. Your comments become a permanent record of the hiring process file.
- e. Committee members will submit all notes, screening forms, or other evaluative material to the Chair for inclusion in the hiring process package.
- f. Everyone has personal biases and we want to minimize those biases and hire people most qualified for the job. Keep an open mind, do not pre-judge candidates based on your own norms of behavior or background in an interview.
- g. Ensure that you are evaluating candidates based exclusively on job related criteria.
- h. At the end of the first interview stage, the committee will provide job related reasons for non-selection of applicants it does not wish to move forward to final interview.

3. Candidates with Disabilities:

- a. Reasonable accommodations must be made to assist candidates with disabilities throughout the application and interviewing process.
- b. Discussion of an applicant's disability are not appropriate during the interview process. Any discussion about an applicant's disability and how it may impact their ability to perform the essential duties of the position will happen after the job offer is made.
- c. The disability must not enter into the decision to forward a candidate in the hiring process.

EEO HIRING:
**BEST PRACTICES FOR LEADING YOUR DISTRICT TOWARD
AN INSTITUTIONALIZED COMMITMENT TO A DIVERSE WORKFORCE**

Leadership Challenge #1:

Making H.R. Expertise More Present in the Selection Process

- I. Ensuring Compliance With External Recruitment Requirements
- II. Data Guardians
- III. Providing EEO Support To Hiring Committees
- IV. Reference Checking

Leadership Challenge #2:

Making Equity-Mindedness More Present in Departmental and Institutional Practices

- I. Strategic Recruitments.
- II. Updating Job Descriptions
- II. Leading EEO Advisory Committees and Creating Meaningful EEO Plans

2019 Workshop Handouts

ACHRO/EEO Fall 2019 Workshop Handouts

Click on each Workshop link. Once opened, right click to print; click back arrow at top left of page to go back to this list for another handout

Tuesday, October 22, 2019 – Pre-Conference

- 1:00 [Workshop – Building for the Future, Now – HANDOUTS AVAILABLE AT WORKSHOP](#)

Wednesday, October 23, 2019

- 9:00 [Workshop – CCD Employment & Labor Relations Game Show – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 10:00 [Workshop – Sexual Orientation and Gender Identity Discrimination – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 11:15 [Workshop 1 – Twitter and Taking a Knee](#)
- 11:15 [Workshop 2 – How to Avoid Wrongful Termination Claims](#)
- 11:15 [Workshop 3 – Moving the Needle Together – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 1:00 [Workshop – 2019 Codes and Regulations Update](#)
- 2:15 [Workshop 1 – Psychological Disabilities – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 2:15 [Workshop 2 – Addressing Conflicts between Employees in the Workplace](#)
- 2:15 [Workshop 3 – To Foresee or Not to Foresee](#)
- 3:45 [Workshop 1 – Disability vs. Discipline – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 3:45 [Workshop 2 – Equity-Minded Recruiting and Retention](#)
- 3:45 [Workshop 3 – The Future is Here](#)

Thursday, October 24, 2019

- 8:00 [Workshop – You Just Can't Make This Stuff Up – NO HANDOUTS](#)
- 8:30 [Workshop – Town Hall-Legal Eagles – NO HANDOUTS](#)
- 10:45 [Workshop 1 – The Pit and the Pendulum](#)
- 10:45 [Workshop 2 – If you Build it, They Will Comply – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 10:45 [Workshop 3 – Disrupting the System](#)
- 12:45 [Workshop – Building a Diverse Workforce – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 2:00 [Workshop 1 – Deficits & Declining Enrollment](#)
- 2:00 [Workshop 2 – Best Practices for Sexual Assault, Sexual Harassment Complaints.....](#)
- 2:00 [Workshop 3 – Got Privilege](#)
- 3:30 [Workshop 1 – Employing & Evaluating Community College Coaches](#)
- 3:30 [Workshop 2 – Best Practices for Use of EEO Funds – NO HANDOUTS](#)
- 3:30 [Workshop 3 – Benefit Challenges in an Ever Changing Environment – HANDOUTS AVAILABLE AT WORKSHOP](#)

Friday, October 25, 2019

- 8:30 [Workshop – Updating your EEO Plans](#)
- 10:00 [Workshop 1 – The Future of Healthcare in the Next Decade – HANDOUTS AVAILABLE AT WORKSHOP](#)
- 10:00 [Workshop 2 – Workplace Investigations and Hearings](#)

FACULTY INSTITUTE

Fall 2019 – Spring 2020

FLEX WEEK: AUGUST 19 – 23, 2019

Monday, August 19, 2019

DISTRICT OFFICES / Board Room #107

8:30 a.m. – 12 Noon District Orientation

Welcome by Chancellor – Marvin Martinez

- **Introduction:** Tracie Green, Vice Chancellor, Human Resources
 - **H/R Orientation**
- **Payroll Process** – Sherri Basham, Senior Payroll Specialist
 - **Load / Overload, Contract Responsibilities**
- **Benefits** - Diane Loya, Benefits Analyst
- **District Safety and Security, Michael Toledo**, Interim Chief, District Safety and Security
- **Title IX** – Jean Estevez, District Administrator for Institutional Equity, Compliance and Title IX
- **SchoolsFirst Federal Credit Union**

12:15 p.m. – 1:30 p.m. Luncheon with the Chancellor

1:30 p.m. – 3:30 p.m. Afternoon Session

- **Welcome by College Presidents – College Mission and Goals**
 - Dr. Linda Rose, Santa Ana College
 - Dr. John Hernandez, Santiago Canyon College
- **Welcome by Academic Senate Presidents - Introduction to the Academic Senate/Participatory Governance**
 - Roy Shahbazian, Santa Ana College
 - Michael DeCarbo, Santiago Canyon College
- **Welcome by the Faculty Association of the Rancho Santiago Community College District (FARSCCD)**
 - Narges Rabii-Rakin, President FARSCCD
- **Admissions and Records**
 - Tuyen Nguyen, Assistant Dean of Admissions and Records/SCC
 - Mark Liang, Dean of Enrollment and Support Services/SAC
 - How to Access Rosters/Grades
 - How to Add and Drop Students
 - Wait Lists
 - FERPA

Tuesday, August 20, 2019

Santa Ana College

3:00 p.m. – 4:00 p.m. LOCATION: Room TBD

- Flex Requirements & Flex Tracking System: Learn how to meet your flex obligations with SAC's Faculty Development Tracking System

Two (2) additional hours

- Please pick minimum 2 additional hours from SAC Professional Development (formerly Flex) Week activities

Santiago Canyon College

Consult Campus Professional Development Flex Activities Schedule – **Please pick minimum of three hours not including specific Division/Department meetings.**

FACULTY INSTITUTE

Fall 2019 – Spring 2020

Wednesday, August 21, 2019

CAMPUS ACTIVITIES

Santiago Canyon College

9:00 a.m. – 12:00 Noon Academic Senate Meeting **LOCATION: TBD**

12 Noon – 1:00 p.m. Lunch Break – Potluck **LOCATION: TBD**

1:15 p.m. – 4:00 p.m. **Student Success: It's Personal: Classroom Support and Management** **LOCATION: TBD**

Rizvi Syed, Vice President, Student Services
Loretta Jordan, Associate Dean, Student Development
Martin Stringer, Dean, Math and Science

- Student Success: It's Personal and the 6 Student Success Factors
- Setting Expectations in the Course Syllabus and Course Orientation
- Keeping Students Focused / Maintaining Classroom Decorum
- Student Code of Conduct, Key Resources and Protocols
- DSPS and VAWA Supports

Santa Ana College

9:00 a.m. – 12:00 Noon Academic Senate Meeting **LOCATION: TBD**

12 Noon – 1:00 p.m. Lunch Break **LOCATION: TBD**

1:00 p.m. – 3:00 p.m. **Student Success: It's Personal: Classroom Support and Management** **LOCATION: TBD**

Dr. Vaniethia Hubbard, Vice President, Academic Affairs
Dr. Jeffrey Lamb, Vice President, Academic Affairs

- Guided Pathways and Student Success: 6 Student Success Factors
- Setting Expectations in the Course Syllabus and Course Orientation
- Student Code of Conduct, Key Resources and Protocols
- DSPS and VAWA Supports

Thursday, August 22, 2019

Santiago Canyon College

Department/Division Meetings (TBA by specific Departments)
Please contact your Department Chair or Division Deans for meeting time and location

Santa Ana College

Department/Division Meetings (TBA by specific Departments)
Please contact your Department Chair or Division Deans for meeting time and location

FACULTY INSTITUTE

Fall 2019 – Spring 2020

Friday, August 23, 2019

COLLEGE CONVOCATIONS

Santiago Canyon College

- 9:00 a.m. – 10:00 a.m. SCC College Tour **LOCATION: Lobby of Building A, Room 201**
- Syed Rizvi, Vice President of Student Affairs/SCC
- 10:30 a.m. – 12 Noon Convocation **LOCATION: Humanities Building, Room H-106**
- 12 Noon – 1:00 p.m. Catered Lunch to immediately follow Convocation **LOCATION: Patio Area outside of H-106**
- 1:00 p.m. – 4:00 p.m. On-campus Class Preparation Time

Santa Ana College

- 8:00 a.m. - 11:30 a.m. Convocation & Breakout Activities **LOCATION: Phillips Hall & Assigned Breakout Rooms**
- 12 Noon – 1:00 p.m. Catered Lunch **LOCATION: Small Gym**
- 1:00 p.m. – 4:00 p.m. On-campus Class Preparation Time

SEPTEMBER 2019 MEETING

Friday, September 13, 2019

SANTA ANA COLLEGE

- 9:00 a.m. – 11:00 a.m. **LOCATION: TBD**

Tenure Review Process and Faculty Portfolios

Tracie Green, Vice Chancellor of Human Resources
Dr. Marilyn Flores, Vice President of Academic Affairs/SCC
Syed Rizvi, Vice President of Student Affairs/SCC
Dr. Jeffrey Lamb, Vice President of Academic Affairs/SAC
Dr. Vaniethia Hubbard, Vice President of Student Services/SAC
Narges Rabii-Rakin, FARSCCD President

TBD,

- **Tenure Review Process**
- **Self-Evaluation**
- **Creation of Faculty Portfolios**
- **Faculty Panel/ Q&A/ Myths and Misconceptions in the Tenure Review Process**

- 11:00 a.m. – 12 Noon – Campus Tour

OCTOBER 2019 MEETING

Friday, October 11, 2019

Santa Ana College

- 9:00 a.m. – 12 Noon **LOCATION: Room TBD**

Cherylee Kushida, Coordinator of Distance Education/SAC

- **On-Line/Educational Technology/Distance Education**
- **Learning Management Systems**
- **Using Technology (Review of On-Line Resources at SAC)**

FACULTY INSTITUTE

Fall 2019 – Spring 2020

OCTOBER 2019 MEETING (continued)

Santiago Canyon College

9:00 a.m. – 12 Noon

LOCATION: Instructional Design Center, Library

Scott James, Coordinator of Distance Education/SCC

- **On-Line/Educational Technology/Distance Education**
- **Learning Management Systems**
- **Using Technology**

DECEMBER 2019 MEETING

Friday, December 6, 2019

9:00 a.m. – 11:00 a.m.

Santiago Canyon College

LOCATION: TBD

Discussion: Best Practices in Teaching and Learning Techniques with 2018-2019 Faculty Cohorts

Dr. Jeffrey Lamb, Vice President of Academic Affairs/SAC

Roy Shahbazian, President of Academic Senate/SAC

Dr. Marilyn Flores, Vice President of Academic Affairs/SCC

Michael DeCarbo, President of Academic Senate/SCC

11:00 a. m. – 12 Noon

SCC College Tour

LOCATION: TBD

FLEX WEEK: February 3 – February 7, 2020

Monday, February 3, 2020

9:00 a.m. – 12 Noon

Santiago Canyon College

LOCATION: TBD

“Academic Opportunities”

Dr. Marilyn Flores, Vice President, Academic Affairs/SCC

- Learning Communities
- Guided Pathway
- Signature Programs

9:00 a.m. – 12 Noon

Santa Ana College

LOCATION: TBD

“Equity and Education”

Dr. Jeffrey Lamb, Vice President, Academic Affairs/SAC

Dr. Vaniethia Hubbard, Vice President, Student Services/SAC

- Defining Equity – Data and Beyond
- Guided Pathways and Equity
- Applying Equity-minded Practices – Ensuring Learning

FACULTY INSTITUTE

Fall 2019 – Spring 2020

FLEX WEEK: February 3 – February 7, 2020 (continued)

Wednesday, February 5, 2020 **ACADEMIC SENATE RETREATS**

9:00 a.m. – 12:00 p.m. *Santiago Canyon College* **LOCATION: TBA**

9:30 a.m. – 12:30 p.m. *Santa Ana College* **LOCATION: TBA**

Thursday, February 6, 2020

Consult Campus Professional Development Flex Activities Schedule – **Please pick minimum of three hours not including specific Division/Department meetings.**

Friday, February 7, 2020 **COLLEGE CONVOCATIONS**

Santa Ana College

8:00 a.m. – 10:00 a.m. Phillips Hall Theatre / **Building P**

1:00 p.m. – 4:00 p.m. On-campus Classroom Preparation

Santiago Canyon College

10:30 a.m. – 12 Noon Santiago Canyon College / **Room H-106**

1:00 p.m. – 4:00 p.m. On-campus Classroom Preparation

MARCH 2020 MEETING

Friday, March 13, 2020

9:00 a.m. – 12 Noon *Santa Ana College* **LOCATION: TBD**

“Institutional Effectiveness and Student Learning Outcomes”

Dr. Jeffrey Lamb, Vice President of Academic Affairs

Dr. Jaroslaw “Jarek” Janio, Coordinator, ESL Integrated/CEC

9:00 a.m. – 12 Noon *Santiago Canyon College* **LOCATION: Instructional Design Center, Library**

“Institutional Effectiveness and Student Learning Outcomes”

Aaron Voelcker, Dean, Institutional Effectiveness and Assessment

FACULTY INSTITUTE

Fall 2019 – Spring 2020

APRIL 2020 MEETING

Friday, April 17, 2020

9:00 a.m. – 12 Noon ***Santa Ana College*** **LOCATION: TBD**

Participatory Governance—Choosing Which Committee to Serve On

Dr. Jeffrey Lamb, Vice President of Academic Affairs/SAC
Roy Shahbazian, President of Academic Senate/SAC

9:00 a.m. – 12 Noon ***Santiago Canyon College*** **LOCATION: Humanities Building, Room H-114**

Continuation: Discussion of Best Practices in Teaching and Learning Technologies

Dr. Marilyn Flores, Vice President of Academic Affairs/SCC
Michael DeCarbo, President of Academic Senate/SCC

MAY 2019 MEETING

Friday, May 15, 2020

DISTRICT OFFICES

10:00 a.m. – 1:00 p.m. District Offices / **Board Room #107**

End of the Academic Year Debrief

10:00 a.m. – 12 Noon **End of the Academic Year Debrief/Evaluation**

Dr. Marilyn Flores, Vice President of Academic Affairs/SCC
Dr. Jeffrey Lamb, Vice President of Academic Affairs/SAC
Syed Rizvi, Vice President of Student Services/SCC
Dr. Vaniethia Hubbard, Vice President of Student Services/SAC
Michael DeCarbo, President of Academic Senate/SCC
Roy Shahbazian, President of Academic Senate/SAC

12 Noon – 1:00 p.m. **Luncheon with the Chancellor**

SANTIAGO CANYON COLLEGE ACCREDITATION – EVIDENCE/INTERVIEWS

Standard III: Resources – Liaison Marilyn Flores

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard:	Indicate: *Process, Policy and/or Practice:	Evidence to be Cited:	Individuals to be Interviewed:	
A. Human Resources	<p>1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</p>	<p><input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice</p>	<p>-BOT approved Classified and Management/Academic Administrator Job Descriptions (HR Website) - BP 7120 Recruitment and Hiring Policy -AR 7120 Recruitment and Selection (HR Website) - Wide variety of discipline and diversity focused publications used to attract top talent.</p>	HR (VC HR, AVC HR)
	<p>2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)</p>	<p><input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice</p>	<p>-California Community Colleges MQ Handbook -Faculty Job Announcements -BP 7120 Recruitment and Hiring Policy -AR 7120 Recruitment and Selection (HR Website) -AR7120.1 Faculty Recruitment</p>	HR
	<p>3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</p>	<p><input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice</p>	<p>-Academic Administrator Job descriptions/Job Announcements - BP 7120 Recruitment and Hiring Policy -AR 7120 Recruitment and Selection (HR Website) - Professional development opportunities -</p>	
	<p>4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from</p>	<p><input type="checkbox"/> Process</p>	<p>- https://ope.ed.gov/dapip/#/home Database of Accredited Postsecondary Institutions and Program (DAPIP)</p>	

	non-U.S. institutions are recognized only if equivalence has been established.	<input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Equivalency to Minimum Quals Process -List of Foreign Transcripts/Credential Evaluation Services BP 7120 Recruitment and Hiring Policy - AR7120.1 Faculty Recruitment - Job Announcements	
	5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-BP 7150 Employee Evaluation - AR 7150 - AR7150.1 – Confidential Evaluation - AR 7150.2 - Management -ART 8 CBA - Evaluation of Contract I, II or III FACULTY -ART 8 CBA Performance Evaluation Procedure – CSEA	
	6. DELETED - The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	Faculty Obligation Number (FON)	HR (VC HR, AVC HR)
	8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-FLEX Calendar (staff development, common days) - ART 8 Faculty CBA (evaluation) - Professional Development opportunities	
	9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Personnel in ITS Department -SAC & SCC Technology Advisory Group at colleges -ITS Project Review Group -Physical Resource Committee	AVC ITS

			-Fiscal Resource Group	
	10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Hiring Processes -Professional Development -Manager training	
	11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	- Personnel policies and procedures in the HR website. -Human Resources Committee -District Council - BP's and AR's are legally vetted and approved by League of California Colleges.	Tracie Green
	12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	- Annual Staff Diversity report to BOT -Human Resources Committee/Staff Diversity Advisory Committee -EEO Diversity Training for Screening Committee members -Professional Development -Discipline and Diversity focused recruitment efforts. -Equity Coordinator at colleges -BP's and AR's re recruitment	HRC member/s
	13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Board Policy 7001 Code of Ethics -Board Policy Civility	
	14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Professional Development Committees -Professional Growth for Classified Staff-CSEA Contract -Faculty Institute for 1 st year tenure track faculty	HR/PD Coordinators on campus/ Academic Senate
	15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice	-Records Management Procedure of Personnel Files -Access Control -Board Policy 7005 Personnel Files -Administrative Regulation 7005 Personnel Files	HR

			-CSEA Art 9 CBA -CEFA Art 13 CBA	
B. Physical Resources	1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
C. Technology Resources	1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology	<input type="checkbox"/> Process <input type="checkbox"/> Policy		

	systems related to its programs, services, and institutional operations.	<input type="checkbox"/> Practice		
	5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
D. Financial Resources Planning	1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
<i>Fiscal Responsibility and Stability</i>	4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		

	7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
<i>Liabilities</i>	11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts,	<input type="checkbox"/> Process		

	and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	<input type="checkbox"/> Policy <input type="checkbox"/> Practice		
	15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		
<i>Contractual Agreements</i>	16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	<input type="checkbox"/> Process <input type="checkbox"/> Policy <input type="checkbox"/> Practice		

*Note: Process – can be explained as a formal series of actions; Policy – written procedures that are formalized and defined; Practice – may or may not be documented but flexible and customary