

Rancho Santiago Community College District
2323 N. Broadway
Santa Ana, California 92706

HUMAN RESOURCES COMMITTEE

Agenda for May 9, 2018 Meeting
Executive Conference Room 114
3:00 – 4:30 p.m.

1. Welcome
2. Approval of Minutes of April 11, 2018 Meeting
3. Continue Discussion – Reference Letters / Reference Checks
4. Continue Discussion – Numerical Rubrics for Screening Committees
5. EEO Fund Multiple Method Allocation Model Certification
6. Other
7. Next HRC Meeting
The next meeting will be held on Wednesday, June 13, 2018 in the Executive Conference Room #114 from 3:00 – 4:30 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
3:00 – 4:30 p.m.
Meeting Minutes for April 11, 2018

Members Present: Judy Chitlik, Alistair Winter, John Zarske, Seth Daugherty, Jarek Janio, Kristen Guzman, Diane Hill, Sheryl Martin, Elouise Marasigan, Joe Geissler and Amber Stapleton

Members Absent: Dr. Linda Rose, Dr. Marilyn Flores, Adam O' Connor

1. Welcome

Ms. Chitlik called the meeting at 3:04 p.m.

2. Update from Electronic Approval (approved on February 23, 2018)

- a. Minutes of January 10, 2018 Meeting
- b. RSCCD EEO and Human Resources Plan

Ms. Chitlik thanked the committee for voting and approving the EEO Plan.

3. Reference Letters / Reference Checks

After considerable discussion pro and con, the committee agreed to continue discussion at the next meeting. Ms. Chitlik recommended that committee members bring in ideas for updating the existing reference check form.

4. Numerical Rubrics for Screening Committees

After considerable discussion, the committee agreed to continue discussion at the next meeting and would bring additional ideas for consideration.

5. Next HRC Meeting

The next meeting will be held on Wednesday, May 9, 2018 in the Executive Conference Room #114 from 3:00 – 4:30 p.m.

The meeting was adjourned at 4:31 p.m.

Approved:

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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: _____, 2018

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

Date Due at the Chancellor's Office: June 1, 2018
Return to: Leslie LeBlanc lleblanc@cccco.edu; Office of the General Counsel
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2017-2018

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.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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.

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

- Yes**
- No**

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

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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.

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.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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

- Yes**
- No**

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

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.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

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

Yes

No

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

Exhibit

#1

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES

To: Board of Trustees	Date: March 12, 2018
Re: Approval of RSCCD Equal Employment Opportunity and Human Resources Plan	
Action: Request for Action	

BACKGROUND

Title 5 Section 53003 required community college districts to develop an Equal Employment Opportunity (EEO) Plan and submit that plan to the state Chancellor's Office.

ANALYSIS

The context for the EEO plan is largely based upon regulatory compliance. In an effort to develop a planning document that fulfills those requirements but also provides planning data for the colleges and district office, an expanded EEO and Human Resources Plan was developed by the district Human Resources Committee. This plan was reviewed by the District Council and is being recommended to the Board of Trustees for approval.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Equal Employment Opportunity and Human Resources Plan and authorize its transmission to the state Chancellor's Office.

Fiscal Impact: None	Board Date: March 12, 2018
Prepared by: Judyanne Chitlik, Vice Chancellor, Human Resources	
Submitted by: Judyanne Chitlik, Vice Chancellor, Human Resources	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

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.

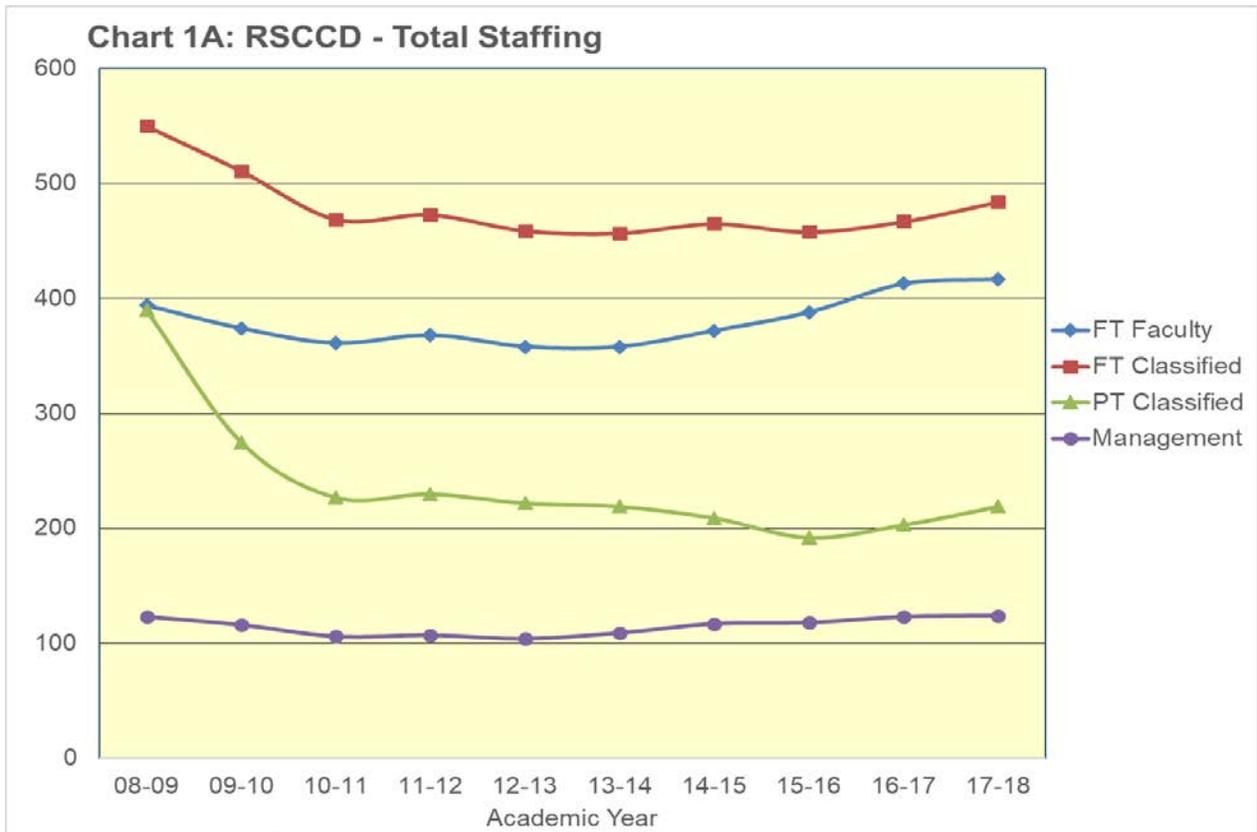
The District's resource allocation model provides the three operational units, Santa Ana College, Santiago Canyon College and District Services with the authority to determine its appropriate staffing levels, assignments and organizational structures. Although the Board of Trustees is the ultimate authority 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.

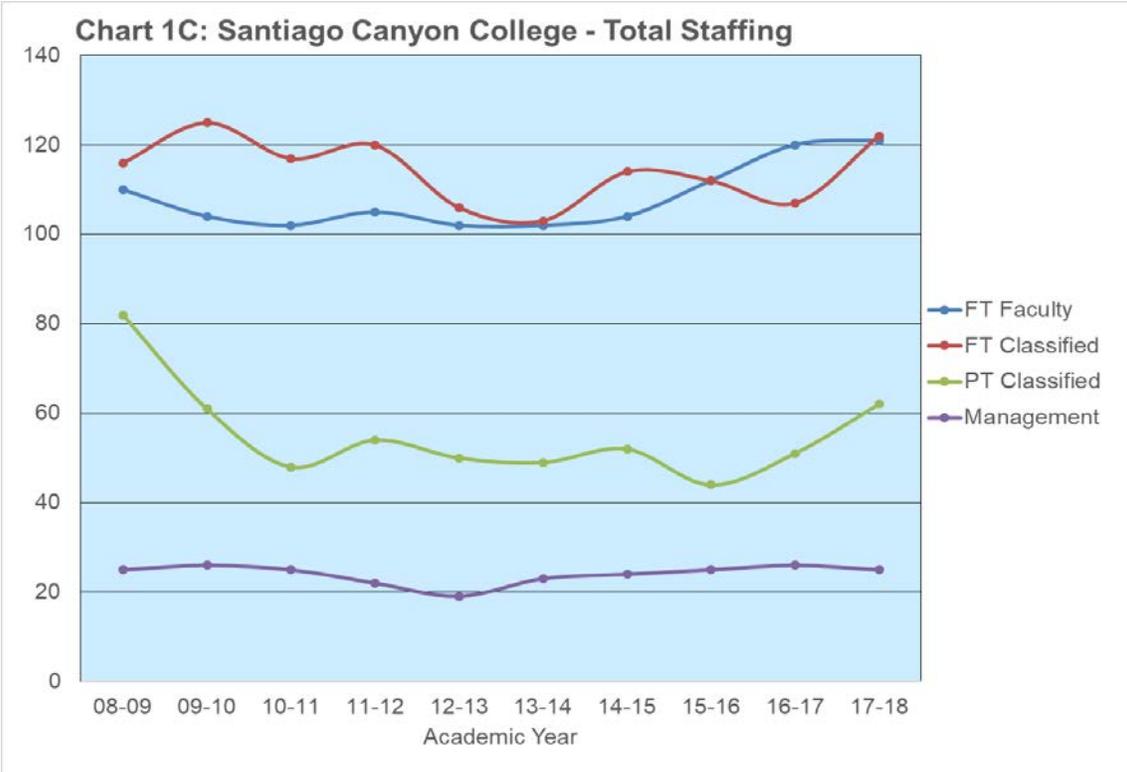
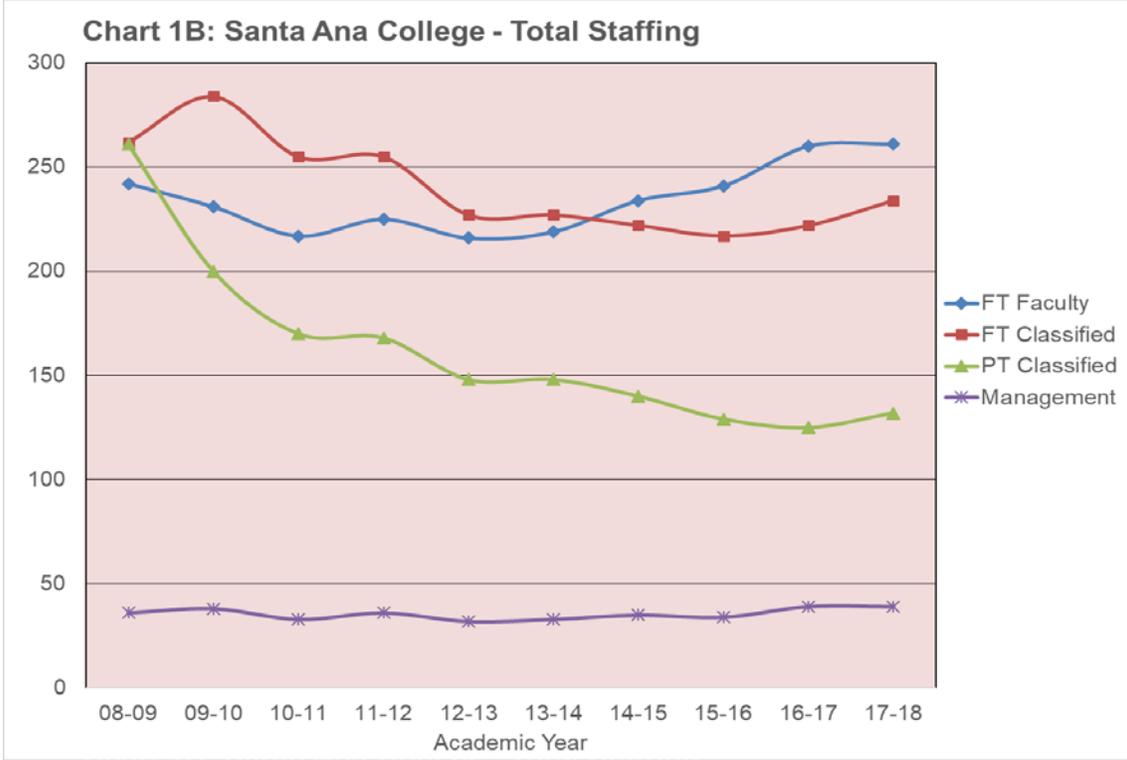
Human resources administration is a centralized responsibility of District Services and operational aspects such as recruitment, classification, labor relations, compensation, and employee benefits are managed centrally based upon the provisions of the applicable collective bargaining agreements and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

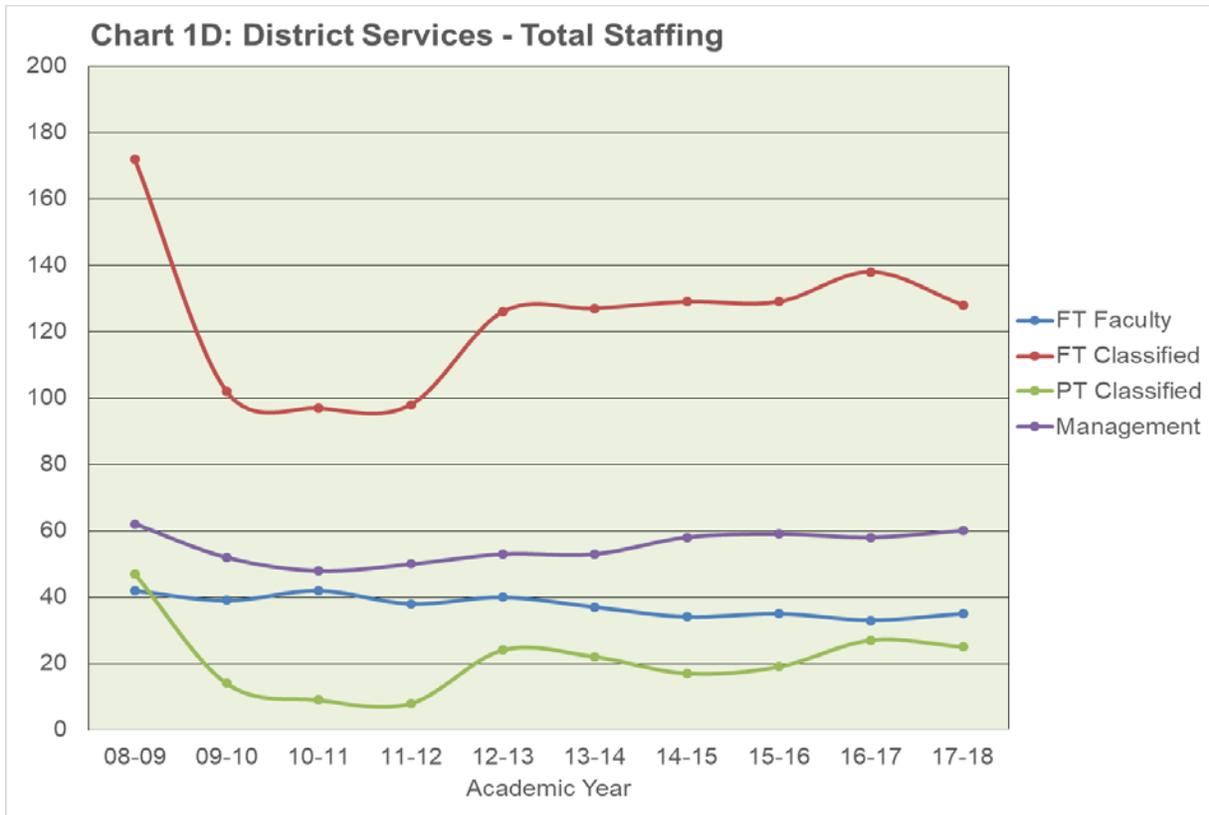
Staffing Levels

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

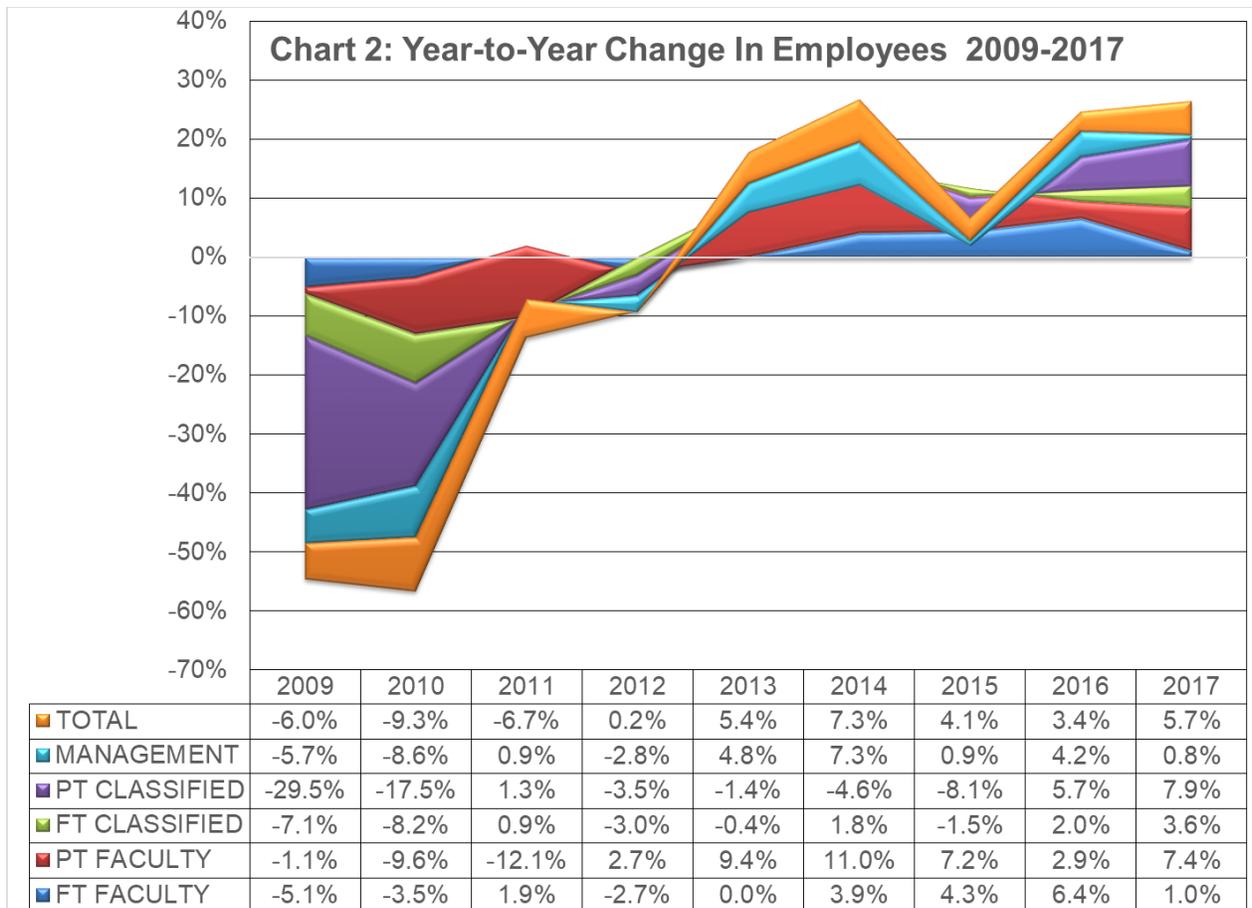
Recession and subsequent state budget crisis had a significant effect on staffing in the District. Through attrition, a hiring freeze and ultimately a reduction in force, the district intentionally reduced staffing at all locations as a cost-reduction strategy. As the economy has recovered and state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







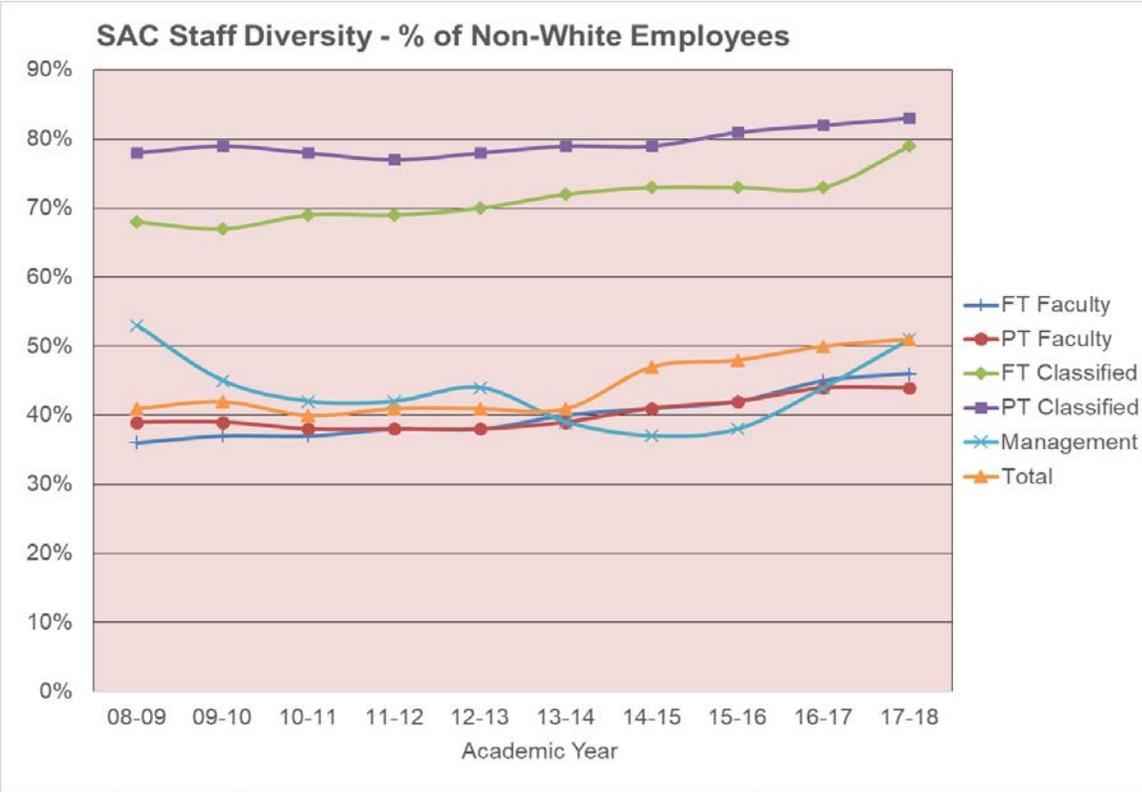
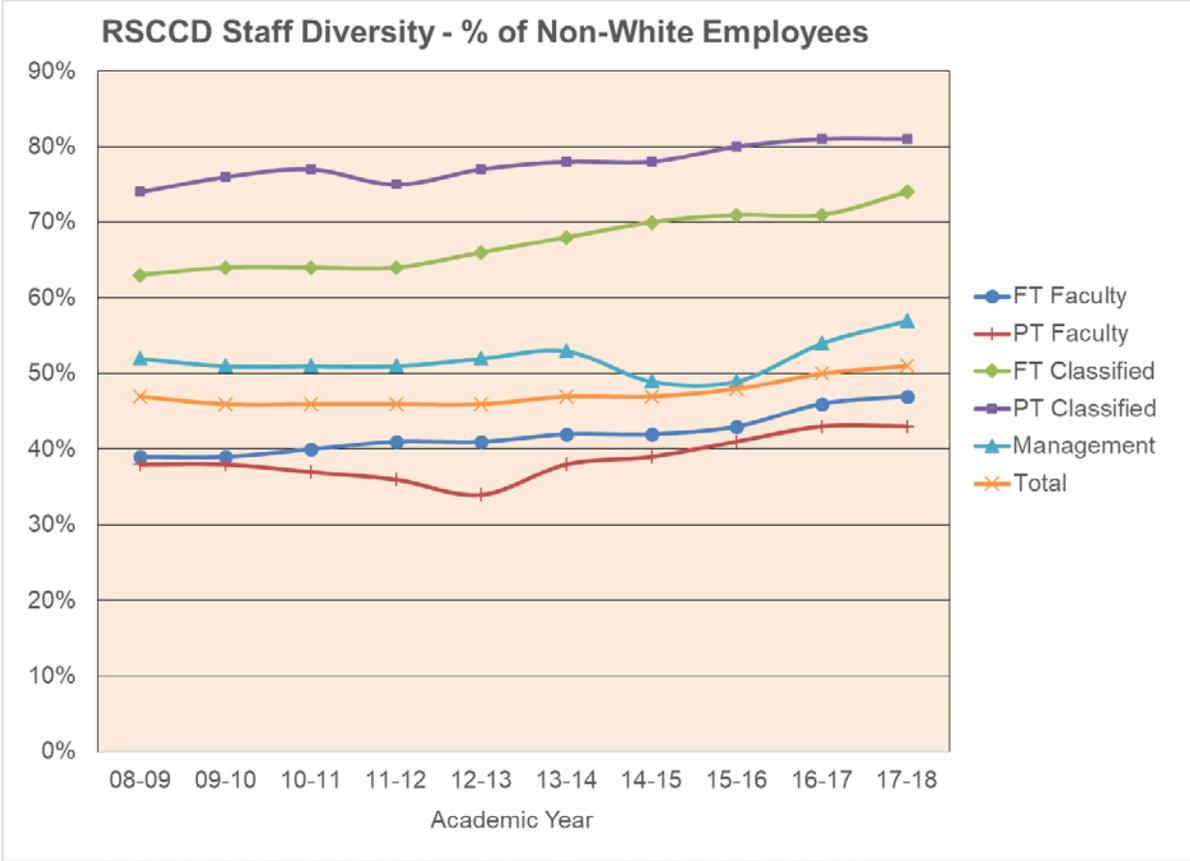
The following chart shows the District-wide change in the number of employees from 2008 to 2017. The chart shows that part-time employees (both classified and faculty) were the groups most significantly impacted by the recession and state budget crisis. This reflected the District’s strategy to protect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

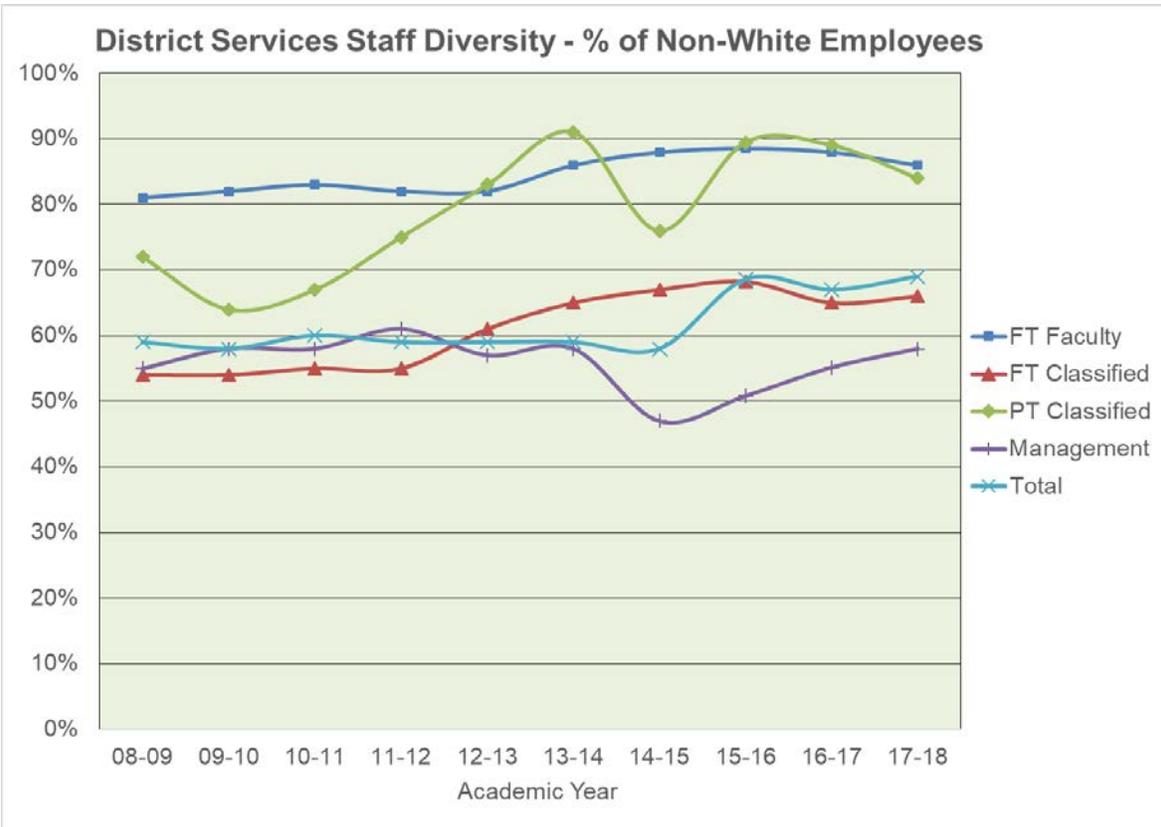
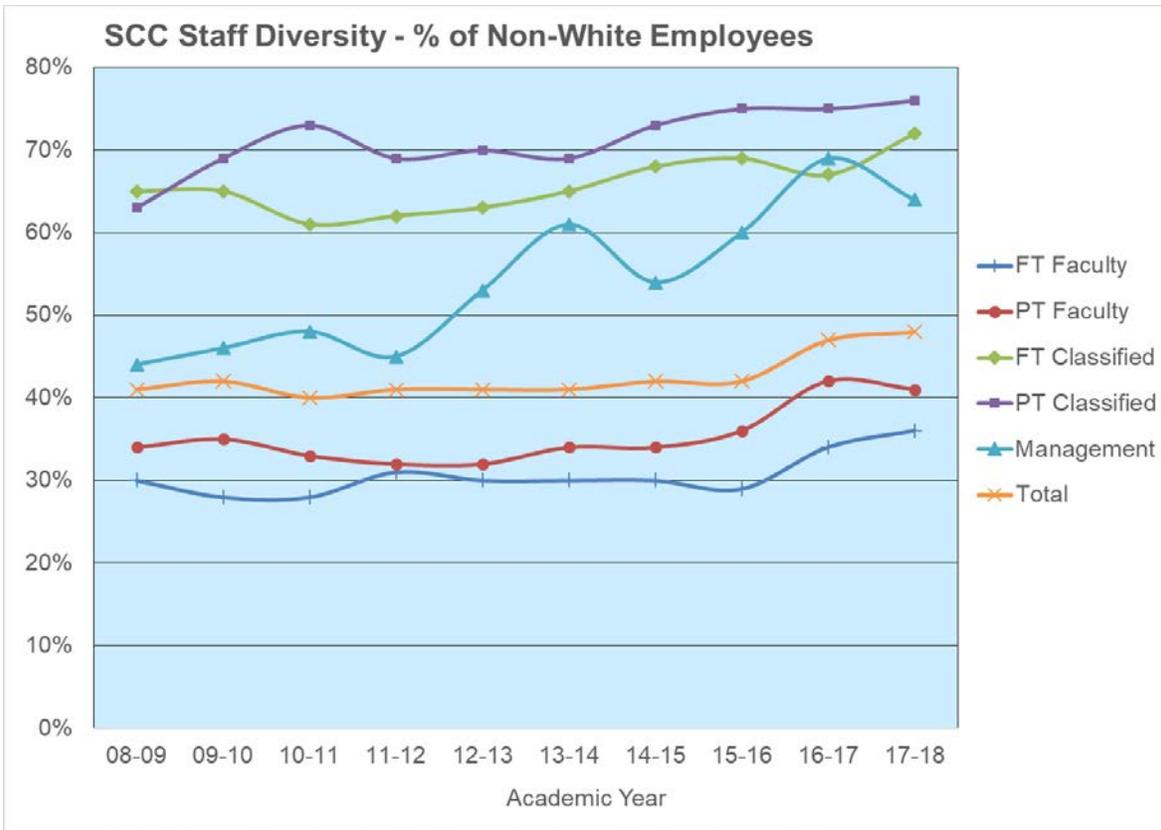


All changes measured as of September 1st of each year.

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.





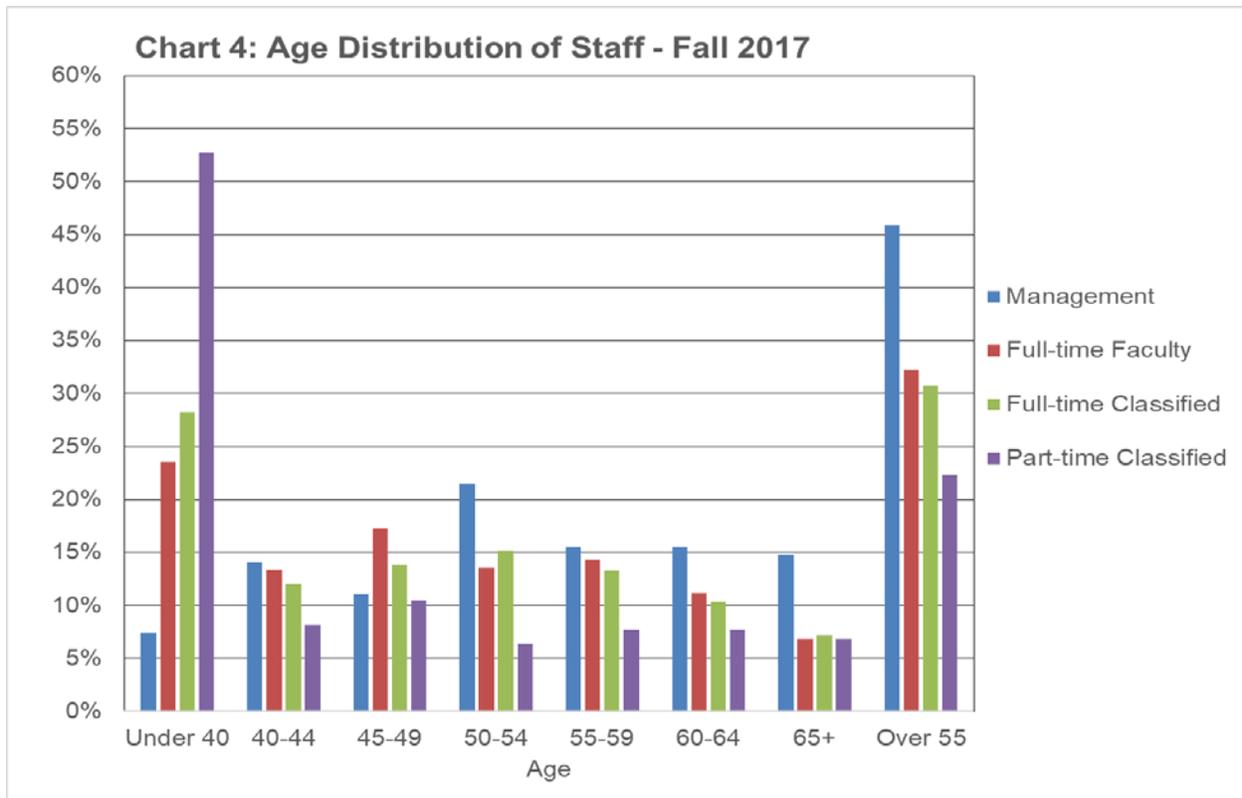
Despite the staff reductions during the 2008 – 2010 years (when a hiring freeze and a reduction in force were imposed) overall staff diversity has remained fairly constant. Due to their smaller size, the management and part-time classified employee cohorts have experienced more year-to-year fluctuations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

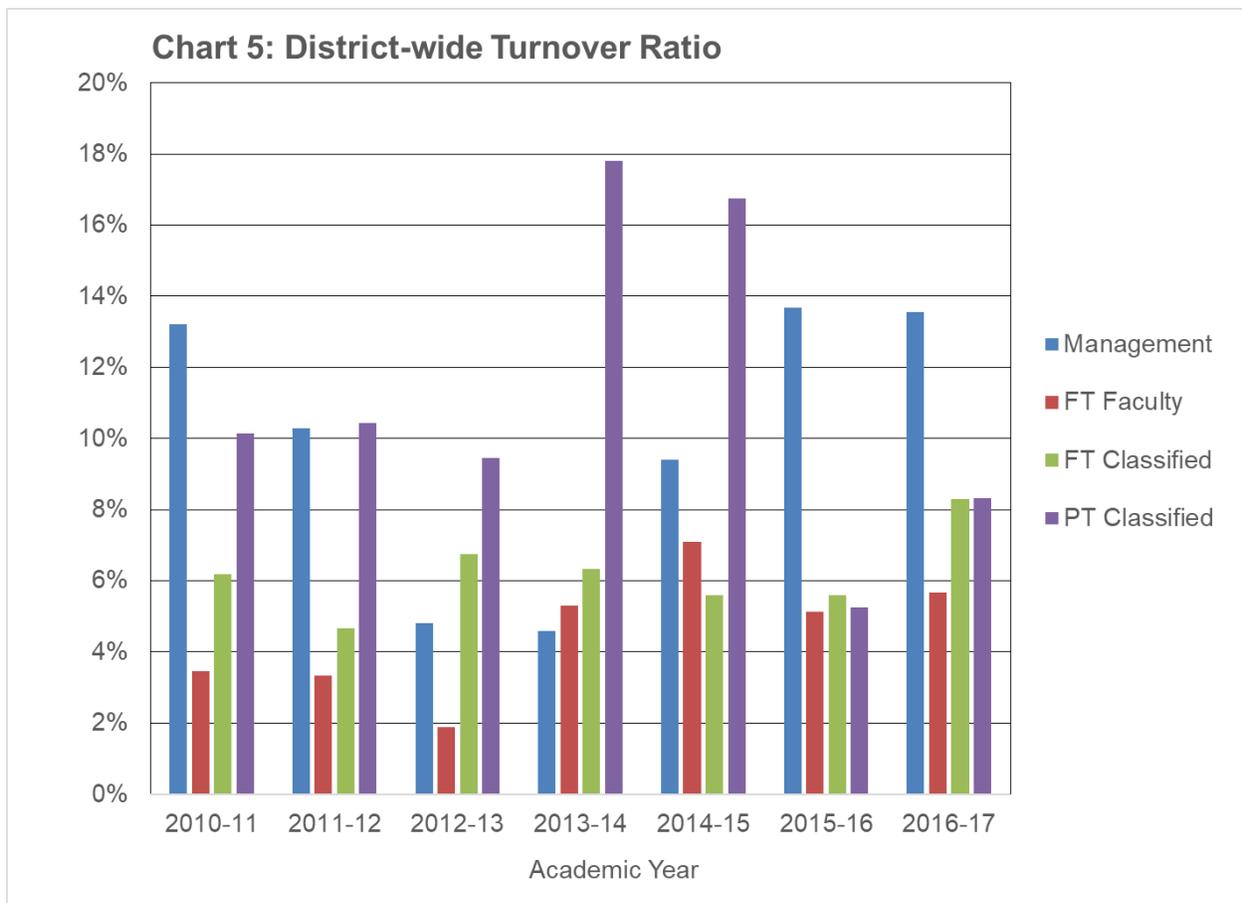
- Management: 46%
- Full-time faculty: 33%
- Full-time classified: 31%



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.

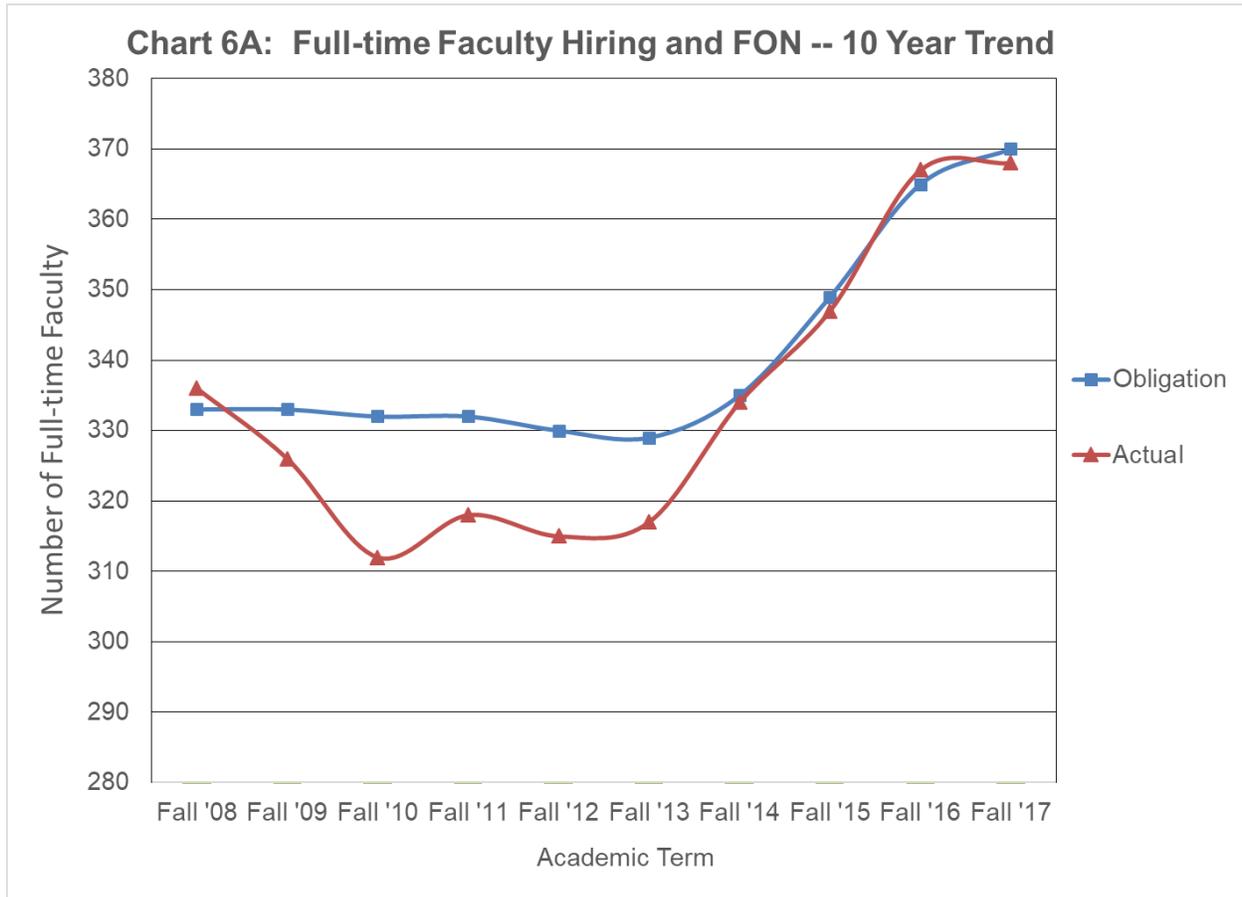


Full-time Faculty Turnover

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

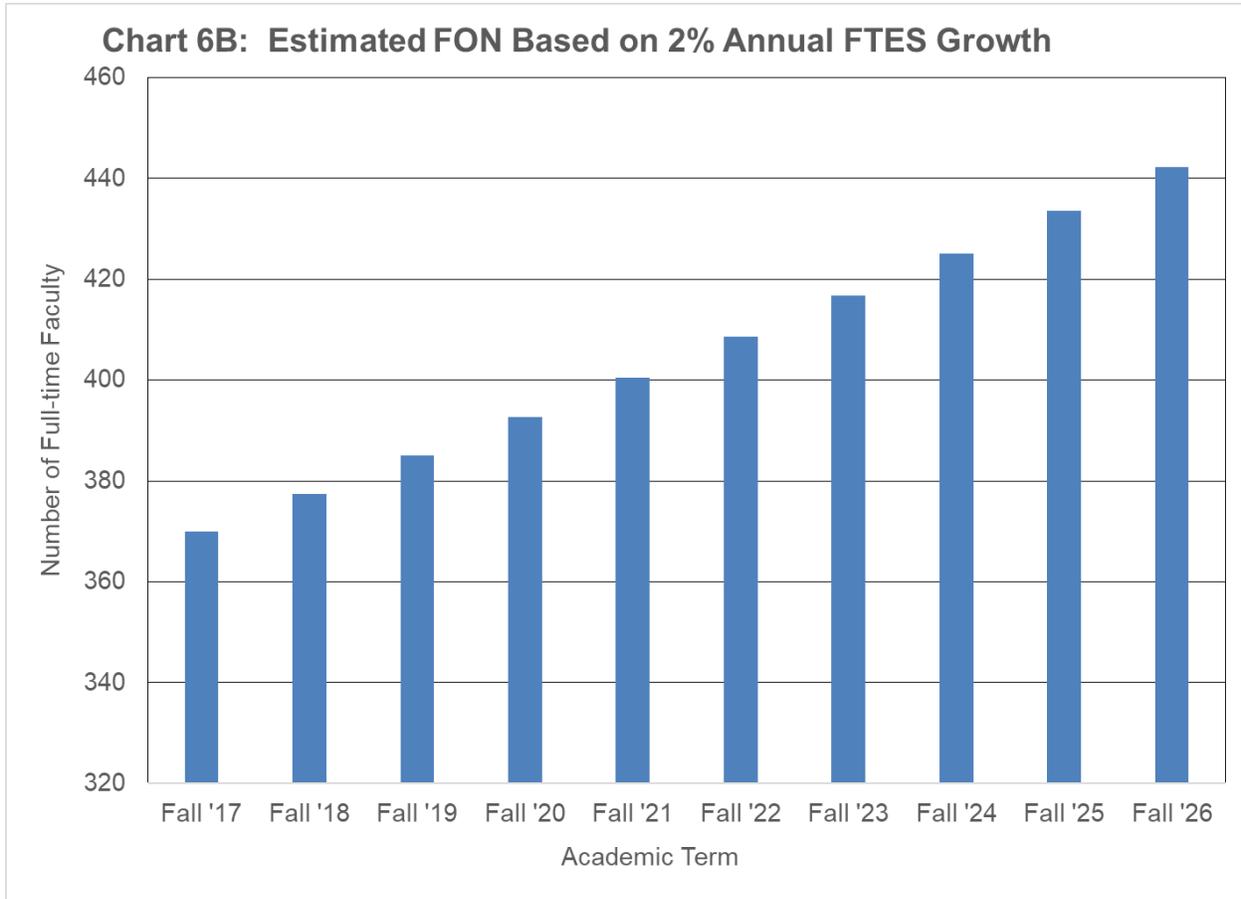
Obligation Number--FON) as well as monitor the ratio of credit instruction provided each year by full-time and part-time faculty (FT/PT ratio).

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

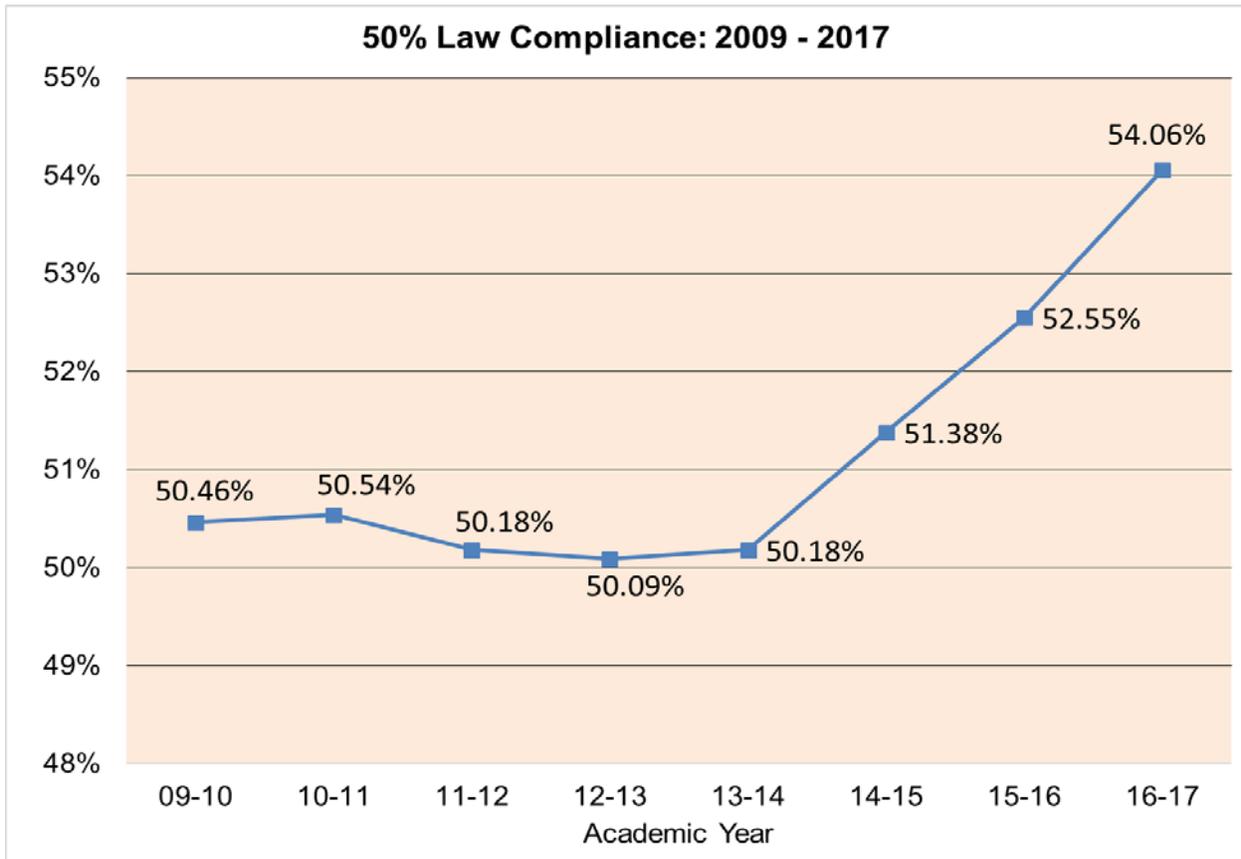
Unlike faculty terminations, which typically coincide with the end of the academic year, management and classified vacancies occur throughout the year and are filled at a time determined by the college president or appropriate vice chancellor. When vacancies occur, the existing position and job description 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

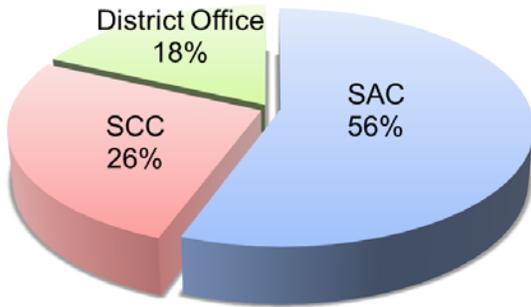
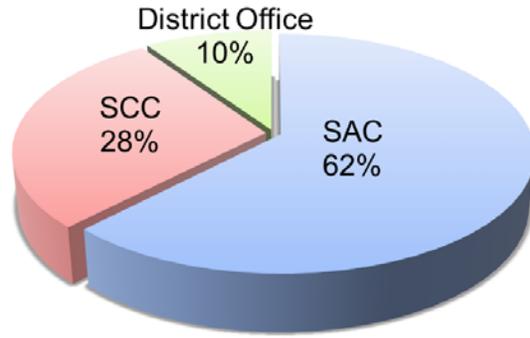


Chart 7B: Staff Allocation by Location



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

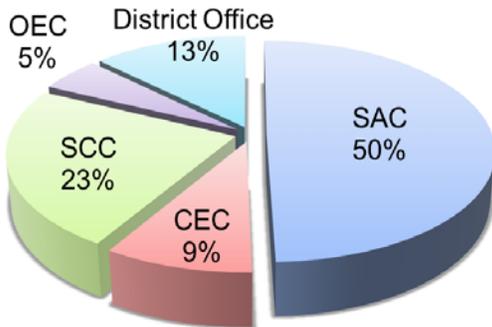


Chart 7D: Allocation of Part-time Classified Staff

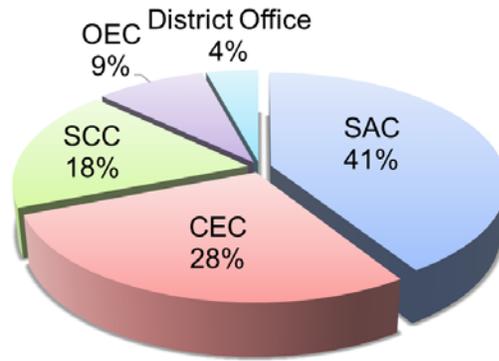
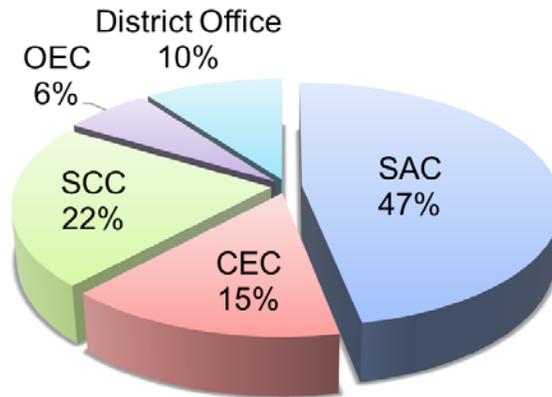
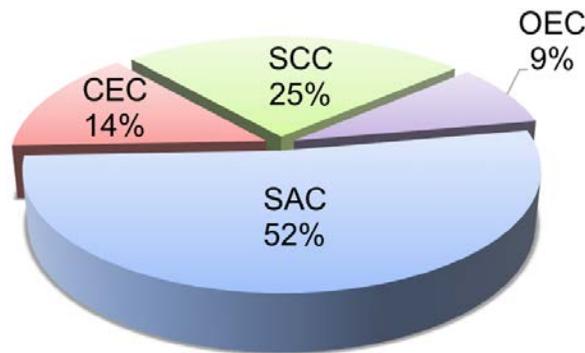


Chart 7E: Allocation of All Classified Staff

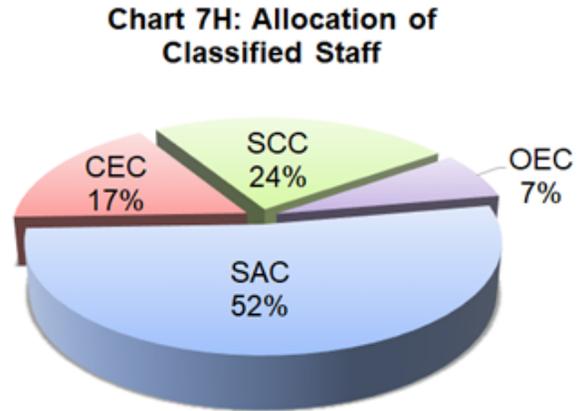
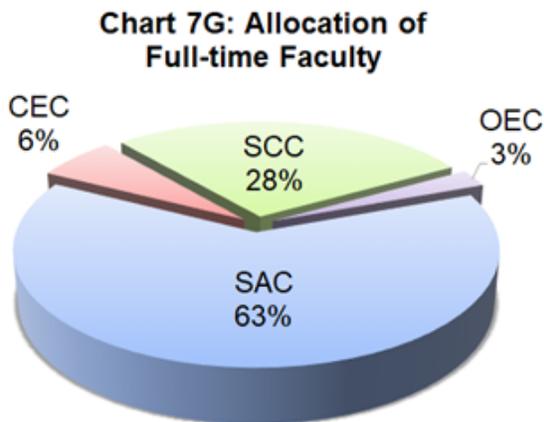


Although there is no definitive benchmark regarding the allocation of non-teaching support staff, all staffing allocations should be viewed in the context of FTES generation, which is the standard work-load unit for any community college district in California. The current breakdown of both credit and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

Exhibit

#2

PREVIOUSLY
SUBMITTED ON
9/21/17

Equal Employment Opportunity Fund
District Expenditure Report
Fiscal Year 2016-2017

District Name: Rancho Santiago Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 1,111
(b) 2016-17 Allocation	\$ 60,000
(c) 2016-17 Expenditures (Same total listed below in column 1)	\$ 9,809
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date. Please see attached.	\$ 51,302

USE WHOLE DOLLARS

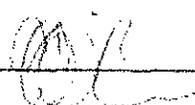
Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials			
5000 Other Oper. Exp. & Svcs.	9,809		
6000 Capital Outlay			
7000 Other Outgo			
Totals	9,809		

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

Please Print:

Name: Adam O'Connor Title: Assistant Vice-Chancellor-Fiscal Services

Phone: (714) 480-7320 E-Mail Address: oconnor_adam@rsccd.edu

Signature:  Date: 9/21/17

Prepared by: Josefina Penning Contact Phone No. (714) 480-7361

Date Due at the Chancellor's Office: September 30, 2017

Return to: Leslie LeBlanc

Chancellor's Office California Community Colleges

1102 Q Street, Sacramento, CA 95811 or e-mail: lleblanc@cccco.edu

Unexpended Allocations

The Human Resources Department of Rancho Santiago Community College District was not aware that the 2016-17 Allocation increased to \$60,000. We spent only \$9,809 close to the amount that we budget each year, we budgeted additional \$20,000 for recruitment from the district's funds. As a result, our unexpended allocation for last year is \$51,302.

We are going to continue providing EEO/Diversity Training to all RSCCD employees to be eligible to serve as members in a Screening Committee. We have used part of the unexpended allocation for the August 22, 2017 EEO/Diversity Training conducted by an expert who was involved in drafting CCCCCO Title V regulations and we have scheduled November 9, 2017 and January 30, 2018. We intend to continue offering more training dates in the future until all employees receive training before they serve as members of Screening Committee. The Assistant Vice Chancellor of Human Resources will be attending the 2017 ACHRO/EEO Fall Institute.

We are going to expand our advertising for those "hard to fill" faculty, administrative and some classified positions. More social media advertising is included in our plan. We intend to implement the above in the coming months when we start posting three high level administrative positions. We will add our yearly subscriptions to several advertising media to be able to compete with 3 California Community College Districts in Orange County.



Judy Chitlik
Interim Vice Chancellor of Human Resources

REVISED COPY

Equal Employment Opportunity Fund
District Performance Report
Fiscal Year 2016-2017

Print District Name: Rancho Santiago Community College District

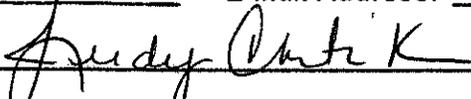
NOTE: For column 3, Description of Activities, describe how the funds were expended. Your description should be as specific and succinct as possible. For example, under Performance Indicator #2, indicate how many persons were contacted, applied, and hired for district positions. If you need more space, attach separate sheet(s) of paper.

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.	\$ 9,027.95	\$ 7,500.00 (District Funds)	See Attached
3. Professional development on equal employment opportunity.	\$	\$	See Attached
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	See Attached
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$ 781.26	\$ 12,499.95 (District Funds)	See Attached

Print Name: Judy Chitlik Print Title: Interim Vice Chancellor of Human Resources

Phone: 714-480-7489 E-Mail Address: Chitlik_Judy@rsccd.edu

Signature:  Date: 10/13/17

Prepared by: Elouise P. Marasigan Contact Phone No. 714-480-7494

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(3) PERFORMANCE INDICATOR (S)

2. The Rancho Santiago Community College District implemented full recruitment and hiring process for the Fiscal Year 2016-2017 as the funding were restored for the full fiscal year as compared to the previous two years. The total number of applicants logged to requisitions posted from 7/1/2016 to 6/30/2017, including 22 faculty and 7 management positions for 2017 Fall Semester, was eight thousand three hundred twenty nine (8,329), a slightly less than a percent from the previous year. Five thousand seven hundred fifteen (69%) of the applicants were from the underrepresented groups and five thousand two hundred thirty six (63%) female, only 2% 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 six hundred thirty one (1,631) qualified applicants for interview, approximately 20% of the total applicant pool, where one thousand one hundred seven (68%) were from the underrepresented groups and one thousand seventy nine (66%) are female.

We filled 233 (as compared to 175 from previous year) job openings and hired 17 management, 52 Faculty and 164 classified staff. Of those hired applicants, 170 or 73% are from underrepresented groups, 155 or 67% are female.

The above data showed the diversity of the applicant pools in the different stages of the screening process, where 69% of the total applicants, 68% of those selected for interviews and 73% hired are from the diverse groups. There have been 2-3% increase in the diversity of the District's employees. 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 and the Monster Board. 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 recruitment package with ChronicleVitae.com, online posting for Chronicle of Higher Education, a widely used website 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. Continued using the iGreentree applicant tracking and requisition management systems, which created reports showing the above data. Reports derived from iGreentree enabled us to identify the sources of our applicants and effectively use advertising funds.

3. Maintained membership in ACHRO/EEO 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/training 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. Offered EEO Training to all employees of the District who will serve in Screening Committee, for this Fiscal Year, 92 employees completed the training.

4. One hundred and thirty six applicants indicated that they are disabled or requiring reasonable accommodation. We have provided interpreters to applicants with hearing and speech disability 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 187 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 five or 14% of the total number of our applicants, twenty-three (23) candidates were successful and offered employment by RSCCD.

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-seven (27) applicants received reimbursement for their travel expenses.

Exhibit

#3

SAC Professional Development Diversity or Cultural Awareness Activities and Student Success & Equity at SAC 2017-18

Summer 2017 Workshops

- AB540 Ally Training

Adjunct Institute August 8 & 10: Topics included Creating an Inclusive Syllabus

Fall 2017 Flex Week Meetings/Workshops (August 21-25)

- Resources for Teaching SAC Book of the Year: *One World: A Global Anthology of Short Stories*
- Kognito Training
- SAC Equity Institute
- Safe Space Training Follow up
- Convocation Breakouts

Fall 2017 Workshops

- Courageous Conversations Circles (Multiple Sessions)
- Courageous Conversations Circles Planning Group (Multiple Meetings)
- Post-Conference attendees discussion: 2017 Strengthening Student Success Conference

Spring 2018 Flex Week Meetings/Workshops (January 30-February 2)

- Supporting and Accommodating Students with Disabilities
- EEO/Diversity Workshop: Hiring the best while Developing Diversity in the Workforce
- Faculty Institute at SAC: Topics included Inclusive Syllabus
- Resources for Teaching SAC Book of the Year: *One World: A Global Anthology of Short Stories*

SAC Activities

- Book of the Year – Contact Yolanda Garcia, Kathy Walczak or Melanie Mowrer
 - 2016-17:
<https://www.sac.edu/Library/BookOfTheYear/Pages/between.aspx>
 - 2017-18:
<https://www.sac.edu/Library/BookOfTheYear/Pages/oneworld.aspx>
- Puente - Donato Martinez
- Theater Department - Chris Cannon/Amberly Chamberlain
- Student Life – Nicole Moya (Who should be the contact person?)

Online Trainings

- Kognito – CCC Student Mental Health Program

SAC Professional Development- Offered during FLEX week
Fall 2017

- AB540/Undocumented Students Ally Training (with Juana Galvan and Cindy Partida) Learn how to create a welcoming and supportive campus environment for immigrant students. This training will increase faculty and staff knowledge and effectiveness about the needs, concerns, and issues of undocumented (unprotected) immigrant students and their families. Faculty and staff will learn about relevant immigration laws impacting students and related student issues and challenges.
- EEO / Diversity Workshop: Hiring the Best while Developing Diversity in the Workforce (with Laura Schulkind and Liebert Cassidy Whitmore, LCW,

Spring 2018

- AB540 Ally Training (with Cindy Partida in E-307) Become an Ally to the AB540 and Undocumented Students at SCC! Learn about terminology, current laws, and the rights of undocumented students.
- EEO / Diversity Workshop: Hiring the Best while Developing Diversity in the Workforce (with Laura Schulkind and Liebert Cassidy Whitmore, LCW
- Creating a More Equitable Learning Environment with Richard Gale (Hosted by Melinda Womack)

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

<https://www.sccollege.edu/Departments/PDC/Pages/Flex-Calendar.aspx>

Exhibit

#4

Title	Dates	Audience	Cost	Location
Speakers Symposium: Chris Cras				
SEED Session: Peggy McIntosh				
Peggy McIntosh: Faculty Follow-up				
Speakers Symposium: Anthony Ocampo				
CCEAL Webinar: "Promising Teaching Practices for Men of Color; Insights for Faculty Professional Development"	November 16, 2016	Instructional, and Counseling Faculty	Free	Online
33rd Annual Howard Bowen Lecture at Claremont: Dr. Jerlando Jackson	November 16, 2016	Faculty, administrators, staff and trustees	Free	Claremont, CA
2016 Community College League Annual Convention: Mapping the Route: Re-Envisioning California Community Colleges	November 17-19, 2016	Faculty, administrators, staff and trustees	\$650	Riverside
CCEAL Webinar: "Model Institutional Support Programs for Male Students of Color at Community Colleges"	December 8, 2016	All faculty, staff, and administrators	Free	Online
2016 Equity Summit at Skyline College	December 9, 2016	Faculty, administrators, staff and trustees	FREE	San Bruno, CA
Better Together-Culturally Mindful Practice: 2016 Mental Health Cultural Competency Summit	December 15& 16, 2016	Counseling and Mental Health Faculty	\$275	Newport Beach, CA
Santa Ana College: Neuroscience and Decision Making with Kimberly Papillon	February 6, 2017	Faculty, administrators, staff, students and trustees	Free	Santa Ana, CA
ASCCC: Hiring and Nurturing Faculty to Encourage Diversity and Equity	February 11, 2017	Faculty and administrators involved with hiring	Free	Chula Vista, CA
ACCE's Annual Spring 2017 Conference: Treasure Hunting: Finding the Right X's for Our Students' Success	February 1-3, 2017	All faculty, staff, and administrators involved in credit and non-credit programs	\$395	San Diego, CA
AAHHE (American Association of Hispanics in Higher Education) 12th Annual Conference 2017	March 9-11, 2017	Faculty, administrators, staff and trustees	\$500	Irvine, CA
The California Community Colleges Chief Student Services Administrators Association Spring Conference "Integration Through Action"	March 22-24, 2017	All faculty, staff, and administrators involved in integrated planning	TBD	Los Angeles, CA

Education and Ethnic Studies Summit: Chapman University, College of Educational Studies	April 1-2, 2017	Faculty, administrators, staff, students and trustees	Free	Orange, CA
The 30th Annual Latina Leadership Network Conference	April 6-8, 2016	Faculty, administrators, staff, students and trustees	\$275	Pittsburg, CA
California LearningCommunities Consortium (CLCC)	April 21-22, 2017	Faculty, administrators, staff and trustees	\$150	Pomona, CA
OnCourse National Conference	April 20-22, 2017	Faculty, administrators, staff and trustees	\$595	Anaheim, CA
NCCMC 3rd Annual Working Group Meeting	June 8-9, 2017	Those interested in supporting men of color at SCC	\$500	San Diego State University San Diego, CA
UCLA Ed & IS: Learning Together, Practioners and Scholars in Partnership	June 19-20, 2017	SCC Faculty, and those interested in learning innovative instructional strategies for teaching diverse students	\$100	UCLA Westwood, CA
UCLA HERI: Community College Faculty Institute: Pedagogical Approaches to Teaching Diverse Community College Students	June 21-23, 2017	SCC Faculty, and those involved with learning and instruction	\$325	UCLA, Moore Hall Westwood, CA
SCC Summer Faculty Institute: Equitizing Your Syllabus	July 24, 2017	SCC Faculty, and those interested in learning strategies for making your syllabus more inclusive.	FREE	Santiago Canyon College
Change Leadership Summit	October 5-6, 2017	Faculty, administrators, and staff.	\$125	Hotel Irvine Irvine, CA
RP Group: Strengthening Student Success Conference	October 11-13, 2017	Faculty, administrators, staff, students and trustees		Hyatt Regency SFO Burlingame, CA
Thomas Keith: "How Bro Culture Contributes to Domestic Violence"	October 26, 2017 2-3pm	All faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College H-106
Rescheduled: National Coming Out Day	October 25, 2017	Student Focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College Rose Garden
"How Are School Systems Responding to the Needs of Immigrants, Refugees, and Unacompanied Minors"	November 2, 2017	Faculty, administrators, staff, students and trustees	FREE	Webinar

Dia De Los Muertos	November 2, 2017	Faculty, administrators, staff, students and trustees	FREE	SCC
"How Are School Systems Responding to the Needs of Immigrants, Refugees, and Unaccompanied Minors"	November 2, 2017 12pm	Faculty, administrators, staff, students and trustees	FREE	Webinar
Umoja Conference	November 3-4, 2017	Faculty, administrators, staff, students and trustees	\$449	Sacramento, CA
Frederick Douglass: Bust Installation	November 7, 2017 3pm	Faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College In Front of H
Screening of Documentary "13th"	November 7, 2017 4:15pm	Student focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College H-106
First-Generation College Student Day	November 8, 2017 10am	Student focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College A/B Quad
Veterans's Day Event	November 8-9, 2017 10am -2pm	Student focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College Strenger Plaza
Native American Heritage Celebration	November 13-14, 2017	Student focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College Strenger Plaza
The League's 2017 Annual Convention: Creating, Adapting, Innovating	November 16-18, 2017	Faculty, administrators, staff, students and trustees	\$685	San Jose Fairmont San Jose, CA
3CSN: Equity Project - Equity Institute	November 17, 2018	Faculty, administrators, staff, students and trustees	\$75	Kellog West, CPP Pomona, CA
Lunch and Learn: Celebrating Our Cultural Heritage	November 30, 2017 1pm-2pm	Student focus, but all faculty, administrators, staff, and trustees are invited to attend	FREE	Santiago Canyon College Student Lounge (T-107)
Equity Team Training	January 29, 2018	Only those faculty assigned as team leads	FREE	Santiago Canyon College
AB540 Safe Zone Training	January 29, 2018	All Faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College E-307

SCC Equity Institute: "Student Equity Disproportionate Impact Data: What it means, how we use it, and what's next?"	January 30, 2018	All Faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College L-115 RSVP Required
RSCCD EEO Training: Laura Schulkind, Liebert Cassidy Whitmore	January 30, 2018	Those employees who have not been EEO trained.	FREE	Santiago Canyon College D-101
SCC LGBTQ+ SafeSpace Training	January 31, 2018	All Faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College H-115
Post-Convocation Equity Breakout Session: Dr. Richard Gale and the Scholarship of Teaching	February 2, 2018	Faculty Focus, but all are encouraged to participate	FREE	Santiago Canyon College H-208
CSULB, Educational Leadership Department Annual Leadership Symposium	January 27, 2018	Faculty, administrators, staff, students and trustees	\$25	CSULB Long Beach, CA
The Meeting	February 28, 2018	All faculty, administrators, staff, students and trustees	FREE	Santiago Canyon College H-106
African American Male Education Network and Development (A2MEND) 11th Annual Summit	February 28-March 2, 2018	All faculty, administrators, staff, students and trustees who are interested in supporting African American Male students	\$500-\$600	Westin LAX Los Angeles, CA
Paint On The Lawn	March 8, 2018	All SCC students	FREE	Santiago Canyon College
Student Seminar with Dr. Terrence Roberts	March 9, 2018	All SCC Students	FREE	Santiago Canyon College
Lunch and Learn	March 20, 2018	All SCC Students	FREE	Santiago Canyon College
The CSSO Annual Conference "Leading Pathways to Success"	March 7-9, 2018	Faculty, administrators, staff, students and trustees	\$250 - \$495	Double Tree by Hilton Sacramento, CA
3CSN's Second Annual Nor Cal Equity Institute	March 9-10, 2018	Faculty, administrators, staff, students and trustees	\$150	Mission College Santa Clara, CA

Meeting the needs of the LGBTQIA Student Population	March 14, 2018	Faculty, administrators, staff, students and trustees	\$108	Webinar
ACPA (CCPA) Spring Institute: Intersectionality & Inclusion	March 24, 2018	Faculty, administrators, staff, students and trustees	\$30-\$100	USC University Park Campus Los Angeles, California
"A Moment with Cesar Chavez"	March 29, 2018 1030-1130 am	All SCC Students	FREE	D Building (121) Santiago Canyon College
Cesar Chavez Awareness Day	March 29, 2018	All SCC Students	FREE	
Trans Day of Visibility	March 28, 2018	All SCC Students	FREE	D Building (101) Santiago Canyon College
"Dolores" Documentary Screening and Q&A	April 17, 2018 5:30 PM	Student Focused event, but all are invited to attend.	FREE	H Building (106) Santiago Canyon College
The Hunting Ground, Documentary screening and Q&A	April 18, 2018 3:30PM	Student Focused event, but all are invited to attend.	FREE	H Building (106) Santiago Canyon College
Lunch and Learn: Breaking the Silence	April 19, 2018 12:30PM	Student Focused event, but all are invited to attend. Lunch will be provided.	FREE	T Building (107) Student Lounge Santiago Canyon College
Exclusive Q&A session with Dolores Huerta	April 23, 2018 11-11:30AM	Students who attended the "Dolores" Documentary screening will be given priority seating.	FREE	E Building (203) Santiago Canyon College
Bystander Engagement and Responding to Survivors Workshop	April 23, 2018 12:00PM	Student Focused event, but all are invited to attend.	FREE	H Building (106) Santiago Canyon College
Clothesline Project Display	April 24th, 25th, & 26th 11AM-3PM	Student Focused event, but all are invited to attend and participate.	FREE	Strenger Plaza Santiago Canyon College
Yoga on the Lawn	April 24, 2018 11AM-12PM	Student Focused event, but all are invited to attend. *Bring your own Mat*	FREE	Rose Garden Santiago Canyon College

[Denim Day](#)

April 25, 2018
11AM-3PM

Student Focused event,
but all are invited to
attend and participate.

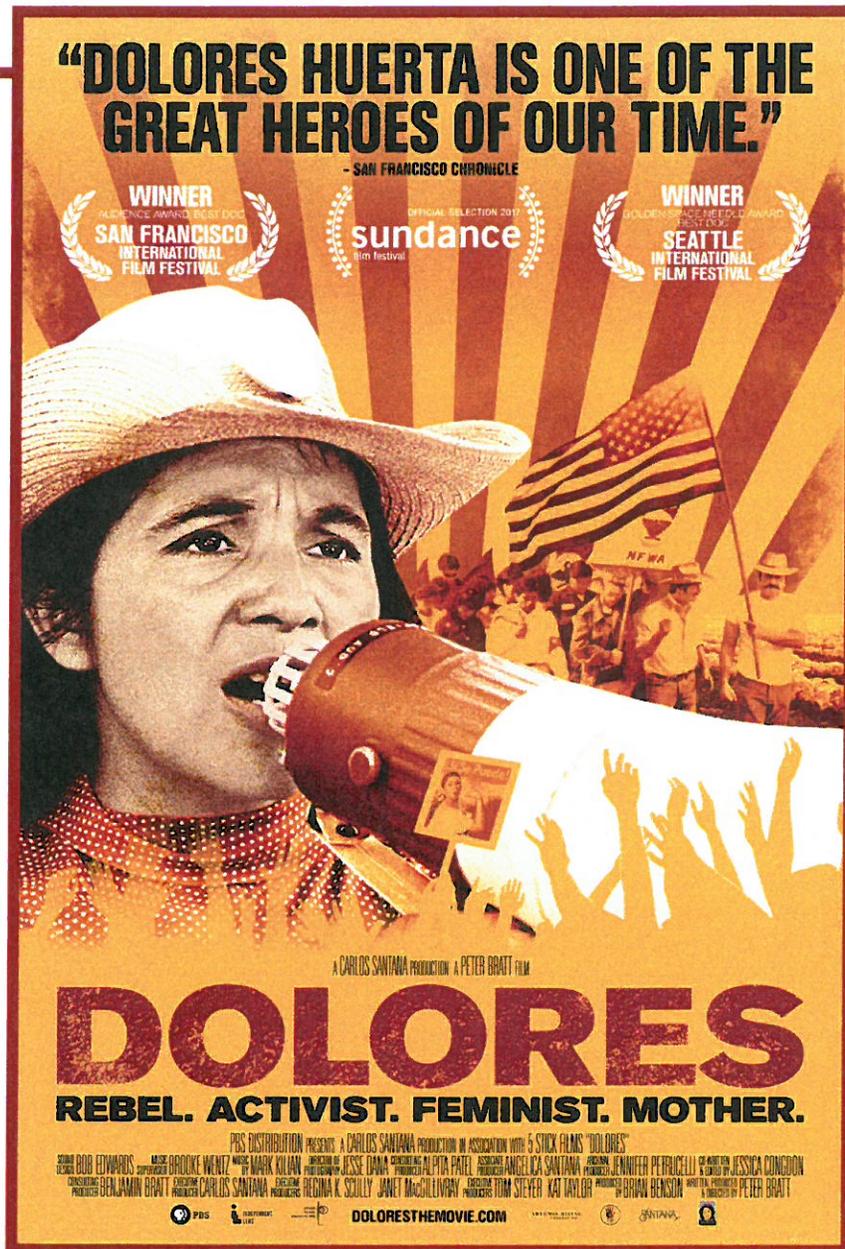
FREE Rose Garden
Santiago Canyon
College

[Poetic \(Social\) Justice: Dismantling
Gender Violence](#)

April 26, 2018
1:30PM

Student Focused event,
but all are invited to
attend.

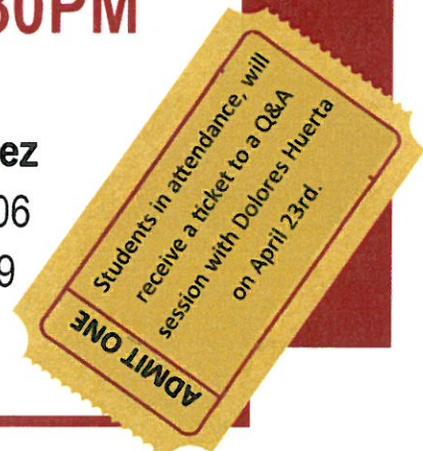
FREE H Building (106)
Santiago Canyon
College



Tuesday, April 17, 2018 | 5:30PM

**Free Community Screening &
Discussion with Professor Erika Gutierrez**
Santiago Canyon College, Auditorium H-106
8045 E. Chapman Ave. Orange, CA 92869

**Office of Student
Equity & Success**



If you require an accommodation under the Americans with Disabilities Act (ADA), please let Edith Ahumada know at least one week before the event, to facilitate the provision of a reasonable accommodation. You may contact Edith at: ahumada_edith@sccollege.edu or (714) 628-4802.

The Office of Student Equity and Success and The Office of Student Life and Leadership, invite you to:

come, join the conversation.



Santiago Canyon College

Lunch & Learn



12:30-1:30PM | Tuesday, April 19 | Student Lounge

Questions or to RSVP: ahumada_edith@sccollege.edu

Breaking the Silence



Facilitator: Dr. Melissa Govea

Lets talk about current topics related to sexual assault awareness month and social justice.

Free Sandwiches will be served on a first come, first serve basis; while supplies last.

Denim Day

@  Santiago Canyon College



**WEAR JEANS APRIL 25TH
TO SHOW YOUR PROTEST
AGAINST SEXUAL VIOLENCE.**

- We ask all students, faculty, staff, friends and neighbors to wear denim.
- Denim Day was established in protest of an Italian Supreme Court ruling that overturned a rape conviction because the victim was wearing tight jeans.
- We wear denim to dispel harmful myths about sexual violence and to stand in solidarity with survivors.

 Office of Student
Equity & Success
Santiago Canyon College



 Santiago Canyon College
DEPARTMENT OF WOMEN'S STUDIES

Take Group Picture Hawk Mascot

(Mascot will also be wearing denim)

Date: April 25th **Location:** Rose Garden **Time:** 11am-3pm

questions? please email: ahumada_edith@sccollege.edu

**Sexual Assault
Awareness and
Prevention
Month
2018**

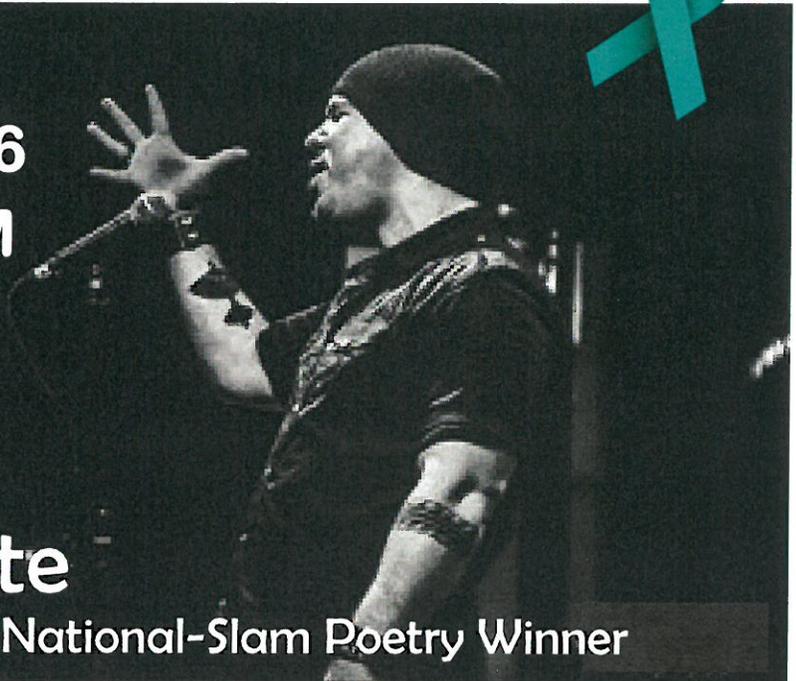
Poetic (Social) Justice:

Dismantling Gender Violence



**April 26
1:30PM
H106**

Guante
Two-time National-Slam Poetry Winner



Questions? Please email:
Ahumada_edith@sccollege.edu



**Sexual Assault
Awareness and
Prevention
Month
2018**

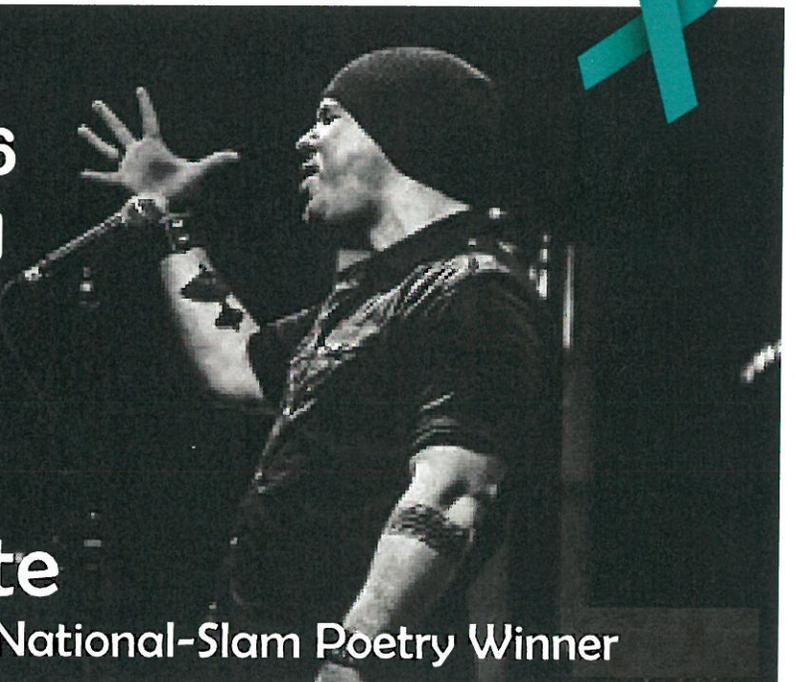
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