



Rancho Santiago Community College District
District Council Meeting
November 3, 2014
Executive Conference Room
3:00 – 5:00 p.m.

REVISION #2
Agenda

1. Approval of Minutes of October 20, 2014 Meeting
2. RSCCD Human Resources Plan – Draft Didion
3. RSCCD EEO Plan – Draft Didion
4. Budget Reductions Hardash/Rodríguez
5. Participatory Governance Committee Roles Didion/All
6. Regional Recommendations for BOG Task Force on Workforce, Job Creation and a Strong Economy Rodríguez
7. Baccalaureate Degree – SB850 Rodríguez
8. Committee Reports
 - a. Planning & Organizational Effectiveness Committee Jaros
 - b. Human Resources Committee Chitlik
 - c. Fiscal Resources Committee Hardash
 - d. Physical Resources Committee Hardash
 - e. Technology Advisory Group Krichmar
9. Constituent Representative Reports
 - a. Academic Senate - SAC Zarske
 - b. Academic Senate – SCC Evett
 - c. Classified Staff Williams
 - d. Student Government – SAC Manriquez
 - e. Student Government – SCC Pham
10. Other

Next Meeting: December 1, 2014

Mission Statement

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.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.



Rancho Santiago Community College District District Council Meeting

MINUTES October 20, 2014

Members:	Raúl Rodríguez	Present
	John Didion	Present
	Peter Hardash	Present
	Erlinda Martinez	Present
	John Weispfenning	Present
	John Zarske	Present
	Corinna Evett	Absent
	Lithia Williams for Victoria Williams	Present
	Raquel Manriquez	Present
	Matthew Carter for Kevin Pham	Present
	Asst. Vice Chancellor, ITS	Vacant
	Raymond Hicks	Absent
	Bonnie Jaros	Present
	George Sweeney	Absent

1. Approval of Minutes of September 15, 2014
It was moved by Mr. Hardash, seconded by Mr. Didion and carried unanimously to approve the minutes of the September 15, 2014 meeting.
2. Full-time Faculty Obligation Number Allocation Recommendation – Fall 2015
Executive Vice Chancellor Didion presented the Human Resources Committee (HRC) recommendation for the fall 2015 full-time faculty recruitment goal: 29 full-time faculty (19 at Santa Ana College and 10 at Santiago Canyon College) based on the 1% growth estimate. It was moved by Mr. Zarske, seconded by Dr. Jaros and carried unanimously to approve the HRC recommendation for fall 2015 full-time faculty recruitment.
3. Budget Reductions
Chancellor Rodríguez stated that he reported to the Board of Trustees at their meeting of October 13 that the district's structural deficit has doubled and the district has targeted \$8 million reduction to its budget for 2014-2015. Chancellor's Cabinet, the Fiscal Resources Committee and the colleges will be conducting discussions on how to reduce expenditures. This is due in part to the district's growth being less than anticipated. Dr. Rodríguez further stated that, while there are some opportunities for additional funding, the district is in need of new unrestricted funding. Continued discussion and reporting will take place throughout the district.

4. Committee Reports

A. Planning and Organizational Effectiveness Committee (POE)

Dr. Jaros reported that the committee will meet on October 29, 2014 to discuss the update to Goal #5 of the Strategic Plan.

B. Human Resources Committee (HRC)

Mr. Didion reported that the HR Staffing Plan and EEO Plan are finalized and will be presented at the next District Council meeting.

C. Fiscal Resources Committee (FRC)

Mr. Hardash reported that the next meeting will be held on October 22, 2014 where in-depth discussion of the budget will take place.

D. Physical Resources Committee (PRC)

Mr. Hardash reported that the next meeting will be held on November 5, 2014 where the committee will receive an update on all current projects. Meetings of the Citizens Bond Oversight Committee for both Measure E and Measure Q took place in the last three weeks.

E. Technology Advisory Group (TAG)

Mr. Hardash reported that TAG has not met, pending arrival of the new Assistant Vice Chancellor. The next scheduled meeting is November 6, 2014.

5. Constituent Representative Reports

A. Academic Senate/SAC: Academic Senate President Zarske reported that the Faculty Priorities meeting will be held on October 24, 2014 and discussion continues in the area of Automotive and Welding with regard to developing a BA program. There is concern that the Board is moving forward with a policy about the awarding of baccalaureate degrees without faculty agreement.

B. Academic Senate/SCC: No report.

C. CSEA: Lithia Williams, on behalf of President Victoria Williams reported that CSEA hosted a new classified staff orientation on October 15 and contract training session on October 16 and is exploring professional development opportunities for classified staff. Board President Solorio has been invited to the next chapter meeting.

D. Student Government/SAC: ASG President Raquel Manriquez reported on the ASG activities at SAC

E. Student Government/SCC: ASG Representative Matthew Carter reported on the ASG activities at SCC.

6. Other

President Martinez expressed her appreciation to the Chancellor for his leadership to insure that there was a link between the district office and colleges in its decision making and planning. This was a missing element of the last accreditation and was something that could be demonstrated to the visiting teams at this year's accreditation visit.

7. Next Meeting: The next District Council meeting will be held on Monday, November 3, 2014 in the Executive Conference Room (#114).

Meeting Adjournment: 3:45 p.m.

Approved:

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.

Chart 1A: RSCCD Total Staffing

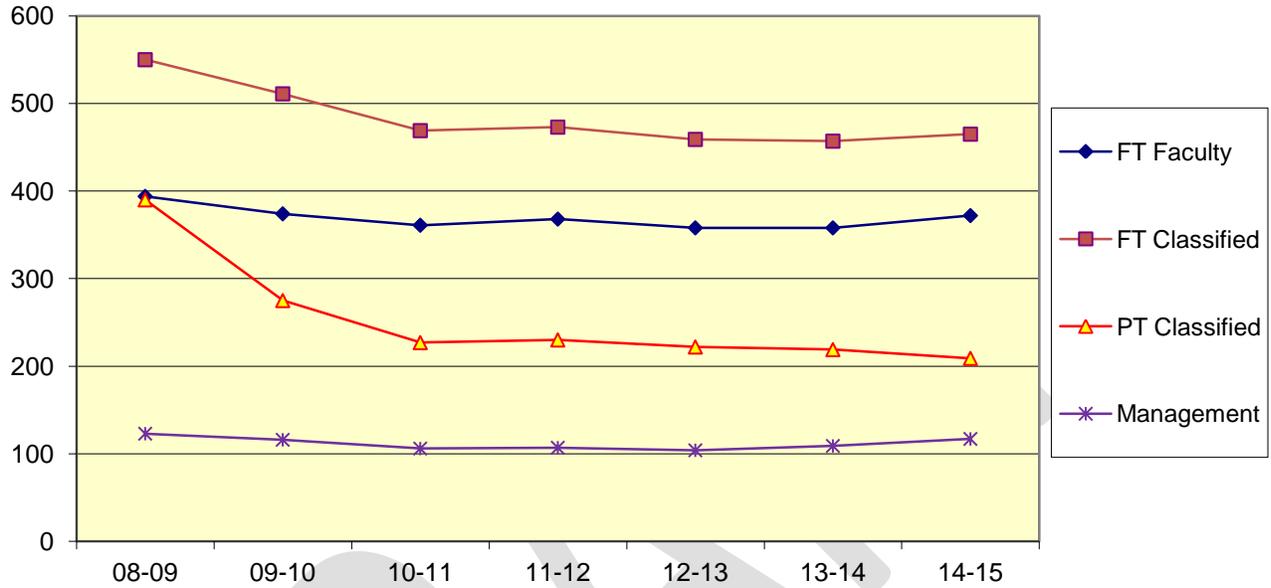


Chart 1B: Santa Ana College

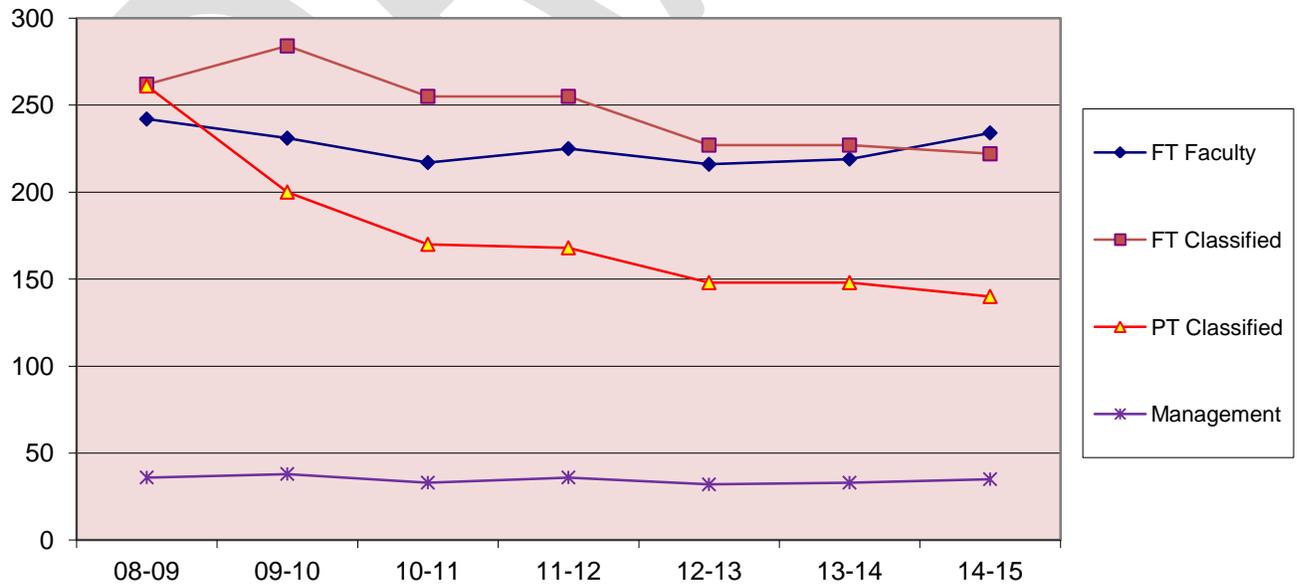


Chart 1C: Santiago Canyon College - Total Staffing

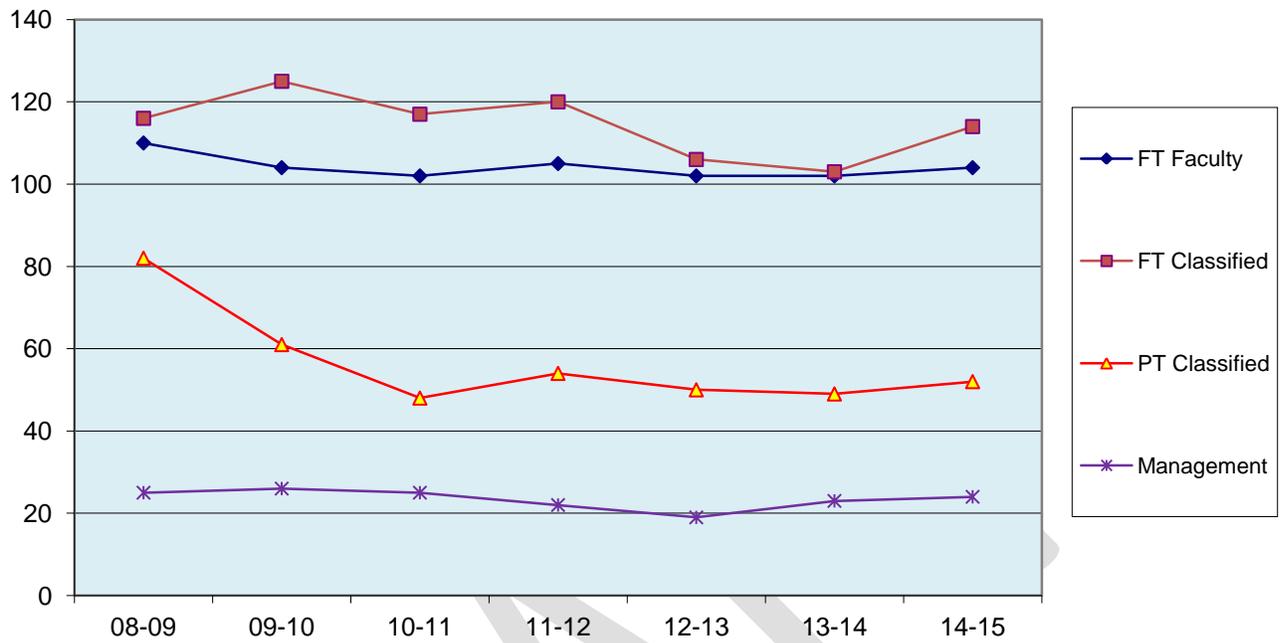
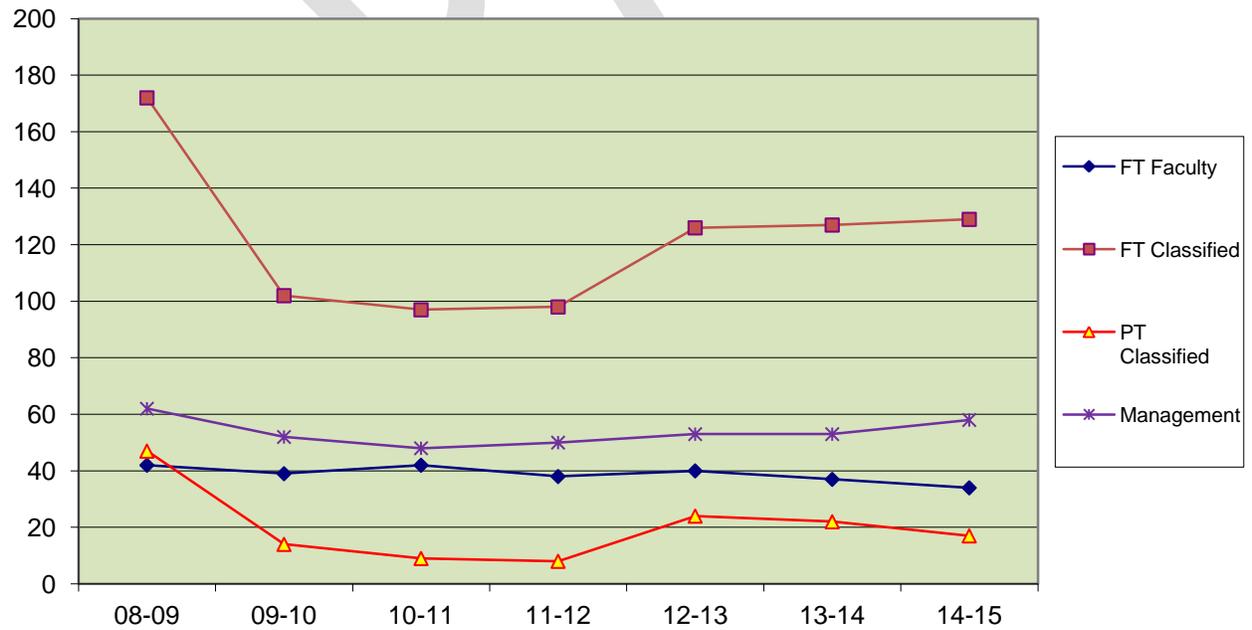
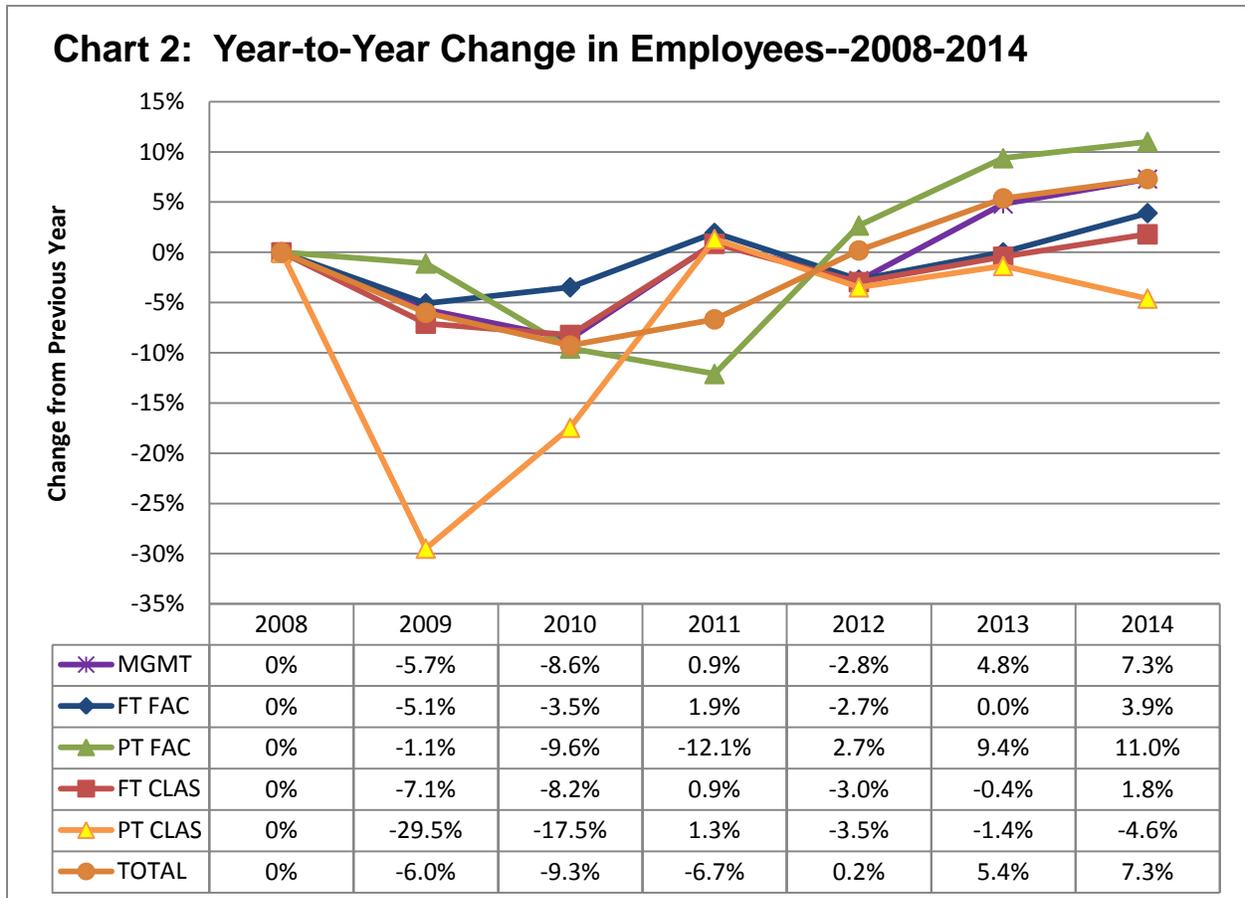


Chart 1 D: District Services - Total Staffing



The following chart shows the District-wide change in the number of employees from 2008 to 2013. 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.

Chart 3A: RSCCD Faculty/Staff Diversity

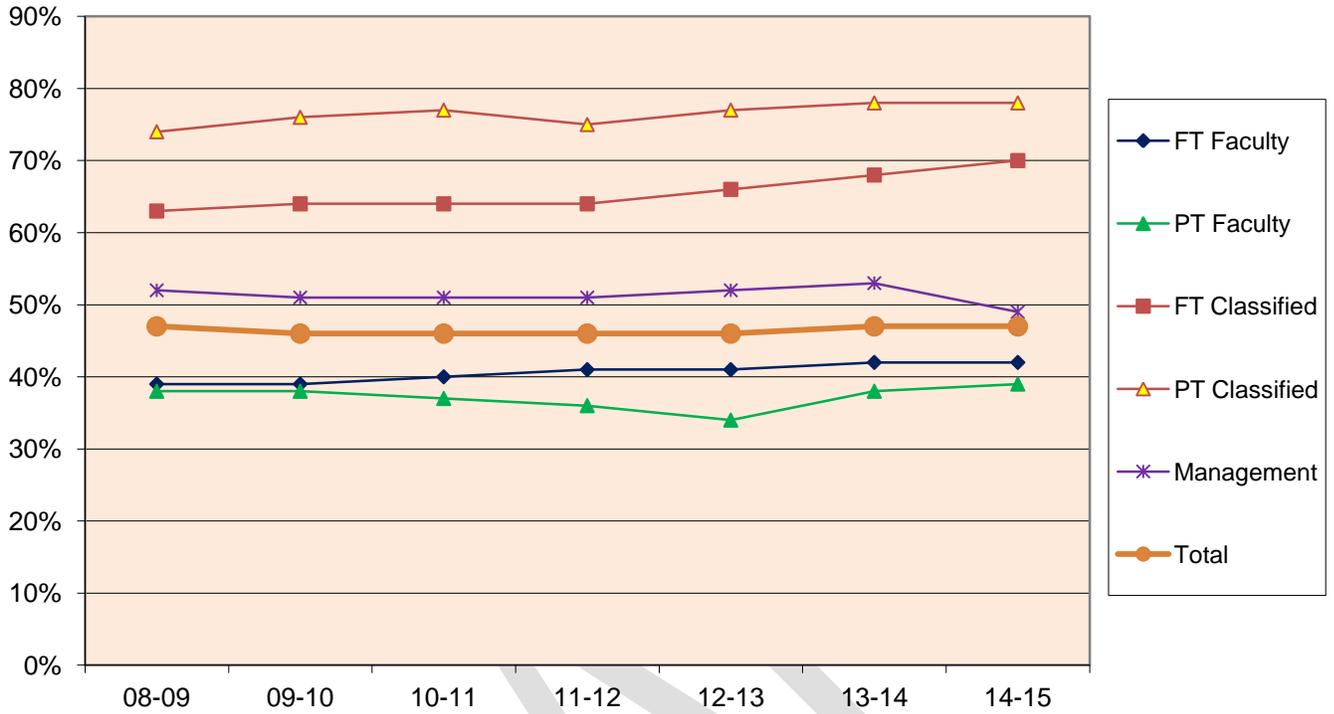


Chart 3B: Santa Ana College - Faculty/Staff Diversity

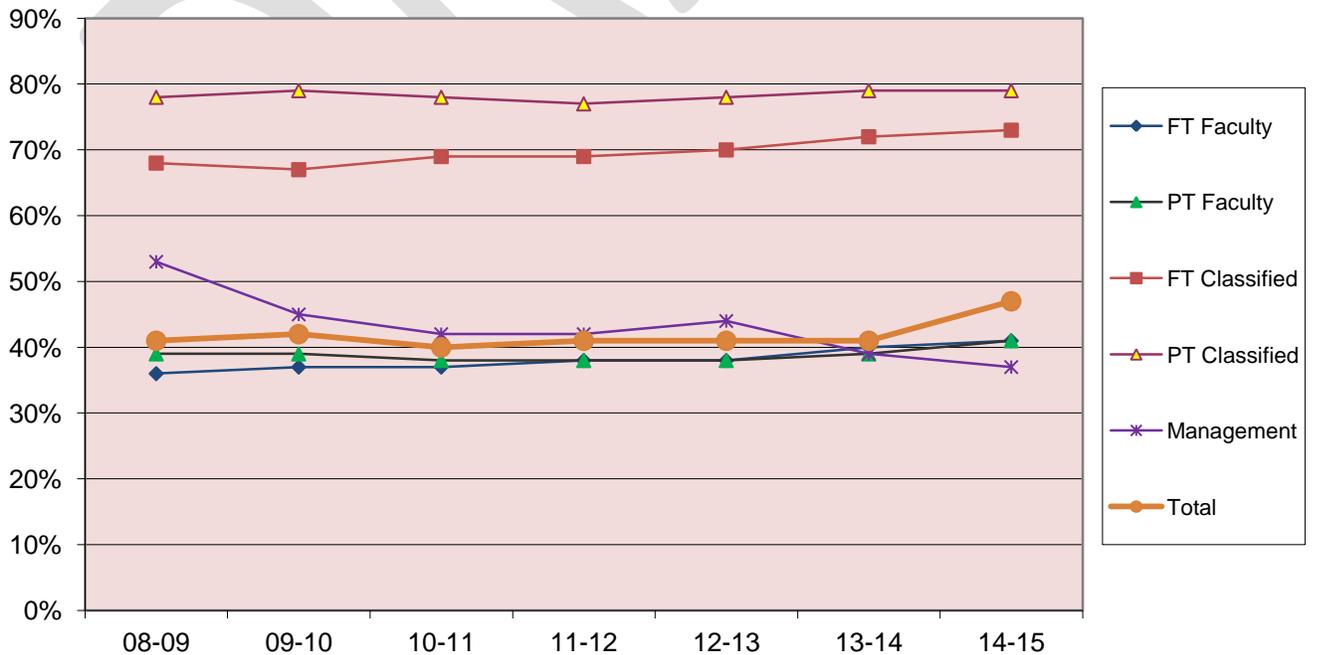


Chart 3C: Santiago Canyon College - Faculty/Staff Diversity

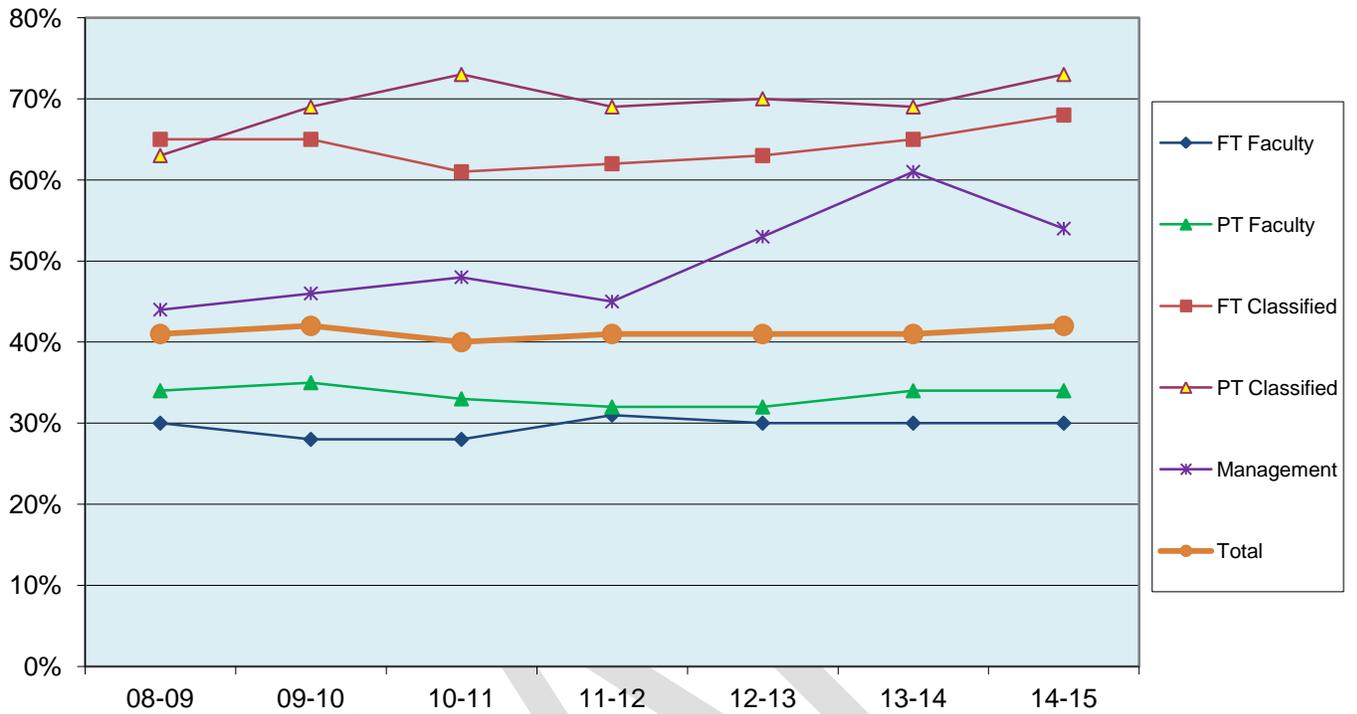
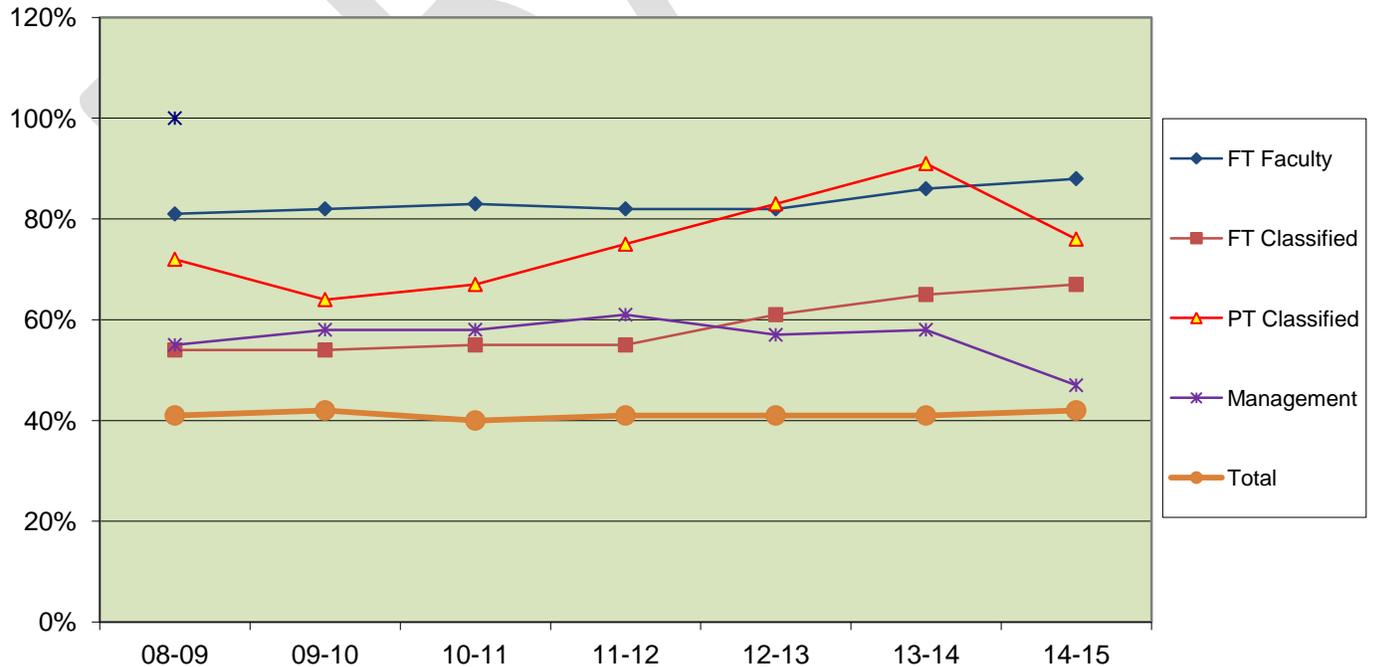


Chart 3D: District Services - Faculty/Staff Diversity



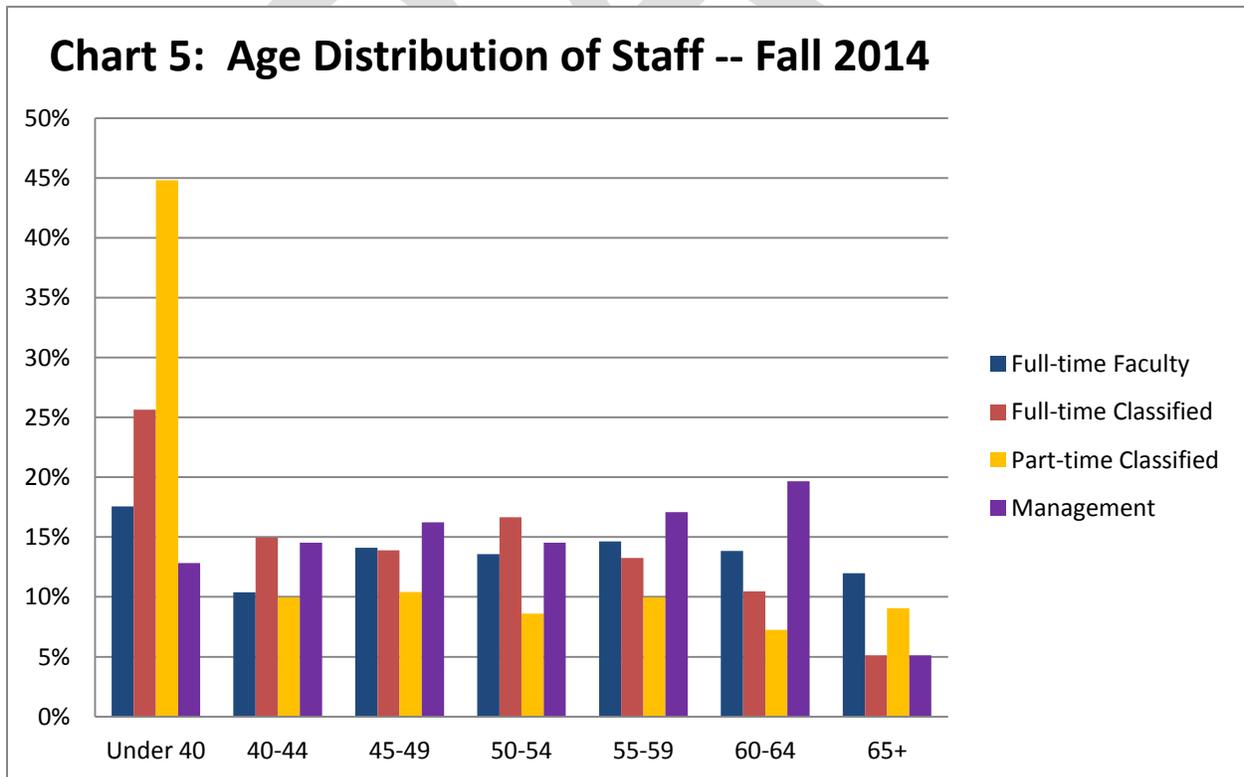
Despite the staff reductions during the 2008 – 2010 years (when a hiring freeze and a reduction in force were imposed) overall staff diversity has remained fairly constant. Due to their smaller size, the management and part-time classified employee cohorts have experienced more year-to-year fluctuations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

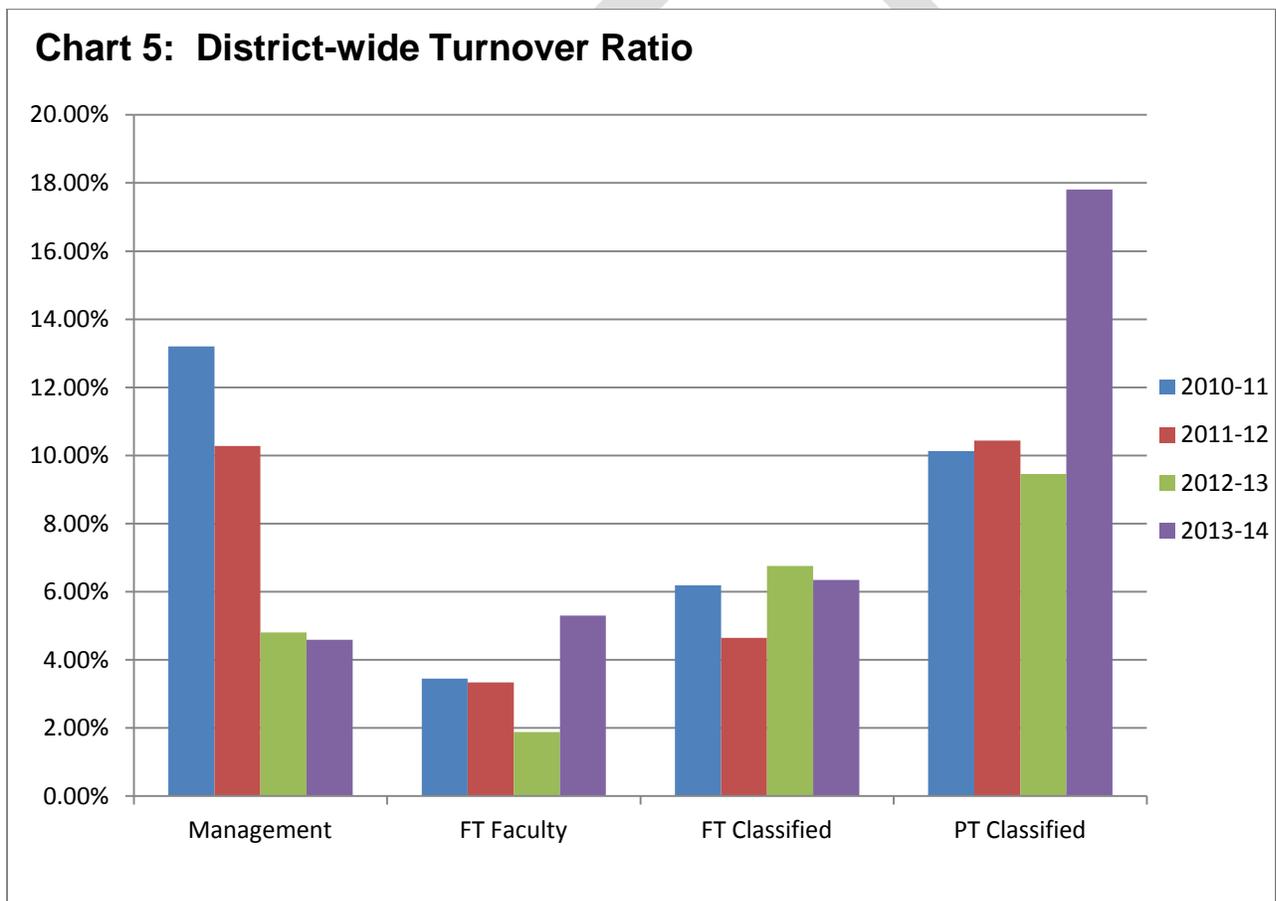
- Management: 42%
- Full-time faculty: 40%
- Full-time classified: 29%



Management and Classified Turnover

Turnover data for classified and management employees are only presented for the last four 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.

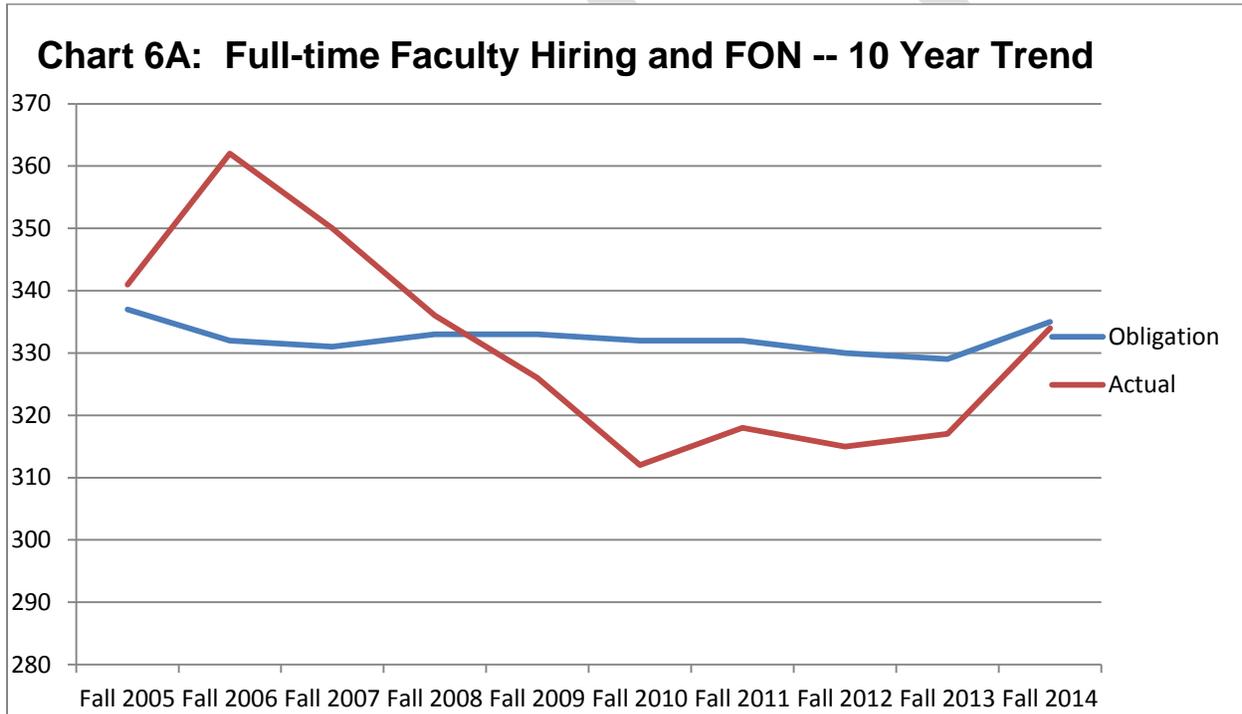


Full-time Faculty Turnover

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

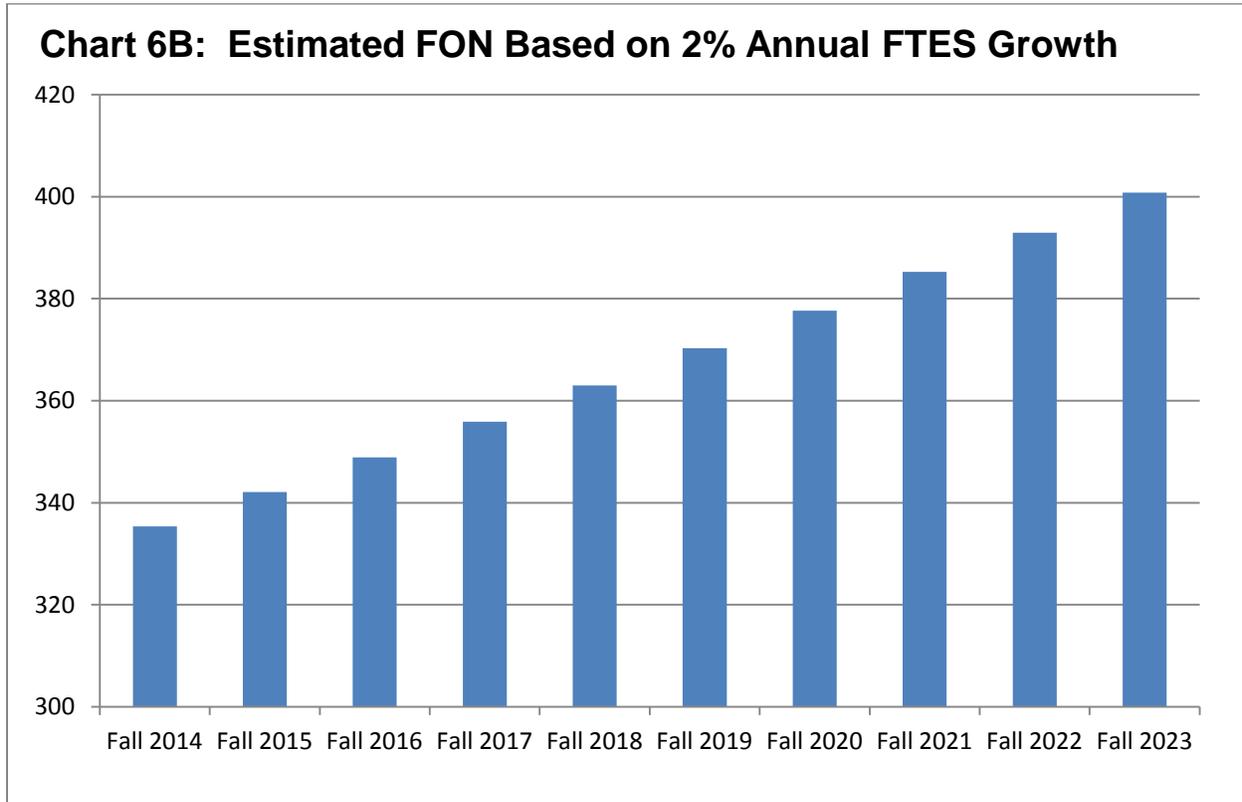
Obligation Number--FON) as well as monitor the ratio of credit instruction provided each year by full-time and part-time faculty (FT/PT ratio).

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 2014 is \$73,057 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 335 in 2014 to 394 by the Fall of 2022, as shown in the following chart.



Although the number of faculty retirements/terminations was low in 2013, the district has seen an average of 14 faculty retirements/terminations per year during the preceding ten years. That historical turnover rate, plus the estimated increases in the FON due to enrollment growth, will require a significant level of full-time faculty recruitment and hiring each year. Based upon the assumed turnover rate and enrollment growth, over 20 new faculty will need to be hired each year in order to maintain compliance with the FON.

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: 2005 -- 2014

SAC			SCC			Combined RSCCD		
	FT	PT		FT	PT		FT	PT
2005	64.01%	35.99%	2005	54.82%	42.51%	2005	62.07%	37.93%
2006	63.97%	36.03%	2006	55.74%	44.26%	2006	61.43%	38.57%
2007	63.16%	36.84%	2007	53.72%	46.28%	2007	60.20%	39.80%
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%

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

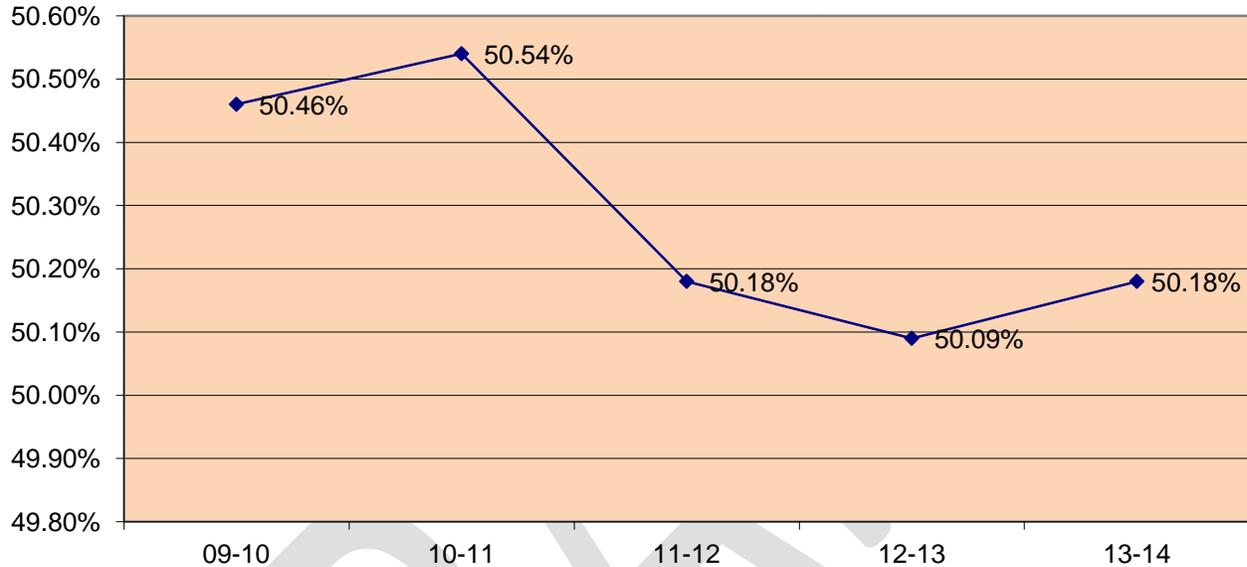
Education Code Section 84362 requires community college districts to expend 50% of the district's Current Expense of Education (CEE) on the salaries and fringe benefits of classroom instructors. The "Current Expense of Education" (CEE) includes the General Fund operating expenditures excluding expenditures 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 (2013-14), the District's compliance calculation was 50.18%, 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 five years is presented below:

50% Law Compliance 2009 - 2014



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

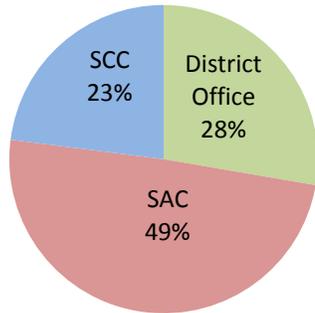
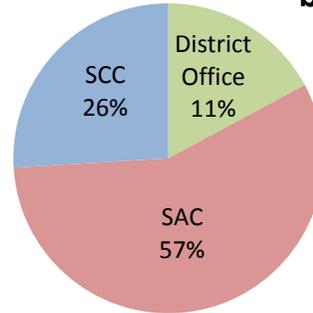


Chart 7B: Staff Allocation by Location



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

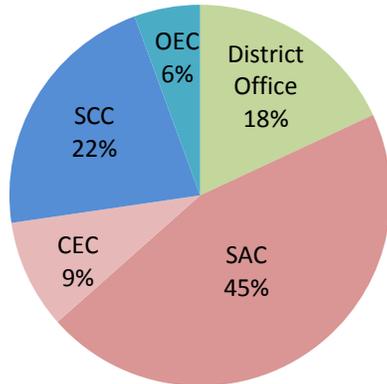
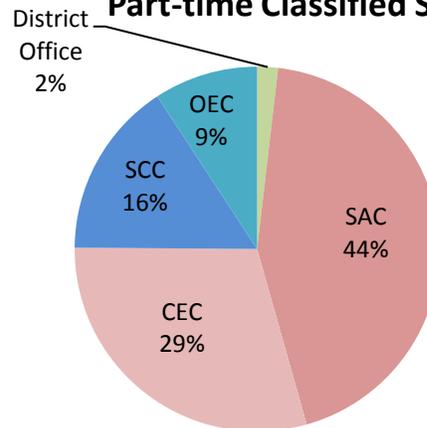
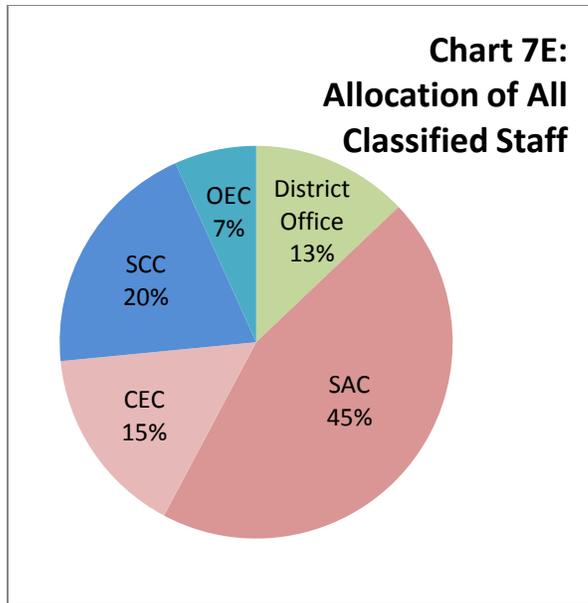
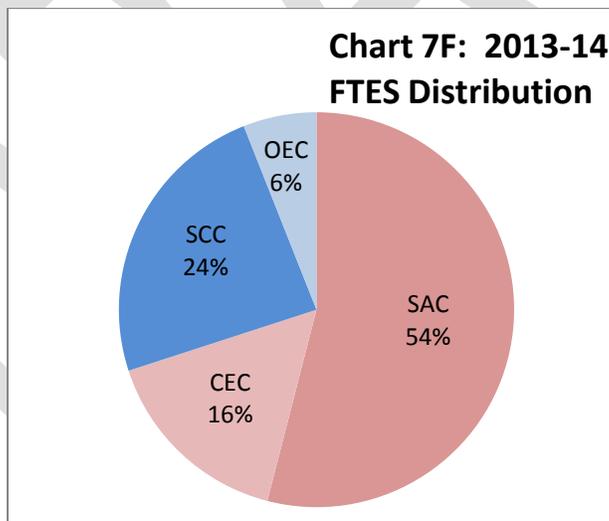


Chart 7D: Allocation of Part-time Classified Staff

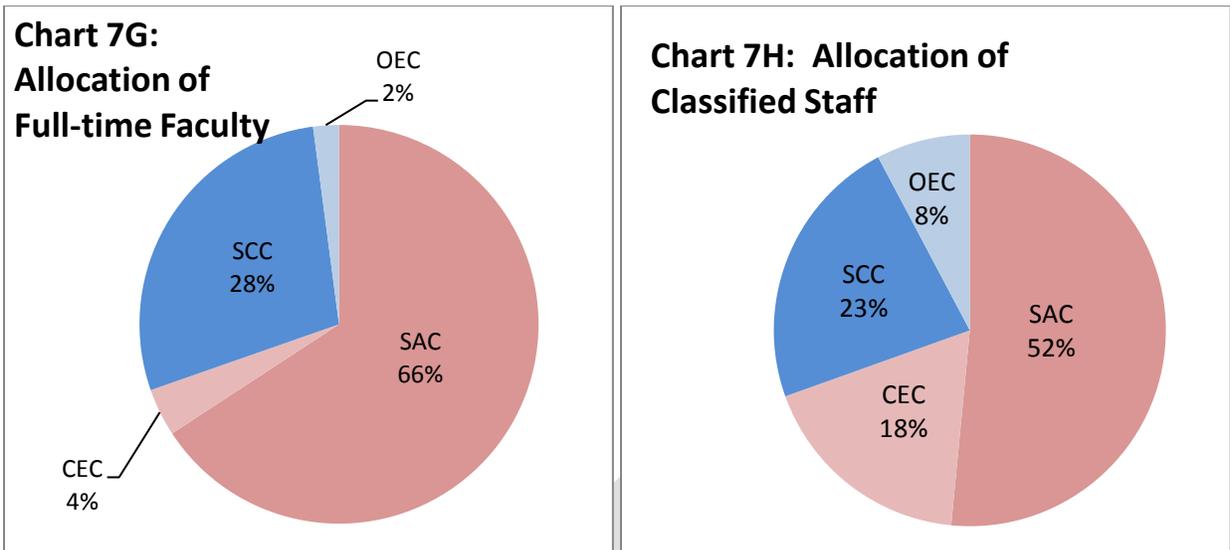




Although there is no definitive benchmark regarding the allocation of non-teaching support staff, all staffing allocations should be viewed in the context of FTES generation, which is the standard work-load unit for any community college district in California. The current breakdown of both credit and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



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.

DATA TABLES RELATED TO CHARTS 1 – 7

Charts 1A - 1D: Total Staffing				
1A: RSCCD				
	FT Faculty	FT Classified	PT Classified	Management
08-09	394	550	390	123
09-10	374	511	275	116
10-11	361	469	227	106
11-12	368	473	230	107
12-13	358	459	222	104
13-14	358	457	219	109
14-15	372	465	209	117
1B: SANTA ANA COLLEGE				
	FT Faculty	FT Classified	PT Classified	Management
08-09	242	262	261	36
09-10	231	284	200	38
10-11	217	255	170	33
11-12	225	255	168	36
12-13	216	227	148	32
13-14	219	227	148	33
14-15	234	222	140	35
1C: SANTIAGO CANYON COLLEGE				
	FT Faculty	FT Classified	PT Classified	Management
08-09	110	116	82	25
09-10	104	125	61	26
10-11	102	117	48	25
11-12	105	120	54	22
12-13	102	106	50	19
13-14	102	103	49	23
14-15	104	114	52	24
1D: DISTRICT SERVICES				
	FT Faculty	FT Classified	PT Classified	Management
08-09	42	172	47	62
09-10	39	102	14	52
10-11	42	97	9	48
11-12	38	98	8	50
12-13	40	126	24	53
13-14	37	127	22	53
14-15	34	129	17	58
Data reflect employees in paid status as of September 1st of each year				

Chart 2: Year-to-Year Change in Employees						
	2009	2010	2011	2012	2013	2014
FT FACULTY	-5.1%	-3.5%	1.9%	-2.7%	0.0%	3.9%
PT FACULTY	-1.1%	-9.6%	-12.1%	2.7%	9.4%	11.0%
FT CLASSIFIED	-7.1%	-8.2%	0.9%	-3.0%	-0.4%	1.8%
PT CLASSIFIED	-29.5%	-17.5%	1.3%	-3.5%	-1.4%	-4.6%
MANAGEMENT	-5.7%	-8.6%	0.9%	-2.8%	4.8%	7.3%
TOTAL	-6.0%	-9.3%	-6.7%	0.2%	5.4%	7.3%

Charts 3A - 3D: Faculty/Staff Diversity						
3A: RSCCD Staff Diversity -- Percentage of Non-White Employees 2008 - 2014						
	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
08-09	39%	38%	63%	74%	52%	47%
09-10	39%	38%	64%	76%	51%	46%
10-11	40%	37%	64%	77%	51%	46%
11-12	41%	36%	64%	75%	51%	46%
12-13	41%	34%	66%	77%	52%	46%
13-14	42%	38%	68%	78%	53%	47%
14-15	42%	39%	70%	78%	49%	47%

3B: SAC Staff Diversity -- Percentage of Non-White Employees 2008 - 2013						
	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
08-09	36%	39%	68%	78%	53%	41%
09-10	37%	39%	67%	79%	45%	42%
10-11	37%	38%	69%	78%	42%	40%
11-12	38%	38%	69%	77%	42%	41%
12-13	38%	38%	70%	78%	44%	41%
13-14	40%	39%	72%	79%	39%	41%
14-15	41%	41%	73%	79%	37%	47%

3C: SCC Staff Diversity -- Percentage of Non-White Employees 2008 - 2013						
	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
08-09	30%	34%	65%	63%	44%	41%
09-10	28%	35%	65%	69%	46%	42%
10-11	28%	33%	61%	73%	48%	40%
11-12	31%	32%	62%	69%	45%	41%
12-13	30%	32%	63%	70%	53%	41%
13-14	30%	34%	65%	69%	61%	41%
14-15	30%	34%	68%	73%	54%	42%

3D: DO Staff Diversity -- Percentage of Non-White Employees 2008 - 2013					
	FT Faculty	FT Classified	PT Classified	Management	Total
08-09	81%	54%	72%	55%	41%
09-10	82%	54%	64%	58%	42%
10-11	83%	55%	67%	58%	40%
11-12	82%	55%	75%	61%	41%
12-13	82%	61%	83%	57%	41%
13-14	86%	65%	91%	58%	41%
14-15	88%	67%	76%	47%	42%

Data reflect employees in paid status as of September 1st of each year

Chart 4: Employee Age Distribution								
	Under 40	40-44	45-49	50-54	55-59	60-64	65+	Over 55
	15	17	19	17	20	23	6	49
Management	13%	15%	16%	15%	17%	20%	5%	42%
	66	39	53	51	55	52	45	152
Full-time Faculty	18%	10%	14%	14%	15%	14%	12%	40%
	120	70	65	78	62	49	24	135
Full-time Classified	26%	15%	14%	17%	13%	10%	5%	29%
	99	22	23	19	22	16	20	58
Part-time Classified	45%	10%	10%	9%	10%	7%	9%	26%

Chart 5: District-wide Turnover Ratio				
	Management	FT Faculty	FT Classified	PT Classified
2010-11	13.21%	3.45%	6.18%	10.13%
2011-12	10.28%	3.34%	4.65%	10.43%
2012-13	4.81%	1.88%	6.75%	9.46%
2013-14	4.59%	5.30%	6.35%	17.81%
Data reflect effective date of hiring and terminations from July 1 - June 30 each year				

DRAFT

Chart 6A: Full-time Faculty Hiring and FON -- 10 Year Trend

	Obligation	Actual							
Fall 2005	337	341							
Fall 2006	332	362							
Fall 2007	331	350							
Fall 2008	333	336							
Fall 2009	333	326							
Fall 2010	332	312							
Fall 2011	332	318							
Fall 2012	330	315							
Fall 2013	329	317							
Fall 2014	335	334							

Chart 6B: Estimated FON Based on 2% Annual FTES Growth

	FON	2% of Prior Year							
Fall 2014	335								
Fall 2015	342	6.7							
Fall 2016	349	6.8							
Fall 2017	356	7.0							
Fall 2018	363	7.1							
Fall 2019	370	7.3							
Fall 2020	377	7.4							
Fall 2021	385	7.5							
Fall 2022	393	7.7							
Fall 2023	400	7.9							

Chart 7A - 7H: Allocation of Permanent Staff						
	SAC Main	CEC	SAC Total	SCC Main	OEC	SCC Total
Management	31	5	36	19	4	23
FT Classified	185	36	221	90	22	112
PT Classified	83	57	140	30	20	50
Total Mgmt & Classified	299	98	397	139	46	185
FT Faculty	221	13	234	95	7	102
	DO BWAY	DO SAC	DO CEC	DO SCC	DO OEC	DO Total
Management	50	8	1	5	0	64
FT Classified	84	26	7	11	4	132
PT Classified	4	12	7	4	0	27
Total Mgmt & Classified	138	46	15	20	4	223
FT Faculty	6	18	7	3	0	34

RSCCD

**EQUAL EMPLOYMENT OPPORTUNITY
AND
HUMAN RESOURCES PLAN**

**Recommended by the Human Resources
Committee to the District Council**

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 1, 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 I, Section 31 of the California Constitution, Title 5 of the California Code of Regulations, Section 53000 et seq., 51023.5 Education Code Sections 87100, 87400 and 88000 et seq.; 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)

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 Supervisory/Confidential Staff Hiring
- AR 7120.4 Administrative Recruitment and Employment Regulations

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>
John Didion	Executive Vice Chancellor, Human Resources & Educational Services	Equal Employment Opportunity Officer; Receipt and Investigation of Complaints
Judy Chitlik	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 Executive Vice Chancellor of Human Resources & Educational Services 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.

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)

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.; Accreditation Standard 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.

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.

Approved: September 15, 2014

AR 3430 Prohibition of Harassment

References:

Education Code Sections 212.5; 44100; 66281.5; 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 and 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. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. 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:*

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 conduct of a sexual nature when:*

- *submission to the conduct is made a term or condition of an individual's employment, academic status, or 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; 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.

***Examples:** Harassment includes, but is not limited to the following misconduct:*

- ***Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. 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 of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.*
- ***Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.*
- ***Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.*
- ***Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse 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.*

An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. 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.

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.

Approved: September 15, 2014

AR 3435 Discrimination and Harassment Investigations

References: *Education Code Section 66281.5; Government Code Section 12950.1; Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et. seq.; 34 Code of Federal Regulations Section 106.8(b)*

Filing a Timely Complaint: *Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, 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 within 30 days of 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 an academic or work activity.

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 Executive Vice Chancellor of Human Resources & Educational Services is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.*

The actual investigation of complaints may be assigned by the Executive Vice Chancellor of Human Resources & Educational Services to other staff or to outside persons or organizations under contract with the District. This must occur whenever the Executive Vice Chancellor of Human Resources & Educational Services is named in the complaint or implicated by the allegations in the complaint.

Who May File a Complaint: *Any student, employee, or third party who believes he/she has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.*

Where to File a Complaint: *A student, employee, or third party who believes he/she has been discriminated against or harassed in violation of these policy and procedures may make a complaint orally or in writing, within one year of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint.*

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the State Chancellor's Office. These approved forms are available from the Executive Vice Chancellor of Human Resources & Educational Services and at the State Chancellor's website.

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

- *the Executive Vice Chancellor of Human Resources & Educational Services and/or*
- *the State Chancellor's Office.*

Employee complainants shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Complaints filed with the EEOC and/or the DFEH should be forwarded to the State Chancellor's Office.

Any District employee who receives a harassment or discrimination complaint shall notify the Executive Vice Chancellor of Human Resources & Educational Services immediately.

Intake and Processing of the Complaint: *Upon receiving notification of a harassment or discrimination complaint, the Executive Vice Chancellor of Human Resources & Educational Services shall:*

- *Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal 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 of 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 Executive Vice Chancellor of Human Resources & Educational Services 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 Executive Vice Chancellor of Human Resources & Educational Services 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 accused individual from having any contact with the complainant pending the results of the investigation. When taking steps to separate the complainant and accused individual, the District shall minimize the burden on the complainant. For example, it is not appropriate to remove complainants from classes or housing while allowing accused individuals to remain.*
- *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.*
- *Set forth the results of the investigation in a written report. The written report shall include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether there is probable cause to believe that discrimination did or did not occur with respect to each allegation in the complaint, a description of actions the District will take to prevent similar conduct, the proposed resolution of the complaint, the complainant's right to appeal to the District's governing board, and if the complaint does not involve employment discrimination, the*

right to appeal to the State Chancellor. If the complaint involves employment discrimination, the report shall include the right to file an administrative complaint with the Department of Fair Employment and Housing. The report may contain any other appropriate information.

- Provide the complainant and accused with a copy or summary of the investigative report within ninety days from the date the District received the complaint. The complainant and accused shall also be provided with a written notice setting forth the determination of the RSCCD Chancellor or designee as to whether harassment or other discriminatory conduct did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the parties' rights to appeal to the District's Board of Trustees and the State Chancellor's Office (for non-employment matters). If the complaint involves allegations of employment discrimination, the complainant will be notified of his/her right to file a complaint with the California Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission. The results of the investigation and the determination as to whether harassment or other discriminatory conduct occurred shall also be reported to the accused, and the appropriate academic or administrative official(s). Reports to the complainant shall be prepared so as not to violate any applicable privacy rights of the accused.

Investigation of the Complaint: The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and 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, on a District bus, or at a class or training program sponsored by the District at another location.

As set forth above, where the complainant opts for an informal resolution, the Executive Vice Chancellor of Human Resources & Educational Services may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute 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 sexual harassment, including sexual violence, and that they 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; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see 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 promptly and 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.*

Cooperation Encouraged: *All 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.*

Discipline and Corrective Action

If harassment, discrimination and/or retaliation occurred in violation of 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 for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;*
- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;*
- preventing offending third parties from entering campus;*
- providing counseling services;*
- providing medical services;*
- providing academic support services, such as tutoring;*
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and*

- *reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the conduct that lead to the discipline.*

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; 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 District cannot take disciplinary action against the accused individual because the complainant refuses to participate in the investigation, it should pursue other 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/she may, within fifteen days, 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, and for non-employment-related complaints, to the State Chancellor's Office. The complainant shall also be notified of his/her right to appeal this decision.

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.

For non-employment-related complaints, the complainant 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 Department of Fair Employment and Housing. In such cases, the complainant may also file a petition for review with the State Chancellor's Office within thirty days after the governing board issues the final decision or permits the administrative decision to become final.

Within 150 days of receiving a formal non-employment-related complaint, 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 posted on campus and 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

By January 1, 2006, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees who are employed as of July 1, 2005. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position. After January 1, 2006, the District shall provide 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 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.

Responsible Manager: *Executive Vice Chancellor of Human Resources & Educational Services*

Revised September 15, 2014 (Previously AR 3410)

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 shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is a requirement in order to serve on screening/selection committees. The Employment Services Manager is responsible for providing the required training. Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan.

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 Nonfaculty;
- 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, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the district shall do the following:

- 1) Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.¹
- 2) Conduct campus climate studies to identify hidden barriers.
- 3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 4) Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 5) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 6) Work with the Campus Curriculum Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- 9) Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).
- 10) Evaluate administrators yearly on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.
- 11) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.

¹ Districts may look at the Chancellor's Office website for information on Systemwide Commitments to Equity and Diversity. This information may be accessed at www.cccco.edu; click on agency; governmental relations division; equal employment opportunity; equity and diversity taskforce recommendations; and more. The Chancellor's Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices.

- 12) Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.
- 13) Promote various cultural celebrations on campus.
- 14) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 15) Have a formal diversity program on campus that is visible, valued and adequately funded.
- 16) Consider providing for alternative educational or experience requirements for nonacademic positions.
- 17) Develop leadership opportunities with current staff focusing on diversity.
- 18) Establish a *Community Outreach Advisory Council* to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).
- 19) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- 20) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

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.