



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
**HUMAN RESOURCES COMMITTEE**

November 13, 2019  
District Office – Executive Conference Room 114  
3:30 – 5:00 p.m.

**Committee Members**

Tracie Green, Chair  
Vice Chancellor,  
Human Resources/DO

Theresa Hagelbarger  
SAC Classified Representative

Alistair Winter  
Assistant Vice Chancellor  
Human Resources/DO

Adam O'Connor  
Assistant Vice Chancellor  
Fiscal Services/DO

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

Vacant  
District Classified Representative

Dr. Linda Rose (alternate)  
President, SAC

Dr. Jeffrey Lamb  
Vice President,  
Academic Affairs/SAC

John Zarske  
SAC Academic  
Senate Representative

Jarek Janio  
SAC Academic  
Senate Representative

Dr. Narges Rabii-Rakin  
FARSCCD Representative

Dr. Marilyn Flores  
Vice President,  
Academic Affairs/SCC

Melissa Govea  
SCC Academic  
Senate Representative

Denise Bailey  
SCC Academic  
Senate Representative

Zina Edwards  
SCC Classified Representative

**AGENDA**

1. Welcome
  - a. Introduction to Melissa Govea
2. Approval of Minutes October 9, 2019 Meeting
3. December 7, 2019 Job Summit “Orange County CCD’s Best Practices”
4. Diversity Report – Continue Discussion
5. EEO Monitor Role Script – Final Discussion
6. Review of AR’s Regarding Screening Committee Membership Form
7. Sabbatical Leave Committee – **Dr. Lamb**

**Next Meeting:**

Wednesday, December 11, 2019  
Executive Conference Room #114, 3:30 – 5:00 p.m.

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



**HUMAN RESOURCES COMMITTEE**  
**Executive Conference Room – District Office**  
**3:30 – 5:00 p.m.**  
**Meeting Minutes for October 9, 2019**

Members Present: Tracie Green, Alistair Winter, Elouise Marasigan, Adam O'Connor, Dr. Jeffrey Lamb, Dr. Narges Rabii-Rakin, Dr. Marilyn Flores, Denise Bailey, and Zina Edwards

Members Absent: Theresa Hagelbarger, John Zarske, Jarek Janio, and Seth Daugherty

1. Welcome

Meeting was called to order at 3:35 pm.

2. Approval of Minutes – September 11, 2019 Meeting

Ms. Bailey proposed correction to the minutes; who is replacing Mr. Geissler and not Ms. Guzman as indicated on the draft. It was moved by Dr. Rabii-Rakin, seconded by Ms. Edwards and carried unanimously to approve the minutes of the September 11, 2019 meeting with revision.

3. Update on Orange County CCD's Best Practices – Diverse Faculty

- a. Ms. Green continues to work closely with CHRO's in coordinating the Orange County CCD's Job Fair, she provided updated information and showed advertising materials for the event.
- b. Ms. Green stated that each participating CCD are organizing workshops for the event. RSCCD is organizing a workshop on personal branding with Giselle Nunez.
- c. Registration for the event will be via Event Bright electronically.
- d. Once the campuses have identified their priority lists there will be specific targeting of discipline areas in order to reach as many potential candidates as possible.

4. Diversity Report

- a. Ms. Green circulated a copy of the diversity report that was provided to the Board of Trustees last year. Ms. Green reported that we are currently reviewing and gathering the data for this year's report.
- b. Ms. Flores suggested in this year's report that the data split by college.

5. EEO Monitor Role Script

- a. Mr. Winter reported the purpose of the EEO script is to have a consistent message and guidance to all hiring committees.
- b. After discussion the group indicated that they would like to condense the script to  $\frac{1}{2}$  -  $\frac{3}{4}$  page to cover the pertinent points. Additionally, there should be reference to Administrative Regulation, AR 7120 for further review if needed.
- c. Mr. Winter to circulate an electronic copy of the script to all members for review and edits. All edited versions to be returned to Mr. Winter prior to November 7 to allow for another draft to be prepared for next meeting on November 13.

6. Screening Committee Membership Form

- a. Screening Committee Member's Gender/Ethnicity.
  - i. Ms. Green introduced a subject that Dr. Rabii-Rakin had raised at the last meeting regarding the Screening Committee Membership Form. Who completes the form? How do they determine the gender/ethnicity of the members of the committee?
  - ii. Ms. Green indicated that the responsibility lies with the hiring manager to complete the form and Ms. Marasigan indicated that she checks the form to try ensuring there is diversity on the committee, but only once, it is submitted to Human Resources.
  - iii. Concerns raised by Dr. Rabii-Rakin about hiring managers identifying gender and ethnic background of the committee members.
  - iv. Discussion by the committee on what would be the best solution – Dr. Rabii-Rakin suggested that committee members self-identify on the form. Alternatively, Ms. Green suggested that Ms. Marasigan identify the gender/ethnicity after the form is submitted from information held by Human Resources?
  - v. Ms. Green mentioned the problems that could arise if the self-identification information was different from the information being held by Human Resources in the event of a complaint about a hiring process. Also, the time constraints because the time taken for everyone to self-identify. If people want to change their self-identification then they need to come to HR.
  - vi. Ms. Green suggested HR will need to take a look at the respective AR's and the screening committee forms to review and revise the screening committee instructions.

7. Trainings

- a. EEO trainings – Mr. O'Connor reported that he recently attended the EEO training, he acknowledged the good content of the training but that the presenter was not cognizance of time.
- b. Mr. Winter reported the next EEO training is scheduled for Tuesday, February 4, 2020 during Flex week.
- c. Ms. Marasigan is planning to upload the EEO Monitor List on the website. The list consists of employees who are currently EEO trained.

8. Other:

- a. Ms. Flores asked about the new reference forms and are they being used in current hiring processes. Mr. Winter stated he would send new forms to the committee and to Ms. Marasigan to use the forms moving forward.

**Next HRC Meeting:**

Wednesday, December 11, 2019

Executive Conference Room #114, 3:30 – 5:00 p.m.

Adjourned: \_\_\_\_\_ pm

Minutes Approved: \_\_\_\_\_

## **Sabbatical Leave Guidelines**

“Sabbatical leaves may be awarded to qualified tenured members of the faculty for intellectual refreshment, normally to be obtained by study, research, travel, work experience, or other creative activity.” The sabbatical leave of absence is not an earned right, but is a privilege that may be granted by the Board of Trustees.”

FARSCCD Contract (§ 4.14)

The criteria used by the sabbatical leave committee to evaluate proposals are both quantitative and qualitative. Quantitative relating to time and unit standards defined in the contract. The qualitative factors are very broadly defined, with an emphasis on intellectual refreshment, benefit to the instructor, students and the district. In preparing a proposal, applicants should define an overall intention for the leave. The collection of proposed courses and/or activities should be unified under a single purpose, and the purpose, or intention, should not reflect aims such as retraining, curriculum development, or professionally unrelated, personal pursuits, for which there are other District mechanisms.

Full-time faculty with satisfactory performance may request sabbatical leave. The full-time service as a faculty member in the Rancho Santiago Community College District must be at least six (6) consecutive years immediately preceding the sabbatical leave. A leave of absence, except a sabbatical leave, does not count as a break in continuity of service for purposes of sabbatical leave consideration.

### **APPLICATION GUIDELINES**

The following are guidelines to assist you in completing your application.

1. When signing the sabbatical leave application, you are acknowledging that you have read and understand § 4.14 of the FARSCCD contract.
2. The Term of Leave may be for one semester or for two semesters. Check only semester(s) you propose to be on leave. The school year leave may be taken in two separate terms provided that the leave of absence for both of the separate terms be commenced and completed within a three-year period. Any period of service intervening between the two separate terms shall comprise a part of the service required for a subsequent leave. An employee may choose to apply banked leave while on sabbatical to be eligible for one hundred percent (100%) contract salary. (See § 4.16 for banked leave provisions.)
3. Request verification of eligibility from HR
4. Purpose of the Leave

“Employees on sabbatical leave shall be permitted to accept full-time positions for pay only when such position provides an opportunity to upgrade knowledge or abilities in a manner not immediately available otherwise. The District shall adjust compensation for sabbatical leave downward such that the total compensation shall not exceed the amount the employee could earn on campus with a full teaching load, plus eight (8) hours’ overload. This does not apply to scholarships, fellowships, and other such grants.” FARSCCD Contract (§ 4.14.9)

### **ACADEMIC STUDY**

The requirement in this category is a minimum of eight semester (or 12 quarter) units or the equivalent of 432 hours of coursework per semester of leave. An academic study proposal should include institution, discipline, courses and corresponding course descriptions. If the exact

courses are not known because of scheduling uncertainty, list courses usually offered. If there is some doubt about which institution you will attend, list the two or three institutions in which you plan to enroll.

The Sabbatical Leave Committee evaluates the quality of coursework in relationship to the goals of the sabbatical leave defined by the faculty member; not in relationship to any generalized criteria that differentiates among the relative values of graduate, upper division, or lower division courses. It is strongly recommended that the applicant take courses at the appropriate level relative to their discipline that lead to advancement in their discipline. It should be clearly defined how these courses will benefit the applicant's growth, students and the RSCCD. Academic study should not relate to job requirements or other professional development. For example, training to be an online instructor would not be appropriate for sabbatical leave.

## **INDEPENDENT RESEARCH**

This category includes a project(s) that can be described as individually designed work directly related to the field of responsibility of the applicant. For historians or scientists, research may mean scholarly work as traditionally conceived. For musicians or artists, this category may mean composition, painting or other production typical of the field. For technology instructors, independent research may mean individual projects in electronics, welding or machine tool work. For language instructors, independent research may be aimed at the production of original instructional materials.

The exact nature of the independent research must be clearly defined in the proposal. Moreover, the proposal must include criteria by means of which the project may be measured. The reason for this latter requirement is that sabbatical policy requires that there be a qualitative and quantitative approximation of independent research with academic study. In other words, the independent research commitment must be roughly the equivalent of at least 8 semester units (432 hours) of coursework.

Since independent research is by its nature unique to each project, the quantity and quality measurement of the proposal is difficult. In writing the proposal, applicants should consider carefully the notion of methodology in research. A proposal for independent research should include a clear, comprehensive statement of methodology. All academic disciplines carry their own accepted standards for methods of inquiry, and any method of inquiry an applicant may propose should demonstrate the rigor demanded by serious research in the discipline.

For many, independent research is one of the most useful ways to benefit from a leave personally and professionally. Applicants should be especially aware that they are often writing for non-specialists who will look for clear language, identifiable methodology, quantitative and qualitative measures, and precise definitions of outcomes.

## **TRAVEL**

This category requires a minimum of three and one-half months of travel for each semester of leave granted. Travel is intended to benefit the faculty member, students and the RSCCD. In the evaluation of the application, considerations of quality and quantity of travel are weighted equally with the applicant's explanation of planned outcomes. The applicant must explain how the travel experiences will benefit him or her professionally, benefit students and benefit the district. All travel expenses will be covered by the applicant.

Examples of travel leave include the language instructor who desires intensive language and cultural immersion, the social sciences instructor who wants to keep current on the social, political and economic scenes of other countries, or the business instructor who would benefit greatly from visiting schools and businesses here and abroad.

The applicant must recognize that a travel leave proposal carries the same obligation to define outcomes as other leave categories. The application for travel leave must describe a specific itinerary and define tangible and verifiable outcomes that will professionally benefit the faculty member, students and the RSCCD.

## PROFESSIONAL GROWTH

This category includes any combination of experiences that deepens the professional expertise of the applicant. Like independent research, professional growth proposals need to be as specific as possible in terms of the kind of professional experience to be gained, the point of the experience, and the criteria for measuring it so that the committee can be sure that what is proposed is a growth experience that will enhance the professionalism of the applicant and can be measured as roughly equivalent to the effort involved in a corresponding amount of coursework. Like academic study, professional growth projects involving specific colleges, businesses, industry, or the like should clearly identify what is planned, where activity will occur, for how long, and identifiable results.

For a psychologist, this may mean work in a clinic or hospital. For an automotive instructor, this may mean new training in a plant or hands on experience in a factory. For a theater instructor, this may mean work in a studio or on a stage. In these cases, § 4.14.9 of the FARSCCD is especially applicable.

## COMBINATION OF ABOVE

Applicants may combine types of leaves. The requirements for such combined leaves are the same as for the individual categories. For example, when travel and academic study are used in combination, one calendar month of travel is considered as equivalent to two semester units of study.

In proposing a combination leave, the applicant has the obligation to present a specific and detailed plan. The plan must state benefits to the applicant, students and the District, expressed as tangible, verifiable outcomes for each category selected in the combined leave application.

5. Application Narrative and Attachments: To enable the sabbatical leave committee to evaluate the proposals and later verify the outcomes of the leave, the applicant must write a detailed description of the proposed sabbatical leave, using as many pages as necessary to define the objectives and anticipated outcomes of the plan. The sabbatical leave, if granted, will be only for the approved plan, objectives and outcomes specified in the application. The description addresses but is not limited to the following questions:

- a. How will the sabbatical leave enhance the effectiveness of the applicant?
- b. What benefits will RSCCD realize as a result of the applicant's leave?
- c. What benefits will students realize as a result of the applicant's leave?
- d. How will the specified outcomes in the plan be verified? What are the qualitative and quantitative measures of the outcomes?
- e. How will the specified outcomes be shared with the RSCCD community?

In addition to the narrative, the applicant may wish to attach additional documents in support of the proposed plan. Such documents may include published descriptions of educational programs, summary of research projects or manuscripts, and documents relating to travel itineraries.

6. Summary Paragraph for Board Presentation This paragraph must succinctly define the purpose of the leave by stating objectives, planned activities, benefits to the faculty member, students and the District, and verification of outcomes, both qualitative and quantitative. This paragraph is a synopsis of the entire application. Its importance cannot be overstated since it is this paragraph

which the trustees review in the process of granting leaves. Generally speaking, it is better not to write the summary until the rest of the application has been written.

*Note: Changes to the approved proposal must be submitted in advance and approved by the Sabbatical Leave Committee. Such changes are sometimes dictated by revisions in university schedules or other circumstances.*