



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES COMMITTEE

May 11, 2022

Via Zoom, <https://cccconfer.zoom.us/j/99101654197>

Meeting ID #991-0165-4197

3:30 – 5:00 p.m.

AGENDA

- | | |
|--|--------|
| 1. Welcome | Hou |
| 2. Approval of Minutes – ACTION
a. April 13, 2022 Meeting | Hou |
| 3. Approval of EEO Fund Multiple Method Allocation – ACTION
Certification Form for Fiscal Year 2020-2021 | Winter |
| 4. RSCCD Employment Reference Check Forms - UPDATE
a. Review of Survey Results | Winter |
| 5. Other | |

Next Meeting:

Wednesday, June 8, 2022

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.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2021-2022

District Name: _____

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

- Yes
- No

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

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

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

Chair, Equal Employment Opportunity Advisory Committee

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Human Resources Officer

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: _____ Title: _____

Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

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

Signature: _____ Date: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2021-2022

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

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

Nine (9) Multiple Methods

Mandatory for Funding

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

Pre-Hiring

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

Hiring

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

Post-Hiring

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

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

- Yes**
- No**

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

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



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2021-2022

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

Multiple Method #1



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2021-2022

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

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

- Yes**
- No**

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

Multiple Method #2



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2021-2022

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

- Yes**
- No**

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

Multiple Method #3



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2021-2022

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

- Yes**
- No**

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

Multiple Method #4

Multiple Method #4

As a direct result of the corona virus (COVID-19) pandemic, the Rancho Santiago Community College District Human Resources Department Recruiting operations were impacted significantly. These impacts cause delays in the hiring process of one hundred and thirty-six (136) jobs posted. The District filled fifty-four (54) job openings compared to twenty (20) from the previous year. The positions included fifteen (15) management, one (1) Faculty, and thirty-eight (38) classified staff. Of these filled positions, the Screening Committees screened three thousand six hundred ninety-seven (3,697) applications. Two thousand seven hundred seventy-five (2,775) or seventy five percent (75%) of the qualified applicants were from the diverse groups, and one thousand nine hundred ninety-nine (1,999) or fifty-four percent (54%) were female. The Screening Committees recommended seven hundred and one (701) qualified applicants for first-level interviews. Five hundred twenty-two (522) or seventy-four per cent (74%) qualified applicants were from diverse groups, and three hundred fifty-eight (358) or fifty-one per cent (51%) were female. Of those hired, forty-one (41) were from diverse groups, and thirty-two (32) were female.

The above data showed consistency in the hiring process. Both seventy-six percent (76%) of the total applicants and seventy-four percent (74%) of those selected for interviews came from diverse groups. Finally, of those hired, seventy-six (76%) came from diverse groups.

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



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

Yes

No

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

Multiple Method #5

Multiple Method #5

Through Board Policy 3410 (Exhibit #11 on Nondiscrimination and related Administrative Regulation, AR 3435 - Discrimination and Harassment Complaints and Investigations (Exhibit #12), the District takes immediate action to investigate claims of discrimination. In addition, to raise awareness of the District's non-discrimination and harassment policy posters (**Exhibit #13**) have been placed across our campuses and workplaces. These posters explain what harassment is, how to identify harassment in various forms, and report if an employee believes they have been subjected to harassment.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2021-2022

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

- Yes**
- No**

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

Multiple Method #6



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

Yes

No

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

Multiple Method #7

Multiple Method #7

Each college offers extensive professional development opportunities, including workshops, training, conferences and activities designed to increase knowledge and understanding of cultural competency and diversity. Please see (**Exhibits #18**).



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

- Yes**
- No**

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

Multiple Method #8



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

Yes

No

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

Multiple Method #9

Multiple Method #9

Initial cohorts for the Rancho Academy were eighty-four per cent (84%) diverse, and in follow up surveys over eighty per cent (80%) reported that the Rancho Academy assisted in securing a job interview within the CCD system. Twenty-five per cent (25%) reporting they had secured an adjunct position with a few graduates reporting that they had secured a tenure track position.

EXHIBIT

#1

2021-2024

EQUAL EMPLOYMENT OPPORTUNITY PLAN

Committed to Equity, Diversity, and Cultural Competency



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PLAN COMPONENT 1: INTRODUCTION FROM THE CHANCELLOR



We are living through unprecedented times as our community once again faces race and equity challenges that we, as a nation, have failed to resolve.

It is incumbent on us to come together in solidarity and not only acknowledge the social and civil unrest that plagues our nation but actively and consciously address the voices demanding change, that we have allowed to be silenced for too long.

Rancho Santiago Community College District is committed to the principles of equal employment opportunity and has implemented an aggressive plan to ensure all qualified candidates for employment and our employees have equitable access to employment opportunities.

Through intentional program development, training, and promulgation, both district and community-wide, the District will promote a climate that enhances the scaffolds of inclusive thought and equality.

The District is dedicated to an environment free of discrimination based on age, ethnicity, ancestry, national origin, race, physical disability, mental disability, parental status, pregnancy, gender, gender identity, gender expression, marital status, medical condition, genetic information, religion, sexual orientation, veteran status, military status, or based on these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Our district will make strides to ensure communities that are overlooked, will see the vulnerability of those who overlooked them as expressed by Paulo Freire, *Pedagogy of the Oppressed* so that trust can begin to build.

We aim to create environments that foster cooperation, collaboration among employees, democracy, acceptance, and free expression of ideas that conform to federal and state laws. At the Rancho Santiago Community College district, you can trust that dismantling walls to build bridges is our primary focus.

Legal Authority

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a); and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan. In addition to the Title 5 requirements, there are several standards and requirements (accreditation standards, board policies, administrative regulations) that 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 that will be a viable planning tool for the District and its colleges.

Two Board Policies (BP 3420 and BP7100) primarily reflect the District's commitment to equal employment opportunity and the continued development of a diverse workforce. A third policy BP 7120) 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.

CALIFORNIA CODE OF REGULATIONS TITLE 5, SECTION 53003(A) – DISTRICT PLAN

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

CALIFORNIA EDUCATION CODE, SECTION 87100 LEGISLATIVE FINDS & DECLARATIONS

(a) The Legislature finds and declares all of the following:

- (1) In fulfilling its mission within California’s system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
- (2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
- (3) A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) the Legislature intends to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12936.1 of the Government Code, except as otherwise provided in section 12940 of the Government Code. Every aspect of personnel policy and practice of the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. The Legislature intends to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunities in their employment practices.

TITLE 5, SECTION 53026 COMPLAINTS – VIOLATION OF EQUAL EMPLOYMENT OPPORTUNITY REGULATIONS

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require the district to provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code section 11135 et seq. shall be processed according to the procedures outlined in subchapter 5 (commencing with section 59300) of Chapter 10 of this division.

PLAN COMPONENT 2: DEFINITIONS

ADVERSE IMPACT: A statistical measure (such as those outlined in the Equal Opportunity Commission’s Uniform Guidelines on Employee Selection Procedures) applied to the effects of a selection procedure that demonstrates a disproportionately negative impact on any group protected from discrimination pursuant to the Government Code section 12940.

CHANCELLOR’S OFFICE means the California Community College’s Chancellor’s Office.

CULTURAL COMPETENCY: encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. “Culture” refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. “Cultural” therefore refers to more than simply race and ethnicity

DIVERSITY: A condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race ethnicity, religion, and sexual orientation.

EQUAL EMPLOYMENT OPPORTUNITY (EEO): 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 in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities and individuals from all ethnicities and other groups protected from discrimination by Title 5, Section 53000 et seq.

EQUAL EMPLOYMENT OPPORTUNITY and the HRC COMMITTEE: Acts as an advisory body to the Equal Employment Opportunity Officer and the District to promote understanding and support of EEO policies and procedures.

EQUAL EMPLOYMENT OPPORTUNITY PLAN (Plan): A written document in which the District's workforce is analyzed, and which specifies plans and procedures for ensuring equal employment opportunity.

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT: (EEO Policy Statement): Statement by the Board confirming its commitment to EEO.

EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS: All the various methods by which EEO is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, section 53006.

ETHNIC GROUP IDENTIFICATION: Group identity is obtained through voluntary self-identification by employees and applicants for employment as follows, based on the definitions from the Equal Employment Opportunity Commission. American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Biracial or Multiracial: A person who identifies with two or more racial groups.

Black or African-American: A person having origins in any of the original peoples of the Black racial groups of Africa.

Latino: A person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins, regardless of race.

Pacific Islander: A person having origins in any of the original peoples of Hawai'i, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, The Middle East, or North America.

1 For purposes of EEO-6 reporting, the federally established demographic category is "Hispanic or Latino" or "Hispanic/Latino." RSCCD refers to this group as "Latino" for purposes of internal reporting. The "Latino" category also includes employees who identify predominantly as Chicano/a.

IN-HOUSE OR PROMOTIONAL ONLY RECRUITMENT/HIRING: Only existing District employees are allowed to apply for a position. Under Title 5, section 53021(b)(1), in-house or promotional only recruitment shall not be used to fill any vacancy for any position except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided, however, that no interim appointment or services of interim appointments exceed two years in duration. Under Title 5, section 53021(b)(2), where in-house or promotion-only recruitment is utilized, all District employees shall be afforded the opportunity to apply.

JOB CATEGORY: The job categories used for this Plan and reported to the Chancellor pursuant to Title 5, section 53004(a) are (1) Classified Clerical, (2) Classified Manager, (3) Classified Service and Maintenance, (4) Classified Skills Crafts, (5) Classified Technical, (6) Educational Administrator, (7) Full-time Faculty, and (8) Adjunct Faculty.

MONITORED GROUPS: A group identified in Title 5, section 53004(b) for which monitoring and reporting are required pursuant to section 53004(a). For the purpose of this Plan, Monitored Groups are Men, Women, Alaskan/American Indians, Asians, Pacific Islanders, African-Americans, Hispanics, Caucasians, and persons with disabilities.

PERSON WITH A DISABILITY: Any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a "disability" is "limited" if the condition makes the achievement of a major life activity difficult.

REASONABLE ACCOMMODATION: The efforts made on the part of the District in compliance with Government Code Section 12926.

SCREENING OR SELECTION PROCEDURES: Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, physicals, educational, and work experience requirements, interviews, and review of application forms.

SIGNIFICANTLY UNDERREPRESENTED GROUP: Any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the service area demographic for that group.

Reference: Title 5, sections 53001 and 53021

PLAN COMPONENT 3: POLICY STATEMENT

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.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the

selection, termination, training, or other terms and treatment of that person based on their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

PLAN COMPONENT 4: DELEGATION OF RESPONSIBILITY, AUTHORITY, & COMPLIANCE

Responsibility

It is the policy of the District that all employees promote and support the Equal Employment Opportunity Plan (the Plan). Equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth as follows:

Board of Trustees

The Board of Trustees (Board) is ultimately responsible for the proper implementation of the EEO Plan at all levels, of District and college operations, and for ensuring equal employment opportunities as described in the Plan.

Chancellor

The Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's EEO Plan and Programs. The Chancellor shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Chancellor or designee shall evaluate the performance of all managerial staff members who report directly to him or her on their ability to follow and implement the EEO Plan.

Equal Employment Opportunity Officer

Rancho Santiago Community College District has designated the Equal Employment Opportunity (EEO) Officer to be the day-to-day implementation of the Plan. The EEO Officer is responsible for administering, implementing, and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq., which includes ensuring that applicant pools and selection procedures are properly monitored. The EEO officer is also responsible for training all hiring committees on the elements of this Plan.

Equal Employment Opportunity and the Human Resources Committee

The District has established the Human Resources Committee (HRC). This committee acts as an advisory body to the Vice Chancellor of Human Resources, EEO Officer, and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The HRC and the EEO Officer assist in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees about the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of the Plan.

Good Faith Effort

A good faith effort is one that is honest and taken with sincere intent. Rancho Santiago Community College District shall make a continuous good faith effort to comply with all the requirements of its Plan.

PLAN COMPONENT 5: HUMAN RESOURCES 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. The committee also has the following responsibilities:

- Evaluate the effective use of human resources
- Review human resources policies and procedures and recommends changes
- Evaluate workplace safety and emergency preparedness plans and procedures
- Evaluate policies and procedures related to employment equity
- Monitor diversity of RSCCD employees
- Monitor compliance using human resources metrics such as:
 - Full-time/Part-time Faculty ratio
 - Full-time Faculty Obligation
 - Classified staffing ratios
 - Turnover ratios and recruitment activities
- Develop recommendations to ensure ongoing compliance with human resources requirements
- Plan and evaluate professional development activities

The committee consists of the following individuals:

- Presidents from each college (two total)
- Vice Presidents of Academic Affairs from each college (two total)
- Two Academic Senate Representatives from each college (four total)
- One Classified Representative from each college and one Classified Representative from the district (three total)
- President of FARSCCD
- Representative from Fiscal Services
- Representative from Recruitment
- EEO Officer
- Vice Chancellor of Human Resources or designee

PLAN COMPONENT 6: COMPLAINTS

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations¹ have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a 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. As directed by the Chancellor's office, the decision of the District in complaints pursuant to Section 53026 is final.

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 EEO officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Chancellor. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and the estimated date of completion.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. A student, employee, or member of the public who believes discrimination or harassment has occurred may file 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. Employment complaints should be filed within 6 months of the date of the alleged discrimination or the date on which the complainant knew or should have known of the facts underlying the complaint.

The District will undertake efforts to informally resolve any charges including, but not limited to, investigating the allegations and resolving the conflict amongst the parties. The District will advise the complainant that they do not need to participate in an informal resolution of the complaint, as described above, and that they may file a formal complaint. In the case of employment cases, the District will advise the complainant that they may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, they should file the complaint using the forms located on www.rscsd.edu/report. All complaints should 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. Any District employee who receives a harassment or discrimination complaint shall notify the District's Human Resources Office immediately.

Below are links to the District’s Board of Trustees Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment:

Board Policy: [3410 Nondiscrimination](#)

Administrative Regulation: [3410 Nondiscrimination](#)

Board Policy: [3430 Prohibition of Harassment](#)

Administrative Regulation: [3430 Prohibition of Harassment](#)

Administrative Regulation: [3435 Discrimination and Harassment Investigations](#)

Administrative Regulation: [3425 Title IX \(9\) Sexual Harassment](#)

Board Policy: [3420 Equal Employment Opportunity](#)

Administrative Regulation: [3420 Equal Employment Opportunity](#)

PLAN COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the District to EEO is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement shall be posted on the Office for Diversity, Equity & Inclusion, and Human Resources’ websites and shall be in all employment announcements and recruitment materials. The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, RSCCD Chancellor, College Presidents, administrators, the academic senate presidents, union representatives, and members of the Human Resources Committee. When appropriate, the Plan may be distributed by campus bulletins or e-mail.

The notice will contain the following provisions:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.
2. The availability of the Plan on the District website, at the Office of the Chancellor and College Presidents, and the Office for Diversity, Equity & Inclusion, and Human Resources Department.

PLAN COMPONENT 8: TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on EEO (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 24 months prior to service. This training is a requirement in order to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District’s Equal Employment Opportunity Plan.

PLAN COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZERS

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information. The EEO Officer will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The EEO Officer will maintain a list of organizations that will receive this notice. Written notice may include mailings and electronic communications.

PLAN COMPONENT 10: INSTITUTIONAL COMMITMENT TO DIVERSITY

The District acknowledges that various approaches are required to fulfill its mission of ensuring EEO and the creation of a diverse workforce. EEO means all qualified individuals have a fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas welcoming to all people.

The District will promote learning opportunities and personal growth in the area of diversity and establish and maintain the desired academic and working environment. The District's diversity programs may include, but are not limited to, the following activities:

1. Conducting campus climate surveys of faculty, staff, administrators, and students.
2. Presenting guest speakers on diversity topics and issues relevant to District employees.
3. Highlighting the District's EEO and diversity policies in job announcements and recruitment, marketing, and other publications.
4. Maintaining the Office for Diversity, Equity & Inclusion website, promoting diversity events, and informing faculty and staff about diversity and EEO programs, policies, and practices.
5. Providing continuous diversity/equity and EEO training opportunities for faculty, staff, and administrators.
6. Encourage, develop and support mentor programs for faculty and staff that serve to develop leadership potential in faculty, staff, and students from underrepresented and diverse groups.
7. Conducting outreach to students, professionals, the community, and other organizations that represent the diverse community the District serves.

PLAN COMPONENT 11: ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

Each year the District's 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:

- Executive/Administrative/Managerial;
- Faculty and other Instructional Staff;
- Professional Non-faculty;
- Secretarial/ Clerical;
- Technical and Paraprofessional;
- Skilled Crafts;
- 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 opportunities and improving the diversity of the workforce.

The EEO Officer shall also monitor initial and qualified applicant pools for employment on an ongoing basis. The EEO shall use this data to evaluate the District’s progress in implementing the Plan and to provide data needed for the reports required by the Plan. Data shall be maintained year-to-year and longitudinal analysis shall be conducted where there are at least three years of data to review, or sooner if the EEO Officer concludes that there is sufficient data for the analysis to be meaningful. The District shall administer an exit survey for all voluntary and involuntary resignations and include this data in the annual data analysis and report. In order to encourage self-reporting by employees and applicants, each applicant and employee shall be requested to identify their gender, ethnic group identification, and whether or not they are disabled. The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decisions, and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).

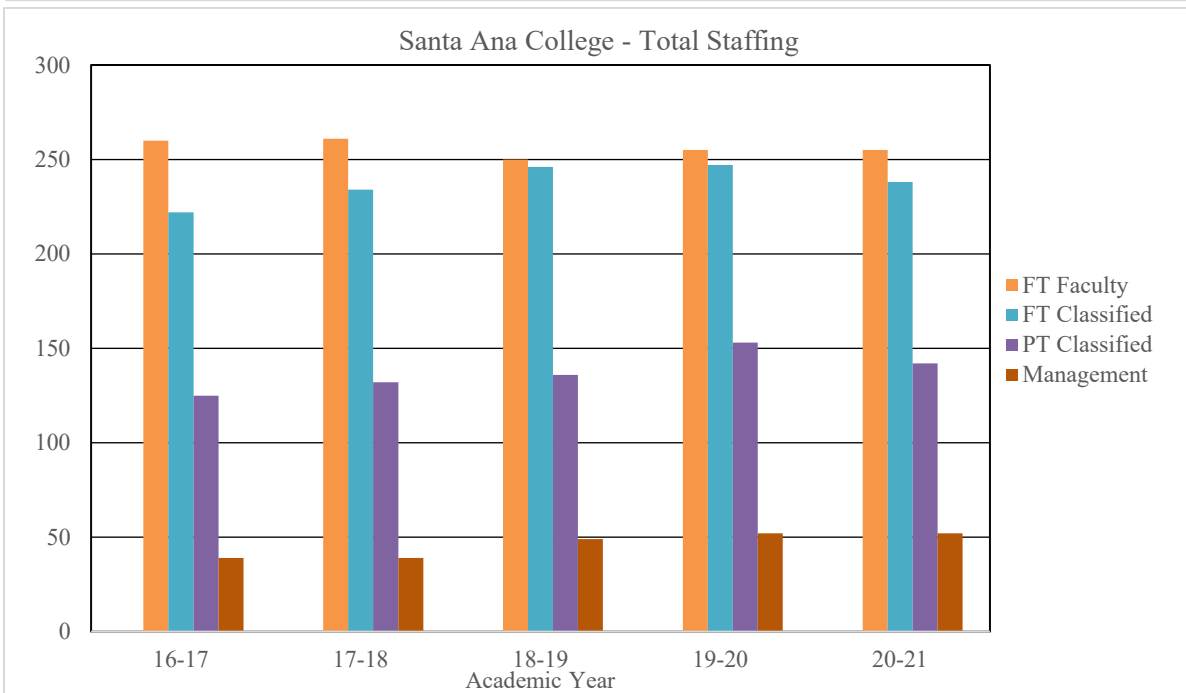
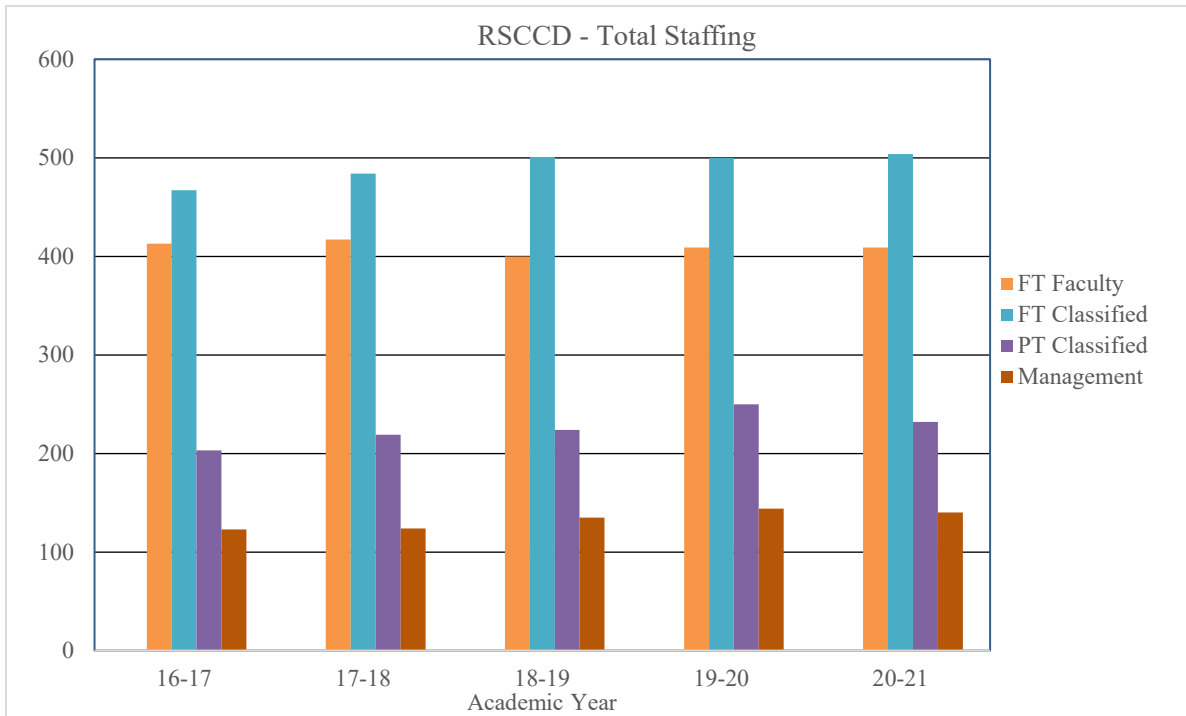
PLAN COMPONENT 12: DISTRICT WORKFORCE CHARTS

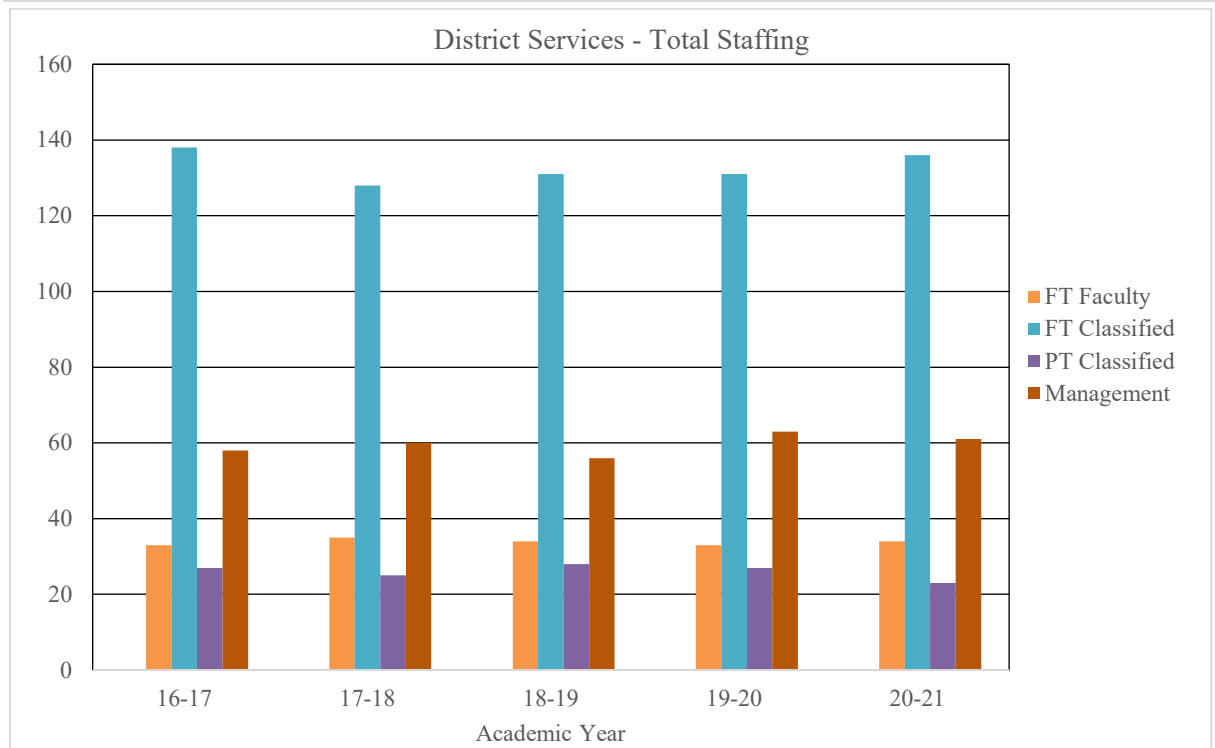
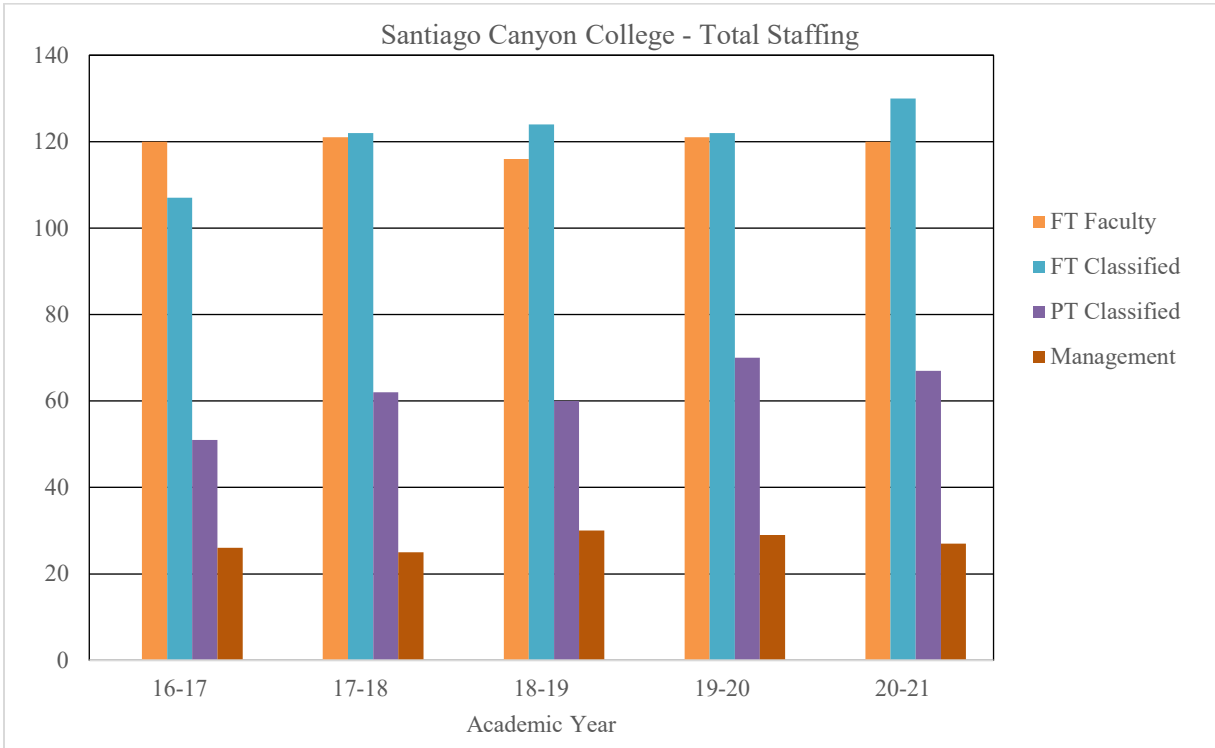
Introduction

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. 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.

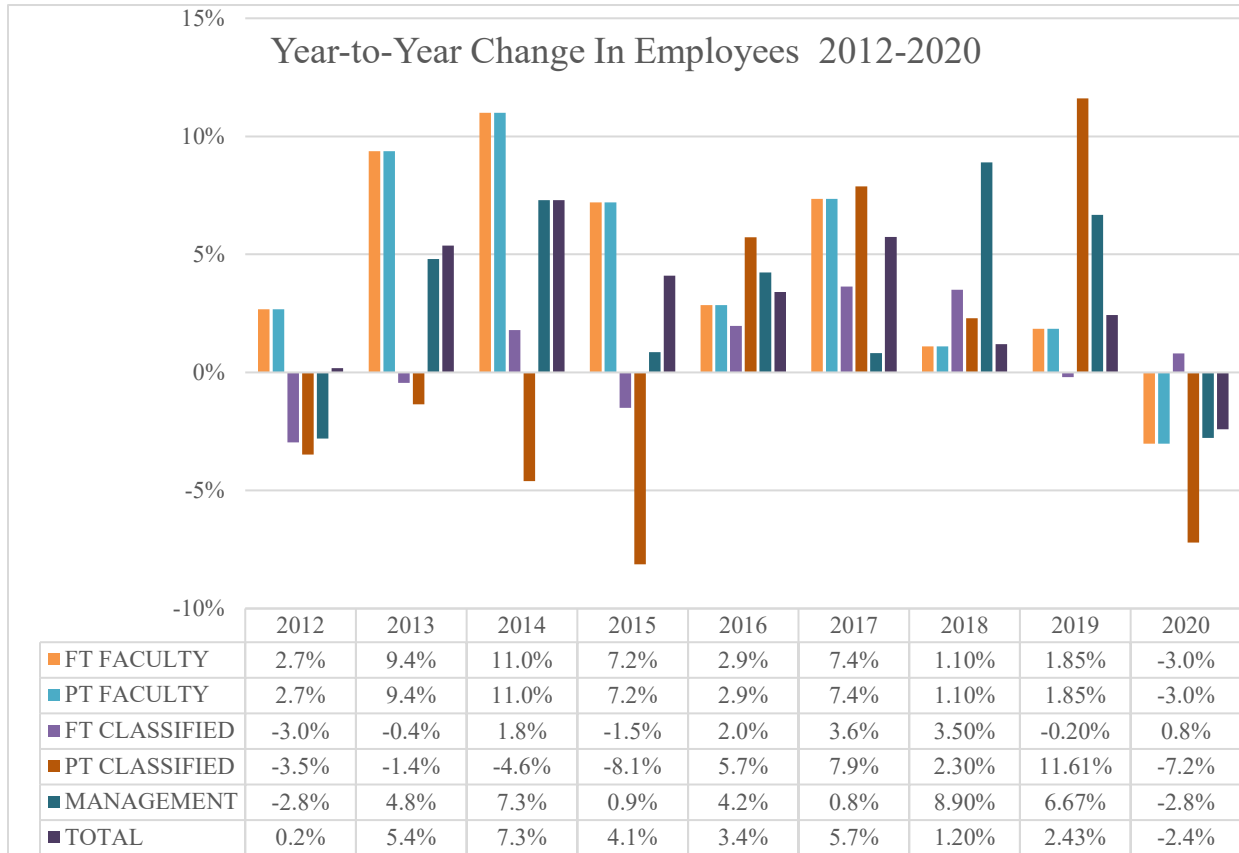
The District’s resource allocation model provides the three operational units, Santa Ana College, Santiago Canyon College, and District Services with the authority to determine their appropriate staffing levels, assignments, and organizational structures. Although the Board of Trustees is the ultimate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

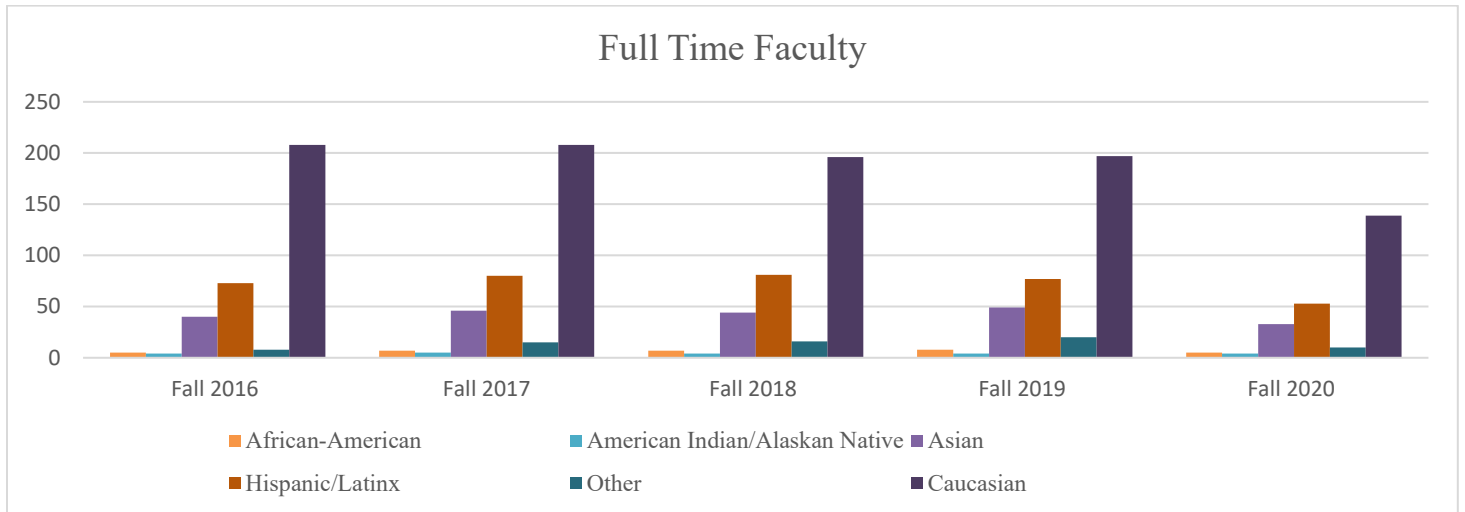




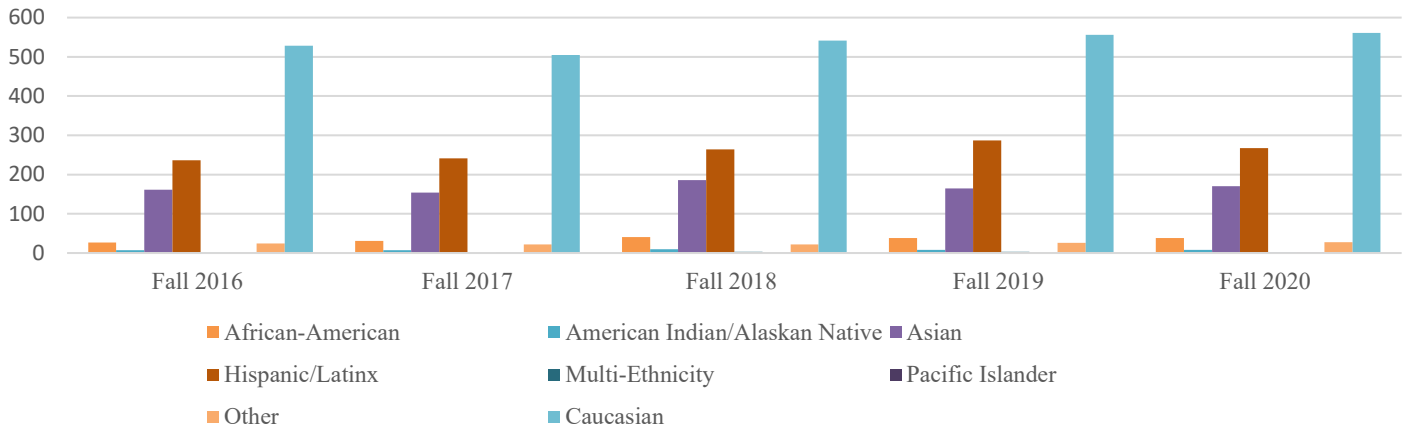
Number of Employees



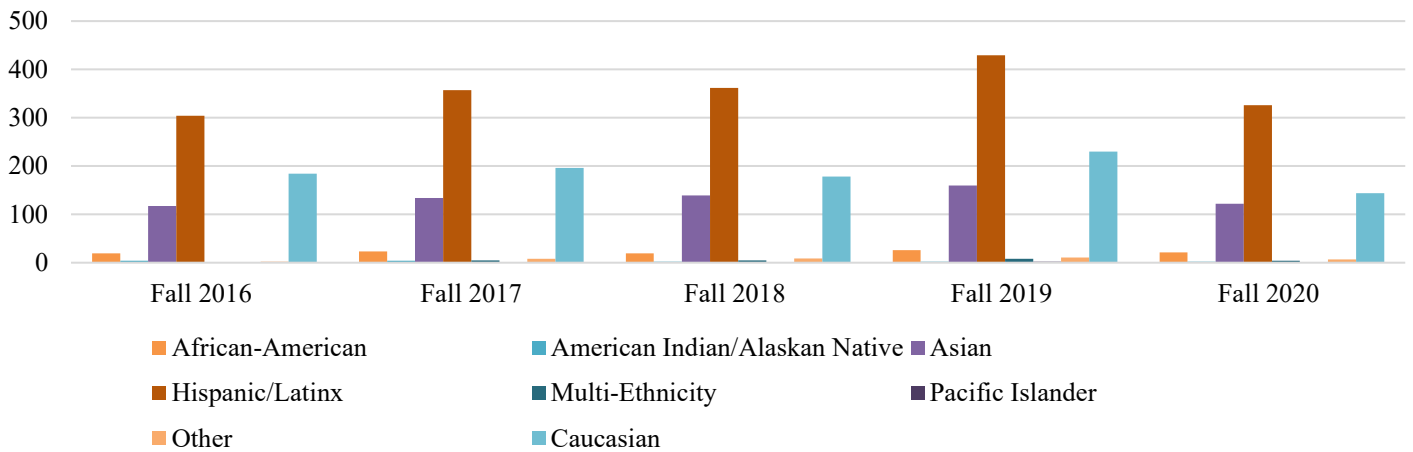
Staff Diversity



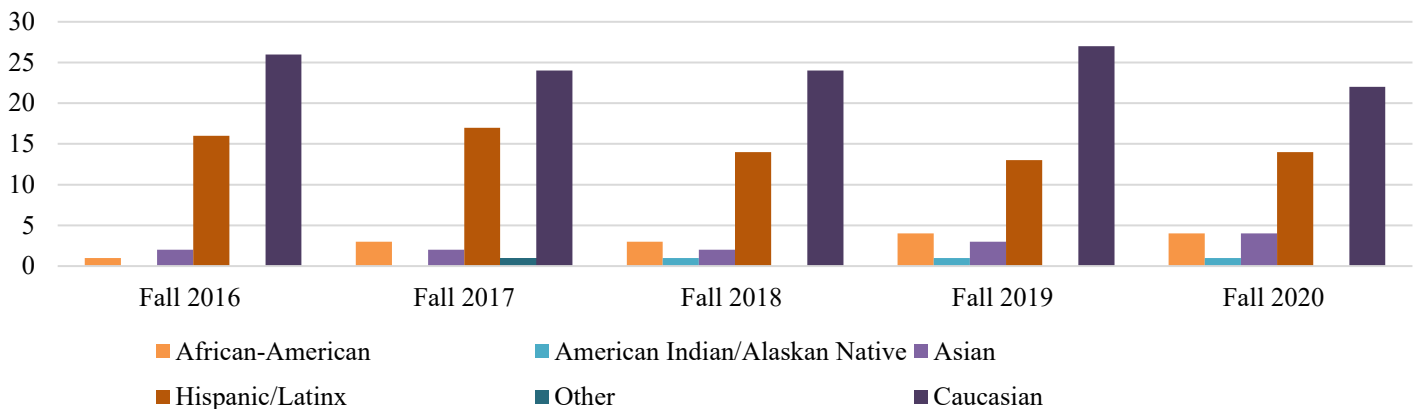
Part Time Faculty



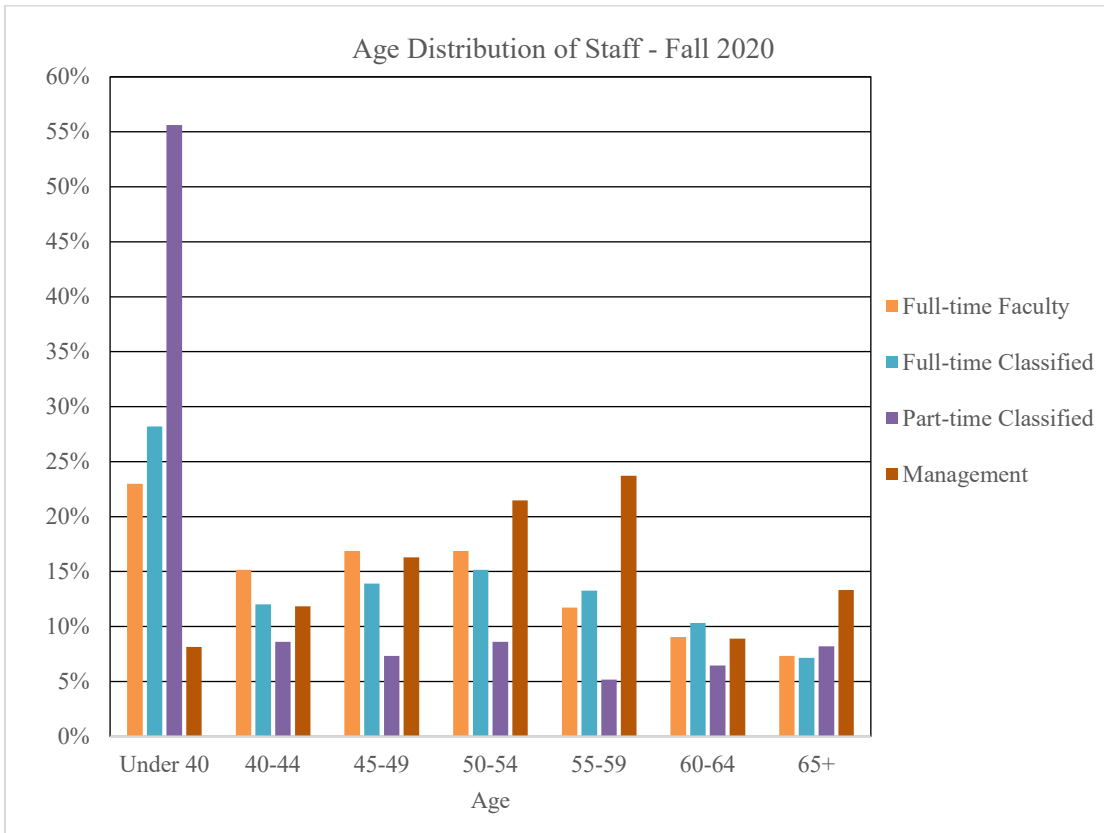
Classified Staff



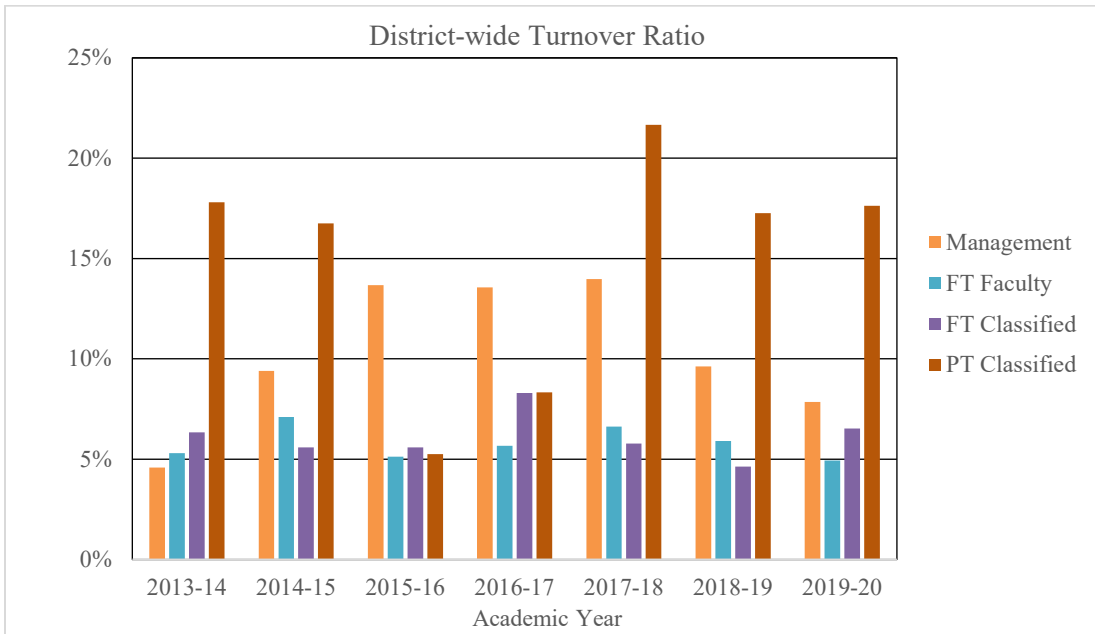
Administrators by Ethnicity



Age Distribution and Turnover



Management and Classified Turnover



PLAN COMPONENT 13: OTHER WAYS TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, the District will do the following:

Ongoing efforts in EEO and diversity and equity:

1. Support the efforts of the college curriculum committees to include diversity and multiculturalism in their instructional offerings.
2. Ensure college/district publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
3. Ongoing annual EEO, Diversity, and sensitivity workshops.
4. Update the district's diversity, equal employment opportunity, ADA, sexual harassment, and nondiscrimination policies, procedures, and programs on the district's website to create more clear and transparent reporting.
5. Institutionalize April as "Celebration of Diversity" Month, including hosting diversity forums, and cross-cultural events and promoting cultural celebrations throughout the District and the colleges.
6. Publicize www.rscgd.edu/report to inform the community of District reporting forms to ensure all complaints filed under this chapter and all harassment and discrimination complaints are filed thoroughly and in a timely manner. Take appropriate corrective action in all instances where a violation is found.
7. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for District employees.
8. 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.
9. Collaborate with students, professionals, the community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
10. The District will continue and expand employee professional growth and development opportunities.

Off-boarding of employees:

1. The District will implement exit interviews with employees who voluntarily leave the District.
2. The District will create a database of an exit interview, analyze the data for patterns that impact particular monitor groups, and implements measures that utilize this information.

Recruitment:

1. Regularly train EEO monitors for service on screening committees to ensure compliance with District policies, procedures, and the requirements of this plan.
2. Highlight the District's equal employment opportunity and diversity policies in job announcements and its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, gender, and ethnic characteristics of community college students.

PLAN COMPONENT 14: GRADUATE ASSUMPTION PROGRAM 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.

EXHIBIT

#2



District Name: Rancho Santiago Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 39,631
(b) 2020-2021 Allocation	\$ 50,000
(c) 2020-2021 Expenditures (Same total listed below in column 1)	\$ 22,302
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$ 67,329

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials			
5000 Other Oper. Exp. & Svcs.	22,302	10,300	32,602
6000 Capital Outlay			
7000 Other Outgo			
Totals	22,302	10,300	32,602

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

Name: Erika Almaraz

Title: Director Accounting, Audit & Advisory Se

Phone: (714) 480-7349

E-Mail Address: Almaraz_Erika@rsccd.edu

Signature: 
Erika Almaraz (Sep 30, 2021 09:33 PDT)

Date: 09-10-2021

Prepared by: Erika Almaraz

Contact Phone No: (714) 480-7349



District Name: Rancho Santiago Community College District

USE WHOLE DOLLAR AMOUNTS

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$ 20,365	\$	See attached.
3. Professional development on equal employment opportunity.	\$ 450	\$ 10,300	See attached.
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$ 1,487	\$	See attached.

Print Name: Cheng Yu Hou

Phone: 714 480 7489

Signature: 
Chengyu Hou (Sep 30, 2021 09:35 PDT)

Prepared by: Rene Beiza

Print Title: Vice Chancellor, Human Resources

E-Mail Address: hou_chengyu@rscsd.edu

Date: 09/30/2021

Contact Phone No: 714 480 7350

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

PERFORMANCE INDICATOR(S)

DESCRIPTION OF ACTIVITIES

2. OUTREACH AND RECRUITMENT:

Beginning 2020-2021 fiscal year, Rancho Santiago Community Colleges District (RSCCD) was introduced to NEOGOV, Recruitment's new Applicant Tracking System. NEOGOV is the market and technology leader in on-demand human resources software for the public sector. NEOGOV was selected to help optimize the hiring process by offering data visualization and analysis, advanced ad-hoc reporting, adverse impact statistics, monitoring job health, boosting job postings, and seeing real-time applicant flow.

For the 2020-2021 fiscal year, RSCCD posted seventy-seven (77) job openings, which included twenty-one (21) classified positions, seventeen (17) management positions, and one (1) faculty position. The number of jobs posted decreased by sixty-two (62) or 45% from the previous fiscal year.

The total number of applications submitted to job openings posted from July 1, 2020, to June 30, 2021, was two thousand eight hundred twenty-seven (2,827). A reduction of three thousand seventy-two (3,072) or 52% less from the previous fiscal year. Of the total two thousand eight hundred twenty-seven (2,827), two thousand seventeen (2,017) or 71% of the applicants were identified from diverse groups, one thousand two hundred three (1,203) or 42% were female, eighteen (18) or 0.6% were nonbinary, one hundred and fifty-five (155) or 5.4% did not identify their ethnicity, and sixty-five (65) or 2.3% of the applicants did not identify their gender. In addition, we received eighty-eight (88) or 3% of the applications with disability status and one hundred thirty (130) or 4.6% veteran status.

The screening committees recommended one hundred ninety-three (193) qualified applicants for first-level interviews, approximately 6.8% of the total applicant pool. One hundred twenty-six (126) or 65% of the qualified applicants were from diverse groups, and seventy-eight (78) or 40% were female.

The District filled twenty (20) job openings which included eleven (11) classified and nine (9) management as compared to one hundred seventy (147) from the previous fiscal year. Of those hired, sixteen (16) or 80% were from diverse groups, and eight (8) or 40% were female.

The District acquired several advertising subscriptions with various agencies such as Job Elephant, ChronicleVitae.com, Chronicle of Higher Education, HigherEdJobs.com, InsideHigherEd.com, Community Colleges.AcademicKeys.com, CCC.JobsNow.com, ccjn.org, CCJobs.com and EDJoin.org, EdJoin.org, Indeed.com, and CCCRegistry.org. We received 16% of total applications from EDJoin.org and CCCRegistry.org combined. We also acquire advertising in diversity posting websites such as WomenAndHigherEd.com, LatinosinHigherEd.com, BlacksInHigherEd.com, NativeAmericansinHigherEd.com, AsiansInHigherEd.com, HispanicsinHigherEd.com, LGBTinHigherEd.com, DisabledinHigherEd.com, NADOHE.org, Tedjob.com, HRinHigherEd.org, and ThePlacementExchange.org.

For 'hard to reach' disciplines and specialized positions, the District advertises in discipline-related publications, list-serves, and websites identified by recruitment staff and/or requested by the hiring department. We also have memberships in various professional organizations and/or associations such as CASBO, ACCCA.org that provide free advertising through their membership. To encourage a robust applicant pool of candidates seeking employment, ODEI, established The Rancho Academy, in order to broaden the spectrum of skills building in an effort to create cohorts of potential employees whose understanding and application of diversity principles will be elevated above the average candidate. This initiative is supported by the Board of Trustees efforts to recruit and prepare cohorts who seek a career in the California Community College system. Through specialized trainings, mentor-ship and career development, future employees and leaders will efficaciously be challenged and encouraged to expand the dimensions of knowledge on careers in the California Community College system.

This fiscal year (2021-2022), the District researching advertising agencies to build a robust candidate pool such as The Employer Assistance & Recruitment Network (EARN), The Workforce Recruitment Program (WRP), The Department of Labor's Veterans Employment & Training Service, Hire Heroes, Wounded Warriors Projects, American Association of People with Disabilities, National Council on Independent Living, Council of State Administrators of Vocational Rehabilitation, Deaf and Hard of Hearing in Government, and American Council of the

Blind.

As of June 30, 2021, the District's total number of ongoing employees was one thousand one hundred sixty-six (1,166). Of the total one thousand one hundred sixty-six (1,166) employees, one hundred eighteen (118) are full-time management, three hundred eighty-five (385) are faculty, and six hundred sixty-three (663) are full-time and part-time ongoing classified.

Compared to the previous fiscal year, the total number of ongoing employees was one thousand one hundred eighty-four (1,284), reduced by one hundred eighteen (118) or 9%. Of the 98% of the district employees that identified their ethnicity, seven hundred ninety-three (793) or 68% were from diverse groups compared to eight hundred thirty-six (836) or 65%.

3. PROFESSIONAL DEVELOPMENT ON EEO:

The District maintained membership in ACHRO/EEO and Southern 30 consortia to keep current with the new regulations and legal updates relating to human resources and equal employment opportunity. The District continues to liaise, adopt and share best practices in diversity with other colleges/districts. The District offers all management employees and Human Resource personnel the opportunity to attend webinars presented by Liebert Cassidy Whitmore (LCW) through the Southern 30 California Community College Districts Employment Relations Consortium, including specific training on EEO, such as "Diversity in Community College Employment: Effective and Lawful EEO Hiring and Succession Planning." The District offered EEO/Diversity/Unconscious Bias training to all employees in five (5) separate days (two training sessions each day). Three hundred forty-four (344) employees attended over five (5) sessions. As of May 20, 2021, five hundred forty-one (541) employees can serve on future screening committees.

In support of the District's commitment to Equal Employment Opportunity, on March 25, 2021, RSCCD launched the first EEO Monitor Training Program to create a pool of trained EEO monitors who will educate their screening committee on bias and equitable hiring, serve as a liaison to the District's EEO Chair, and ensure the selection process is consistent. Fifteen (15) employees completed the training and have started serving in their new roles. As we are committed to investing in our employees, this pool brings increased support to an essential role within our commitment to an equitable search process. We are still currently in the development stages of the program; our goal is to create a robust list of well-trained EEO monitors.

4. ACCOMODATIONS:

Screening committees continue to conduct their interviews virtually through the Zoom platform. Therefore, we ensure our employees are adequately equipped (working monitors, headphones, and cameras).

5. OTHER:

It is the policy of RSCCD to reimburse the travel expenses of applicants who apply for full-time faculty and cabinet-level positions. One-way travel of at least three hundred (300) miles must be required. For the first interview, reimbursement will be one-half (1/2) of the travel and lodging expenses, not to exceed three hundred (\$300) dollars. For cabinet-level positions, travel and lodging expenses are fully reimbursed. Four (4) candidates received travel reimbursement for their travel expenses for this fiscal year, adding up to (\$1,486) dollars.

EXHIBIT

#3

THE RSCCD DIVERSITY REPORT

Committed to Diversity, Equity,
Inclusion, and Cultural Competency
April 2021



Dr. Narges Rabii-Rakin
Chief Advisor for Academic and Diversity Programs
Office of Diversity, Equity, and Inclusion

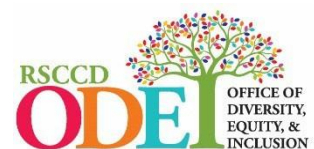


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INTRODUCTION

Empowered by Rancho Santiago Community College District Board of Trustees Resolution 20-10, the Office of Equity, Diversity, and Inclusion (ODEI) was commissioned to design initiatives that emphasize positive, equitable, and inclusive employment experiences for all our employees. These initiatives are an integral part of the success of Rancho Santiago Community College District (RSCCD) ODEI works diligently with a cross-section of District employees, committees, and employee resource and affinity groups to identify barriers that affect historically marginalized groups from achieving their career goals.

As one of the oldest community college districts in California, RSCCD is stalwart amongst institutions of higher education and strives to enliven the principles that were etched by its founders. Motivated by a drive to provide cutting-edge learning and socially conscious programming, RSCCD agrees with the essential nature of growth and evolution.

In an effort to ensure substantive development is a standard, it is necessary to evaluate the character of educational implementation to guide the direction of the goals and outcomes the district seeks to achieve. ODEI is primarily focused on developing and building a more inclusive organization for our students, faculty, staff, and the bevy of learners residing outside of our campus boundaries as related to:

- Race
- Color
- Religion or creed
- National origin or ancestry
- Sex (including gender, pregnancy, sexual orientation, and gender identity)
- Age
- Physical or mental disability
- Veteran status
- Genetic information
- Citizenship

Developing successful diversity programs includes analyzing the impacts of our national history in today's environment, so we can make changes for tomorrow to ensure equity is achieved in our campuses, district, and ultimately communities, today.

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

OUR MISSION

The mission of ODEI is to advance efforts to integrate diversity, equity, and inclusion into our academic and employment tapestry and escort all learners within DEI into a transformational experience that more effectively readies them to engage the world with a renewed understanding. The praxis of the blueprint upon which the Office of Diversity, Equity, and Inclusion was founded provides a myriad of learning opportunities for all. Ultimately, the learner will be set upon an educational pathway of paramount importance to achieve academic excellence, create, and sustain a culture that celebrates diversity, is equitable and inclusive throughout the organization, and to afford every stakeholder a voice.



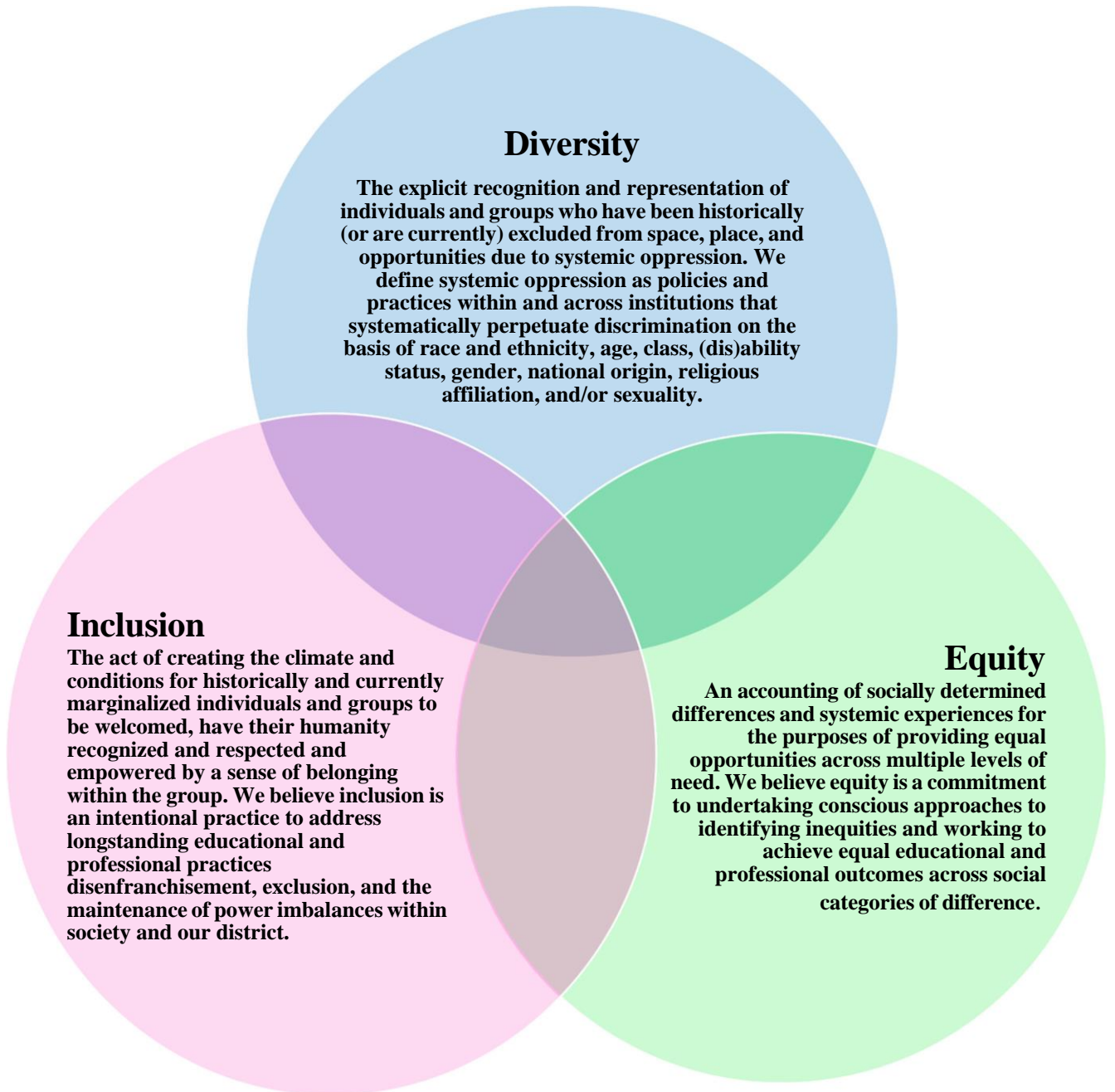
OUR VISION

The vision of ODEI is to reinforce the Board of Trustees' core values of diversity, equity, and inclusion by recognizing the importance of diverse viewpoints, equitable learning, and promoting the richness of our cultures. ODEI aims to espouse these values to attract and retain diverse individuals, to listen, to educate, and to advance professional and personal development.

RSCCD promotes diversity, equity, and inclusion through our projects, curriculum, and programs. We are dedicated to creating an equitable and inclusive workplace where employees can feel welcomed and accepted. Our aim is to foster a creative and innovative workplace where all employees feel a sense of belonging.



DIVERSITY, EQUITY, AND INCLUSION DEFINED



DEMOGRAPHICS – WHO WE ARE

STUDENTS

Credit and Noncredit (All) As of Fall 2020	SAC	SCC	RSCCD
Total Unduplicated headcount	28,840	16,424	43,559
Ethnicity			
<i>African American</i>	1.32%	2.07%	1.60%
<i>American Indian/Alaska Native</i>	0.31%	0.72%	0.46%
<i>Asian</i>	11.65%	8.36%	10.37%
<i>Filipino</i>	1.01%	1.53%	1.17%
<i>Latino</i>	58.00%	50.80%	55.37%
<i>Multi Race</i>	1.26%	2.98%	1.83%
<i>Pacific Islander</i>	0.35%	0.77%	0.52%
<i>White</i>	13.21%	29.63%	19.14%
<i>Other/Not Reported</i>	12.89%	3.13%	9.55%
Gender			
<i>Female</i>	56.07%	45.58%	51.94%
<i>Male</i>	43.58%	53.84%	47.63%
<i>Other/Not Reported</i>	0.35%	0.58%	0.43%

*Office of Institutional Effectiveness, RSCCD Research Data Warehouse, Fall 2020

EMPLOYEES

Rancho Santiago Community College District Employee Gender and Ethnicity, Fall 2020

	FT Faculty		PT Faculty		FT Classified		PT Ongoing Classified		Administrator/ Supervisory/ Confidential		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
Female	62%	257	47%	965	61%	307	58%	131	61%	79	52%	1739
Male	38%	156	53%	1079	38%	194	42%	94	39%	51	48%	1574
Other/Not Reported	0%	0	<1%	2	1%	3	<1%	1	0%	0	<1%	6
African American / Black	2%	10	3%	65	2%	12	2%	5	9%	12	3%	104
Amer. Indian/Alaskan	1%	4	1%	15	<1%	1	<1%	1	2%	3	1%	24
Asian	12%	49	12%	242	18%	90	16%	36	12%	15	13%	432
Filipino	2%	9	2%	36	3%	17	4%	8	3%	4	2%	74
Hispanic/ Latinx	28%	114	24%	499	51%	256	58%	132	34%	44	31%	1045
Pacific Islander	0%	0	<1%	8	<1%	1	<1%	1	0%	0	<1%	10
Caucasian	51%	210	55%	1125	24%	123	18%	40	39%	51	47%	1549
Not Reported	4%	17	3%	56	1%	4	1%	3	1%	1	2%	81
TOTAL	100%	413	100%	2046	100%	504	100%	226	100%	130	100%	3319

*Employee Data -ITS Report Repository PE0100, Fall 2020

DATA DRIVES PLANNING

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

- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations;
- The Human Resource Committee also serves as the EEO advisory committee and is one of the districts’ participatory governance committees;

- Notification and publication of the EEO plan (the plan is available on the district's website under the Human Resources division);
- The training required for screening/selection committees;
- Analysis of the district workforce data;
- Continue to work with the Southern California Community College School Districts to look at Best Practices for Diversity in Hiring;
- Continuing to review board policies and administrative regulations;
- Identifying and analyze barriers that may impact underrepresented groups in the recruitment process; and
- Other measures deemed necessary to further equal employment opportunity.

We collect data from various sources and translate statistical data and analysis into useful information and insights that drive hiring. Using quantitative tools to influence qualitative decision-making, we develop, monitor, and disseminate EEO, Affirmative Action, and diversity metrics, analyses, and reports. In collaboration with HR, ODEI and EEO presentations and workshops educate the RSCCD community on patterns in recruitment and retention by variables such as race, ethnicity, and gender.

Information on these presentations and workshops can be found on the Diversity Initiates Page.

<https://www.rsccd.edu/Departments/Diversity-Initiative/Pages/default.aspx>

Recruitment and Retention

Beginning in 2015, the State Chancellor's Office modified the allocation formula for the EEO funds to increase compliance with Title 5 requirements. The EEO fund allocation model provided districts who met the EEO program criteria \$50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. In 2015, only 35 of the 72 districts met the multiple methods criteria, RSCCD received the \$50,000 allotment to continue our efforts in increasing the diversity of our employees. In 2018, all districts met the 9 multiple methods criteria to receive EEO fund allocations. Our allocation for 2019 was \$45,000, and we continued to use these funds in our efforts to increase the diversity of our employees. In 2020, our EEO fund allocation was \$ 50,000.

In collaboration with HR, we are working on improving our recruitment processes. When we look at hiring, we're also thinking about geographic and socioeconomic diversity in addition to racial and cultural diversity. We are creating training and workshops to help mitigate bias and plan to improve how we assess candidates by training hiring committees, an HR-assigned EEO Monitor, and improving interview questions to ensure consistent, competency-based interviews every time. Enhancing workplace awareness provides managers and employees greater familiarity with EEO Programs, practical understanding of employee responsibilities, strategies to reduce workplace discrimination, and applicable knowledge of the benefits of EEO. We're also shifting our focus from "culture fit" to "culture add" when evaluating candidates.

FACULTY

Rancho Santiago Community College District
Gender and Ethnicity Breakdown of Full-Time Faculty *New Hires*,
2016-2020

Report Year	2016	2017	2018	2019	2020
N	10	14	10	15	2
Female	70%	71%	40%	80%	50%
Male	30%	29%	60%	20%	50%
African American	0%	7%	10%	20%	50%
Amer. Indian/Alaskan	0%	0%	0%	0%	0%
Asian	0%	21%	20%	20%	0%
Filipino	0%	0%	0%	0%	0%
Hispanic	20%	21%	10%	27%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
White	50%	29%	30%	33%	50%
Unknown	30%	21%	30%	0%	0%

Rancho Santiago Community College District
Gender and Ethnicity Breakdown of Part-Time Faculty *New Hires*,
2016-2020

Report Year	2016	2017	2018	2019	2020
N	283	300	271	293	64
Female	53%	56%	51%	52%	42%
Male	47%	43%	49%	48%	58%
African American	6%	3%	4%	3%	2%
Amer. Indian/Alaskan	1%	1%	0%	0%	0%
Asian	15%	12%	8%	12%	11%
Filipino	3%	1%	2%	2%	0%
Hispanic	24%	27%	25%	29%	28%
Mixed race	0%	0%	1%	1%	0%
Pacific Islander	0%	1%	0%	0%	2%
White	48%	52%	58%	49%	56%
Unknown	2%	3%	2%	2%	2%

CLASSIFIED

**Rancho Santiago Community College District
Gender and Ethnicity Breakdown of Classified *New Hires*,
2016-2020**

Report Year	2016	2017	2018	2019	2020
N	40	36	25	30	0
Female	67%	67%	48%	47%	0%
Male	33%	33%	52%	53%	0%
African American	10%	0%	4%	7%	0%
Amer. Indian/Alaskan	3%	0%	0%	0%	0%
Asian	18%	19%	32%	20%	0%
Filipino	8%	3%	4%	3%	0%
Hispanic	33%	47%	32%	37%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	3%	0%	0%	0%
White	30%	28%	28%	30%	0%
Unknown	0%	0%	0%	3%	0%

MANAGEMENT

**Rancho Santiago Community College District
Gender and Ethnicity Breakdown of Management New Hires,
2016-2020**








Report Year	2016	2017	2018	2019	2020
N	17	15	14	8	0
Female	59%	73%	64%	25%	0%
Male	41%	27%	36%	75%	0%
African American	6%	13%	43%	25%	0%
Amer. Indian/Alaskan	0%	7%	0%	0%	0%
Asian	6%	0%	0%	25%	0%
Filipino	6%	0%	0%	0%	0%
Hispanic	18%	40%	14%	25%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
White	59%	40%	43%	25%	0%
Unknown	6%	0%	0%	0%	0%

ODEI GOALS 2019-2020

1. Commit to diversity, equity, inclusion, and accountability to foster a connected culture through equal employment opportunity, unbiased hiring practices, and employee engagement.
2. Cultivate a sense of belonging in an effort to allow all employees and students to employ their skills and abilities to successfully navigate a diverse society.
3. Eliminate the disparities that historically impact enrollment, retention, persistence, graduation, and transfer rates.
4. Create and launch diversity education, training, workshops, and professional development for all employees.
5. Foster a diverse talent pipeline.

ODEI INITIATIVES 2019-2020

Guided by the principles set forth by the Chancellor, the Office of Diversity, Equity, and Inclusion set out to address structural racism as directed by Resolution 2010. The ODEI initiatives include the following:

<p>Formation of the Diversity and Inclusion Group (DIG) –</p> <p>An Affinity Group is a working group of employees who share in the vision and mission of diversifying the workplace with program development, improving working conditions, and identifying emerging trends in diversity training. This group created the modules to ensure the training reflects each distinct college.</p>	<p>GOAL #1</p>	
<p>We used data to inform and design the diversity, equity, and inclusion efforts.</p> <p>Building assessment tools embedded in the training modules. Looking at our data over time, we're able to analyze and validate our methods, ensuring that we continue to drive progress.</p>	<p>GOAL #1, 4</p>	
<p>We formed two advisory groups consisting of community leaders and student leaders. These two groups advise on ODEI initiatives and the trajectory of our work.</p>	<p>GOAL 1,3</p>	
<p>Collaboration with Human Resources to build a plan to increase underrepresented talent in our workforce. As a result, we intentionally focus our efforts on hiring, progression, and retention to increase representation for underrepresented communities.</p> <p>First, we created an EEO Monitor group to ensure fair and equitable hiring practices within committees.</p>	<p>GOAL #5</p>	
<p>We conducted a Climate Poll to assess the perceptions of diversity, equity, and inclusion among the workforce.</p>	<p>GOAL #2</p>	
<p>We created two training academies to begin the work of developing emotional intelligence and cultural competency among our employees.</p> <p>ODEI Diversity Training and Management's Edge</p>	<p>GOAL #3,4</p>	
<p>We launched the Rancho Academy - a 10-week program that widens our talent pool and ensures that underrepresented aspiring employees are ready for a career in California Community Colleges.</p>	<p>GOAL #5</p>	

Training for All Employees

Our DEI training follows an integrated approach that includes online training, assessments, and live moderated discussions. The training will be rolled out in phases to allow for deeper analysis and engagement. In addition to the training programs, we have developed other initiatives that include allyship, mentorship, and networking. We work closely with our RSCCD stakeholder community on the development of policy regarding civil rights and diversity and inclusion. Through committees consisting of DEI, we harness the ideas and perspectives needed to develop legally sound policy for the District.

2020-2021 DEI Modules	2021-2022 DEI Modules	2022-2023 DEI Modules
<ul style="list-style-type: none"> • Examining Worldview • Building Emotional Intelligence • Attitude Formation: Unconscious and Implicit Bias • Microaggressions • LGBTQIA Competency • Anti-Racism • Forms of Privilege • History of Racism and White Supremacy in America • The Brain and Race • Inclusive Pedagogy (part 1) 	<ul style="list-style-type: none"> • Racism- Individual vs. Institutional/Structural, Systematic • How to be an Anti-Racist • Discrimination- The Cost of Oppression • Racial and Gender Microaggressions • Individual and Collective Accountability • Building Anti-Racism • Restorative Justice • Allyship • Inclusive Pedagogy (part 2) 	<ul style="list-style-type: none"> • Prejudice in the Workplace • Decolonizing Leadership Models in Higher Education • Creating Inclusive Working Climates • Equitable Hiring Practices • Developing Inclusive Racial, Social, and Cultural Competency • Cultural Diversity in a Just and Equitable Society • Inclusive Pedagogy (part 3)
<p>Launch Date: November 2020</p>	<p>Launch Date: October 2021</p>	<p>Launch Date: September 2022</p>

Institutional Training for Managers

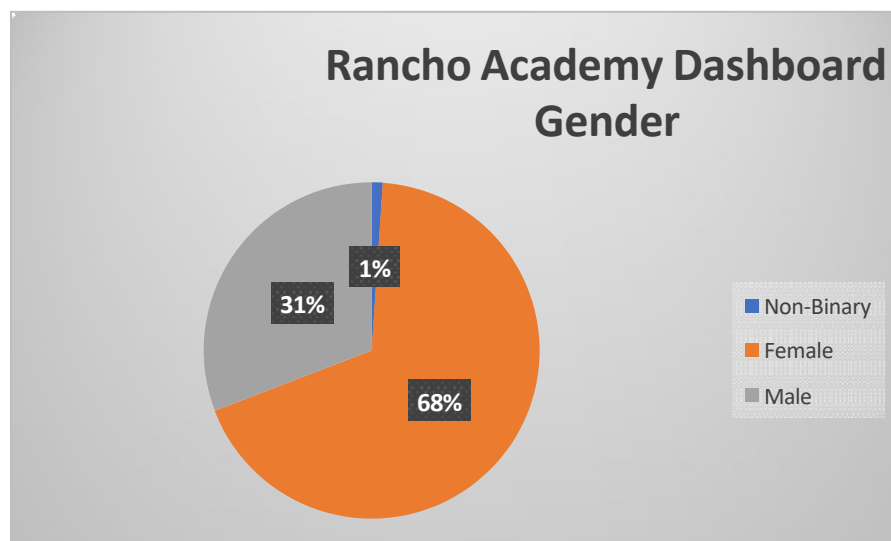
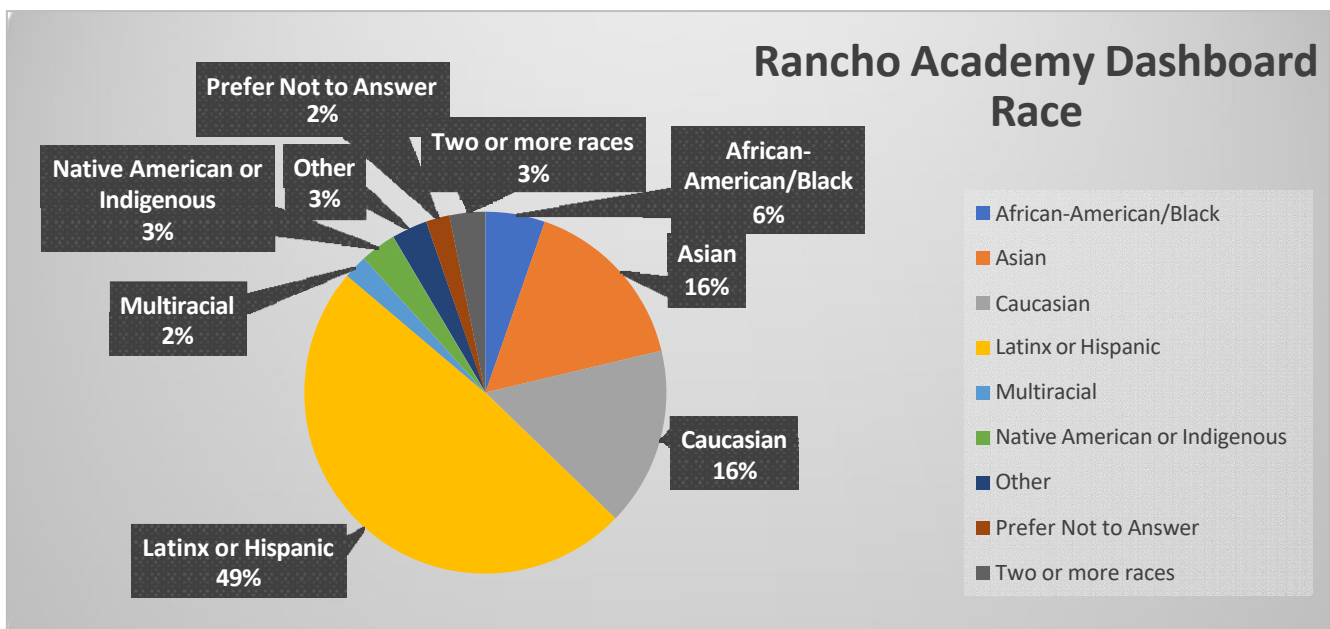
Management training is essential to organizational success. In an effort to foster good management skills, the Office of Diversity, Equity, and Inclusion have created training modules that focus on improving an individual's skills as a leader and manager. Courses include topics on technical skills, conceptual skills, and interpersonal skills. Each course contains elements that emphasize soft skills, such as communication and empathy, which enable better teamwork and more cooperative relationships among employees. Courses are divided into two categories, Community College Management and Organizational Management/Leadership Learning. Course topics include:

Academic Senate and Shared Governance	Building Teamwork
Unions, Associations, and CBAs	Emotional Intelligence
CCCCO Funding Allocation	Best Practices in Organizational Leadership
Financial Aid in Community Colleges	Adaptive Leadership
Federal and State Laws in Community Colleges	Crisis Management
Enrollment and Student Services	Interpersonal Communication Skills
Fundraising in Community College	Great Leadership Traits
Higher Education Legislation and Impact	Effective Hiring and Interviewing
Labor Law in Community College	Racial, Social, and Cultural Competency
Organizational Management and Leadership	Building Teamwork

Pipeline Development – The Rancho Academy

RSCCD is committed to building an inclusive educational community that is reflective of those with whom we teach, engage, and collaborate. To encourage a robust applicant pool of candidates seeking employment, ODEI, established **The Rancho Academy**, to broaden the spectrum of skills- skills- building efforts of potential employees whose understanding and application of diversity principles will be elevated above the average candidate. This initiative is supported by the Board of Trustees’ efforts to prepare cohorts who seek a career in the California Community College system.

Through specialized training, mentorship, and career development, future employees and leaders will efficaciously be challenged and encouraged to expand the dimensions of knowledge on careers in the California Community College system.



RECOMMENDATIONS FOR 2021-2022

Our curricula and approach are tailored to reflect the needs of our employees. We have developed the following plan for 2021-2022:

1. Create the ODEI Center for Excellence which includes a staff of coordinators, recruiters and DEI thought partners.
2. Define a bold and comprehensive strategy and key solutions that will be offered as part of the Diversity, Equity, and Inclusion practice. Ensure that this strategy is grounded in proven research, best practices, and data.
3. Take overall responsibility for DEI learning and development utilizing adult learning principles, pedagogy, and assessment. Collaborate with the senior leadership at the Colleges to take full ownership of initiatives and programs.
4. Maintain awareness of global issues and trends in diversity, equity, and inclusion and use emerging information to educate the workforce.
5. Coach and mentor hiring managers, human resources, and senior leadership on diversity issues and trends. Leads development of staff to support a strong focus on inclusion in the workplace.
6. Keep current on diversity programs and developments by developing and maintaining strong networks with others in the field (such as professional associations and educational groups, and professional development efforts).
7. Evaluate, monitor, measure, and report the learning and development activities throughout the organization to promote continuous improvement through needs analysis, developing plans, identifying the right resources and materials, and adjusting accordingly.
8. Develop metrics and evaluation systems to ensure that the strategic goals of the organization are achieving the desired return on investment.
9. Develop coaching strategies, implement dialogue that addresses specific concerns and issues, and oversee the resolution of conflicts relating to diversity and/or cross-cultural training and leadership development initiatives and activities.
10. Collaborate with Human Resources on EEO training, Lighthouse, and DEI curriculum topic development. Support campus-wide initiatives that engage and promote DEI with faculty, staff, and students. Ensure the DEI delivery team is effectively upskilled to deliver internally facilitated DEI development solutions.

FACULTY AND STAFF PERCEPTION OF DIVERSITY ASSESSMENT REPORT

Committed to Diversity, Equity, Inclusion, and Cultural Competency



Narges Rabii-Rakin, Ed.D.

*Chief Advisor for Academic and Diversity Programs
RSCCD Office of Diversity, Equity, and Inclusion*

Charles H.F. Davis III, Ph.D.

*Equity Consultant & Assistant Professor
Center for the Study of Higher and Postsecondary Education,
University of Michigan*

Christine Umali Kopp, Psy.D.

*Professor & Department Chair, SCC Psychology Department
Faculty Program Facilitator, RSCCD Office of Diversity, Equity &
Inclusion*



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INTRODUCTION

In February 2021, the RSCCD Office of Diversity, Equity, and Inclusion, in collaboration with the Office of Research, Planning & Institutional Effectiveness, administered a diversity perceptions survey to District faculty and staff.

The assessment instrument was designed to measure how District faculty and staff perceived and experienced diversity and inclusiveness of the District Office, Santa Ana College, Santiago Canyon College, Orange Education Center, and Centennial Education Center. In addition to quantitative data, the survey collected qualitative feedback to further identify areas of opportunity for RSCCD to improve its culture of inclusion and sense of belonging. All data was collected on a voluntary and anonymous basis.

The project was designed to address concerns related to faculty and staff perceptions of diversity, equity, and inclusion throughout the District. There were three overall goals of the survey. The first goal was to collect information on the views of the workforce as related to the climate surrounding diversity, equity, and inclusion. The second goal of the survey was to assess and better understand how members of the RSCCD workforce perceive the current state of diversity and inclusion as part of the District's ongoing effort to improve our culture. The third goal was to assess the workforce's knowledge and evaluation of District resources and procedures when responding to instances of discrimination and harassment.

This report describes the results of the 2021 RSCCD Diversity and Inclusion Perception Survey administered by the Office of Diversity, Equity, and Inclusion with the assistance of the District's Office of Research, Planning & Institutional Effectiveness. This report includes a description of the design and methodology used to conduct the survey as well as findings from the assessment. For this report, we have included descriptive information for selected tables.

EXECUTIVE SUMMARY

In Fall 2020, Dr. Narges Rabii-Rakin met with RSCCD’s hired consultant, Dr. Charles H.F. Davis III, about the need to assess the perceptions and experiences of District faculty and staff related to issues of diversity, equity, and inclusion. In partnership with the RSCCD Office of Research, Planning & Institutional Effectiveness, a perceptions survey instrument was developed and administered in February 2021. A total of 651 respondents participated in the survey, 70% of which were from across the two District campuses and nearly 50% of which had 10 or more years of employment in the District. More than 40% of all respondents racially identified as White, 30% of respondents racially identified as Hispanic, 11% of respondents racially identified as Asian or Asian American, and only 3% of respondents racially identified as Black or African American (see Table 1.) The assessment included 30 items across two primary sections: 1) faculty and staff perceptions of diversity and professional equity, and 2) faculty and staff perceptions of institutional commitments to student diversity, equity, and inclusion.

The following represents a top-line summary of key findings from the analysis of survey data:

- On the aggregate, respondents generally “agreed” or “strongly agreed” with the perception that the District is compositionally diverse and representative of diverse racial and ethnic identities among faculty and staff. Racially disaggregated data reveal differences between racial groups regarding this perception.
 - Although most Asian, Hispanic or Latinx/a/o, and White respondents “agreed” or “strongly agreed” that the District’s commitment to diversity was represented in diverse hiring, Black faculty either “disagreed” or “strongly disagreed” with this sentiment.
 - Further, while the majority of White and Hispanic or Latinx/a/o respondents “agreed” or “strongly agreed” that their racial group was well-represented in the District, nearly 90% of Black respondents either “disagreed” or “strongly disagreed” and more than 50% of Asian or Asian American respondents reported “neutral” or “disagreed” with their racial group being adequately represented across the District.
- Although more than three-quarters of survey respondents (77%) reported not having personally experienced discrimination within the District, nearly half (40%) of respondents answered “Yes” to having witnessed instances of discrimination.
 - Nearly half of Black respondents (46%) reported experiencing discrimination in the District. However, 80% of those respondents indicated they did not report the experience.
 - While 22% of all respondents answered “Yes” to having experienced discrimination, more than 90% of those respondents indicated they did not report the experience.
 - Of the 40% of respondents who witnessed discrimination, 59% indicated they did not report the experience.
 - Nearly 60% of all respondents perceived the District to have policies that actively discourage discriminatory behavior. Yet, nearly two-thirds of respondents also reported a perception that the District neither enforced the policies to hold responsible

parties accountable nor provided a safe, timely, and transparent process for reporting discriminatory behavior.

Additionally, respondents were provided space to offer anonymous qualitative feedback, which yielded 100 open-ended comments. A discourse analysis of the comments revealed the following themes:

1. Improving racially equitable hiring processes and procedures for minoritized groups other than Hispanic, particularly related to Black, Indigenous, Asian, and Pacific Islander faculty and staff.
2. Addressing pay disparities between full-time and part-time faculty.
3. Recognizing the specific impact of anti-Black racism.
4. Broaden DEI's focus on explicitly addressing gender and sex-based discrimination as well as anti-LGBTQ policies and practices.
5. Complete revision of existing processes and structure to create fair and safe bias and discrimination incident reporting.
6. Responding to claims of reverse discrimination, aggrieved entitlement, and racial fragility of White faculty and staff.

ASSESSMENT FRAMEWORK

The assessment framework is organized into two sections: 1) faculty and staff perceptions of diversity and professional equity, and 2) faculty and staff perceptions of institutional commitments to student diversity, equity, and inclusion. Each section includes sub-sections as detailed further below:

1. Section I – Faculty and Staff Perceptions of Diversity and Professional Equity
 - 1.1. Compositional Diversity
 - 1.2. Appraisals of Organizational Climate and Institutional Commitment to Diversity
 - 1.2.1. Demonstrations of equity, diversity, and inclusion values
 - 1.2.2. Accountability for incidents of workplace bias, prejudice, and discrimination
 - 1.3. Professional Culture
 - 1.3.1. Recognition and respect for humanity
 - 1.3.2. Mechanisms for providing feedback to the District
 - 1.3.3. Opportunities for professional development and advancement
 - 1.3.4. Respect for professional autonomy and academic freedom (faculty)
2. Section II – Faculty and Staff Perceptions of Institutional Commitments to Student Diversity, Equity, and Inclusion
 - 2.1. Compositional diversity in enrollment of underrepresented racial/ethnic groups
 - 2.1.1. Cultivation of racially-inclusive learning environments
 - 2.1.2. Fostering a sense of belonging and community for racial/ethnic groups
 - 2.1.3. Specialized support for student affinity groups (Vets, Foster Youth, First-Gen, etc.)

METHODOLOGY

Data for this assessment were primarily derived from the 2021 RSCCD Diversity, Equity, and Inclusion Climate Survey. This instrument was developed by the Office of Diversity, Equity and Inclusion and revised in consultation with Dr. Charles H.F. Davis III to assess RSCCD faculty and staff perceptions and experiences with issues related to diversity, equity, and inclusion. The assessment consisted of a total of eleven items across two primary sections: 1) faculty and staff perceptions of diversity and professional equity, and 2) faculty and staff perceptions of institutional commitments to student diversity, equity, and inclusion.

The RSCCD Diversity and Inclusion Perception Survey was launched at both colleges and satellite campuses on February 2, 2021 and closed three weeks later on February 19, 2021. All RSCCD faculty and staff were offered the opportunity to participate in the survey. Email invitations to participate in the survey were sent to all District email addresses from the Office of Diversity, Equity, and Inclusion (ODEI). Each email included a unique link to the online survey and was signed by The ODEI Chief Advisor for Academic and Diversity Programs, Dr. Narges Rabii-Rakin. The ODEI sent three reminder emails, also signed by Dr. Rabii-Rakin, to prompt the completion of the survey before the deadline. **A total of 651 respondents participated in the survey.**

Following data collection, survey data were descriptively analyzed in the aggregate as well as through performing racially disaggregated data analysis across survey items. The disaggregated analysis offered insight into, if and where racial disparities in perceptions and experiences exist and in what areas potential equity interventions may be needed in the future.

LIMITATIONS

The primary limitation to the assessment findings was the overall response rate, which limits the statistical power and confidence level of the results being statistically generalizable. The relatively low response rate may be linked to the date of the survey administration and the frequency of competing surveys related to the effects of COVID-19. Respondents may also have been less likely to complete the survey as this was the first survey from the Office of Diversity, Equity, and Inclusion.

Nevertheless, a larger number of respondents completed the perceptions survey than other surveys administered by the Office of Research, Planning, and Institutional Effectiveness. Further, theoretical, and analytical generalizations about faculty and staff experiences, especially among those Faculty and Staff of Color, can be drawn through existing research on campus and workplace climate.

Additionally, since the survey occurred during the COVID-19 partial shutdown, which forced the District to primarily shift to remote education and services, data regarding discrimination specifically targeting individuals of Asian and Pacific Islander descent may be underreported. With the increase in hate crimes toward members of these communities in the U.S., it is important to consider that related instances of discrimination might be experienced and observed to a greater extent as we return to face-to-face interaction across the District.

FINDINGS

Respondent Demographics

A total of 651 respondents participated in the survey, 70% of which were from across the two District campuses and nearly 50% of which had 10 or more years of employment in the District. Respondents were asked to identify their roles within the district. As reflected in Table 1 below, full-time, and part-time faculty represent 57% (n=371) of all respondents. Respondents were also asked to indicate their racial identities to further identify potential racial disparities in perception and experience. As detailed in Table 2, more than 40% of all respondents racially identified as White, 30% of respondents racially identified as Hispanic, 11% of respondents racially identified as Asian or Asian American, and only 3% of respondents racially identified as Black or African American.

Table 1. Respondents by Employment Status

STATUS	%	N
Full-Time Faculty	31%	203
Part-Time Faculty	26%	168
Full-Time Classified	25%	166
Part-Time Classified	8%	52
Confidential/Supervisory/ Management	10%	62
	TOTAL	651

*All percentages are rounded to the nearest whole percent

Table 2. Respondents by Race

RACE	%	N
Asian or Asian American	12%	77
Black or African American	4%	23
Hispanic or Latinx/a/o	34%	220
Native American or Indigenous	2%	13
Pacific Islander or Alaskan Native	0%	3
White	42%	276
Prefer not to answer	12%	79
Other	1%	9
	TOTAL	700

*All percentages are rounded to the nearest whole percent

Furthermore, the survey inquired about respondents' employment within the District. As reflected in Table 3, most respondents were employed at one of the colleges, with Santa Ana College at 44% (n=286) followed by Santiago Canyon College at 34% (n=221). With regard to the length of employment, nearly half of all respondents indicated being employed with the District for 10 or more years (see Table 4). Respondents were also asked to report their disability status, the majority of whom indicated they did not identify as living with one or more disabilities (see Table 5).

Table 3. Respondents by District Location of Primary Work Assignment

LOCATION	%	N
Centennial Education Center	9%	56
District Offices	8%	51
Orange Education Center	5%	35
Santa Ana College	44%	286
Santiago Canyon College	34%	221
	TOTAL	649

*All percentages are rounded to the nearest whole percent

Table 4. Respondents by Length of Employment

LENGTH	%	N
Less than one year	3%	20
One year to less than two years	8%	52
Two years to less than five years	19%	123
Five years to less than 10 years	23%	150
Ten years or more	47%	304
	TOTAL	649

*All percentages are rounded to the nearest whole percent

Table 5. Respondents by Disability Status

STATUS	%	N
Living with one or more disabilities	8%	54
Not living with a disability	79%	509
Prefer not to answer	13%	83
	TOTAL	646

*All percentages are rounded to the nearest whole percent

Experiences with Diversity and Inclusion

The preliminary analysis of survey data reflects a combination of both positive and negative experiences of employees as they relate to diversity and inclusion within the District. These reflected some areas that the District is seen as addressing effectively and others that need improvement. Additionally, perceptions across race groups were not always consistent.

In the aggregate, respondents generally “agreed” or “strongly agreed” with the perception that the District is compositionally diverse and representative of diverse racial and ethnic identities among faculty and staff (see Table 6). However, racially disaggregated data reveal differences between racial groups regarding this perception.

Although most Asian or Asian American, Hispanic or Latinx/a/o, and White respondents “agreed” or “strongly agreed” that the District’s commitment to diversity was represented in diverse hiring, Black faculty either “disagreed” or “strongly disagreed” with this sentiment (see Table 7).

Further, while the majority of White and Hispanic or Latinx/a/o respondents “agreed” or “strongly agreed” that their racial group was well-represented in the District, nearly 90% of Black respondents either “disagreed” or “strongly disagreed” with this statement, and more than 50% of Asian or Asian American respondents reported “neutral” or “disagreed” with their racial group being adequately represented across the District.

Experiences with Harassment and Discrimination

The survey also asked respondents if they experienced and/or observed harassment or discrimination within the District. Although more than three-quarters of survey respondents (77%) reported not having personally experienced discrimination within the District, nearly half (40%) of respondents answered “Yes” to having witnessed instances of discrimination (see Table 8).

Differences across race groups were also revealed by the data collected. Additionally, the data consistently showed that most respondents did not report an experienced or observed act of discrimination in the District. These points are reflected in the data below.

- Nearly half of Black respondents (46%) reported experiencing discrimination in the District. However, 80% of those respondents indicated they did not report the experience.
- While 22% of all respondents answered “Yes” to having experienced discrimination, more than 90% of those respondents indicated they did not report the experience.
- Of the 40% of respondents who witnessed discrimination, 59% indicated they did not report the experience.

Furthermore, most respondents felt that the District’s stated commitment to diversity and inclusion was not consistently reflected in its follow-through of related policies. Nearly 60% of all respondents perceived the District to have policies that actively discourage discriminatory behavior.

Yet, nearly two-thirds of respondents also reported a perception that the District neither enforced the policies to hold employees accountable nor provided a safe, timely, and transparent process for reporting discriminatory behavior.

Table 6. Perceptions of Compositional Diversity and Interactions Across Difference

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		N	Avg. *Weighted
The District reflects the racial/ethnic diversity of the community it serves.	6.03%	32	18.64 %	99	18.27 %	97	39.55 %	210	17.51 %	93	531	3.44
My racial/ethnic identity is well represented across the district.	7.50%	40	14.45 %	77	15.01 %	80	37.71 %	201	25.33 %	135	533	3.59
The racial/ethnic identities of other groups are well represented across the district.	6.77%	35	22.82 %	118	21.86 %	113	33.85 %	175	14.70 %	76	517	3.27
The District (not individual employees) actively facilitates opportunities to collaborate with colleagues from differing racial/ethnic backgrounds.	7.33%	39	15.60 %	83	31.58 %	168	30.64 %	163	14.85 %	79	532	3.3

*Based on a scale of 1 to 5, 1 being strongly disagree and 5 being "strongly agree"

Table 7. Perceptions of Compositional Diversity and Interactions Across Difference by Race

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
Race	32	99	97	210	93	531
Asian or Asian American	3.7%	18.5%	20.4%	48.1%	9.3%	54
Black or African American	0.00%	46.7%	20.0%	33.3%	0.00%	15
Blank	8.3%	8.3%	19.4%	40.3%	23.6%	72
Hispanic or Latinx/a/o	8.7%	25.5%	12.1%	35.6%	18.1%	149
Other	11.3%	11.3%	26.4%	34.0%	17.0%	53
White	2.7%	17.0%	19.7%	42.0%	18.6%	188
Total	6%	19%	18%	40%	18%	100%

Table 8. Experiences and Reporting of Harassment and Discrimination

	Yes		No		N
I have personally experienced racial/ethnic discrimination in the District.	22.16%	117	77.84%	411	528
I have previously reported a personal experience of discrimination to the District.	8.47%	45	91.53%	486	531
I have witnessed or been told about incidents of discrimination in the District.	40.99%	216	59.01%	311	527
I have reported an incident of discrimination I witnessed.	8.88%	47	91.12%	482	529
				Total	533

Table 9. Experiences and Reporting of Harassment and Discrimination by Race

		Yes	No	N
I have personally experienced racial/ethnic discrimination in the District.	Asian or Asian American	25.0%	75.0%	52
	Black or African American	46.7%	53.3%	15
	Blank	37.7%	62.3%	69
	Hispanic or Latinx/a/o	25.5%	74.5%	149
	Other	29.6%	70.4%	54
	White	9.0%	91.0%	189
	Total	22%	77.8%	100%
I have previously reported a personal experience of discrimination to the District.	Asian or Asian American	9.6%	90.4%	52
	Black or African American	20.0%	80.0%	15
	Blank	11.4%	88.6%	70
	Hispanic or Latinx/a/o	11.3%	88.7%	150
	Other	7.3%	92.7%	55
	White	4.2%	95.8%	189
	Total	85%	91.5%	100%
I have witnessed or been told about incidents of discrimination in the District.	Asian or Asian American	38.5%	61.5%	52
	Black or African American	64.3%	35.7%	14
	Blank	45.6%	54.4%	68
	Hispanic or Latinx/a/o	45.6%	54.4%	149
	Other	45.5%	54.5%	55
	White	33.3%	66.7%	189
	Total	41%	59%	100%

Table 9. Experiences and Reporting of Harassment and Discrimination by Race

Continued...		Yes	No	N
I have reported an incident of discrimination I witnessed.	Asian or Asian American	11.8%	88.2%	51
	Black or African American	20.0%	80.0%	15
	Blank	10.0%	90.0%	70
	Hispanic or Latinx/a/o	10.0%	90.0%	150
	Other	9.1%	90.9%	55
	White	5.9%	94.1%	188
	Total	8.9%	98.1%	100%

Qualitative Summary

As mentioned previously, respondents were provided an optional space to indicate anonymous open-ended feedback. There was no specific prompt offered beyond instructions for submitting a response. This yielded open-ended comments from 100 respondents.

To analyze the comments, each comment was sequentially ordered, read line-by-line individually, and coded for themes using a constant comparative method.

Themes were determined by both analyzing for patterns as they naturally occurred across the data as well as derived from workplace climate themes evidenced in the current research.

Themes were then compared, collapsed, expanded, and categorized to best represent salient themes within the data, which were further contextualized by survey data previously discussed in this report and are represented by the following areas of concern:

1. Improving racially equitable hiring processes and procedures specifically for increasing the representation of Black, Indigenous, Asian, and Pacific Islander faculty and staff.
2. Recognizing the specific impact of anti-Black racism, particularly as it occurs to advantage other racially marginalized groups (i.e., Hispanic or Latinx/a/o) at the expense of opportunities for hiring, retaining, and promoting Black faculty and staff.
3. Increasing the compensation for part-time instructors and significantly narrowing the pay disparities between full-time and part-time faculty.
4. Widening the focus of diversity, equity, and inclusion to explicitly address gender and sex-based discrimination as well as anti-LGBTQ+ policies and practices.
5. Reimagining existing reporting processes and structures to create more fair and safer mechanisms for reporting bias and discrimination.
6. Responding to claims of reverse discrimination/reverse racism¹, aggrieved entitlement², and racial fragility³ of White faculty and staff.

¹ Sue, D. W. (2015). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Wiley: Hoboken, NJ.; Katz, J. H. (2003) (2nd ed.). *White Awareness: Handbook for Anti-Racism Training*. University of Oklahoma Press: OK

² Kimmel, M. (2013). *Angry White Men: American Masculinity at the End of an Era*. Nation Books: New York, NY.

³ DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press: Boston, MA.

OPPORTUNITIES AND RECOMMENDATIONS

Regularly Administer Perceptions Surveys

The RSCCD Diversity and Inclusion Perception Survey should be administered regularly, perhaps on a biennial schedule, and used to continuously identify areas to improve the District climate.

Regular assessment will support the District's efforts to improve trust between District leadership and District employees as well as to measurable improvements in faculty and staff members' appraisals of the District's commitment to diversity, equity, and inclusion.

The District would also benefit from expanding the analyses to highlight overlapping areas of inequity, particularly those related to gender, sexual identity, and ability status.

Future Comprehensive Climate Assessment

The survey findings and themes from the anonymous comments suggest a need for closer exploration of the RSCCD campus and workplace climate. Further examination of District working and learning environments offers an opportunity to be better prepared to respond to the challenges of poor workplace climate while actively working to determine its long-term commitment to inclusive excellence.

In particular, a qualitative climate assessment would offer greater insight into *how* systemic inequity manifests within the District and in what specific ways it is experienced by District staff, and faculty across differences.

Such an assessment would also provide a depth of insight into the survey findings. For example, a qualitative study could help the District understand *why* the majority of survey respondents did not report their experiences with and observations of discrimination.

The findings might also explain the specific reasons why two-thirds of respondents felt the District does *not* consistently enforce discrimination policies nor does it provide a reporting process that feels safe and supportive.

Finally, the various themes emerging from the anonymous comments could also be investigated to understand other areas of inequity and what interventions may be most effective for addressing those inequities.

, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in t

EXHIBIT

#4

Rancho Santiago Community College District
BOARD POLICY
Chapter 7
Human Resources

BP 7121 Applicant Travel Reimbursement

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

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

The Chancellor shall develop regulations to implement this policy.

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

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 7 Human Resources

AR 7121 Applicant Travel Reimbursement

It is the policy of Rancho Santiago Community College District to reimburse travel expenses of applicants who apply for full-time tenure track faculty positions and positions covered by individual administrative employment contracts. Reimbursement claims for authorized travel expenses incurred by applicants will be processed by the Human Resources Office in keeping with the following regulations:

1. One-way travel of at least 300 miles must be required, except for cabinet-level positions.
2. Reimbursement will be for one-half of travel and lodging expenses, not to exceed \$300 for the first interview. All authorized travel and lodging expenses will be reimbursed for final interviews.
3. Travel by rail, air, bus, private or rented automobile will be considered acceptable. Transportation expenses shall not exceed round trip coach airfare. Mileage reimbursement for personal auto use will be at the approved district rate.
4. Applicants must submit original receipts and verification of expenses.
5. Lodging and automobile rental shall be limited to two days. The Vice Chancellor, Human Resources or designee may authorize an extension of the two days limitation under unusual and special circumstances.
6. Applicants are responsible for all food, beverage, telephone and other personal expenses incurred during their visitation.
7. Authorized travel and lodging expenses for all interviews for cabinet-level positions shall be fully reimbursed.

Responsible Manager: Vice Chancellor, Human Resources

Revised: March 17, 2014 (Previously AR4204 and 4417)

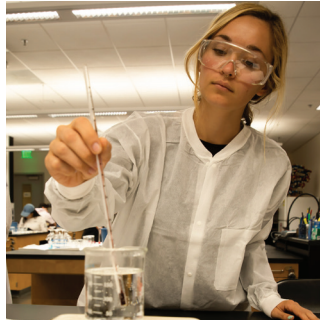
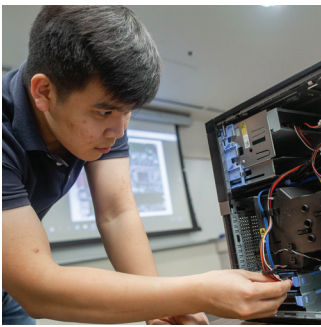
Revised: September 19, 2016

EXHIBIT

#5

RSCCD STRATEGIC PLAN

2019-2022






Strategic Planning at RSCCD

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

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

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





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

Objective 1A:

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

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

Objective 1B:

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

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

Objective 1C:

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

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

Goal One

Goal Two

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



Objective 2A:

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

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

Objective 2B:

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

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

Goal Three

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

Objective 3A:

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

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

Objective 3B:

Provide alignment of course offerings with student educational plans.

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

Objective 3C:

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

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

Objective 3D:

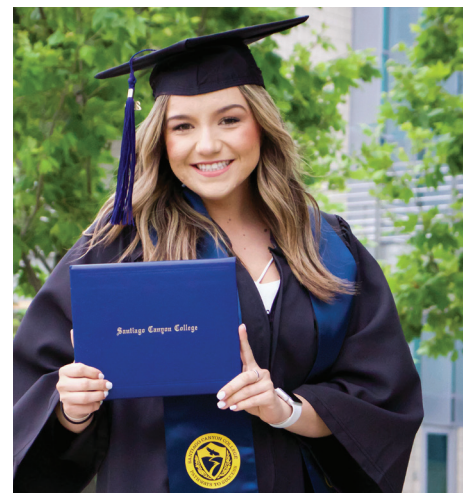
Increase support for Distance Education and Open Educational Resources (OER).

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

Objective 3E:

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

- Narratives describing targeted outreach effort focusing on completion and transfer



Goal Four

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

Objective 4A:

Maintain and enhance RSCCD's technological infrastructure.

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

Objective 4B:

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

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





Objective 4C:

Support innovative pedagogies and curriculum design.

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

Objective 4D:

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

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

Objective 4E:

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

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

Goal Five

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



Objective 5A:

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

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



Objective 5B:

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

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

Objective 5C:

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

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

Acknowledgements

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

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

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

RSCCD BOARD OF TRUSTEES:

Claudia C. Alvarez, President

Nelida Mendoza, Vice President

Phillip Yarbrough, Clerk

Arianna P. Barrios

John R. Hanna

Zeke Hernandez

Lawrence "Larry" R. Labrado

Theodore D. Moreno, Student Trustee

CHANCELLOR

Marvin Martinez

SANTA ANA COLLEGE PRESIDENT

Linda D. Rose, Ed.D.

SANTIAGO CANYON COLLEGE PRESIDENT

John C. Hernandez, Ph.D.



2323 N. Broadway, Santa Ana, California 92706-1640

(714) 480-7300

rsccd.edu

EXHIBIT

#6



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES/RECRUITMENT

Screening Committee Membership - Management

To: Rene Beiza, Interim Manager of People & Culture/Operations, Talent and Project Management
From: _____ Date: _____
Subject: Screening Committee for Management Position
Requisition #: _____ Position Title: _____

Date/Time/Location of Consultation with Academic Senate President(s) and CSEA President:

Consultation: The Chair will consult with the appropriate Academic Senate President(s) and CSEA President to discuss the ideal representation of each constituency group, the possible inclusion of a faculty or classified co-chair as well as other relevant matters related to the position.

First Meeting/Orientation: May be scheduled before the closing date of the position. However, access to the screening packet and to the on-line applications will be available after the closing date of the position. Before the screening begins, the Screening Committee will determine operating procedures. These procedures include identifying the screening criteria, the screening process, interview questions, other screening options, and the method of choosing candidates.

Date/Time/Location of 1st Screening Committee Meeting: _____

Reviewed and Approved by: (President/Vice Chancellor): _____

Reviewed and Approved by: (Confirmation of current EEO/Diversity training from HR): _____

Reviewed and Approved by: (District Equal Employment Chair or Designee): _____

SCREENING COMMITTEE MEMBERS

Table with 3 columns: Name / Department / Site, Classification / Gender / Ethnicity. Rows include Chair, Co-Chair, Administrative Representative, Academic Senate Representative SAC, Academic Senate Representative SCC, Classified Representative, EEO Monitor, and Other.

EXHIBIT

#7

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

AR 7120 Recruitment and Hiring

Reference(s):

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

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

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

Responsible Manager: Vice Chancellor, Human Resources

Revised: May 9, 2016 (Previously AR4102)

References Updated: March 16, 2015

Revised: September 19, 2016

EXHIBIT

#8

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 7 Human Resources

AR 7120.1 Full-Time Faculty Recruitment and Selection

SECTION 1 RECRUITMENT

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

Announcement Procedures

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

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

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

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

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

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

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

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

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

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

SECTION 2 APPLICATION PROCESS

Application Materials

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

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

Unsuccessful Searches

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

SECTION 3 SCREENING COMMITTEES

Membership

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

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

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

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

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

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

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

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

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

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

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

Orientation

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

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

Responsibilities

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

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

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

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

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

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

Committee Procedures

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

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

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

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

Scheduling

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

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

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

SECTION 4 SCREENING PROCESS

Paper Screening

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

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

Screening and selection criteria

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

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

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

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

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

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

Interviews

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

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

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

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

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

Writing Samples

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

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

Bi-lingual Requirements

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

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

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

Assessment Center Techniques

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

Presentations

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

Paper and Pencil Tests

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

Selection of Finalists

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

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

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

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

Final Interview and Selection

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

The President will make the final recommendation to the Chancellor.

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

Revised: April 20, 2015

Revised: September 19, 2016

Revised: January 29, 2018

EXHIBIT

#9

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

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

Position Authorization

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

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

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

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

Job Announcement Preparation

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

Special Testing or Assessment

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

Announcement Procedures

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

Screening Committee Composition

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

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

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

Scheduling

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

Orientation

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

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

Responsibilities

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

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

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

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

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

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

Committee Procedures

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

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

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

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

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

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

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

*Simple majority

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

Paper Screening

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

Paper Screening Process – Review and Follow-up

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

Interviews

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

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

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

Reference Check Process

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

Selection and Recommendation

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

Notification of Employment

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

Board Approval

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

Revised: August 20, 2015

Revised: September 19, 2016

Revised: January 29, 2018

EXHIBIT

#10

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

AR 7120.3 Management Recruitment and Selection

SECTION 1 RECRUITMENT

Requisitions

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

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

Announcement Procedures

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

Each Job Announcement will include the:

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

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

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

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

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

SECTION 2 APPLICATION PROCESS

Application Materials

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

SECTION 3 SCREENING COMMITTEES

Membership

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

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

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

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

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

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

Orientation

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

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

Responsibilities

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

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

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

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

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

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

Committee Procedures

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

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

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

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

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

Scheduling

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

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

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

SECTION 4 SCREENING PROCESS

Paper Screening

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

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

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

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

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

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

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

Interviews

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

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

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

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

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

Writing Samples:

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

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

Presentations

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

Paper and Pencil Tests

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

SECTION 5 RECOMMENDATIONS

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

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

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

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

SECTION 6 FINAL INTERVIEW AND SELECTION

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

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

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

SECTION 7 UNSUCCESSFUL SEARCHES

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

Revised: February 16, 2016
Revised: September 19, 2016
Revised: January 29, 2018

EXHIBIT

#11

Rancho Santiago Community College District
BOARD POLICY
Chapter 3
General Institution

BP 3410 Nondiscrimination

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.
Title 5 Sections 53000 et seq. and 59300 et seq.
Penal Code Section 422.55
Government Code Sections 12926.1 and 12940 et seq.
Title 2 Sections 10500 et seq.
Labor Code Section 1197.5
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog
Requirements (formerly Accreditation Standard II.B.2.c)

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

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

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

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

Revised: July 21, 2014 (Previously BP4119 and BP7300)

References Updated: March 16, 2015, November 7, 2016, June 4, 2018

EXHIBIT

#12

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 3
General Institution

AR 3435 Discrimination and Harassment Complaints and Investigations

References:

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

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

Informal Complaints

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

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

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

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

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

Formal Complaints

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

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

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

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

A Formal Complaint must meet each of the following criteria:

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

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

Where to File a Formal Complaint

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

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

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

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

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

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

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

Filing a Timely Complaint

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

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

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

Confidentiality

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

Communicating that the Conduct is Unwelcome

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

Oversight of Complaint Procedure

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

Who May File a Complaint

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

Intake and Processing of the Complaint

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

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

Authorization of an Investigation

The Vice Chancellor of Human Resources or designee shall:

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

Investigation of the Complaint

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

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

Investigation Steps

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

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

Timeline for Completion

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

Cooperation Encouraged

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

Written Report:

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

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

Confidentiality of the Process

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

Administrative Determination

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

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

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

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

Discipline and Corrective Action

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

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

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

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

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

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

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

Appeals

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

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

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

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

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

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

Extension of Time

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

Dissemination of Policy and Procedures

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

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

Training

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

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

File Retention

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

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

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

For further Information contact:

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

Responsible Manager: Vice-Chancellor of Human Resources

Revised: September 15, 2014 (Previously AR 3410)

Revised: September 19, 2016

Revised: October 2, 2017

Revised: January 28, 2019

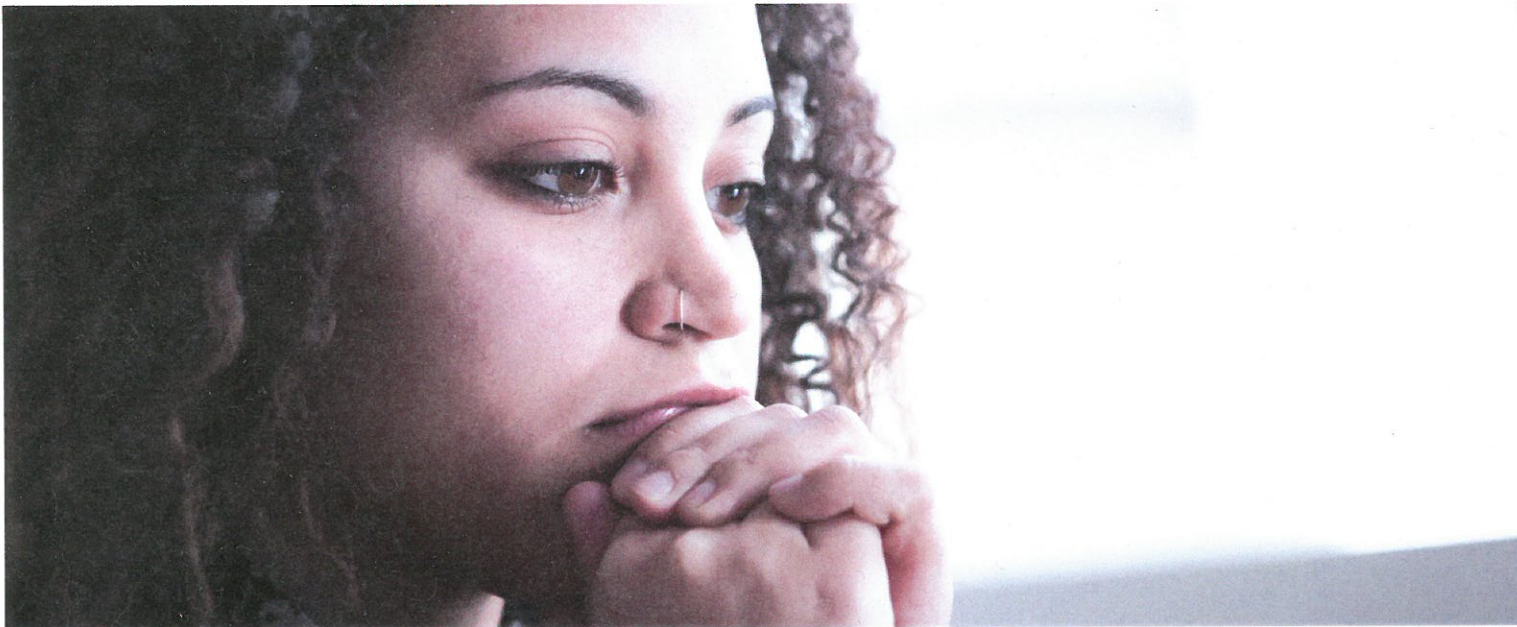
EXHIBIT

#13

HARASSMENT

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

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



KNOW THE SIGNS

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

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

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

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

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

SCAN ME



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Regulation visit
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EXHIBIT

#14



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources/Recruitment

EEO Monitor Script

Instructions to EEO Rep: This script must be read to all screening committee members during your initial meeting.

Introduction:

As your committee's EEO Rep, I function as the compliance member of this committee and liaison with the District's Human Resources Department in addition to my regular duties as a general member of the screening committee. I am here to provide technical assistance and monitoring the selection process for compliance with policies and procedures as defined in the District EEO Plan and our Administrative Regulations. My goal is to ensure the selection process is consistent and fair for all applicants.

As a quick review, EEO 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. For example, the obligation for all committee members to attend EEO training in order to serve on a selection committee enhances our obligation to provide a fair and equitable process is shared with everyone. Ensuring EEO also involves creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all people, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The following are important reminders regarding our commitment to a fair selection process:

- The committee will attempt to reach consensus regarding those who will / will not be considered for final interview. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached.
- The hiring process is a sensitive and confidential process. It is critical that all selection committee members, and those associated with this activity, maintain the highest degree of confidentiality in order to preserve the integrity of the process. Failure to maintain confidentiality may result in liability to the District and may result in disciplinary action. As committee members, we all signed a "Confidentiality/Unbiased Agreement". This form is retained by the Human Resources Employment Office.
- Screening at this point in the process must be based solely on the application materials submitted. Discussions about applicants by screening committee members during the screening process should only be related to the materials presented by the applicant. Personal comments or opinions about an applicant cannot be made. All applicants must be treated the same. Please do not use external resources (i.e., linkedin, Facebook, etc.)
- Participants of the screening committee will not meet or discuss candidates outside of the scheduled meetings. Any discussion of candidates will be with the entire group at a scheduled meeting.
- Any discussion regarding the candidates must only occur at the completion of all interviews. An equal amount of time must be scheduled and provided for each candidate, as well as asking each candidate the same pre-approved list of interview questions.
- During the process, do not write down non-relevant information that does not relate to the candidate's ability to do the job. Your comments become a permanent record of the hiring process file. Committee members will submit all notes, screening forms, or other evaluative material to the Chair for inclusion in the hiring process package. Once applicant interviews have commenced, screening committee members shall not refer back to the applicant's application or resume in order to complete their scoring. The screening committee member scoring shall be based exclusively on the applicants' responses during the interview.
- Teleconferenced or video conferenced meetings and interviews may not be recorded. The committee chair should assure that proper settings are applied, such as disabling the recording feature in Zoom.
- Follow-up questions are limited only to those needed for clarification without any conjecture or leading questions.
- Reasonable accommodations must be made to assist candidates with disabilities throughout the application and interviewing process.
- Everyone has personal biases and we want to minimize those biases and hire people most qualified for the job. Keep an open mind, do not pre-judge candidates based on your own norms of behavior or background in an interview.
- If at any time you feel that the committee is not practicing in the utmost consistent and fair manner, please discuss your concerns with me. As the EEO monitor, I serve as the liaison between the committee and Human Resources.

Requisition #: _____ Position: _____

Date the statement above was read to the screening committee: _____

EEO Monitor Name (Print):

EEO Monitor Signature:

EXHIBIT

#15



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources/Recruitment

EEO Acknowledgment Form

The following are important reminders regarding our commitment to a fair selection process:

- The committee will attempt to reach consensus regarding those who will / will not be considered for final interview. Prior to paper screening, the committee must agree on a procedure to follow if consensus cannot be reached.
- The hiring process is a sensitive and confidential process. It is critical that all selection committee members, and those associated with this activity, maintain the highest degree of confidentiality in order to preserve the integrity of the process. Failure to maintain confidentiality may result in liability to the District and may result in disciplinary action. As committee members, we all signed a "Confidentiality/Unbiased Agreement". This form is retained by the Human Resources Employment Office.
- Screening at this point in the process must be based solely on the application materials submitted. Discussions about applicants by screening committee members during the screening process should only be related to the materials presented by the applicant. Personal comments or opinions about an applicant cannot be made. All applicants must be treated the same. Please do not use external resources (i.e., linkedin, Facebook, etc.)
- Participants of the screening committee will not meet or discuss candidates outside of the scheduled meetings. Any discussion of candidates will be with the entire group at a scheduled meeting.
- Any discussion regarding the candidates must only occur at the completion of all interviews. An equal amount of time must be scheduled and provided for each candidate, as well as asking each candidate the same pre-approved list of interview questions.
- During the process, do not write down non-relevant information that does not relate to the candidate's ability to do the job. Your comments become a permanent record of the hiring process file. Committee members will submit all notes, screening forms, or other evaluative material to the Chair for inclusion in the hiring process package. Once applicant interviews have commenced, screening committee members shall not refer back to the applicant's application or resume in order to complete their scoring. The screening committee member scoring shall be based exclusively on the applicants' responses during the interview.
- Teleconferenced or video conferenced meetings and interviews may not be recorded. The committee chair should assure that proper settings are applied, such as disabling the recording feature in Zoom.
- Follow-up questions are limited only to those needed for clarification without any conjecture or leading questions.
- Reasonable accommodations must be made to assist candidates with disabilities throughout the application and interviewing process.
- Everyone has personal biases and we want to minimize those biases and hire people most qualified for the job. Keep an open mind, do not pre-judge candidates based on your own norms of behavior or background in an interview.
- If at any time you feel that the committee is not practicing in the utmost consistent and fair manner, please discuss your concerns with the EEO monitor, as he/she serves as the liaison between the committee and Human Resources.

I acknowledge that I have received a copy of the EEO Acknowledgement Form. I also acknowledge that I have read and understand the EEO policies as listed above and that I will abide to these polices set forth by RSCCD.

Requisition #: _____ Position: _____

Committee Member Name (Print):

Committee Member Signature:

Date:

EXHIBIT

#16



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources/Recruitment

Confidentiality/Unbiased Agreement

You have been selected to serve on a Screening Committee for the position below. We are pleased that you will be a part of this committee and look forward to working with you. Please sign the confidentiality/unbiased agreement below, and return the completed form to the Chair. The Chair will return the form to Human Resources for approval.

REQ #: _____ **POSITION:** _____

NAME: _____

All committee members involved in a search process are expected to honor the following guidelines and to respect the confidentiality of all applicants' materials and statements, including their current position. By signing this form, you are acknowledging the fact that the screening process is a highly sensitive and confidential process and agree to maintain the highest degree of confidentiality in order to preserve the integrity of the process. You understand that failure to maintain confidentiality may result in disciplinary action.

1. All committee members will conduct themselves to foster an open and equitable search process that confirms to EEO regulations, District policy and regulations and legal requirements.
2. All information regarding an applicant are considered confidential and applicants' identities must not be disclosed.
3. Information on whether or not an individual is a candidate and candidates' status at each stage of the search is considered confidential.
4. Information regarding the members of the search committee is considered confidential.
5. Discussions during deliberations, including reference checks, are considered confidential.
6. No external communications will occur between members of the committee regarding candidates.
7. All emails regarding committees will be kept in the strictest confidential and not shared with others.

I also certify by signing this form that:

1. None of the applicants for this position are my spouse, or registered domestic partner; or my or my spouse's or registered domestic partner's son, daughter, father, mother, brother, sister, father-in-law, mother-in-law, grandparent, grandchild, son-in-law, daughter-in-law or any relative or registered domestic partner living in my immediate household. If this status changes, I will alert the chair immediately.
2. I have no other relationship to any applicant that would interfere with my ability to participate in this hiring process in an unbiased manner. If a committee member fails or refuses to sign the confidentiality/unbiased process agreement, s/he will not be permitted to serve on the hiring committee. If this status changes, I will alert the chair immediately.

SIGNATURE: _____ **DATE:** _____

EXHIBIT

#17

ACHRO

Association of Chief Human Resource Officers

EEO

Equal Employment Officers

2021 Virtual Fall Training Institute

October 20-22, 2021

PROGRAM

OUR SPONSORS



Wednesday, October 20, 2021

9:00 AM—9:30 AM

Welcome/Announcements/Acknowledgements

Academies Grad Presentation - Clint Dougherty, CHRO, Imperial CCD

9:30 AM—10:30 AM

Keynote Speaker - Greg Smith, Vice Chancellor, HR, San Diego CCD

Building a DEI-Focused Hiring Process

10:30 AM—11:45 AM - Workshops

- **“Managing COVID-Related Accommodation Requests in a “Post-Vaccine America”** Rachel Shaw, President Shaw HR Consulting. Reasonable accommodation requests related to COVID-19 remain prevalent. Requests range from “I need to work from home because of a personal medical condition,” to specific work restrictions such as “cannot wear a face mask,” or “cannot work near people.” How do you manage reasonable accommodation requests related to COVID-19? Rachel and her firm have created a COVID-19 Disability Compliance Program that gives you not only answers but a step-by-step process for you to follow in order to create a program that will work for your organization. Leave with sample scripts, template letters, questionnaires, forms and a flowchart to ensure you not only do good and compliant work, but have a process to document it as well.
- **“Retiree Benefits: Avoiding Compliance and Regulatory Landmines”** Maureen Toal, Executive Vice President, Consulting, PARS; Julianna Mosier, Vice Chancellor, Human Resources, State Center CCD; Michelle McKay Underwood, Vice President School Services of California; Marcus Wu, Attorney, with Pillsbury Winthrop. A panel representing a Human Resources Director, an Attorney, and Consultants will discuss various issues related to benefits for retirees including: IRS audits and what they may look for, negotiating for federal compliance, designing retirement incentives to avoid ADEA, EEOC and IRS issues, offering supplemental benefits under CA pension reform laws and avoiding compliance issues with CalSTRS and CalPERS.

Wednesday, October 20, 2021 (continued)

12:00-12:15 PM - Vendor Time

PARS

12:30 PM—12:45 PM - Vendor Time

Alliant

1:00 PM—4:00 PM - Workshop

- **“COVID-19: Legislation, Leaves and Vaccines”** Paul McGocklin, Partner, Joshua Morrison, Partner, and Aaron O'Donnell, Partner, all from AALRR. Like all employers, districts have been deluged by an onslaught of information concerning personnel practices during the COVID-19 Pandemic. This presentation will sift through the various legislation and guidance, paying particular attention to employee leaves, testing, and vaccine administration.

Thursday, October 21, 2021

9:00 AM—11:00 AM - Workshop

- **“Town Hall—Legal Eagles”** Eileen O'Hare-Anderson, Partner; Laura Schulkind, Partner; Pilar Morin, Partner; T. Oliver Yee, Partner; Amy Brandt, Counsel, all from Liebert Cassidy Whitmore. Do you have questions? Well, we've got answers. Come get your questions answered while learning how you deal with legal issues important to your District. Community College Districts deal with a number of issues on a daily basis and it's best to be prepared. Share your questions with others who probably have the same problems, concerns and issues. This is a great opportunity to get some great legal answers—without those pesky billable hours!

11:15 AM—12:30 PM - Workshops

- **“Title 5 Update”** Laura Schulkind, Partner, Liebert Cassidy Whitmore; Fermin Villegas, Deputy Counsel, California Community Colleges Chancellor's Office; Irma Ramos, Vice Chancellor, Human Resources, North Orange County CCD; Gregory Smith, Vice Chancellor, Human Resources, San Diego CCD; Fermin Villegas, Deputy Counsel, Calif. Community Colleges Chancellor's Office. Consistent with the Chancellor's Call to Action, the Chancellor's Office has initiated revisions to the CCD's Title 5 EEO regulations, in collaboration with various constituency groups including the DEI Taskforce. As this workshop description is being prepared, revisions are underway, and a first reading of proposed amendments is currently slated for May. This means the revisions will likely be final, or close to final, by the time we convene for ACHRO in October. In this session Fermin Villegas, Irma Ramos, Greg Smith and Laura Schulkind will provide a status update and review the key changes to the regulation.
- **“Back from Baby: New Moms Returning to Work”** Kristine E. Kwong, Partner, Musick, Peeler & Garrett LLC. This workshop discusses the intricate laws relating to the various leaves of absences and accommodation obligations relating to pregnant employees and employees experiencing pregnancy-related medical conditions, including practical how-to's to prevent claims of pregnancy discrimination.

12:30 PM—1:30 PM - ACHRO/EEO Membership General Meeting

Thursday, October 21, 2021 (continued)

1:30 PM—2:45 PM - Workshops

- **“Returning to the Campus and the Workplace: Key Considerations for Reopening Your Campus and Workplaces to Employees, Students and Members of the Public”** T. Oliver Yee, Partner, Liebert Cassidy Whitmore. In this webinar, we will provide practical guidance for districts to consider as they consider management of risk related to reopening the campus and workplaces to employees, students and members of the public. The webinar will focus on the following subjects: 1) Changing legal and public health authority related to COVID-19 health and safety requirements; 2) Issues related to the employee and student vaccinations; and 3) The provision of teleworking or remote work as an alternative working arrangement moving forward. First, we will discuss current and operative legal and public health authority related to COVID-19 health and safety requirements and how districts should begin planning for such guidance to change in the coming months. Next, we will discuss issues related to employee and student vaccinations, including the role that districts may play in increasing vaccination rates, strategies for districts concerning the management of both vaccinated and unvaccinated employees and students, and issues related to the medical information association. This webinar will be presented in a way to provide districts with options for addressing some of the issues that we anticipate you will face in reopening campus, and returning employees and students.
- **“There’s an App for That—Innovation in Health Plan Design, Administration and Healthcare delivery”** Thomas Sher, Sr. Vice President, and Michael Menerey, Sr. Vice President, both from Alliant Employee Benefits. Technology is helping to move healthcare from treatment to prevention, from reactive to proactive and from episodic to holistic. Technology is also changing employer-sponsored health plan design, plan administration, how your employees interact with healthcare providers and how they care for themselves. Learn how public employers are deploying new technology to slow the rate of increase in health care costs by improving employee health.

3:00 PM—4:15 PM - Workshops

- **“Fight Hiring Bias: A Data-Driven approach to Diversity Hiring or Diversity Hiring that’s More than a Checkbox”** Rex Randall Erickson, Principal Attorney, Erickson Law Firm A.P.C., and Robert S. Blizinski, Assistant Superintendent/Vice President of Human resources, Pasadena City College. This presentation explores what constitutes a discrimination claim arising from the recruitment process and strategies to proactively avoid them. The presentation examines published EEOC report data and discusses measures to enhance campus climates and racial and ethnic diversity in the workplace. Participants will actively engage in discussion as they work through case studies to identify best practices and share experiences.
- **“Congress and the Courts: An update on ACA impacts”** Jessica Frier, JD, Sr. Health and Welfare Plan Consultant, and Geoff Hinton, Regional Manager, both from American Fidelity. ACA compliance is only made more complicated as benefits-related measures are introduced in Congress, rules are issued by regulatory agencies, and challenges arise the courts. From drafting new leave policies to making changes to benefits plans, employers face more pressure now to make smart decisions than ever before. During this presentation, we will review recent legislative, judicial, and regulatory developments, offer insights into what could happen next, and equip attendees with action items they should consider for their own organization.

Friday, October 22, 2021

9:00 AM—12:00 - Workshop

- **“COVID-19: Legislation, Leaves and Vaccines”** Paul McGocklin, Partner, Joshua Morrison, Partner, and Aaron O’Donnell, Partner, all from AALRR. Like all employers, districts have been deluged by an onslaught of information concerning personnel practices during the COVID-19 Pandemic. This presentation will sift through the various legislation and guidance, paying particular attention to employee leaves, testing, and vaccine administration.

12:00-12:15 PM - Vendor Time

The Titan Group

12:30-12:45 PM - Vendor Time

CODESP

1:00 PM—2:15 PM - Workshop

- **“A Degree of Difference: Accommodating Associational disabilities”** Rex Randall Erickson, Principal Attorney, Erickson Law Firm A.P.C., and Cindy Barron, ADA Compliance and Leave Administration Manager, South Orange County CCD. The Americans with Disabilities Act and California’s Fair Employment and Housing Act protect the right to apply for and hold employment free from discrimination on the basis of disability. What about disabilities outside the employer/employee relationship? This workshop explores a judicial offshoot of the typical interactive process based on an employee’s association with a disabled person. While rare previously, COVID-19 brought associational disabilities to the forefront. Participants will be asked to spot issues with accommodation requests based on immediate family.

1:00 PM—3:00 PM - Workshop

- **“Title IX, two Part Series: 1) Status of the Title IX Regulations; 2) What CHROs Need to Know Regarding Compliance with SB 493 and Overlapping State Laws”** Pilar Morin, Partner, Liebert Cassidy Whitmore; Ryan Wilson, Manager, Title IX/EEO Investigations, Mt. SAC; So-kha Song, Ed.D., Deputy director, Human Resources and Title IX Coordinator, Mt. SAC. In light of the shifting state and federal legal framework, the Title IX team must continue to effectively investigate and respond to reports of sex and gender discrimination, sexual harassment and interpersonal violence. Using case studies and a summary of the latest legal developments, the panel will discuss the top issues CHROs need to know in responding to sexual misconduct on their campuses.



ACHRO/EEO’s 25th Anniversary was 2020, but because we had to cancel the live conference, we will be celebrating in 2022. The conference will be held:



**October 25-28, 2022
Hyatt Regency Lake Tahoe
Incline Village, Nevada**

EXHIBIT

#18



SANTA ANA COLLEGE

Professional Development



2021 FALL PROFESSIONAL DEVELOPMENT WEEK

August 16 to 20, 2021

FURTHER DETAILS COMING, CHECK BACK SOON

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK:

SCHEDULE AT A GLANCE

Register and track Flex Hours/Professional Development/Professional Growth credit in the new [SAC PROFESSIONAL DEVELOPMENT GATEWAY](#).
Please check regularly for updates to schedule. Days and times are subject to changes as accommodations are needed.

Monday, August 16

All Day	SACDAYS
8:00 am - 9:30 am	INTRODUCTION TO SAC PROFESSIONAL DEVELOPMENT GATEWAY Madeline Grant, Amberly Chamberlain & Raquel Serratos
9:00 am - 10:30 am	HUMANIZING PRE-COURSE CONTACT WITH A LIQUID SYLLABUS Michelle Pacansky-Brock
10:30 am - 12:00 pm	FUNDED PROFESSIONAL DEVELOPMENT ACTIVITIES AND CONFERENCE FORMS PROCESS Susana Cardenas, Amberly Chamberlain & Raquel Serratos
11:30 am - 12:30 am	COMPETENCY-BASED EDUCATION (CBE) Jarek Janio
12:30 pm - 1:30 pm	CURRIQUINET META - YOU'VE GOT QUESTIONS, WE'VE GOT ANSWERS! Claire Coyne, Kristen Robinson, Anh-Phuong Tran & Reyes Vazquez
1:00 pm - 2:00 pm	SCE: MINDFUL LIVING AND SELF-CARE Veronica Castaneda
1:30 pm - 2:30 pm	DISCUSSION BOARDS - KEEPING IT INTERESTING Cherylee Kushida & Michelle Kimmel
2:30 pm - 3:30 pm	MICROSOFT 365 OVERVIEW Microsoft Representatives
3:30 pm - 5:00 pm	SCC: WHAT'S PERSONALITY GOT TO DO WITH IT?: HOW TEMPERAMENT AND TYPE MAKE A DIFFERENCE Christine Umali Kopp
3:30 pm - 5:00 pm	SCE: TO ADAPT OR NOT TO ADAPT? DID WE EVEN HAVE A CHOICE? Osiel Madrigal
4:00 pm - 5:00 pm	SCE: A ROADMAP TO TEACHING Patty Sanchez & Song Hong
5:00 pm - 6:00 pm	SCC: JUGGLING MULTIPLE SCHEDULES WHILE TEACHING REMOTELY Scott Sakamoto & Vanessa Jones
5:00 pm - 6:30 pm	SCE: GOT RESILIENCY? IF YOU DIDN'T, I'M SURE YOU DO NOW. Osiel Madrigal

Tuesday, August 17

8:30 am - 11:00am	FALL CONVOCATION (Virtual doors will open at 8:30 am)
11:00 am - 12:30 pm	SCC: ENGAGE LEARNERS: BEYOND BEST PRACTICES Kathy Silvey & Vanessa Jones
11:30 am - 12:30 pm	STEPS FOR STUDENT LEARNING OUTCOMES (SLOs) IMPLEMENTATION Jarek Janio
12:30 pm - 2:00 pm	UNCOMFORTABLE CONVERSATIONS: EXPLORING THE CHALLENGES WHEN TALKING ABOUT RACISM Christine Umali Kopp
1:00 pm - 4:00 pm	EEO TRAINING Eileen O'Hare-Anderson, from Liebert, Cassidy, & Whitmore
1:00 pm - 3:00 pm	SCE: TIPS AND TRICKS FOR TEACHING ONLINE, PART ONE John Tashima
1:30 pm - 3:00 pm	SCC: REMEMBER 1918? PROBABLY NOT -- UNTIL 2020. REFLECTIONS ON HOW OUR PRESENT INFLUENCES OUR PAST Rachel Petrocelli & Scott Howell
2:00 pm - 3:00 pm	CAPTIONING - DON'T PULL YOUR HAIR OUT! Cherylee Kushida & Ambar Plascencia
3:00 pm - 4:30 pm	BUDGET AND PLANNING 101 William Nguyen
3:00 pm - 4:00 pm	ENSURING EQUITABLE LEARNING Jarek Janio
4:00 pm - 5:30 pm	CAREER EDUCATION WORKSHOP—GRANTS, PROGRAM APPROVAL AND RESOURCES Kimberly Mathews

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK - SCHEDULE AT A GLANCE

Register and track Flex Hours/Professional Development/Professional Growth credit in the new [SAC PROFESSIONAL DEVELOPMENT GATEWAY](#).

Please check regularly for updates to schedule. Days and times are subject to changes as accommodations are needed.

Wednesday, August 18

8:00 am - 9:00 am	LGBTQIA+ FOUNDATIONS Lisa Macafee, Justine Banal, Chris Sanchez
8:00 am - 9:00 am	CANVAS ACCESSIBILITY - MAKING IT EASY WITH OUR NEW TOOL! Cherylee Kushida & Ambar Plascencia
9:00 am - 12:00 pm	ACADEMIC SENATE RETREAT Jim Isbell
11:30 am - 12:30 pm	EFFECTIVE TEACHING DESIGN: REDUCING COGNITIVE OVERLOAD Annie Knight & Cherylee Kushida
12:30 pm - 2:00 pm	A FURTHER DISCUSSION WITH DIEGO ON THE CONSTRUCTS FOR A CULTURE OF DIGNITY: CREATING CONDITIONS OF BELONGING AND PSYCHOLOGICAL SAFETY FOR STUDENTS OF COLOR Diego Navarro
2:00 pm - 3:00 pm	QUADRENNIAL PROGRAM REVIEW: OPEN LAB & RESEARCH TOOLS Jaki King & Tyler Johnson
2:00 pm - 3:00 pm	ACCOMMODATIONS: CHALLENGES, APPROACHES, AND LESSONS Mark Turner & Louise Janus
3:00 pm - 4:00 pm	MICROSOFT ACCESSIBILITY IN EDUCATION: INCLUSIVE LEARNING TOOLS Microsoft Representatives
4:00 pm - 5:00 pm	EMBED LIBRARY SERVICES & TOOLS INTO EVERY COURSE Jaki King, Luis Pedroza, Susan Hoang, & Annie Knight
5:00 pm - 6:00 pm	SCE: A ROADMAP TO TEACHING Patty Sanchez & Song Hong
5:30 pm - 6:30 pm	STUDENT SERVICES OUTCOMES (SSOs) Jarek Janio
5:30 pm - 6:30 pm	HOW STARFISH IMPROVES STUDENT SUCCESS Dr. Kevin Kawa & John Steffens
6:30 pm - 7:00 pm	SCE: USE CANVAS STUDIO TO RECORD PRESENTATIONS Jolanta Buzdygan

Thursday, August 19

All Day	DIVISION & DEPARTMENT MEETINGS
8:00 am - 9:00 am	EXAMINING PROCTORIO AND IT'S ALTERNATIVES Cherylee Kushida

Friday, August 20

8:00 am - 9:30 am	INTRODUCTION TO SAC PROFESSIONAL DEVELOPMENT GATEWAY Madeline Grant, Amberly Chamberlain & Raquel Serratos
9:00 am - 10:00 am	OVERVIEW OF TALENTED - A CLEAR ROADMAP FROM EDUCATION TO THE WORKFORCE Tiffany Heremans & Daniel Peraza
9:00 am - 10:00 am	MICROSOFT ONENOTE 100 Microsoft Representatives
10:00 am - 11:00 am	STARFISH FOR STUDENT SUCCESS John Steffens & Rebecca Ortiz
10:00 am - 11:30 am	SCE: CUSTOMER SERVICE IN THE TIME OF COVID Elizabeth Solares
11:00 am - 12:00 pm	BEST PRACTICES FOR WELL-BEING AND SELF-CARE Kelly Spillman
11:30 am - 12:30 pm	NUVENTIVE Jarek Janio
12:00 pm - 1:00 pm	DUAL ENROLLMENT PEDAGOGY: TOOLS FOR TEACHING COLLEGE COURSES TO TODAY'S HIGH SCHOOL STUDENT Basti Lopez & Geoff Jones
12:30 pm - 1:30 pm	MICROSOFT TEAMS 100 Microsoft Representatives
1:00 pm - 2:30 pm	NON-TENURED FACULTY SUPPORT: Q&A WITH FIFTH YEARS AND HOW TO BUILD YOUR TENURE PORTFOLIO Amberly Chamberlain & newly tenured faculty
1:30 pm - 3:30 pm	SCE: MAKING GAMES AND FUN ACTIVITIES USING BAAMBOOZLE AND OTHER ONLINE GAMES Malena Copeland
2:00 pm - 3:00 pm	SHAREPOINT TRAINING FOR SUCCESS TEAM FACULTY LEADS Stephanie Clark & Young Kim
3:00 pm - 4:00 pm	HOW TO USE RULES OF COMEDY IN THE WORKPLACE Kelly Spillman
4:00 pm - 5:00 pm	ED FOSMIRE BENCH DEDICATION & REMEMBRANCE* Ed Fosmire

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#). Please check regularly for updates to schedule. Days and times are subject to changes as accommodations are needed.

WORKSHOP LIST

In Alphabetical Order

A FURTHER DISCUSSION WITH DIEGO ON THE CONSTRUCTS FOR A CULTURE OF DIGNITY: CREATING CONDITIONS OF BELONGING AND PSYCHOLOGICAL SAFETY FOR STUDENTS OF COLOR (VIRTUAL)

Diego Navarro

August. 18, 2021 | 12:30 pm - 2:00 pm

This workshop will further explore constructs that lead to a culture of dignity. We will investigate the differences between a culture of dignity and a culture of threat.

[RSVP in the new SAC Professional Development Gateway](#)

Register in the Santa Ana College Professional Development Gateway to receive meeting link.

ACADEMIC SENATE RETREAT (VIRTUAL)

Jim Isbell

August. 18, 2021 | 9:00 am - 12:00 pm

Agenda for the Academic Senate retreat will be posted to the Academic Senate website.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

ACCOMMODATIONS: CHALLENGES, APPROACHES, AND LESSONS (VIRTUAL)

Mark Turner & Louise Janus

August. 18, 2021 | 2:00 pm - 3:00 pm

While many student accommodations are fairly straightforward and easily addressed, complex situations--including the shift to remote teaching/learning--do arise and require careful planning and close collaboration between DSPS faculty and course instructors. Participants in this interactive session will explore several emerging disability related issues, learn about the roles and responsibilities of key stakeholders (e.g. DSPS, academic departments, administration), and discuss and role-play approaches for addressing these situations. The session will emphasize the importance of an effective partnership between DSPS and course instructors.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

BEST PRACTICES FOR WELL-BEING AND SELF-CARE (HYBRID)

Kelly Spillman

August. 20, 2021 | 11:00 am - 12:00 pm | A-209

This presentation will discuss numerous strategies people can use to improve well-being. Kelly will discuss projects her Psychology students completed that involved self-care and improving mood. Attendees will leave with techniques that they can incorporate in their personal and professional lives.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

BUDGET AND PLANNING 101 (HYBRID)

William Nguyen

August. 17, 2021 | 3:00 pm - 4:30 pm | A-209

Workshop will cover topics related to budget and planning, including Student Center Funding Formula (SCFF), streams of revenue, revenue split, types of Funds at SAC and how Planning and Budget committee operates at SAC.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

CANVAS ACCESSIBILITY - MAKING IT EASY WITH OUR NEW TOOL! (VIRTUAL)

Cherylee Kushida & Ambar Plascencia

August. 18, 2021 | 8:00 am - 9:00 am

We added a new Canvas integrated accessibility tool, Pope Tech. It's much more accurate than the Canvas "little man" accessibility tool, and easy to use!

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

CAPTIONING - DON'T PULL YOUR HAIR OUT! (VIRTUAL)

Cherylee Kushida & Ambar Plascencia

August. 17, 2021 | 2:00 pm - 3:00 pm

Is captioning your videos for online classes stressing you out? Find out what new options you have for captioning, not only your own videos, but other's videos as well.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#).

WORKSHOP LIST

CAREER EDUCATION WORKSHOP—GRANTS, PROGRAM APPROVAL AND RESOURCES (IN-PERSON)

Kimberly Mathews

August. 17, 2021 | 4:00 pm - 5:30 pm | A-130

This workshop will provide an overview of the various grant opportunities available to Career Education (CE) programs. It will also cover the Program Approval process for new and modified CE programs. Resources such as LaunchBoard, the Center of Excellence and Workforce Council will also be discussed.

[RSVP in the new SAC Professional Development Gateway](#)

COMPETENCY-BASED EDUCATION (CBE) (VIRTUAL)

Jarek Janio

August. 16, 2021 | 11:30 am - 12:30 am

In this workshop you will identify and describe basic principles of CBE, analyze methods for CBE development and implementation. You will evaluate how CBE can improve assessment of equitable student learning and lead to instructional and program-wide improvement of student learning. You will design a plan of action for your classroom and program for the upcoming academic year, guided by CBE and student learning.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

CURRIQUET META - YOU'VE GOT QUESTIONS, WE'VE GOT ANSWERS! (VIRTUAL)

Claire Coyne, Kristen Robinson, Anh-Phuong Tran & Reyes Vazquez

August. 16, 2021 | 12:30 pm - 1:30 pm

Will you be working on Quadrennial Reviews? Or maybe you are looking to propose a new course/program? Any programs looking to be revised? What is required for prerequisite validation? If you answered YES to any of these questions, this is the workshop for you!

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

DISCUSSION BOARDS - KEEPING IT INTERESTING (VIRTUAL)

Cherylee Kushida & Michelle Kimmel

August. 16, 2021 | 1:30 pm - 2:30 pm

Regular Effective Contact is required for all "online" courses, including Remote Instruction. Discussion boards can be a fun and easy way to facilitate required student:student contact. Make it a discussion your students will want to "reply" to!

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

DIVISION & DEPARTMENT MEETINGS

August. 19, 2021 | All Day

Check with your Division and Department for further details.

DUAL ENROLLMENT PEDAGOGY: TOOLS FOR TEACHING COLLEGE COURSES TO TODAY'S HIGH SCHOOL STUDENT (HYBRID)

Basti Lopez & Geoff Jones

August. 20, 2021 | 12:00 pm - 1:00 pm | A-209

Enrollment is down. A dual enrollment course might be just what your area needs to help get students back on campus. Come discuss and learn best practices for engaging and connecting with the high school student taking a college level course. Also, learn the dos, don'ts, and your rights when it comes to offering a dual enrollment course, and how your colleagues have handled challenging situations.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

ED FOSMIRE BENCH DEDICATION & REMEMBRANCE* (IN-PERSON)

Ed Fosmire

August. 20, 2021 | 4:00 pm - 5:00 pm | SAC Campus (In front of C-building)

Special event; No Professional Development (Flex) credit available.

Please RSVP here for a head count

[RSVP Here](#)

EEO TRAINING (VIRTUAL)

Eileen O'Hare-Anderson, from Liebert, Cassidy, & Whitmore

August. 17, 2021 | 1:00 pm - 4:00 pm

Please register and log-in with your full name and district email in order to receive credit. Do not use Internet Explorer browser, as it may not be compatible. Registration will be processed online only.

This training will be focusing on Title 5 regulations, EEO legislation, understanding and minimizing personal and implicit bias and best practice in hiring.

[RSVP Here](#)

EFFECTIVE TEACHING DESIGN: REDUCING COGNITIVE OVERLOAD (VIRTUAL)

Annie Knight & Cherylee Kushida

August. 18, 2021 | 11:30 am - 12:30 pm

Methods you can use to reduce student cognitive overload! We'll define, provide effective techniques and show examples!

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#).

WORKSHOP LIST

EMBED LIBRARY SERVICES & TOOLS INTO EVERY COURSE

(VIRTUAL)

Jaki King, Luis Pedroza, Susan Hoang, & Annie Knight

August. 18, 2021 | 4:00 pm - 5:00 pm

Over the past year your faculty librarians have created new and adapted many library services. Join us as we share how you can embed and integrate chat, librarian appointments, and online research workshops into your instruction. We'll introduce you to new tools such as library take out, the Canvas library template, and embedded Canvas librarians. We will also explore the library website (faculty resources, virtual study spaces, citation guide, research guides) and how you can best utilize all of these tools to best fit your instructional needs.

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

ENSURING EQUITABLE LEARNING (VIRTUAL)

Jarek Janio

August. 17, 2021 | 3:00 pm - 4:00 pm

In this workshop you will find out how to identify, develop and support pedagogical practices to deliver instruction in diversified classrooms with focus on equity and student learning. You will design and evaluate links between teaching and successful attainment of skills and competencies for diverse student populations. You will be able to evaluate equitable types of assessment focused on student learning rather than course completion.

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

EXAMINING PROCTORIO AND IT'S ALTERNATIVES (VIRTUAL)

Cherylee Kushida

August. 19, 2021 | 8:00 am - 9:00 am

Proctorio can be viewed as an invasion of privacy and stressful to the student. If you must use it, how do you make it less stressful? If you don't have to use it, what assessment alternatives do you have? Find out, as we discuss what might work best for YOUR class!

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

FALL CONVOCATION (HYBRID)

Dr. Flores, Guest Speakers, and Diego Navarro

August. 17, 2021 | 8:30 am - 11:00am | Phillips Hall

In-Person Convocation with Virtual Option

- In-Person registration begins at 8:00 am at Phillips Hall
- Virtual Doors will open at 8:15 am

Keynote Speaker: Diego Navarro - Creating Conditions of Belonging

Our Latinx and other students of color bring a deep strength in persistence and survival from learning to address tough situations, neighborhoods, financial anxieties, and lack of resources. However, the vigilance that enabled them to detect potential harm in tough situations sometimes undermines them when they experience biases, subtle indignities and punitive discipline leading to a sense of psychological threat and ultimately to a feeling of not belonging. This keynote will focus on our responsibility to help Latinx and other students of color transition their innate strengths to our college's programs by creating conditions of belonging and psychological safety. Evidence of academic, salary and psychological outcomes will be presented indicating that these issues can be addressed in the academic setting when programs are designed effectively.

You will need to register in Zoom for either in-person or Zoom attendance. If attending virtually, you will receive an email confirmation with the Zoom Webinar link. Please remember not to share this link with anyone since it is specifically made for you.

[RSVP Here](#)

FUNDED PROFESSIONAL DEVELOPMENT ACTIVITIES AND CONFERENCE FORMS PROCESS (VIRTUAL)

Susana Cardenas, Amberly Chamberlain & Raquel Serratos

August. 16, 2021 | 10:30 am - 12:00 pm

Take the mystery out of getting funding for much needed external professional development (e.g., conferences, webinars, online courses and trainings) and how to process your forms! Your CTE and PD teams will go over the updated process in our new Professional Development Gateway and on the PD webpage. Help us help and serve you better!

Print out the CRC form so you can follow along!

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

HOW STARFISH IMPROVES STUDENT SUCCESS (VIRTUAL)

Dr. Kevin Kawa & John Steffens

August. 18, 2021 | 5:30 pm - 6:30 pm

Learn how 1/3 of faculty used Starfish to improve student outcomes last year. This session will present an overview of Starfish and the latest data from the SAC Research department.

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#).

WORKSHOP LIST

HOW TO USE RULES OF COMEDY IN THE WORKPLACE (HYBRID)

Kelly Spillman

August. 20, 2021 | 3:00 pm - 4:00 pm | A-209

This presentation will cover some of the rules and creative techniques for stand-up, improv and storytelling. Participants will learn how to incorporate these creative techniques into their professional and personal lives. This will be a fun, engaging talk that will not require participants to tell jokes. You do not have to be a funny person to attend but you do run the risk of laughing.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

HUMANIZING PRE-COURSE CONTACT WITH A LIQUID SYLLABUS (VIRTUAL)

Michelle Pacansky-Brock

August. 16, 2021 | 9:00 am - 10:30 am

Humanized online teaching is informed by equity-driven research and learning science. It focuses on fostering positive instructor-student relationships as the foundation for academic success. Relationships are leveraged as motivational fuel, inspiring rigor through empathy. Weeks 0-1 are a high opportunity zone for humanizing your online class! This is when students from marginalized groups visually scan their environments for cues of psychological safety. A Liquid Syllabus – a public, mobile-friendly, welcoming webpage topped by a brief, imperfect welcome video – is a humanizing element that serves as a kindness cue of social inclusion before an online course begins. It positions you as a partner in your students' learning journey, diversity as an asset, and demystifies how to be successful. In this session, Michelle will unpack this topic and prepare you to create your own Liquid Syllabus.

Goals:

- 1) Consider the role of emotions in learning.
- 2) Examine the impact of cognitive underminers including stereotype threat and belongingness uncertainty.
- 3) Identify how a Liquid Syllabus serves as a kindness cue of social inclusion that restores students' cognitive bandwidth.
- 4) Get started with creating a Liquid Syllabus.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

INTRODUCTION TO SAC PROFESSIONAL DEVELOPMENT GATEWAY (VIRTUAL)

Madeline Grant, Amberly Chamberlain & Raquel Serratos

August. 16, 2021 | 8:00 am - 9:30 am

The new Santa Ana College Professional Development Gateway is now here and LIVE! Our new professional development tracking system is integrated with the CCC system-wide Vision Resource Center, now offering you even more opportunities. We will be going over the Quick Reference Guide that your PD team has mindfully put together for you. All

employees are strongly encouraged to attend this introductory workshop and learn how the system can:

- 1) Provide you with a single place to access, register, track, and report on your professional development activities.
- 2) Aid you in your PD efforts, making available to you thousands of learning modules from LinkedIn Learning (now offering Lynda content), Skillsoft, SAC, as well as other California Community Colleges.
- 3) Help you join online communities to access information and resources that support your work individually, and as a college.
- 4) Connect you with other California community colleges, so you can share information, ideas, and resources.

Please note: At this point, SAC will no longer be utilizing the old tracking system to post workshops or record professional development hours.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

INTRODUCTION TO SAC PROFESSIONAL DEVELOPMENT GATEWAY (IN-PERSON)

Madeline Grant, Amberly Chamberlain & Raquel Serratos

August. 20, 2021 | 8:00 am - 9:30 am | A-209

The new Santa Ana College Professional Development Gateway is now here and LIVE! Our new professional development tracking system is integrated with the CCC system-wide Vision Resource Center, now offering you even more opportunities. We will be going over the Quick Reference Guide that your PD team has mindfully put together for you. All employees are strongly encouraged to attend this introductory workshop and learn how the system can:

- 1) Provide you with a single place to access, register, track, and report on your professional development activities.
- 2) Aid you in your PD efforts, making available to you thousands of learning modules from LinkedIn Learning (now offering Lynda content), Skillsoft, SAC, as well as other California Community Colleges.
- 3) Help you join online communities to access information and resources that support your work individually, and as a college.
- 4) Connect you with other California community colleges, so you can share information, ideas, and resources.

Please note: At this point, SAC will no longer be utilizing the old tracking system to post workshops or record professional development hours. Computers will be available at the training, but you are welcome and encouraged to bring your own laptop to work on.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#).

WORKSHOP LIST

LGBTQIA+ FOUNDATIONS (VIRTUAL)

Lisa Macafee, Justine Banal, Chris Sanchez

August. 18, 2021 | 8:00 am - 9:00 am

94% of LGBTQIA+ students surveyed at the 2021 CCC LGBTQ+ Summit said training was very important for faculty on LGBTQ terminology and experiences. Come and learn how to create more inclusive spaces for our LGBTQIA+ students, staff, and faculty! Learn more so we can do better.

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

MICROSOFT 365 OVERVIEW (VIRTUAL)

Microsoft Representatives

August. 16, 2021 | 2:30 pm - 3:30 pm

[RSVP Here](#)

MICROSOFT ACCESSIBILITY IN EDUCATION: INCLUSIVE LEARNING TOOLS (VIRTUAL)

Microsoft Representatives

August. 18, 2021 | 3:00 pm - 4:00 pm

Microsoft Accessibility in Education empowers every student, every ability, and every person to achieve more. Accessible technology and tools improve student outcomes and save teacher's time.

Student-centered learning: Meeting the needs of today's diverse learners and helping them build life skills has never been more important.

Build an inclusive classroom: Drive improved learning outcomes with a student-centered approach that puts the needs of learners first.

Products for every learning style: Engage and empower diverse learners with inclusive and accessible technology from Microsoft.

Accessibility features: Encourage inclusion and level the playing field with powerful accessibility features in Windows 10 and Office 365.

[RSVP Here](#)

MICROSOFT ONENOTE 100 (VIRTUAL)

Microsoft Representatives

August. 20, 2021 | 9:00 am - 10:00 am

OneNote is a digital notebook for capturing and organizing content across your devices. Users can jot down ideas, keep track of notes, clip from the web, make to do lists, and draw and sketch ideas. This course shows attendees how to navigate OneNote and use it to organize content into notebooks, sections, and pages.

Attendees will learn best practices for bringing content together effectively, using penabled devices, and guidance on how to share personal and shared notebooks for collaboration.

Attendees will get first hand experience with OneNote across all modalities including desktop, mobile and online for access to their notebooks, regardless of location.

[RSVP Here](#)

MICROSOFT TEAMS 100 (VIRTUAL)

Microsoft Representatives

August. 20, 2021 | 12:30 pm - 1:30 pm

This course is designed as an introduction to Microsoft Teams that will demonstrate the value of the tool and give attendees all they need to get started working in their first Team. Attendees will learn how to set up a Microsoft Team, including how to configure team and personal settings. In addition, the course will help users understand how to navigate across requested modalities (desktop, mobile, online) to experience key application features and understand how Microsoft Teams fits into the Microsoft 365 family of products to support collaboration and productivity workflow.

[RSVP](#)

NON-TENURED FACULTY SUPPORT: Q&A WITH FIFTH YEARS AND HOW TO BUILD YOUR TENURE PORTFOLIO (HYBRID)

Amberly Chamberlain & newly tenured faculty

August. 20, 2021 | 1:00 pm - 2:30 pm | A-209

Tenure-track faculty, are you feeling frustrated, alone, lost or confused in the tenure process? Well, you aren't alone in this. Newly tenured faculty are here to help, share their stories, and mentor you wherever needed. We will spend time aiding you in building your portfolios, answer questions and/or offer advice. This informal meeting will be the first of hopefully many more to come. It will be held in-person, as many of us are craving that connection; however, we are happy to accommodate people zooming in too. Feel free to come and ask questions, or just listen in. All tenured faculty are welcome and encouraged to attend, offer their mentorship, or maybe even ask their own unanswered questions.

[RSVP in the new SAC Professional Development Gateway](#) *(The Zoom meeting link will be emailed upon registration.)*

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

Flex Hours/Professional Development/Professional Growth credit will be awarded and tracked in the new [SAC Professional Development Gateway](#).

WORKSHOP LIST

NUVENTIVE (VIRTUAL)

Jarek Janio

August. 20, 2021 | 11:30 am - 12:30 pm

In this workshop you will find out how to keep track of Student Learning Outcomes (SLOs) in the Nuventive dataset. You will be able to describe how the process of data integration works, how SLO statements are stored in QurriQUNET and how they are exported to Canvas and Nuventive for instruction and reporting. The workshop is designed for department chairs and those who are responsible for data entry, reporting and database maintenance.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

ODEI LEARNING MODULE (VIRTUAL)

Christine Umali Kopp

August. 13, 2021 |

The ODEI has developed online learning modules that cover concepts related to Diversity, Equity & Inclusion. Topics include the following: culture & worldview, attitude formation, history of racism, and microaggressions, to name a few. Individuals can complete any of the available modules at their convenience. Each module will take approximately one hour.

[Access the Canvas Module here](#)

OVERVIEW OF TALENTED - A CLEAR ROADMAP FROM EDUCATION TO THE WORKFORCE (VIRTUAL)

Tiffany Heremans & Daniel Peraza

August. 20, 2021 | 9:00 am - 10:00 am

TalentED features Orange County regional priority sectors along with critical wage and jobs data that make it easier for students to find programs, find a path, and reach their career goals. In addition, the project has Canvas learning resources, TalentED 2, including videos, slide decks, lesson plans, activities, assessments, and discussion prompts.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

QUADRENNIAL PROGRAM REVIEW: OPEN LAB & RESEARCH TOOLS (VIRTUAL)

Jaki King & Tyler Johnson

August. 18, 2021 | 2:00 pm - 3:00 pm

For those with a 4-year review due in November of 2021. Join Jaki King (Co-Chair of the Program Review Committee) and Tyler Johnson (Research Analyst) as they showcase the program review process, the website and tools, and where you can find your data.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

SACDAYS (VIRTUAL)

August. 16, 2021 | All Day

www.sac.edu/sacdays

SHAREPOINT TRAINING FOR SUCCESS TEAM FACULTY LEADS (VIRTUAL)

Stephanie Clark & Young Kim

August. 20, 2021 | 2:00 pm - 3:00 pm

This workshop is for GP Success Team members. During this workshop we will review the Guided Pathways subsite contents and program maps to make minor changes through SharePoint to reflect accurate details about the related CAP programs. Please register ahead of time so that we can verify your publishing rights for the SharePoint site.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

STARFISH FOR STUDENT SUCCESS (VIRTUAL)

John Steffens & Rebecca Ortiz

August. 20, 2021 | 10:00 am - 11:00 am

Discover how faculty and staff are increasing persistence and student success with the Starfish system. We will discuss how Starfish fits with Guided Pathways, demo functionality for faculty, and highlight available resources at <https://sac.edu/Starfish>

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

STEPS FOR STUDENT LEARNING OUTCOMES (SLOs) IMPLEMENTATION (VIRTUAL)

Jarek Janio

August. 17, 2021 | 11:30 am - 12:30 pm

In this workshop you will identify, develop, and assess SLOs for improvement of equitable instruction at course, program, and institutional levels. You will find out how many SLOs, PLOs and ILOs you need to assess, when to assess them and what to do with the resulting data. You will analyze how competency and skill attainment are linked to instruction and available resources.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

SAC FALL 2021 PROFESSIONAL DEVELOPMENT WEEK

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WORKSHOP LIST

STUDENT SERVICES OUTCOMES (SSOs) (VIRTUAL)

Jarek Janio

August. 18, 2021 | 5:30 pm - 6:30 pm

In this workshop you will identify how to link student services work and activities to keep track of SSOs and their assessment for delivery and oversight of the service areas. You will develop and evaluate SSO assessment instruments, evaluate how to analyze the data resulting from these assessments and identify interventions designed to improve the service areas. You will examine how SSO assessment data can be entered into Nuventive database for planning, improvement and resource allocation.

[RSVP in the new SAC Professional Development Gateway](#) (The Zoom meeting link will be emailed upon registration.)

UNCOMFORTABLE CONVERSATIONS: EXPLORING THE CHALLENGES WHEN TALKING ABOUT RACISM (VIRTUAL)

Christine Umali Kopp

August. 17, 2021 | 12:30 pm - 2:00 pm

Talking about racism and how we've been affected by it can be very difficult. During this session, we'll explore what makes these conversations challenging & ways that we can more effectively listen to and learn from one another with greater understanding and empathy.

[RSVP in the new SAC Professional Development Gateway](#)

Zoom Meeting Link: <https://cccconfer.zoom.us/j/96874185179>

FALL 2021 DISTANCE EDUCATION PROFESSIONAL DEVELOPMENT SCHEDULE

Santa Ana College Distance Education, Cesar Chavez Building Room A-101, (714) 564-6725, DistEd@sac.edu

MONDAY, AUGUST 16, 2021

9:00 am to 10:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Introduction to Canvas:** Learn the basics of navigating through Canvas, accessing your courses, and configuring your personal settings. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

10:00 am to 11:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Accessibility Open Lab:** Get your Accessibility questions relating to Word and PDF documents answered in a friendly lab environment. Log in with your specific questions and get personalized help. Use the following link, or access through the SAC Accessibility Training Workshop by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/21461/external_tools/145.
- **Communication in Canvas:** Learn how to use the Canvas tools, including Discussions, Messages, and Grading Feedback to communicate with your students. Tips and tricks for effective communication.

11:00 am to 12:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Creating Content in Canvas:** Learn how to create content in a Canvas course; including how to edit and create a Canvas page, an announcement, and a discussion; how to embed images, web links, and YouTube videos using the Rich Content Editor; why SAC is using a course template, and what elements need to be present in a Canvas course. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

Monday, August 16, 2020 Cont'

1:00 pm to 2:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Canvas Assignments & Gradebook:** Learn how to create assignments and grade columns in Canvas; as well as how to configure, manage and organize the gradebook; use assignment groups and set up weighted average grading; and how to grade student submissions; and how to download the Canvas gradebook at the end of the semester. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

1:30 pm – 2:30 pm

- **Discussion Boards – Keeping it Interesting:** Regular Effective Contact is required for all "online" courses, including Remote Instruction. Discussion boards can be a fun and easy way to facilitate required student:student contact. Make it a discussion your students will want to "reply" to!
ConferZoom link: <https://cccconfer.zoom.us/j/4060721034>

2:00 pm – 3:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Quizzes:** Learn how to create quizzes and tests in Canvas; how to grade student submissions; view test analytics; and how to quickly and easily copy a test from one Canvas course to another. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

3:00 pm to 4:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Canvas Course Copy:** Learn how to copy course content from a one Canvas course to another. Instructors will learn how to copy all or selected content, and quick copy method for Pages, Assignments, Quizzes, and Discussions. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

Tuesday, August 17, 2021

9:00 am to 4:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

12:00 pm to 2:00 pm

- **Accessibility Open Lab:** Get your Accessibility questions relating to Word and PDF documents answered in a friendly lab environment. Log in with your specific questions and get personalized help. Use the following link, or access through the SAC Accessibility Training Workshop by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/21461/external_tools/145.

2:00 pm to 3:00 pm

- **Captioning – Don’t Pull Your Hair Out!:** Learn how to caption your instructional videos, and what options are available to you at SAC. Tips and tricks for easier captioning. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

Wednesday, August 18, 2021

8:00 am to 9:00 am

- **Canvas Accessibility – Making it Easy with our New Tool:** Learn how to make your Canvas course accessible using our new tool Popetech! Use the following link, or access through the SAC Accessibility Training Workshop by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/21461/external_tools/145.

9:00 am to 10:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Quizzes:** Learn how to create quizzes and tests in Canvas; how to grade student submissions; view test analytics; and how to quickly and easily copy a test from one Canvas course to another. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

10:00 am to 11:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Canvas Groups:** Learn how to create Groups in Canvas, including self-enroll groups, which tools are available to students, and how to create Group Assignments. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

11:00 am to 12:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

Wednesday, August 18, 2021 Cont'

12:00 pm to 1:00 pm

- **Accessibility Open Lab:** Get your Accessibility questions relating to Word and PDF documents answered in a friendly lab environment. Log in with your specific questions and get personalized help. Use the following link, or access through the SAC Accessibility Training Workshop by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/21461/external_tools/145.
- **Effective Teaching Design – Reducing Cognitive Overload:** Methods you can use to reduce student cognitive overload! We will define, provide effective techniques and show examples!
ConferZoom link: <https://cccconfer.zoom.us/j/4060721034>

1:00 pm to 2:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

2:00 pm to 3:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **SLO's (Outcomes) & Rubrics in Canvas:** Learn how to create Outcomes and Rubrics in Canvas. Learn how to add Outcomes to a Canvas rubric; about the Rubric options; how to grade using the rubric; and view the analytics and download the results in the Learning Mastery Gradebook. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

3:00 pm to 4:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Attendance in Canvas:** Learn how to use the Canvas Attendance tool to record attendance, including how to show the attendance to students, and how to download the attendance report at the end of the semester. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

Thursday, August 19, 2021

8:00 am to 9:00 am

- **Examining Proctorio and it's Alternatives:** Proctorio can be viewed as an invasion of privacy and stressful to the student. If you must use it, how do you make it less stressful? If you don't have to use it, what assessment alternatives do you have? Find out, as we discuss what might work best for YOUR class.
ConferZoom link: <https://cccconfer.zoom.us/j/4060721034>

Thursday, August 19, 2021 Cont'

9:00 am to 10:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Accessibility Open Lab:** Get your Accessibility questions relating to Word and PDF documents answered in a friendly lab environment. Log in with your specific questions and get personalized help. Use the following link, or access through the SAC Accessibility Training Workshop by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/21461/external_tools/145.
- **Proctorio:** Learn how to use Proctorio, a virtual proctoring software, on your tests in Canvas. Instructors will learn how to enable Proctorio in Canvas; Proctorio best practices; how to set up Proctorio on a test and the Proctorio options; and how to view the Proctorio gradebook. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

10:00 am to 11:00 am

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Quizzes:** Learn how to create quizzes and tests in Canvas; how to grade student submissions; view test analytics; and how to quickly and easily copy a test from one Canvas course to another. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Attendance in Canvas:** Learn how to use the Canvas Attendance tool to record attendance, including how to show the attendance to students, and how to download the attendance report at the end of the semester. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

11:00 am to 12:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Canvas Course Copy:** Learn how to copy course content from a one Canvas course to another. Instructors will learn how to copy all or selected content, and quick copy method for Pages, Assignments, Quizzes, and Discussions. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the “Join” button: https://rscdd.instructure.com/courses/266/external_tools/145.

Thursday, August 19, 2021 Cont'

1:00 pm to 2:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Quizzes:** Learn how to create quizzes and tests in Canvas; how to grade student submissions; view test analytics; and how to quickly and easily copy a test from one Canvas course to another. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

2:00 pm to 3:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Communication in Canvas:** Learn how to communicate with your students using Announcements, Discussions, and the Inbox. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **Screen-O-Matic:** Learn how to download, install and create screen capture and instructional videos using Screen-O-Matic; including how to upload the videos to a YouTube channel and add captions. **Email [Joe Pacino](#) or [Brian Yoder](#) to register for the training.** The Zoom link will be provided upon registration.

3:00 pm to 4:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.
- **SLO's (Outcomes) & Rubrics in Canvas:** Learn how to create Outcomes and Rubrics in Canvas. Learn how to add Outcomes to a Canvas rubric; about the Rubric options; how to grade using the rubric; and view the analytics and download the results in the Learning Mastery Gradebook. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

Friday, August 20, 2021

9:00 am to 12:00 pm

- **Canvas Open Lab:** Get Canvas help in a friendly lab environment. Log in with your specific Canvas questions and get personalized help from our DE Services Specialists. Use the following link, or access through the SAC Canvas Faculty Training Workshop in Canvas by clicking the ConferZoom link on the left side menu, then the "Join" button: https://rscdd.instructure.com/courses/266/external_tools/145.

	Monday 8/16/2021	Tuesday 8/17/2021	Wednesday 8/18/2021	Thursday 8/19/2021
8 - 9 am			Canvas Accessibility (PopeTech)	Examining Proctorio & Alternatives
9 -10 am	Canvas Open Lab Introduction to Canvas	Canvas Open Lab	Canvas Open Lab Canvas Tests & Quizzes	Canvas Open Lab Accessibility Open Lab Proctorio
10 - 11 am	Canvas Open Lab Accessibility Open Lab Communication in Canvas	Canvas Open Lab	Canvas Open Lab Groups in Canvas	Canvas Open Lab Accessibility Open Lab Attendance in Canvas
11 -12 pm	Canvas Open Lab Accessibility Open Lab Adding Content in Canvas	Canvas Open Lab	Canvas Open Lab	Canvas Open Lab Canvas Course Copy
12 - 1 pm		Accessibility Open Lab	Accessibility Open Lab Effective Teaching Design	
1 - 2 pm	Canvas Open Lab Gradebook & Assignments	Canvas Open Lab Accessibility Open Lab	Canvas Open Lab Accessibility Open Lab Canvas Course Copy	Canvas Open Lab Canvas Tests & Quizzes
1:30 - 2 pm	Discussions: Keeping it Interesting			
2 - 3 pm	Canvas Open Lab Canvas Tests & Quizzes	Canvas Open Lab Capitoning: Don't Stress!	Canvas Open Lab SLO's (Outcomes) & Rubrics	Canvas Open Lab Gradebook & Assignments
3 - 4 pm	Canvas Open Lab Course Copy	Canvas Open Lab	Canvas Open Lab Attendance in Canvas	Canvas Open Lab SLO's (Outcomes) & Rubrics

**** ALL WORKSHOPS OFFERED VIRTUALLY THROUGH ZOOM**



Santiago Canyon College

Professional Development | Fall 2021

(Last updated 8/18/21)

Monday, August 16, 2021

8:00 a.m.-9:00 a.m.

The new Professional Development Gateway is now here and LIVE! (via Zoom) This new professional development tracking system is integrated with the CCC statewide system Vision Resource Center, now offering you even more opportunities. All at SAC, SCE, SCC and School of Continuing Education at SCC are welcomed. Come to this introductory workshop to learn how this system can:

- Provide you with a single place to access, register, track, and report on your professional development activities;
- Aid you in your PD efforts, making available to you thousands of learning modules from LinkedIn Learning (now offering Lynda content), Skillsoft, all of RSCCD, as well as other California Community Colleges;
- Help you join online communities to access information and resources that support your work individually, and as a college;
- Connect you with other California community colleges, so you can share information, ideas, and resources.

Zoom link: <https://cccconfer.zoom.us/meeting/register/tJAqcOurqT4tHNyPI-4NChixR7OZEGe-hiGW>

9:00 a.m.-10:00 a.m.

Student Conduct and Discipline (with Deisy Covarrubias via Zoom) This session will review the Maxient Reporting process, review available reporting documents, and provide an overview of the Student Conduct and Discipline process. Join us and learn what to expect when you submit a Maxient Report.

10:00 a.m.-11:00 a.m.

Self-Care: More Than a Healthy Diet (with Melissa Campitelli-Smith and Vanessa Jones via Zoom) Please join us for a presentation on techniques that will help you take care of yourself in multiple areas, which includes strategies beyond physical health.

10:00 a.m.-11:30 a.m.

Teaching through a Trauma-Informed Lens (with Jody Johnson, Regina Lamourelle, and Marianne Laney via Zoom) After recent events, faculty, staff, and students are still re-creating a new version of "normal." This workshop will discuss questions such as: what do you bring to the classroom that may have an effect on your students' success and, what are possible barriers to their success (and, perhaps, yours)? Introduction to ACES with an emphasis on strategic self-care for burnout management.

1:00 p.m.-2:00 p.m.

OWL Camera Training (with Emmanuel Huipe in SC-133) Come and learn how to use an OWL camera to make your in-person class accessible to those at home/remote.

2:00 p.m.-3:30 p.m.

Inclusive Practices Post-Pandemic (with Jody Johnson, Regina Lamourelle, and Marianne Laney via Zoom) Have you wondered why some students rise above challenges while others become derailed at the mere thought of discomfort? After recent events, many students are struggling to get back on track but are still distracted and disorganized. This workshop will discuss the brain's response to perceived trauma and how we can support our students (and each other) on the path back to a new "normal."

3:30 p.m.-5:00 p.m. What's Personality Got to Do With It?: How Temperament and Type Make a Difference (with Christine Umali Kopp via Zoom) During this session we will cover research related to temperament and type. Being more aware of our personality and how it shapes how we think, behave, and communicate can help support us to be more effective in both our personal and professional lives. In this session, you will explore your specific temperament and type and how you can use these insights to enhance your interactions with others. While not required, attendees are encouraged to complete the following free personality assessment online (and bring their results to the session): <https://www.16personalities.com/free-personality-test>. This session has a limit of forty attendees. Please RSVP to Christine Umali Kopp at umalikopp_christine@sccollege.edu.

5:00 p.m.-6:00 p.m. Juggling Multiple Schedules while Teaching Remotely (with Scott Sakamoto and Vanessa Jones via Zoom) Many instructors work at multiple schools. This is always a challenge, and in our current remote modality, the struggles have intensified. We plan to share our scheduling strategies, hear stories from others in the same boat, and maybe help all of us learn some techniques to cope with our current situation. Please join us for an informal discussion on the trials and tribulations of teaching remotely at several schools. Ironically, this session will be held remotely via Zoom.

5:00 p.m.-7:00 p.m. Adjunct Chemistry Department Meeting (via Zoom)

Tuesday, August 17, 2021

9:00 a.m.-10:30 a.m. Team Up with Learning Communities (with Kathy Silvey, Amy Freese, and Erika Gutierrez in H-118 and via Zoom) If you are interested in starting a Learning Community in Fall 2022, come to our informative session and learn the who, what, where, why, and how of Learning Communities.

10:00 a.m.-11:30 a.m. Chemistry Department Meeting (via Zoom)

10:00 a.m.-11:30 a.m. Building Support for Formerly Incarcerated Students at SCC (with Albert Alvano, Rosalba Hernandez, and Anacany Torres via Zoom) Please join us on how SCC can better support formerly incarcerated students. We will provide an overview of who these students are, the strengths they bring with them, and identify any obstacles they may face. Finally, we will also discuss topics critical to the success of these students. Presented by counselors from SCC's Division of Continuing Education.

11:00 a.m.-12:30 p.m. Engage Learners: Beyond Best Practices (with Kathy Silvey and Vanessa Jones via Zoom) Please join us for a presentation on techniques and strategies to engage learners at every level by motivating them emotionally and personally as well as intellectually.

1:00 p.m.-3:00 p.m. Advising Student Clubs and Organizations – Tips, Tricks, and Policies (with Robert Bustamante and Diana Casares in H-121 and via Zoom) Learn the ins and outs of advising a student organization at SCC, including relevant policies and procedures, tips for running successful activities, and advice on working with student leaders for organizational longevity. **Please RSVP to Robert Bustamante:** Bustamante_robert@sccollege.edu

1:00 p.m.-4:00 p.m. **EEO Training:** This training will be conducted by Eileen O'Hare-Anderson, from Liebert, Cassidy, & Whitmore. It will focus on Title 5 regulations, EEO legislation, understanding and minimizing personal and implicit bias, and best practice in hiring. **Registration will be processed online only. To register go to <https://permission.click/w1r28/us>** Please register and log-in with your **full name** and **district email** in order to receive credit. Do not use Internet Explorer browser, as it may not be compatible.

IMPORTANT NOTES about the EEO Training:

It is important to note this training is not EEO Monitor training. If you are interested in serving as an EEO Monitor on a screening committee please contact **Rene Beiza, Interim Director, Employment Services, Equity & Diversity at Beiza_Rene@rscdd.edu** for details.

Employees who anticipate they will be members on screening committees **must have completed an EEO training within the previous two years prior to the date of the hiring committee meeting.** If your last EEO expired or is about to expire, you will not be able to serve on a screening committee until you have completed a new training. ***If you need to check when you last completed EEO training please contact Rene Beiza, Interim Director, Employment Services, Equity & Diversity at Beiza_Rene@rscdd.edu***

Login information and materials will be emailed to registered district emails prior to the training. You must attend the entire workshop (3 hours) to receive credit.

CLASSIFIED EMPLOYEES - please coordinate with your supervisor and obtain permission prior to registering for the training

MANAGERS: For an updated list of employees who attended EEO training please contact Rene Beiza, Interim Director, Employment Services, Equity & Diversity at Beiza_Rene@rscdd.edu

1:30 p.m.-3:00 p.m. **Remember 1918? Probably Not -- Until 2020. Reflections on How Our Present Influences Our Past (with Rachel Petrocelli and Scott Howell via Zoom)** Join a discussion with the historians, philosophers, and political scientists about how particular dates reflect what is important to us and how we live through moments of change. When do we gain historical perspective, are the traditional 30 years enough? How do we rediscover pivotal moments in history when generations before us have decided which historical moments we recognize? How do memory and history collide and align? Can each generation "change history?" What happens when we interpret the past through modern lenses? How do we navigate the complexity and subtleties of our own moment while recognizing those of time periods we are not part of?

2:00 p.m.-4:00 p.m. **Guided Pathways Presents: Improving Learning by Providing Transparency, Part 1 (with Cindy Swift and Angela Daneshmand via Zoom)** This workshop will explore how you can help your students understand how and why they are learning course content in particular ways. The topics include: (1) How to make your assignments more transparent with clear expectations; (2) How to make your classroom an effective learning community; (3) How to use exam results (or cognitive wrappers) to get students to think about their study habits and time management more deeply; And, (4) How to make your students aware of the difference between learn mode versus study, or get-it-done, mode.

6:00 p.m.-9:00 p.m. **Adjunct Counseling Instructor Meeting** - Note: An alternative meeting time is available for adjunct faculty members on Wednesday, August 18, from 5:00 p.m.-6:30 p.m.

Wednesday, August 18, 2021

- 9:00 a.m.-noon** **SCC Academic Senate Retreat (via Zoom)** Senate retreat for all current senators and interested faculty.
- 1:00 p.m.-2:30 p.m.** **Faculty Forum (via Zoom)** The Faculty Forum is an opportunity for faculty to gather and discuss the following topics: best practices; changes in federal, state, local policy; instructional resource allocation; innovative teaching methodologies; concerns regarding interference with academic freedom; and other items brought forth by faculty for faculty. If any faculty member has a topic of discussion, **please email taylor_michael@sccollege.edu**. An agenda will be sent to all faculty members prior to this event.
- 2:00 p.m.-4:00 p.m.** **Guided Pathways Presents: Improving Learning by Providing Transparency, Part 2—Putting It All Together (with Cindy Swift and Angela Daneshmand via Zoom)** UNLV's Transparency in Learning and Teaching in Higher Education project (TILTHigher Ed) has identified transparent, problem-centered instruction as a replicable intervention that significantly enhances students' success, with greater gains for historically underserved students. This workshop is a continuation of Tuesday's workshop. Faculty will have the opportunity to apply transparent principles to one of their assignments and receive valuable peer feedback. Please bring a digital copy of an assignment you would like to modify during this working session.
- 2:30 p.m.-4:00 p.m.** **Each Student Learns Differently: Helping These Differences Make the Difference in Your Classroom (with Sharon Beal in H-119 and via Zoom)** This session will go over instructional strategies to create a thriving environment for all learners in the classroom. We will discuss various learning talents that students present, as well as ways to work with these talents in classroom facilitations and assignments.
- 3:00 p.m.-4:00 p.m.** **Microsoft Power BI Pro (with Aaron Voelcker via Zoom)** The Office of Institutional Effectiveness and Research has implemented a new data sharing platform called Microsoft Power BI. Through the support of District ITS, Microsoft Power BI Pro licenses have been purchased for all full-time faculty, administrators, and identified classified staff who regularly need access to institutional data. Come join us to learn about accessing and sharing data through this new, secure business intelligence platform. Contact Aaron Voelcker to see if this session is for you and to ensure you have the necessary Microsoft Power BI Pro license: voelcker_aaron@sccollege.edu.
- 4:00 p.m.-5:00 p.m.** **OWL Camera Training (with Emmanuel Huipe in SC-133)** Come and learn how to use an OWL camera to make your in-person class accessible to those at home/remote.
- 5:00 p.m.-6:30 p.m.** **Adjunct Faculty Meeting for All Divisions: Arts, Humanities, and Social Sciences; Business and Career Education; Counseling; Institutional Effectiveness, Library, and Learning Support Services; and Mathematics and Sciences** - This meeting is an option for those who are unable to attend the separate Division (all faculty) meetings.

Thursday, August 19, 2021

- 8:00 a.m.-3:00 p.m.** **Department Meetings**
ACE, 2:00 p.m.-3:00 p.m.
Astronomy, 10:00 a.m.-noon
Biology/Life Science, Time TBD
Business, 10:00 a.m.-noon
Counseling, 9:00 a.m.-1:00 p.m.
DSPS, Time TBD
Earth Sciences Department, 9:00 a.m.-11:00 a.m.
Economics, Anthropology, and Geography, 10:00 a.m.-noon
Education, Time TBD
English, 11:00 a.m.-1:00 p.m.
History, 2:00 p.m.-3:00 p.m.
Kinesiology, 9:00 a.m.-11:00 a.m.
Library and Information Studies, 11:00 a.m.-3:00 p.m.
Modern Languages, 11:00 a.m.-1:00 p.m.
Philosophy, 1:00 p.m.-2:30 p.m.
Psychology, 1:30 p.m.-3:00 p.m.
Physics, Physical Science, and Engineering, Time TBD
Reading, Time TBD
Political Science, 10:00 a.m.-noon
Sociology, Women's Studies, and Ethnic Studies, 10:00 a.m.-11:30 a.m.
- 9:30 a.m.-11:00 a.m.** **Institutional Effectiveness, Library and Learning Support Services: All Faculty and Staff Division Meeting**
- 3:00 p.m.-3:45 p.m.** **Arts, Humanities, and Social Sciences Division Department Chair Meeting (in H-113 and via Zoom)**
- 3:00 p.m.-4:00 p.m.** **Mathematics and Sciences Division Department Chair and Coordinators Meeting (in SC-133 and via Zoom)**
- 4:00 p.m.-5:30 p.m.** **Arts, Humanities, and Social Sciences Division Meeting for Full-time and Adjunct Faculty Members (in H-106 and via Zoom)** Department meetings and locations will be announced at the Division meeting. Note: An alternative meeting time is available for adjunct faculty members on Wednesday, August 18th, from 5:00 p.m.-6:30 p.m.
- 5:00 p.m.-6:30 p.m.** **Mathematics and Sciences Division Meeting for Full-time and Adjunct Faculty Members (in SC-105 and via Zoom)** Department meetings and locations will be announced at the Division meeting. Note: An alternative meeting time is available for adjunct faculty members on Wednesday, August 18th, from 5:00 p.m.-6:30 p.m.
- 6:00 p.m.-9:00 p.m.** **Business and Career Education Meeting for All Full-time and Adjunct Faculty Members - Includes breakout sessions by program.** Note: An alternative meeting time is available for adjunct faculty members on Wednesday, August 18th, from 5:00 p.m.-6:30 p.m.
- 6:30 p.m.-7:30 p.m.** **Mathematics Adjunct Meeting (via Zoom)** – Note: Room SC-110 has been reserved for adjunct faculty who have attended the division meeting in person and need a place where they can log into the zoom meeting using their own devices.

Friday, August 20, 2021

- 9:00 a.m.-10:00 a.m. OWL Camera Training (with Emmanuel Huipe in SC-133)** Come learn how to use an OWL camera to make your in-person class accessible to those at home/remote.
- 9:00 a.m.-10:00 a.m. Mathematics Department Meeting – via Zoom**
- 8:30 a.m.-10:00 a.m. Annual Planning in eLumen (with Aaron Voelcker via Zoom)** This session is for all department chairs, program facilitators, and program leads that are responsible for submitting annual plans for their respective units. Due to aging architecture, ITS has had to put the old Department Planning Portfolio portal out to pasture. Not to worry! We have a solution for annual planning within the eLumen ecosystem. Come join us to learn how to complete the new annual planning process, upload related resource requests, and link course, program, and institutional learning outcomes to your annual plans. **Contact Aaron Voelcker to see if this session is for you and to ensure you have the necessary permissions within eLumen: voelcker_aaron@sccollege.edu.**
- 9:00 a.m.-10:00 a.m.**
- 10:30 a.m.-noon SCC Faculty and Staff Convocation with SCC President Pamela Ralston (in H-106 or in the gymnasium to accommodate social distancing requirements - and via Zoom)**
- Noon-1:00 p.m. Communication Department Meeting**

On Demand Online Professional Development Opportunities

- Self-paced Modules on Canvas** **Online ODEI Learning Modules (Office of Diversity, Equity, and Inclusion)** The ODEI has developed online learning modules that cover concepts related to Diversity, Equity, and Inclusion. Topics include the following: culture and worldview, attitude formation, history of racism, and microaggressions, to name a few. Individuals can complete any of the available modules at their convenience. Each module will take approximately one hour. The modules are online; therefore, individuals can complete them any time at their convenience.
- Self-paced Training** **Tech Soft Skills: Effective Technical Communication:** Today's developers have numerous resources for learning the "hard" skills required to succeed in a technical role, but many are missing the soft skills required to excel in their careers. This course focuses on one of the most important: communication. Learn how to work with a diverse team, with different knowledge, backgrounds, and perspectives, and figure out which aspects of communication you can automate and which need a more personal touch. Instructor Annyce Davis covers how to establish standards and processes, work and communicate as a team, hold effective meetings in an agile workspace, and handle common challenges to communication—from communicating across cultures to communicating across time zones. The skills you develop in this course will help you become a more effective technical communicator and take the next step in your career. **How to access this training:** <https://cccpln.csod.com/ui/lms-learning-details/app/course/5d4506c0-dbb4-4e46-b5fa-ba19d1146014>
- Self-paced Training** **Interpersonal Communication:** Communicating effectively isn't an innate talent that some people have and others don't. It's something that anyone can learn and practice. In this course, learn strategies that can help you hone and master your interpersonal communication skills. Join personal branding and career expert Dorie Clark as she shares techniques for getting your message across effectively in the workplace, and explains how to tackle potential communication challenges with your colleagues and supervisor. She also discusses how to grapple with tricky situations, taking you through how to handle interruptions, respond to critical feedback, and communicate across cultures. **How to access this training:** <https://cccpln.csod.com/ui/lms-learning-details/app/course/914144f6-16dd-4482-b1b3-f84e68510252>

Self-paced Training

Business Writing Principles: Discover the secrets to effective business writing and crafting messages that others want to read and act on. Judy Steiner-Williams, senior lecturer at Kelley School of Business, introduces you to the 10 Cs of strong business communication and provides you with before-and-after writing samples that give you the opportunity to apply each principle and sharpen your communication skills. Judy also points out common grammar and writing mistakes and shares special considerations for formats like emails and reports. **How to access this training:** <https://cccpln.csod.com/ui/lms-learning-details/app/course/8df246b6-40ef-48ea-b8a4-3d1a7917db94>

Self-paced Training

Implementing Creative Feedback the Win-Win Way: Learn how to make constructive use of feedback to make work interactions better and improve projects. Roger S. H. Schulman, best known for writing the movie *Shrek*, takes a lighthearted approach to sharing valuable insight about how professionals can interact with decision makers to create win-win situations. This real-world and humorous course can be utilized by business, tech, and creative professionals to promote harmony and improve projects. Roger offers tips and techniques for navigating the common but sometimes difficult waters of receiving feedback, including how to be open to criticism and closed to bad ideas without ruffling feathers. Plus, learn how to efficiently implement notes by treating them as what they are: creative desires, not detailed marching orders. **How to access this training:** <https://cccpln.csod.com/ui/lms-learning-details/app/course/7384b606-8ab6-4df8-9c46-e02115d01b2c>

Self-paced Webinars

Nurturing and Anti-Racist Campus Culture Webinar Series: This curriculum holds a series of webinars based on nurturing an anti-racist campus culture, shown below:

10 Trainings

- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Pre-Reflection**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Welcome**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Context**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Dr. Keith Curry, President of Compton College**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Stephen Kodur, President, Student Senate**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Dolores Davison, President, Academic Senate**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Dr. Cynthia Olivo Chief Student Services Officers Association, Vice President of Student Services, Pasadena City College**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Denise Apuzzo, Senior Program Specialist, Outreach and Financial Aid, Gavilan College**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Dr. Eric Ramones, Associate Vice Chancellor of Human Resources, West Valley-Mission Community**
- **VIDEONurturing an Anti-Racist Campus Culture Webinar: Linda Wah, Trustee, Pasadena Area Community College District**

How to access these trainings: <https://cccpln.csod.com/ui/lms-learning-details/app/curriculum/27cc3a31-7bf8-4f7d-bd9a-094202587633>

Self-paced Webinar

Employing Equity-Minded and Culturally-Affirming Teaching Practices in Virtual Learning Communities: This is a recording of the free CORA webinar of March 26th featuring Dr. Luke Wood and Dr. Frank Harris entitled "Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities." The unanticipated transition from face-to-face to online courses in response to COVID-19 presents a substantial challenge for many community college faculty, particularly those who have worked to create a teaching and learning environment that prioritizes equity and equity-mindedness. In this webinar, Drs. Frank Harris III and J. Luke Wood present some salient trends and issues that complicate the experiences of diverse community college learners in online courses and propose equity-minded teaching and learning strategies for faculty teaching online courses. This webinar is free to the public and is hosted by the Center for Organizational Responsibility and Advancement (CORA). **How to access this webinar:** <https://cccpln.csod.com/ui/lms-learning-details/app/video/c9c4e472-3163-49b7-967e-1a3815ed3d0b>

EXHIBIT

#19



California
Community
Colleges

**EQUAL EMPLOYMENT OPPORTUNITY
ACCOUNTABILITY CERTIFICATION FORM
FISCAL YEAR 2020-2021**

District Name: Rancho Santiago Community College District

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

(1) The district has recorded and reviewed the required data regarding qualified applicant pools.

Yes

No

(2) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan.

Yes

No

(3) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of division 6 of title 5.

Yes

No

I certify that this accountability report is complete and accurate.

Please Print:

Name: Cheng Yu Hou

Title: Vice Chancellor, Human Resources

Phone: 714 480 7489

Email: hou_chengyu@rsccl.edu

Signature: 
Chengyu Hou [Sep 30, 2021 05:36 PDT]

Date: 09/30/2021