



STATE CENTER  
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN  
2013-2016

Adopted by the Board of Trustees on June 4, 2013

# Contents

## Plan Components

|   |    |
|---|----|
| 1. Introduction .....   | 3  |
| 2. Policy Statement.....  | 4  |
| 3. Delegation of Responsibility, Authority and Compliance .....                         | 6  |
| 4. Advisory Committee .....   | 8  |
| 5. Complaints .....   | 9  |
| 6. Notification to District Employees.....  | 10 |
| 7. Annual Written Notice to Community Organizations Committees .....                    | 11 |
| 8. Training for Screening/Selection .....   | 11 |
| 9. Analysis of District Workforce and Applicant Pool .....                              | 11 |
| 10. Analysis of Degree of Underrepresentation and Significant Underrepresentation ..... | 17 |
| 11. Methods to Address Underrepresentation .....  | 18 |
| 12. Additional Steps to Remedy Significant Underrepresentation.....                     | 18 |
| 13. Other Measures Necessary to Further Equal Employment Opportunity .....              | 18 |
| 14. Persons with Disabilities: Accommodations and Goals for Hiring.....                 | 24 |
| 15. Graduate Assumption Program of Loans for Education.....                             | 25 |

## Appendix

|  |    |
|--|----|
| A. Current EEO Taskforce Membership.....                                       | 26 |
| B. AR 3435 – Discrimination and Harassment Complaints.....                     | 27 |
| C. AR 7120 – Procedures for Recruitment and Employment of College Faculty..... | 34 |
| D. AR 7220 – Administrative Recruitment and Hiring Procedures.....             | 44 |

## **Plan Component 1: Introduction**

State Center Community College District is committed to cultivating a welcoming environment for all and takes an aggressive, active approach to ensure equal employment opportunities and to create a culture which fosters diversity as part of the District's core values. By creating an educational experience in an inclusive environment, our faculty, staff and students are prepared to thrive and contribute to a global society. The State Center Community College District Equal Employment Opportunity Plan ("Plan") was adopted by the Governing Board on June 4, 2013. The Plan must be reviewed and, if necessary, revised every three years. The District shall notify the Chancellor at least 30 days prior to adopting any other amendments to its Plan. The Plan's immediate focus is achieving equal employment opportunity in its recruitment, screening and selection policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 53000 et. Seq.). The District believes that a diverse workforce achieved through equal employment opportunity results in many benefits for our students, employees, and community at large. To properly serve a growing diverse population, the District will also endeavor to hire and retain faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves. This plan reflects a work in progress and is meant to be a living document subject to clarification and revision as the District's diversity goals are met.

Deborah G. Blue, Ph.D.

Chancellor

## Plan Component 2: Policy Statements

### Board Policy #3420: Equal Employment Opportunity

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

### Board Policy #7100: Commitment to Diversity

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

*Reference CCR Title 5, §53001*

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons.
- d) *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.

- e) *Equal Employment Opportunity Plan*: a written document that includes specific procedures for ensuring equal employment opportunity.
- f) *Equal Employment Opportunity Measures*: all the various measures by which equal employment opportunity is ensured. Such measures include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- g)
  - (1) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
  - (2) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- h) *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- i) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- j) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- k) *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 the major life activity difficult.
- l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- m) *Reasonable Accommodation*: the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

- n) *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, and physical, educational, and work experience requirements, interviews, and review of application forms.
- o) *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 section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
- p) *Target Date*: a point in time by which the District Plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
- q) *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

**Plan Component 3: Delegation of Responsibility, Authority and Compliance**  
**Reference CCR Title 5 §53002,**

The State Center Community College District is committed to the concept and the principles of equal employment opportunity. To this end The District will implement a comprehensive program to operationalize this concept and these principles into practice, one that applies to every aspect of education and personnel policies, and to practices in employment, development, advancement and treatment of employees, students and the general public.

It is the District's policy to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity. To achieve this end, the District will ensure that applicants for employment and all employees are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups. Such a workforce will ensure the District provides an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

It is the goal of the State Center Community College District that all employees promote and support equal employment opportunity because 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 the Plan are set forth below.

### *1. Governing Board*

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operations, and for ensuring equal employment opportunity as described in the Plan. In carrying out this responsibility, the Governing Board, upon the recommendation of the Chancellor, shall ensure that an Equal Employment Opportunity Officer ("EEO Officer") is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter.

### *2. Chancellor*

The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Governing Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

### *3. Equal Employment Opportunity Officer*

The District has designated the Associate Vice Chancellor, Human Resources as its EEO Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before the Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing, and monitoring the Plan. The EEO Officer is also responsible for receiving complaints filed pursuant to Section 53026 of the California Code of Regulations as described in Plan Component 5; and for ensuring that applicant pools and selection procedures are properly monitored as required by the Plan.

### *4. Equal Employment Opportunity Advisory Committee*

The District shall establish an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the Plan. The Committee will act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Committee may monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate. Per AR 3420, Equal Employment Opportunity, the Associate Vice Chancellor, Human Resources is designated as the EEO officer charged with overseeing the day-to-day implementation of the EEO plan and program.

### *5. Agents of the District*

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

### *6. Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of the Plan.

### **Plan Component 4: Advisory Committee**

The District shall establish an Equal Employment Opportunity Advisory Committee to assist in developing and implementing the District's Equal Employment Opportunity Plan. The Committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit Committee members who are members of monitored groups.

The Committee will be comprised of full-time faculty, adjunct faculty, classified, administrators, and students:

District Office:

- Vice Chancellor of Finance and Administration or designee
- Vice Chancellor of Educational Services and Institutional Effectiveness or designee
- Associate Vice Chancellor of Human Resources (EEO Officer)
- Director of Classified Personnel
- Director of Human Resources (Interim)

Fresno City College:

- Administration
- Faculty Senate
- Classified

Reedley College (Madera Center and Oakhurst Center see below)

- Administration
- Faculty Senate
- State Center Federation of Teachers President/designee
- Classified

Madera Center

- Administration
- Faculty Senate
- Classified

Willow International Community College Center

- Administration
- Faculty Senate
- Classified

Committee membership will rotate to ensure fluid diversity of membership, and to allow for fresh input. For a list of current members see Appendix A. An EEO Committee Chair will be elected by the Committee membership and serve approximately two fiscal years, unless Committee membership deems the need for shorter or longer terms and holds a new election.



The Committee may also assist in promoting understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The Committee may sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention or diversity. The EEO Officer shall train the advisory committee on equal employment compliance and on the Plan itself. The Committee may also make recommendations and provide support to the EEO Officer on the types of training as well as in implementation of events, trainings and other activities to be held.

The Committee shall hold a minimum of two meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee may make recommendations to the District, through the Chancellor and the EEO Officer.

## **Plan Component 5: Complaints**

### **A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations** **Reference Title 5 CCR 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 regulations (“EEO regulations”) have been violated. The EEO regulations can be found in Title 5 California Code of Regulations, sections 53000, et seq. The EEO regulations have been incorporated into the Plan. Any complaint alleging a violation of the Plan or the EEO regulations may be processed pursuant to these procedures.

#### *1. Written Complaints*

Any person who believes that the provisions of the Plan or EEO regulations have been violated may file a written complaint describing in detail the alleged violation(s). 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(s).

##### *a) Complaints Involving Current Hiring Processes*

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.

##### *b) All Other Complaints Involving Violations of the Plan/EEO Regulations*

Complaints alleging violations 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.

#### *2. Where to File Complaints*

Complaints shall be filed with the Associate Vice Chancellor, Human Resources who is designated as the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Chancellor. To the extent practicable, a written determination on all accepted written complaints will be issued to the

complainant within ninety (90) days of the filing of the complaint. The EEO Officer will ensure that complaints are promptly and impartially investigated and will forward copies of all written complaints to the State Center Community College District Chancellor's Office upon receipt.

### *3. Returned Complaints*

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.

### *4. Appeals and Minimum Conditions Violations*

A complainant may not appeal the District's determination to the State Chancellor's Office, but under some circumstances, violations of the EEO regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process described in this section pursuant to Section 53026 of Title 5. (See, *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

[http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min\\_Cond\\_Complaints.pdf](http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf).)

### *5. Complaints Involving Unlawful Discrimination*

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed pursuant to the "District's Discrimination and Harassment Complaint Procedures" as required by Title 5 California Code of Regulations sections 59300, et seq.

## B. Complaints Alleging Unlawful Discrimination or Harassment (Title 5 CCR Sections 59300, et seq. Complaints)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor, Human Resources is responsible for receiving such complaints and for coordinating an investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and harassment complaint procedures can be accessed at the following link <http://www.scccd.edu/index.aspx?page=374> and are attached as Appendix B.

## **Plan Component 6: Notification to District Employees**

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement (see Plan Component 2) and the Equal Employment Opportunity Plan. The Policy Statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Chancellor, each College President, administrators, the academic senate leadership, union representatives, members of the Personnel Commission and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The District Office will strive to annually provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The plan will be available at all times on the district website. The Human Resources Department will provide

all new employees with a copy of the Policy Statement and the written notice summarizing the provisions of the District's Equal Employment Opportunity Plan when they commence their employment with the District. The written notice summarizing the provisions of the District's Equal Employment Opportunity Plan will contain the following provisions:

1. A summary of the District's Equal Employment Opportunity Plan.
2. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
3. A listing where complete copies of the Plan are available.

### **Plan Component 7: Annual Written Notice to Community Organizations**

The Associate Vice Chancellor of Human Resources Office or designee will provide annual written notice to appropriate, diverse, community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan by contacting the Associate Vice Chancellor, Human Resources office, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan.

### **Plan Component 8: Training of Screening/Selection Committees**

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Title 5 sections 53000, et. seq. of the California Code of Regulations); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; 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 previous 18 months prior to service on the screening/selection committees. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Associate Vice Chancellor, Human Resources or the director of Classified Personnel depending upon employee classification or designee 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 EEO regulations of Title 5 and the District's Equal Employment Opportunity Plan.

### **Plan Component 9: Analysis of District Workforce and Applicant Pool**

#### *1. Data Collection Requirements*

The District Human Resources Office will survey the District's workforce composition annually and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability status. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The District will annually report to the Chancellor the results of its annual survey of employees. This survey will be done for each college in the District. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing employees and of those who have applied for employment in each of the following identified job categories:

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

## 2. Workforce and Applicant Pool Data

The District's 2012-2013 workforce levels as of February 2013 (i.e current staffing levels) are as follows:

**Table 1**

| <b>DISTRICTWIDE TOTALS</b>                | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic   | White       | Multi-racial | Unknown    | Male        | Female      | Unknown  | <b>TOTAL</b> |
|---|-------------------------------|--------------------------------|------------------------|------------|-------------|--------------|------------|-------------|-------------|----------|--------------|
| Executive, Administrative, and Managerial | 5                             | 0                              | 5                      | 12         | 45          | 4            | 8          | 37          | 42          | 0        | 79           |
| Faculty/Other Instructional Staff         | 56                            | 14                             | 113                    | 251        | 1004        | 19           | 154        | 817         | 794         | 0        | 1611         |
| Professional (Non-Faculty)                | 1                             | 0                              | 2                      | 4          | 10          | 0            | 3          | 11          | 9           | 0        | 20           |
| Secretarial/Clerical                      | 11                            | 0                              | 16                     | 61         | 118         | 21           | 26         | 27          | 226         | 0        | 253          |
| Technical/Paraprofessional                | 4                             | 3                              | 16                     | 40         | 78          | 7            | 14         | 76          | 86          | 0        | 162          |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 2          | 4           | 0            | 1          | 7           | 0           | 0        | 7            |
| Service/Maintenance                       | 4                             | 1                              | 2                      | 21         | 39          | 4            | 9          | 71          | 9           | 0        | 80           |
| <b>TOTAL</b>                              | <b>81</b>                     | <b>18</b>                      | <b>154</b>             | <b>391</b> | <b>1298</b> | <b>55</b>    | <b>215</b> | <b>1046</b> | <b>1166</b> | <b>0</b> | <b>2212</b>  |
|   | 3.66%                         | 0.81%                          | 6.96%                  | 17.68%     | 58.68%      | 2.49%        | 9.72%      | 47.29%      | 52.71%      | 0.00%    | 100.00%      |

**Table 2**

| <b>FRESNO CITY COLLEGE</b>                | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic   | White      | Multi-racial | Unknown    | Male       | Female     | Unknown  | <b>TOTAL</b> |
|---|-------------------------------|--------------------------------|------------------------|------------|------------|--------------|------------|------------|------------|----------|--------------|
| Executive, Administrative, and Managerial | 4                             | 0                              | 1                      | 5          | 14         | 1            | 5          | 15         | 15         | 0        | 30           |
| Faculty                                   | 43                            | 9                              | 76                     | 145        | 635        | 11           | 99         | 533        | 485        | 0        | 1018         |
| Professional (Non-Faculty)                | 1                             | 0                              | 0                      | 2          | 3          | 0            | 1          | 5          | 2          | 0        | 7            |
| Clerical/Secretarial                      | 10                            | 0                              | 12                     | 33         | 61         | 12           | 18         | 16         | 130        | 0        | 146          |
| Technical/Paraprofessional                | 4                             | 2                              | 11                     | 17         | 46         | 5            | 7          | 43         | 49         | 0        | 92           |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 0          | 0          | 0            | 0          | 0          | 0          | 0        | 0            |
| Service/Maintenance                       | 0                             | 0                              | 0                      | 0          | 0          | 0            | 2          | 2          | 0          | 0        | 2            |
| <b>TOTAL</b>                              | <b>62</b>                     | <b>11</b>                      | <b>100</b>             | <b>202</b> | <b>759</b> | <b>29</b>    | <b>132</b> | <b>614</b> | <b>681</b> | <b>0</b> | <b>1295</b>  |
|   | 4.79%                         | 0.85%                          | 7.72%                  | 15.60%     | 58.61%     | 2.24%        | 10.19%     | 47.41%     | 52.59%     | 0.00%    | 100.00%      |

**Table 3****REEDLEY COLLEGE**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic   | White      | Multi-racial | Unknown   | Male       | Female     | Unknown  | TOTAL      |
|---|-------------------------------|--------------------------------|------------------------|------------|------------|--------------|-----------|------------|------------|----------|------------|
| Executive, Administrative, and Managerial | 0                             | 0                              | 1                      | 5          | 9          | 1            | 1         | 9          | 8          | 0        | 17         |
| Faculty                                   | 7                             | 3                              | 19                     | 66         | 192        | 3            | 24        | 153        | 161        | 0        | 314        |
| Professional (Non-Faculty)                | 0                             | 0                              | 0                      | 2          | 1          | 0            | 0         | 0          | 3          | 0        | 3          |
| Clerical/Secretarial                      | 1                             | 0                              | 1                      | 20         | 14         | 5            | 4         | 5          | 40         | 0        | 45         |
| Technical/Paraprofessional                | 0                             | 1                              | 3                      | 12         | 17         | 0            | 4         | 17         | 20         | 0        | 37         |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 0          | 0          | 0            | 0         | 0          | 0          | 0        | 0          |
| Service/Maintenance                       | 1                             | 0                              | 0                      | 8          | 13         | 1            | 3         | 19         | 7          | 0        | 26         |
| <b>TOTAL</b>                              | <b>9</b>                      | <b>4</b>                       | <b>24</b>              | <b>113</b> | <b>246</b> | <b>10</b>    | <b>36</b> | <b>203</b> | <b>239</b> | <b>0</b> | <b>442</b> |
|   | 2.04%                         | 0.90%                          | 5.43%                  | 25.57%     | 55.66%     | 2.26%        | 8.14%     | 45.93%     | 54.07%     | 0.00%    | 100.00%    |

**Table 4****MADERA COMMUNITY COLLEGE CENTER**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White     | Multi-racial | Unknown   | Male      | Female    | Unknown  | TOTAL      |
|---|-------------------------------|--------------------------------|------------------------|-----------|-----------|--------------|-----------|-----------|-----------|----------|------------|
| Executive, Administrative, and Managerial | 0                             | 0                              | 1                      | 1         | 0         | 0            | 0         | 1         | 1         | 0        | 2          |
| Faculty                                   | 3                             | 1                              | 5                      | 26        | 67        | 1            | 10        | 51        | 62        | 0        | 113        |
| Professional (Non-Faculty)                | 0                             | 0                              | 0                      | 0         | 0         | 0            | 0         | 0         | 0         | 0        | 0          |
| Clerical/Secretarial                      | 0                             | 0                              | 2                      | 2         | 7         | 2            | 0         | 3         | 10        | 0        | 13         |
| Technical/Paraprofessional                | 0                             | 0                              | 0                      | 3         | 3         | 1            | 2         | 3         | 6         | 0        | 9          |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 0         | 0         | 0            | 0         | 0         | 0         | 0        | 0          |
| Service/Maintenance                       | 0                             | 0                              | 0                      | 3         | 0         | 0            | 0         | 3         | 0         | 0        | 3          |
| <b>TOTAL</b>                              | <b>3</b>                      | <b>1</b>                       | <b>8</b>               | <b>35</b> | <b>77</b> | <b>4</b>     | <b>12</b> | <b>61</b> | <b>79</b> | <b>0</b> | <b>140</b> |
|   | 2.14%                         | 0.71%                          | 5.71%                  | 25.00%    | 55.00%    | 2.86%        | 8.57%     | 43.57%    | 56.43%    | 0.00%    | 100.00%    |

**Table 5****OAKHURST SITE**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic | White     | Multi-racial | Unknown  | Male      | Female    | Unknown  | TOTAL     |
|---|-------------------------------|--------------------------------|------------------------|----------|-----------|--------------|----------|-----------|-----------|----------|-----------|
| Executive, Administrative, and Managerial | 0                             | 0                              | 0                      | 0        | 0         | 0            | 0        | 0         | 0         | 0        | 0         |
| Faculty                                   | 0                             | 0                              | 0                      | 1        | 18        | 0            | 3        | 11        | 11        | 0        | 22        |
| Professional (Non-Faculty)                | 0                             | 0                              | 0                      | 0        | 0         | 0            | 0        | 0         | 0         | 0        | 0         |
| Clerical/Secretarial                      | 0                             | 0                              | 0                      | 0        | 1         | 0            | 0        | 0         | 1         | 0        | 1         |
| Technical/Paraprofessional                | 0                             | 0                              | 0                      | 0        | 0         | 0            | 0        | 0         | 0         | 0        | 0         |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 0        | 0         | 0            | 0        | 0         | 0         | 0        | 0         |
| Service/Maintenance                       | 0                             | 0                              | 0                      | 0        | 1         | 0            | 0        | 1         | 0         | 0        | 1         |
| <b>TOTAL</b>                              | <b>0</b>                      | <b>0</b>                       | <b>0</b>               | <b>1</b> | <b>20</b> | <b>0</b>     | <b>3</b> | <b>12</b> | <b>12</b> | <b>0</b> | <b>24</b> |
|   | 0.00%                         | 0.00%                          | 0.00%                  | 4.17%    | 83.33%    | 0.00%        | 12.50%   | 50.00%    | 50.00%    | 0.00%    | 100.00%   |

**Table 6****WILLOW INTERNATIONAL  
CCC**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White      | Multi-racial | Unknown   | Male      | Female     | Unknown  | TOTAL      |
|---|-------------------------------|--------------------------------|------------------------|-----------|------------|--------------|-----------|-----------|------------|----------|------------|
| Executive, Administrative, and Managerial | 0                             | 0                              | 1                      | 0         | 6          | 0            | 0         | 1         | 6          | 0        | 7          |
| Faculty                                   | 3                             | 1                              | 13                     | 14        | 110        | 4            | 21        | 80        | 86         | 0        | 165        |
| Professional (Non-Faculty)                | 0                             | 0                              | 0                      | 0         | 0          | 0            | 0         | 0         | 0          | 0        | 0          |
| Clerical/Secretarial                      | 0                             | 0                              | 1                      | 2         | 19         | 1            | 1         | 3         | 21         | 0        | 24         |
| Technical/Paraprofessional                | 0                             | 0                              | 1                      | 2         | 5          | 1            | 0         | 5         | 4          | 0        | 9          |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 0         | 0          | 0            | 0         | 0         | 0          | 0        | 0          |
| Service/Maintenance                       | 0                             | 0                              | 0                      | 2         | 5          | 1            | 0         | 8         | 0          | 0        | 8          |
| <b>TOTAL</b>                              | <b>3</b>                      | <b>1</b>                       | <b>16</b>              | <b>20</b> | <b>145</b> | <b>7</b>     | <b>22</b> | <b>97</b> | <b>117</b> | <b>0</b> | <b>214</b> |
|   | 1.40%                         | 0.47%                          | 7.48%                  | 9.35%     | 67.76%     | 3.27%        | 10.28%    | 45.33%    | 54.67%     | 0.00%    | 100.00%    |

**Table 7****DISTRICT OFFICE**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White     | Multi-racial | Unknown   | Male      | Female    | Unknown  | TOTAL      |
|---|-------------------------------|--------------------------------|------------------------|-----------|-----------|--------------|-----------|-----------|-----------|----------|------------|
| Executive, Administrative, and Managerial | 1                             | 0                              | 1                      | 1         | 16        | 2            | 2         | 11        | 12        | 0        | 23         |
| Faculty                                   | 0                             | 0                              | 0                      | 0         | 0         | 0            | 0         | 0         | 0         | 0        | 0          |
| Professional (Non-Faculty)                | 0                             | 0                              | 2                      | 0         | 6         | 0            | 2         | 6         | 4         | 0        | 10         |
| Clerical/Secretarial                      | 0                             | 0                              | 0                      | 4         | 17        | 1            | 3         | 0         | 25        | 0        | 25         |
| Technical/Paraprofessional                | 0                             | 0                              | 1                      | 6         | 7         | 0            | 1         | 8         | 7         | 0        | 15         |
| Skilled Crafts                            | 0                             | 0                              | 0                      | 2         | 4         | 0            | 1         | 7         | 0         | 0        | 7          |
| Service/Maintenance                       | 3                             | 1                              | 2                      | 8         | 21        | 2            | 4         | 39        | 2         | 0        | 41         |
| <b>TOTAL</b>                              | <b>4</b>                      | <b>1</b>                       | <b>6</b>               | <b>21</b> | <b>71</b> | <b>5</b>     | <b>13</b> | <b>71</b> | <b>50</b> | <b>0</b> | <b>121</b> |
|   | 3.31%                         | 0.83%                          | 4.96%                  | 17.36%    | 58.68%    | 4.13%        | 10.74%    | 58.68%    | 41.32%    | 0.00%    | 100.00%    |

The District's applicant pool levels are as follows:

**Table 8****DISTRICTWIDE**

|   | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic    | White       | Multi-racial | Unknown    | Male       | Female      | Unknown   | TOTAL       |
|---|-------------------------------|--------------------------------|------------------------|-------------|-------------|--------------|------------|------------|-------------|-----------|-------------|
| Executive, Administrative, and Managerial [CERT]  | 21                            | 6                              | 11                     | 53          | 63          | 0            | 42         | 97         | 99          | 0         | 196         |
| Faculty/Other Instructional Staff                 | 19                            | 3                              | 29                     | 79          | 79          | 1            | 36         | 71         | 175         | 0         | 246         |
| Executive, Administrative, and Managerial [CLASS] | 3                             | 2                              | 7                      | 21          | 34          | 0            | 1          | 21         | 47          | 0         | 68          |
| Professional (Non-Faculty)                        | 84                            | 15                             | 144                    | 437         | 304         | 0            | 26         | 293        | 703         | 14        | 1010        |
| Secretarial/Clerical                              | 143                           | 30                             | 241                    | 754         | 591         | 0            | 53         | 236        | 1545        | 35        | 1816        |
| Technical/Paraprofessional                        | 0                             | 2                              | 0                      | 3           | 3           | 0            | 3          | 5          | 3           | 3         | 11          |
| Skilled Crafts                                    | 0                             | 1                              | 0                      | 3           | 5           | 0            | 0          | 9          | 0           | 0         | 9           |
| Service/Maintenance                               | 13                            | 1                              | 19                     | 82          | 46          | 0            | 1          | 135        | 26          | 1         | 162         |
| <b>TOTAL</b>                                      | <b>283</b>                    | <b>60</b>                      | <b>451</b>             | <b>1432</b> | <b>1125</b> | <b>1</b>     | <b>162</b> | <b>867</b> | <b>2598</b> | <b>53</b> | <b>3518</b> |
|   | 8.04%                         | 1.71%                          | 12.82%                 | 40.70%      | 31.98%      | 0.03%        | 4.60%      | 24.64%     | 73.85%      | 1.51%     | 100.00%     |

**Table 9****FRESNO CITY COLLEGE**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White      | Multi-racial | Unknown   | Male       | Female     | Unknown  | TOTAL      |
|--|-------------------------------|--------------------------------|------------------------|-----------|------------|--------------|-----------|------------|------------|----------|------------|
| Executive, Administrative, and Managerial [CERT] | 14                            | 1                              | 13                     | 19        | 65         | 0            | 13        | 53         | 72         | 0        | 125        |
| Faculty/Other Instructional Staff                | 19                            | 3                              | 22                     | 28        | 75         | 0            | 37        | 103        | 81         | 0        | 184        |
| <b>TOTAL</b>                                     | <b>33</b>                     | <b>4</b>                       | <b>35</b>              | <b>47</b> | <b>140</b> | <b>0</b>     | <b>50</b> | <b>156</b> | <b>153</b> | <b>0</b> | <b>309</b> |

10.68% 1.29% 11.33% 15.21% 45.31% 0.00% 16.18% 50.49% 49.51% 0.00% 100.00%

**Table 10****REEDLEY COLLEGE**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White     | Multi-racial | Unknown   | Male      | Female     | Unknown  | TOTAL      |
|--|-------------------------------|--------------------------------|------------------------|-----------|-----------|--------------|-----------|-----------|------------|----------|------------|
| Executive, Administrative, and Managerial [CERT] | 21                            | 6                              | 11                     | 52        | 60        | 0            | 14        | 76        | 88         | 0        | 164        |
| Faculty/Other Instructional Staff                | 4                             | 0                              | 1                      | 16        | 18        | 1            | 9         | 19        | 30         | 0        | 49         |
| <b>TOTAL</b>                                     | <b>25</b>                     | <b>6</b>                       | <b>12</b>              | <b>68</b> | <b>78</b> | <b>1</b>     | <b>23</b> | <b>95</b> | <b>118</b> | <b>0</b> | <b>213</b> |

11.74% 2.82% 5.63% 31.92% 36.62% 0.47% 10.80% 44.60% 55.40% 0.00% 100.00%

**Table 11****MADERA COMMUNITY COLLEGE CENTER**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic | White     | Multi-racial | Unknown  | Male     | Female    | Unknown  | TOTAL     |
|--|-------------------------------|--------------------------------|------------------------|----------|-----------|--------------|----------|----------|-----------|----------|-----------|
| Executive, Administrative, and Managerial [CERT] | 0                             | 0                              | 0                      | 0        | 0         | 0            | 0        | 0        | 0         | 0        | 0         |
| Faculty/Other Instructional Staff                | 0                             | 0                              | 1                      | 5        | 11        | 0            | 3        | 4        | 16        | 0        | 20        |
| <b>TOTAL</b>                                     | <b>0</b>                      | <b>0</b>                       | <b>1</b>               | <b>5</b> | <b>11</b> | <b>0</b>     | <b>3</b> | <b>4</b> | <b>16</b> | <b>0</b> | <b>20</b> |

0.00% 0.00% 5.00% 25.00% 55.00% 0.00% 15.00% 20.00% 80.00% 0.00% 100.00%

**Table 12****OAKHURST SITE**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic | White    | Multi-racial | Unknown  | Male     | Female   | Unknown  | TOTAL    |
|--|-------------------------------|--------------------------------|------------------------|----------|----------|--------------|----------|----------|----------|----------|----------|
| Executive, Administrative, and Managerial [CERT] | 0                             | 0                              | 0                      | 0        | 0        | 0            | 0        | 0        | 0        | 0        | 0        |
| Faculty/Other Instructional Staff                | 0                             | 0                              | 0                      | 0        | 0        | 0            | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b>                                     | <b>0</b>                      | <b>0</b>                       | <b>0</b>               | <b>0</b> | <b>0</b> | <b>0</b>     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |

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**Table 13****WILLOW INTERNATIONAL CCC**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic  | White     | Multi-racial | Unknown   | Male      | Female     | Unknown  | TOTAL      |
|--|-------------------------------|--------------------------------|------------------------|-----------|-----------|--------------|-----------|-----------|------------|----------|------------|
| Executive, Administrative, and Managerial [CERT] | 0                             | 0                              | 0                      | 1         | 3         | 0            | 28        | 21        | 11         | 0        | 32         |
| Faculty/Other Instructional Staff                | 15                            | 3                              | 28                     | 63        | 61        | 0            | 27        | 52        | 145        | 0        | 197        |
| <b>TOTAL</b>                                     | <b>15</b>                     | <b>3</b>                       | <b>28</b>              | <b>64</b> | <b>64</b> | <b>0</b>     | <b>55</b> | <b>73</b> | <b>156</b> | <b>0</b> | <b>229</b> |

6.55% 1.31% 12.23% 27.95% 27.95% 0.00% 24.02% 31.88% 68.12% 0.00% 100.00%

**Table 14****DISTRICT OFFICE**

|  | African-American/non-Hispanic | American Indian/Alaskan Native | Asian/Pacific Islander | Hispanic | White    | Multi-racial | Unknown  | Male     | Female   | Unknown  | TOTAL    |
|--|-------------------------------|--------------------------------|------------------------|----------|----------|--------------|----------|----------|----------|----------|----------|
| Executive, Administrative, and Managerial [CERT] | 0                             | 0                              | 0                      | 0        | 0        | 0            | 0        | 0        | 0        | 0        | 0        |
| Faculty/Other Instructional Staff                | 0                             | 0                              | 0                      | 0        | 0        | 0            | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b>                                     | <b>0</b>                      | <b>0</b>                       | <b>0</b>               | <b>0</b> | <b>0</b> | <b>0</b>     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |

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### 3. Analysis of Data

#### The District's 2012-2013 workforce levels (i.e. current staffing levels)

As can be viewed in Table 1, the District's workforce as of February, 2013 consisted of 1,611 Faculty/Other instructional staff (72.8%), 253 Secretarial/Clerical staff (11.4%), 162 Technical/Paraprofessionals (7.3%), 80 Service/maintenance staff (3.6%) and 79 Executive, Administrative and Managerial staff (3.6%).

The four largest self identified ethnic groups are Whites (n=1,298, 58.68%), Hispanics (n=391, 17.68%), Unknowns (n=215, 9.72%) and Asian/Pacific Islander (n=154, 6.96%), other ethnic group numbers and percentages are African American 3.66%, American Indian .81% and multi-racial 2.49%. Just over half of all employees are men (n=1166, 52.71%), while 47.29% are women (n=1046).

Specific college and district office demographics can be viewed in Tables 2-7 and mirror the district-wide proportionality on ethnicity and gender. The District does not have demographics on persons with disabilities at this time. It is recommended that this factor be monitored in future data collection efforts.

#### Recent District applicant pool levels

Applicant pool data used in this report reflects numbers for faculty and academic management recruitments from July 1, 2011 through June 30, 2012. Classified applicant pools reflect data from March 13, 2012 through March 12, 2013.

As can be viewed in Table 8, the District's applicant pool consisted of 1,816 applicants for Secretarial/Clerical positions (51.5%), 1,010 applicants for Professional (Non-Faculty) positions (28.7%), 246 applicants for Faculty/Other instructional positions (7.0%), 196 applicants for Certificated Executive, Administrative and Managerial positions (5.6%), and 162 applicants for Service/Maintenance positions (4.6%).

Ethnically, more Hispanics (n=1432, 40.7%) applied for jobs regardless of position in comparison to all other groups. Whites (n=1125, 32.0%) and Asian/Pacific Islanders (n=451, 12.8%) were second and third in that order. African American (n=283, 8.04%), American Indian/Alaskan Native (n=60, 1.71%) and Multi-racial (n=1, .03%) responders applied at lower frequencies.



Significantly more women (n=2598, 73.9%) than men (n=867, 24.6%) applied for positions with the District. Males and females applied almost equally to Certificated Executive, Administrative, and Managerial positions at 49.5% (N=97) and 50.5 (N=99) respectively; whereas more women (71.1%) than men (28.8%) applied to faculty positions throughout the district. This same ratio of male to female pattern holds true for all campus locations in the district with regard to faculty positions with the exception of FCC where more men (56%) than women (44%) applied for positions, and WI where more men (N=21, 65.6%) than women (11, 34.4%) applied for Executive, Administrative, and Managerial positions.

There were no applicants for Executive, Administrative, and Managerial positions at the Oakhurst or Madera centers given that there have been no jobs in these categories to fill. This is also true of the faculty positions at Oakhurst. At Madera, of the 20 applicants for faculty positions, only one was Asian/Pacific Islander (5%), five Hispanic (25%), 11 White (55%) and three unknown (15%). The applicant pools for FCC and RC were much more diverse in ethnicity with RC have the highest number of African American (21, 12.8%) apply for Executive, Administrative, and Managerial positions.

Tables 9-14 list applicant pool data for only Certificated Administrative and faculty positions. Specific college data for applicant pools per identified job categories for classified positions are not collected given recruitments are district-wide. Applicants apply for a job category identified in job announcement, test for that position, and then are placed on corresponding lists used to fill positions at all district worksites.

The District does not have demographic data on persons with disabilities who apply for positions with the district. It is recommended that this factor be monitored in future data collection efforts.

**Plan Component 10: Analysis of Degree of Underrepresentation  
and Significant Underrepresentation**  
*Reference CCR Title 5 §53003(c)(6)*

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data, the District cannot determine what the projected representation should be, as defined in Title 5 section 53001(k), and is therefore unable to determine if underrepresentation and/or significant underrepresentation, as defined in Title 5 section 5300(n), exists in any of the identified categories. If the availability data is developed and made available by the State Chancellor's Office, this section will be completed.

## **Plan Component 11: Methods to Address Underrepresentation**

***Reference CCR Title 5, §53003(c)(7)***

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data the District is unable to determine, with the specificity required, whether underrepresentation exists or the degree of underrepresentation that may exist, and cannot therefore identify appropriately tailored methods to address underrepresentation. If this data is made available by the State Chancellor's Office, this section will be completed.

## **Plan Component 12: Additional Steps to Remedy Significant Underrepresentation**

***Reference CCR Title 5, §53003(c)(8)***

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data the District is unable to determine if significant underrepresentation exists and cannot therefore identify where appropriate additional steps to remedy significant underrepresentation may be required. If this data is made available by the State Chancellor's Office, this section will be completed.

## **Plan Component 13: Other Measures Necessary to Further Equal Employment Opportunity**

***Reference CCR Title 5, §53003(c)(10)***

This EEO Plan is not intended to circumvent any requirements to mutually agree or consult collegially on recruitment and hiring procedures, such as Board Policy 7120, Recruitment and Hiring, Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty, and Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures, and other appropriate Board Policies, Administrative Regulations, Personnel Commission Rules, laws or statutes. See Appendix C and D.

The District recognizes that multiple approaches are appropriate to ensure 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. Furthermore 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.

To that end the District shall do the following to increase the diversity of its workforce and to ensure equal employment opportunity. These provisions will be in place henceforth, even if diversity in the makeup of the District's employees is achieved, because these provisions are valuable in maintaining a diverse work force and in ensuring that the District continues to provide for equal employment opportunity in accordance with the policies of the District and federal and state law.

#### A. Recruitment, Screening and Selection Procedures

The District will ensure equal employment opportunity in its recruitment, screening and selection procedures. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6. The District's recruitment, screening and selection procedures will, at a minimum, include the following provisions:

##### *1. Recruitment*

(a) It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. The District shall actively recruit from both within and outside the District workforce to attract qualified applicants for all new openings. This shall include outreach designed to ensure that all persons, including persons from monitored groups, are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all **new** full-time and part-time openings in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the Chief Executive Officer, and all other executive/administrative/managerial positions.

(b) Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.

(c) Recruitment for part-time faculty positions may be conducted separately for each new opening or by annually establishing a pool of eligible candidates but, in either case, full and open recruitment is required consistent with the Plan.

(d) Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates.

(e) All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer."

(f) In-house or promotional only recruitment shall not be used to fill any new opening for any position except when the position is being filled on an interim basis, provided, however, that no interim appointment or series of interim appointments exceed one year in duration. The Chancellor may approve an extension of up to one additional year if the District demonstrates “business necessity” as defined in Section 53001(b) of Title 5. If such an extension is approved the District must notify the Equal Employment Opportunity Advisory Committee and the Chancellor at least ten (10) working days prior to offering the position to a candidate.

- (1) Where in-house or promotional only recruitment is permitted, the district shall comply with its established hiring procedures and all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified.

## *2. Job Announcements*

(a) Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.

(b) For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(c) Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, shall be reviewed by the Associate Vice Chancellor, Human Resources before the position is announced, to ensure conformity with the requirements of this subchapter and state and federal nondiscrimination laws.

(d) All job announcements shall state that the District is an “Equal Opportunity Employment Employer.”

## *3. Review of Initial Applicant Pools*

(a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, validation, monitoring, evaluating the effectiveness of the District’s Equal Employment Opportunity Program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

## *4. Review of Qualified Pools*

(a) Once the initial applicant pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description.

## **POSITION QUALIFICATIONS:**

(a) The Personnel Commission will: establish essential position qualifications that can be validated as job oriented and as such do not exclude qualified candidates; encourage recruitment procedures that are directed toward the fulfillment of equal opportunity, ensure that examinations are valid, do not have an adverse impact; and ensure that all state and federal laws and administrative regulations are followed regarding personnel functions.

(b) The composition of the qualified applicant pool shall be analyzed to ensure that no monitored group is adversely impacted pursuant to Section 53001(a) of Title 5. If adverse impact is found to exist, the Chancellor or his or her designee shall take effective steps to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

(1) Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District;

(2) Including all applicants who were screened out on the basis of any locally established qualifications beyond state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law or which are not among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

(c) If adverse impact persists after taking steps required under paragraph (b) above, the selection process may proceed only if:

(1) The job announcement does not require qualifications beyond the statewide minimum qualifications; or

(2) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable; or

(3) The particular qualifications beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

(d) The District may not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under paragraph (c)(2) above unless such qualifications are so verified in advance of commencing any such future hiring process.

### *5. Screening/Selection Committee Procedures*

(a) Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

(b) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) Designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, **gender identity, sexual orientation**, and ethnic backgrounds of community college students;

(2) Based solely on job-related criteria; and

(3) Designed to avoid an adverse impact, as defined in Title 5, section 53001(a) and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

(c) If monitoring pursuant to paragraph (b)(3) above reveals that any selection technique or procedure has adversely impacted any such group, the Chancellor or her/his designee shall suspend the selection process and timely and effectively take steps to remedy the problem before the selection process resumes. The EEO Officer, or other official charged with responsibility for monitoring selection procedures, may assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed. If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as described in the Plan or replaced with suitable alternatives having a lesser adverse impact, the use of such qualifications shall be immediately discontinued and any applicant eliminated on the basis of that qualification shall be continued in the hiring process. Where necessary, the position may be re-opened at any time and a new selection process initiated in a way designed to avoid adverse impact.

(d) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a district apply the District's Equal Employment Opportunity Plan in a rigid manner which has the purpose or effect of so discriminating.

(e) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the provisions of the Plan.

(f) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(g) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

(h) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.

(i) Notwithstanding any other provision of this division, the Governing Board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the Plan or to otherwise ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by the Plan.

#### *6. Applicability to Districts Operating a Merit System for Classified Employees*

Pursuant to Education Code Section 88901(d), state laws governing merit systems for classified employees shall not authorize the selection of eligible candidates in circumvention of the “affirmative action programs” (equal employment opportunity programs) of any community college district.

Pursuant to Title 5 section 53027, nothing in the equal employment opportunity provisions of Title 5 shall be construed to conflict with or be inconsistent with the provisions of Article 3 (commencing with Section 88060) of chapter 4 of part 51 of the Education Code which apply to districts operating a merit system for classified employees.

#### B. Development of a Diversity Program

The District will promote the concept of cultural proficiency. This means to have the skill set and knowledge which allows one to be effective with diverse students, employees and other groups.

To assist in the creation of this change, the district adopts principles of diversity, inclusiveness, equity, and multiculturalism which can make the implementation and maintenance of an effective equal employment opportunity program much easier. To facilitate this change, institutionalizing a diversity program that is well planned out and supported by the leadership of the District can be of great value. Our diversity program shall do the following:

- Sponsor cultural events and speakers on issues dealing with diversity, such as:
  - By December 2013 have a guest speaker make an interactive presentation to the districtwide managers and confidential employees on “cultural proficiency and awareness”
  - 2013-2014 – Host a variety of speakers across the district to make us more aware of, understand and appreciate the differences of the cultural groups within our local community. This may cover cultural history, the path to Fresno, native dress, traditional dance, storytelling, and foods for groups such as African-American, Armenian, Southeast Asian and Punjabi. This may include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Explore how to infuse diversity into the classroom and curriculum
- Explore methods to create a more inclusive and welcoming campus climate

- Highlight the district’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Evaluate administrators yearly on their ability and efforts to meet the district’s equal employment opportunity and diversity efforts.
- 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.
- Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

## **Plan Component 14: Persons with Disabilities: Accommodations and Goals for Hiring**

### A. Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code sections 11135, et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The District Human Resources, Personnel Commission Office and college administration are responsible for handling requests from applicants seeking accommodations. For current employees, the Human Resources office provides the legal guidance, but the campus is responsible for handling requests for accommodations from campus employees. The district office and district operations will handle accommodation requests from their employees. Requests can be made by the employee contacting his/her immediate supervisor.

### B. Goals and Timetables

Pursuant to the April 25, 2012 letter from the State Chancellor’s Office, the availability data needed to fully complete this section of the plan has not been developed. Consequently, “districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d),” (see Appendix 1). Because of the lack of sound availability data, the District is unable to determine if underrepresentation and/or significant underrepresentation exists in regard to employees with disabilities and cannot therefore identify whether appropriate methods to address underrepresentation are needed. If this data is made available by the State Chancellor’s Office, this section will be completed.



## **Plan Component 15: Graduate Assumption Program of Loans for Education**

The District will take into account system-wide strategies developed by the Board of Governors to encourage community college students to become qualified for, and seek employment as, community college employees. The District will consider strategies to inform students about the opportunity to participate in the Graduate Assumption Program of Loans for Education (GAPLE), when those programs are funded and available.

## Equal Employment Opportunity Advisory Committee

(Committee Make-up of the Human Resources Staffing Plan Taskforce)

### District Office:

Vice Chancellor of Finance and Administration or designee, Ed Eng  
Vice Chancellor Educational Services and Institutional Effectiveness or designee, George  
Railey  
Associate Vice Chancellor of Human Resources (EEO Officer), Diane Clerou  
Director of Classified Personnel, Elba Gomez  
Provisional Director of Human Resources, Samerah Campbell

### Fresno City College:

Administration\* Carolyn Drake  
Faculty Senate Matt Watson  
Classified\*\* Josie Jalomo-Huckeba

### Reedley College (Madera Center and Oakhurst Center see below)

Administration\* Claudia Habib  
AFT President/designee Lacy Barnes

### Madera Center

Administration\* - Jim Chin  
Faculty Senate – Evie Contreras

### Willow International Community College Center

Administration\* Kelly Fowler  
Faculty Senate Erik Fritz  
Classified\*\* Leah Edwards

\*As assigned by the Presidents

\*\*As assigned by President of CSEA

## **Discrimination and Harassment Complaints**

### Filing a Timely Complaint

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages employees and students who believe they are being harassed to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

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

### 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

Each Vice President of Student Services or the Associate Vice Chancellor-Human Resources if at the District Office is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned to the Vice President of Student Services, Associate Vice Chancellor-Human Resources if at the District Office, to other staff or to outside persons or organizations under contract with the District, and shall occur whenever the Vice President of Student Services or the Associate Vice Chancellor-Human Resources is named in the complaint or implicated by the allegations in the complaint.

### Where to File a Complaint

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

**Discrimination and Harassment Complaints** (continued)

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the CCC Chancellor's Office. These approved forms are available for the Vice President of Student Services or the Associate Vice Chancellor-Human Resources and also at the CCC Chancellor's website, [www.cccco.edu](http://www.cccco.edu).

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

- The Vice President of Student Services or the Associate Vice Chancellor-Human Resources;
- The Presidents, Vice Chancellor-North Centers or Chancellor; and/or
- The Chancellor of the California Community Colleges.

Employee complainants shall be notified that they may file employment discrimination or harassment complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH). Complaints filed with the EEOC and/or the DFEH should be forwarded to the Chancellor's office.

Any District employee who receives a discrimination or harassment complaint shall notify the Vice President of Student Services or the Associate Vice Chancellor-Human Resources immediately.

#### Intake and Processing of the Complaint

Upon receiving notification of a discrimination or harassment complaint, the Vice President of Student Services or the Associate Vice Chancellor-Human Resources shall:

- Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling and/or training, etc.
- Advise the complainant that he/she need not participate in an informal resolution of the complaint, and that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education. The Vice President of Student Services or the Associate Vice Chancellor-Human Resources shall also notify the Chancellor of California Community Colleges of the complaint.

**Discrimination and Harassment Complaints** (continued)

- Authorize the investigation of the complaint, and supervise and/or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. The investigation will include interviews with the complainant, the accused perpetrator, 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 discrimination or harassment giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.
- Set forth the results of the investigation in a written report. The written report shall include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether discrimination or harassment did or did not occur with respect to each allegation in the complaint, and any other appropriate information.
- Provide the complainant and alleged perpetrator with a copy or summary of the investigative report within ninety days from the date the District received the complaint. The complainant and alleged perpetrator shall also be provided with a written notice setting forth the determination of the Chancellor as to whether discrimination or harassment did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the parties' rights to appeal to the District's Board of Trustees and the State Chancellor's Office. The results of the investigation and the determination as to whether discrimination or harassment occurred shall also be reported to the alleged perpetrator, and the appropriate academic or administrative official(s). Reports to the complainant shall be prepared so as not to violate any applicable privacy rights of the alleged perpetrator.

**Investigation of the Complaint**

The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. As set forth above, where the complainant opts for an informal resolution, the Vice President for Student Services or the Associate Vice Chancellor-Human Resources may limit the scope of

**Discrimination and Harassment Complaints** (continued)

the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on an as “need-to-know-basis” is essential to a thorough investigation.

*Investigation Steps.* The District will fairly and objectively investigate discrimination or harassment complaints utilizing the following steps: interviewing the complainant(s); interviewing the alleged perpetrator(s); identifying and interviewing other witnesses, if any; reminding all individuals interviewed of the District’s no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion.

*Timeline for Completion.* The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint.

*Cooperation Required.* All employees are required to cooperate with a District investigation into allegations of discrimination or harassment. 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 discrimination or harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

#### Discipline and Corrective Action

If harassment and/or discrimination, retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the perpetrator and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense and calculated to end any discriminatory or harassing conduct. If discipline is imposed, the nature of the discipline will not be communicated to the complainant.

Disciplinary action 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 or discrimination and to protect the complainant and witnesses from retaliation as a result of

**Discrimination and Harassment Complaints** (continued)

communicating the complaint or assisting in the 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.

**Appeals**

If the complainant is not satisfied with the administrative determination, he/she may, within ten calendar days, submit a written appeal to the Chancellor. The Chancellor or his/her designee will review the original complaint, the investigative report, the administrative determination and the appeal. The Chancellor or his/her designee may, at his/her option meet with the complainant. If the same, or substantially the same complaint is made by more than one employee against one alleged perpetrator, only one employee, on behalf of him/herself and the other complainants, may process the appeal. The names of all complainants will appear on any documents related to the appeal. The Chancellor or his/her designee will, within ten calendar days render a written decision on the appeal. This written decision will be communicated to the complainant.

If the complainant is not satisfied with the Chancellor's decision, he/she may, within fifteen days, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative determination, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the complainant and to the state Chancellor's Office. The complainant shall also be notified of his/her right to appeal this decision.

If the Board does not act within forty-five days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

The complainant shall have the right to file a written appeal with the state Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Section 59350 of Title 5 of the California Code of Regulations.

In any case involving employment discrimination, the complainant may at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing. In such cases, the complainant may also file a petition for review with the state Chancellor's Office within thirty days after the Governing Board issues the final decision or permits the administrative decision to become final.

**Discrimination and Harassment Complaints** (continued)

Within 150 days of receiving a complaint, the District shall forward to the state Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

**Dissemination of Policy and Procedures**

District Policy and Regulations related to harassment will be made available to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus.

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

**Training**

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

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



**Discrimination and Harassment Complaints** (continued)

Training of all staff will be conducted. Training for academic staff should emphasize environmental harassment in the classroom.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and procedures.

A training program or informational services will be made available to all students at least once annually. The student training or informational services shall include an explanation of the policy, how it works, and how to file a complaint.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District's potential liability, or that they did not understand the policy and desire further training.

References: Education Code Section 66281.5; Title 5 Sections 59320, 59324, 59326, and 59300 et seq.; 34 C.F.R. Section 106.8(b)

Adopted by Chancellor's Cabinet: August 18, 2008

**Procedures for Recruitment and Employment of College Faculty****SECTION I – PHILOSOPHY**

- 1.1 It shall be the policy of the State Center Community College District to recruit and hire highly qualified college faculty who are expert in their subject areas, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall college effectiveness. Indispensable characteristics include excellence in teaching, expertise in subject matter, positive personality traits, leadership ability, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.
- 1.2 The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.
- 1.3 Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The faculty has an inherent professional responsibility and right to participate in the development and implementation of policies and procedures governing the hiring process.
- 1.4 Hiring procedures are based on recognition that responsibility for selecting faculty is shared cooperatively by faculty and Administration participating effectively in all phases of the hiring process.
- 1.5 Strict confidentiality shall govern all applicant files, reference checks and Interview Selection Committee discussions relative to faculty hiring.
- 1.6 A joint committee of Administration and Academic Senates shall review these procedures every five years or at the request of either of the Academic Senates or Administration.

**Procedures for Recruitment and Employment of College Faculty** (continued)**SECTION 2 – EQUAL EMPLOYMENT OPPORTUNITY**

- 2.1 The Board of Trustees, Administration, and Academic Senates have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring faculty.
- 2.2 All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.
- 2.3 In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

**SECTION 3 – POSITION IDENTIFICATION/APPROVAL**

- 3.1 The campus will determine the number of new contract faculty positions to be recommended to Chancellor's cabinet, through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, faculty in the discipline, and college administrators.
- 3.2 The Chancellor, with due consideration for the District's full time faculty obligation, the District budget and campus needs, will determine the number of additional contract faculty positions to be recommended to the Board of Trustees, through a well-defined, cooperative and thoughtful planning process involving the Chancellor's cabinet.
- 3.3 The campus will allocate new and vacant contract faculty positions to departments and/or disciplines through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, Department Chairs/North Centers divisional representatives, and college administrators.

**SECTION 4 – JOB DESCRIPTION**

- 4.1 Clear and complete job descriptions with the essential functions of the position and desirable qualifications shall be developed by the appropriate Administrator, and discipline specific faculty. In all cases, job descriptions shall include the minimum qualifications for teaching at the community college level as established by the statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges.

**Procedures for Recruitment and Employment of College Faculty** (continued)

- 4.2 Hiring criteria that are set by regulation and that are beyond the minimum qualifications will be established when appropriate.
- 4.3 The Equal Employment Opportunity Officer will review each position announcement/job description to ensure conformity with the District's Equal Employment Opportunity and non-discrimination guidelines.

**SECTION 5 – SEARCH PROCEDURES**

- 5.1 Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria as developed pursuant to section 4 and application procedures. Timely review of the public announcement by discipline specific faculty, appropriate Administrator shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Office responsibility.
- 5.2 If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship or delay in the start of classes, the College President or Vice Chancellor-North Centers may request a 30 day emergency recruitment.
- 5.3 All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.
- 5.4 If at the end of the recruitment period, the Associate Vice Chancellor for Human Resources believes that the applicant pool lacks sufficient applications he/she will immediately notify the College President or Vice Chancellor-North Centers. He/she or his/her designee will consult with the department chair/divisional representatives and subject area faculty. After such consultation, the College President or Vice Chancellor-North Centers will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as full time temporary, cancel the recruitment for the position, or take any other action arrived at through consultation.

**Procedures for Recruitment and Employment of College Faculty** (continued)**SECTION 6 - APPLICANT SCREENING, SELECTION AND INTERVIEW PROCESS**

- 6.1 The appointment of faculty members to serve on faculty Interview Selection Committees shall be made by mutual agreement between the College President or Vice Chancellor-North Centers or his/her designee, and the Academic Senate President. Should the composition of the original committee, need to change, this process shall still apply.
- 6.2 The Interview Selection Committee shall consist of not less than five (5) individuals, nor more than ten (10). Wherever possible, the majority of the committee shall be members of the faculty from the discipline in which the vacancy exists. In addition to the area administrator, the remainder of the committee shall be members of the faculty or members of the community having special expertise.
- 6.3 Should enough faculty from the discipline NOT be available at the college/campus where the vacancy exists, an effort shall be made to obtain faculty from the discipline from other colleges/campuses; however, this should not be done to the extent that such augmentation would result in a majority of the Interview Selection Committee coming from those other colleges/campuses. An effort shall be made to insure that a majority of the committee members come from the college/campus where the vacancy exists, and that there is also a majority of the committee from within the discipline. In cases where it is not possible to have majorities in both of the categories mentioned above, maintaining the majority from the college/campus where the vacancy exists shall take precedence.
- 6.4 Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.
- 6.5 All members of the Interview Selection Committee shall be voting members.
- 6.6 The area administrator will convene the initial meeting of the Interview Selection Committee, at which time the Interview Selection Committee shall elect its ongoing chairperson from among any of its members and establish a time line for carrying out the functions of the committee.

**Procedures for Recruitment and Employment of College Faculty** (continued)

- 6.7 The chairperson shall provide written instructions to the Interview Selection Committee, which shall include this Administrative Regulation (Administrative Regulation 7120) and the time line. These instructions shall be reviewed by the committee at this time.
- 6.8 The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to section 6.8 may result in disciplinary action.
- 6.9 The committee shall be entrusted with the responsibility of selecting the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; establishing paper screening criteria for desirable candidates; reviewing applicants' files; establishing interview questions; establishing the criteria for any teaching demonstrations and/or demonstrations of competence in writing or other performance indicators related to the subject deemed necessary of each applicant; selecting a minimum and maximum number of candidates to interview as determined by the Interview Selection Committee; conducting the interview with the selected candidates in a professional manner; selecting the candidates to be recommended for the position; and providing a written rationale for the candidates being recommended for the position.
- 6.10 Before applicant files are released to the Selection Committee, the following information must be submitted to the District Human Resources Office: names of committee members and committee chair; selection criteria for paper screening; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, or ethnic backgrounds of community college students; a tentative timeline; teaching and/or demonstration topics (if applicable), and written question(s) (if applicable).

**Procedures for Recruitment and Employment of College Faculty** (continued)

- 6.11 The initial screening of applications will normally provide no more than twenty (20) applicant files for screening by the whole Interview Selection Committee. An Applicant Screening Subcommittee composed of at least the area administrator, the Interview Selection Committee Chair or his/her designee, and an additional faculty member from the Interview Selection Committee will conduct the initial screening of the applications. The Interview Selection Committee Chair will ensure that the discipline is represented on the Applicant Screening Subcommittee. Any other member of the Interview Selection Committee may also participate in the initial screening.
- 6.12 The Associate Vice Chancellor of Human Resources (after consultation with the department and/or discipline and District Equal Employment Opportunity Officer), will determine whether the applicants selected by the Applicant Screening Subcommittee meet the Equal Employment Guidelines and shall so certify.
- 6.13 Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.
- 6.14 The Interview Selection Committee will verify that all applicants meet the minimum educational and/or vocational qualifications as set by regulation, or have met equivalency as determined by the department and approved by the Academic Senate-Equivalency Committee. The Interview Selection Committee shall also select those applicants for an interview who best meet the desired qualifications listed on the job description.
- 6.15 The Interview Selection Committee shall conduct interviews and candidates will be evaluated with respect to, but not limited to, the following criteria:
- Subject area knowledge and competency;
  - Teaching/service and communications skills;
  - Commitment to professional growth and service;
  - Potential for overall professional effectiveness;

**Procedures for Recruitment and Employment of College Faculty** (continued)

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the students;

Teaching or skill demonstrations and/or writing samples.

- 6.16 Upon completion of all of the interviews the Interview Selection Committee Chairperson shall lead a discussion of the strengths of the candidates.
- 6.17 The committee shall designate from its members a faculty member and the area administrator one of whom will be the Interview Selection Committee Chair to conduct the reference checks on those candidates to be recommended to the College President or Vice Chancellor-North Centers for final selection. If either committee member conducting reference checks finds the results could change the Interview Selection Committee recommendations, the committee shall be reconvened for further deliberations.
- 6.18 The Interview Selection Committee shall normally recommend to the College President or Vice Chancellor-North Centers three (3) highly qualified candidates for final consideration. The Committee shall provide the candidates' files and written comments for each candidate, in alphabetical order, as a further means of communicating its recommendations. If the Committee cannot recommend three candidates, the Committee shall indicate to the President or Vice Chancellor-North Centers why fewer than three are being recommended. Any candidate whose name is sent forward to the President or Vice Chancellor-North Centers shall be considered among the most highly qualified to fulfill the requirements of the position. If the Interview Selection Committee cannot recommend any of the candidates, the hiring process shall reopen or the position shall be redesignated as a full time temporary position. If, after consultation between the Interview Selection Committee and the President or Vice Chancellor-North Centers, neither of these two options is deemed viable then further action will be arrived at by broader consultation of the constituencies mentioned in section 3.3
- 6.19 The President or Vice Chancellor-North Centers shall interview those candidates sent forward by the Interview Selection Committee. The President or Vice Chancellor-North Centers may involve other senior administrators in this interview. Prior to interviewing the candidates, the interview questions must be submitted to the District Human Resources Office. After all interviews are



**Procedures for Recruitment and Employment of College Faculty** (continued)

complete faculty member from the Interview Selection Committee and the area administrator, one of whom is the Interview Selection Committee chair, shall meet together to discuss with the President or Vice Chancellor-North Centers the Committee's recommendations. The President or Vice Chancellor-North Centers may choose from any of those candidates sent forward.

- 6.20 If the College President or Vice Chancellor-North Centers cannot recommend one of the candidates whose names were sent forward, she/he shall reconvene the Interview Selection Committee to discuss why the committee's recommendations cannot be supported. If following such discussions, the President or Vice Chancellor-North Centers still cannot recommend one of those sent forward:
- a) additional recommendations may be sent forward by the Interview Selection Committee; or
  - b) The President or Vice Chancellor-North Centers may reopen the search.
- 6.21 At the end of each semester, each college's Academic Senate will compile a list of full time faculty available to serve on emergency Interview Selection Committees during either the winter break or summer. This list shall be provided to each College President and the Vice Chancellor-North Centers. The senates will also provide a schedule of Academic Senate Executive Board member(s) who will be available for consultation during those times. This process will help to ensure that sufficient numbers of faculty are always available to serve on Interview Selection Committees.

**SECTION 7 – NOTIFICATION OF APPLICANTS AND CANDIDATES**

- 7.1 All applicants and candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications by the District Human Resources Office.
- 7.2 After approval by the Board of Trustees, the formal offer of employment shall be prepared and issued from the District Human Resources Office.

**Procedures for Recruitment and Employment of College Faculty** (continued)

**SECTION 8 – EQUIVALENCIES**

- 8.1 Every faculty employment application shall include a form which applicants can utilize to describe the exceptional experiences, backgrounds or degrees which would be equivalent to the stated degree requirements. On the form, the applicant must indicate why she/he thinks she/he has the equivalent to the exact degree(s) or experience that is stated in the minimum qualifications. It is the applicant's responsibility to provide the completed employment application form and the necessary documentation.
- 8.2 The Academic Senate at each campus shall maintain within its structure a standing committee for the purpose of determining the validity of equivalency petitions.
- 8.3 In assessing the appropriateness of an equivalency petition, the college's Academic Senate equivalency process should determine if the applicant possesses qualifications that are at least equivalent to the minimum qualifications specified by the State Chancellor's Office. (California Code Regulations, Title 5 Section 53430.) The determination of equivalencies that meet the minimum standard will occur through a detailed review of the equivalency petition as outlined by that college's Academic Senate equivalency process.
- 8.4 Upon this review, a written statement of approval or denial of the equivalency petition shall be included with the employment application. If an equivalency petition is formally approved, the candidate shall remain in the select pool. If an equivalency petition is formally denied, the applicant's file will cease to be part of the select pool, and will be forwarded by the Interview Selection Committee to the District Human Resources Office. The Interview Selection Committee chair will monitor the progress of the Academic Senate equivalency review process to ensure that the process is completed in a timely manner.

**DEFINITIONS**

**Applicant:** An individual having submitted a complete applicant file for the position by the filing deadline.

**Area Administrator:** A dean or other appropriate administrator as designated by the college president.

**Procedures for Recruitment and Employment of College Faculty** (continued)

**Candidate:** An applicant who has been selected for an interview.

**Complete Faculty Applicant File:** District Academic Employment Application, supplemental application form (if required for the position), a Letter of Application explaining applicants experience as it relates to each item listed under the desirable qualifications on the job announcement, a resume and/or placement file, copies of all graduate and undergraduate transcripts, completed Petition for Equivalency Form if needed, three written statements of recommendation to be received prior to the filing deadline.

**Emergency Recruitment:** The recruitment for a vacancy which, in the opinion of the college president, occurred unexpectedly and one for which the normal recruitment time line would cause a hardship or delay in the start of classes.

**Equal Opportunity Employment:** State Center Community College District is committed to Equal Employment Opportunity. It is the policy of the State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion, or other similar factors as defined by law. SCCCDC is a Title V employer.

**Recruitment Period:** The time span, normally 45, but not less than 30, calendar days, during which application materials will be sent or given out upon request and received for consideration for a particular vacancy.

**Temporary Full Time Hire:** An individual who shall normally be offered a contract for a maximum of one year.

Adopted by Chancellor's Cabinet: August 18, 2008

## **Administrative Recruitment and Hiring Procedures**

### Philosophy

It shall be the policy of the State Center Community College District to recruit and hire highly qualified district/college administrators who are expert educational leaders, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall district/college effectiveness. Indispensable characteristics include excellence in educational leadership, expertise in administering district/college programs, positive personality traits, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

### Equal Employment Opportunity

The Board of Trustees, Administration, Faculty, Classified and Confidential employees have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring Educational Administrators.

All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.

In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

### Position Identification Approval

The Chancellor must approve all requests to fill administrative vacancies.

### Job Description

Clear and complete job descriptions with all of the desired characteristics shall be developed by

**Administrative Recruitment and Hiring Procedures** (continued)

the Chancellor or College President or Vice Chancellor-North Centers. In all cases, job descriptions shall include the minimum qualifications for educational administrators at the community college level as established and adopted by the Board of Governors of the California Community Colleges. (Title 5 Section 53420.)

Hiring criteria that are beyond the minimum qualifications set by regulation may be established.

The Equal Employment Opportunity Officer will review each position announcement/job description to insure conformity with the District's Equal Employment Opportunity and non-discrimination guidelines.

**Search Procedures**

Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria and application procedures. Timely review of the public announcement by the Chancellor or College President or Vice Chancellor-North Centers shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Human Resources Office responsibility. All administrative positions shall be placed on the District's web site and sent to all employees via District e-mail.

All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.

If at the end of the recruitment period, the Associate Vice Chancellor-Human Resources believes that the applicant pool lacks sufficient applicants he/she will immediately notify the Chancellor or College President or Vice Chancellor-North Centers. The Chancellor or College President or Vice Chancellor-North Centers will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as an interim or cancel the recruitment for the position.

If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship, the Chancellor or College President or Vice Chancellor-North Centers may request recruitment for an interim administrator.

**Administrative Recruitment and Hiring Procedures** (continued)

**Applicant Screening, Selection and Interview Process**

The process for selecting the Screening Committee and the membership of the Screening Committee shall be developed and approved by the College President for college positions or developed and approved by the Vice Chancellor-North Centers for North Centers positions. The Chancellor will develop the process for selecting the Screening Committee and the membership of the Screening Committee for District Office administrative positions. Each administrative Screening Committee shall have representatives from academic and classified employee groups and reasonable representation from protected groups.

Strict confidentiality shall govern all applicant files, reference checks and Screening Committee discussions relative to hiring educational administrators.

Each member of the Screening Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.

All members of the Screening Committee shall be voting members.

The Chancellor or College President or Vice Chancellor-North Centers shall appoint an administrator to convene the initial meeting of the Screening Committee and establish a time line for carrying out the functions of the committee. The screening committee shall elect a chairperson.

The chairperson shall provide written instructions to the Screening Committee, which shall include this Administrative Regulation and the time line. This Administrative Regulation shall be reviewed by the committee at this time.

The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to the confidentiality statement may result in disciplinary action.

**Administrative Recruitment and Hiring Procedures** (continued)

The committee shall be entrusted with the responsibility of recommending the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; reviewing applicants' files; establishing interview questions; establishing the criteria for any demonstrations of competence related to the administrative position deemed necessary of each applicant.

The College President or Vice Chancellor-North Centers and/or the Chancellor or designees will pre-screen the applicant pool and narrow the field to twenty (20) applications to be forwarded to the screening committee. The Chancellor and College President or Vice Chancellor-North Centers or designees will verify that all applicants meet the minimum educational qualifications as set by regulation.

Any member of the screening committee may review all of the files not selected and shall have the opportunity to recommend alternate candidates for the select pool to the Screening Committee.

Before applicant files are released to the Screening Committee, the following information must be submitted to the District Human Resources Office by the chairperson: names of committee members and committee chair; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; a tentative timeline; criteria for any demonstrations of competence related to the administrative position deemed necessary of each applicant.

The Associate Vice Chancellor of Human Resources (after consultation with the Chancellor, College President or Vice Chancellor-North Centers), will determine whether the applicants selected meet the Equal Employment Guidelines and shall so certify.

Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.

Once the select pool has been agreed upon, the Screening Committee shall screen the pool and at least the top five (5) qualified applicants shall be invited for an interview. The Screening Committee shall select those applicants for an interview who best meet the desired qualifications listed on the job description.

**Administrative Recruitment and Hiring Procedures** (continued)

The Chancellor, College President or Vice Chancellor-North Centers shall have the right to add additional names to the list of individuals being invited for interview from the select pool.

After the candidates have been interviewed, committee members will recommend three to five unranked candidates. Should the committee feel unable to recommend at least three unranked candidates, the committee must seek the Chancellor's, President's or Vice Chancellor-North Center's agreement to consider fewer than three unranked candidates. The Chancellor, College President or Vice Chancellor-North Centers shall have the right to add additional names to the recommended list of unranked candidates. If the Chancellor, College President or Vice Chancellor-North Centers decides to interview one of the candidates whose names were not sent forward, she/he shall reconvene the Selection Committee to explain why a name(s) is being added. If neither of these options results in a sufficient pool of final candidates, the Chancellor, President, or Vice Chancellor-North Centers, in his/her sole discretion, after consultation with the Associate Vice Chancellor-Human Resources, reopen the position for further recruitment.

The College President for college positions or Vice Chancellor-North Centers for North Centers positions will interview all of the candidates invited for an interview. The Chancellor may interview all of the candidates invited for an interview. The Chancellor will interview the recommended candidate from the college or North Centers. With concurrence of the Chancellor, the President's or Vice Chancellor North Centers' recommendation will be forwarded to the Board of Trustees for consideration and approval.

**Notification of Candidates**

All candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications.

The formal offer of employment shall be prepared and issued from the District Human Resources Office following Board of Trustees approval.

The District Human Resources Office will inform all candidates of their status regarding their application for a position following approval by the Board of Trustees of a candidate. That office will also inform all newly employed administrators of their responsibilities to provide the District Human Resources Office with official transcripts and other required documents requisite to full employment status.

Adopted by Chancellor's Cabinet: August 18, 2008