



MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Riverside Community College District Equal Employment Opportunity Plan 2017-2020

Approved by the Riverside Community College District
Board of Trustees
December 13, 2016

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Purpose of Equal Employment Opportunity Plan

The Riverside Community College District's Equal Employment Opportunity (EEO) Plan (*Plan*) addresses the requirements of California Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring, provide, guidance in improving the equality of opportunity and commits the District to:

Reaffirm its commitment to Equal Employment Opportunity hiring and State and Federal nondiscrimination statutes in its employment practices, program operations, and service delivery systems.

Define specific action steps to:

- Promote a work and learning environment that is free from all forms of unlawful discrimination harassment, or retaliation;
- Eliminate unnecessary, arbitrary or artificial practices that prevent applicants and employees from enjoying the benefits of employment with the District;
- Increase employee awareness and acceptance of gender, pregnancy, childbirth or related medical conditions, race, veteran status, religion, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, gender identity, gender expression, sexual orientation, use of family and medical leave, genetic testing, and any other basis protected by Federal or State law;
- Provide opportunities for career development and advancement for all employees; and

Recognize the District's expanding workforce by fostering and supporting programs that enhance this diversity.

Assign responsibility and accountability for the success of the Equal Employment Opportunity Program.

Objective of the Equal Employment Opportunity Plan

The objectives of the District's Equal Opportunity Plan are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 or Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

Assist in the development of activities and programs that demonstrate the District's ongoing institutional commitment to diversity.

Chancellor's Message

To the Riverside Community College District Community,

The Riverside Community College District dedicates itself to the success of its students and to the development of the communities it serves. One of the most significant ways to successfully impact student learning is to ensure students have an opportunity to learn in an environment that is a diverse reflection of the world in which we live, learn and lead. To that end, RCCD seeks to move beyond equal opportunity to equitable outcomes for all. This document is a written plan that describes how our District will accomplish this critically important goal.

Equitable outcomes for all remain at the heart of our work. It informs what we do and how we do it. The District's commitment to the development and well-being of our workforce is key to ensuring equitable outcomes. We have made progress, but we have more work to do in order to make certain that outcomes are, in fact, equitable.

I welcome the emphasis this EEO Plan places on collaboration with our constituent groups to move the District closer to the goal of equitable outcomes for all. As a District, we are better and more effective when we work collaboratively.

Sincerely

A handwritten signature in blue ink that reads "Michael L. Burke". The signature is written in a cursive style with a long horizontal line extending from the end.

Michael Burke, Ph.D.
Chancellor – Riverside Community College District

COMPONENT 1: INTRODUCTION

Riverside Community College District (District) is a multicultural community of people from diverse racial, ethnic, linguistic, religious, political ideologies, physical and mental abilities, socioeconomic, national origin, gender identity, gender expression, and sexual orientation backgrounds. We recognize the connection between a diverse workforce and the District's values, goals, and mission. Our activities, programs, classes, workshops, lectures and the everyday interactions of the District are enriched by our inclusion and acceptance of one another. We strive to work together and learn from each other in an environment of positive engagement and mutual respect.

The District's EEO Plan was adopted by the District's Board of Trustees on December 13, 2016. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's strongly held belief that taking purposeful and effective steps to ensure equal employment opportunity helps to ensure that it offers both a working and a learning environment which is welcoming to all. When we demonstrate our commitment to equal employment opportunity, we will foster diversity, promote excellence, and provide an empowering student learning experience.

By engaging our students in an inclusive and welcoming learning environment, we are preparing them to work and live in an increasingly global society. By affording the District's employees the benefit of working in an inclusive and welcoming working environment we inspire the best in them, create opportunities for their personal and professional growth, and allow them to be at their best to serve our students.

The *Plan's* immediate focus is equal employment opportunity in its recruitment, screening and selection policies and practices pursuant to Title 5 section 53003 et seq, and the steps the District will take in the event of underrepresentation of monitored groups. In addition to an analysis of the demographic makeup of the District's workforce population, the *Plan* also includes an analysis of the District's applicant pools. The Plan also contains the requirements for resolution of complaints falling under the following categories:

- Allegations of noncompliance with equal employment opportunity programs
- Allegations of unlawful discrimination

The *Plan* incorporates guidelines for the establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. Education Code 87360 requires that meaningful consideration be given to whether applicants for faculty and administrator positions demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students." On June 17, 2016, the Legal Affairs Division at the Chancellor's Office issued an opinion regarding Equal Employment Opportunity. As it relates to Education Code 87360, the Opinion states: "Since it is a job requirement, state law treats 'sensitivity to diversity' as similar to a minimum requirement. The *Plan* outlines meaningful ways the

District can ensure its compliance to this legal mandate as well as create opportunities to promote professional and personal development opportunities in this area for our faculty and staff.

The Riverside Community College District has maintained its commitment to equal employment opportunity and diversity and continues to maintain its commitment to these principles as a part of the District's core values.

Legal Authority

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a) and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan.

California Code of Regulations Title 5, Section 53003(a)-District Plan

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans and revisions shall be submitted to the Chancellor's Office for review and approval.

California Education Code, Section 87100-Legislative Finds and Declarations

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

(1) In fulfilling its mission within California's system of public higher education, the California Community Colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California Community College Districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of Section 12940 of the Government Code, as those bases are defined in Sections 12926 and 12926.1 of the Government Code, except as otherwise provided in Section 12940 of the Government Code. Every aspect of personnel policy and practice in the community college Districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity

are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

Title 5, Section 53026 Complaints-Violation of Equal Employment Opportunity Regulations

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

COMPONENT 2: DEFINITIONS

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

DIVERSITY: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socioeconomic backgrounds.

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 in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

EQUAL EMPLOYMENT OPPORTUNITY PLAN: a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

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

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.

ETHNIC/RACIAL GROUPS: Racial and ethnic groups as defined by the Equal Employment Opportunity Commission. Group assignments are obtained through voluntary self-identification by employees and applicants for employment.

AMERICAN INDIAN OR ALASKA NATIVE — a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

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

BLACK OR AFRICAN AMERICAN — a person having origins in any of the original peoples the Black racial groups of Africa.

HISPANIC OR LATINO — a person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins regardless of race.

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER — a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

WHITE — a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

BIRACIAL OR MULTI-RACIAL — all persons who identify with two or more of the above racial groups.

IN-HOUSE OR PROMOTIONAL ONLY HIRING: means that only existing District employees are allowed to apply for a position.

JOB CATEGORIES: the job categories utilized for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, section 53004(a) are: (1) Executive/Administrative/Managerial, (2) Faculty and other Instructional Staff, (3) Professional Non- Faculty, (4) Secretarial/Clerical, (5) Technical and Paraprofessional, (6) Skilled Crafts, and (7) Service and Maintenance.

MONITORED GROUPS: means those groups identified in section 53004(b) for which monitoring and reporting are required pursuant to in 53004(a).

PERSON WITH A DISABILITY: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 and section 12926.1, 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.

REASONABLE ACCOMMODATION: efforts made by the District to remove artificial or real barriers, which prevent or limit the employment or upward mobility of persons with disabilities. Reasonable accommodations may include the items designated in section 53025.

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

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.

COMPONENT 3: POLICY STATEMENT

The Riverside Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy, as stated in *BP 3420: Equal Employment Opportunity*, to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, genetic information, ancestry, sexual orientation, or physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code 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 all persons to ensure the District provides an inclusive educational and employment environment. Such an environment 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.

COMPONENT 4: DELEGATION OF AUTHORITY

It is the goal of the Riverside Community College District that all employees promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

1. Board of Trustees

The Riverside Community College District Board of Trustees (Board) is ultimately responsible for proper implementation of the District's *Plan* at all levels of district operations, and for ensuring equal employment opportunity as described in the *Plan*. The Board receives training on the elimination of bias in hiring and employment and the educational benefits of workforce diversity at least once every election cycle. The District will submit the plan to the State Chancellor's Office. The State Chancellor's Office retains the authority to review the District's plan.

2. Chief Executive Officer

The Board delegates to the Chancellor of the District 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 evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

3. Vice Chancellor Human Resources and Employee Relations

Under the supervision of the District Chancellor, the Vice Chancellor Human Resources and Employee Relations directs implementation of the District's equal employment and non-discrimination policies and procedures, as well as the communication and implementation of the *Plan* to the District's executive administrators.

The Vice Chancellor advises the District Chancellor regarding statewide policy emanating from the Board of Governors of the California Community Colleges, and monitors annual review and publication of an annual report on *Plan* implementation.

4. District Compliance Officer

The District has designated the District Compliance Officer as its Equal Employment Opportunity Officer and is under the direct supervision of the Vice Chancellor Human Resources and Employee Relations. The District Compliance Officer is the individual responsible for the development, maintenance and day-to-day implementation of the *Plan*, as it affects district recruitment and employment including engagement of full-time and part-time faculty, staff, administrators, professional experts, independent contractors and temporary employees.

The District Compliance Officer is responsible for annual reporting of compliance with the requirements of Title 5, for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

The District Compliance Officer works collaboratively with the Director of Human Resources and Employee Relations to develop and implement strategies to maximize the diversity of applicant pools, develop and implement the District's recruitment and hiring procedures, and institute retention strategies to ensure all employees feel welcomed and supported.

If the designation of the equal employment opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee.

5. Director Human Resources and Employee Relations

Under the direct supervision of the Vice Chancellor Human Resources and Employee Relations, the Director Human Resources and Employee Relations is responsible for implementing the District's recruitment, screening, selection and hiring processes; development of job descriptions that reflect identified job-related criteria; and the collection of required EEO information from all District employees and qualified applicants.

The Director Human Resources and Employee Relations works collaboratively with the District compliance Officer to ensure all employment and screening processes are fair, equitable, job-related and conform to the District *Plan*.

6. College Diversity Committees

Each college shall maintain a committee to develop and coordinate activities relevant to diversity, equity and inclusion at their college. The College committees will be made up of 10-15 individuals appointed through the appropriate shared governance process. The makeup of the committees shall consist of three (3) faculty members, three (3) classified members, three (3) administrators/managers, and two (2) students. Ex-Officio members shall include the President and the Human Resources Liaison. These committees shall hold a minimum of four (4) meetings per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

The purpose of the committees at each college is to: promote communication; advise the College President on matters related to diversity and equity; conduct periodic assessments of the college's diversity-related climate; develop and monitor college strategic plans for diversity, equity and inclusiveness; develop and coordinate activities to promote diversity and address college-specific issues or concerns.

7. District Council on Diversity, Equity and Inclusion

The Council on Diversity, Equity and Inclusion will act as an advisory body to the District Compliance Officer and the District as a whole to promote understanding and support policies

and procedures as they relate to diversity, equity and inclusion within the District, especially those addressing discrimination, harassment, retaliation and of equal employment opportunity. The makeup of the Council shall consist of three (3) employees from the District Offices, who shall be appointed by the Chancellor, and three (3) members from each college Diversity Committee. Ex-Officio members of the Council shall include the District Compliance Officer, the Director Human Resources and Employee Relations, Human Resources Generalist (1), and Human Resources Analyst (1).

The Council on Diversity, Equity and Inclusion shall assist with the implementation and communication of the *Plan* in accordance with state and federal regulations and guidelines; monitor equal employment opportunity progress; and provide suggestions for *Plan* revisions as appropriate. The District Council on Diversity, Equity and Inclusion will be convened by the District Compliance Officer and shall hold a minimum of four (4) meetings per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. The Council will create a statement on its purpose and function as well associated processes and procedures.

8. 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 this *Plan*.

9. Good Faith Effort

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

COMPONENT 5: ADVISORY COMMITTEE

The District shall maintain the Council on Diversity, Equity and Inclusion as the advisory body to the Chancellor and the District in the implementation of its *Plan*. The committee may also assist in promoting understanding and support of equal opportunity and nondiscrimination policies and procedures. The District Council on Diversity, Equity and Inclusion may recommend events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The District Compliance Officer shall train the Council members on equal employment compliance and the *Plan* itself.

The Council shall include a diverse membership whenever possible including representation from District committees of shared governance. 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 a diverse group of advisory committee members. Efforts will also be made to include representation from faculty, students, classified, confidential staff and administrative classifications in the composition of the Council.

In addition to the District Council on Diversity Equity and Inclusion, each of the colleges shall maintain a Diversity Committee as outline in Component Four, number Six.

COMPONENT 6: COMPLAINTS

6.1 Complaints Alleging Violation of the EEO Regulations

The District has established the following process permitting any person to file a complaint alleging that the requirements of equal employment opportunity regulations have been violated.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes, must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

Complaints involving harassment or discrimination in employment or the application process must file a Complaint of Unlawful Discrimination, Harassment or Retaliation Form (See Appendix A:), per the procedures set for in the District's Unlawful Harassment and Discrimination Policy and Procedures, which can be found on the Human Resources web page.

Any person who believes that EEO regulations have been violated may file a written complaint describing in detail the alleged violation. The complainant must:

- request an EEO Violation Complaint Form (See Appendix B: EEO Violation Complaint Form) from the Human Resources and Employee Relations Department or obtain a copy from the RCCD Human Resources and Employee Relations webpage;
- complete the form and include the name(s) of the individual(s) involved, the date(s) of the event(s) at issue, the names of any witnesses, a detailed description of the actions constituting the alleged violation, and the desired outcome; and
- sign, date and submit the form to the District Compliance Officer in the Human Resources and Employee Relations department.

All complaints shall be filed with the District Compliance Officer. If the complaint involves the District Compliance Officer, the complaint may be filed directly with the Vice Chancellor Human Resources and Employee Relations. The District Compliance Officer will review the complaint, perform or coordinate an investigation and prepare an investigative report, then forward a copy of the written complaint and report to the Vice Chancellor Human Resources and Employee Relations for final determination.

To the extent possible, the Vice Chancellor Human Resources and Employee Relations will make a written determination of all accepted written complaints to the complainant within ninety (90) days of the filing of the complaint.

The Vice Chancellor Human Resources and Employee Relations, on behalf of the District, may return without action any complaint that is inadequate because it does not state a clear violation of the EEO

regulations. All returned complaints will include a statement of the reason for returning the complaint without action.

A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he or she made previous reasonable but unsuccessful efforts to resolve the alleged violation at the District level using the process provided by section 53026¹.

¹ See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints

6.2 Complaints Alleging Unlawful Discrimination, Harassment or Retaliation

The District has adopted procedures for complaints alleging unlawful discrimination, harassment or retaliation for engaging in a protected activity. The District Compliance Officer is primarily responsible for receiving such complaints and for coordinating investigations.

The District's discrimination and harassment complaint procedures are contained in *AP 3435: Handling Complaints of Unlawful Discrimination, Harassment and Retaliation* (See Attachment C: AP 3435 Handling Complaint of Unlawful Discrimination, Harassment and Retaliation). The District Compliance Officer is responsible for receiving and coordinating the investigation of such complaints.

COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

The Board of Trustees and the Chancellor are committed to equal employment opportunity throughout the District as emphasized by the broad dissemination of its Equal Employment Opportunity Policy and Plan. The EEO policy statement "Riverside Community College District is an Equal Opportunity, Title IX and Section 504 employer", shall be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the Board, the Chancellor, College Presidents, administrators, the academic senate leadership, union representatives, and the members of the District Council on Diversity, Equity and Inclusion; and placed in the Human Resources and Employee Relations Office, every campus library, and each campus Office of the President. The Plan will be available on the District's website for electronic access.

Each year, the District Office will provide all employees a copy of the equal employment opportunity policy statement and a written summary of the Plan. When new employees commence employment with the District, the Human Resources Department will provide them a copy of the policy statement and a Plan summary that will include a statement of the importance of the employee's participation in and responsibility of ensuring the Plan's implementation and where complete copies of the *Plan* are available.

All administrators and managers will also receive notice every two years and when first hired, that they are required by law and RCCD policy to take required AB1825 Sexual Harassment and Discrimination Training.

COMPONENT 8: TRAINING FOR SCREENING AND SELECTION COMMITTEES

Any organization or individual who is involved in the recruitment, screening and selection of applicants shall receive appropriate training on the requirements of the Title 5 regulations regarding equal employment opportunity (section 53000 et seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency²; the educational benefits of a diverse workforce; and identification and elimination of bias in hiring. The District Compliance Officer is responsible for developing the required training and monitoring training compliance for all screening/selection committee members.

A screening and selection committee is a group of individuals formed for purposes of assisting the responsible administrator in screening and selecting candidates for a posted position within the District. Persons serving on a hiring committee will be required to participate in a pre-hiring EEO training session within the 24 months prior to beginning of service on a committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on hiring committees. The District Compliance Officer is responsible for providing the required training.

Every employee who serves on a screening and selection committee is responsible for ensuring that all applicants receive fair and equitable treatment. The Human Resources Generalist or Human Resources Analyst assigned to coordinate a search process, will serve as a non-voting EEO Representative of the Screening and Selection Committee and advise on matters related to compliance with Title 5 EEO regulations and other Federal and State laws and statutes that govern the screening and selection process. The EEO Representative will provide guidelines and instructions on equal employment opportunity and take necessary steps to ensure that equal employment opportunity principles are applied at each step in the screening and selection process.

² "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavior expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The District Compliance Officer shall wholeheartedly endeavor to provide annual notification to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its job openings and provides for online application submission. The notice will also include the telephone number for the department of Human Resources and Employee Relations. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan* (See Appendix D: Annual Written Notice to Community Based and Professional Organizations). This list may be revised from time to time as necessary.

COMPONENT 10: ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOLS

The District Compliance Officer will survey the District's workforce composition 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 significantly underrepresented within the District workforce. Monitored groups are those groups in Title 5 section 53004(a) identified by ethnicity, gender, and disability status for whom monitoring and reporting is required. Monitored groups are:

- American Indian/Alaskan Native
- Asian
- Biracial/Multiracial
- Black/African American
- Hispanic/Latino
- White
- Pacific Islander
- Men
- Women
- Persons with disabilities

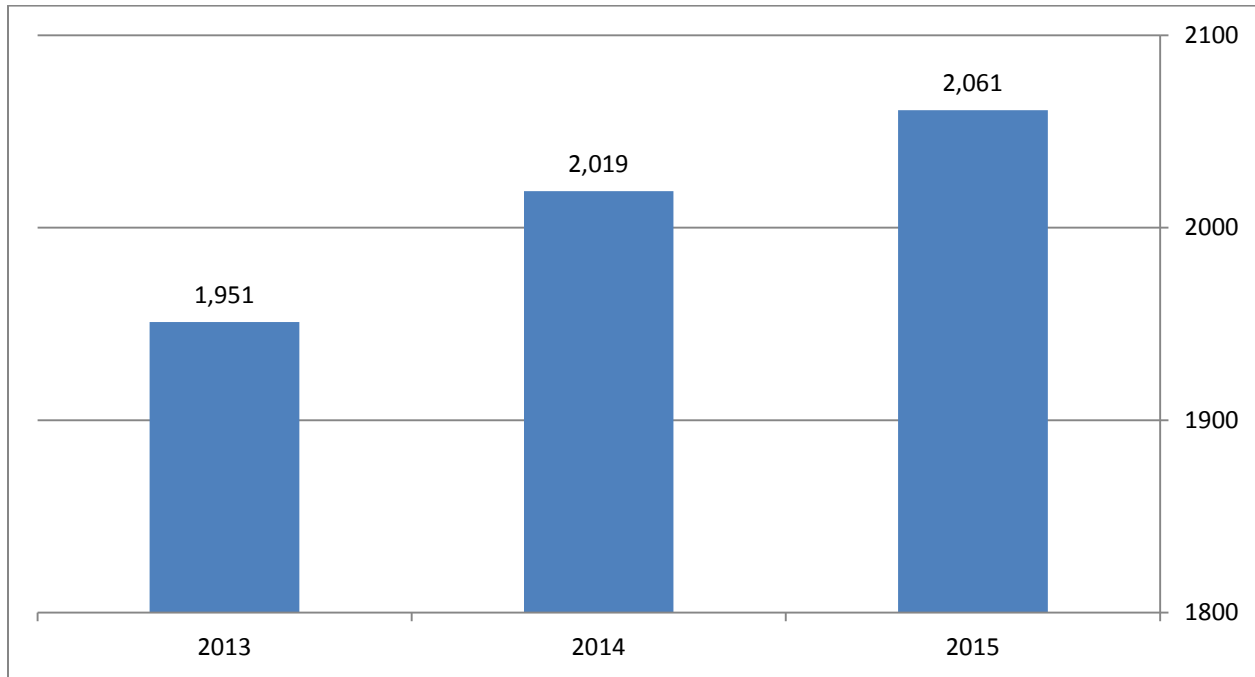
For the purposes of data collection and reporting, all applicants and employees will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability status. This information will be kept confidential and will not be visible to screening and selection committee members or hiring authorities during the recruitment process. The District will annually report the results of the survey of employees to the Office of the Chancellor. At least every three years, the Plan will be reviewed and revised, if necessary, based on an analysis of gender, ethnicity, and disability composition of the then-existing workforce and applicant pool for each of the following job categories:

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

The tables on the following pages are based upon available information for years 2013, 2014 and 2015, which identify the District's workforce by job category separated by gender, ethnicity and disability designation where applicable.

10.1 Workforce Distribution by Headcount

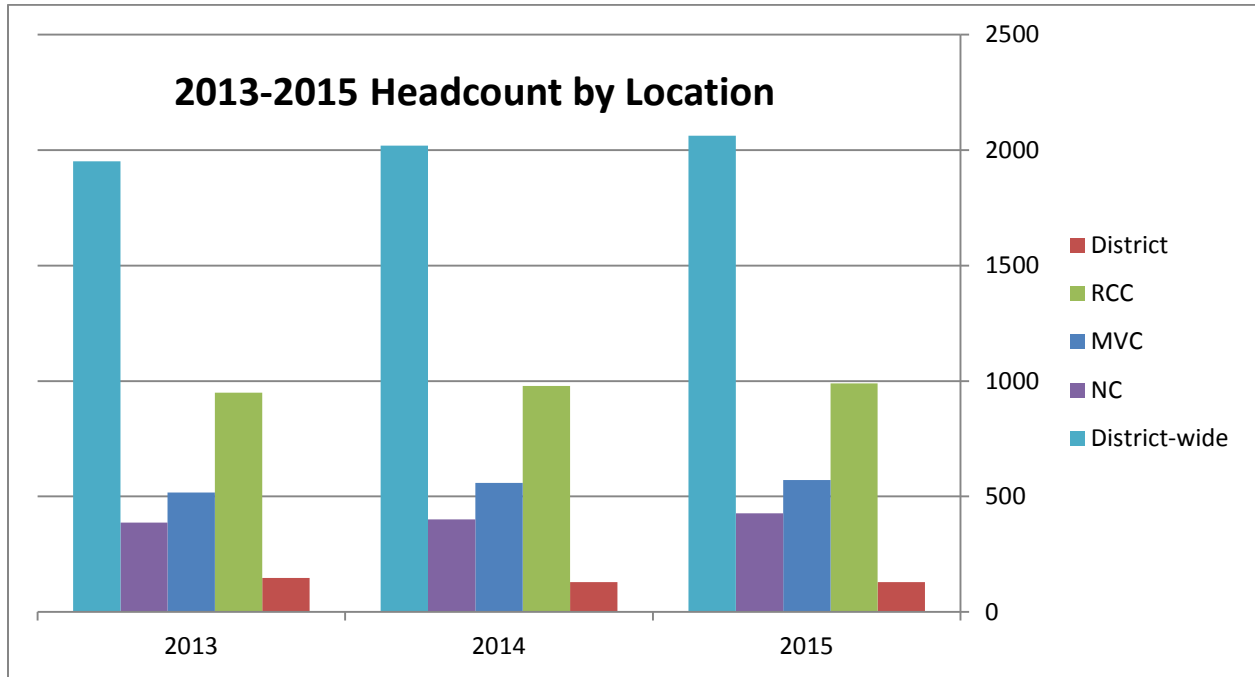
2013-15 Riverside Community College District Overall Workforce



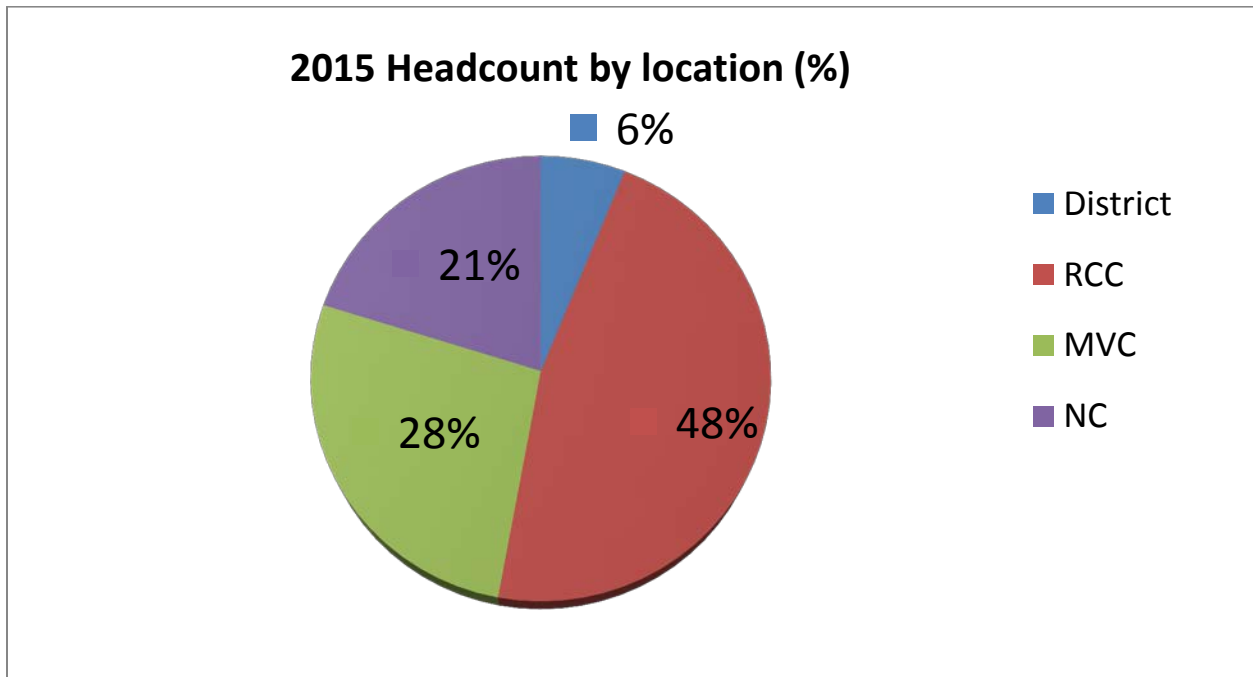
2013-15 Riverside Community College District Overall Workforce by Location

	2013	2014	2015
District	147	129	130
MVC	517	559	571
NC	387	401	427
RCC	949	978	990
Total	1951	2019	2061

2013-15 Riverside Community College District Overall Workforce by Location



2013-15 Riverside Community College District Overall Workforce % by Location



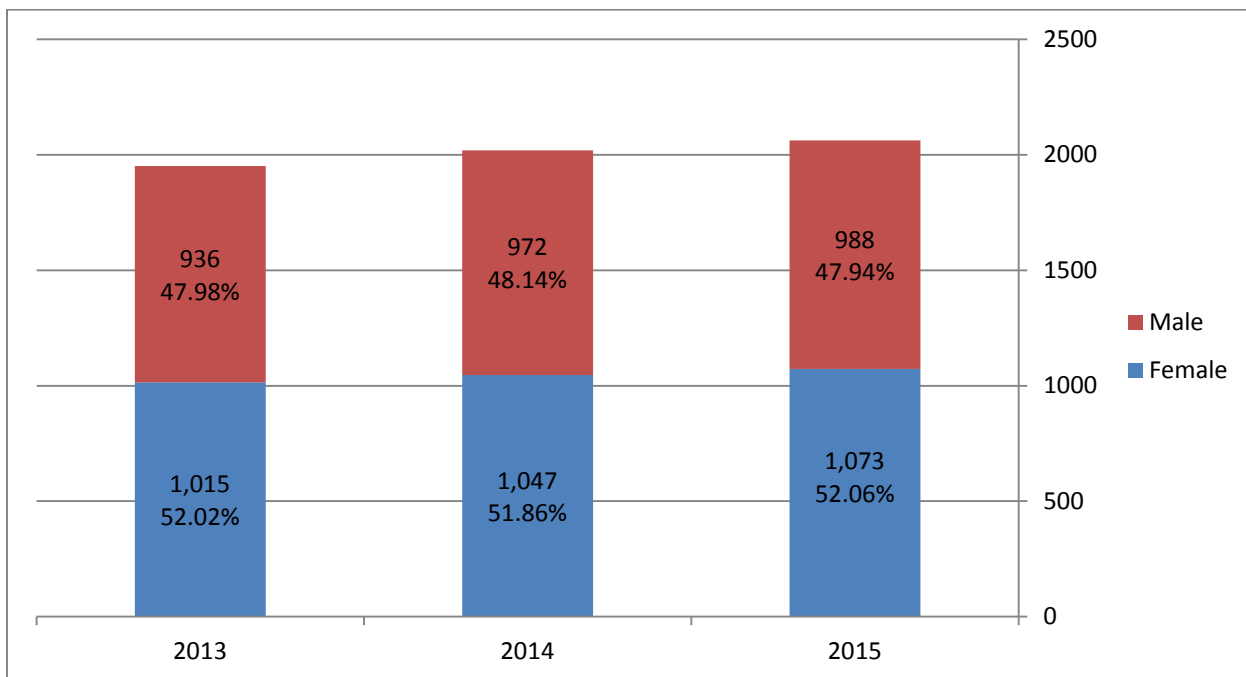
10.2 Overall Workforce by Age

2013-15 Riverside Community College District Overall Workforce by Age

	18-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
2013	306	229	242	234	264	251	182	104	54
2014	310	225	255	229	264	265	179	117	56
2015	329	235	255	261	272	263	198	107	56

10.3 Overall Workforce Gender Distribution by Percentage

2013-15 Riverside Community College District Overall Workforce by Gender %



10.4 Overall Workforce Gender Distribution and Job Categories

District employees are represented as follows:

- Faculty
 - Tenured/Tenure Track
 - Part-Time
- Executive/ Administrator
- Classified
 - Professional
 - Clerical
 - Technical & Professional
 - Skilled & Service

2013-15 Riverside Community College District Overall Workforce by Job Category and Gender

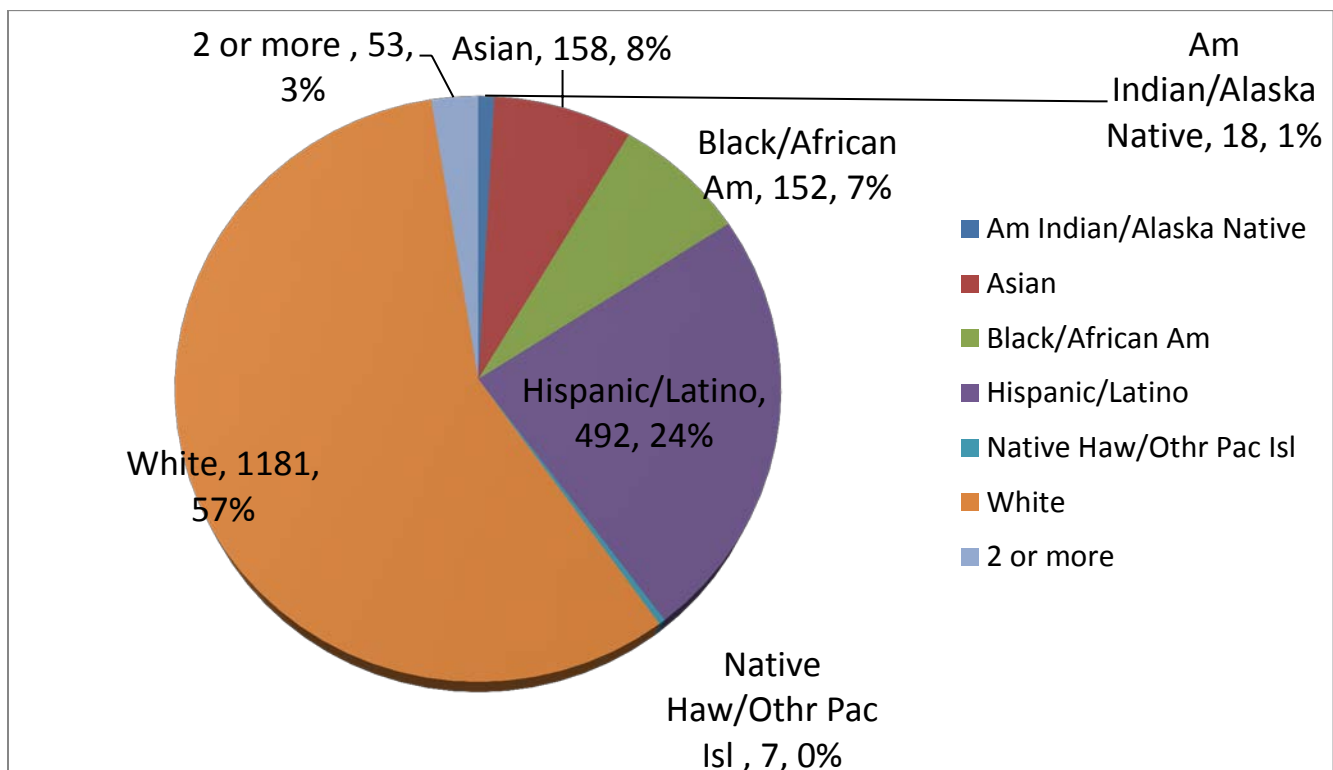
	Professional	Clerical	Technical	Skilled	Service	Executive	Faculty	Total
2013 Female	17	237	45	5	26	62	623	1015
2013 Male	9	47	73	21	78	65	643	936
2014 Female	25	212	63	5	20	61	661	1047
2014 Male	10	42	74	24	79	64	679	972
2015 Female	26	213	67	4	21	64	678	1073
2015 Male	8	41	74	23	80	65	697	988

10.5 Overall Workforce Distribution by Ethnicity

2013-15 Riverside Community College District Overall Workforce by Ethnicity

	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	2 or more
2013	0.86%	7.18%	8.20%	22.88%	0.32%	58.41%	2.09%
2014	0.86%	7.61%	8.31%	23.26%	0.27%	57.77%	1.93%
2015	0.78%	8.10%	7.63%	23.56%	0.26%	57.39%	2.23%

2015 Overall Workforce Distribution by Ethnicity %



10.6 Statewide Community College District/Regional Workforce Data Comparison

Riverside Community College District*		
American Indian or Alaska Native	18	1.0%
Asian	158	8.0%
Black or African American	152	7.0%
Hispanic/Latino	492	24.0%
Native Hawaiian or Pacific Islander	7	0.0%
Two or More Races	53	3.0%
White	1,181	57.0%
Declined to State	0	0.0%
Grand Total*	2,061	100.0%
Female Employees	1,073	52.1%

California Community Colleges Statewide*		
American Indian or Alaska Native	545	0.7%
Asian	8,618	10.8%
Black or African American	5,168	6.5%
Hispanic/Latino	14,243	17.8%
Native Hawaiian or Pacific Islander	350	0.4%
Two or More Races	850	1.1%
White	44,029	55.0%
Declined to State	6,157	7.7%
Grand Total*	79,960	100.0%
Female Employees	43,986	55.0%

Riverside Community College District*		
American Indian or Alaska Native	18	1.0%
Asian	158	8.0%
Black or African American	152	7.0%
Hispanic/Latino	492	24.0%
Native Hawaiian or Pacific Islander	7	0.0%
Two or More Races	53	3.0%
White	1,181	57.0%
Declined to State	0	0.0%
Grand Total*	2,061	100.0%
Female Employees	1,073	52.1%

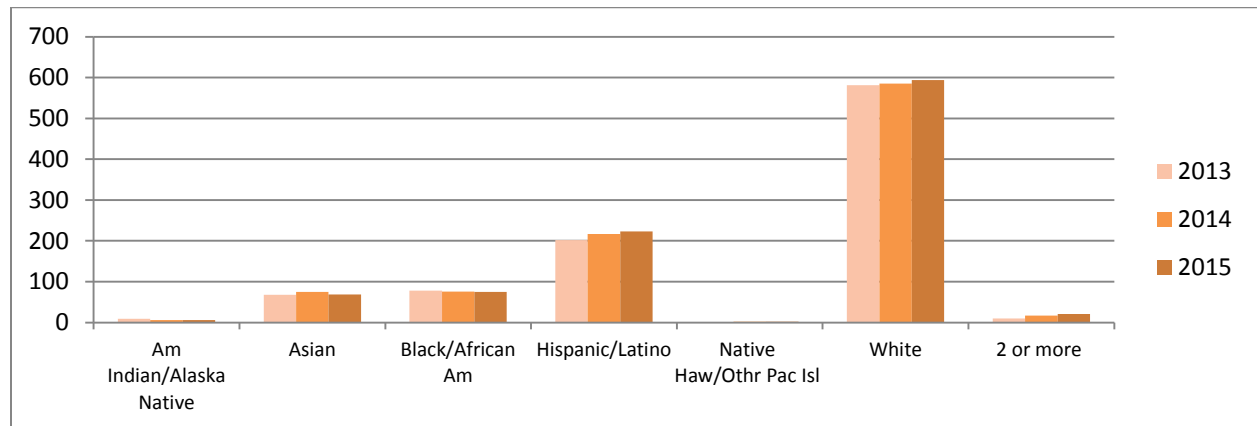
Civilian Labor Force Greater Riverside Metropolitan Area**		
American Indian or Alaska Native	3,966	0.4%
Asian	58,146	6.2%
Black or African American	57,319	6.1%
Hispanic/Latino	405,929	43.2%
Native Hawaiian or Pacific Islander	2,887	0.3%
Two or More Races	15,088	1.6%
White	392,479	41.7%
Other Race	4,898	0.5%
Grand Total*	940,712	100.0%
Female Employees	242,360	25.8%

*Includes Adjunct Faculty. Data Source: CCCC MIS Database for reporting period Fall Term 2015; statewide data reflects data reported through June 30, 2016 for Fall Term 2015.

** Data Source: EDD data for Affirmative Action/EEO Plans derived from US Census Bureau's EEO tabulation (5 year ACS data) 2006-2010. www.labormarketinfo.edd.ca.gov/geography/demoaa.html Metropolitan Riverside statistical area comprises Riverside and San Bernardino Counties.

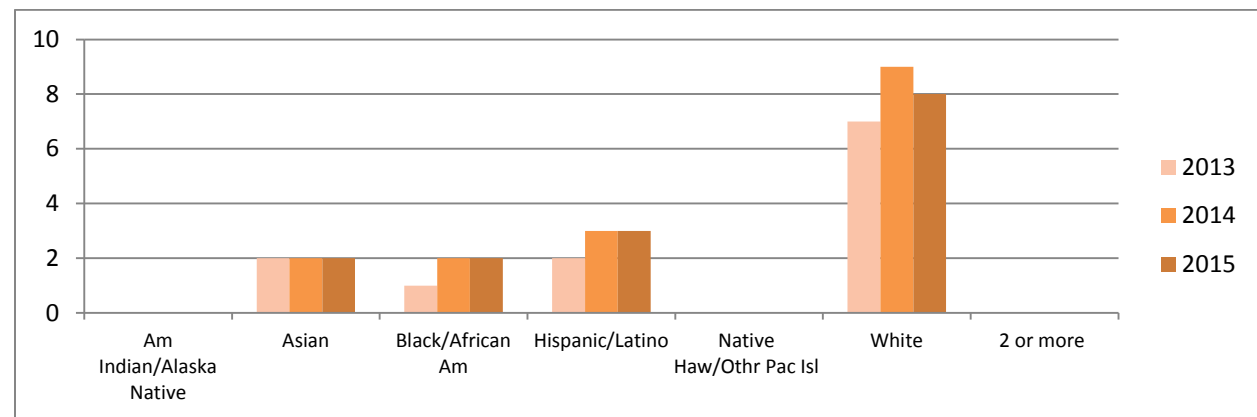
10.7 Workforce and Applicant Data for Riverside City College

2013-15 Riverside City College Workforce by Ethnicity



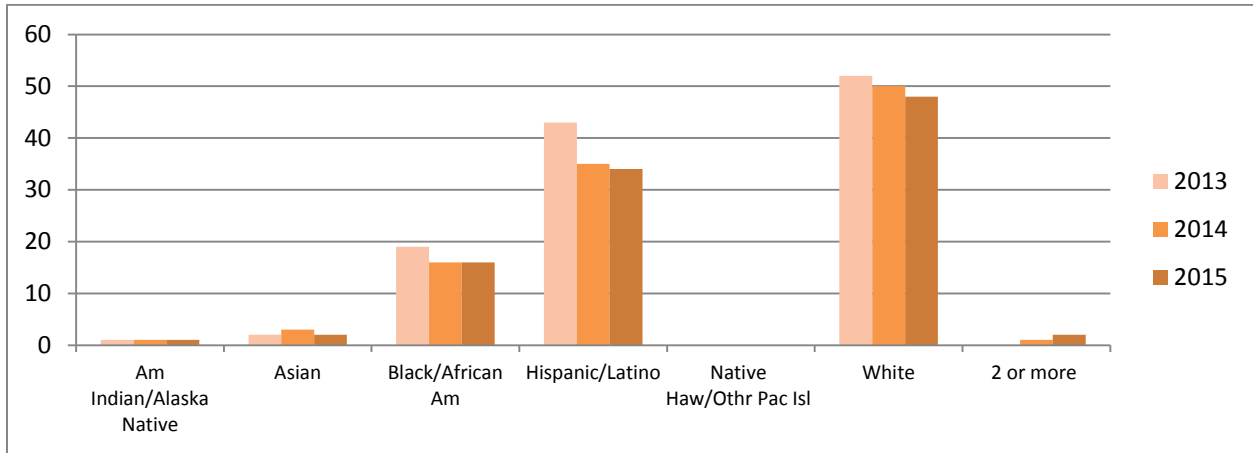
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	7%	8%	21%	0%	61%	1%
2014	1%	8%	8%	22%	0%	60%	2%
2015	1%	7%	8%	23%	0%	60%	2%

2013-2015 Riverside City College Professional Workforce by Ethnicity



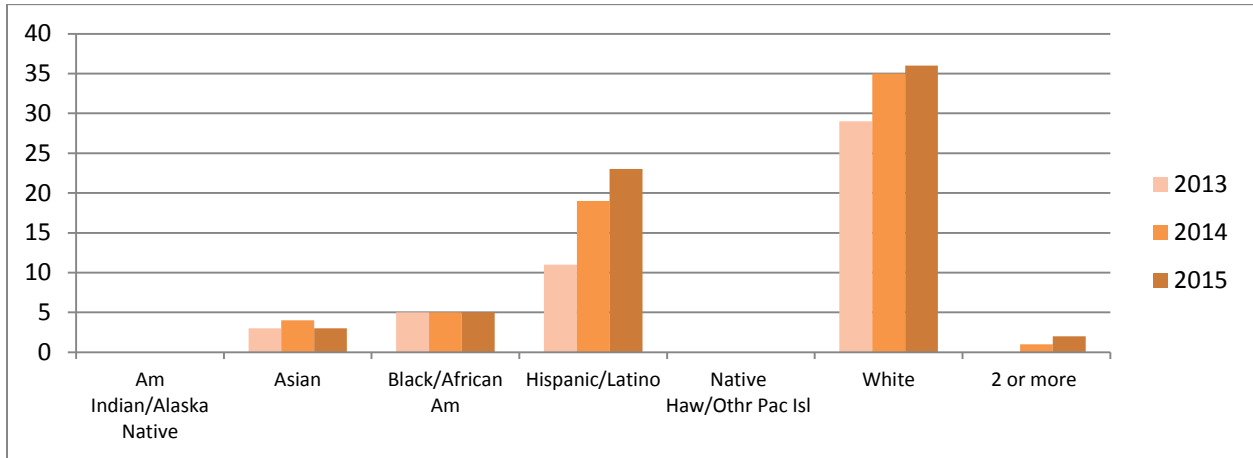
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	2	1	2	0	7	0
2014	0	2	2	3	0	9	0
2015	0	2	2	3	0	8	0

2013-15 Riverside City College Clerical Workforce by Ethnicity



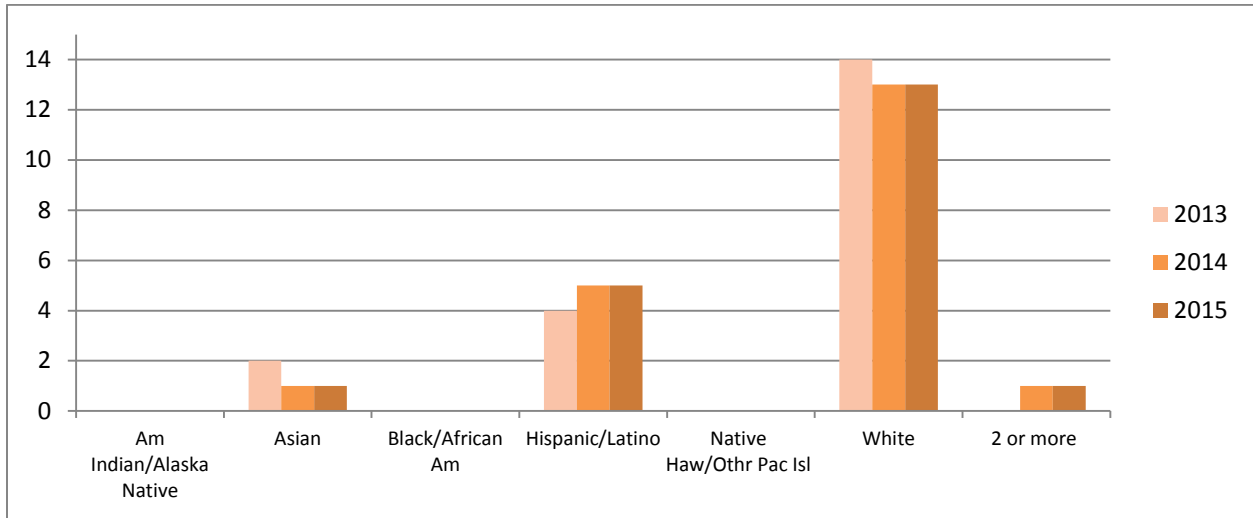
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1	2	19	43	0	52	0
2014	1	3	16	35	0	50	1
2015	1	2	16	34	0	48	2

2013-15 Riverside City College Technical Workforce by Ethnicity



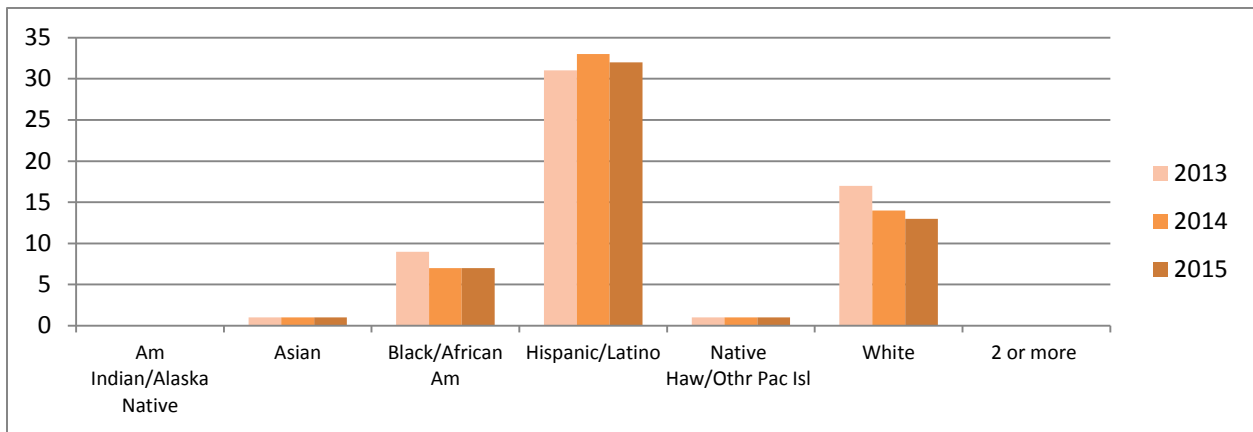
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	3	5	11	0	29	0
2014	0	4	5	19	0	35	1
2015	0	3	5	23	0	36	2

2013-15 Riverside City College Skilled Craft Workforce by Ethnicity



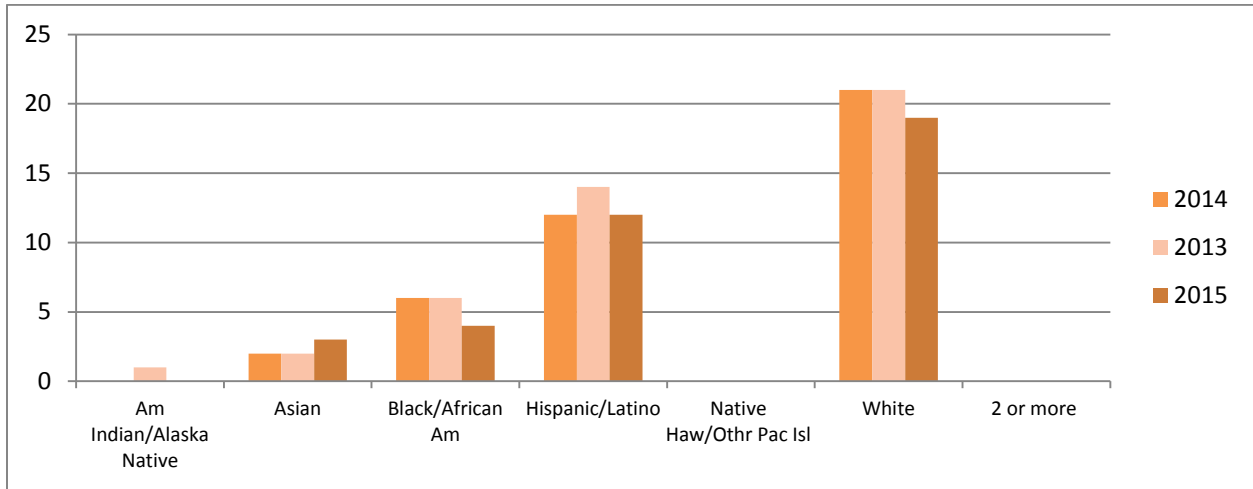
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	2	0	4	0	14	0
2014	0	1	0	5	0	13	1
2015	0	1	0	5	0	13	1

2013-15 Riverside City College Service & Maintenance Workforce by Ethnicity



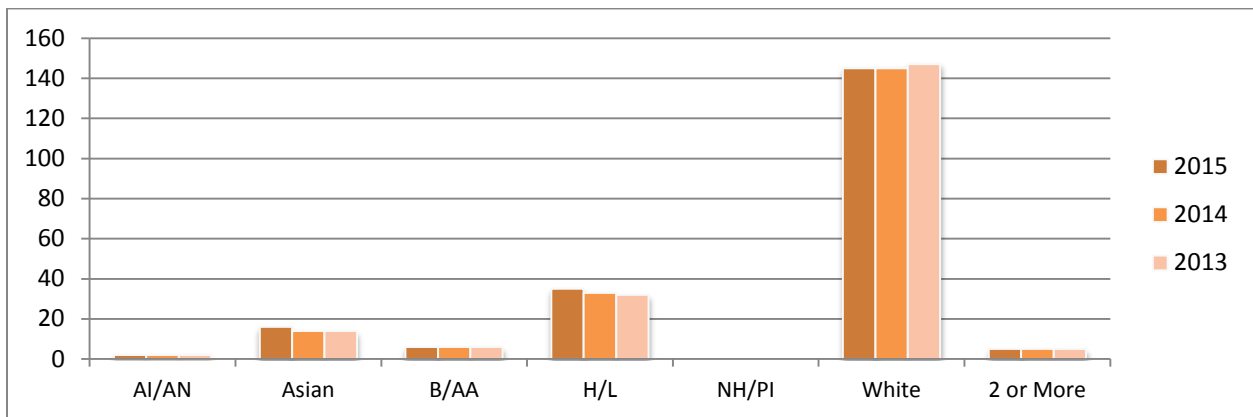
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	1	9	31	1	17	0
2014	0	1	7	33	1	14	0
2015	0	1	7	32	1	13	0

2013-15 Riverside City College Executive Workforce by Ethnicity



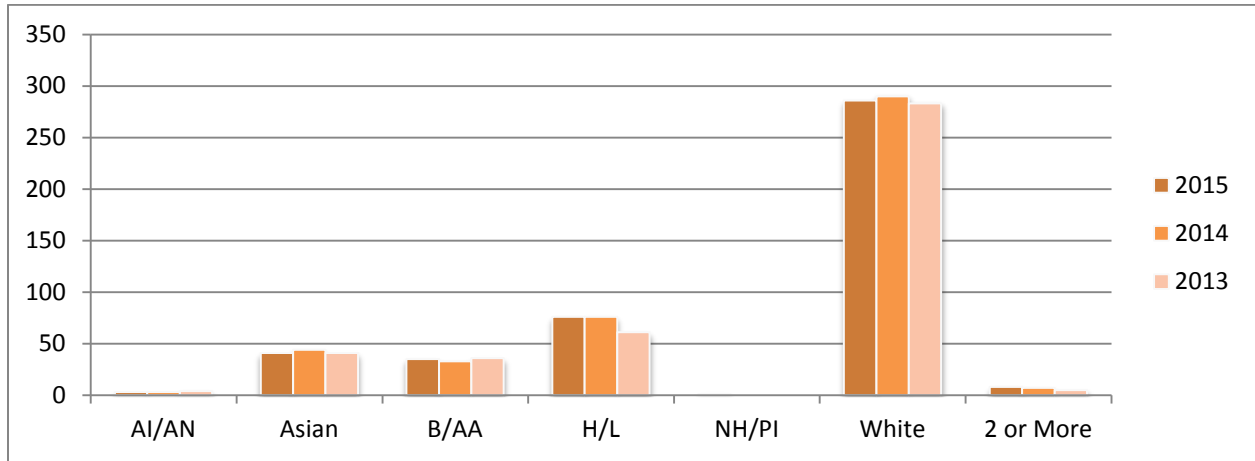
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1	2	6	14	0	21	0
2014	0	2	6	12	0	21	0
2015	0	3	4	12	0	19	0

2013-15 Riverside City College Full-Time Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	8%	3%	17%	0%	69%	2%
2014	1%	7%	3%	16%	0%	71%	2%
2015	1%	7%	3%	16%	0%	71%	2%

2013-15 Riverside City College Adjunct Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	10%	8%	17%	0%	66%	1%
2014	1%	10%	7%	17%	0%	64%	2%
2015	1%	9%	8%	17%	0%	63%	2%

Applicant Data for Riverside City College for the period covering January 1, 2015-August 31, 2016
 Data based on 97 total job postings in all job categories.

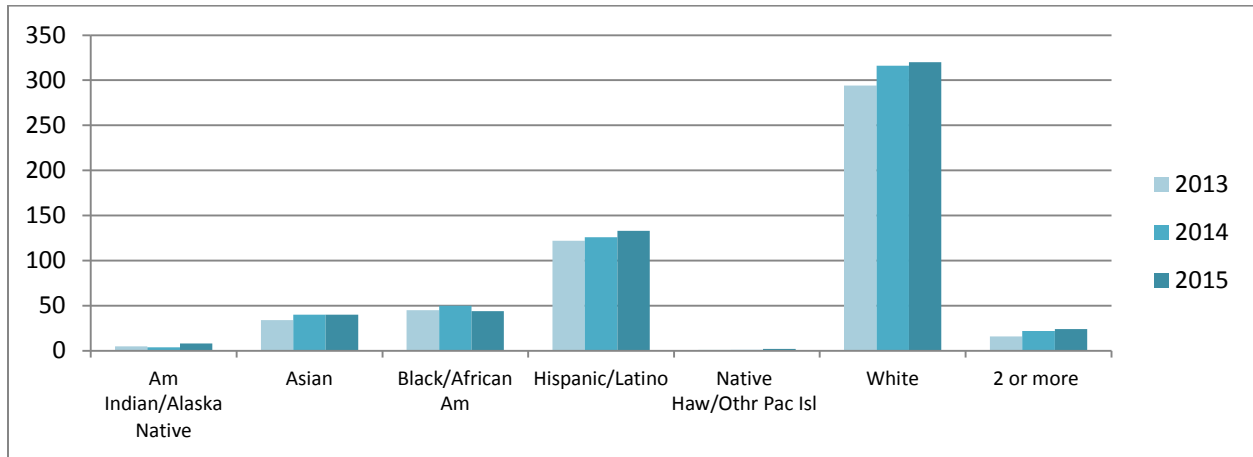
	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Applications	4354																											
PT Classified	568	453	103	12	183	49	1	24	13	0	78	10	0	1	1	0	1	0	0	128	25	0	26	1	0	12	4	11
FT Classified	2027	1415	573	39	585	288	6	65	34	0	266	94	0	6	0	0	8	2	0	368	115	1	79	23	0	38	17	32
Classified Managers	92	53	33	6	12	11	0	4	1	0	10	4	1	2	0	0	0	0	0	16	16	0	5	1	0	4	0	5
Academic Managers	451	197	240	14	38	43	0	19	19	0	54	55	0	1	1	0	2	0	0	64	100	0	6	14	0	13	8	14
FT Faculty	1216	577	592	47	92	100	0	71	81	0	72	54	3	2	2	0	0	1	0	271	293	1	41	24	0	28	37	43
Qualified Applicant Pool	3488																											
PT Classified	394	310	73	11	119	37	1	19	9	0	52	7	0	1	1	0	1	0	0	89	16	0	19	1	0	10	2	10
FT Classified	1434	993	411	30	419	206	6	36	24	0	201	72	0	4	0	0	5	1	0	249	82	1	52	12	0	27	14	23

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed			
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	
Classified Managers	84	47	31	6	11	10	0	4	1	0	10	4	1	1	0	0	0	0	0	0	13	15	0	5	1	0	3	0	5
Academic Managers	407	174	220	13	33	41	0	17	18	1	47	50	0	1	1	0	1	0	0	56	90	0	6	12	0	13	8	12	
FT Faculty	1169	541	581	47	83	88	0	70	88	0	62	52	3	1	2	0	0	1	0	261	290	1	37	27	1	27	33	42	
Interviewed	559																												
PT Classified	79	52	27	0	21	14	0	1	1	0	11	3	0	0	0	0	0	0	0	16	8	0	2	0	0	1	1	2	
FT Classified	230	157	72	1	59	38	1	3	3	0	39	12	1	0	0	0	0	0	0	45	17	1	4	0	0	7	2	1	
Classified Managers	5	4	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	
Academic Managers	23	11	11	1	2	1	0	1	2	0	1	4	0	0	1	0	0	0	0	4	3	0	1	0	0	2	0	1	
FT Faculty	222	106	111	5	19	27	0	10	11	1	6	7	0	0	1	0	0	0	0	54	58	0	8	2	0	9	5	5	
Hired	116																												

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
PT Classified	9	7	2	0	4	2	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FT Classified	42	29	13	0	15	6	0	0	0	0	3	4	0	0	0	0	0	0	0	8	3	0	2	0	0	1	0	0
Classified Managers	4	2	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Academic Managers	12	8	4	0	2	1	0	0	1	0	3	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0	0	0
FT Faculty	49	24	24	1	6	5	0	1	3	0	1	0	0	0	0	0	0	0	0	12	15	0	4	1	0	0	0	1

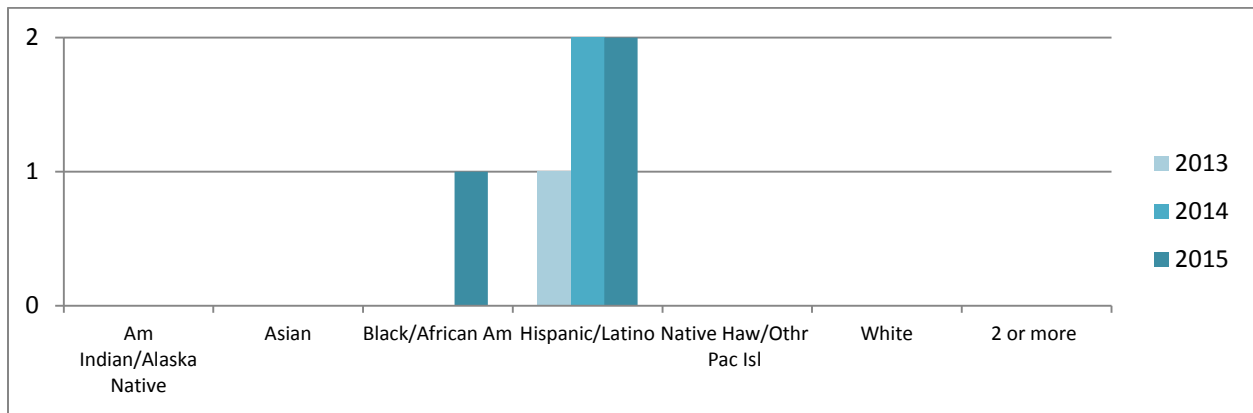
10.8 Workforce and Applicant Data for Moreno Valley College

2013-15 Moreno Valley College Workforce by Ethnicity



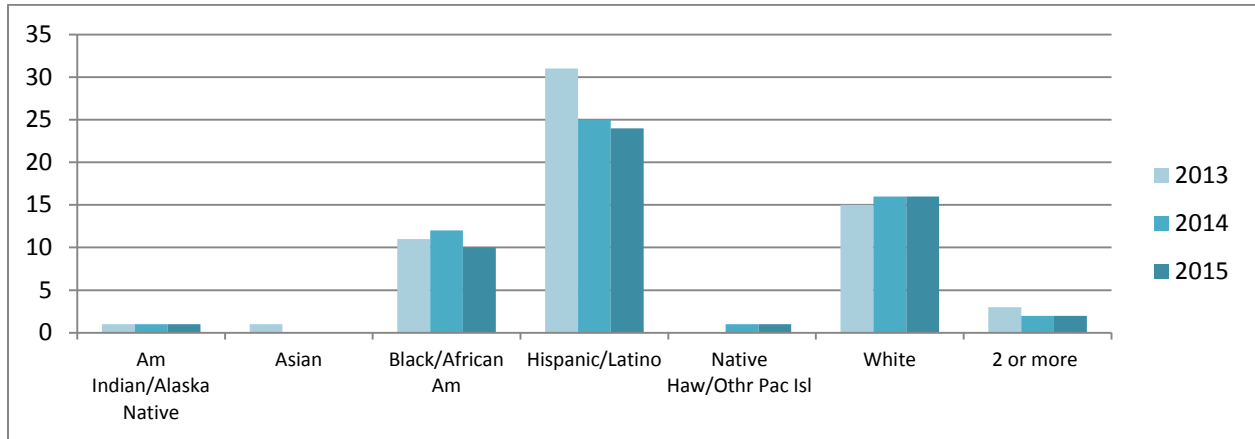
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	7%	9%	24%	0%	57%	3%
2014	1%	7%	9%	23%	0%	57%	4%
2015	1%	7%	8%	23%	0%	56%	4%

2013-15 Moreno Valley College Professional Workforce by Ethnicity



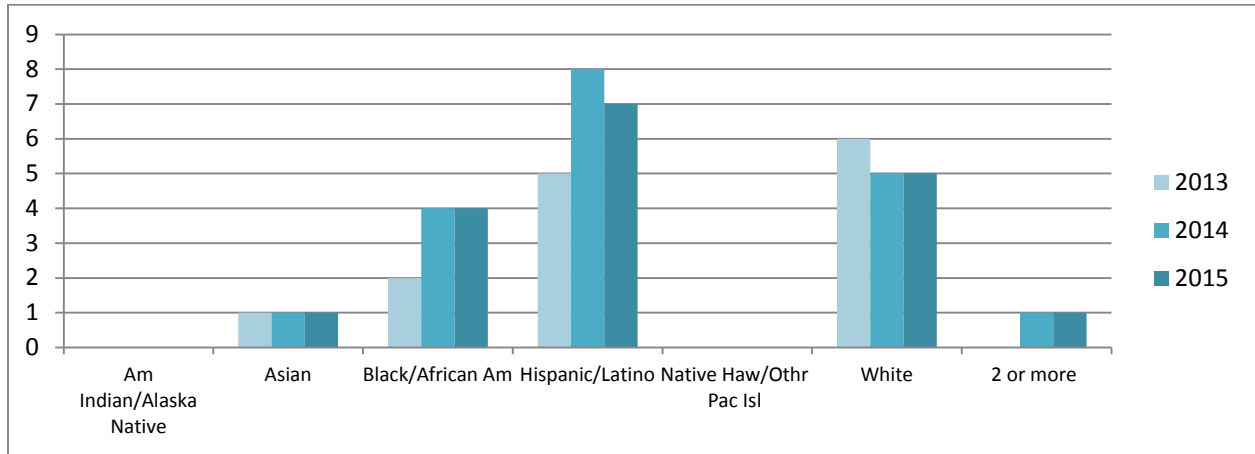
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	1	0	0	0
2014	0	0	0	2	0	0	0
2015	0	0	1	2	0	0	0

2013-15 Moreno Valley College Clerical Workforce by Ethnicity



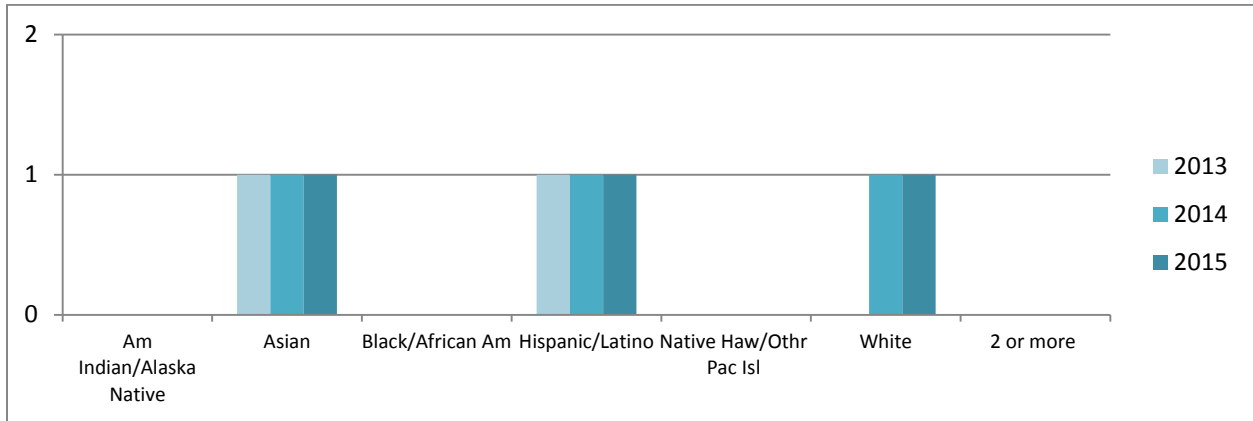
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1	1	11	31	0	15	3
2014	1	0	12	25	1	16	2
2015	1	0	10	24	1	16	2

2013-15 Moreno Valley College Technical Workforce by Ethnicity



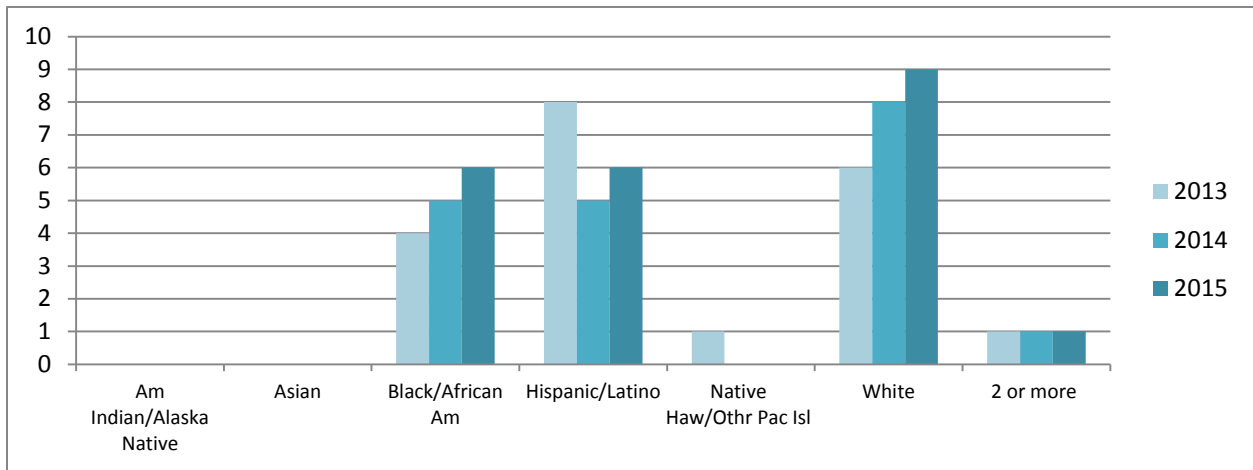
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	1	2	5	1	6	0
2014	0	1	4	8	0	5	1
2015	0	1	4	7	0	5	1

2013-15 Moreno Valley College Skilled Craft Workforce by Ethnicity



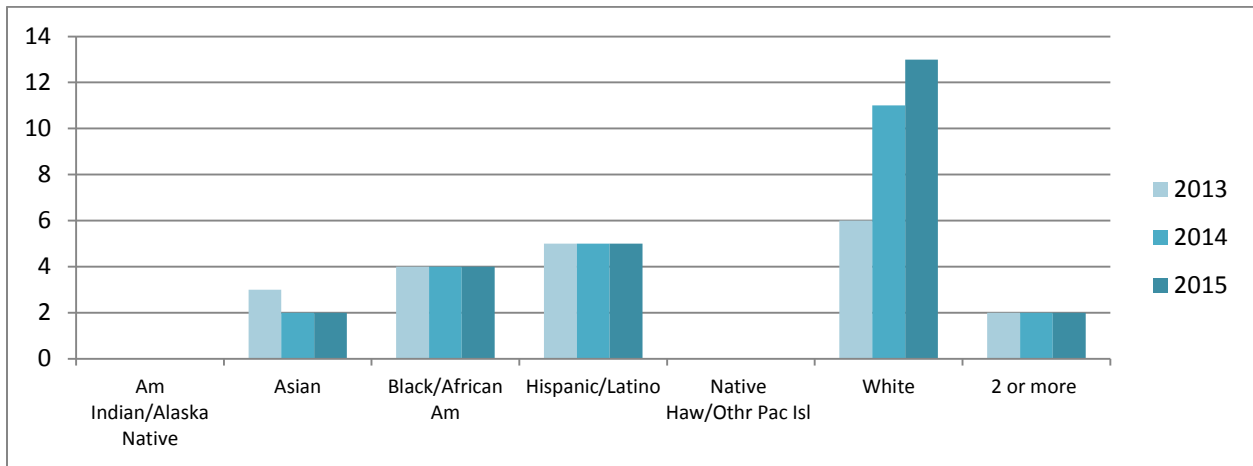
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	1	0	1	0	0	0
2014	0	1	0	1	0	1	0
2015	0	1	0	1	0	1	0

2013-15 Moreno Valley College Skilled Craft Workforce by Ethnicity



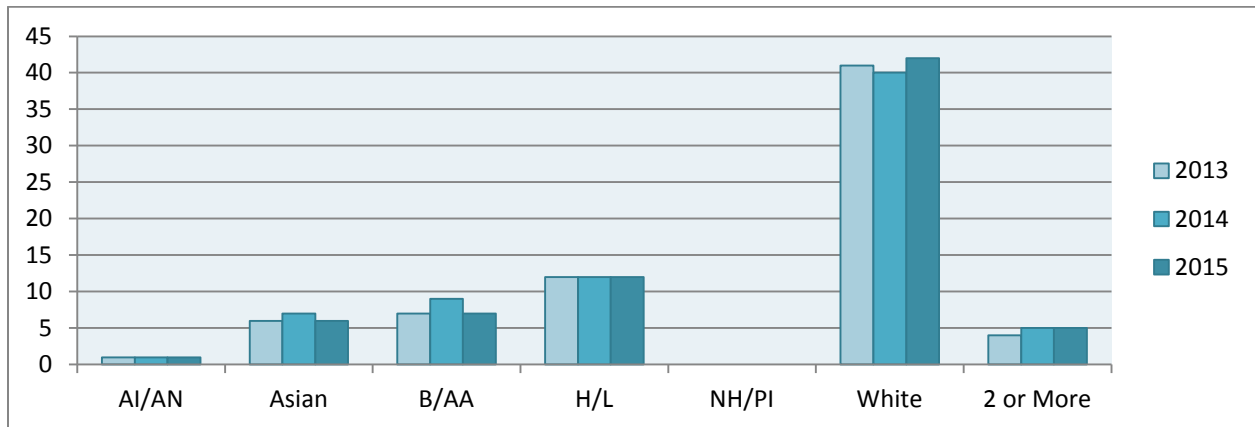
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	4	8	1	6	1
2014	0	0	5	5	0	8	1
2015	0	0	6	6	0	9	1

2013-15 Moreno Valley College Executive Workforce by Ethnicity



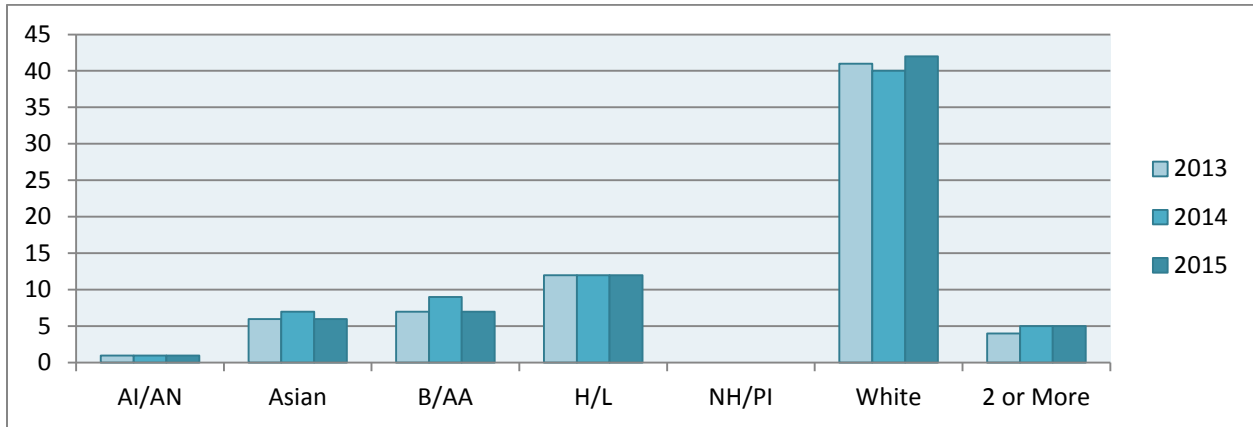
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	3	4	5	0	6	2
2014	0	2	4	5	0	11	2
2015	0	2	4	5	0	13	2

2013-15 Moreno Valley College Full-Time Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	8%	10%	17%	0%	58%	6%
2014	1%	7%	12%	16%	0%	54%	7%
2015	1%	8%	10%	16%	0%	58%	7%

2013-15 Moreno Valley College Adjunct Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	9%	6%	19%	0%	63%	2%
2014	1%	11%	4%	19%	0%	62%	2%
2015	1%	10%	4%	17%	0%	62%	5%

Applicant Data for Moreno Valley College for the period covering January 1, 2015-August 31, 2016

Data based on 46 total job postings in all job categories.

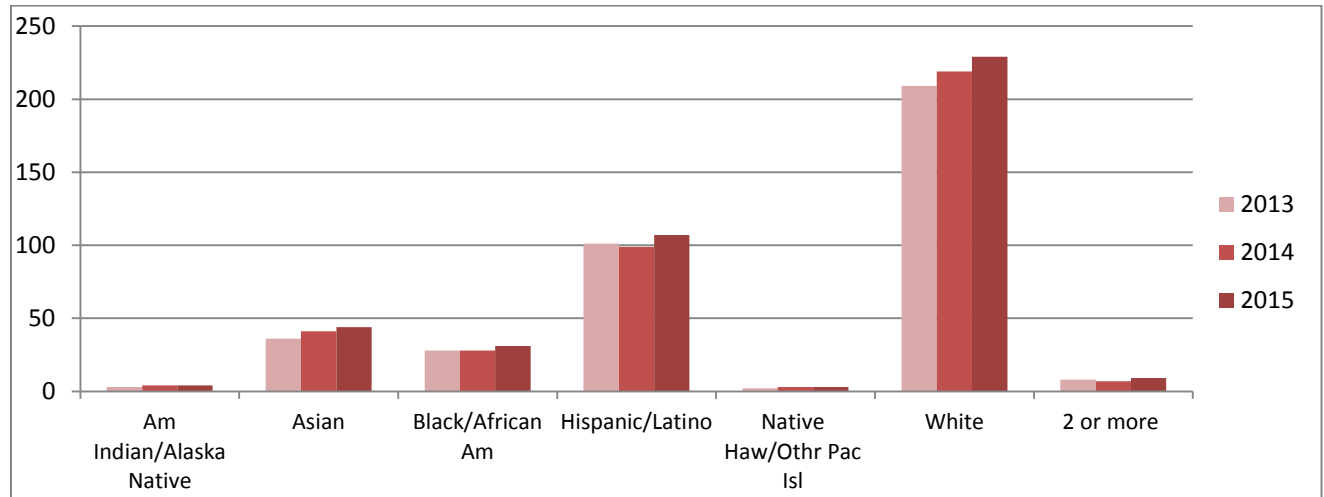
	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Applications	2064																											
PT Classified	293	230	55	8	100	26	0	10	6	0	39	9	0	1	0	0	2	0	0	63	9	0	9	2	0	6	3	8
FT Classified	787	622	148	17	250	65	1	29	19	1	134	19	1	1	0	0	9	0	0	135	34	1	41	8	0	23	3	13
Classified Managers	107	54	53	0	16	16	0	2	2	0	14	6	0	0	1	0	1	0	0	18	25	0	0	1	0	3	2	0
Academic Managers	137	69	63	5	10	13	0	5	3	0	19	23	0	0	1	0	0	0	0	21	17	0	5	4	1	9	2	4
FT Faculty	740	315	391	34	67	64	0	36	48	0	42	42	1	4	0	0	0	0	0	122	198	3	18	20	0	26	19	30
Qualified Applicant Pool	1940																											
PT Classified	238	188	45	5	76	19	0	10	4	0	35	9	0	0	0	0	2	0	0	51	9	0	8	2	0	6	2	5
FT Classified	811	634	152	25	248	65	3	36	13	2	123	19	1	9	2	0	6	0	0	150	41	1	38	11	0	24	1	18

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Classified Managers	92	49	43	0	14	11	0	1	2	0	13	4	0	0	1	0	1	0	0	17	22	0	0	1	0	3	2	0
Academic Managers	131	65	61	5	9	11	0	5	3	0	17	23	0	0	1	0	0	0	0	21	17	0	4	4	1	9	2	4
FT Faculty	668	270	367	31	48	62	0	30	41	0	38	39	1	3	0	0	0	0	0	107	190	3	17	19	0	27	16	27
<u>Interviewed</u>	<u>238</u>																											
PT Classified	47	35	10	2	13	2	0	2	1	0	10	4	0	0	0	0	0	0	0	9	1	0	0	1	0	1	1	2
FT Classified	59	50	5	4	21	1	1	3	1	0	10	1	0	0	0	0	1	0	0	10	2	0	1	0	0	4	0	3
Classified Managers	19	10	9	0	5	1	0	0	1	0	1	1	0	0	0	0	0	0	0	4	6	0	0	0	0	0	0	0
Academic Managers	15	7	7	1	1	3	0	0	0	0	2	3	0	0	0	1	0	0	0	3	1	0	0	0	0	1	0	0
FT Faculty	98	50	46	2	11	15	0	2	5	0	7	6	0	1	0	0	0	0	0	27	17	0	1	1	0	1	2	2
<u>Hired</u>	<u>50</u>																											

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
		PT Classified	8	7	1	0	1	0	0	0	0	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FT Classified	11	11	0	0	5	0	0	0	0	0	4	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	
Classified Managers	6	2	4	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	
Academic Managers	2	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
FT Faculty	23	18	3	2	5	2	0	1	0	0	2	0	0	0	0	0	0	0	0	10	1	0	0	0	0	0	2	

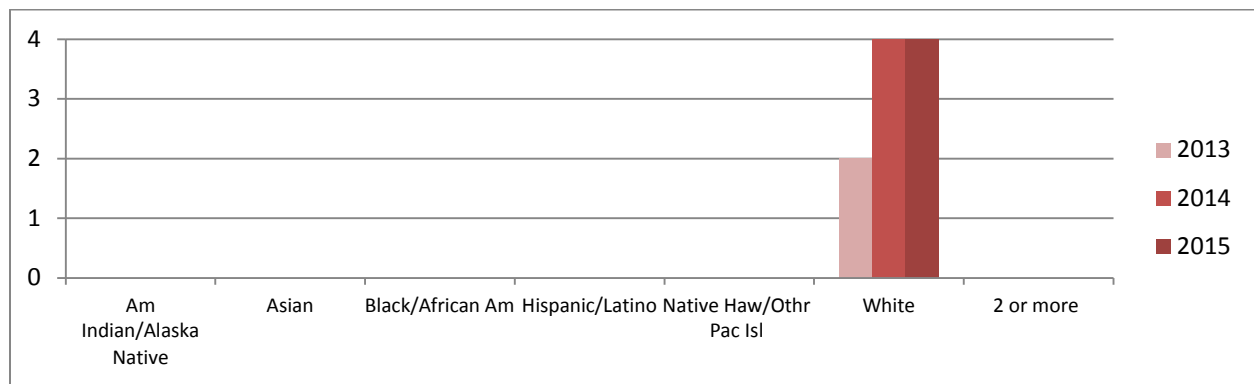
10.9 Norco College Workforce and Applicant Data

2013-15 Norco College Workforce by Ethnicity



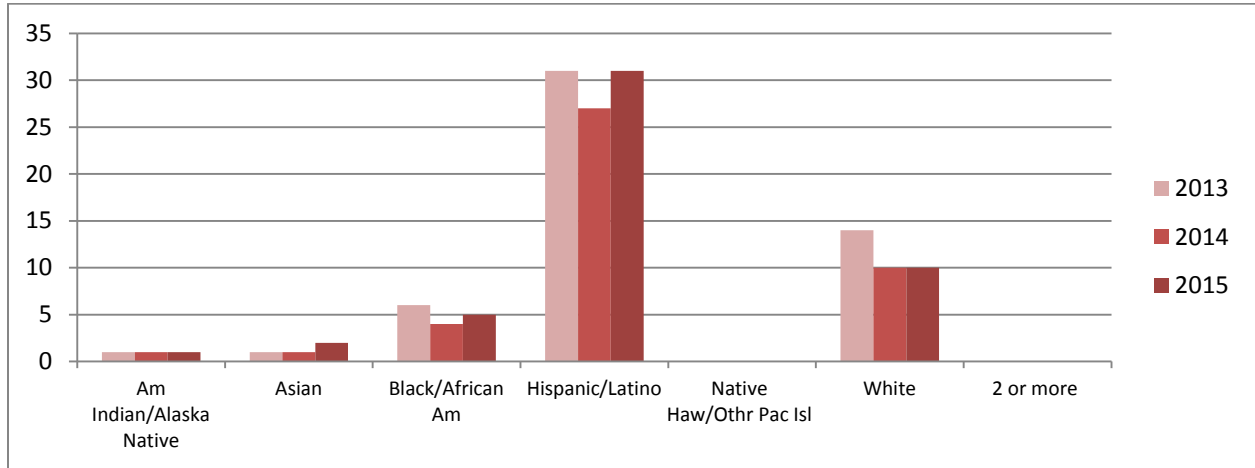
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	9%	7%	26%	1%	54%	2%
2014	1%	10%	7%	25%	1%	55%	2%
2015	1%	10%	7%	25%	1%	54%	2%

2013-15 Norco College Professional Workforce by Ethnicity



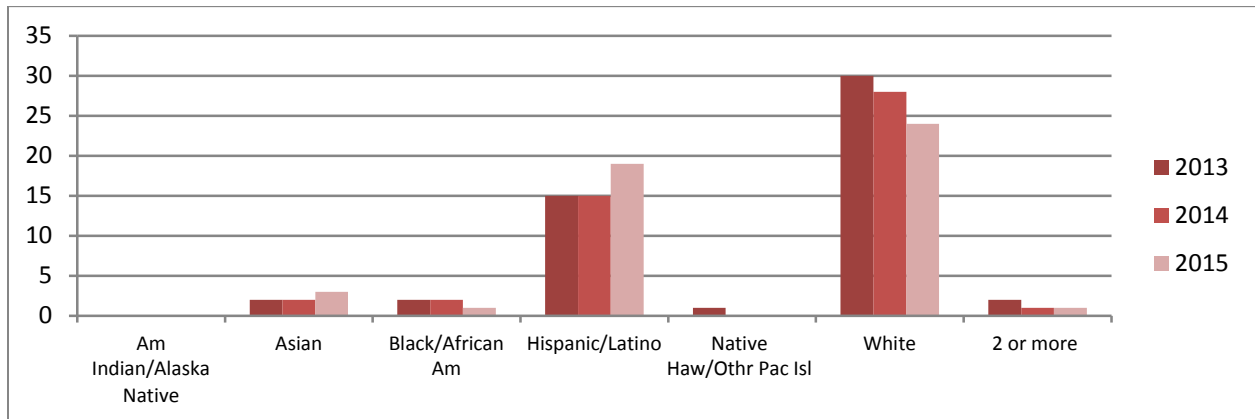
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	0	0	2	0
2014	0	0	0	0	0	4	0
2015	0	0	0	0	0	4	0

2013-15 Norco College Clerical Workforce by Ethnicity



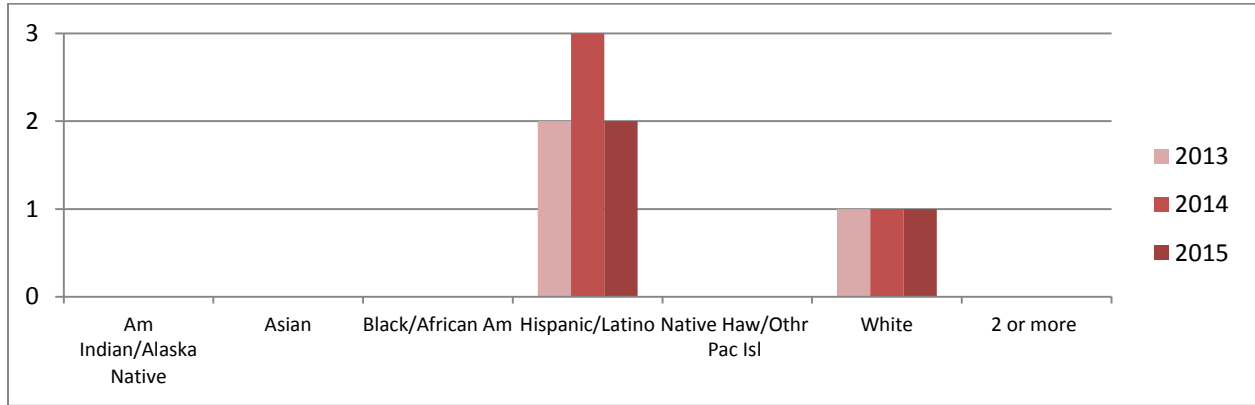
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1	1	6	31	0	14	0
2014	1	1	4	27	0	10	0
2015	1	2	5	31	0	10	0

2013-15 Norco College Technical Workforce by Ethnicity



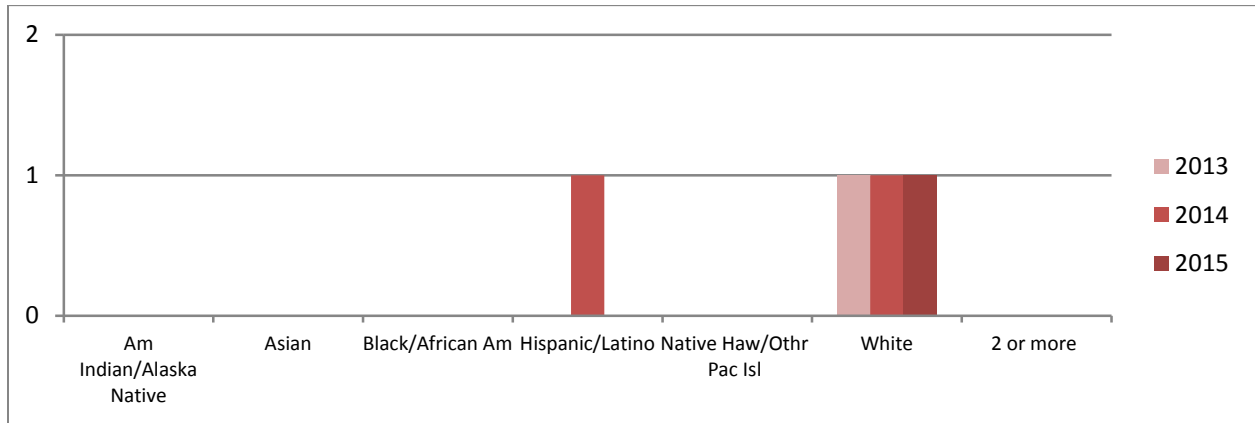
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	3	1	5	0	7	0
2014	0	5	2	9	0	10	0
2015	0	3	1	10	0	12	0

2013-15 Norco College Skilled Craft Workforce by Ethnicity



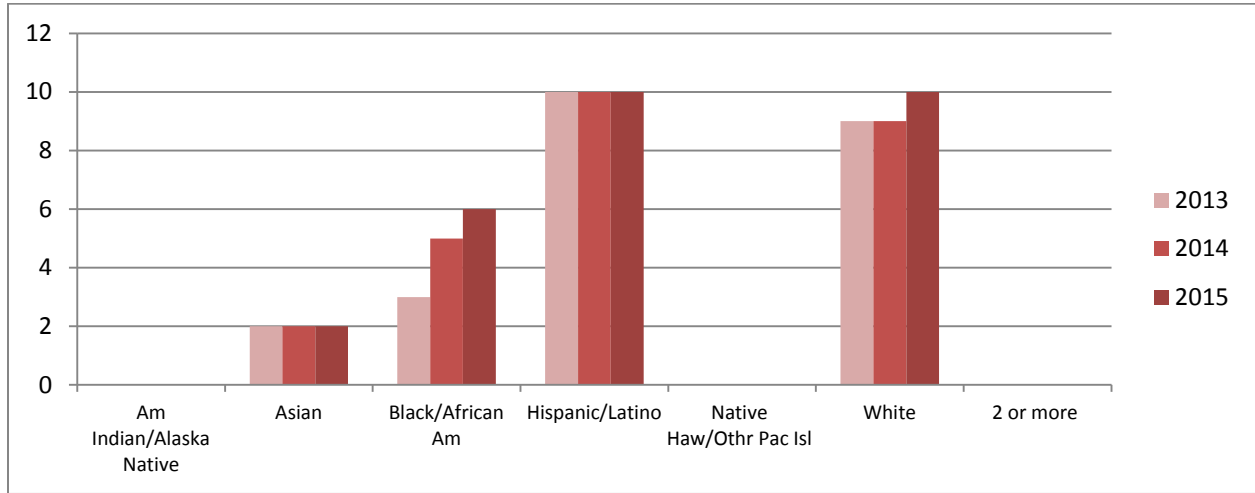
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	2	0	1	0
2014	0	0	0	3	0	1	0
2015	0	0	0	2	0	1	0

2013-15 Norco College Service and Maintenance Workforce by Ethnicity



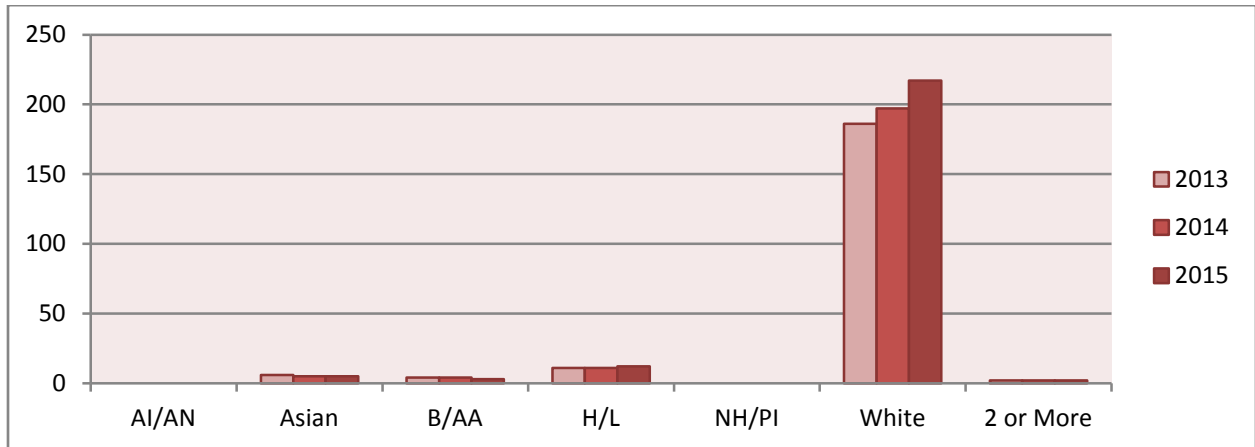
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	2	2	11	2	3	1
2014	0	2	2	9	3	3	1
2015	0	3	2	8	3	4	1

2013-15 Norco College Executive Workforce by Ethnicity



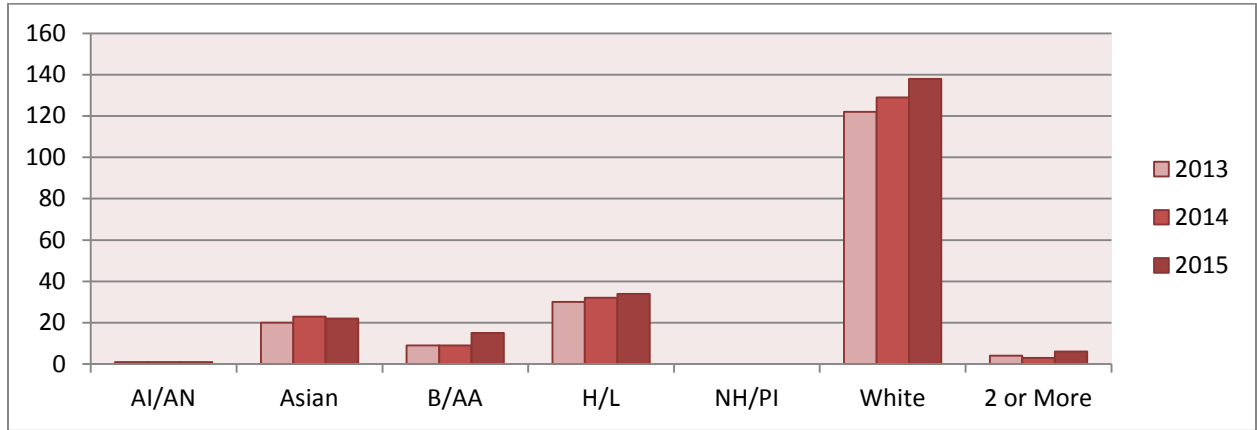
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	2	3	10	0	9	0
2014	0	2	5	10	0	9	0
2015	0	2	6	10	0	10	0

2013-15 Norco College Full-Time Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0%	9%	6%	16%	0%	50%	3%
2014	0%	7%	6%	16%	0%	51%	3%
2015	0%	7%	4%	17%	0%	52%	3%

2013-15 Norco College Adjunct Faculty Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	11%	5%	16%	0%	66%	2%
2014	1%	12%	5%	16%	0%	66%	2%
2015	0%	10%	7%	16%	0%	64%	3%

Applicant Data for Norco College for the period covering January 1, 2015-August 31, 2016

Data based on 65 total job postings in all job categories.

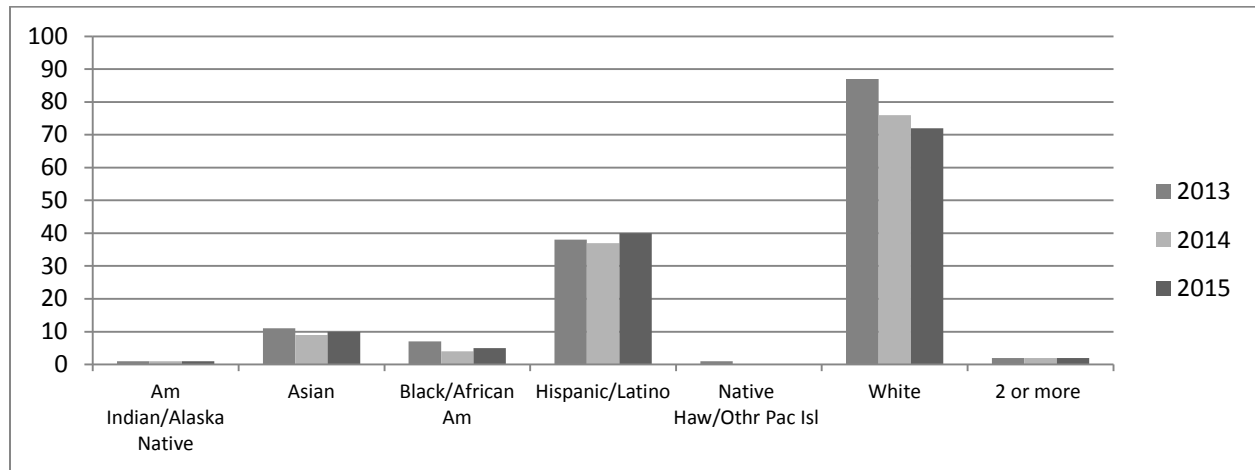
	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Applications	2993																											
PT Classified	1104	832	249	23	389	130	3	43	13	0	102	40	0	2	0	0	4	0	0	215	43	0	44	15	0	33	8	20
FT Classified	909	591	297	21	246	122	0	41	25	1	94	40	1	1	1	0	7	1	0	160	90	2	26	9	0	15	9	16
Classified Managers	6	1	5	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
Academic Managers	46	23	21	2	3	1	0	1	0	0	9	7	0	1	0	0	0	0	0	7	9	0	1	3	0	1	1	2
FT Faculty	928	334	545	49	103	108	1	48	63	2	33	36	0	1	1	0	1	0	0	124	272	4	8	29	0	15	36	42
Qualified Applicant Pool	2205																											
PT Classified	762	565	182	15	265	96	3	34	6	0	65	32	0	1	0	0	2	0	0	144	34	0	32	9	0	22	5	12
FT Classified	628	381	231	16	163	92	1	25	18	1	55	36	0	1	1	0	3	1	0	105	68	1	17	6	1	10	8	12

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Classified Managers	2	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Academic Managers	44	21	21	2	2	1	0	1	0	0	8	7	0	1	0	0	0	0	0	6	9	0	1	3	0	1	1	2
FT Faculty	769	259	467	43	64	71	0	42	58	2	28	32	0	1	1	0	1	0	0	104	244	4	6	27	0	13	32	37
<u>Interviewed</u>	<u>392</u>																											
PT Classified	153	114	38	1	56	24	0	5	1	0	14	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FT Classified	85	36	49	0	19	18	0	0	3	0	4	7	0	0	1	0	0	1	0	12	15	0	0	1	0	1	3	0
Classified Managers	16	10	6	0	5	2	0	0	0	0	1	1	0	0	0	0	0	0	0	3	3	0	1	0	0	0	0	0
Academic Managers	9	4	4	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	1
FT Faculty	129	57	67	5	21	14	0	6	10	0	3	4	0	0	0	0	1	0	0	23	30	2	0	4	0	3	5	3
<u>Hired</u>	<u>61</u>																											

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
PT Classified	22	15	7	0	10	6	0	1	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	
FT Classified	18	13	5	0	4	0	0	0	2	0	2	1	0	0	0	0	0	0	6	2	0	1	0	0	0	0	0	
Classified Managers	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	
Academic Managers	2	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	
FT Faculty	18	9	9	0	2	1	0	1	1	0	0	0	0	0	0	0	0	0	5	7	0	1	0	0	0	0	0	

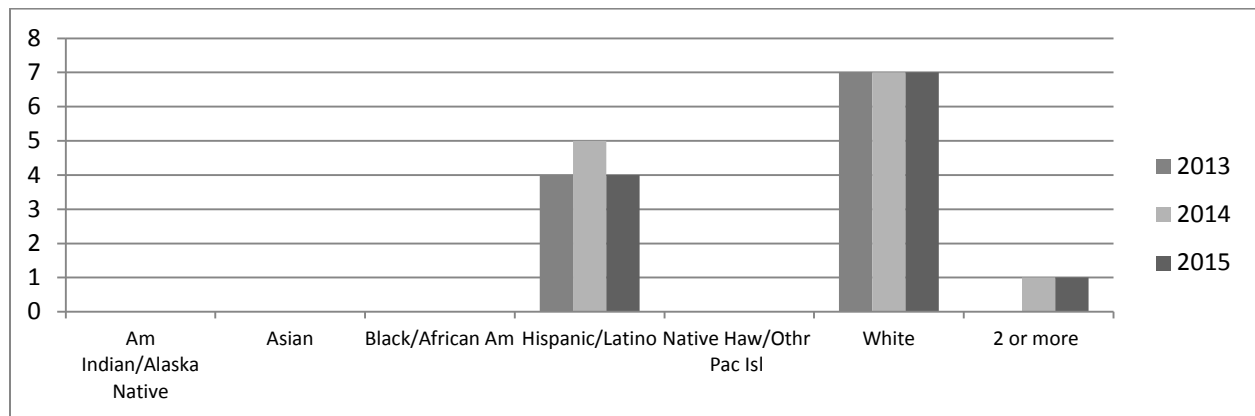
10.10 District Administrative Offices Workforce Data

2013-15 District Administrative Offices Workforce Data by Ethnicity



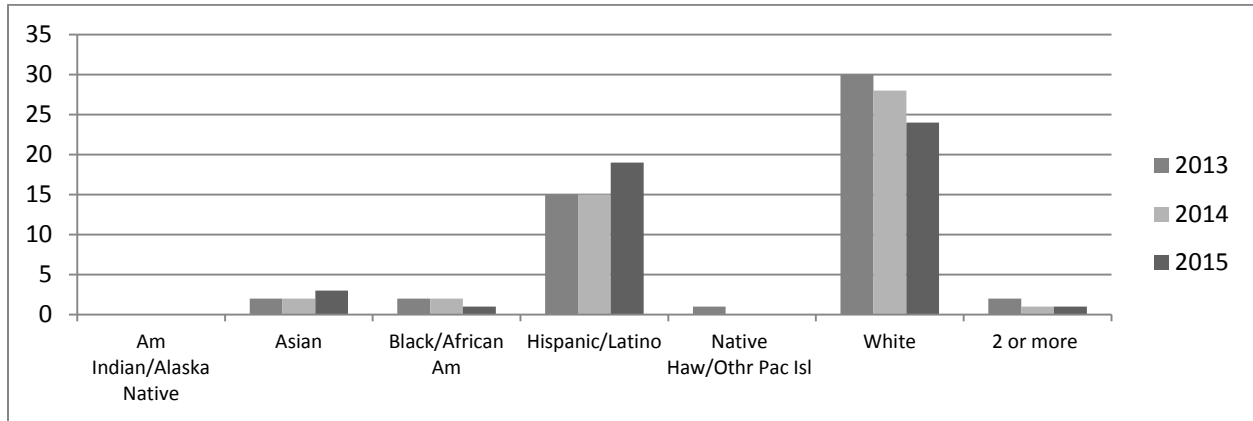
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1%	7%	5%	26%	1%	59%	1%
2014	1%	6%	3%	29%	0%	59%	2%
2015	1%	7%	4%	31%	0%	55%	2%

2013-15 District Administrative Offices Professional Workforce by Ethnicity



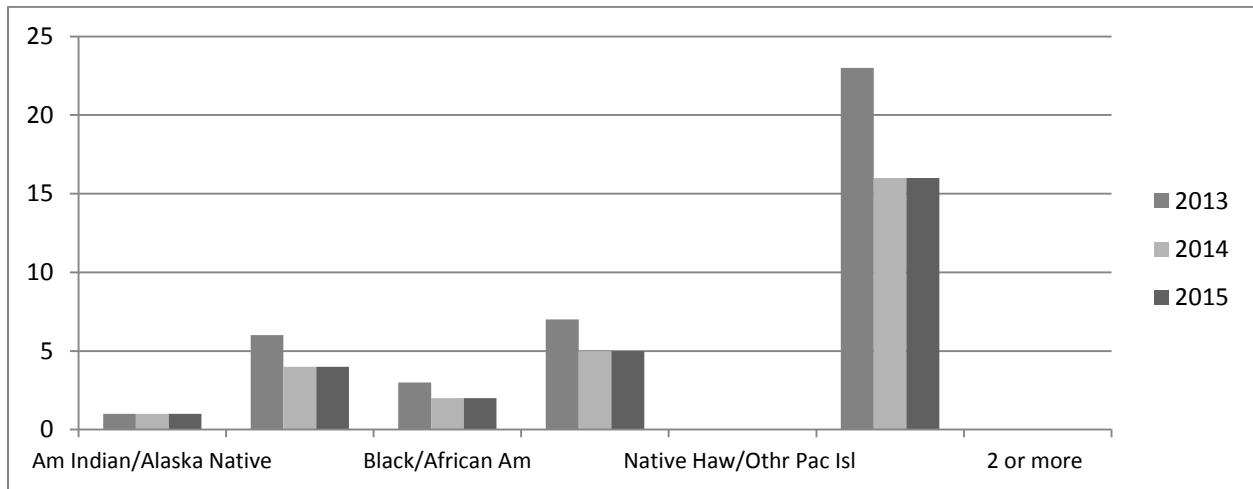
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	4	0	7	0
2014	0	0	0	5	0	7	1
2015	0	0	0	4	0	7	1

2013-15 District Administrative Offices Clerical Workforce by Ethnicity



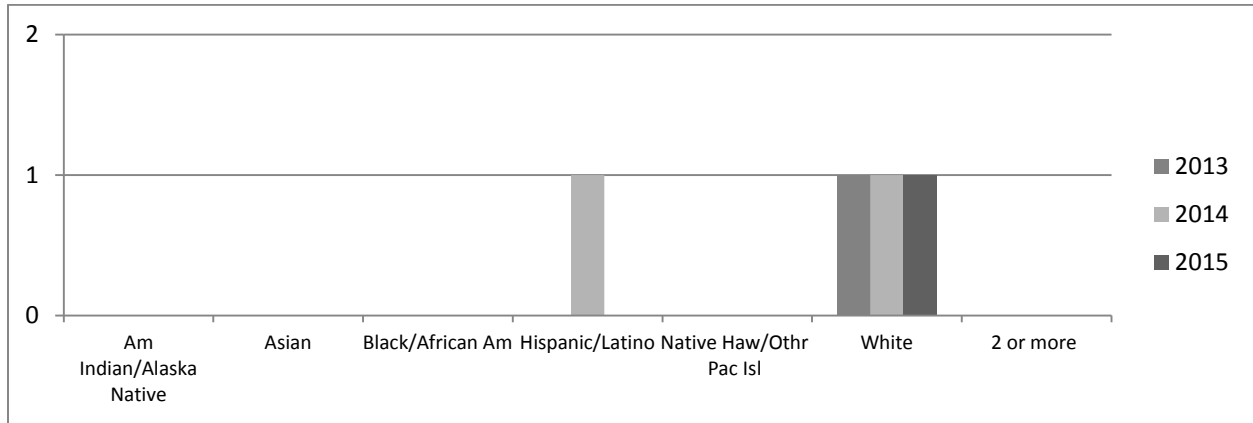
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	2	2	15	1	30	2
2014	0	2	2	15	0	28	1
2015	0	3	1	19	0	24	1

2013-15 District Administrative Offices Technical Workforce by Ethnicity



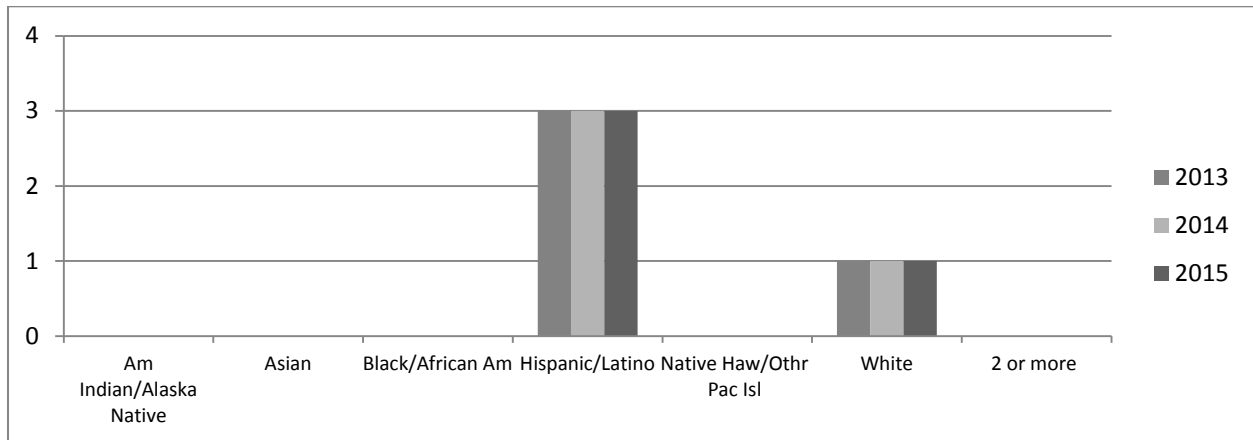
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	1	6	3	7	0	23	0
2014	1	4	2	5	0	16	0
2015	1	4	2	5	0	16	0

2013-15 District Administrative Offices Skilled Craft Workforce by Ethnicity



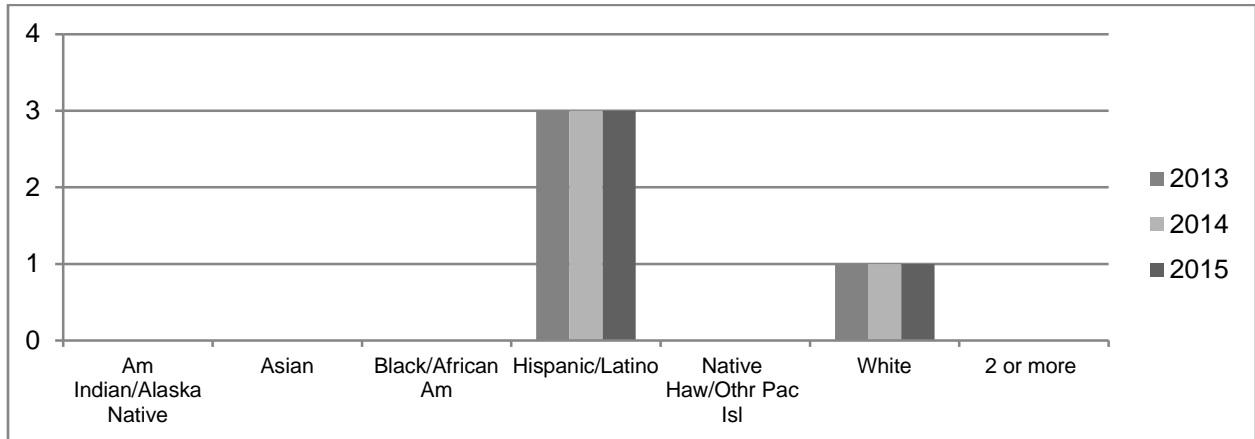
	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	0	0	1	0
2014	0	0	0	1	0	1	0
2015	0	0	0	0	0	1	0

2013-15 District Administrative Offices Service and Maintenance Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	0	0	3	0	1	0
2014	0	0	0	3	0	1	0
2015	0	0	0	3	0	1	0

2013-15 District Administrative Offices Administrative Offices Executive Workforce by Ethnicity



	AI/NA	Asian	B/AA	H/L	NH/PI	White	2 or more
2013	0	3	2	3	9	25	0
2014	0	3	0	3	8	23	0
2015	0	3	2	3	9	23	0

Applicant Data for the District Administrative Offices for the period covering January 1, 2015-August 31, 2016. Data based on 23 total job postings in all job categories.

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Applications	879																											
PT Classified	113	91	20	2	45	9	0	3	1	0	18	2	0	0	0	0	0	0	0	23	7	0	2	1	0	0	0	2
FT Classified	599	476	111	12	174	53	0	31	8	1	77	13	0	1	0	0	4	0	0	156	31	2	14	5	0	19	1	9
Classified Managers	138	80	56	2	15	15	0	2	2	0	20	7	0	0	0	0	0	0	0	32	27	0	1	5	0	10	0	2
Academic Managers	29	14	14	1	2	0	0	0	3	0	5	3	0	1	0	0	0	0	0	2	7	0	2	1	0	2	0	1
Qualified Applicant Pool	598																											
PT Classified	80	67	11	2	35	6	0	3	0	0	11	1	0	0	0	0	0	0	0	16	4	0	2	0	0	0	0	2
FT Classified	388	314	63	11	123	24	2	17	6	1	43	9	0	7	2	0	3	0	0	100	17	2	9	5	0	12	0	6
Classified	110	64	44	2	12	12	0	1	2	0	19	6	0	0	0	0	0	0	0	22	20	0	0	4	0	10	0	2

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Managers																												
Academic Managers	20	9	10	1	1	0	0	0	3	0	4	2	0	1	0	0	0	0	0	1	5	0	1	0	0	1	0	1
Interviewed	122																											
PT Classified	12	10	0	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0	0	0	0	1	
FT Classified	85	70	11	4	24	4	0	3	2	0	11	2	0	4	0	0	0	0	20	3	2	4	0	0	4	0	2	
Classified Managers	23	15	8	0	2	1	0	0	2	0	5	0	0	0	0	0	0	6	5	0	0	0	0	2	0	0		
Academic Managers	2	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hired	25																											
PT Classified	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
FT Classified	16	12	4	0	7	3	0	0	1	0	0	0	0	0	0	0	0	4	0	0	0	0	0	1	0	0		

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Classified Managers	6	5	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0
Academic Managers	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Workforce Data Analysis:

Riverside Community College District has experienced a decline in the diversity of its workforce over the last three years, as indicated by the above 2013-15 Riverside Community College Workforce Distribution by Ethnicity chart. Although availability data is not obtainable from the Chancellor's Office for comparison purposes, state-wide Community College District demographic averages are available from the Chancellor's Office MIS Database website. It is important to note that this data does not afford the District the ability to make exact comparisons; instead, it offers the ability to take make a generalized comparison of Riverside Community College District to statewide demographic averages. Additionally, in an effort to provide insight into the local workforce population residing in the greater Riverside Metropolitan area (defined as Riverside and San Bernardino Counties by the Office of Budget Management) Civilian Labor Force data is included. While not exact, this data provides Riverside Community College District with a more accurate representation of the local labor force in which our District and its three colleges reside. When reviewing the data, take note that the categories differ slightly; the U.S. Census Bureau does not include a category labeled "Declined to State" as the Chancellor's Office does. The Census Bureau instead includes a category labeled "Other Race." The remaining groups are consistently surveyed between the two sources of data.

When comparing gender diversity, the area civilian workforce data shows that both the Riverside Community College District and the Statewide Community College District percentages are significantly higher for women (52.1% and 55% respectively as compared to 25.8%). Conversely, the representation of Hispanic/Latino employees in the local civilian workforce shows that both the Riverside Community College District and the Statewide Community College District percentages are significantly lower (24% and 17.8% respectively as compared to 43.2%). This same comparison holds true when examining the Asian population in the local civilian workforce (8% and 10.8% respectively as compared to 24%). When examining Black or African American employees in the workforce the local civilian market is fairly consistent with the District workforce and statewide averages (7% and 6.5% respectively as compared to 6.1%). When examining White employees in the local civilian workforce both the District and statewide averages show a higher number (57% and 55% respectively as compared to 41.7%). While this data is interesting and provides a little more clarity about the local workforce, this analysis will focus on the comparison between Riverside Community College District, its three colleges, and the statewide Community College District averages.

Using Fall Term 2015 data as the basis for comparison, the District's overall diversity resembles statewide Community College District averages for most categories. The District demographic percentages are higher than or equal to (within one-half a percentage point) the statewide Community College District averages for Black or African American (.9% higher), two or more races (1.4% higher), White (15.3% higher). The District demographic percentages are lower than or equal to (within one-half a percentage point) the statewide Community College District averages for Asian (16% lower), Hispanic/Latino (19.2% lower), Native Hawaiian or Pacific Islander (.3% lower) and declined to state (.5% lower). It is important to note that the District does not have any current employees who are listed in the "declined to state" category. Following is a demographic analysis, broken down by employee group, of the total District workforce, as well as the District administrative offices and each college campus.

Districtwide Workforce Analysis:

- Executive /Administrators: Riverside Community College District's demographics are above statewide averages for administrators identifying as Black/African American (1.8%) and Hispanic/Latino (10.8%). The District's demographics are below statewide averages for administrators identifying as Asian (.63%), White (5.06%), two or more (5.3% and 100% below for American Indian/Alaskan Native and Pacific Islander.
- Faculty: Riverside Community College District's demographics are above statewide averages for faculty identifying as Hispanic/Latino (FT 3%, PT 4.03%), White (FT 3.11%, PT 1.97%) and two or more (FT 2%, PT 2.07%). Riverside Community College District's demographics are the same as statewide averages (within .5% point) for faculty identifying as American Indian/Alaskan Native (FT .28%, PT .34%). Riverside Community College District's demographics are below statewide averages for faculty identifying as Asian (FT 2.49%, PT 1.11%), Black/African American (FT .84%), and Pacific Islander (FT .40%, PT .45%).
- Classified: Riverside Community College District's demographics are above statewide averages for classified employees identifying as Black/African American (2.8%), Hispanic/Latino (12%), and two or more (.81%). Riverside Community College District's demographics are the same as statewide averages (within .5% point) for employees identifying as Pacific Islander (.43%) and American Indian/Alaskan Native (.21%). Riverside Community College District's demographics are below statewide averages for classified employees identifying as Asian (6.88%) and White (2.6%).
- Gender: Riverside Community College District's demographics are equal to or slightly above statewide averages for female classified (.46%), full-time faculty (.33%), and slightly below statewide averages for Executive (3.32%) and part-time faculty (4.64%).

Riverside City College Workforce Analysis:

- Executive/Administrators: Riverside City College's demographics are above statewide averages for administrators identifying Riverside City College's demographics are 100% below statewide averages for administrators who identify as American Indian/Alaskan Native and Pacific Islander. Additionally, the District falls below statewide averages in this employment category for Asian (8.78%),
- Faculty: Riverside City College's demographics are above statewide averages for faculty identifying as Black/African American (PT 1.97%), Hispanic/Latino (3.03%), White (2.97%) and two or more (1%). Riverside City College's demographics are below statewide averages for faculty identifying as Asian (FT 2.49%, PT 1.11%), Black/African American (FT 1.84) and 100% below for American Indian/Alaskan Native and Pacific Islander.
- Classified: Riverside City College's demographics are above statewide averages for classified employees identifying as Black/African American (2.76%), Hispanic/Latino (9.26%), White (1.4%), and two or more (.71%). Riverside City College's demographics are below statewide averages for classified employees identifying as Asian (8.78%) and 100% below for Pacific Islander American Indian/Alaskan Native.
- Gender: Riverside City College's demographics are equal to or slightly above statewide averages for female faculty (PT 2.37%), female administrators (.32%) and slightly below for female faculty (FT 2.33%).

Moreno Valley College Workforce Analysis:

- Executive/Administrators: Moreno Valley College's demographics are above statewide averages for administrators identifying as Black African American (4.29%) and Hispanic/Latino (1.8%). Moreno Valley College's demographics are below statewide averages for administrators identifying as Asian (.63%), two or more (86%) and 100% below for American Indian/Alaskan Native and Pacific Islander.
- Faculty: Moreno Valley College's demographics are above statewide averages for faculty identifying as American Indian/Alaskan Native (FT 3.28%, PT .34%). Moreno Valley College's demographics mirror statewide averages for full-time faculty identifying as Asian (FT). Moreno Valley College's demographics are below statewide averages for part-time faculty identifying as Asian (1.89%), Black/African American (2.03%) and Pacific Islander. Full-time faculty identifying as White are below statewide averages (7.89%).
- Classified: Moreno Valley College's demographics are above statewide averages for classified employees identifying as African American/Black (12.76%), Hispanic/Latino (12.26%), and two or more (2.81%). Moreno Valley College's demographics mirror statewide averages for classified employees identifying as American Indian/Alaskan Native and Pacific Islander. Moreno Valley College's demographics are below statewide averages for classified employees identifying as White (12.6%).
- Gender: Moreno Valley College's demographics are above statewide averages for full-time female faculty (6.67%), female administrators (4.68%) and female classified employees (1.54%). Moreno Valley College's demographics are below statewide averages for part-time female faculty (13.67%).

Norco College Workforce Analysis:

- Executive/Administrators: Norco College's demographics are above statewide averages for administrators identifying as Black/African American (10.29%) and Hispanic/Latino (18.8%). Norco College's demographics are below statewide averages for administrators identifying as American Asian (1.63%), White (19.06%) and 100% below for Pacific Islander, two or more, and Indian/Alaskan Native.
- Faculty: Norco College's demographics are above statewide averages for part-time faculty identifying as Black/African American (.97%), Asian (2.89%), Hispanic/Latino (3.03%), two or more and for full-time faculty identifying as White (7.11%). Norco College's demographics mirror statewide averages for part-time faculty identifying as American Indian/Native Alaskan, White and full-time faculty identifying as Black/African American. Norco College's demographics are below statewide averages for full-time faculty identifying as Asian (2.49%), Hispanic Latino (1.0%) and 100% below for all faculty identifying as Pacific Islander, American Indian/Native Alaskan
- Classified: Norco College's demographics are above statewide averages for classified employees identifying as Hispanic/Latino (22.26%) and Pacific Islander (2.43%). Norco College's demographics mirror statewide averages for classified employees identifying as American Indian/Native American, Black/African American and two or more. Norco College's demographics are below statewide averages for classified employees identifying as Asian (3.88%) and White (13.60%).

- Gender: Norco College's demographics are above statewide averages for female administrators (.68%) and female classified employees. Norco College's demographics are below statewide averages for female faculty (FT 2.67%, PT 2.37%).

District Administrative Offices Workforce Analysis:

- Executive/Administrators: District Office demographics are higher than statewide averages for executive employees identifying as Hispanic/Latino (6.8%) and White (6.94%). District Office demographics are below statewide averages for executives identifying as American Indian/Alaskan, Asian (.63%), Black/African American (4.29%), and 100% below for Pacific Islander, and two or more Native.
- Classified: District Office demographics are higher than statewide averages for classified employees identifying as Hispanic/Latino (5.26%), White (9.4%) and two or more (.81%). District Office demographics mirror statewide averages for classified employees identifying as American Indian/Alaskan Native. District Office demographics are below statewide averages for classified employees identifying as Asian (4.12%), Black/African American (5.24%) and 100% below for Pacific Islander.
- Gender: District Office demographics are above statewide averages for female classified employees (6.54) and below statewide demographics for female administrators (14.68%).

Analysis of Applicant Pools:

Due to limitations of the current version of the District's applicant tracking system, data regarding applicant pools is only available for the period covering January 1, 2015 through August 31, 2016. The data reflects information regarding recruitment for full-time and part-time classified positions, administrator positions and full-time faculty positions. Recruitments for short-term temporary, professional experts and adjunct faculty hiring are not represented in the tables below. The percentage of applicants identifying as a member of a monitored group are summarized below by job category and stage of the application process:

District-Wide Classified Recruitments	
Stage in Recruitment Process	% of Racial/Ethnic Diversity of Applicants
Total Applicant Pool	70.00%
Qualified Applicant Pool	70.00%
Advanced to Interview	67.00%
Hired	76.50%

District-Wide Executive/Administrative/Managerial Recruitments	
Stage in Recruitment Process	% of Racial/Ethnic Diversity of Applicants
Total Applicant Pool	55.00%
Qualified Applicant Pool	55.00%
Advanced to Interview	53.00%
Hired	53.00%

District-Wide Faculty Recruitments	
Stage in Recruitment Process	% of Racial/Ethnic Diversity of Applicants
Total Applicant Pool	46.00%
Qualified Applicant Pool	46.00%
Advanced to Interview	45.00%
Hired	41.00%

The District-wide applicant data paints a picture which indicates a high level of diversity within our applicant pools at each stage of the screening and selection process across all job categories. The tables that follow provide a clearer picture of how applicants identifying as a member of the seven racial/ethnic groups tracked by the District fair in our recruitment process.

District-wide, employees across all job categories identifying as White make up the largest percentage of the District's workforce (57%). White applicants make up the second largest group for classified positions, and the largest group for administrative and faculty positions.

White Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	25.13%
Qualified Applicant Pool	24.92%
Advanced to Interview	22.00%
Hired	21.88%

White Executive/Administrative/Managerial	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	36.28%
Qualified Applicant Pool	35.39%
Advanced to Interview	40.18%
Hired	47.06%

White Faculty	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	44.66%
Qualified Applicant Pool	46.20%
Advanced to Interview	46.99%
Hired	55.56%

District-wide, employees across all job categories identifying as Hispanic/Latino make up the second largest percentage of the District's workforce (24%). Hispanic/Latino applicants make up the largest group for classified positions, the third largest for administrative positions, and second largest for faculty positions.

Hispanic/Latino Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	42.58%
Qualified Applicant Pool	42.43%
Advanced to Interview	43.07%
Hired	50.78%

Hispanic/Latino Executive/Administrative/Managerial	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	19.48%
Qualified Applicant Pool	18.88%
Advanced to Interview	23.21%
Hired	20.59%

Hispanic Latino Faculty	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	18.55%
Qualified Applicant Pool	15.96%
Advanced to Interview	23.83%
Hired	23.33%

District-wide, employees across all job categories who identify as Asian make up the third largest percentage of the District's workforce (8%). Applicants who identify as Asian represent 4-6% of classified applicants, 6-8% of administrative applicants and 7-13% of faculty applicants throughout the screening and selection process.

Asian Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	5.75%
Qualified Applicant Pool	5.58%
Advanced to Interview	3.87%
Hired	3.91%

Asian Executive/Administrative/Managerial Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	6.26%
Qualified Applicant Pool	6.63%
Advanced to Interview	7.14%
Hired	8.82%

Asian Faculty Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	12.10%
Qualified Applicant Pool	12.70%
Advanced to Interview	10.02%
Hired	7.78%

District-wide, employees across all job categories identifying as Black/African American make up the fourth largest percentage of employees (7%). Applicants who identify as Black/African American make up the third largest group of classified applicants, mirrors the size of Hispanic/Latino applicants for administrator positions and makes up the fourth largest group for faculty applicants.

Black/African American Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	16.20%
Qualified Applicant Pool	16.28%
Advanced to Interview	17.47%
Hired	17.97%

Black/African American Executive/Administrative/Managerial Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	23.66%
Qualified Applicant Pool	24.27%
Advanced to Interview	19.64%
Hired	23.53%

Black/African American Faculty Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	9.81%
Qualified Applicant Pool	9.79%
Advanced to Interview	7.35%
Hired	3.33%

District-wide, employees across all job categories identifying as two or more races make up the fifth largest percentage of employees (3%). Applicants who identify as two or more races make up between 2-5% of classified applicants, 0-5% of administrative applicants and 4-7% of faculty applicants.

Two or More Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	4.77%
Qualified Applicant Pool	4.73%
Advanced to Interview	1.73%
Hired	2.34%

Two or More Executive/Administrative/Managerial	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	4.97%
Qualified Applicant Pool	4.83%
Advanced to Interview	1.79%
Hired	0.00%

Two or More Faculty Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	4.82%
Qualified Applicant Pool	5.14%
Advanced to Interview	3.56%
Hired	6.67%

District-wide, employees across all job categories identifying as American Indian/Native Alaskan represents 1% of the District's workforce. Applicants identifying as American Indian/Native Alaskan make up the second smallest applicant pools across all job categories.

American Indian/Alaskan Native Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.23%
Qualified Applicant Pool	0.61%
Advanced to Interview	0.80%
Hired	0.00%

American Indian/Alaskan Native Executive/Administrative/Managerial Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.80%
Qualified Applicant Pool	0.79%
Advanced to Interview	1.79%
Hired	0.00%

American Indian/Alaskan Native Faculty Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.35%
Qualified Applicant Pool	0.31%
Advanced to Interview	0.45%
Hired	0.00%

District-wide, employees across all job categories identifying as Native Hawaiian/Pacific Islander represent the smallest portion of the District workforce (less than .03%). Applicants across all job categories identifying as Native Hawaiian/Pacific Islander represent the smallest in the applicant pools.

Native Hawaiian/Pacific Islander Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.59%
Qualified Applicant Pool	0.51%
Advanced to Interview	0.27%
Hired	1.56%

Native Hawaiian/Pacific Islander Executive/Administrative/Managerial	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.30%
Qualified Applicant Pool	0.22%
Advanced to Interview	0.00%
Hired	0.00%

Native Hawaiian/Pacific Islander Faculty	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	0.07%
Qualified Applicant Pool	0.08%
Advanced to Interview	0.00%
Hired	0.00%

Not all applicants elect to self-identify during the job application process. Individuals across all job categories who elected not to disclose their membership in one of the seven racial/ethnic groups tracked by the District are represented below:

Undisclosed Classified Applicants	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	4.72%
Qualified Applicant Pool	4.88%
Advanced to Interview	4.80%
Hired	1.56%

Undisclosed Executive/Administrative/Managerial	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	8.25%
Qualified Applicant Pool	8.88%
Advanced to Interview	6.23%
Hired	0.00%

Undisclosed Faculty	
Stage in Recruitment Process	% of Pool
Total Applicant Pool	9.57%
Qualified Applicant Pool	9.75%
Advanced to Interview	7.80%
Hired	3.33%

- Applicants identifying as White or Hispanic/Latino make up the largest percentages of our applicant pools in all job categories and remain consistently represented at each stage of the screening and selection process for all job categories. The large number of Hispanic/Latino applicants and hires skews the diversity analysis at the macro level.
- Applicants identifying as Asian are consistently represented in the administrative applicant pools through each stage of the screening and selection process but this is not true for classified and faculty positions where their representation drops considerably.
- Applicants identifying as Black/African American remain consistently represented at each stage of the screening and selection process for classified recruitments but this is not true for administrative and faculty positions where their representation drops strikingly by more than half.
- Applicants identifying as two or more races represent a small percentage of applicant pools across all categories but remain consistently represented at each stage of the process for classified and faculty recruitments but not executive recruitments.
- Applicants identifying as American Indian/Alaskan Native and Pacific Islander make up the smallest percentage of applicant pools across all job categories and they do not remain consistently represented at each stage of the recruitment process.

COMPONENT 11: ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFIGANT UNDERREPRESENTATION

The demographic information and availability data needed for an analysis of underrepresentation and significant underrepresentation within the District would be regularly issued from the Chancellor's Office. However, that data (i.e., the pool of persons determined by the Chancellor's Office to be qualified and available to perform the work required for each job category) is unavailable.

Presented in the tables below is a brief analysis of the monitored groups that *appear* to be significantly underrepresented based on the percentage of jobs per job category currently filled by monitored groups within the District's workforce.

2015 Riverside City College Underrepresented Groups

	Professional	Clerical	Technical	Skilled	Service	Executive	F/T Faculty	P/T Faculty
AI/AN	0%	1%	0%	0%	0%	0%	1%	1%
Asian	13%	2%	4%	5%	2%	8%	8%	9%
B/AA	13%	16%	7%	0%	13%	11%	3%	8%
H/L	20%	33%	33%	25%	59%	32%	17%	17%
NH/PI	0%	0%	0%	0%	2%	0%	0%	0%
White	53%	47%	52%	65%	24%	50%	69%	63%
2+	0%	2%	3%	5%	0%	0%	2%	2%

2015 Moreno Valley College Underrepresented Groups

	Professional	Clerical	Technical	Skilled	Service	Executive	F/T Faculty	P/T Faculty
AI/AN	0%	2%	0%	0%	0%	0%	1%	2%
Asian	0%	0%	6%	33%	0%	8%	8%	10%
B/AA	33%	19%	22%	0%	27%	15%	10%	4%
H/L	67%	44%	39%	33%	27%	19%	16%	17%
NH/PI	0%	2%	0%	0%	0%	0%	0%	0%
White	0%	30%	28%	33%	41%	50%	58%	62%
2+	0%	4%	6%	0%	5%	8%	7%	5%

2015 Norco College Underrepresented Groups

	Professional	Clerical	Technical	Skilled	Service	Executive	F/T Faculty	P/T Faculty
AI/AN	0%	2%	0%	0%	0%	0%	0%	0%
Asian	0%	4%	12%	0%	14%	7%	7%	10%
B/AA	0%	10%	4%	0%	10%	21%	4%	7%
H/L	0%	63%	38%	67%	38%	36%	17%	16%
NH/PI	0%	0%	0%	0%	14%	0%	0%	0%
White	100%	20%	46%	33%	19%	36%	52%	64%
2+	0%	0%	0%	0%	5%	0%	3%	3%

2015 District Administrative Offices Underrepresented Groups

	Professional	Clerical	Technical	Skilled	Service	Executive
AI/AN	0%	0%	4%	0%	0%	0%
Asian	0%	6%	14%	0%	0%	8%
B/AA	0%	2%	7%	0%	0%	5%
H/L	33%	40%	18%	0%	75%	24%
NH/PI	0%	0%	0%	0%	0%	0%
White	58%	50%	57%	100%	25%	62%
2+	8%	2%	0%	0%	0%	2%

COMPONENT 12: METHODS TO ADDRESS UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION

Few processes are as heavily regulated as hiring in California Community Colleges. Our hiring processes are controlled by a complex array of federal and state statutes, laws, and regulations. When examined collectively these controlling factors create competing demands to prohibit preference in hiring based on race and gender and a mandate to hire a diverse workforce. Our screening and selection efforts must be designed and implemented in ways that allow the District to satisfy these legal obligations.

Undertaking efforts to cast an extensive recruitment net thereby attracting increased numbers of qualified applicants from various backgrounds is the single most important factor in ensuring the District is successful in honoring its commitment to hire a diverse workforce. Both research and practical experience demonstrates that if underrepresented candidates are not adequately represented in our total applicant pools, the likelihood of successful hires is reduced greatly. The District will do well to expand its outreach efforts in more directions in order to attract greater numbers of underrepresented applicants across all job categories with particular emphasis on our faculty recruitments. Additionally, an assessment of the District's current screening and selection process should be undertaken in order to ensure that:

- Our job postings reach a wider audience of qualified applicants.
- Our job postings do not require unnecessarily burdensome requirements which deter applicants from completing the online application process.
- Job applicants are required to provide a response to a supplemental question regarding their sensitivity to and understanding of the diverse backgrounds of community college students. Since this is a job requirement, committees must give meaningful consideration to the responses.
- Minimum and preferred qualifications for our positions are validated to predict success in the job and do not have the effect of creating artificial barriers to employment.
- Our job postings use gender-neutral, inclusive language and list only those duties that are job related.
- Our screening and selection criteria are based solely on job related variables identified in the job posting are validated to show significant correlation to a candidate's success in performing the job.
- Objective assessment of applicants occurs at each stage of the screening and selection process through the incorporation of practices which neutralize biases such as development of job-related selection criteria; use of pre-established rubrics or standardized assessment tools to evaluate candidates.
- Interview questions are job related, tied to the job notice and validated to predict success in the job.
- Every structured interview will include a minimum of one question designed to elicit candidates' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and employees in ways that are meaning to the job to which they have applied.
- Every effort is made to appoint a diverse screening and selection committee in order to provide multiple perspectives from which to evaluate candidates and safeguard against a number of cognitive biases such as confirmation bias (the tendency for people to seek out information that confirms to their preexisting views, and ignore information that goes against their views), status quo

bias (a preference for the current state of affairs), projection bias (the tendency to think that others have the same priority, attitude and belief as you do), ingroup bias (the tendency to favor members of your own group) and selective perception (the process of perceiving what we want to while taking in information, while ignoring stimuli that contradicts our beliefs or expectations).

COMPONENT 13: INSTITUTIONAL COMMITMENT TO DIVERSITY AND EQUAL EMPLOYMENT OPPORTUNITY

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all.

Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary. The District will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

The Council on Diversity, Equity and Inclusion will annually review indicators of the District's commitment to diversity such as, but not limited to, the following:

1. A visible, valued, and adequately funded diversity program that is part of the structure of the District and is supported by the District leadership.
2. Surveys of campus climate to identify barriers to inclusion. Recommendations will be made to implement concrete measures that utilize the information drawn from the surveys.
3. Cultural events, diversity dialogues, forums and cross-cultural workshops conducted on campus, or in the community. Speakers on issues dealing with diversity should include those from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
4. Exit interviews conducted by Human Resources and Employee Relations with employees who voluntary leave the District if the results of those interviews indicate patterns impacted particular monitored group(s).
5. Training conducted by Human Resources and Employee Relations for members of screening and selection committees on elimination of bias in hiring and employment and job related selection techniques.
6. The District's Board of Trustees receives training on the elimination of bias in hiring and employment and educational benefits of workforce diversity at least once every election cycle.

7. Programs to support employees such as mentoring, professional development, and leadership opportunities.
8. Tracks numbers of harassment and discrimination complaints in order to identify patterns and ameliorative actions to address such patterns.
9. Maintains records related to the District's compliance with the requirements for harassment and discrimination training. (Government Code section 12950.1 (Stats. 2004, Ch. 933 [AB1825])).
10. District's publications, marketing tools, and website to ensure they reflect diversity in pictures, graphics, and text to project an inclusive image.
11. Recognition of employees who have promoted diversity and equal employment opportunity principles.
12. District's curricula, texts, and/or course descriptions that encourages the inclusion of global perspectives of a particular course, readings or discipline.
13. Collaboration with the Student Equity and Diversity Committees on common initiatives.
14. Analysis of various employment events such as hiring, promotion, retention, voluntary resignation, termination, and discipline in order to determine if there is an adverse impact upon monitored groups.
15. Other activities as determined by the Council on an annual basis.

COMPONENT 14: PERSONS WITH DISABILITIES

The District recognizes Title 5 section 53025(a) requirement that applicants and employees with disabilities are to receive reasonable accommodations consistent with state and federal law. In compliance with this requirement the District will maintain a disability accommodations program which includes the following:

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. Such accommodations may include, but are not limited to job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note-takers.

The District Compliance Officer is responsible for handling requests for accommodations from current employees, and from applicants seeking such accommodations during the application process. Requests can be made on the ADA Request Accommodations Form found on the Human Resources and Employee Relations webpage or obtained from the Human Resources and Employee Relations Office.

COMPONENT 15: GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District recognizes that students from significantly underrepresented groups sometimes are unable to continue their education to the graduate level due to the cost of higher education and an inability to take on additional debt. The Graduate Assumption Program of Loans for Education (GAPLE) authorized by Education Code, section 69618 et seq. was designed to encourage persons to complete their graduate education and serve as faculty at accredited California colleges or universities. The GAPLE program is administered by the California Student Aid Commission and is subject to funding priorities, and from time to time will not be available.

The District will encourage employees and students to become qualified for GAPLE, get their graduate degree, and seek employment as faculty with the District. The District will research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

COMPONENT 16: MEETING EDUCATION CODE SECTION 87482.6

The district will continue to comply with Education Code section 87482.6 regarding the goal of 75% instruction taught by full-time faculty, while ensuring progress toward equal employment opportunity. The district will increase its focused outreach toward diverse individuals and organizations when advertising for full-time and adjunct faculty positions.

COMPONENT 17: ANNUAL CERTIFICATION TO CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.³

The District Compliance Officer shall certify annually the State Chancellor that the District has timely complied with the following requirements of Title 5:

1. Recorded, reviewed and reported the required data regarding qualified applicant pools and employee workforce.
2. Reviewed and updated, as needed, the strategies component of the District EEO Plan.
3. Investigated and appropriately responded to complaints alleging that the requirements of Title 5 Regulations alleging violation of the EEO Program or unlawful discrimination, harassment or retaliation.

³ The *Plan* is not intended to address all possible nondiscrimination laws. For example, the Chancellor's Office approval of a District's EEO Plan does not ensure the District's compliance with the California Fair Employment and Housing Act and related regulations to which all districts, as employers, must adhere. The Chancellor's Office has no authority over that law and does not enforce its provisions. Education Code section 87102 also requires the equal employment opportunity plan to address the District's progress in achieving the ratio of full-time to part-time faculty hiring (as indicated in Section 87482.6 of the Education Code) while ensuring equal employment opportunity.

APPENDIX A: COMPLAINT OF UNLAWFUL DISCRIMINATION, HARASSMENT OR RETALIATION FORM



Unlawful Discrimination Complaint Form

Name: _____
Last First

Address: _____
Street or P.O. Box City State Zip

Phone: Day (_____) Evening (_____)

I Am A: Student Employee Other: _____

I Wish To Complain Against: _____

District: _____ College: _____

Date of Most Recent Incident of Alleged Discrimination: _____
(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination.)

I Allege Discrimination Based on the Following Category Protected under Title 5 (you must select at least one):

<input type="checkbox"/> Age	<input type="checkbox"/> Ethnic Group Identification	<input type="checkbox"/> Physical Disability	<input type="checkbox"/> Retaliation**
<input type="checkbox"/> Ancestry	<input type="checkbox"/> Mental Disability	<input type="checkbox"/> Race	<input type="checkbox"/> Sex/Gender (includes Harassment)
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Religion	<input type="checkbox"/> Sexual Orientation

Perceived to be in protected category or associated with those in protected category

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your religion, age, race, sex or whatever basis you indicated above. **If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)

What would you like the District to do as a result of your complaint -- what remedy are you seeking? _____

I certify that this information is correct to the best of my knowledge.

Signature of Complainant Date

Send Original to:
 Riverside Community College District
 Diversity, Equity and Compliance
 3801 Market St., 2nd Floor
 Riverside, CA 92501

Or: Chancellor's Office, California Community Colleges
 1102 Q Street, Sacramento, California 95811-6549
 Attention: Legal Affairs Division

APPENDIX B: EQUAL EMPLOYMENT OPPORTUNITY (EEO) VIOLATION COMPLAINT FORM



RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE
3801 Market Street ▪ Riverside, CA 92501 ▪ (951) 222-8595 ▪ TTY (951) 382-3539

Equal Employment Opportunity (EEO) Violation Complaint Form

Name: _____ Student Employee Other: _____

Address: _____
Street City State Zip Code

Phone #: _____ Email: _____

I am the: Complainant Witness Other: _____

I wish to file a complaint against: _____

When did the incident(s) violation occur? _____ Where did it take place? _____

Clearly state your complaint and how the allegation(s) violates the District's EEO Plan:
(Complaints of unlawful discrimination should be filed using a form prescribed by the State Chancellor's Office and follow the procedures outlined in AP 3435.)

Are there any witnesses to the incident or anyone you have told about the incident? If so, please provide names and/or contact information _____

What would you like the District to do to resolve this issue? _____

By signing below, I assert that I have reasonable belief that an EEO violation has occurred in violation of RCCD policy. I also certify that this information is correct to the best of my knowledge.

Signature: _____ Date: _____

You may submit this form to the EEO Diversity Officer:
Lorraine Jones, District Compliance Officer
Human Resources & Employee Relations Office
3801 Market St., 2nd Floor
Riverside, CA 92501
951-222-8039

APPENDIX C: AP 3435 HANDLING COMPLAINTS OF UNLAWFUL DISCRIMINATION, HARASSMENT AND RETALIATION

Riverside Community College District Administrative Procedure

No. 3435

General Institution

AP 3435 HANDLING COMPLAINTS OF UNLAWFUL

DISCRIMINATION, HARASSMENT OR RETALIATION

References¹:

Education Code Sections 66250 et. seq., 66270, 66271.1, 66281.5, 12926;
Government Code Section 11135-11139.5, 12926, 12950, 12950.1;
Title 5 Sections 59300 et seq.;
34 C.F.R. Section 106.8(b)
20 U.S.C § 1681 et seq.
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)
Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.)
Age Discrimination Act (42 U.S.C. § 6101)
California Constitution, Art. 1, § 1
Civil Code § 47
Penal Code § 422.6 & 422.55
BP 3410 and BP 3430

INTRODUCTION AND SCOPE

Riverside Community College District policies and procedures regarding unlawful discrimination and prohibition of harassment incorporate the legal principles contained in non discrimination provisions of the California Code of Regulations, Title 5, sections 59300 et seq. as well as other state and federal substantive and procedural requirements. This procedure addresses the reporting, investigation and appeal for complaints of unlawful discrimination and harassment.

Copies of the District's written policies and procedures on unlawful discrimination and prohibition of harassment are posted on the District web site: <http://www.rccd.edu/administration/board/Pages/BoardPolicies.aspx> and are displayed in prominent locations in the administrative buildings at each College campus and in other areas where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.

¹ If the federal statutes cited would result in broader protection of the civil rights of individuals than that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of Title 5, section 59300.

DEFINITIONS

Applicable definitions are as follows:

"Appeal" means a request by a complainant made in writing to the Riverside Community College District governing board pursuant to Title 5, section 59338, and/or to the State Chancellor's Office pursuant to Title 5, section 59339, to review the administrative determination of the District regarding a complaint of discrimination.

"Association with a person or group with these actual or perceived characteristics" includes advocacy for or identification with people who have one or more characteristics of a protected category listed under "Unlawful Discrimination Policy" and Title 5, section 59300, participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.

"Complaint" means a written and signed statement meeting the requirements of Title 5, section 59328 that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at Title 5, sections 59300 et seq.

"Days" means calendar days.

"Gender" includes a person's sex as well as gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

"Disability" includes, but is not limited to, all of the following:

- (1) Having any physical, mental or psychological disorder or condition that limits a major life activity. For purposes of this section:
 - (A) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
 - (B) A disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
 - (C) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
- (2) Any other disorder, condition or health condition not described in paragraph (1) that requires specialty supportive services.
- (3) Having a record or history of a physical, mental or psychological disorder or condition described in paragraph (1) or (2), which is known to the District.
- (4) Being regarded or treated by the District as having, or having had, any physical or mental condition that makes achievement of a major life activity difficult.
- (5) Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

- (6) "Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs².

"District" means the Riverside Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any other organization associated with the District or its college(s) that receives state funding or financial assistance through the District.

"Responsible District Officer" means the officer identified by the District to the State Chancellor's Office as the person responsible for receiving complaints filed pursuant to Title 5, section 59328, and coordinating their investigation.

"Sex" includes, but is not limited to, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth. 'Sex' also includes, but is not limited to, a person's gender, as defined in Section 422.56 of the Penal Code. Discrimination on the basis of sex or gender also includes sexual harassment.

"Sexual harassment" is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:

- (1) Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of possible sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of possible visual sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)
- (2) Continuing to express sexual interest after being informed that the interest is unwelcome.
- (3) Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of conduct in an academic environment that might be found to be sexual harassment: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
- (4) Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment.
- (5) Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

² If the Americans with Disabilities Act of 1990 definitions would result in broader protection of the civil rights of individuals with a mental or physical disability, or would include any Medical condition not included within these definitions, then that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the definitions in Government Code section 12926 and should be included in district policy. (Gov. Code, § 12926(l).)

- (6) Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
- (7) Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, reclassifications, etc., to any student or employee with whom the decision maker has a sexual relationship and denying such benefits to other students or employees.

"Sexual orientation" means heterosexuality, homosexuality, or bisexuality.

"Unlawful discrimination" means discrimination based on a category protected under Title 5, section 59300 and the other referenced regulations.

RESPONSIBLE DISTRICT OFFICER

The Riverside Community College District has identified the District Compliance Officer to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination and harassment complaints filed pursuant to Title 5, section 59328, and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint³.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

Administrators, faculty members, other District employees, students, and third parties shall direct all complaints of unlawful discrimination to District Compliance Officer:

Ms. Lorraine Jones
District Compliance Officer
Human Resources and Employee Relations
3801 Market Street, 2nd Floor
Riverside, CA 95801
Voice: (951) 222-8039

Informal charges of unlawful discrimination should be brought to the attention of the responsible District officer, who shall oversee the informal resolution process pursuant to Section 59327.

³ The federal Office for Civil Rights (OCR) advises educational institutions to give one official responsibility for oversight and coordination of all sexual harassment complaints to insure consistent practices and standards in handling complaints as well as coordination of record keeping. This will help ensure that the educational institution can and will resolve recurring problems and identify students or employees who have multiple complaints filed against them. The State Chancellor's Office advises that having the responsible district officer, named pursuant to Title 5, section 59324, coordinate both sexual harassment and other unlawful discrimination complaints satisfies OCR's instruction on this subject.

UNLAWFUL DISCRIMINATION AND HARASSMENT

Non discrimination (BP 3410) The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, 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.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, 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.

Prohibition of Harassment and Retaliation(BP 3430) All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as District policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, 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.

RETALIATION

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination or harassment complaint; someone who refers a matter for investigation or complaint; someone who participates in a complaint investigation; someone who represents or serves as an advocate for an alleged victim or alleged offender, or someone who otherwise furthers the principles of these unlawful discrimination and harassment policies.

All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will pursue all measures within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

ACADEMIC FREEDOM

The District reaffirms its commitment to academic freedom, but recognizes that academic freedom does not permit unlawful discrimination, harassment, or retaliation. To the extent that these policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. Nothing in District policies and procedures shall be interpreted to prohibit bona fide academic requirements for a specific District program, course or activity.

It is recognized that an essential function of education is a probing of opinions and an exploration of information and ideas that may cause some students discomfort. It is further recognized that academic freedom insures the faculty's right to teach and the students' right to learn. If a faculty member wishes to use sexually explicit materials in the classroom, the District strongly recommends that faculty member work with the District Compliance Officer as well as academic discipline colleagues to assure that sexual harassment regulations are not violated.

When investigating unlawful discrimination or harassment complaints containing issues related to course material, the designated investigator will consult with a group of one to three (1-3) faculty members in that subject area appointed by the Academic Senate with respect to contemporary practices and standards for course content and delivery.

INFORMAL/FORMAL COMPLAINT PROCEDURE

When a person brings charges of unlawful discrimination to the attention of the District Compliance Officer, that officer will:

- (1) Undertake efforts to informally resolve the charges⁴;

⁴ The purpose of the informal resolution process is to allow an individual who believes she/he has been unlawfully discriminated against or harassed to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or the complainant does not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the respondent and an assurance that the offending behavior will cease. However, the district is responsible for maintaining a safe and discrimination free educational environment and serious allegations may need to be investigated even if the complaining party considers the matter resolved. In an informal process the district officer shall advise the complainant of his or her rights and responsibilities under both the formal and informal processes. If the complainant declares his or her preference for the informal process, the responsible district officer shall present the complainant with a document that describes the informal/formal process that contains the basics of complainant's allegations of unlawful discrimination. This document will clearly indicate that the complainant opted for the informal resolution process and should be signed and dated by the complainant. The informal resolution process will not be made a predicate to the process and investigation of a formal complaint. If a formal complaint is filed, an investigation must be completed within the time required unless it is voluntarily rescinded by a complainant as a result of a successful informal resolution.

- (2) Advise the complainant that he or she need not participate in informal resolution;
- (3) Inform the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so;
- (4) Assure the complainant that he or she will not be required to confront, or work out problems with, the person accused of unlawful discrimination;
- (5) Advise the complainant that he or she may file a non-employment-related complaint with the U.S. Department of Education Office for Civil Rights (OCR) where such a complaint is within that agency's jurisdiction.
- (6) If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within those agencies' jurisdictions.

Efforts at informal resolution need not include any investigation unless the District Compliance Officer determines that an investigation is warranted by the seriousness of the charges. Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a complaint is filed an investigation is required to be conducted pursuant to Title 5, section 59334, and will be completed unless the matter is informally resolved and the complainant dismisses the complaint in writing. Even if the complainant does dismiss the complaint, the District Compliance Officer may require the investigation to continue if he or she determines that the allegations are serious enough to warrant an investigation. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination pursuant to Title 5, section 59336.

In employment-related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.

The District will allow for representation where required by law and may allow representation for the accused and complainant in other circumstances on a case-by-case basis.

FILING A FORMAL WRITTEN COMPLAINT

If a complainant decides to file a formal written complaint of unlawful discrimination or harassment against the District, he or she must file the complaint on a form prescribed by the State Chancellor. The approved form is available from the District web site and also at the State Chancellor's website, as follows:

<http://rccd.edu/administration/humanresources/DEC/Pages/Complaint.aspx>
<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx>

The completed form must be filed with the District Compliance Officer or may be mailed directly to the State Chancellor's Office of the California Community Colleges.

The District Compliance Officer shall immediately forward to the Legal Affairs Division of the State Chancellor's Office every formal written complaint.

Once a complaint is filed and assigned for investigation, the individual(s) accused of engaging in prohibited conduct will be advised of that filing and the general nature of the complaint. This will occur as soon as possible and in a manner that is appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

Upon determining the pending investigation will require interviews of faculty and/or staff, the District Compliance Officer will immediately contact the district Chancellor and/or Provost/Vice Chancellor Educational Services. Immediately, one of those individuals will notify CTA or CSEA as appropriate, as well as the College President.

THRESHOLD REQUIREMENTS PRIOR TO INVESTIGATION OF A FORMAL WRITTEN COMPLAINT

When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

The complaint must be filed on a form prescribed by the State Chancellor's Office.

The complaint must allege unlawful discrimination or harassment prohibited under Title 5, section 59300 or District policy.

The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or harassment or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member or administrator.

In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or harassment or within one year of the date on which the complainant knew or should have

known of the facts underlying the specific incident or incidents of alleged unlawful discrimination

In any complaint alleging discrimination in employment, the complaint shall be filed within one hundred-eighty (180) calendar days of the date the alleged unlawful discrimination or harassment occurred, except that this period will be extended by no more than ninety (90) calendar days following the expiration of that hundred-eighty (180) calendar days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of hundred-eighty (180) calendar days.

Additional information about this initial review of complaints can be found in the Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints prepared by the State Chancellor's Office⁵.

DEFECTIVE COMPLAINT

If a complaint is found to be defective it will be immediately returned to the complainant with a complete explanation of why an investigation will not be initiated under California Code of Regulations, Title 5, Section 59300 et seq. The notice will inform the complainant that the complaint does not meet the requirements of section 59328, and shall specify in what requirement the complaint is defective. A copy of the notice to the claimant will also be sent to the State Chancellor's Office.

NOTICE TO STATE CHANCELLOR OR DISTRICT

The District Compliance Officer shall immediately forward to the Legal Affairs Division of the State Chancellor's Office every formal written complaint. Similarly, when the State Chancellor's Office receives a complaint a copy will be forwarded to the District.

CONFIDENTIALITY OF THE PROCESS

Investigative processes can best be conducted within a confidential climate. Therefore, the District does not reveal information about such matters except as necessary to fulfill its legal obligations and to assure proper administration of the complaint process.

Potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed. The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of

⁵ The Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints is a procedural aid for processing formal unlawful discrimination complaints.

wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.

If a complainant insists that his or her name not be revealed, the District Compliance Officer should take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.

It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will all be asked to sign a confidentiality acknowledgement statement.

Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential⁶.

ADMINISTRATIVE DETERMINATION

In any case not involving employment-related discrimination or harassment, within ninety (90) calendar days of receiving a complaint filed under Title 5, sections 59300 et seq., the District Compliance Officer will forward a copy of the investigative report to the State Chancellor, a summary⁷ copy of the investigation report

⁶ Complainants must trust the District to take appropriate action and must understand that the District is generally not at liberty to discuss personnel or student matters, particularly disciplinary matters. In some disciplinary cases, the complainant may be required to testify at a hearing, and would therefore be aware of the proposed disciplinary action.

⁷ The summary investigation report shall include all of the following:

- (a) a description of the circumstances giving rise to the complaint;
- (b) a specific finding as to whether there is probable cause to believe that discrimination occurred with respect to each allegation in the complaint;
- (c) a summary and analysis of the relevant evidence (documents, data, or witness testimony) on which the determination rests; and
- (d) any other information deemed appropriate by the district.

to the complainant and accused, and written notice setting forth all the following to both the complainant and the State Chancellor:

- (a) the determination of the College President as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- (b) a description of actions taken, if any, to prevent similar problems from occurring in the future⁸;
- (c) the proposed resolution of the complaint; and
- (d) notification of the complainant's right to appeal to the District Board and the State Chancellor.

In any case involving employment discrimination or harassment, within ninety (90) calendar days of receiving a complaint filed under Title 5, sections 59300, et seq., the District Compliance Officer will forward a summary of the investigative report to the complainant and accused, and written notice setting forth all the following to the complainant:

- (a) the determination of the College President as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- (b) a description of actions taken, if any, to prevent similar problems from occurring in the future⁹;
- (c) the proposed resolution of the complaint; and
- (d) the complainant's right to appeal to the District Board of Trustees and to file a complaint with the Department of Fair Employment and Housing.

The District will keep these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.

Riverside Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.

⁸ If it is determined that discrimination did occur, possible remedies to prevent similar problems from occurring in the future include all the standard District disciplinary actions for students and employees, ranging from undocumented reprimand to termination or expulsion. If formal disciplinary action is inappropriate, other possible remedies include training in the pertinent area(s) of unlawful discrimination, apology, and restricting or forbidding contact between the perpetrator and victim.

⁹ *Ibid.*

COMPLAINANT'S APPEAL RIGHTS

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and investigation summary are mailed to the complainant, the District Compliance Officer shall notify the complainant in writing of his or her appeal rights as follows:

First level of appeal: The complainant shall be promptly notified in writing that he or she has the right to file an appeal to the District's Board of Trustees within fifteen (15) calendar days from the date of the administrative determination. The District Board of Trustees will review the original complaint, the investigative report, the administrative determination, and the appeal.

The District's Board of Trustees will issue a final District decision in the matter within forty-five (45) calendar days after receiving the appeal. Alternatively, the District's Board of Trustees may elect to take no action within forty-five (45) calendar days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District's Board of Trustees will be forwarded to the complainant and, in cases not involving employment discrimination, to the State Chancellor's Office.

Second level of appeal: In cases not involving employment-related discrimination, the complainant shall be promptly notified in writing that he or she has the right to file an appeal with the State Chancellor's Office within thirty (30) calendar days from the date that the District Board of Trustees issues the final District decision or permits the administrative determination to become final by taking no action within forty-five (45) calendar days¹⁰. The appeal must be accompanied by a copy of the decision of the Board of Trustees or evidence showing the date on which the complainant filed an appeal with the Board of Trustees, and a statement under penalty of perjury that no response was received from the District Board of Trustees within forty-five (45) calendar days from that date.

Complainants must submit all appeals in writing.

In an employment-related case, there is no second level of appeal under Title 5, Section 59300, et seq. The District will advise the complainant that he or she may file a complaint with the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

¹⁰ The Department of Fair Employment and Housing (DFEH) has final jurisdiction over employment-related cases. Therefore, the State Chancellor's Office has agreed to accept DFEH decisions and does not accept appeals in employment discrimination cases. Title 5, section 59339 has been amended to reflect this arrangement.

PROVISION OF INFORMATION TO STATE CHANCELLOR

In any case not involving employment discrimination, within one hundred-fifty (150) calendar days of receiving a complaint, District Compliance Officer will forward the following to the State Chancellor:

A copy of the final District decision rendered by the District Board of Trustees or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within forty-five (45) calendar days.

A copy of the notice of appeal rights the District sent the complainant.

Any other information the State Chancellor may require; or

Notify the State Chancellor that the complainant has not filed an appeal with the District governing board and that the District has closed its file.

The District will keep these documents on file for a period of at least three years after closing the case, and in any case involving employment discrimination; make them available to the State Chancellor upon request.

EXTENSIONS

If for reasons beyond its control, the District is unable to comply with the ninety (90) calendar day deadline specified for submission of materials to the complainant and the State Chancellor's Office, the District Compliance Officer will file a written request that the State Chancellor grant an extension of the deadline. In cases not involving employment discrimination, the District Compliance Officer will also request an extension if the District is unable to meet the one hundred-fifty (150) calendar day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office.

The Director's request will be submitted no later than ten (10) calendar days prior to the expiration of the deadlines established by Title 5 in sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who shall be notified that he or she may file written objections with the State Chancellor within five (5) calendar days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the investigation. In cases involving employment discrimination, the District may assume that the extension has been granted unless the State Chancellor's Office notifies it within fifteen (15) calendar days from the date of the request that the request has been denied. If an extension of the ninety (90) calendar day deadline is granted by the State

Chancellor the one hundred-fifty (150) calendar day deadline is automatically extended by an equal amount.

RECORD RETENTION

Unlawful discrimination records will be retained with the District Compliance Officer. Unlawful discrimination records that are part of an employee's employment records may be classified as Class-1 Permanent records and retained indefinitely or microfilmed in accordance with Title 5, California Code of Regulations, Section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as Class-1 Permanent may be classified as Class-2 Optional records or as Class-3 Disposable records, to be retained for a period of three years.

Records related to a student discrimination complaint will be deemed worthy of preservation if, at the end of three years after the case is closed, a complaint on similar grounds has been filed against the same employee. In such cases, the records shall continue to be classified as Class 2 records and retained at least until complaints against that particular employee have been resolved.

All such records will be made available to the State Chancellor's Office upon request.

EXTERNAL REPORTING OPTION

Any non employee who believes that he or she has been unlawfully discriminated against or harassed may file a complaint with California State Community College Chancellor's Office. The State Chancellor's Office web site is:
http://www.cccco.edu/our_agency/legal/discrimination/tabid/294/default.aspx

Another external agency that will accept discrimination and/or harassment complaints from non employees is the United States Department of Education Office for Civil Rights ("OCR"). The phone number for OCR is located in the phone book under government agencies.

Charges filed with the OCR are investigated by the OCR.

In the event a complaint is filed with the OCR, and OCR finds that the complaint has merit, the OCR will attempt to negotiate a settlement between the parties. If not settled, OCR may issue a determination on the merits of the case.

Any employee who believes that he or she has been unlawfully discriminated against or harassed by coworkers, supervisors, students or customers, visitors, vendors or others may file a complaint with the California Department of Fair Employment & Housing ("DFEH") or the Fair Employment & Housing Commission ("FEHC"). The phone number for DFEH is located in the phone book under government agencies.

Where a case is not settled and the DFEH finds a violation to exist, it can prosecute the charging party's case before the FEHC. Legal remedies available through DFEH and FEHC for a successful claim by an applicant, employee, or former employee include possible reinstatement to the former job; award of a job applied for; back pay; front pay; attorney's fees; and under appropriate circumstances, actual damages and/or administrative fines.

In the alternative, DFEH may grant the employee permission to withdraw the case and pursue a private lawsuit seeing similar remedies.

NOTICE, TRAINING, AND EDUCATION FOR STUDENTS AND EMPLOYEES

The Riverside Community College District's District Compliance Officer shall make available training to employees and students on the District's unlawful discrimination and harassment policies and procedures. Faculty members, members of the administrative staff, and members of the support staff will be provided with a copy of the District's written policy on unlawful discrimination and harassment at the beginning of the first semester of the college year after the policy is adopted.

All District employees will receive a copy of the unlawful discrimination and harassment policies and procedures upon employment, and training will be made available during the first year of their employment. Because of their special responsibilities under the law, supervisors will undergo mandatory training within six months of assuming a supervisory position and every two years thereafter. In years in which a substantive policy or procedural change has occurred all District employees will 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 will include an explanation of the policies, how they work, and how to file a complaint. In addition, a copy of the District's written policies on unlawful discrimination and harassment, as they pertain to students, will be provided as part of any orientation program conducted for new students at the beginning of each semester, or summer session, as applicable.

Office of Primary Responsibility: Director, Diversity, Equity and Compliance

Administrative Approval: March 10, 2008

Revised: March 15, 2010

Revised: June 15, 2011

Revised: June 18, 2012

Revised:

APPENDIX D: ANNUAL WRITTEN NOTICE TO COMMUNITY BASED AND PROFESSIONAL ORGANIZATIONS-LIST OF RECIPIENTS

Chambers of Commerce

Asian Business Association Inland Empire
P.O. Box 984
Corona, CA 92878

Inland Empire Women's Business Center
3780 Market Street
Riverside, CA 92501

Chamber of Commerce
3895 University Avenue
Riverside, CA 92501

Moreno Valley Chamber of Commerce
Towngate Shopping Center
12625 Frederick Street
Moreno Valley, CA 92553

Colton Chamber of Commerce
655 N. La Cadena Drive
Colton, CA 92324

National Latina Business Women Association
Inland Empire
3200 E. Guasti Road, Suite 100
Ontario, CA 91761

Grand Terrace Chamber of Commerce
22635 Barton Road, Suite 101
Grand Terrace, CA 92313

Riverside County Black Chamber of Commerce
2060 Chicago Avenue, A 13
Riverside, CA 92507

Greater Riverside Hispanic Chamber of
Commerce
P.O. Box 5872
Riverside, CA 92571

San Bernardino Chamber of Commerce
546 W. 6h Street
San Bernardino, CA 92410

Community Based Organizations

Asian American Resource Center
1115 South E Street
San Bernardino, CA 92408

The Center
6864 Indiana Avenue, Suite 104
Riverside, CA 92506

CODIE Center on Deafness
3576 Arlington Avenue, Suite 211
Riverside, CA 92506

Jeffery Owens Community Center
5198 Arlington Avenue, Suite 922
Riverside, CA 92504

Greater Riverside Urban League, Inc.
2060 University Avenue, Suite 202
Riverside, CA 92507

NAACP-Riverside
P.O. Box 55131
Riverside, A 92517-0131

Professional Organizations

Academic Diversity Search, Inc. (ADS) –A national employment resource specializing in connecting women and minorities with academic intuitions that truly value diversity.

American Indian Higher Education Consortium-A national organization that serves as the collective spirit and unifying voice of our nation’s 37 Tribal Colleges and Universities. Issues a quarterly publication that provides journalistic and scholarly articles that highlight issues critical to American and Alaska Native communities. The publication has job posting opportunities.

The Chronicle of Higher Education-the No. 1 source of news, information, and jobs for college and university faculty members and administrators.

California Community Colleges Jobs Registry- A large scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff and management job applicants

disABLEDperson-A public charity organization focused on increasing employment opportunities for individuals with disabilities. The organization hosts a job fair for people with disabilities and provides a resume databank for employers to identify candidates. For a small fee, employers can post job advertisements.

Diverse Issues in Higher Education-This publication, previously known as Black Issues in Higher Education, considers itself the portal for diversity information in higher education. Annually, the magazine provides a listing of top degree producers which shows which institutions are producing the most diverse undergraduate and graduates. The publication has a job posting service in print and on its website.

Diversity Web- An interactive resource hub for higher education sponsored by the Association of American Colleges and Universities (AAC&U). In addition to serving as a clearinghouse for diversity innovations and research, they maintain a job posting site to advertise executive, faculty or postdoctoral positions that have a diversity focus.

Edjoin- A national public education job search website.

Faculty for the Future-A nationwide resource to connect female and underrepresented candidates in science, business, and engineering to faculty and research positions.

Hispanic Outlook in Higher Education- A nationwide resource that publishes a bi-weekly publication on issues pertaining to Hispanics in higher education. The publication has job posting services in print and on its website.

Inside Higher Ed-the online source for news, opinion and jobs for all of higher education.

Women in Higher Education-A national monthly publication that focuses on issues specific to women in higher education. The publication reaches thousands of women in higher education. Job posting services are available in print or website.

Professional Groups

American Association of Community Colleges-Nonprofit association that is a primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

American Association of University Women-advances equity for women and girls through advocacy, education, and research. The organization has over 1,000 branches and 500 college/university partners across the U.S. Their online career center reaches 100,000 members.

Association of Black Psychologists-The Association has over 1400 members. They publish a news journal, Psych Discourse, which is the primary source for communication among the membership. The publication allows for online posting of job advertisements.

Association of Latinos Professionals in Finance and Accounting-With 37 chapters and 9,000 members, ALPFA is one of the leading professional organizations for Latinos in accounting and finance related professions. The organization's website had a career center where employers can post positions.

Association of Women in Science-a nationwide advocacy organization dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. Their website allows organizations to post job advertisements.

Minorities in Agriculture and Natural Resource Related Sciences-promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Their website included contact information for student chapter advisors and lists job opportunities.

National Association for Equal Opportunity in Higher Education-Professional association to further the causes of Historically Black Colleges and Universities and predominately Black Institutions.

National Indian Education Association-focused on improving educational equity and access for American Indian, Alaska Native, and Native Hawaiian populations. It is the largest and oldest Indian educational organization.

National Society of Hispanic MBAs-NSHMBA serves 32 chapters and 8,000 members. The organization works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the cultural awareness and sensitivity vital in the management of the nation's diverse workforce. Organizations can post position advertisements and search the resume database for potential candidates.

National Society of Hispanic Professionals-With over 10,000 members this organization is one of the primary resources to reach Hispanic professionals. Their website allows employers to post jobs and search a resume database for candidates.

Society for the Advancement of Chicanos and Native Americans in Sciences-The mission of SACNAS is to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels. Their website allows employers to post jobs.

APPENDIX E: EQUAL EMPLOYMENT OPPORTUNITY PLAN: COMPLIANCE CHECKLIST

The following compliance checklist is designed to assist districts in the review of their respective Equal Employment Opportunity Plan (*Plan*). The checklist ensures that each district's *Plan* includes provisions and components that are required under state law. The checklist does not audit for those provisions or components in the *Model Plan* that are included as recommended practices. California Code of Regulations, title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in a community college's *Plan*. All references to "sections" refer to the title 5, California Code of Regulations unless otherwise indicated.

Adoption of Plan

[title 5 Cal. Code Regs. § 53003(a)]

Does the Plan indicate when the district's governing board adopted the Plan?

Designation of Responsibility, Authority and Compliance [title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]

Did you describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?

Did you designate an equal employment opportunity officer to oversee the day-to-day implementation of the equal employment opportunity requirements of title 5?

Did you describe the administrative structure created by any delegation of authority to the equal employment opportunity officer or others and is it designed to ensure prompt and effective implementation of the EEO title 5 requirements?

Did you designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

Does the Plan clearly state that anyone who is an agent of the district, with regard to recruitment and screening, is also subject to all the title 5 equal employment opportunity requirements?

Procedures for Filing a Complaint Pursuant to Section 53026 [title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]

- Did you provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of title 5 and designate the person with whom such complaints are to be filed?
- Did you include or reference the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

Notification to all District Employees of the Plan and Policy Statement [title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

- Did you describe the district's process for notifying all district employees of the provisions of this Plan, and the policy statement required by section 53002?

Employee Training for Screening or Selection Committees [title 5 Cal. Code Regs. § 53003(c)(4)]

- Did you describe the district's process for ensuring that district employees participating on screening or selection committees receive appropriate training on title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws?

Annual Written Notice to Community-Based and Professional Organizations [title 5 Cal. Code Regs. § 53003(c)(5)]

- Did you describe the district's process for providing annual written notice to appropriate community-based and professional organizations regarding the district's Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

Analysis of District Workforce and Applicant Pool [title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

- Did you provide an analysis of the number of persons from monitored groups who are currently employed in the district's workforce for each of the job categories listed in section 53004(a)?

Did you provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

Does the Plan state that the survey required by section 53004(a) will be done every year?

Analysis of the Degree of Underrepresentation and Significant Underrepresentation [title 5 Cal. Code Regs. § 53003(c)(7)]

Did you provide an analysis of the degree to which monitored groups are underrepresented for each job category in comparison to the numbers of persons from such groups whom the Chancellor's Office determines to be available and qualified to work?

Did you indicate whether the underrepresentation for each group is "significant"?

NOTE: The demographic information and availability data needed for an analysis of underrepresentation and significant underrepresentation within the District would be regularly issued from the Chancellor's Office. However, that data (i.e., the pool of persons determined by the Chancellor's Office to be qualified and available to perform the work required for each job category) is unavailable.

The District provided a brief analysis of the monitored groups that *appear* to be significantly underrepresented based on the percentage of jobs per job category currently filled by monitored groups within the District's workforce.

Methods to Address any Underrepresentation [title 5 Cal. Code Regs. § 53003(c)(8)]

Did you describe the methods you will use to address any underrepresentation?

Additional Steps to Remedy Significant Underrepresentation [title 5 Cal. Code Regs. § 53006]

Did you describe additional steps consistent with section 53006 to remedy any significant underrepresentation?

Did you describe the steps to be taken, consistent with section 53006, if significant underrepresentation persists after a reasonable period of time has passed?

Did you consider anything else you might do, that is permissible, to remedy any significant underrepresentation?

Other Measures to Further Equal Employment Opportunity [title 5 Cal. Code Regs. § 53003(10)]

- Did you describe any other measures that the district undertakes to further equal employment opportunity?

Persons with Disabilities [title 5 Cal. Code Regs. § 53025]

- Did you describe the measures that will be taken, consistent with the requirements of section 53025 to ensure that all applicants and employees with disabilities receive reasonable accommodations 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.?

Education Code Requirements Education Code, §§ 87102(a) and 87482.6

- Did you describe how the district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

Education Code, §§ 87106(b)(4) and 69618

- Did you describe the steps the district will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?

Model Equal Employment Opportunity Plan Requirements and Legal Citations

Plan Component Number and Name	* = Indicates Minimum Plan Requirement	Legal Citation
Plan Component 1: Introduction ⁴⁰		Not required to be in <i>Plan</i> . N/A
Plan Component 2: Definitions		Not required to be in <i>Plan</i> , however, title 5 does provide basic definitions. title 5 § 53001
Plan Component 3: Policy Statement		Not required to be in <i>Plan</i> , however, title 5 does require districts to adopt an EEO policy statement. title 5 § 53002
Plan Component 4: Delegation of Responsibility Authority and Compliance	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(1)
Plan Component 5: Advisory Committee		Not required to be in <i>Plan</i> ., however, title 5 does require that districts establish an EEO Advisory Committee. title 5 § 53005
Plan Component 6: Complaints	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(2)
Plan Component 7: Notification to District Employees	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(3)
Plan Component 8: Training for Screening/Selection Committees	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(4)
Plan Component 9: Annual Written Notice to Community Organizations	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(5)
Plan Component 10: Analysis of District Workforce and Applicant Pool	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(6)
Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(7)
Plan Component 12: Methods to Address any Underrepresentation	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(8)
Plan Component 13: Additional Steps to Remedy any Significant Underrepresentation	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(9)
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity	*	Required to be in <i>Plan</i> . title 5 § 53003(c)(10)
Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring	*	Goals for hiring persons with disabilities are required to be in <i>Plan</i> .- Language on accommodation is not required. title 5 § 53003(d)
Plan Component 16: Graduate Assumption Program	*	Required to be in <i>Plan</i> . Education Code § 87106(b)(4), § 69618 et seq.
Progress in achieving ratio of full-time to part-time faculty hiring while ensuring EEO.	*	Required to be in <i>Plan</i> . Can be located anywhere in the <i>Plan</i> . Education Code § 87102(a) § 87482.6

⁴⁰ Although not explicitly required to be in the *Plan*, title 5 does require the *Plan* be adopted by the governing board of the district; the *Plan* should state it was adopted by the governing board and include the date of adoption. The information regarding adoption of the *Plan* can be included anywhere in the *Plan*.