

APRIL 2026

EQUAL EMPLOYMENT OPPORTUNITY PLAN

COLLEGE OF THE REDWOODS



COLLEGE ^{OF}_{THE}
REDWOODS



TABLE OF CONTENTS

Component 1: Introduction.....	1-2
Component 2: Definitions	3-6
Component 3: Policy Statement	7-8
Component 4: Delegation of Responsibility	9-10
Component 5: Equal Employment Opportunity Advisory Committee	11-13
Component 6: Procedure for Filing Complaints	14-16
Component 7: Notification of District Employees	17
Component 8: Training for Screening Committees	18-19
Component 9: Annual Written Notice	20
Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants	21-23
Component 11: A Process for Utilizing Data to Determine Whether	24-25
Monitored Groups Are Underrepresented Within District Job Categories	
Component 12: Methods to Address Any Underrepresentation	26-27
Component 13: Implementation of Equal Employment Opportunity Strategies	28-37
Conclusion: Commitment to Compliance and Continuous Improvement	38-39
Appendix: Administrative Procedures and Board Policies	40-66

Component 1: Introduction

Reference: Title 5, California Code of Regulations (§§ 53000–53034); California Education Code; Proposition 209; Board Policy 7100; Administrative Procedure 3420; Resolution No. 779; U.S. Department of Justice EEO Guidance; and other applicable state and federal nondiscrimination laws and regulations.

The Redwoods Community College District adopted its first Equal Employment Opportunity (EEO) Plan on September 10, 2012. The 2026–2029 Plan, adopted on April 7, 2026, builds on that foundation with a renewed emphasis on transparency, transformational change, and equity across all employment practices. Developed in accordance with Title 5 of the California Code of Regulations (§§ 53000–53034), this Plan aims to support students and enhance their educational experience by fostering an equitable workplace for employees. By cultivating diverse perspectives and contributions that enrich learning and deepen understanding of student needs, the College can attract faculty and staff who reflect the varied backgrounds of its student body, creating a more relatable and supportive educational environment.

Grounded in the District’s commitment to educational equity affirmed through Resolution No. 779, this Plan recognizes that faculty and staff diversity directly supports student achievement, civic engagement, and social mobility. By cultivating a workforce that mirrors our diverse student body, the District ensures that equity and excellence work hand in hand to advance the mission of student success. When employees bring their full identities and lived experiences into their work, they model inclusion, empathy, and collaboration, which are values that strengthen both the learning environment and the broader community.

The District acknowledges that the student population of the College of the Redwoods is its greatest asset, representing a broad range of backgrounds, experiences, and perspectives. Approximately 16 percent of students identify as Latinx, 49 percent as White, less than 1 percent as Asian, less than 1 percent as Black, less than 1 percent as Native American, less than 1 percent as Pacific Islander, 10 percent as two or more races, and 12 percent as unknown. The District maintains the responsibility to employment practices that attract and retain a workforce capable of supporting and engaging all students equitably.

This EEO Plan reflects the District's commitment to continuous improvement, institutional accountability, and the removal of systemic barriers that impact access to employment and advancement. By promoting a workforce culture that values diversity, equity, inclusion, and accessibility, the District strengthens its ability to support the educational aspirations of all students.

In upholding this commitment, the District operates within the legal framework of California Proposition 209. Enacted in 1996, it prohibits state institutions from considering race, sex, or ethnicity in public employment, education, and contracting. Prop 209 restricts the use of preferential practices, it reinforces the District's responsibility to achieve diversity and equity through fair, job-related, and inclusive practices. By building equitable systems that expand opportunity for all, the District fulfills its mission while honoring the principles of fairness and equal treatment under the law.

The EEO Plan reflects the District's broader planning efforts and compliance obligations, including those associated with regional accreditation and statewide initiatives. These frameworks emphasize the importance of embedding diversity, equity, inclusion, and accessibility into all aspects of institutional effectiveness, including hiring, leadership development, and workforce engagement.

The District recognizes that meaningful and sustained change requires collective responsibility. The EEO Advisory Committee collaborates with faculty, classified professionals, administrators, and student representatives to guide implementation, evaluate progress, and recommend improvements. This participatory process ensures that EEO strategies are not only compliant but also transparent, inclusive, and grounded in the lived experiences of the campus community.

Through this Plan, the College of the Redwoods reaffirms that fostering a diverse and inclusive workforce is essential to fulfilling its mission of student success. Equity in employment creates the conditions in which all students can thrive, academically, socially, and personally, while preparing them to contribute meaningfully to their communities and to an increasingly interconnected world.

Component 2: Definitions

Reference: California Code of Regulations (“CCR”), Title 5, § 53001

Adverse Impact:

“Adverse impact” means a disproportionate negative impact on a group protected from discrimination pursuant to Government Code Section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).

Diversity:

“Diversity” refers to a condition of broad inclusion in an employment environment that offers equal employment opportunities for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socioeconomic backgrounds, in all aspects of the workplace.

Equal Employment Opportunity:

“Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for employment opportunities, including hiring and promotion, and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:

- 1) Identifying and eliminating barriers to employment that are not job-related, such as reliance on preferred job qualifications that do not reasonably predict job performance.
- 2) Updating job descriptions and/or job announcements to accurately reflect the knowledge, skills, and abilities of the position, including a commitment to equity; and

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- 3) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons, free from discrimination related to the categories protected by Government Code Section 12940.

Equal Employment Opportunity Plan:

An “equal employment opportunity plan” is a written document that describes the District’s EEO program.

The District’s EEO Plan shall include:

- 1) Analysis of the District’s workforce; and
- 2) Descriptions of the District’s program and strategies, informed by the District’s workforce analysis, that it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Program:

An “equal opportunity program” refers to the combination of District strategies implemented to promote equal employment opportunity. Such programs should be informed by the District’s longitudinal workforce and applicant analyses.

In-house or Promotional Only:

“In-house or promotional only” hiring means that only existing District employees are eligible for a position.

Job Categories:

For purposes of this EEO Plan, “job categories” include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group:

“Monitored group” means groups for which the District must provide demographic data pursuant to Section 53004.

Person with a Disability:

“Person with a disability” means any person who:

- 1) Has a physical or mental impairment as defined in Government Code, Section 12926, which limits one or more of such person’s major life activities;
- 2) Has a record of such an impairment; or

Is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of a major life activity difficult.

Reasonable Accommodation:

A “reasonable accommodation” means the efforts made by the District in compliance with Government Code Section 12926.

Screening or Selection Procedures:

“Screening or selection procedures” means 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 performance tests, physical, educational, and work experience requirements, interviews, application reviews, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to Sections 53022 and 53430, as well as applicant pool review pursuant to Section 53023.

Underrepresented Group:

“Underrepresented group” means any monitored group for which the percentage of persons from that group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category.

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- **Equity:** The practice of identifying and eliminating barriers that have prevented the full participation of historically underserved and underrepresented groups.
 - **Inclusion:** The active, intentional, and ongoing engagement with diversity to create a culture where all individuals are respected, supported, and valued.
 - **Accessibility:** The design of programs, services, and environments to ensure that individuals with disabilities or other barriers can independently access, engage, and benefit from employment opportunities. (ADA, 42 U.S.C. §12101 et seq.).

Component 3: Policy Statement

Reference: Title 5, California Code of Regulations; California Education Code; Board Policy 7100; Administrative Procedure 3420; Resolution No. 779

Guided by Administrative Procedure 3420, Title 5 of the California Code of Regulations, and Board Policy 7100 (BP 7100), the District affirms that its Equal Employment Opportunity (EEO) Plan establishes the framework for ensuring nondiscrimination and advancing equity in employment practices. BP 7100 outlines the overarching vision and values surrounding diversity within the District, emphasizing the importance of representation and inclusion for all individuals, regardless of their background or identity. This policy aligns with the framework established in our Equal Employment Opportunity (EEO) Plan, as outlined in AP 3420, which provides specific strategies and procedures to ensure nondiscrimination and equity in all employment-related activities. Equal employment opportunity at the District encompasses compliance with state and federal laws.

The District's approach is rooted in the understanding that diversity, equity, inclusion, and accessibility are not stand-alone concepts, but interconnected values that strengthen institutional effectiveness and student success. As expressed through Resolution No. 779, faculty and staff diversity enhances educational outcomes, cultivates belonging, and reflects the District's responsibility to model inclusive excellence across all programs and services.

In accordance with Title 5, section 53003, the District's EEO Plan is developed in collaboration with the Equal Employment Opportunity Advisory Committee, adopted by the governing board at regularly scheduled meeting, and submitted to the California Community Colleges Chancellor's Office for review and comment prior to adoption. The EEO Plan is reviewed and updated at minimum, every three years to ensure it remains current, effective, and aligned with institutional goals.

The EEO Plan outlines strategies to strengthen pre-hiring, hiring, and post-hiring practices; establishes implementation; designates the District's Equal Employment Opportunity (EEO) Officer for oversight; and sets forth procedures for complaint resolution, employee notification, and required training for all individuals participating in screening and selection processes.

The District is committed to building and maintaining a workforce that reflects the diversity of the communities it serves and values the contributions of all employees. This commitment extends beyond compliance to active engagement in practices that foster equity, respect, and professional growth. By integrating equity and compliance into employment practices, the District seeks to ensure that opportunities for access and advancement are open, transparent, and inclusive to all.

In doing so, the District supports its mission to prioritize student success by cultivating an environment where employees are empowered to contribute fully to the academic achievement, career readiness, and lifelong learning of all students. Through this policy, the Redwoods Community College District reinforces that equity and excellence are mutually reinforcing goals, central to the District's purpose, and essential to fulfilling the promise of public education.

Component 4: Delegation of Responsibility

Reference: Title 5, California Code of Regulations; Administrative Procedure 7110; Vision 2030: A Roadmap for California Community Colleges

In accordance with California Code of Regulations, Title 5, section 53020(a) and (c), the governing board of the Redwoods Community College District retains ultimate responsibility for the proper implementation of the Equal Employment Opportunity regulations at all levels of District and College operations and for making measurable progress toward equal employment opportunity through the strategies described in the District's EEO Plan.

Any organization or individual who participates in District recruitment or screening of personnel, whether as an employee or as a contractor, is considered an agent of the District and is subject to all requirements of this subchapter.

In accordance with Title 5, section 53003(c)(3), the Redwoods Community College District has designated the Chief Human Resources Officer/Equal Employment Opportunity (EEO) Officer as the District officer responsible for implementing the Equal Employment Opportunity Plan and ensuring compliance with all applicable provisions of Title 5 and other state and federal nondiscrimination laws.

Administrative Procedure 7110 (AP 7110) outlines the framework within which the Chief Human Resources Officer/Equal Employment Opportunity (EEO) Officer operates to ensure the effective implementation of the Equal Employment Opportunity Plan at the Redwoods Community College District. This procedure outlines the responsibilities delegated by the President/Superintendent, enabling the Chief Human Resources Officer to recommend developing job descriptions and supervise various personnel functions in compliance with relevant federal and state laws, as well as Board Policies and Administrative Procedures, in a manner consistent with applicable laws and regulations. Including authority to administer and enforce the EEO Plan, monitor its effectiveness, and coordinate with the Equal Employment Opportunity Advisory Committee to advance the District's equity and compliance goals.

The Chief Human Resources Officer/EEO Officer ensures that all components of the EEO Plan are carried out, including oversight of recruitment, screening, and hiring processes; provision of required training for individuals involved in employment decisions; and facilitation of complaint resolution processes. The Officer also provides reports to the governing board, as required, and serves as the primary liaison to the California Community Colleges Chancellor's Office on all matters related to EEO compliance.

In fulfilling these responsibilities, the EEO Officer's leadership supports the College of the Redwoods' local Vision 2030 goals, which focus on improving student success and sustaining the conditions that enable all students to experience an educational journey that is intellectually, socially, and personally transformative. By aligning workforce equity and professional development efforts with these goals, the District ensures that its employment practices not only advance compliance but also contribute directly to student achievement and institutional excellence.

Component 5: Equal Employment Opportunity Advisory Committee

Reference: Title 5, California Code of Regulations; Administrative Procedure 3420

In accordance with Title 5, section 53005 and Administrative Procedure 3420 (AP 3420), the Redwoods Community College District has established an Equal Employment Opportunity (EEO) Advisory Committee to assist in the development, implementation, and evaluation of the District's EEO Plan. The Committee serves in an advisory capacity to the Chief Human Resources Officer/EEO Officer and plays a central role in advancing equitable employment practices across the District.

This advisory committee shall be composed of a diverse membership and include members from district stakeholder groups, including, but not limited to, students, faculty, and classified staff. The EEOAC shall include the following members:

- One faculty member appointed by the Academic Senate Co-Presidents.
- One faculty member appointed by the CRFO President.
- One classified staff member appointed by the CSEA President.
- One manager appointed by the Manager's Council.
- One representative from the Del Norte Education Center.
- One representative from the Klamath-Trinity Education Center.
- One representative from the Elevate Committee appointed by the Academic Senate.
- One member of the administration appointed by the President/Superintendent.
- One student representative recommended by the ASCR President.
- The Chief Human Resources Officer (CHRO)/Equal Employment Opportunity Officer.

As required under Title 5 and Administrative Procedure AP 3420, the EEO Officer ensures that members of the EEOAC and the Board of Trustees receive training on:

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- The requirements of Title 5, section 53003, and applicable state and federal nondiscrimination laws.
 - Identification and Elimination of Bias in Hiring.
 - The educational benefits of workforce diversity.
 - The role of the EEO Advisory Committee in drafting and implementing the District's EEO Plan.

The EEOAC meets at least quarterly to review progress on the EEO Plan, monitor the implementation of strategies, and recommend improvements. To promote transparency and encourage engagement, committee information will be made available on the District's EEO website.

As required by Title 5, section 53005 and AP 3420, the Advisory Committee's collaboration ensures that the District's EEO Plan is not only compliant with state and federal requirements but also informed by diverse perspectives and responsive to the needs of the College community.

Key Responsibilities of the EEO Advisory Committee include:

- Advising the Chief Human Resources Officer/EEO Officer on the development, implementation, and evaluation of the EEO Plan.
- Monitoring progress on EEO goals and recommending updates or improvements as needed.
- Participating in and supporting EEO-related training.
- Providing input on strategies to strengthen equitable recruitment, hiring, and retention practices.
- Ensuring representation and feedback from stakeholder groups, including students, faculty, classified staff, and leadership.

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- Promoting transparency and communication about EEO initiatives through the District website and other channels.

In carrying out these responsibilities, the EEO Advisory Committee aligns its work with the California Community Colleges Board of Governors' Diversity, Equity, and Inclusion Integration Plan, of measuring progress on cultural diversity, promoting equity through equity-minded policies and practices, and fostering inclusion through employee recruitment, hiring, and retention. The Committee's work is also guided by recent Title 5 regulation changes that acknowledge the presence of racism, discrimination, and bias within systems and affirm the statewide goal of eradicating those barriers while embracing diversity, equity, inclusion, and accessibility as essential to institutional success.

Through this alignment, the Committee serves as a vital link between state-level equity initiatives and local implementation, ensuring that the District's practices not only comply with legal standards but also actively foster a culture of belonging, collaboration, and excellence that benefits all members of the College of the Redwoods community.

Component 6: Procedure for Filing Complaints

Reference: Title 5, California Code of Regulations; California Education Code; Board Policy 7100; Administrative Procedure 3435; Administrative Procedure 3410;

To uphold an equitable workplace, the District has crafted a complaint process specifically designed to address concerns related to equal employment opportunity and discrimination. These complaints are thoroughly investigated in accordance with the District's established procedures outlined in Administrative Procedure 3435 (AP 3435), ensuring that each matter is handled promptly, fairly, and with the highest degree of confidentiality possible. While the District strives to maintain confidentiality, it cannot guarantee absolute confidentiality, as sharing information on a limited, need-to-know basis may be necessary to conduct a complete and effective investigation. This rigorous process aligns with the standards mandated by Title 5 of the California Code of Regulations, as well as federal laws, reflecting the District's unwavering commitment to protect the rights of every individual. Rooted in the core principles of nondiscrimination articulated in Administrative Procedure 3410 (AP 3410), this approach reinforces the District's commitment to fostering an inclusive and supportive environment, free from all forms of discrimination or harassment.

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026)

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. These regulations are found in Title 5 of the California Code of Regulations, section 53000 et seq., and are incorporated into this Plan.

Any individual who believes the EEO regulations have been violated may file a complaint describing the alleged violation in detail, including the names of the individuals involved, the dates of the alleged events, and a description of the actions constituting the alleged violation.

Complaints may be submitted in writing or orally to the District's Chief Human Resources Officer (CHRO)/Equal Employment Opportunity (EEO) Officer. Oral complaints will be documented in

writing by the CHRO or designee. If the complaint involves the CHRO, it may be filed directly with the President/Superintendent. Since failure to report discrimination and harassment impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being discriminated against or harassed to file a Complaint. The District also strongly encourages the filing of such Complaints within 30 days of the alleged incident. While all Complaints are taken seriously and will be investigated promptly, a delay in filing impedes the District's ability to investigate and remediate. The Complainant must file any Complaint alleging discrimination, harassment, assault, or retaliation in employment within 3-years of the date of the alleged discriminatory, harassing, assaultive, or retaliatory conduct.

If a complaint does not state a clear violation of the EEO regulations or otherwise fails to meet the filing requirements, the Chief Human Resources Officer (CHRO) will notify the complainant within 14 days that the complaint is insufficient to trigger an investigation. The CHRO will specify in writing the reason for returning the complaint without action, consistent with Administrative Procedure 3435.

B. Complaints Alleging Unlawful Discrimination, Harassment, or Retaliation (Title 5, Section 59300 et seq.)

The District has also adopted procedures for complaints alleging unlawful discrimination, harassment, or retaliation, which are contained in Administrative Procedure 3435, *Discrimination and Harassment Complaints and Investigations*. Under AP 3435, complaints may be filed orally or in writing with the Chief Human Resources Officer/EEO Officer, or with the President/Superintendent if the complaint involves the CHRO.

The CHRO/EEO Officer is responsible for receiving such complaints, ensuring they are reviewed promptly when appropriate information is provided, and coordinating their investigation. All complaints are processed in accordance with the requirements of Title 5, section 59300 et seq., which include strict timelines for intake, investigation, findings, and appeal. Complainants must file any complaint not involving employment within one year of the date of the alleged

discriminatory, harassing, assaultive, or retaliatory conduct, or within one year of the date on which the complainant knew or should have known of the facts underlying the allegations. Investigations are completed within 90 days of the complaint being filed, and complainants are informed in writing of the outcome.

In addition to filing with the District, complainants are advised that they may also file employment discrimination complaints with the California Civil Rights Department (CRD) or the U.S. Equal Employment Opportunity Commission (EEOC). Complaints related to education may also be filed with the California Community Colleges Chancellor's Office.

Component 7: Notification of District Employees

Reference: Title 5, California Code of Regulations; California Education Code; Administrative Procedure 3435; and other applicable state and federal nondiscrimination laws and regulations.

The Board of Trustees and the President/Superintendent demonstrate the District's commitment to equal employment opportunity through the broad dissemination of the EEO Policy Statement and the District's EEO Plan.

Human Resources provides every new employee with the EEO Policy Statement, the District's Nondiscrimination Policy, and a written summary of The EEO Plan when they begin employment. The Policy Statement and key provisions of The EEO Plan are also incorporated into selection committee training, equal employment opportunity training, and mandatory sexual harassment prevention training.

Each year, all employees receive an email notice of The EEO Plan's availability along with a written summary of its provisions. To ensure broad access, the Policy Statement is included in all job announcements and posted on the District website, along with the full Plan and complaint procedures.

The EEO Plan and any subsequent revisions are distributed to the Board of Trustees, the President/Superintendent or their designee, administrators, Academic Senate leadership, union representatives, and members of the Equal Employment Opportunity Advisory Committee. These documents may also be shared district-wide via email. Through these communication channels, the District ensures that all employees are aware of the EEO Plan.

Component 8: Training for Screening Committees

Reference: Title 5, California Code of Regulations; Vision 2030: A Roadmap for California Community Colleges; Administrative Procedure 3420; Resolution No. 779

In accordance with Title 5, Section 53003(c)(6), the Redwoods Community College District ensures that all participants who serve on screening or selection committees or partake in recruitment efforts receive training prior to their participation. This training is designed to promote equitable hiring practices and compliance with federal and state nondiscrimination laws, while reinforcing the District's commitment to building a workforce that reflects the diversity of the communities it serves.

Training for screening and selection committee members addresses the following core areas:

- The requirements of Title 5 equal employment opportunity regulations and applicable state and federal nondiscrimination laws.
- The educational and institutional benefits of workforce diversity.
- The identification and elimination of implicit bias in hiring decisions.
- Best practices for fair, consistent, and equity-minded committee service, including confidentiality, evaluation criteria, and interview conduct.

Training for participants will occur within the last two years prior to serving on a committee. Training is coordinated by the Office of Human Resources and incorporates interactive discussion, case studies, and scenario-based learning to reinforce the application of EEO principles.

This training also reflects the District's alignment with the California Community Colleges Vision 2030 and Resolution No. 779, both of which call for the intentional integration of equity into every aspect of institutional practice. Vision 2030 establishes a long-term framework for advancing student success, equity, and economic mobility across California, emphasizing that an inclusive and representative workforce is critical to achieving these goals. By preparing screening and selection committee members

to apply equity-minded approaches, the District supports the systemwide goal of eliminating equity gaps in student achievement.

In addition to training, the District follows Title 5, section 53024(e), which requires that screening and selection committees include diverse membership whenever possible. Human Resources collaborates with appointing authorities to ensure that committees represent a diverse range of perspectives and experiences, consistent with the District's commitment to inclusive excellence in hiring.

Through these measures, the District promotes fairness, reduces bias, and ensures that all hiring processes are conducted in a manner that is equitable, compliant, and aligned with the values of equal employment opportunity. In doing so, the District strengthens its capacity to attract and retain equity-minded employees whose diverse experiences and perspectives advance student success and institutional excellence.

Component 9: Annual Written Notice

Reference: Title 5, California Code of Regulations

In accordance with Title 5, section 53003(c)(7), the Redwoods Community College District provides annual written notice to appropriate community-based and professional organizations regarding the District's Equal Employment Opportunity (EEO) Plan and the District's ongoing need for assistance in identifying a qualified and diverse pool of applicants for employment opportunities.

Each year, the Office of Human Resources prepares and distributes notices via mailings and electronic communication to community-based and professional organizations that represent a broad spectrum of communities and professional groups. These organizations include, but are not limited to, professional associations, cultural and affinity-based organizations, workforce development partners, and other groups that support outreach to historically underrepresented populations.

The written notice highlights the District's commitment to equal employment opportunity, summarizes the provisions of the EEO Plan, and requests assistance in encouraging individuals from diverse backgrounds to apply for open positions at the College. Notices are updated annually to ensure accuracy and relevance, and distribution lists are reviewed and expanded regularly to reflect changes in the community and professional landscape.

By maintaining consistent communication with external organizations, the District strengthens its recruitment efforts, expands outreach to potential applicants, and ensures that its hiring processes are accessible to a wide and diverse audience.

Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

Reference: Title 5, California Code of Regulations

A. Data Collection and System Integration

The District transitioned from PeopleAdmin to NeoEd in March 2026, establishing a foundation for more accurate and complete data collection and improved tracking of applicants through each stage of the hiring process to support reliable analysis of adverse impact and underrepresentation.

- Through NeoEd, the District collects voluntary demographic data (monitored group status) from all applicants. To maintain the integrity of the hiring process, this data is siloed and is not visible to screening committees or hiring managers.
- Human Resources maintains the District's internal database, which tracks the longitudinal life cycle of employees, from hire date and job category to promotions and separations.

B. The Analysis Funnel

To identify potential barriers in the recruitment process, the District will generate reports from NeoEd that disaggregate the following stages by monitored group status:

1. **Initial Applicant Pool:** All individuals who applied.
2. **Qualified Pool:** Applicants meeting the minimum qualifications.
3. **Interview Pool:** Candidates recommended for initial interviews.
4. **Hiring/Finalist Pool:** Candidates recommended for final interviews and those ultimately hired.

C. Periodic Longitudinal Review

The District conducts longitudinal analysis at least annually to compare current data against prior periods and identify trends in hiring, selection, and retention. Additional or more frequent reviews

may be conducted as needed to ensure responsiveness to changing workforce, student, and community demographics.

The District applies the Four-Fifths Rule (80% rule) to the selection rates of monitored groups. If a monitored group's selection rate is less than 80% of the highest-performing group, this may trigger a review to assess whether elements of the selection process warrant further evaluation for potential process-related factors.

D. Reporting and Accountability Pipeline

The District maintains a structured system of oversight and internal accountability to ensure the integrity and transparency of EEO data:

The EEO Advisory Committee (EEOAC) serves as the primary body for reviewing EEO data and longitudinal trends. The Committee analyzes findings to identify areas of concern, evaluates the effectiveness of current diversification measures, and provides recommendations to the Chief Human Resources Officer/Equal Employment Opportunity (EEO) Officer to inform decision-making and implementation of appropriate actions.

E. Protocol for Addressing Adverse Impact

If the District's longitudinal analysis or a specific recruitment review identifies adverse impact, defined as a monitored group having a selection rate of less than 80% of the highest-selected group, the District may initiate the following response protocol:

1. Review the hiring process at each stage to identify potential points of attrition or process-related factors that may impact applicant progression. This review may include consideration of:
 - Whether minimum or desired qualifications are appropriately aligned with job-related requirements and consistently applied.

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- Whether there are notable differences in progression between stages of the hiring process, such as from initial screening to interview.
 - Whether assessment tools, such as written or performance-based evaluations, are job-related and consistently administered.
2. The District will review the outreach and advertising efforts for that specific job category to determine if the Qualified Pool was sufficiently diverse or if additional specialized recruitment sources are needed.
 3. The District may consider and, where appropriate, implement lawful strategies to address identified barriers, including but not limited to:
 - Expanding outreach to additional professional organizations, community-based groups, and recruitment platforms to broaden applicant pools.
 - Reviewing job announcements and position requirements to ensure clarity, accessibility, and alignment with job-related criteria.
 - Evaluating recruitment and selection procedures to ensure consistent application of established screening and evaluation standards.
 - Offering additional training and guidance to support equitable and consistent hiring practices.
 4. Any significant findings and resulting corrective actions will be documented and reviewed through the EEO Advisory Committee. The Committee will provide recommendations to the Chief Human Resources Officer/Equal Employment Opportunity (EEO) Officer, ensuring that the District's response is tracked and evaluated for effectiveness over subsequent longitudinal review cycles.

Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

Reference: Title 5, California Code of Regulations

A. Sourcing and Identifying Comparison Data

In accordance with Title 5, sections 53003(c)(9) and 53006, the Redwoods Community College District utilizes available data from reliable public and private sources to determine whether monitored groups are underrepresented within the District's workforce across job categories. This analysis builds upon the internal workforce and applicant data collection described in Component 10.

To ensure a comprehensive and mission-aligned approach, the District draws from a variety of sources to conduct these availability analyses, including but not limited to:

- **Chancellor's Office Resources:** California Community Colleges DataMart, Management Information Systems (MIS), and the Vision Resource Center.
- **Labor Market Data:** U.S. Census Bureau/American Community Survey (ACS), Community College Career Connect, and California Employment Development Department (EDD) information.
- **Mission-Specific Data:** District-level student demographic data and the demographics of the communities the District serves.

B. The Comparative Assessment Process

To determine if underrepresentation exists, the District performs a multi-faceted assessment that compares actual workforce representation against multiple relevant reference points.

- The District compares the representation of monitored groups within each job category to their projected availability in the relevant labor market.

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- The District also considers the demographic composition of the student population. This ensures that underrepresentation determinations are grounded in both workforce availability and the District's educational mission to provide a diverse learning environment.
 - Underrepresentation is identified using the 80 percent rule (four-fifths rule). Representation of a monitored group within a job category is considered significantly below expectation if it is less than 80% of the applicable comparison benchmark.

Where applicant or workforce data involves small sample sizes, the District will interpret results with caution. Small sample sizes may produce unstable representation ratios that do not reliably indicate systemic patterns. In such cases, the District will review data across multiple hiring cycles and consider broader contextual factors before determining that underrepresentation exists.

C. Frequency and Longitudinal Tracking

This availability and representation analysis is conducted at least every three years as part of the District's EEO Plan renewal cycle to identify long-term trends. However, the District may also conduct interim reviews to ensure responsiveness to changing workforce, student, and community demographics.

By tracking these benchmarks longitudinally, the District can evaluate whether its recruitment and retention strategies are effectively improving representation relative to the available talent pool.

D. Reporting and Strategic Utilization

The analysis is presented to the EEO Advisory Committee to identify areas where the District's reach may be too narrow. Findings are reviewed in collaboration with the Chief Human Resources Officer/Equal Employment Opportunity (EEO) Officer to inform the development and implementation of the diversification measures described in Components 12 and 13. These findings serve as a guide for specialized advertising, targeted outreach, and community partnership efforts.

Component 12: Methods to Address Any Underrepresentation

Reference: Title 5, Administrative Procedure 3420

In accordance with Title 5, section 53003(c)(10), the Redwoods Community College District has established a structured framework for addressing any underrepresentation or adverse impact identified by the analyses in Components 10 and 11. This component outlines the deliberate, data-informed process by which the District determines and evaluates appropriate corrective actions.

When the data analysis identifies adverse impact or underrepresentation, the District, in consultation with the EEO Advisory Committee, will execute the following steps:

1. Examine relevant workforce and applicant data from NeoEd and internal records to confirm the determination and identify the specific job categories affected.
2. Evaluate recruitment practices, hiring procedures, qualification requirements, and retention data to determine whether non-job-related barriers are contributing to the data trends.
3. Implement targeted action steps designed to address the specific problem identified:
 - Expand outreach to specialized professional organizations, diverse job boards, and community partners to expand the diversity and breadth of qualified applicant pools.
 - Conduct a step-analysis of the hiring funnel to identify where monitored groups are experiencing attrition within the hiring process and adjust screening tools
4. The District will use subsequent reporting cycles to evaluate whether the implemented strategies effectively improve representation relative to the 80% benchmark.

The District ensures that its diversification measures are designed to produce measurable and meaningful outcomes. The EEO Advisory Committee will perform an audit on any targeted recruitment efforts. If a specific strategy does not yield a more diverse and qualified pool over two hiring cycles, the District will reassess and implement alternative strategies.

The District's corrective measures are focused strictly on removing barriers and ensuring equal access.

- The District will not designate or set aside positions to be filled by members of a particular group, nor will it engage in any practice that constitutes discriminatory or preferential treatment prohibited by state or federal law.
- All strategies are designed to strengthen equitable recruitment and retention practices and ensure fair, consistent, and job-related evaluation of all applicants while identifying and removing non-job-related barriers to access. Doing so allows for the most qualified individuals to be selected from the broadest possible pool of candidates.

Component 13: Implementation of Equal Employment Opportunity Strategies

California Code of Regulations, Title 5, § 53024.1 - Strategies for Achieving Institutional Diversity

PRE-HIRING EEO IMPLEMENTATION STRATEGIES					
SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
(c) The district provides training on the elimination of bias in hiring and employment.	Identify and adopt an informative and engaging training module; pilot with EEOAC and supervisors.	Survey participants, analyze results, and recommend updates.	Revamp training based on feedback; integrate into professional development day programming.	Track completion rates; survey participants upon completion; review feedback, and update training content as recommended.	The Redwoods Community College District
(f) The district has audited and/or maintains updated job descriptions and/or job announcements.	Review and update all current job descriptions to ensure they are accurate, relevant, and written in a way that does not create unnecessary barriers for applicants.	Complete a comprehensive audit of job announcements, documenting revisions and changes.	Establish and implement a five-year review cycle to ensure job descriptions remain current, compliant, and reflective of best practices in recruitment.	Develop a job description checklist outlining key considerations to ensure postings are current, job-related, and free of unnecessary barriers. Track and report the number of job descriptions updated using this checklist to monitor progress over time. A sample of job postings will also be reviewed to ensure they meet established standards.	The Redwoods Community College District

PRE-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
(g) The district's board of trustees receives culturally responsive training as well as training on the elimination of bias in hiring and employment at least once every election cycle.	Deliver in-person training to all Trustees following the election cycle.	Monitor off-cycle elections; deliver in-person training as needed.	Deliver refresher or new cycle in-person training for Trustees.	Confirm all Trustees have received training within the election cycle; administer post-training survey; review survey feedback to improve training content for the next cycle.	Office of Human Resources
(j) The district's publications and website convey its diversity and commitment to equal employment opportunity.	Ensure all job postings, website content, and digital recruitment materials include the EEO statement and are updated for accuracy, accessibility, and consistency.	Conduct a comprehensive review of all public-facing materials, including brochures, recruitment flyers, job postings, and digital content, to confirm that language is inclusive and accessible to all applicants.	Expand social media and community outreach, including targeted postings to diverse professional organizations, and use of communication channels.	Track where applicants report first hearing about the job. Use this information to evaluate which outreach strategies generate the most applicant traffic and adjust recruitment efforts accordingly. In addition, conduct a review of the website and public-facing materials to confirm they remain welcoming and accessible.	The Redwoods Community College District
(l) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic,	Collaborate with the EEO Advisory Committee to create a standardized bank of equity, diversity, and cultural competency interview questions, along	Train hiring committees on the use of the cultural competency interview question bank and standardized scoring rubric. The rubric will	Evaluate the effectiveness of both the question bank and the scoring rubric by reviewing committee feedback, applicant	Apply a standardized review checklist to confirm that screening criteria, job postings, and interview questions are current and barrier-free.	The Redwoods Community College District

PRE-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner relevant to the position.	with a scoring rubric to evaluate applicant responses. Encourage each committee to include at least one question from the bank and use the rubric for evaluation.	define clear performance levels ("Exemplary," "Proficient," "Developing," "Not Demonstrated") with corresponding point ranges to guide consistent evaluation of applicant responses.	outcomes, and scoring consistency. Confirm that committee members are applying scores as defined. Revise and expand the bank of questions and rubric definitions as needed to ensure that scoring remains clear, consistent, and aligned with cultural competency standards.	A sample of hiring committee evaluation tools and interview questions will also be reviewed with the EEOAC to ensure they meet established cultural competency standards.	
(q) The district conducts longitudinal analysis of various employment events by monitored group status, in addition to hiring as required by section 53006, such as promotion, retention, voluntary resignation, termination, and discipline.	Establish baseline reporting on new hires; analyze applicant funnel data to identify stages where applicant diversity declines.	Expand reporting to include employees leaving the District; conduct exit interviews to capture reasons for departure, disaggregated by monitored group status.	Include analysis of promotions and transfers; conduct transition interviews to capture career mobility patterns and identify potential barriers to advancement.	Reports are produced and shared with the EEOAC; the number/percentage of interviews completed is tracked; a three-year review of hiring, exit, and mobility data is used to identify systemic barriers and recommend corrective actions.	The Redwoods Community College District
(r) The district modifies locally-established "required," "desired," or "preferred" qualifications	Conduct an audit of all job postings and job descriptions to identify unnecessary or exclusionary	Revise and update screening criteria to reflect equivalency standards and remove barriers. Train	Establish an ongoing audit cycle (every five years) to ensure qualifications remain	Track the number of job postings revised; compare the diversity of applicant pools before and after	The Office of Human Resources

PRE-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
used to screen applicants for positions in the job categories that may unnecessarily suppress diversity in candidate pools.	qualifications. Review job descriptions for equivalency language to ensure applicants can demonstrate alternative ways to meet minimum qualifications.	hiring committees on how to evaluate equivalency fairly and consistently.	current, job-related, and inclusive.	revisions; share findings with the EEOAC to confirm progress.	
(s) The district provides incentives for hard-to-hire areas or disciplines.	Develop criteria to designate "hard-to-fill" positions eligible for travel reimbursement (e.g., limited applicant pools, specialized licensure requirements, persistent vacancies). Apply reimbursement equitably to all qualified candidates within those designated recruitments.	Implement travel reimbursement consistently for all designated hard-to-fill recruitments. Track usage data and monitor changes in applicant volume and diversity for those positions compared to previous cycles. Share findings with the EEOAC to evaluate effectiveness.	Review applicant and hire data, retention outcomes, and committee feedback to determine whether the incentives are improving applicant pool diversity and recruitment success. Adjust the incentive program as needed to ensure sustainability.	Monitor applicant volume in hard-to-fill positions; track the number of hires using travel reimbursement, compare applicant pool diversity and hiring outcomes in hard-to-fill areas before and after incentives; provide results to EEOAC.	The Redwoods Community College District
(t) The district engages in focused outreach by advertising and recruiting in diverse publications and forums.	Develop a formal outreach plan; partner with community-based and professional organizations serving underrepresented groups; pilot resume and interview prep workshops.	Continue outreach efforts; expand forums, partnerships, and workshop offerings to reach a broader audience.	Evaluate the effectiveness of outreach strategies through applicant data and feedback; refine and adjust the outreach plan based on results.	Track the number of outreach events conducted, organizations and partners engaged, and community members served. Monitor applicant diversity in recruitments linked to outreach activities; review outcomes to identify	The Office of Human Resources

PRE-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
				adjustments or improvements.	
(w) The district establishes and maintains a "grow-your-own" program, including, but not limited to, faculty intern or leadership development programs.	Launch pilot program with a small cohort of classified staff; include workshops on resume, cover letter, and interview preparation.	Continue the program and expand to include structured leadership development opportunities, such as out-of-class assignments.	Evaluate the effectiveness of the program using participant feedback and promotion outcomes; refine curriculum and structure as needed.	Track the number of program participants and the percentage who advance to promotional opportunities. Administer participant surveys to assess the perceived value of the program.	Equal Employment Advisory Committee / Professional Development Committee
(x) The district employs additional measures designed to mitigate underrepresentation or adverse impact in monitored groups, consistent with state and federal law.	Implement the redaction process for management and confidential position recruitments. Train HR staff and hiring committees on reviewing redacted applications.	Expand the redaction process to include classified and faculty applicant pools.	Conduct a systemwide evaluation of the redaction process, including applicant pool diversity, feedback from screening committees, and hiring outcomes.	Track the percentage of recruitments using redacted applications. Compare applicant pool diversity and pass-through rates before and after implementation. Collect committee feedback on the usability and fairness of redacted applications.	The Redwoods Community College District

HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
(p) The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.	Design a standardized decline survey; pilot it with candidates who decline offers; ensure confidentiality to encourage honest responses.	Continue survey distribution; compile a report of reasons cited for declining offers; analyze results by monitored group status.	Evaluate multi-year trends and adjust recruitment strategies accordingly.	Track survey distribution rate and response rate; categorize and summarize reasons for declined offers; monitor whether changes to recruitment strategies impact offer acceptance rates over time.	The Office of Human Resources
(x) The district employs additional measures designed to mitigate underrepresentation or adverse impact in monitored groups, consistent with state and federal law.	Establish baseline reporting from the applicant tracking system; document where declines occur in monitored groups.	Conduct analysis of applicant funnel data; disaggregate by monitored group status; identify areas needing immediate attention.	Complete a full three-year review of applicant funnel trends; recommend adjustments to recruitment and hiring processes to reduce adverse impact; evaluate results of any corrective measures.	Generate reports from the applicant tracking system; track changes in applicant diversity at each stage of the funnel; review findings; monitor corrective actions implemented as a result of trend analysis.	The Redwoods Community College District

POST-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
(b) The district conducts exit interviews with employees who voluntarily leave the district, maintains a database of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.	Develop and launch a standardized exit interview tool (survey + optional interview); begin building a database of results.	Conduct analysis of exit interview data; disaggregate by monitored group status.	Conduct a three-year review of exit interview trends; identify systemic issues affecting retention; refine retention strategies and recommend interventions.	Track number and percentage of departing employees completing exit interviews; generate reports of findings; disaggregate data by monitored group; monitor retention data alongside exit interview results.	The Office of Human Resources
(a) The district conducts surveys of campus climate on a regular basis and implements concrete measures that utilize the information drawn from the surveys.	Launch baseline climate survey; compile and analyze results, disaggregated by monitored group status.	Repeat survey; compare year-over-year results; identify emerging trends; share findings with EEOAC and other governance bodies.	Conduct a three-year analysis of campus climate trends; present comprehensive recommendations; update or develop new initiatives in response.	Track survey participation rates; analyze and disaggregate results by monitored group status; document and monitor completion of action items that emerge from survey findings.	The Redwoods Community College District
(e) The district maintains a variety of programs to support newly-hired employees, such as mentoring, professional development, and leadership opportunities.	Implement monthly orientation sessions for new permanent employees. Introduce new hires to the District's EEO commitments through an orientation letter and in-person	Continue monthly orientation sessions; expand offerings to include workshops and peer/mentor pairing; reinforce the importance of survey participation and how results are used.	Continue orientations and mentoring programs; refine content and survey communication strategies based on feedback; continue to emphasize the role of employee input in advancing equity	Track participation in orientation and mentoring programs; include survey response rates as a measure of engagement; monitor retention rates of newly-hired employees.	Equal Employment Advisory Committee / Professional Development Committee

POST-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
	meeting, highlighting the value of their feedback and explaining that they may receive multiple surveys during their employment.		and organizational effectiveness.		
(e) The district maintains a variety of programs to support newly-hired employees, such as mentoring, professional development, and leadership opportunities.	Develop and pilot manager orientation; include training on EEO responsibilities, evaluation processes, and equity-focused leadership practices.	Continue sessions; evaluate content through participant feedback and effectiveness surveys; adjust curriculum as needed.	Continue orientations; refine and expand content based on feedback.	Track participation rates of new managers; collect post-session surveys from participants; evaluate retention and performance data for managers who completed orientation.	Equal Employment Advisory Committee / Professional Development Committee
(u) The district provides professional development opportunities to all employees focused on diversity, equity, and inclusion.	Launch workshops and integrate them into the existing professional development timeline; encourage broad employee participation.	Continue offerings; expand topics based on employee feedback and emerging equity issues; increase participation through targeted outreach.	Evaluate the overall program impact using climate survey results and participation data; refine offerings to address identified gaps or needs.	Track the number of DEI workshops offered and participation rates; collect participant feedback through surveys; assess program impact through climate survey trends; share summary of findings with the Professional Development Committee and EEOAC for continuous improvement.	Equal Employment Advisory Committee / Professional Development Committee

POST-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
(v) The district incorporates commitment to diversity, equity, and inclusion into criteria for employee evaluations and tenure reviews, to the extent permitted by the district's collective bargaining obligations.	Review existing evaluation language; consult with bargaining units to ensure proposed DEI elements align with contractual obligations.	Implement DEI language in evaluations and tenure reviews; provide guidance and training for supervisors on how to apply criteria consistently.	Review how DEI language is being applied in evaluations; analyze impact on evaluation outcomes; refine guidance and forms as needed.	Monitor use of updated evaluation forms across divisions; collect feedback from supervisors and employees on clarity and effectiveness; review evaluation outcomes for consistency and fairness; share findings with EEOAC and governance groups for accountability.	The Redwoods Community College District
(d) The district provides culturally responsive training to members of the campus community.	Develop and pilot culturally responsive training modules; integrate into professional development offerings.	Deliver training to all staff, faculty, and managers; track completion rates to ensure compliance.	Review and update training modules based on participant feedback, emerging best practices, and changes in state or federal requirements.	Track training completion rates by employee category; collect participant feedback through surveys to measure relevance and impact; monitor compliance with training requirements; review results with the EEOAC to ensure accountability and continuous improvement.	The Redwoods Community College District
(i) The district timely complies with the requirements of Government Code section 12950.1, and includes all	Deliver required training to all employees; track completions and ensure supervisors receive	Continue biannual training cycle for supervisors and 2-year cycle for staff; maintain records to ensure	Continue mandated training; update content as needed to incorporate any changes in state or	Track training completion rates for supervisors and staff; ensure 100% compliance with	The Redwoods Community College District

POST-HIRING EEO IMPLEMENTATION STRATEGIES

SELECTED METHOD	YEAR 1	YEAR 2	YEAR 3	EFFECTIVENESS METRICS & REVIEW	RESPONSIBLE FOR STRATEGY
forms of harassment and discrimination in the training.	mandated 2-hour training.	timely renewals.	federal law and emerging best practices.	mandated timelines; review content for legal accuracy.	

Conclusion: Commitment to Compliance and Continuous Improvement

Reference: Title 5, California Code of Regulations (§§ 53000–53034); California Education Code; Administrative Procedure 3420; Resolution No. 779; U.S. Department of Justice EEO Guidance; and other applicable state and federal nondiscrimination laws and regulations.

The Redwoods Community College District reaffirms its institutional commitment to fostering an equitable, inclusive, and anti-racist environment, as expressed through the values and intent of Resolution No. 779. The College of the Redwoods strives to be a welcoming, inclusive, and equity-minded learning environment where diverse students, faculty, and staff are supported to pursue and attain success. This Equal Employment Opportunity (EEO) Plan demonstrates the District's dedication to creating an equitable environment for both employees and students by ensuring that all employment practices align with the values of diversity, equity, inclusion, and accessibility.

The District views compliance not as a procedural formality but as an ongoing, value-driven process of reflection, transparency, and accountability. In alignment with Title 5 of the California Code of Regulations and Education Code requirements, the Board of Trustees provides oversight of the District's progress toward meeting Equal Employment Opportunity goals and compliance with the California Community Colleges Chancellor's Office certification standards. This process reinforces the Board's commitment to maintaining public trust and institutional accountability in all employment practices.

Findings from workforce and applicant analyses, including the demographic composition of applicant pools and hires, as well as the integration of diversity, equity, and inclusion principles into employee evaluations and tenure review, will inform targeted strategies for improvement. These insights will guide professional development efforts, recruitment outreach, and policy adjustments to ensure equitable outcomes for all employee groups.

By embedding continuous improvement into the EEO framework, the District embraces a cycle of evaluation, action, and renewal. This approach ensures that equity efforts are innovative, responsive, and evidence-based, reflecting the evolving needs of students, employees, and the broader community.

The Redwoods Community College District embraces multiple approaches to fulfilling its mission of ensuring equal employment opportunities and cultivating a diverse workforce. Equal employment opportunity empowers all individuals to compete fairly for employment opportunities and promotions at every level and in every job category. Through these efforts, the District affirms that student success and workforce equity are interdependent: a diverse and empowered workforce creates the conditions where all students can learn, belong, and succeed.

By adhering to the guidance of the U.S. Department of Justice, the California Community Colleges Chancellor's Office, and all applicable legal standards, the District continues to build a workforce that mirrors the diversity of its student body and community. In doing so, the District honors its mission by recognizing that advancing equity in employment is essential to advancing student success. This Plan serves as a strategic tool to reaffirm our dedication to collaboration, reflection, and actionable strategies that promote transparency, fairness, and accountability.

Appendix: Administrative Procedures and Board Policies



Policy: AP 3410

Section: Chapter 3 - General Institution

Interim - Nondiscrimination

Education Programs

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

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression: means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District supports the full integration and healthy development of those who are transgender, transitioning, nonbinary, or gender-diverse, and seeks to eliminate any stigma related to gender identity and expression.

Deadnaming, along with misgendering, can be very traumatic to a person who is transgender, transitioning, nonbinary, or gender-diverse. Deadnaming means using someone's birth-assigned (cisgender) name, rather than the name they have chosen.

Misgendering or mispronouncing is the intentional or unintentional use of pronouns or identifiers that are different from those used by an individual. Unintentional deadnaming or misgendering is usually resolved with a simple apology if someone clarifies their name or pronouns for you. Intentional deadnaming or misgendering is inconsistent with the type of community we hold ourselves out to be and may constitute a Policy violation if the effect is greater than de minimis harm. We each have a right to determine our own gender identity and expression, but we don't get to choose or negate someone else's.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identify, gender expression, age, sexual orientation, or military and veteran status. The District shall not discriminate against a person in hiring, termination, or any term or condition of employment or otherwise penalize a person based upon the person's use of cannabis off the job and away from the workplace unless permitted under Government Code Section 12954.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related

criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on any the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

Legal References: [Education Code Sections 200, et seq.](#)
 [Education Code Sections 66250 et seq.](#)
 [Education Code Sections 72010, et seq.](#)
 [Education Code Sections 87100, et seq.](#)
 [Government Code Sections 11135, et seq.](#)
 [Government Code Sections 12940, et seq.](#)
 [Penal Code Sections 422.55, et seq.](#)
 [Title 5 of California Code of Regulations, Sections 53000, et seq.](#)
 [Title 5 of California Code of Regulations, Sections 59300, et seq.](#)
 [ACCJC Accreditation Eligibility Requirement 20 and ACCJA Accreditation
Standard Catalog Requirements \(formerly II.B.2.c\)](#)

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Policy: AP 3420

Section: Chapter 3 - General Institution

Equal Employment Opportunity

Due to the dynamic and untested nature of this area of law, this procedure identifies points in the hiring process where consultation with legal counsel may be prudent.

The EEO plan is a district-wide, written plan which implements the District's EEO program, includes the definitions contained in Title 5 Section 53001, and must:

- Be developed in collaboration with the District's Equal Employment Opportunity Advisory Committee;
- Be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item and not part of the consent agenda;
- Cover a period of three years, after which a new or revised plan shall be adopted; and
- Be submitted to the California Community Colleges Chancellor's Office at least 90 days prior to its adoption. Comments received from the California Community Colleges Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

The EEO plan must include all of the following:

- Specific pre-hiring, hiring, and post-hiring EEO strategies the District intends to implement each year over the life of the plan;
- A schedule identifying the timetables for implementation of the identified EEO strategies;
- Identification of the district EEO officer, with delegated responsibility and authority for implementing the EEO Plan and assuring compliance with Title 5 regulations;
- The procedure for filing complaints and the person with whom such complaints are to be filed;
- A process for notifying all District employees of the provisions of the plan and the policy statement required;
- A process for ensuring that individuals directly participating in the screening or selection process shall receive appropriate training on the requirements of the applicable Title 5 regulations and of state and federal nondiscrimination laws;
- A process for providing annual written notice to appropriate community-based and professional organizations concerning the District's plan and the need for assistance from such organizations in identifying qualified, diverse pools of applicants for openings within the District;
- A process for gathering information and periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from "monitored groups", as defined by Title 5 Section 53001, in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District shall conduct a data review as part of its plan renewal, and may conduct periodic data reviews more frequently; and
- A process for utilizing data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories and strategies for addressing any underrepresentation.

The District will post a copy of the EEO plan on the District's website.

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

Annual Evaluation

- The District shall collect and continually monitor its employee and applicant demographic data to evaluate the implementation of the EEO plan and to conduct the analyses required by Title 5. The District shall report its employment-related data to the California Community Colleges Chancellor's

Office annually in a manner prescribed by the Chancellor. To facilitate analysis, all applicants and employees must be assigned a job category.

- The District data collection will allow applicants and employees to identify their gender (including non-binary options), ethnic group identification and, if applicable, disability in a manner prescribed by the California Community Colleges Chancellor's Office consistent with state and federal law.

EEO Advisory Committee

The District established Equal Employment Opportunity Advisory Committee assists the district in implementing its *Plan*. The Equal Employment Opportunity Officer shall train the advisory committee on equal employment compliance and the *Plan* itself.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of:

- a. one faculty member appointed by the Academic Senate Co-Presidents,
- b. one faculty member appointed by the CRFO President,
- c. one classified staff member appointed by the CSEA President,
- d. one manager appointed by the Manager's Council,
- e. one representative from the Del Norte Education Center,
- f. one representative from the Klamath-Trinity Education Center,
- g. one representative from the Multicultural and Diversity Committee,
- h. one member of administration appointed by the President/Superintendent,
- i. one student recommended by the ASCR President, and
- j. the Chief Human Resources Officer (CHRO)/Equal Employment Opportunity Officer, who also serves as the ADA compliance officer, serving as an ex-officio member.

The Equal Employment Opportunity Advisory Committee shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. Due to the geographic size of the District, committee members may actively participate in meetings via telephone or web conferencing. When appropriate, the advisory committee shall make recommendations to the governing board, the President/Superintendent, and the Equal Employment Opportunity Officer.

The Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, shall review the District's recruitment procedures and make recommendations on modifications that would address areas of significant underrepresentation of applicants and/or employees, review the Plan and monitor its progress, recommend changes needed in the Plan, and provide input to the annual written report to the President/Superintendent, the Board of Trustees, and the California Community Colleges Chancellor's Office.

Members of the advisory committee as well as members of the District governing board shall receive training in all of the following: applicable Title 5 regulations and of state and federal nondiscrimination laws; the educational benefits of workforce diversity, the identification and elimination of bias in hiring decisions; and the role of the advisory committee in drafting and implementing the District's EEO Plan.

Employment Procedures

Job Analysis and Validation:

- a. The CHRO/EEO Officer shall assure that a proper job analysis is performed for every job filled by the District to determine and validate the knowledge, skills, abilities and characteristics an employee must possess to perform the job satisfactorily.
- b. A statement of bona fide essential functions and minimum qualifications shall be developed for all positions.

Job Description:

- a. Every job description shall provide a general statement of job duties and responsibilities.
- b. Job specifications shall include functions and tasks; knowledge; skills; ability; and job related personal characteristics, including but not limited to sensitivity to and understanding of the

diverse academic, socioeconomic, cultural, linguistic, disability, and ethnic backgrounds of community college students.

Recruitment:

- a. Recruitment must be conducted actively within and outside of the District work force.
- b. Open recruitment is mandated for all new full-time and part-time positions, except under limited circumstances involving interim hires.
- c. Recruitment must utilize outreach strategies designed to ensure that all qualified individuals, from all monitored groups, are provided the opportunity to seek employment with the District.
- d. Recruitment for administrative and faculty positions (full and part-time) may include advertisement in appropriate professional journals, job registries and newspapers of general circulation; distribution of job announcements to the EEO Registry, K-12 districts, two and four year colleges, and graduate schools where appropriate candidates might be enrolled; recruitment at conferences, fairs, and professional meetings; notices to institutions and professional organizations that primarily serve members of monitored groups that are underrepresented in the District.
- e. Recruitment for classified positions (full and part-time) shall include notice to all District personnel; related job registries; and advertising in area newspaper of general circulation.

Applicant Pools:

- a. The application for employment shall afford each applicant an opportunity to identify themselves voluntarily as to gender identity, ethnicity and, if applicable, their disability. This information shall be maintained in confidence and shall be used only for research, validation, monitoring, evaluation of the effectiveness of the Plan, or as authorized by law.
- b. After the application deadline has passed, the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."
- c. Once the qualified applicant pool is formed, the pool must again be analyzed. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related,
- d. the District may immediately, and before the selection process continues, consult with legal counsel to determine what, if any, corrective action is required by law.

Screening and Selection:

- a. Screening, selecting and interviewing candidates for all positions shall include thorough and fair procedures that are sensitive to issues of diversity.
- b. Procedures to be used must address or include that:
 1. Hiring procedures will be provided to the state Chancellor's Office on request.
 2. All tests conform to generally applicable legal standards for uniformity.
 3. A reasonable number of candidates are identified for interview.
 4. Screening and selection committees are developed that are:
 - i. representative of the District community and campus;
 - ii. Include administrators, faculty and classified staff;
 - iii. Include a diverse membership when possible; and
 - iv. Do not include applicants or persons who have written letters of recommendation.
 5. Every screening and selection committee includes an individual trained to monitor conformance with EEO requirements. The CHRO/EEO Officer or designee assures that the screening and selection process conforms to accepted principles and practices, including preparation of job related questions in advance; maintains records of screening checklists and rating scales, which shall be signed and kept on file; maintains notes for all interviews and record relevant factual reasons stating why a candidate was not hired or was not invited to interview; and monitors the hiring process for adverse impact.
 6. Selection shall be based solely on the stated job criteria.
 7. For faculty and administrative positions, candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position.

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District shall take the following additional steps:

- a. Review its recruitment procedures;
- b. Consult with counsel and EEO Advisory Group to determine whether there are additional lawful improvement measures which may be undertaken; and

- c. Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible.

If significant underrepresentation persists:

- a. Monitor on an on-going basis;
- b. Review each locally-established job qualification to determine if it is job related and consistent with business necessity;
- c. Discontinue the use of any non-job related local qualification;
- d. Continue using job-related local qualifications only if no alternative standard is reasonably available; and.
- e. Consider the implementation of additional measures designed to promote diversity.

Delegation of Authority

1. The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. 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.
2. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq.
3. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.
4. Complaints shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the President/Superintendent.

Complaint Procedure

The District has identified the Chief Human Resources Officer as the responsible District officer, responsible for receiving complaints. Informal charges of unlawful discrimination should be brought to the attention of the responsible District officer. The responsible District officer shall oversee the informal resolution process. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract. An outside investigator must be used when the responsible District officer is named in the complaint or implicated by the allegations in the complaint.

When a person brings charges of unlawful discrimination the officer must:

1. Undertake efforts to resolve the charge informally;
2. Advise the complainant that he or she need not participate in an informal resolution of the complaint;
3. Notify the complainant of the procedures for filing a formal complaint;
4. Notify the complainant that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education.
5. If the complainant, a student or an employee, files a formal complaint, the responsible District officer must also forward a copy of the complaint to the state Chancellor's Office.

A formal complaint not involving employment, must be processed if it is filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation.

A formal complaint alleging discrimination in employment must be filed within 180 days of the date of the alleged unlawful discrimination, unless the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the initial 180 days.

The complaint must be filed by someone who alleges that he or she has personally suffered unlawful discrimination, or by someone who has learned about unlawful discrimination in his or her official capacity.

When a proper complaint is received, the District will begin an impartial fact-finding investigation, and notify the complainant and the Chancellor that it is doing so.

When the investigation is done, the results must be set forth in a written report. The written report must include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint, and any other appropriate information.

In any case that does not involve employment discrimination, the District must provide the Chancellor's Office with a copy of the investigative report within ninety days from the date the District received the complaint. The District must also provide the complainant with a copy or summary of the investigative report within ninety days from the date the District received the complaint. The Chancellor's Office and the complainant must also be provided with a written notice setting forth the determination of the CHRO/EEO Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the complainant's right to appeal to the District's governing board and the state Chancellor's Office.

In any case that involves employment discrimination, the District must provide the complainant with a copy or summary of the report, and with written notice setting forth the determination of the CHRO/EEO Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District's governing board and to file a complaint with the Department of Fair Employment and Housing.

If the complainant is not satisfied with the results of the administrative determination, the complainant must be given the opportunity to submit a written appeal to the governing board within fifteen days from the date of the notice of the administrative determination. The Board must review the original complaint, the investigative report, the administrative determination, and the appeal and must issue a final District decision within forty-five days of receiving the appeal.

In any case not involving employment discrimination, a copy of the final District decision must be promptly forwarded to the complainant and the state Chancellor's Office. The complainant must be notified of his or her right to appeal. In any case involving employment discrimination, a copy of the final District decision must be promptly forwarded to the complainant. The complainant must be notified of his or her right to file a complaint with the Department of Fair Employment and Housing.

Where the Board does not act within forty-five days the administrative determination must be deemed approved and must become the final District decision. The District shall promptly notify the complainant and in cases not involving employment discrimination, the Chancellor, that the Board took no action and the administrative determination becomes the final District decision. In cases not involving employment discrimination, the complainant must be informed of his or her right to appeal the District's decision to the Chancellor. In cases involving employment discrimination, the complainant shall be notified of his or her right to file a complaint with the Department of Fair Employment and Housing.

In cases not involving employment discrimination, the complainant must be given the right to file a written appeal with the state Chancellor's Office within 30 days after the Board issues the final District decision, permits the administrative decision to become final or from the date that notice of the District's final decision was provided to the complainant pursuant to Section 59338(b) or (d), whichever is later.

The District should retain and make available the original complaint, and copies of the final decision or a statement indicating the date on which the administrative determination became final, the notice given to complainant, the complainant's appeal of the District's administrative determination, the investigative report and any other information the Chancellor may require.

Job Announcements

All job announcements shall contain a statement in substantially the following form: The District is an equal opportunity employer. The policy of the District is to encourage applications from persons who are economically disadvantaged and individuals belonging to significantly underrepresented groups within the District's workforce, including ethnic and racial minorities, women, and persons with disabilities. No person shall be denied employment because of ethnicity or race, religious creed, color, sex, gender, gender identity, gender expression, age, religion, marital status, physical disability, mental disability, sexual

orientation, national origin, medical conditions, genetic information, veteran or military status, ancestry, or political or organizational affiliation.

In order to include a statement in a job advertisement, posting, application or other material that an applicant must have a driver's license both of the following conditions must be satisfied: (1) the District reasonably expects driving to be one of the job functions for the position; and (2) the District reasonably believes that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the District.

Dissemination and Revision of the Plan

The Plan and subsequent revisions and any guidelines for implementing the Plan will be distributed to the district's governing board, the President/Superintendent, administrators, managers and supervisors, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The Plan will be available on the district's website, and when appropriate, may be distributed by e-mail.

An annual notice provided to all employees will contain the following provisions:

The importance of the employee's participation and responsibility in ensuring the Plan's implementation.

Where complete copies of the Plan are available, including in every campus library, in the District's public folders, on the campus and district internet site, the Office of the President/Superintendent, the Office of Human Resources, and the Del Norte and Klamath-Trinity Education Center administrative offices.

All new employees will receive a written notice of the Plan when they commence their employment with the district, containing the notice provisions described above.

Statements of nondiscrimination shall be posted at locations where applications for employment are distributed. Such plans shall be reviewed at least every three years and, if necessary, revised and submitted to the state Chancellor's Office within 90 days of the effective date of the revision or amendment(s). If the California Community Colleges Chancellor's Office determines that the District's policies do not comply with Title 5 Sections 59300 et seq. the California Community Colleges Chancellor's Office may require the District to modify its policies.

Accountability and Corrective Action

The District shall certify annually to the Chancellor of the California Community Colleges that they have timely:

- Recorded, reviewed and reported the data required regarding qualified applicant pools;
- Reviewed and updated, as needed, the Strategies Component of the District's EEO Plan; and
- Investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of this division.

References: ACCJC Standard III.A.12
Education Code Sections 87100 et seq.
Title 5 Sections 53000 et seq. and Sections 59300 et seq.
Government Code Sections 7400 et seq. and 12940 et seq.

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Policy: AP 3435

Section: Chapter 3 - General Institution

Interim - Discrimination and Harassment Complaints and Investigations

Introduction and Scope

These are the written procedures for filing and processing Complaints of unlawful discrimination at the Redwoods Community College District. These policies and procedures incorporate the legal principles contained in nondiscrimination 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 policy provides that the Redwood Community College District will provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, 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 protected under applicable state or federal law.

For matters involving sex discrimination, including sexual harassment and sexual assault, Complainants must proceed under BP 3433 Prohibition of Sex Discrimination, AP 3433 Prohibition of Sex Discrimination, and AP 3434 Responding to Sex Discrimination, Including Sexual Harassment and Sexual Assault, under Title IX. For other forms of discrimination and harassment, Complainants should use this procedure.

Reporting and Filing Complaints

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in discrimination, harassment, assault, or retaliation. Any person who has suffered discrimination, harassment, assault, or retaliation, or who has learned of discrimination, harassment, assault, or retaliation, may report discrimination, harassment, assault, or retaliation. Complainants may have the option of filing a Complaint.

All responsible employees are required to report all actual or suspected sex discrimination, including sexual harassment and sexual assault, to the Chief Human Resources Officer ("CHRO") immediately. A responsible employee is any employee who has the authority to take action to redress sex discrimination or provide supportive measures to students, or who has been given the duty of reporting incidents of sex discrimination to an appropriate District official who has that authority. All supervisors and managers are considered "responsible employees" and have a mandatory duty to report incidents of sex discrimination, including sexual harassment and sexual assault, or the existence of a hostile, offensive, or intimidating work environment, and acts of retaliation.

Confidential Reporting

An employee who is a therapist, physician, psychotherapist, member of the clergy, sexual assault counselor, domestic violence counselor, or other individual acting in a professional capacity for which confidentiality is mandated by law is exempt from having to report sex discrimination concerns to the Title IX Coordinator or other designated employee, unless otherwise required by law.

The District shall designate an employee at each campus as a point of contact for the needs of lesbian, gay, bisexual, transgender, queer, questioning, asexual, pansexual, gender-nonconforming, intersex, and two-spirit (LGBTQ+) faculty, staff, and students at the campus. This employee is a confidential resource.

An employee who is not considered a responsible employee should inform each student who provides the employee with information regarding sex discrimination, including sexual harassment and sexual assault, of the student's ability to report to a responsible employee and direct the student to those specific

reporting resources, including the option of reporting such sex discrimination to the District's Title IX Coordinator pursuant to AP 3434.

Complaints

A Complaint is a written or oral statement filed with the District that alleges discrimination, harassment, assault, or retaliation in violation of the District's Board Policies, Administrative Procedures, or in violation of state or federal law. Complaints must be filed with the Chief Human Resources Officer (CHRO), unless the Party submitting the Complaint alleges discrimination, harassment, assault, or retaliation against the CHRO, in which case it should be submitted directly to the President/Superintendent.

The District may request, but shall not require, the Complainant to submit a Complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at the Office of Human Resources and on the District's website. A Complainant shall report an oral Complaint to the CHRO. The CHRO shall record the oral Complaint in writing. The CHRO will take steps to ensure the writing accurately reflects the facts alleged by the Complainant.

A Complaint must meet each of the following criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures or state or federal law prohibiting discrimination, harassment, assault, or retaliation;
- The Complainant must file any Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, assaultive, or retaliatory conduct or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegations of discrimination, harassment, assault, or retaliation; and
- The Complainant must file any Complaint alleging discrimination, harassment, assault, or retaliation in employment within 3-years of the date of the alleged discriminatory, harassing, assaultive, or retaliatory conduct.

If the Complaint does not meet the requirements set forth above, the CHRO will notify the Complainant within 14 days that the Complaint does not contain allegations of unlawful discrimination that are sufficient under this procedure to trigger an investigation. The CHRO will specify why the Complaint is defective.

If the defect is based on the Complainant's failure to state sufficient facts to support a claim of unlawful discrimination, the CHRO shall offer the Complainant an opportunity to proffer additional facts to support the Complainant's claims through an intake interview, which shall be scheduled as soon as reasonably convenient for the Complainant and the CHRO or designee.

If, after the intake interview, the CHRO determines that the Complainant has still not stated sufficient facts to support a claim of unlawful discrimination, the CHRO shall provide the Complainant with a written determination explaining the basis for dismissing the Complaint within 14 days of the intake interview. The CHRO must also notify the Complainant of the Complainant's right to appeal this determination directly to the Chancellor of the California Community Colleges within 30 days from the date of the notice of dismissal.

Oversight of Complaint Procedure: The CHRO is the "responsible District officer" charged with receiving Complaints of discrimination, harassment, assault, or retaliation, and coordinating their investigation.

The investigation of Complaints must be assigned to a neutral investigator. A neutral investigator means an outside investigator or an internal investigator who is not in the chain of command of the respondent, not substantially implicated by the allegations in the Complaint, and who is otherwise impartial. Neutral investigators must be properly trained to conduct such investigations.

Who May File a Formal Complaint: Any student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee, who believes the student or employee has been discriminated against, harassed, assaulted, or retaliated against by a student, employee, or third party in violation of this procedure and the related policy.

Where to File a Formal Complaint: A student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee, who believes the student or employee has been discriminated against, harassed, assaulted, or retaliated against in violation of this procedure and the

related policy may make a Complaint orally or in writing directed to the CHRO, unless the Party submitting the Complaint alleges discrimination, harassment, assault, or retaliation against the CHRO, in which case it should be submitted directly to the President/Superintendent. Complainants may but are not required to use the form prescribed by the Chancellor of the California Community Colleges. These forms are available from the Human Resources Department and at the California Community Colleges Chancellor's Office website.

Advisers in Complaints Involving Students

A student has a right to select an adviser of the student's choice or to request the District provide an adviser to the student. The District shall inform the student of their right to select an adviser of their choice or to request the District provide an adviser to the student. An adviser, with written permission from the student, shall receive updates along with the student during the complaint process and student discipline process, if applicable, and shall participate in the process as an advocate for the student.

The District may use any of the following to fulfill its obligation to provide an adviser to the student: a confidential respondent services coordinator, an agreement with a student-based peer support program, and an agreement with an alumni-based support program.

The District shall provide training to the adviser selected by the student or provided by the public post-secondary educational institution. The training shall include information on the District's student discipline procedures and may be provided in an online or in-person format.

Student Parties in Complaints involving sex discrimination, including sexual harassment and sexual assault, have the right to consult with an attorney, at his/her/their own expense, at any stage of the Complaint process if the student wishes to do so. An attorney may serve as a support person or adviser.

Employment-Related Complaints

Complainants filing employment-related Complaints shall be notified that they may file employment discrimination Complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the California Civil Right Department (CRD).

Any District employee who receives a Complaint of discrimination or harassment shall notify the CHRO immediately.

Filing a Timely Complaint: Since failure to report discrimination and harassment impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being discriminated against or harassed to file a Complaint. The District also strongly encourages the filing of such Complaints within 30 days of the alleged incident. While all Complaints are taken seriously and will be investigated promptly, a delay in filing impedes the District's ability to investigate and remediate.

The District will investigate Complaints involving acts that occur off campus if they are related to academic or work activity, or if the discriminating or harassing conduct interfered with or limits a student's or employee's ability to participate in or benefit from the school's programs or activities.

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

Intake and Processing of the Complaint: Upon receiving notification of a Complaint of discrimination or harassment, the CHRO or designee shall:

- Consider whether the District can undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules, obtaining apologies, providing informal counseling, training, etc.
- Advise all Parties that they need not participate in an informal resolution of the Complaint, as described above, and they have the right to end the informal resolution process at any time.
- Advise a student Complainant that the student Complainant may file a Complaint with the Office for Civil Rights of the U.S. Department of Education and employee Complainants may file a Complaint with the California Civil Rights Department. All Complainants should be advised that they have a right to file a Complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the Complainant files a Complaint with local law enforcement. In addition, the

District should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services.

- In matters involving student sexual harassment, provide student Parties notice regarding appropriate counseling resources developed and maintained by the District.
- Take interim steps to protect a Complainant from coming into contact with an accused individual, especially if the Complainant is a victim of sexual violence. The CHRO or designee should notify the Complainant of the Complainant's options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the accused individual from having any contact with the Complainant pending the results of the investigation. When taking steps to separate the Complainant and accused individual, the District should minimize the burden on the Complainant. For example, it is not appropriate to remove Complainants from classes or housing while allowing accused individuals to remain.

Limitations on Informal Resolution and Settlements

The District will not offer informal resolution, including settlement, in the following situations:

- An employee Respondent is accused of committing sexual assault, including sexual violence or sexual battery; or
- The Complainant is a student; or
- The settlement or informal resolution includes a nondisclosure agreement.

The President/Superintendent must preliminarily approve all informal resolutions and sexual harassment settlements. The governing board must approve offers of sexual harassment settlements that have been preliminarily approved by the President/Superintendent.

Regardless of whether a Complaint has been filed under this procedure, if the District knows, or reasonably should know, about possible sexual harassment involving individuals subject to the District's policies at the time, the District shall promptly investigate to determine whether the alleged conduct more likely than not occurred, or otherwise respond if the District determines that an investigation is not required.

Student Complainant Requests for Confidentiality

If a student Complainant requests confidentiality when reporting sexual harassment, which could preclude a meaningful investigation or potential discipline of the Respondent, or that no investigation or disciplinary action be pursued to address alleged sexual harassment, the District shall take the request seriously, while at the same time considering its responsibility to provide a safe and nondiscriminatory environment for all students, including for the Complainant. The District shall normally grant the request when possible. In determining whether to disclose a Complainant's identity or proceed to an investigation over the objection of the Complainant, the District may consider whether any of the following apply:

- There are multiple or prior reports of sexual misconduct against the Respondent;
- The Respondent reportedly used a weapon, physical restraints, or engaged in battery;
- The Respondent is a faculty or staff member with oversight of students;
- There is a power imbalance between the Complainant and Respondent;
- The Complainant believes that the Complainant will be less safe if the Complainant's name is disclosed or an investigation is conducted; and
- The District is able to conduct a thorough investigation and obtain relevant evidence in the absence of the Complainant's cooperation.

If the District determines that it can honor the student Complainant's request for confidentiality, it shall still take reasonable steps to respond to the Complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating formal action against Respondent or revealing the identity of the Complainant. The District shall also take immediate steps to provide for the safety of the Complainant while keeping the Complainant's identity confidential as appropriate. The District shall notify the Complainant that the steps the District will take to respond to the Complaint will be limited by the Complainant's request for confidentiality.

If the District determines that it must disclose the student Complainant's identity to the Respondent or proceed with an investigation, it shall inform the Complainant prior to making this disclosure or initiating the investigation. The District shall also take immediate steps to provide for the safety of the Complainant

where appropriate. In the event the Complainant requests that the District inform the Respondent that the Complainant asked the District not to investigate or seek discipline, the District shall honor this request.

Investigation

The CHRO shall:

- Provide notice to student Parties to a sexual harassment Complaint that the District is conducting an investigation. The notice shall include the allegations against the Respondent and the alleged District policy violations under review. If new allegations that arise during the course of the District's investigation that could subject either student Party to new or additional discipline or corrective action, the CHRO shall provide a supplemental notice to the student Parties.
- Authorize the investigation of the Complaint, and supervise or conduct a thorough, prompt, and impartial investigation of the Complaint, as set forth below. Where the Parties opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. The investigation will include interviews with the Complainant, the accused, and any other persons who may have relevant knowledge concerning the Complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

Investigation of the Complaint: The District shall promptly investigate every Complaint. No claim of workplace or academic discrimination or harassment shall remain unexamined. This includes Complaints involving activities that occur off campus and in connection with all academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location. The District shall investigate complaints of discrimination or harassment that occur off campus if the alleged conduct creates a hostile environment on campus. The District shall notify the Complainant that the District will commence an impartial fact-finding investigation of the allegations contained in the Complaint.

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

Investigation Steps: The District will fairly and objectively investigate complaints of discrimination and harassment. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District's grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially using trauma-informed investigation techniques.

The investigation and adjudication of alleged misconduct under this procedure is not an adversarial process between the Complainant, the Respondent, and the witnesses, but rather a process for the District to comply with its obligations under existing law. The Complainant does not have the burden to prove, nor does the Respondent have the burden to disprove, the underlying allegation or allegations of misconduct.

Investigators will use the following steps: interviewing the Complainant; interviewing the accused individual; identifying and interviewing witnesses and evidence identified by each Party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved Parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all

recommended action is carried out in a timely fashion. When the District evaluates the Complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that unlawful discrimination or harassment has occurred. Student Complainants should be aware that any evidence available but not disclosed during the investigation might not be considered at a subsequent hearing, if a hearing is required under this procedure.

The District will provide, upon request of the Complainant or Respondent, and every 30 days until the outcome of a Complaint is determined, and only to the extent permissible under state and federal law, status updates on complaints of sex discrimination, including, but not limited to, complaints of sexual harassment, to Complainants and Respondents.

Timeline for Completion: The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps and prepare a written report, and the District shall notify the Complainant and Respondent of the outcome within 90 days of the District receiving the Complaint. The District will toll the timeline while the Parties are engaged in good faith efforts at informal resolution.

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

Written Report

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

- A description of the circumstances giving rise to the Complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness with information relevant to the allegations, including the Complainant;
- An explanation of why an identified potential witness was not interviewed;
- An analysis of relevant data or other evidence collected during the course of the investigation, including a list of relevant documents;
- A specific finding as to whether each factual allegation in the Complaint occurred based on the preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the District.

Confidentiality of the Process

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

Evidence of Past Sexual History

An investigator or hearing officer, if required by this procedure, shall not consider the past sexual history of the Complainant or Respondent except in the limited circumstances described below:

- The investigator or hearing officer shall not consider prior or subsequent sexual history between the Complainant and anyone other than the Respondent for any reason unless directly relevant to prove that physical injuries alleged to have been inflicted by the Respondent were inflicted by another individual;
- The investigator or hearing officer shall not consider the existence of a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent unless the

evidence is relevant to how the Parties communicated consent in prior or subsequent consensual sexual relations;

- Where the investigator or hearing officer allows consideration of evidence about a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent pursuant to this circumstance, the mere fact that the Complainant and Respondent engaged in other consensual sexual relations with one another is never sufficient, by itself, to establish that the conduct in question was consensual.

Before allowing the consideration of any evidence proffered pursuant to this section, the investigator or hearing officer shall provide a written explanation to the Parties as to why consideration of the evidence is consistent with this procedure.

Administrative Determination

In any case not involving employment discrimination, within 90 days of receiving a formal Complaint, the district shall complete its investigation and forward a copy or summary of the report, and written notice to the Complainant setting forth all of the following:

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- The President/Superintendent's or designee's determination as to whether unlawful discrimination occurred with respect to each allegation in the Complaint based on a preponderance of the evidence standard and the basis for that determination including factual finding;
- In the event a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
- The proposed resolution of the Complaint;
- The Complainant's right to appeal to the District's Board of Trustees and the California Community Colleges Chancellor's Office; and
- In matters involving student sexual misconduct, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.

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

- The President/Superintendent's or designee's determination as to whether discrimination occurred with respect to each allegation in the Complaint based on the preponderance of the evidence standard and the basis for that determination including factual findings;
- If a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future
- The proposed resolution of the Complaint; and
- The Complainant's right to appeal to the District's Board of Trustees and to file a Complaint with the California Civil Rights Department.

The District shall also provide the Respondent with the following:

- The President/Superintendent's or designee's determination as to whether unlawful discrimination occurred with respect to each allegation in the Complaint based on the preponderance of the evidence standard and the basis for that determination including factual findings;
- The proposed resolution of the Complaint, including any disciplinary action against the Respondent; and
- In matters involving student sexual misconduct not subject to Title IX, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.

Within five business days of a decision of disciplinary action against a Respondent in response to a Complaint of sex discrimination, the District will provide a notification of the disciplinary action to the Respondent and the Complainant.

The District will toll the timelines described above while the Parties are engaged in good faith efforts at informal resolution.

In matters involving an academic employee placed on involuntary paid administrative leave, the District shall complete its investigation within 90 working days of the administrative leave commencing, unless the period of paid administrative leave is extended by agreement of the employee and the District for a period not exceeding 30 additional calendar days.

Discipline for Student Sexual Misconduct Not Subject to Title IX

In a Complaint involving student sexual misconduct not subject to Title IX, if a student Respondent is subject to severe disciplinary sanctions, and the credibility of witnesses was central to the investigative findings, the District will provide an opportunity for the student Respondent to cross-examine witnesses indirectly at a live hearing, either in person or by video conference conducted by a neutral decision-maker other than the investigator.

In other Complaints involving sexual harassment against a student, the District shall decide whether a hearing is necessary to determine whether any sexual violence more likely than not occurred. In making this decision, the District may consider whether the Parties elected to participate in the investigation and whether each Party had the opportunity to suggest questions to be asked of the other Party and witnesses during the investigation.

The District shall appoint a neutral third party to attend the hearing solely for the purpose of asking any questions to the witnesses. The neutral third party shall not be the student Respondent, the student Respondent's representative, or any individual charged with making a final determination regarding discipline. The student Respondent may submit written questions before and during the cross-examination, including any follow-up questions. Either Party or any witness may request to answer the questions by videoconference from a remote location.

At the hearing, the other Party shall have an opportunity to note an objection to the questions posed. The District may limit such objections to written form, and neither the hearing officer nor the District are obligated to respond, other than to include any objection in the record. The hearing officer shall have the authority and obligation to discard or rephrase any question that the hearing officer deems to be repetitive, irrelevant, or harassing. In making these determinations, the hearing officer is not bound by, but may take guidance from, the formal rules of evidence.

Generally, the Parties may not introduce evidence, including witness testimony, at the hearing that the Party did not identify during the investigation and that was available at the time of the investigation. However, the hearing officer has discretion to accept for good cause, or exclude, such new evidence offered at the hearing.

The hearing officer shall provide an explanation of the meaning of the preponderance of the evidence standard, and affirm that it shall apply to adjudications under this procedure. The preponderance of the evidence standard is met if the District determines that it is more likely than not that the alleged misconduct occurred, based on the facts available at the time of the decision.

Discipline and Corrective Action

If discrimination, harassment, assault, or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate consistent with state and federal law. The action will be prompt, effective, and commensurate with the severity of the offense.

Possible disciplinary sanctions for student Respondents include written or oral reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents are subject to District policies, external law, and collective bargaining agreements. Possible disciplinary sanctions for employee Respondents include written or oral reprimand, required training or counseling, reduction in pay, demotion, suspension, or discharge.

Remedies for the Complainant might include, but are not limited to:

- providing an escort to ensure that the Complainant can move safely between classes and activities;
- ensuring that the Complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- providing counseling services or a referral to counseling services;
- providing medical services or a referral to medical services;

- providing academic support services, such as tutoring;
- arranging for a student Complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant being disciplined.

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

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

The District shall also take reasonable steps to protect the Complainant from further discrimination, or harassment, address the hostile environment, if one has been created, prevent its recurrence, address its affects, and protect the Complainant and witnesses from retaliation as a result of communicating the Complaint or assisting in the investigation.

The District will ensure that Complainants and witnesses know how to report any subsequent problems and should follow-up with Complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all Parties to the extent possible without impeding the District's ability to investigate and respond effectively to the Complaint.

If the District cannot take disciplinary action against the accused individual because the Complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

Appeals

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

If the Complainant is not satisfied with the results of the administrative determination, he/she/they may, within 30 days, submit a written appeal to the Board of Trustees.

In a Complaint involving student sexual misconduct not subject to Title IX, a Respondent who is not satisfied with the results of the administrative determination may submit a written appeal to the District's Board of Trustees within 30 days.

The Board's review on appeal is limited to the following issues:

- whether there was a procedural error in violation of this procedure;
- whether there was a defect in the investigation;
- whether new evidence unavailable during the investigation despite the Complainant's due diligence would substantially impact the outcome of the investigation;
- whether correct legal standards were applied; and
- whether the District's determination was an abuse of discretion.

The Board shall review the original Complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the Complainant and the Respondent. The Complainant shall also be notified of his/her/their right to appeal this decision.

If the Board does not act within 45 days, the administrative determination shall be deemed approved on the 46th day and shall become the final decision of the District in the matter. The District shall promptly notify the Complainant and the Respondent of the Board's action, or if the Board took no action, that the administrative determination is deemed approved.

In any case not involving workplace discrimination, harassment, assault, or retaliation, the Complainant shall have the right to file a written appeal with the California Community Colleges Chancellor's Office within 30 days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the Complainant may, at any time before or after the issuance of the final decision of the District, file a Complaint with the California Civil Rights Department.

In any student complaint dismissed pursuant to Title 5 Section 59332, a complainant may file a written appeal with the California Community Colleges Chancellor's Office within 30 days from the date of the notice of dismissal.

Remand

The California Community College Chancellor's Office may remand any matter to the District for any of the following reasons: to cure defects in the investigation or in procedural compliance; to consider new evidence not available during the investigation despite the Complainant's due diligence that would substantially impact the outcome of the investigation; or to modify or reverse a decision of the District's Board of Trustees based upon misapplication of an applicable legal standard or an abuse of discretion.

If the California Community College Chancellor's Office remands a matter to the District, the District shall take necessary action and issue a decision after remand within 60 days. In any case not involving employment discrimination, the Complainant may appeal the District's amended determination to the California Community College Chancellor's Office within 30 days by following the appeal procedures above.

Extension of Time

A student Complainant or Respondent may request, in writing, an extension of a deadline related to a Complaint during periods of examinations or school closures. The District shall grant a student Party's reasonable request for an extension of a deadline related to a Complaint during periods of examinations or school closures.

If the District is unable to comply with the 90-day deadline, the District may extend the time to respond by up to 45 additional days. An extension may be taken only once without permission from the California Community Colleges Chancellor's Office, and must be necessary for one of the following reasons:

- a need to interview a party or witness who has been unavailable;
- a need to review or analyze additional evidence, new allegations, or new Complaints related to the matter; or
- to prepare and finalize an administrative determination.

The District shall send a written notice to the Complainant and to a Respondent who is aware of an investigation indicating the necessity of an extension, the justification for the extension, and the number of days the deadline will be extended. The District shall send this notice no later than 10 days prior to the initial time to respond.

The District may request additional extensions from the California Community Colleges Chancellor's Office after the initial 45-day extension. The District shall send a copy of the extension request to the Complainant and to a Respondent who is aware of an investigation. The Complainant and Respondent may each file a written objection with the California Community Colleges Chancellor's Office within 5 days of receipt.

The extension of time provisions described above do not apply to investigations involving an academic employee placed on involuntary paid administrative leave.

Disclosures to the California Community Colleges Chancellor's Office

Upon request of the California Community Colleges Chancellor's Office, the District shall provide copies of all documents related to a discrimination Complaint, including the following: the original Complaint, any investigative report unless subject to the attorney-client privilege, the written notice to the Complainant setting forth the results of the investigation, the final administrative decision rendered by the Board or a statement indicating the date upon which the decision became final, and a copy of the notification to the

Complainant of the Complainant's appeal rights, the Complainant's appeal of the District's administrative determination, any other non-privileged documents or information the Chancellor requests.

The District shall provide to the California Community Colleges Chancellor's Office an annual report with the following information: the number of employment and non-employment discrimination complaints and informal charges received in the previous academic year; the number of complaints and informal charges resolved in the previous academic year; the number of complaints of unlawful discrimination received in the previous academic year, and the number of those complaints that were sustained in whole or in part; and any other information requested by the Chancellor.

Interim and Supportive Measures

Interim measures are individualized services offered as appropriate to either or both the Complainant and Respondent in an alleged incident of sexual misconduct, prior to an investigation or while an investigation is pending.

Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a Complaint has been filed.

The District will provide interim or supportive measures to Parties as appropriate and as reasonably available.

Interim and supportive measures may include changes to academic, living, transportation, and working situation or protective measures such as counseling, extensions of deadlines, other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

No-Contact Directives

When requested by a Complainant or otherwise determined to be appropriate, the District shall issue an interim no-contact directive prohibiting the Respondent from contacting the Complainant during the pendency of the investigation. The District shall not issue an interim mutual no-contact directive automatically, but instead shall consider the specific circumstances of each case to determine whether a mutual no-contact directive is necessary or justifiable to protect the noncomplaining party's safety or well-being, or to respond to interference with an investigation. If the District issues a no-contact directive after making decision of responsibility, the no-contract directive shall be unilateral and only apply against the Party found responsible.

Upon the issuance of a mutual no-contact directive, the District shall provide the Parties with a written justification for the directive and an explanation of the terms of the directive. Upon the issuance of any no-contact directive, the District shall provide the Parties with an explanation of the terms of the directive, including the circumstances, if any, under which violation could be subject to disciplinary action.

File Retention

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

- the original Complaint;
- the investigatory report;
- the summary of the report if one is prepared;
- the notice provided to the Parties, of the District's administrative determination and the right to appeal;
- any appeal; and
- the District's final decision.

For any appeal to the California Community Colleges Chancellor's Office, the District shall provide all relevant, non-privileges documents upon request of the California Community Colleges Chancellor's Office.

Dissemination of Policy and Procedures

District policy and procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, all employees, all volunteers who will regularly interact with students, and each individual or entity under contract with the District to perform any service involving regular interaction with students at the District. District policy and procedures related to harassment will also be posted on campus and on the District's website.

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

Training for Employees

The District shall provide training on sexual harassment to all employees as required by State law.

Training for responsible employees must also address the responsible employee's obligation to report sexual harassment and instruction on how to report sexual harassment to the responsible District officer.

The District shall ensure that residential life student and nonstudent staff, or their equivalent, annually receive training on topics required by Title IX regulations and State law and regulations.

The District will maintain records of the training provided.

Education and Prevention for Students

The District will ensure its students receive annual training on sexual harassment and sexual assault, including related topics required by State law. The District shall implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking.

The District's primary concern is for student safety, and the use of alcohol or drugs never makes the victim at fault for sexual violence. An individual who participates as a Complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

Complaint Reporting

The President/Superintendent shall provide the Board of Trustees, upon request, a report of complaints filed pursuant to this procedure. This report must disaggregate the Complaints by complaint type (Student Complainant and Student Respondent, Student Complainant and Employee Respondent, Employee Complainant and Student Respondent, Employee Respondent and Employee Respondent, etc.). This report must also disaggregate the Complaints by the Complainant's race, age, gender, religion, or any other characteristic identified by the Board.

Legal References:

[Education Code Section 212.5](#)

[Education Code Section 231.5](#)

[Education Code Section 66281.5](#)

[Education Code Section 66281.8](#)

[Education Code Section 67386](#)

[Government Code Section 12950.1](#)

[Title 2 of the California Code of Regulations, Section 11023](#)

[Title 2 of the California Code of Regulations, Section 11024](#)

[Title 5 of the California Code of Regulations Sections 59320, 59324, 59326, 59328, and 59300 et seq.](#)

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Policy: BP 3410

Section: Chapter 3 - General Institution

Nondiscrimination

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

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

The District shall not discriminate against a person in hiring, termination, or any term or condition of employment or otherwise penalize a person based upon the person's use of cannabis off the job and away from the workplace unless permitted by California law.

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

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

Legal References:

[Education Code Sections 66250 et seq.](#)

[Education Code Sections 72010, et seq.](#)

[Education Code Sections 87100, et seq.](#)

[Labor Code Section 1197.5](#)

[Penal Code Section 422.55](#)

[Title 2 California Code of Regulations Sections 10500 et seq.](#)

[Title 5 California Code of Regulations Sections 5300 et seq. and 59300 et seq.](#)

[ACCJC Accreditation Eligibility Requirement 20](#)

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Policy: BP 3420

Section: Chapter 3 - General Institution

Interim - Equal Employment Opportunity

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which employment opportunity is equalized and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that employee diversity in the college community fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students. An equitable hiring process is essential to reduce barriers to employment and allow potential applicants the opportunity to demonstrate that they meet or exceed the minimum qualifications for employment. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create respectful work environments.

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

Legal References: Education Code Sections 87100 et seq.
 Title 5 of California Code of Regulations, Sections 53000 et seq.
 ACCJC Standard 3

Adoption Date: **August 06, 2013**
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