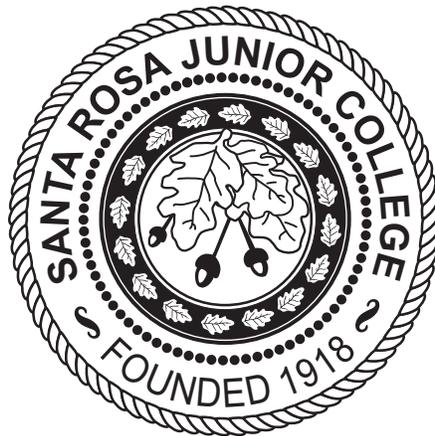




SANTA ROSA JUNIOR COLLEGE

EQUAL EMPLOYMENT OPPORTUNITY PLAN

2017 - 2020



SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.

EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN
July 1, 2017 – June 30, 2020

The California Legislature and the State Board of Governors of the California Community Colleges strongly support the concept of equal employment opportunity in the employment practices of the California Community College system. In accordance with state law, every California community college district is required to have a Board of Trustees - approved Equal Employment Opportunity (EEO) Plan on file with the Chancellor of the California Community Colleges. Many of the legal requirements related to EEO Plans are contained in Title 5 regulations adopted by the State Board of Governors. These Title 5 regulations form a basic strategy for ensuring equal employment opportunity.

The Sonoma County Junior College District fully embraces the concept of equal employment opportunity in its employment practices. The District has developed an EEO Plan to outline its commitment to equal employment opportunity and diversity. The District includes a copy of the state EEO regulations that address equal employment opportunity in its Plan to verify its commitments and to make the basic state requirements readily available to all.

The District wishes to acknowledge and thank the members of the 2016/2017 EEOAC for their assistance in the development, implementation and promotion of the EEO plan.

Equal Employment Opportunity Advisory Committee Members - 2016/17

Jeanette Ben Farhat (Fall 2016)	Faculty, Social Science
Juanita Dreiling (Tri-Chair)	Health Services Assistant
Galen George (Tri-Chair)	Faculty, Chemistry & Physics
Malena Hernandez Logorreta	Coordinator, Mi Casa
Andre LaRue	Faculty, Social Science
La Reva Myles	Student
Catherine Prince (Tri-Chair)	Dean, Instruction & Strategic Program Development
Sussanah Sydney	Manager, HR/Employment Equity
Angelica Tercero	Media Production Technician
Julie Thompson (Spring 2017)	Faculty, English

PREFACE AND INTRODUCTION OF THE EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN

The California Legislature and the State Board of Governors of the California Community Colleges strongly support the concept of equal employment opportunity in the employment practices of the California Community College system. A richly diverse workforce addresses the needs of our diverse student population and is a true asset to college districts. Attaining a diverse workforce requires focusing on equal employment opportunities to eliminate barriers to employment that are not job related, such as limited advertising and outreach, an unwelcoming culture or climate, or implicit and explicit bias during hiring processes. Eliminating these barriers requires a proactive, intentional effort by college districts.

Every California community college district must have an Equal Employment Opportunity (EEO) Plan that is approved by the Board of Trustees. The EEO Plan is a written document in which a college district's work force is analyzed and plans and procedures are set forth for ensuring equal employment opportunity. Legal requirements related to EEO Plans are set forth in Education Code Sections 87100-87108 and Title 5 of the California Code of Regulations, Section 53000.

The EEO Plan of the Sonoma County Junior College District for 2017-2020 was developed by members of the Equal Employment Opportunity Advisory Committee (EEOAC). This is an active Committee with broad inclusion of faculty, staff, managers and student representatives. The District's EEO Plan outlines various methods by which equal employment opportunity is ensured and how the District conveys its commitment to cultivating a richly diverse workforce. Much research and preparation has been done in the development of this Plan, including training of the EEOAC Committee members and working with the District's legal counsel to ensure that the Plan meets legal mandates. This EEO Plan outlines our District's commitment to equal employment opportunity and diversity.

However, this Plan does not cover every aspect of hiring and employment that relates to equal employment opportunity. Rather, this Plan works in conjunction with Board-approved policies and procedures of the District, as well as District practices and employees' efforts to create an environment of acceptance. The Plan is consistent with but not identical to the District's Board-approved policies and procedures. If there are sections of the Plan that are determined to be contradictory with the District's Board-approved policies and procedures, it should be noted that District policies and procedures shall supersede this Plan. Similarly, if there appear to be contradictions with any this Plan or any Board policies and procedures and federal or state law related to EEO, it should be noted that federal or state law shall supersede this Plan and Board policies and procedures.

It is the goal of the District that all employees promote and support equal employment opportunity, which requires a commitment and a contribution from every segment of the District. Thank you for your continued efforts to foster a respectful, inclusive community.

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Plan Component 1: Introduction - Message from the Superintendent/President

In our effort to make SRJC the best community college in the country, we recognize that there is no excellence without diversity. SRJC’s Strategic Plan highlights diversity as one of our core values, and serving our diverse communities as one of our eight goals. Embracing diversity means valuing the talents, energies, creativity and challenges that come with a diverse workforce.

One official purpose of an Equal Employment Opportunity Plan is to outline our legal obligation. Even more important, this plan represents our moral responsibility to employ a quality and qualified, diverse workforce.

Who among us can claim complete freedom from preconceptions, resistance and judgments of others? These are often based on old and unconscious teachings. Yet as an educational institution, we believe strongly in the possibility of learning and of change. The commitment we each take to examine ourselves will form the solid foundation for moving SRJC forward significantly in building a vibrantly diverse workforce.

With the retirement of a large number of our colleagues, we have a unique opportunity to attract, hire and retain a new workforce. I am committed to providing the professional development opportunities, training in cultural competencies, and more that will help release us from our own biases and prejudices.

The Plan’s immediate focus is equal employment opportunity in our recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations, as well as the steps the District will take when we find underrepresented groups. It also contains analysis of the demographic makeup of the District’s workforce population, complaint procedures, establishment of an Equal Employment Opportunity Advisory Committee and other relevant information.

I urge you to read this important document, and take it to heart. As we all embrace and celebrate our differences, we will see that we are creating meaningful, positive changes in our wonderful College.



Dr. Frank Chong
Superintendent/President



Plan Component 2: *Definitions*

Definitions pertinent to this Plan are included in the attached Appendix A under Title 5, section 53001¹.

Plan Component 3: *Policy Statement*

In accordance with Board Policy 8.2.1, it is the policy of the Sonoma County Junior College District to prohibit illegal discrimination and to promote equal employment through a continuing equal employment opportunity program. For purposes of this policy, “equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by the District.” (See EC 87101(a).)

The Superintendent/President of the Sonoma County Junior College District shall develop an equal employment opportunity program that outlines various methods by which equal employment opportunity is ensured. (See EC 87101(c).) The program shall highlight the value of diversity as a condition of broad inclusion in the employment environment that offers equal employment opportunity for all persons. (See Title 5, section 53001(b).) Part of the program shall be the development and ongoing review of an Equal Employment Opportunity Plan which shall include procedures for achieving equal employment opportunity. The EEO Plan shall be adopted by the Board of Trustees and submitted to the Chancellor of the California Community Colleges in accordance with law. (See Title 5, section 53003.) The EEO Plan shall be reviewed at least once every three years and revised as determined necessary by the Superintendent/President. (Title 5, section 53003(b).)

Plan Component 4: *Delegation of Responsibility, Authority and Compliance*

[Title 5, §§ 53003(c)(1) and 53020]

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

¹ Definitions included in Appendix A are for the following terms: “adverse impact,” “diversity,” “equal employment opportunity,” “equal employment opportunity plan,” “equal employment opportunity programs,” “ethnic group identification,” “in-house or promotional only hiring,” “monitored group,” “person with a disability,” “reasonable accommodation,” “screening or selection procedure,” and “significantly underrepresented group.” This listing may be changed to reflect revisions in regulatory language or to add definitions without the need for formal revision to this EEO Plan.

Board of Trustees

The Board of Trustees of the Sonoma County Junior College District is ultimately responsible for the implementation of the District's Plan at all levels of District operation, and for ensuring equal employment opportunity as described in the Plan.

Superintendent/President

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policy and procedures.

Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources as the person who is responsible for the day-to-day implementation of the Plan. The Vice President of Human Resources is responsible for administering, implementing and monitoring the Plan and for ensuring compliance with the requirements of Title 5, sections 53000 et seq. The Vice President of Human Resources is also responsible for receiving complaints alleging that equal employment opportunity regulations have been violated and for ensuring that applicant pools and selection procedures are properly monitored.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of applicable law regarding nondiscrimination and equal employment opportunity and of this Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of its Plan. (Title 5, section 53003(e).)

Plan Component 5: *Equal Employment Opportunity Advisory Committee*
[Title 5, section 53005.]

The Sonoma County Junior College District shall establish and maintain an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Vice President of Human Resources and assist the District in the development, implementation, and promotion of the Equal Employment Opportunity Plan required under Title 5 Section 53003.

The EEOAC shall include a diverse membership whenever possible and receive training in nondiscrimination laws, the identification and elimination of bias in hiring, and the educational benefits of workforce diversity.

Plan Component 6: *Equal Employment Opportunity Complaints*
[Title 5, §§ 53003(c)(2), 53026 and 59300 et seq.]

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

The District shall permit any person to file a complaint alleging that the District has violated the requirements of the Title 5 equal employment opportunity regulations.

- A. Any person who believes that the District has violated the equal employment opportunity regulations set out in Title 5 of the California Code of Regulations, sections 51010 and 53000 et seq. may file a written complaint describing in detail the alleged violation to the Vice President of Human Resources.
- B. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability: the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.
- C. Complaints involving current District hiring processes must be filed no later than 5 calendar days after the occurrence of an alleged violation.
- D. Complaints alleging violations that do not involve current District hiring processes must be filed no later than 30 calendar days after the alleged violation or no later than 30 calendar days after the date a complainant knew or should have known of the facts of an alleged violation.
- E. The District may return, without action, any complaints that are inadequate because they do not allege a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

- F. The complaint shall be filed with the Vice President of Human Resources. If the complaint involves the Vice President of Human Resources, the complaint may be filed with the Superintendent/President. The Vice President of Human Resources will forward copies of all written complaints to the State Chancellor's Office upon receipt. A written determination on all accepted complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The determination shall include a finding as to whether there is probable cause to believe the alleged violation occurred, and a statement of any remedial action related to a violation. The District may extend the timeline for providing its determination if such extension supports the investigation or resolution of a complaint. The complainant shall be notified of the District's extension.
- G. A complainant may not appeal the District's determination of an EEO complaint to the California Community College State Chancellor's Office.

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

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. Complaints of a violation of State equal employment opportunity regulations that also allege unlawful discrimination shall be processed as discrimination complaints by the District.

Plan Component 7: Notification to District Employees
[Title 5, § 53003(c)(3)]

The Vice President of Human Resources will provide annual written notice to all District employees of the provisions of this Plan and the District's policy statement setting forth the District's commitment to its equal employment opportunity program. In addition, a description of the Plan and the policy statement will be included in the orientation materials provided to newly hired District employees.

EEO Plan Component 8: Training for Screening/Selection Committees

[Title 5, § 53003(c)(4)]

All individuals who serve on screening and selection committees must attend a mandatory Hiring Orientation prior to serving on a hiring committee.

The training shall include, but need not be limited to:

1. The requirements of Title 5 EEO regulations and of State and Federal nondiscrimination laws;
2. The educational benefits of workforce diversity;
3. The elimination of bias in hiring decisions; and
4. Best practices in serving on a selection or screening committee.

Individuals who have not received this training will not be allowed to serve on screening/selection committees. The Vice President of Human Resources, or designee, shall provide the required training.

District hiring procedures require that this training be updated every year after the individual's initial training. A system is in place to track and monitor individuals who have been trained.

Plan Component 9: Annual Written Notice to Community Organizations

[Title 5, § 53003(c)(5)]

The Vice President of Human Resources will provide annual written notice to community-based and professional organizations through mailings and/or electronic communications. The notice will inform these organizations of the District's commitment to equal employment opportunity and diversity, that they may obtain a copy of the District's EEO Plan including easy access to the Plan through the District's webpage, and shall solicit their assistance in identifying diverse qualified candidates for possible District employment.

A sample list of organizations that will receive this notice is attached to this Plan as Appendix F. This list shall be reviewed annually and revised as necessary.

Plan Component 10: Analysis of Applicant Pool and District Workforce ²
[Title 5, § 53003(c)(6)]

A. Analysis of Applicant Pool

The Human Resources Department shall recruit broadly for vacant District positions in accordance with State regulatory requirements using measures that can reasonably be expected to attract a broad representation of candidates for potential District employment. (A list of Recruitment and Advertising Sources is attached to this plan as Appendix B.)

Applicants for employment will be provided with the opportunity to identify, on a voluntary basis, their gender, ethnic group identification, and if applicable, their disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for data reporting purposes. This information will be kept confidential and will be separated from employment applications that are forwarded to the screening/selection committees and hiring administrator(s).

Applicant data that are collected shall be reviewed in an effort to assess whether recruitment efforts are resulting in diverse applicant pools. The District will assess whether its applicant pools indicate significant underrepresentation in protected categories based on adverse impact analysis. Additionally, data will be analyzed over time and multiple job searches in an effort to assess whether movement from initial applicant pools to further consideration for employment appears to be disproportionate in terms of gender, ethnic group, or disability.

B. Analysis of Workforce Composition

The Human Resources Department will annually update the District's workforce composition data in the EEO Plan to support the evaluation of the District's progress in meeting the goals of the Plan and to provide data needed for the reports on monitored groups required by this EEO Plan:

Workforce composition data will include: Gender, Ethnicity (including American Indians or Alaska Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, and Caucasians), and persons with disabilities.

Employees will be afforded the opportunity to voluntarily identify their gender, any disability, and ethnic group identification. Employees may designate all ethnicities with which they identify.

² The State Chancellor is responsible for providing districts with "availability data" that project the number of persons who are qualified and available for employment based on gender, ethnic group, and disability status. Such data would allow the District to assess its recruitment efforts and its employee demographics in comparison with the availability data. Unfortunately, the State Chancellor has advised districts that it has been unable to provide any availability data. This lack of availability data restricts the District's ability to analyze its equal employment opportunity efforts.

The District will annually report to the Chancellor's Office the results of its workforce composition. Current staff shall be identified as belonging to one of the following identified job categories:

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

Appendix C identifies the District's current workforce composition by gender, ethnicity, and disability based on the job categories listed above.

The District recognizes that its ability to gather accurate data regarding applicants and employees depends on the willingness of applicants and employees to voluntarily provide accurate data to the District. Although the District cannot verify the accuracy of data it receives through the voluntary disclosures of applicants and employees, the District strives to ensure that all of its employment processes are free from improper bias and consistent with equal employment principles.

Plan Component 11: *Supporting Effective Hiring Processes*

[Title 5, § 53024.1 and 53001(c) and (e)]

The District is committed to encouraging the participation of a wide diversity of applicants for its vacant positions and actively recruits both internally and externally to attract applicants. The District designs its screening and interviewing processes to ensure that meaningful consideration is given to the extent that applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

The District shall appoint a monitor for each screening and selection process, in accordance with District policy, to ensure that selection considerations are based only on job-related criteria and to prevent a disproportionate negative impact on monitored groups (see Appendix A for the definition of monitored groups). It is strongly recommended that implementation of this Plan include a comprehensive review of District hiring policies, to encourage revision of those policies as necessary to ensure consistent compliance with Equal Employment Opportunity laws and ideals. Should screening and/or interviewing processes indicate circumstances that are inconsistent with the requirements of applicable nondiscrimination and equal employment opportunity laws, the Vice President of Human Resources is charged with recommending, in collaboration with relevant constituent groups, corrective action.

Additionally, the District's Board of Trustees will receive training on elimination of bias in hiring and employment every two years. Every member of the Board of Trustees will receive such training within six months of their officially assuming their duties as a Trustee.

Plan Component 12: *Indicators of Institutional Commitment to Diversity*

[Title 5, § 53003(c)(9)]

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

The following are examples of the District's indicators of Institutional Commitment to Diversity. For specific illustrations, see Appendix G – Diversity in Action at SRJC. The Equal Employment Opportunity Advisory Committee will review and amend this Appendix as needed.

(a) The District conducts exit interviews with employees who leave the District in order to identify whether there may be patterns of Adverse Impact as defined in Appendix A.

(b) The District provides training on elimination of bias in hiring and employment.

(c) The District provides cultural awareness training to members of the college community.

(d) The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

(e) The District has developed and/or maintains updated job descriptions and/or job announcements for all its positions.

(f) The District thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under Title 5 (commencing with section 59300), and takes appropriate corrective action in all instances where a violation is found.

(g) The District complies with the requirements of Government Code section 12950.1 (Stats. 2004, Chapter 933 [AB1825]), and includes all forms of harassment and discrimination in the training.

(h) The District's publications and webpages express the District's diversity and commitment to equal employment opportunity.

(i) The District's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

(j) The District's hiring procedures require applicants for all positions to demonstrate sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

(k) District employees may serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

(l) The District supports faculty members in their efforts to maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

(m) The District addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

(n) The District attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it where appropriate.

(o) The District conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, and retention.

The District's commitment to diversity includes sponsoring cultural events and speakers on issues dealing with diversity, supporting faculty members in their efforts to infuse diversity into the classroom and curriculum, promoting cultural proficiency, integrating diversity issues into the evaluation of management, providing learning opportunities and personal growth in the area of diversity, and making the physical environment responsive to the diverse employee and student populations.

The District will encourage community college students to become qualified as, and seek employment as, community college employees.

Plan Component 13: Additional Steps to Remedy Underrepresentation

[Title 5, § 53003(c)(8) and 53006]

In the absence of availability data from the State Chancellor's Office, the District will utilize its periodic, longitudinal analyses to assess whether members of monitored groups are disproportionately underrepresented in employment processes.

Where this analysis identifies that significant underrepresentation of a monitored group may be the result of non – job related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

- (2) Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
- (3) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time (defined in Title V, section 53006(c) as three years); and
- (4) The selection committee chair(s) and committee members, in collaboration with Human Resources, will review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a) Any requirements of federal law; and
 - b) Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
- (5) Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;
- (6) Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
- (7) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need. Examples of such measures are in Appendix D. The Equal Employment Opportunity Advisory Committee will review and, if needed, amend this appendix on an annual basis.

Plan Component 14: *Persons with Disabilities: Accommodations*
[Title 5, § 53025]

Reasonable Accommodations. Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of applicable State and Federal laws protecting persons with disabilities. Such accommodations may include, but are not limited to, accommodations to assist applicants with disabilities to participate in hiring and employment processes, workstation modifications, job restructuring, variable scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, note takers and other necessary accommodations to assist employees with performing the essential functions of their job.

The Vice President of Human Resources or designee is responsible for handling requests for reasonable accommodations from current employees pursuant to District Board Policy and Procedure 4.20 and 4.20P. The Human Resources Department is responsible for handling requests from applicants seeking such accommodations during the employment process.

APPENDIX A

§ 53001. Definitions

- (a) "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- (b) "Diversity" is a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- (c) "Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- (d) "Equal Employment Opportunity Plan" is a written document in which a District's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- (e) "Equal Employment Opportunity Programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006 of Title 5.

- (f) “Ethnic Group Identification” means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the State Chancellor’s Office consistent with State and Federal law.
- (g) “In-house or Promotional Only Hiring” means that only existing District employees are allowed to apply for a position.
- (h) “Monitored Group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a) of Title 5.
- (i) “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; 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 the major life activity difficult.

- (j) “Reasonable Accommodation” means the efforts made on the part of the District in compliance with Government Code section 12926 to allow persons with disabilities to perform the essential functions of their jobs.
- (k) “Screening or Selection Procedure” 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 but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- (l) “Significantly Underrepresented Group” means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

APPENDIX B



RECRUITMENT ADVERTISING SOURCES Spring 2017

- ACCCA (Management recruitments only):
Online advertisements
- AsiansinHigherEd.com
- BAJobs.com
- BlacksInHigherEd.com
- California Community Colleges Faculty and Staff Diversity Registry:
Online advertisements and attendance/recruiting at annual job fair(s)
- Chronicle of Higher Education (Management & Full-time Faculty recruitments only):
Online and print advertisements (print edition and 30 days online)
- EdJoin.org
- HigherEdjobs.com
- Higher Education Recruitment Consortium (HERC):
Online advertisements; includes postings with Indeed and SimplyHired jobsites
- HispanicsinHigherEd.com
- LGBTinHigherED.com:
Online advertisements
- List serve distributions:
Job announcements distributed statewide to all human resources and equal employment opportunity officers, Latino Service Providers and University of California Diversity list as well as other targeted sources
- SRJC Human Resources website
- The Press Democrat:
Online and print advertisements (weekly/every Sunday)
- VeteransinHigherEd.com:
Online advertisements
- Sonoma County Gazette
- La Voz Bilingual Newspaper

APPENDIX C

WORKFORCE COMPARISON DATA - FALL 2012

	Total	Gender		American Indian/Alaskan Native	Black/African American	Asian/Pacific Islander	Hispanic/Latino		White		Multiple Ethnicities	Unknown/Not Disclosed
		Male	Female									
Executive/Administrative/Managers	82	40	42	0	4	10	6	7%	60	73%	0	2
Faculty and other instructional	1,160	475	685	13	11	47	56	5%	1,013	87%	1	19
Professional Non-faculty	35	13	22	0	1	1	2	6%	29	83%	0	2
Secretarial/Clerical	128	7	121	1	3	4	14	11%	101	79%	0	5
Technical and Paraprofessional	186	67	119	1	7	5	18	10%	151	81%	2	1
Skilled Crafts	21	20	1	0	1	0	5	24%	15	71%	0	0
Service and Maintenance	72	56	16	3	21	4	13	18%	26	36%	1	4
TOTAL	1,684	678	1,006	18	48	71	114		1,395		4	34

WORKFORCE COMPARISON DATA - FALL 2016

	Total	Gender		American Indian/Alaskan Native	Black/African American	Asian/Pacific Islander	Hispanic/Latino		White		Multiple Ethnicities	Unknown/Not Disclosed
		Male	Female									
Executive/Administrative/Managers	87	39	48	0	4	9	14	16%	55	63%	1	4
Faculty and other instructional	1,182	504	678	15	13	56	76	7%	983	83%	13	26
Professional Non-faculty	43	15	28	1	1	2	3	7%	34	79%	0	2
Secretarial/Clerical	145	8	137	0	4	2	20	14%	107	74%	5	7
Technical/Paraprofessional	196	76	120	1	6	11	38	19%	126	64%	6	8
Skilled Crafts	17	16	1	0	1	0	4	24%	12	70%	0	0
Service/Maintenance	65	53	12	2	23	3	14	22%	19	29%	0	4
TOTAL	1,735	711	1,024	19	52	83	169		1,336		25	51

Source: Chancellor's Office Data Mart, February 10, 2017

APPENDIX D

Plan Component 13: *Additional Steps to Remedy Underrepresentation*

- (a) Conducting surveys of campus climate on a regular basis, and implementing concrete measures that utilize the information drawn from the surveys.
- (b) Institutionalizing a District-wide inclusiveness training program for District employees.
- (c) Continuing to conduct exit interviews with employees who leave the District, and maintaining a data base of exit interviews, analyzing the data for patterns impacting particular monitored groups, and implementing concrete measures that utilize this information.
- (d) Continuing to strengthen training for persons who participate in the District's recruitment and selection process with regard to eliminating bias and embracing diversity, including providing training in awareness of implicit bias in hiring decisions.
- (e) Assessing the effectiveness of all hiring processes, and identifying recommendations to strengthen the College's ability to attract and recruit diverse candidates for employment.
- (f) Contacting student, professional, community and other organizations that represent the diverse community that the District serves. These organizations can serve as resources for referring potential candidates for employment.
- (g) Recognizing and valuing District employees who have promoted diversity and equal employment opportunity principles by awarding diversity recognition awards or other incentives.
- (h) Hosting events with guest speakers to educate District employees on issues of inclusiveness, civility, unconscious bias and other related topics.

APPENDIX E



Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401

Notice to Community Organizations

Santa Rosa Junior College is a multicultural community of people from diverse racial, ethnic, linguistic and class backgrounds, national origins, religions, political beliefs, physical and mental abilities, and sexual orientations. To properly reflect our growing populations, we strive to achieve a workforce that is welcoming to men, women, persons with disabilities, veterans, and individuals from all ethnic backgrounds in order to ensure that the District provides an inclusive educational and employment environment. To that end, we have adopted an Equal Employment Opportunity Recruitment and Hiring Plan, which illustrates our commitment to providing equal employment opportunities and underscores our dedication to providing a learning experience that will better prepare our students to work and live in an increasingly global society.

We are now seeking your help to identify qualified candidates who can assist us in creating an environment that welcomes all, fosters diversity, and promotes excellence. We ask that you refer potential applicants to the Human Resources web page on the District website, where they can learn about the District and review our current job vacancies. We also hope that you will contact us with suggestions you may have regarding how we can better reach out to diverse populations.

We look forward to networking with you in the future. If you have any questions or suggestions, please feel free to contact me at (707) 527-4302.

Respectfully,

A handwritten signature in cursive script that reads "Karen Furukawa".

Karen Furukawa
Vice President of Human Resources

APPENDIX F

List of Diversity Organizations and Publications

Asians In Higher Ed

Asian Pacific Americans in Higher Education (APAHE)

Blacks In Higher Ed

Catholic Charities

Comité VIDA <http://vidaslegal.org/about/>

DDAC

Disabled In Higher Ed

Face to Face

Hispanics In Higher Ed

INSIGHT Into Diversity

La Voz Bilingual Newspaper

LGBT In Higher Ed

Men Evolving Non-Violently

NAMI Sonoma County

Native Americans in Higher Ed

North Bay Black Chamber of Commerce

North Bay Jobs with Justice <http://www.northbayjobswithjustice.org/index.php>

North Bay Organizing Project <http://northbayop.org/>

Positive Images

Redwood Gospel Mission

Social Advocates for Youth (SAY)

Women and Higher Ed

Veterans In Higher Ed

Voices

YMCA/YWCA

APPENDIX G

Diversity in Action at SRJC

The following are examples of the District's indicators of Institutional Commitment to Diversity.

- The 2017 English Department's Work of Literary Merit this year is Ta-Nehisi Coates' *Between the World and Me*. Lecture series panel discussions, numerous English classes reading the book.
- The English Department offers courses such as English 36 – Lesbian, Gay, Bisexual, Transgender Arts and Literature.
- Embracing a Culture of Inclusion: Develops and provides training to district employees as well as developing video and materials promoting an inclusive workforce.
- SRJC's Fall 2017 PDA day theme: "Embracing a Culture of Inclusion"
- EEO members participate in diversity trainings, locally, statewide and nationally.
- Teaching Fellows Program, to develop and inspire the future generation of community college faculty. (<https://teaching-fellows.santarosa.edu/>)
- The Manager, HR/Employment Equity serves on the Chancellor's Task Force on EEO/Diversity so this position is able to bring knowledge/resources to help the development and implementation of the EEO plan.
- Learning Communities:
 - APASS (Asian and Pacific Islander)
 - Puente
 - Connections
 - Umoja
 - Link to student clubs