

SONOMA COUNTY JUNIOR COLLEGE DISTRICT EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN

July 1, 2026 - June 30, 2029

Preface to the Equal Employment Opportunity (EEO) Plan

Every California community college district must have an Equal Employment Opportunity (EEO) Plan that is approved by its Board of Trustees. The EEO Plan is a written document in which a district's work force is analyzed and programs and strategies are set forth to promote equal employment opportunity. Legal requirements related to EEO Plans are set forth in Title 5 of the California Code of Regulations, Section 53000, *et. seq.*

The EEO Plan of the Sonoma County Junior College District (District) for 2026-2029 was developed by members of the Equal Employment Opportunity Advisory Committee (EEOAC). This is an active committee that includes faculty, staff, managers, and student representatives. The District's EEO Plan outlines various methods by which equal employment opportunity is promoted 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 and inclusion. The Plan intends to follow the District's Board-approved 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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SUMMARY AND PURPOSE OF PLAN COMPONENTS

The descriptions for the EEO Plan components below are provided for clarification regarding the purpose of each component.

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



I am pleased to share the Sonoma County Junior College District Equal Employment Opportunity Plan.

The Sonoma County Junior College District is dedicated to the success of students and to the development of the diverse communities we serve. One of the most significant ways to positively impact student learning is to ensure students have the opportunity to learn in an environment that reflects the global world in which we live, learn, and lead. The District seeks to move beyond equal opportunity and work toward equitable outcomes for all. This plan describes how we will accomplish and advance this important work.

The Equal Employment Opportunity Plan outlines procedures for the hiring of academic, classified professionals, and administrators; requirements for complaint processes related to Title 5 provisions and unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunities and an environment that is welcoming to all; and procedures for dissemination of the plan.

To properly serve a growing diverse population, the District seeks to recruit, hire, promote, and retain faculty, classified professionals, and administrators who are knowledgeable about and responsive to the needs of the continually changing student body we serve. Through an inclusive educational environment, we create life-changing opportunities for students, their families, and the broader community.

The Sonoma County Junior College District respects and accepts the responsibility of being a model employer in our local region. This Equal Opportunity Plan reflects our ongoing commitment to equity and inclusion among employees and students and recognizes the value of the diverse backgrounds that strengthen our campus community.

In Community,

A handwritten signature in dark ink, appearing to read "Mareia Garcia". The signature is stylized with a large, looped initial "M" and a cursive "Garcia".

Dr. Angélica García
Superintendent/President

Plan Component 2: Definitions

Diversity, Equity and Inclusion Glossary of Terms

The purpose of the Diversity, Equity, and Inclusion (DEI) Glossary of Terms is to serve as a reference for DEI terms that are critical for our shared understanding of the need to address systemic racism at Santa Rosa Junior College. This glossary is a living document based on Title 5, section 53001 and it will be updated on an annual basis to reflect the evolution of our understanding of DEI.

1. **"Adverse impact"** means a disproportionate negative impact to 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").
2. **"Diversity"** means a condition of broad inclusion in an employment environment that offers equal employment opportunity 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, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.
3. **"Equal employment opportunity"** ("EEO") means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:
 - I. 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;
 - II. updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and
 - III. creating an environment which 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.
4. An **"equal employment opportunity plan"** ("EEO plan") is a written document that

describes a district's EEO program. A district's EEO plan shall include:

- I. analysis of the district's work force; and
 - II. descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
5. An **"equal employment opportunity program"** refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
 6. **"In-house or promotional only"** hiring means that only existing district employees are eligible for a position.
 7. **"Job categories"** includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
 8. **"Monitored group"** means the groups for which districts must provide demographic data pursuant to section 53004.
 9. **"Person with a disability"** means any person who:
 - I. 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;
 - II. has a record of such an impairment; or
 - III. 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.

10. **"Reasonable accommodation"** means the efforts made by the district in compliance with Government Code section 12926.
11. **"Screening or selection procedure"** means any measure, combination of measures, or procedure 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, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
12. **"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.

Plan Component 3: Policy Statement

Reference: Education Code § 87100 et seq Title 5, § 59300 et seq

Diversity, Equity, Inclusion and Anti-Racism are some of the District's core values.

The Mission of the Sonoma County Junior College District is:

Santa Rosa Junior College transforms the lives of our culturally rich student body, employees, and community by cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness. We offer exceptional teaching and learning in support of associate degree, certificate, transfer preparation, workforce preparation and community education programs, integrated with comprehensive student support services.

The Vision of the Sonoma County Junior College District is:

Santa Rosa Junior College commits to setting the standard in cultivating an accessible, open, barrier-free, sustainable environment for students, employees, and the community. The college envisions equitable, impactful, transformative, enriching, and holistic learning opportunities that inspire our students to thrive.

In accordance with Board Policy, BP 3410 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 he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is also committed to ensuring that our faculty and staff feel welcomed, celebrated and appreciated. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

References: CCR, Title 5, §§ 53003(c)(3) and 53020

The District's goal is that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of the EEO Plan are set forth below.

Board of Trustees

The Board is ultimately responsible for the implementation of the District's EEO Plan at all levels of District operation, and for ensuring that District staff responsible for implementation and oversight of the Plan are making measurable progress towards equal employment opportunity through the strategies described in the EEO Plan.

Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall: a) Be developed in collaboration with the District's Equal Employment Advisory Committee; b) Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; c) Cover a period of 3 years, after which a new or revised plan shall be adopted; and d) Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

The Board will receive training on the role of the Equal Employment Opportunity Advisory Committee in drafting and implementing a district EEO plan, nondiscrimination laws, the identification and elimination of bias in hiring and promotion, how to ensure diversity, equity, inclusion, anti-racism, accessibility, and justice in District practices and leadership accountability, and the educational benefits of workforce diversity.

Superintendent/President

The Board delegates to the Superintendent/President the responsibility for ongoing implementation of the EEO Plan and for providing leadership in supporting the District's equal employment opportunity policy and procedures, delegating such authority as appropriate. The Superintendent/President will advise the Board concerning statewide equal employment opportunity policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on the EEO Plan implementation.

Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources as its EEO Officer who is responsible for the overall development and day-to-day enforcement of the EEO Plan. The EEO Officer is responsible for preparing the plan, developing specific pre-hiring, hiring, post hiring EEO strategies, and timeline, administering, implementing and monitoring the EEO Plan and ensuring compliance with the requirements of Title 5, sections 53000 *et. seq.* The EEO Officer is also responsible for ensuring that applicant pools and selection procedures

are properly monitored as required by Title 5, sections 53023 and 53024; preparing annual reports; and receiving complaints described in Component 6 of the EEO Plan and ensuring that such complaints are promptly and impartially investigated. The EEO Officer shall ensure prompt and effective implementation of the requirements of the EEO Plan, work to achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.

Equal Employment Opportunity Advisory Committee (EEOAC)

The District has established an EEOAC to serve as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC will assist in the development and implementation of the EEO Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, provide strategies to meet the Plan requirements, and provide suggestions for EEO Plan revisions, as appropriate. The EEOAC shall operate in accordance with Plan Component 5.

Plan Component 5: Equal Employment Opportunity Advisory Committee

Reference: CCR, Title 5, § 53005.

The District has established an EEOAC to assist the District in the developing, revising, and implementing District EEO Programs and the EEO Plan. The EEOAC may suggest and support events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. When appropriate, the EEOAC will make recommendations to the EEO Officer to update the EEO Plan in accordance with applicable policies, procedures, and legislation.

The EEOAC includes a diverse membership, and is tri-chaired by faculty, classified staff, and management team representatives. Committee members are appointed every year by the designated constituent groups. Committee structure includes the following constituent group representation:

- 4 Administrators (1 appointed by position, 1 Academic Affairs)
- 4 Classified (1 appointed by Classified Senate; 3 appointed by SEIU)
- 4 Faculty (2 appointed by Academic Senate; 2 appointed by AFA)
- 1 appointee from each recognized Employee Affinity Group - List of affinity groups appointees in Appendix F
- 3 Students (appointed by SGA)

Membership Total: 15 + employee affinity group representatives

EEOAC receives training on the role of the advisory committee in drafting and implementing a district EEO plan, nondiscrimination laws, the identification and elimination of bias in hiring and promotion, how to ensure diversity, equity, inclusion, anti-racism, accessibility, and justice in District practices and leadership accountability, and the educational benefits of workforce diversity.

The EEOAC will meet a minimum of one time per month. The EEOAC will review the EEO Plan at least once annually, and any revised EEO Plan will be submitted to the Board and the Office of the Chancellor of the California Community Colleges ("Chancellor's Office").

Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026

References: CCR, Title 5, §§ 53003(c)(4), 53026 and 59300 et. seq.

Any person may file a complaint alleging the District violated the Title 5's equal employment opportunity regulations (California Code of Regulations, Title 5, Section 53000 *et. seq.*). Any person who wishes to file such a complaint should use the District's procedures for employment-related complaints, found in BP 3410 Nondiscrimination and AP 3435 Discrimination and Harassment Complaints and Investigations.

The District may request, but shall not require, a 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 Finance and Administrative Services website.

A complainant may submit a verbal complaint to the Vice President of Human Resources. A complainant should contact the Vice President of Human Resources, by phone at (707) 527-4954 or in person at the District's Human Resources Department, 1501 Mendocino Avenue, Santa Rosa, CA 95401-4395. The Vice President of Human Resources, or their designee, will record the verbal complaint in writing. The Vice President of Human Resources will take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the Vice President of Human Resources, unless the person submitting the complaint alleges a violation against the Vice President of Human Resources, in which case the complaint should be submitted directly to the District's Superintendent/President.

The District's discrimination and harassment complaint form and procedures can be accessed at the following links:

- [Board Procedure 2.7P: Unlawful Discrimination and Sexual Harassment Complaint Procedures](#)
- [Unlawful Discrimination Complaint Form](#)

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of discrimination and harassment, depending on the nature of an EEO complaint, the procedures and timeline for processing such complaints may differ slightly. A complainant may not appeal the District's determination of an EEO complaint to the California Community College State Chancellor's Office.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one hundred and eighty (180) days after such occurrence, unless the complainant can verify a compelling reason for the District to waive the one hundred and eighty (180) day limitation.

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

Plan Component 7: Notification to District Employees

Reference: CCR, Title 5, § 53003(c)(5)

The District's highlights its commitment to equal employment opportunity through the broad dissemination of this EEO Plan, which is available to all District employees on the District's website.

The Vice President of Human Resources will also provide annual written notice to all District employees of the provisions of the EEO Plan and the District's EEO Policy Statement (located in Component 3 of this EEO Plan), including a link to where the EEO Plan can be found on the District's website. The annual notice will emphasize the importance of employee participation and responsibility in ensuring implementation of the EEO Plan.

In addition, a description of the EEO Plan provisions and the EEO Policy Statement will be included in the mandatory screening and interviewing orientation for screening and selection committees, prevention of sexual harassment trainings, and in the orientation, materials provided to newly hired District employees.

To further support consistent understanding of the District's commitment and responsibilities as an EEO Employer and to facilitate engagement with the EEO Plan, additional dissemination strategies will include:

- Inclusion of the EEO Plan in Employee Information Sessions
- Placing QR codes to the EEO in high-traffic areas such as the District Human Resources Office and the Employee Lounge for faculty and staff.
- When applicable, the plan may be included in district-wide email campaigns and newsletters, as well as targeted communication through internal listservs by employee groups (faculty, classified, and managers).

Plan Component 8: Training for Screening/Selection Committees

References: CCR, Title 5, § 53003(c)(6) and 53020(c)

Any individual or organization who participates in District recruitment and screening of personnel, whether as a District employee or official or as a third party, is subject to all of the Title 5 regulations on equal employment opportunity (Section 53000, *et. seq.*) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive training prior to their initial participation on a screening or selection committee.

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

1. The requirements of Title 5 regulations on equal employment opportunity (section 53000, *et. seq.*) and the requirements 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 and 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 all individuals serving on a screening and selection committee with the mandatory 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.

Screening and selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Selection Committees that do not demonstrate a diverse membership will be encouraged to reach out to the Employee Affinity Groups and other departments to appoint a member to the committee. Student representation and participation is highly recommended. The District is currently exploring how best to include students in screening and selection committees. The District is also encouraging diverse monitors from affinity groups to participate on Screening and Selection committees as EEO Monitors.

Plan Component 9: Annual Written Notice to Community Organizations

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

The Vice President of Human Resources will provide annual written notice of the District's EEO Plan to appropriate community-based and professional organizations through mailings and/or electronic communications. The notice will include the following:

1. A statement of the District's commitment to equal employment opportunity and diversity;
2. Where the organizations may obtain a copy of the District's EEO Plan, including a link to the District's website;
3. A link to the website where the District advertises its job openings; and
4. A request for their assistance in identifying a qualified, diverse pool of applicants.

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

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

References: CCR, Title 5, § 53003(c)(8), 533004, and 53006

The District will gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored groups 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 this data review as part of its EEO Plan renewal and may conduct additional periodic data reviews more frequently based on the District's size, demographics, and other unique factors.

EEO DATA COLLECTION

The District allows applicants and employees to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability status in a manner prescribed by the Chancellor and consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitoring, evaluating the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

1. **Gender Identification**

The District requests that employees and applicants self-identify as female, male, or non-binary.

2. **Ethnicity Identification**

The District requests that employees and applicants self-identify into the following ethnicity categories:

- a. *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- b. *White (Not Hispanic or Latino)*: A person having origins in any of the original people of Europe, the Middle East, or North Africa.
- c. *Black or African American (Not Hispanic or Latino)*: A person having origins in any of the black racial groups of Africa.

- d. *Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)*: A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
 - e. *Asian (Not Hispanic or Latino)*: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
 - f. *American Indian or Alaska Native (Not Hispanic or Latino)*: A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
 - g. *Two or More Ethnicities*: All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). The current Applicant Tracking System allows applicants to select multiple ethnicities but displays only the first selection in reports. The District will be exploring how to report multiple applicant ethnicities.
3. Disability Identification
- The District is exploring a process to request that new employees during onboarding self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:
- a. *“Disabled person”*: Any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.
 - b. *“Major life activities”*: Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION CHALLENGES

There may be significant numbers of employees or applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall make an effort to capture this information accurately, and it encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO Data and will not require employees or applicants to respond.

LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT

The District conducts a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District’s pre-hiring and

hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

The District conducted a longitudinal analysis of its faculty hiring in 2019 by race and gender and the results showed no adverse impact for all groups. The analysis included calculating the selection rate for each group, which is the number of individuals hired divided by the number of applicants in each group. The groups included were White, Black, Hispanic, and Asian, as required by Title 5. There were no Native American applicants identified during the review period. Overall, Hispanic applicants were selected at a slightly higher rate than other groups. However, the differences were not significant as defined by the law. Hispanic applicants made up less than 12% of the total applicant pool while White applicants made up more than 66%. The data suggested we can reasonably assume there are no systemic barriers to employment based on race.

Since the results of this 2019 longitudinal analysis, the District has significantly increased its diverse recruitment advertising sources to broaden recruitment efforts to attract qualified applicants from all race groups. (A list of current and potential Recruitment Advertising Sources is included in this plan as Appendix C.)

Human Resources also developed a Best Practices for Equitable Hiring document as a guide to assist selection committees with the recruitment process. The Faculty Equivalency Committee has worked on demystifying the faculty equivalency application process and allowing for discussion with discipline experts before denying equivalency applications to allow for additional information and clarifications that could lead to approving such applications. Additionally, selection committees are adhering to the recommendation to not screen small applicant pools to avoid screening out potential candidates, and rather to interview all candidates who are qualified. These efforts have increased the diversity of the applicant pools for all classifications.

DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT

If the EEO Officer determines that any selection technique or procedure has adversely impacted any monitored group, the EEO Officer will advise the Superintendent/President, and the Superintendent/President may reopen the position or pool.

If the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring

process or employment stage creating an adverse impact.

3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.
4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
5. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.
6. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

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

Reference: CCR, Title 5, §§53003(c)(9), and 53006

In conjunction with EEO data gathered pursuant to Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

The District's intent going forward is to directly address any disparate impact using the 80% rule as a measure to identify underrepresentation within the monitored groups.

Additionally, the District recognizes the need for effective strategies and practices that foster EEO and diversity to be sustained, data driven, comprehensive, and implemented at all levels of the institution. In order to carry out a broad-based, comprehensive approach, District will develop systems and processes to facilitate these four key approaches in promoting EEO and diversity hiring.

The four key areas are:

1. Evaluating availability, workforce utilization, applicant pools, qualified applicant pools, hiring outcomes, and hiring process outcomes by ethnicity and gender identity to determine whether and where opportunities to positively impact workforce diversity exist.

The District is working on examining data longitudinally, disaggregating by ethnicity, etc. to identify gaps and make efforts to rectify any adverse impact.

2. Analyzing the District's workforce composition, applicant pools, qualified applicant pools, and hiring process phases to identify underutilization and barriers to greater workforce diversity in terms of ethnicity and gender identity.
3. Underrepresentation will be measured by comparing the percentage of individuals from a monitored group with the District's projected representation for the same group. Projected representation will be determined by creating a composite availability statistic for ethnicity and gender identity combining the District's student population, local community, state of California, and United States demographics as follows:

- Student population:60% weight
 - Local community population:25% weight
 - State of California population:10% weight
 - United States population:5% weight
- 100% total

4. Evaluating the retention process, including on-boarding and the efforts of professional learning/development. These should be evaluated every three to five years.

For the 2026-2029, the District will institute the four categories below promoting EEO and diversity identified.

- A. Data Collection & Analysis
- B. Building an Inclusive Workplace Environment
- C. Building Qualified & Diverse Applicant Pools
- D. Identification & Attenuation of Bias & its Impact in the Selection Process

Building and Institutionalizing a Data Culture at SRJC: The HR Office will work closely with the Institutional Effectiveness and Research Office and outside consultants to improve effectiveness and efficiency of current Human Resources business processes for applicant tracking system configuration; disposition coding and documentation; data entry, dashboard reports for just in reporting, and accurate EEO data for longitudinal analyses required by Title 5 and to facilitate data informed decisions.

Plan Component 12: Methods for Addressing Underrepresentation

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

Title 5, Section 53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Section 53003(c)(9) and EEO Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of underrepresentation.

The District will review the information gathered pursuant to EEO Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnicity, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the EEO Plan, the District modify the EEO Plan itself to ensure equity, inclusion, and equal employment opportunity.

In order to address any instances of underrepresentation, as defined above, the District will take the following steps:

- (a) Conduct surveys of campus climate on a regular basis, including the National Assessment of Collegiate Campus Climates (NACCC).
- (b) Provide District-wide inclusiveness training and DEIA-focused leadership program for District employees.
- (c) Upon request from existing employees, conduct exit interviews with employees who leave the District and maintain a data base of exit interviews, so that the District can analyze the data for patterns impacting particular monitored groups.

- (d) Provide additional training regarding to eliminating bias and embracing diversity.
- (e) Assess the effectiveness of all hiring processes, and identify recommendations to strengthen the College's ability to attract, recruit, and retain diverse candidates for employment.
- (f) Recognize District employees who have promoted diversity and equal employment opportunity principles by awarding diversity recognition awards or other incentives.
- (g) Host events with guest speakers to educate District employees on issues of inclusiveness, civility, unconscious bias and other related topics.
- (h) Require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to:
 - i. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs (e.g., California Community Colleges Career Connect Job Fair, North Bay Job Fair and building relationships with graduate programs and other institutions.
 - ii. Additional locations or resources to advertise positions (e.g., on the District employment website, the California Community Colleges Career Connect, and to a list of appropriate external "bulletin board" websites);
 - iii. Review the use of any locally established minimum qualification and/or "desired" or "preferred" qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.
 - iv. Consider, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, discontinuing the use of any locally established minimum qualification and/or "desired" or "preferred" qualification that is found to not satisfy the requirements set forth above.
 - v. Consider changes to the job postings and screening criteria, including interview questions and how reference checks are conducted.

Plan Component 13: Process for Developing and Implementing Strategies that Promote Diversity

The District recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued effort. It further recognizes that it is responsible for developing and implementing EEO strategies. The EEO strategies that the District will implement throughout the life of the EEO Plan are identified in Appendix E.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. The District will continue to assess its culture and implement initiatives that support a welcoming environment.

APPENDIX A

Notice to Community-Based and Professional Organizations



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

Dear Community Members,

Santa Rosa Junior College is proud to serve a culturally rich and diverse community. Our students, employees, and community partners represent a broad range of racial and ethnic backgrounds, languages, national origins, abilities, genders, identities, beliefs, and lived experiences. We are committed to fostering a welcoming, inclusive, and equitable educational and employment environment for all.

As a public institution, we recognize our responsibility not only to comply with California Code of Regulations, Title 5, Section 53000 et seq., but also to act as responsible stewards of public trust. Stewardship means ensuring that our hiring practices are fair, transparent, data-informed, and aligned with our mission to serve the entire community with integrity and excellence. Our Board-adopted Equal Employment Opportunity (EEO) Plan reflects this commitment by outlining strategies to eliminate non-job-related barriers, monitor workforce data, address potential adverse impact, and cultivate a workplace culture grounded in respect, accountability, and continuous improvement.

We also recognize that our institution, like many across the state and nation, is navigating a period of significant social and economic change. We are working to improve — thoughtfully responding to the challenges facing our community and our country with integrity, compassion, and collaboration. This work requires us to listen carefully, examine our systems honestly, and strengthen the practices that ensure fairness and opportunity for all qualified individuals.

Santa Rosa Junior College is strong — and we are unquestionably stronger together. By working in partnership with our employees, students, labor representatives, community organizations, and stakeholders, we will continue building an institution that reflects resilience, unity, and excellence in service to our community.

We are seeking your partnership in identifying and encouraging qualified candidates from all backgrounds to apply for employment opportunities at Santa Rosa Junior College. By broadening our applicant pools and strengthening community partnerships, we honor our shared responsibility to build a workforce that reflects and supports the communities we serve.

We invite you to:

- Share current job announcements within your networks
- Encourage qualified individuals to visit the District's Human Resources website to review available positions
- Provide recommendations regarding additional outreach strategies that may help us expand equitable access to employment opportunities

Your collaboration supports our stewardship of public resources and our collective commitment to educational excellence.

If you have questions, recommendations, or would like to explore partnership opportunities, please contact the Human Resources Office at (707) 527-6901.

We appreciate your continued partnership and look forward to working together in service of our community.

Respectfully,

A handwritten signature in blue ink, appearing to read "Alana Dunphy".

Vice President, Human Resources
1501 Mendocino Ave | Santa Rosa, CA | 95401
707.521.6901 adunphy@santarosa.edu
<https://hr.santarosa.edu/>

APPENDIX B

Community and Professional Organizations of Sonoma County for Annual Written Notice

- **100 Black Men of Sonoma, Inc.**
 - Email: info@100bmosc.org
 - Mailing Address: PO Box 1756, Rohnert Park, CA 94927
- **Amor Para Todos** (Love for All) – an LGBTQI+ nonprofit organization
 - Email: amorparatodosapt@gmail.com
 - Mailing Address: 4th Street, #371, Santa Rosa, CA 95404
- **Asian American, Native Hawaiian & Pacific Islander (AANHPI) Student Achievement Program—Sonoma State University**
 - Email: diversity@sonoma.edu
 - Mailing Address: Student Center: Division of Student Affairs (3rd Floor), 1801 E. Cotati Avenue, Rohnert Park, CA 94928
- **Asian American Pacific Islander Coalition of North Bay (AAPIC North Bay)**
 - Email: info@aapicnorthbay.org
 - Mailing Address: 122 Calistoga Road, #357, Santa Rosa, CA 95409
- **B’nai Israel Jewish Center**
 - Email: office@bnaiisrael.net – Erica Stuart, Office Administrator/Communications Director
 - Mailing Address: 740 Western Avenue, Petaluma, CA 94952
- **California Indian Museum and Cultural Center**, <https://cimcc.org/>
 - Email: Nicole Myers-Lim, Executive Director, Nikkimyrs@aol.com
 - Mailing Address: 5250 Aero Drive, Santa Rosa, CA 95403
- **Catholic Charities of Northwest California**
 - Email: info@ccnwc.org
 - Mailing Address: 987 Airway Court, Santa Rosa, CA 95403
- **City of Santa Rosa – Workforce Development**
 - Email: HR-Workforce-Development@sonomacounty.gov
 - Mailing Address: 2227 Capricorn Way, Suite 100, Santa Rosa, CA 95407
- **Community Foundation Sonoma County**
 - Email: invest@sonomacf.org
 - Mailing Address: 120 Stony Point Road, Suite 220, Santa Rosa, CA 95401
 - Programs:
 - **Los Cien Sonoma County**
 - **Centro Laboral de Graton** (Labor Center of Graton)
 - **Alianza de Mujeres Activas y Solidarias (ALMAS)** (Active and Supportive Women’s Alliance)

APPENDIX B

- **North Bay Organizing Project**
- **On The Move's On The Verge leadership program**
- **Hispanics in Philanthropy**
- **Congregation Ner Shalom**
 - Email: info@nershalom.org
 - Mailing Address: 85 La Plaza, Cotati, CA 94931
- **Face to Face**
 - Email: gsaperstein@f2f.org
 - Mailing Address: 873 2nd Street, Santa Rosa, CA 95404
- **Indian Education Program, Santa Rosa City Schools,**
<https://www.srscschools.org/departments/educational-services/multilingual-services/indian-education>
 - Email: Elizabeth Billy, Indian Education Community Worker, ebilly@srcs.k12.ca.us
 - Mailing Address: 110 Stony Point Road, Suite 210, Santa Rosa CA 95401
- **Islamic Center of Petaluma**
 - Email: info@islamiccenterofpetaluma.org
 - Mailing Address: 222 Bassett Street, Petaluma, CA 94952
- **Islamic Society of Sonoma County (ISSC)**
 - Email: islamicsocietysr@gmail.com
 - Mailing Address: 533 Mendocino Avenue, Santa Rosa, CA 95401
- **Jewish Community Center of Sonoma County (JCC SoCo)**
 - Email: office@jccsoco.org
 - Mailing Address: 1200 Coddington Center, #11275, Santa Rosa, CA 95401
- **Jewish Community Free Clinic**
 - Email: director@jewishfreeclinic.org
 - Mailing Address: 50 Montgomery Drive, Santa Rosa, CA 95404
- **Joseph Weingarten Chabad Jewish Center**
 - Email: altie@jewishsonoma.com
 - Mailing Address: 2461 Summerfield Road, Santa Rosa, CA 95405
- **Korean School of Sonoma County**
 - Email: sonomakoreanschool@gmail.com
 - Mailing Address: 4930 Newanga Avenue, Santa Rosa, CA 95405
- **La Luz Center** (Direct Services, Family Services, Economic Advancement, and Community Engagement for the Hispanic Community of Sonoma County)
 - Email: Sandy Sanchez, Director of Programs: sandy@laluzcenter.org; Araceli Gutierrez, Economic Advancement: araceli@laluzcenter.org
 - Mailing Address: 17560 Greger Street, Sonoma, CA 95476

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- **Latino Service Providers**
 - Email: admin@latinoserviceproviders.org
 - Mailing Address: 1000 Apollo Way, Suite 185, Santa Rosa, CA 95407
- **La Voz Bilingual Newspaper**
 - Email: info@lavoza.us.com
 - Mailing Address: PO Box 3688, Santa Rosa, CA 95402
- **Magnolia Global Academy for Leaders, dba Magnolia Project**
 - Email: info@magnolia-project.org
 - Mailing Address: 1410 Neotomas Avenue, Suite 200, Santa Rosa, CA 95405
- **Men Evolving Non-Violently (MEN)**
 - Email: info@sonomacountymen.org
 - 2345 4th Street, Santa Rosa, CA 95404
- **NAACP Santa Rosa | Sonoma County**
 - Email: naacp.srsc1074b@gmail.com
 - Mailing Address: PO Box 3964, Santa Rosa, CA 95403
- **NAMI Sonoma County (National Alliance on Mental Health)**
 - Email: info@namisoco.org
 - Mailing Address: 182 Farmers Lane, #202, Santa Rosa, CA 95405
 - Programs:
 - **NAMI Asian American/Pacific Islander (AAPI) Resources** (same email and mailing address)
 - **NAMI Hispanic & Latinx** (same email and mailing address)
- **North Bay Black Chamber of Commerce**
 - Email: info@nbbcc.org
 - Mailing Address: 555 5th Street, #300-N, Santa Rosa, CA 95401
- **North Bay Jobs with Justice**
 - Email: northbayjwj@gmail.com
 - Mailing Address: PO Box 427, Santa Rosa, CA 95402
- **Petaluma Blacks for Community Development**
 - Email: pbcd4us.com/donate
 - Mailing Address: PO Box 2045, Petaluma, CA 94953
- **Positive Images LGBTQIA+ Community Center**
 - Email: info@posimages.org
 - Mailing Address: 200 Montgomery Drive, Suite C, Santa Rosa, CA 95404
 - Programs:
 - **North Bay LGBTQI Families**
 - Email: northbaylgbtqifamilies@gmail.com
 - **TransLife Sonoma County**
 - Email: info@posimages.org

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- **Redbud Resource Group**, <https://www.redbudresourcegroup.org/>
 - Email: info@redbudresourcegroup.org
 - Mailing Address: 416 Aviation Blvd, Suite E, Santa Rosa, CA 95403
- **Redwood Empire Chinese Association (RECA)**
 - Email: Mark Heydon, Webmaster & Events at mheydon@recacenter.org
 - Mailing Address: PO Box 7854, Santa Rosa, CA 95407
- **Redwood Gospel Mission**
 - Leydiana King, Event Coordinator: lking@rgm.org
 - Mailing Address: PO Box 493, Santa Rosa, CA 95402
- **Sonoma County Black Forum**
 - Email: sonomacountyblackforum@gmail.com
 - Mailing Address: PO Box 1093, Santa Rosa, CA 95402
- **Sonoma County Family YMCA**
 - Email: Michelle Head, Chief Operations Officer at mhead@scfymca.org
 - Mailing Address: 1111 College Avenue, Santa Rosa, CA 95404
- **Sonoma County Hispanic Chamber of Commerce**
 - Email: info@sonomahispanicchamber.org
 - Mailing Address: 2455 Bennett Valley Road, Suite B314, Santa Rosa, CA 95404
- **Sonoma County Japanese American Citizens League**
 - Email: info@sonomacountyacl.org
 - Mailing Address: 515 Petaluma Avenue, Sebastopol, CA 95472
- **Sonoma County Job Link & CareerOneStop** (Affiliate of American Job Centers)
 - Email: joblink@schsd.org
 - Mailing Address: 2227 Capricorn Way, Suite 100, Santa Rosa, CA 95407
- **Sonoma County Matsuri** (Japanese arts and culture)
 - Email: info@sonomamatsuri.org
 - Mailing Address: PO Box 11652, Santa Rosa, CA 95406
- **Sonoma County Taiko** (Japanese taiko drumming group and community organization)
 - Email: info@sonomacountytaiko.org
 - Mailing Address: 3325 Regional Parkway, Suite 11, Santa Rosa, CA 95403
- **Ting Sonoma** (The Chinese Legacy Project)
 - Email: info@tingsonoma.org
 - Mailing Address: PO Box 1975, Sonoma, CA 95476
- **VOICES Sonoma Youth Center**
 - Email: Camille Escovedo, Education Navigator at anjelica@voicesyouthcenter.org –
 - Mailing Address: 714 Mendocino Avenue, Santa Rosa, CA 95401

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- **Ya-Ka-Ama Indian Education and Development Inc.**, <https://ya-ka-ama.org/>
 - Email: Rose Hammock, Chair, Rosehammock2017@gmail.com
 - Mailing Address: 7465 Steve Olson Lane, Forestville, CA 95436

- **YWCA (Young Women's Christian Association) Sonoma County Domestic Violence Services**
 - Email: Cindy Madden at cmadden@ywcasc.org
 - Mailing Address: 811 3rd Street, Santa Rosa, CA 95404

APPENDIX C

Recruitment Advertising Sources

- Association for California Community College Administrators (ACCCA); Management recruitments only
- African American Male Education Network and Development (A2MEND)
- American Association of Hispanics in Higher Education
- BlacksInHigherEd.com
- California Community Colleges Faculty and Staff Diversity Registry: Online advertisements and attendance/recruiting at annual job fair(s)
- COLEGAS
- Chronicle of Higher Education (Management only): Online and print advertisements (print edition and 30 days online)
- California Indian Manpower Consortium, Inc. (CIMC), Ukiah Field Office
www.cimcinc.org
- California Indian Studies and Scholars Association,
<https://www.californiaindianstudies.org/>, Email: cissa.listserv@gmail.com
- Edjoin.org (Education job site)
- Handshake (Over 200 Colleges; Online advertisement for students and recent graduates; connected with 12 Historically Black Colleges and Universities)
- HigherEdjobs.com (a leading source for jobs and career information in academia)
- HispanicsInHigherEd.com
- www.HSJJobs.com
- Indian Education Association
NIEA@niea.org, 1514 P St NW Suite B Washington DC, 20005
- INSIGHT into Diversity - This source targets the following groups:
 - ✓ African American
 - ✓ Age
 - ✓ Asian American
 - ✓ First Generation
 - ✓ Hispanic/Latino
 - ✓ LGBTQIA+
 - ✓ Medical condition or history
 - ✓ Native American
 - ✓ Native Hawaiian or Pacific Islander
 - ✓ Neurodiversity – People with disabilities
 - ✓ Political affiliation or worldview
 - ✓ Religion
 - ✓ Veterans
 - ✓ Women

APPENDIX C

- JobAdvertising.com
- Listserv 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 additional sources.
- Native California Research Institute and California Indian Conference, <https://nacri.institute/> Email: info@nacri.institute
- National Institute for Native Leadership in Higher Education, <https://myacpa.org/ninlhe/>
- News from Native California (monthly magazine) <https://newsfromnativecalifornia.com/>, Email: terria@heydaybooks.com, P.O. Box 9145, Berkeley, CA 94709
- NativeAmericaninHigherEd.com
- Northern California Indian Development Council www.ncidc.org
- Journal of Blacks in Higher Ed (Contract Faculty Positions only)
- SRJC Human Resources website

APPENDIX D

Longitudinal Analysis Data – Contract Faculty

Ethnic Diversity Applicant Pools/Hires

Ethnicity	2020-21		2021-22		2022-23		2023-24		2024-25	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	76 16.9%	0 0.0%	138 15.1%	0 0.0%	38 15.8%	4 13.3%	42 14.4%	2 14.3%	20 14.3%	1 8.3%
Black or African American	54 12.0%	0 0.0%	84 8.0%	2 23.0%	12 5.0%	2 6.7%	14 4.8%	1 7.1%	7 4.9%	0 0.0%
Hispanic or Latino	47 10.4%	7 25.9%	191 18.1%	1 12.5%	24 10.0%	5 16.7%	49 16.8%	2 14.3%	17 12.0%	3 25.0%
Native American or Alaska Native	3 0.7%	1 3.7%	18 1.7%	0 0.0%	3 1.3%	0 0.0%	7 2.4%	0 0.0%	6 4.2%	1 8.3%
White	247 54.9%	19 70.4%	570 54.1%	5 62.3%	151 62.9%	15 50.0%	160 55.0%	7 50.0%	81 57.0%	6 50.0%
Two or more	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 10.0%	0 0.0%	1 7.1%	0 0.0%	0 0.0%
Unknown	23 5.1%	0 0.0%	53 5.0%	0 0.0%	12 5.0%	1 3.3%	19 6.5%	1 7.1%	11 7.7%	1 8.3%
Total Applicants	450	27	1054	8	240	30	291	14	142	12
Total Ethnic Diversity *	180 40.0%	8 29.6%	431 40.9%	3 37.5%	77 32.1%	14 46.7%	112 38.5%	6 42.9%	50 35.2%	5 41.7%

Longitudinal Contract Faculty Recruitments

* Unknown not included in Total Ethnic Diversity
 ** Multi-ethnicity information is not collected for applicants, only hires



Contract Faculty - Ethnic Diversity Employee Demographics

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian/Native Hawaiian or Pacific Islander	24	23	23	24	26
Black or African American	3	5	6	7	7
Hispanic or Latino	35	37	42	43	45
Native American or Alaska Native	1	2	3	3	3
White	205	207	211	213	209
Two or more	6	6	9	9	9
Unknown	10	11	12	13	14
Total Contract Faculty	284	291	306	312	313
Total Ethnic Diversity *	69 24.3%	73 25.1%	83 27.1%	86 27.6%	90 28.8%

* Unknown not included in Total Ethnic Diversity



APPENDIX D

Longitudinal Analysis Data – Associate Faculty

Ethnic Diversity Applicant Pools/Hires

Ethnicity	2020-21		2021-22		2022-23		2023-24		2024-25	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	273 11.4%	7 18.9%	175 14.3%	4 7.7%	206 13.8%	2 3.2%	393 22.5%	3 4.2%	165 9.1%	7 5.5%
Black or African American	148 7.3%	0 0.0%	85 6.9%	3 5.8%	104 7.0%	1 1.6%	106 6.3%	1 1.4%	134 7.4%	4 3.1%
Hispanic or Latino	249 12.2%	6 16.2%	158 12.9%	3 5.8%	210 14.1%	10 16.1%	224 12.8%	10 14.1%	166 9.1%	17 13.3%
Native American or Alaska Native	18 0.9%	0 0.0%	22 1.8%	0 0.0%	37 2.5%	1 1.6%	24 1.4%	1 1.4%	24 1.3%	0 0.0%
White	1268 62.2%	23 62.2%	719 58.6%	36 69.2%	836 56.1%	44 71.9%	934 53.4%	49 69.0%	769 42.2%	91 71.1%
Two or more	0 0.0%	0 0.0%	0 0.0%	1 1.9%	0 0.0%	4 6.5%	0 0.0%	3 4.2%	0 0.0%	4 3.1%
Unknown	84 4.1%	1 2.7%	69 5.6%	5 9.6%	96 6.4%	0 0.0%	69 3.9%	4 5.6%	563 30.9%	5 3.9%
Total Applicants	2040	37	1228	52	1489	62	1750	71	1821	128
Total Ethnic Diversity *	688 33.7%	13 35.1%	440 35.8%	11 21.2%	557 37.4%	18 29.0%	747 42.7%	18 25.4%	489 26.9%	32 25.0%

Longitudinal Associate Faculty Recruitments

* Unknown not included in Total Ethnic Diversity
 ** Multi-ethnicity information is not collected for applicants, only hires



Associate Faculty Ethnic Diversity Employee Demographics

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian/Native Hawaiian or Pacific Islander	35	41	38	36	35
Black or African American	17	11	11	14	15
Hispanic or Latino	62	62	58	71	67
Native American or Alaska Native	8	7	7	7	8
White	634	615	568	559	560
Two or more	5	5	7	11	16
Unknown	15	15	14	13	21
Total Associate Faculty	776	756	703	711	722
Total Ethnic Diversity *	127 16.4%	126 16.7%	173 24.6%	139 19.5%	141 19.5%

* Unknown not included in Total Ethnic Diversity



APPENDIX D

Longitudinal Analysis Data – Management Team

Ethnic Diversity Applicant Pools/Hires

Ethnicity	2020-21		2021-22		2022-23		2023-24		2024-25	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	10 12.2%	0 0.0%	11 20.8%	0	2 7.1%	0 0.0%	3 4.5%	0 0.0%	19 6.2%	0 0.0%
Black or African American	10 12.2%	1 50.0%	3 5.7%	0	3 10.7%	0 0.0%	8 11.4%	1 8.3%	27 8.8%	0 0.0%
Hispanic or Latino	10 12.2%	0 0.0%	10 18.9%	0	5 17.9%	0 0.0%	18 25.7%	3 25.0%	58 19.0%	2 40.0%
Native American or Alaska Native	1 1.2%	0 0.0%	2 3.8%	0	0 0.0%	0 0.0%	1 1.4%	0 0.0%	9 2.9%	0 0.0%
White	48 58.5%	1 50.0%	22 41.5%	0	15 53.6%	1 100.0%	40 57.1%	2 16.7%	171 55.9%	2 40.0%
Two or more	0 0.0%	0 0.0%	0 0.0%	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 20.0%
Unknown	3 3.7%	0 0.0%	5 9.4%	0	3 10.7%	0 0.0%	0 0.0%	6 50.0%	22 7.2%	0 0.0%
Total Applicants	82	2	53	0	28	1	70	12	306	5
Total Ethnic Diversity *	31 37.8%	1 50.0%	26 49.1%	0	10 35.7%	0 0.0%	30 42.9%	4 33.3%	113 36.9%	3 60.0%

Longitudinal Management Recruitments

* Unknown not included in Total Ethnic Diversity
** Multi-ethnicity information is not collected for applicants, only hires



Management Team Ethnic Diversity Employee Demographics

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian/Native Hawaiian or Pacific Islander	7	7	7	6	5
Black or African American	2	3	4	4	4
Hispanic or Latino	14	16	16	16	16
Native American or Alaska Native	0	0	0	0	0
White	47	41	41	39	40
Two or more	2	2	2	2	2
Unknown	3	2	2	1	2
Total Management	75	71	72	68	69
Total Ethnic Diversity *	25 33.3%	28 39.4%	29 40.3%	28 41.2%	27 39.1%

* Unknown not included in Total Ethnic Diversity



APPENDIX D

Longitudinal Analysis Data – Classified

Ethnic Diversity Applicant Pools/Hires

Ethnicity	2020-21		2021-22		2022-23		2023-24		2024-25	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	16 9.2%	0 0.0%	29 9.6%	1 3.7%	42 7.6%	2 6.1%	97 13.2%	3 6.1%	140 11.9%	1 3.2%
Black or African American	17 9.8%	0 0.0%	10 3.3%	5 18.5%	27 4.9%	5 15.2%	34 4.6%	4 8.2%	58 4.9%	2 6.5%
Hispanic or Latino	33 19.1%	1 100.0%	89 29.6%	9 33.3%	171 30.9%	17 51.5%	250 34.0%	23 46.9%	323 27.4%	11 33.5%
Native American or Alaska Native	1 0.6%	0 0.0%	3 1.0%	0 0.0%	7 1.3%	0 0.0%	22 3.0%	0 0.0%	18 1.5%	1 3.2%
White	98 56.6%	0 0.0%	159 52.8%	11 40.7%	289 52.3%	9 27.3%	311 42.3%	17 34.7%	568 48.3%	15 48.4%
Two or more	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.0%	0 0.0%	0 0.0%
Unknown	8 4.6%	0 0.0%	11 3.7%	1 3.7%	17 3.1%	0 0.0%	21 2.9%	1 2.0%	70 5.9%	1 3.2%
Total Applicants	173	1	301	27	553	33	735	49	1177	31
Total Ethnic Diversity *	67 38.7%	1 100.0%	131 43.5%	15 55.6%	247 44.7%	24 72.7%	403 54.8%	31 63.3%	539 45.8%	15 48.4%

Longitudinal Classified Recruitments

* Unknown not included in Total Ethnic Diversity

** Multi-ethnicity information is not collected for applicants, only hires



SANTA ROSA
JUNIOR COLLEGE

Classified Ethnic Diversity Employee Demographics

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian/Native Hawaiian or Pacific Islander	13	13	15	15	16
Black or African American	30	33	37	38	37
Hispanic or Latino	82	84	89	105	119
Native American or Alaska Native	2	2	2	2	3
White	253	247	228	217	221
Two or more	11	10	8	9	12
Unknown	17	18	17	17	17
Total Classified	408	407	396	403	425
Total Ethnic Diversity *	138 33.8%	142 34.9%	151 38.1%	169 41.9%	187 44.0%

* Unknown not included in Total Ethnic Diversity



SANTA ROSA
JUNIOR COLLEGE

APPENDIX D

Longitudinal Analysis Data

SRJC Students Compared to SRJC Employees and Sonoma County Residents

Demographics of SRJC Students Compared to SRJC Employees and Sonoma County Residents

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Ethnicity	SRJC Student Demographics (Spring 2023)	SRJC Employee Demographics (June 2023)	Sonoma County Resident Demographics (2022 Census)
Asian/Native Hawaiian or Pacific Islander	3.9%	6.3%	5.4%
Black or African American	2.1%	4.5%	2.2%
Hispanic or Latino	39.1%	14.1%	28.9%
Native American or Alaska Native	.5%	1.2%	2.3%
White	43.6%	71%	60.6%
Two or more	4.8%	1.9%	4.4%
Unknown	6%	1%	



Our Commitment

Santa Rosa Junior College is committed to fostering a diverse, equitable, and inclusive workforce that reflects and supports our student population and broader community

What We Learned from Our Data

- Latinx employees represent 16.2% of the workforce; Latinx students represent 41.7%.
- Contract faculty diversity has steadily increased.
- Classified professionals show the strongest diversity growth.
- Associate faculty diversity gains remain slower

How We Measure Equity

The District will be conducting annual applicant-to-hire analysis using the four-fifths (80%) rule to identify potential disproportionate impact and implements corrective actions as needed. 3-Year Targets (By June 30, 2029)

Evidence-Based Solutions

Strategies include structured interviews, mandatory bias training, expanded recruitment partnerships, mentorship pathways, and leadership accountability.

APPENDIX E

Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation

(Multiple Methods Integration)

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Provide training to employees, students & trustees (53024.1(d)) Strategic Plan Alignment: Student Success and Support Goal 1, Action Step 2. Student Success and Support Goal 1, Action Step 1.	• Human Resources • Vice President/Academic Affairs • Vice President/Student Services • Superintendent/President • Board of Trustees • The Office of Institutional Effectiveness, Research and Planning • External Consultants • EEOAC	Since the focus of the District work is anchored in the District Strategic Plan, The Office of Institutional Effectiveness, Research and Planning will be providing District wide training to facilitate understanding and implementation of the Strategic Plan. 2026-2027 - EEOAC meeting with Institutional Research for further discussion on effectiveness metrics and develop the framework for the Employee and Student Employee Information Sessions. 2026-2027 - During the 2027 Women's History Month, launch the Women's Equity & Empowerment Re-envisioned Certificate Program (50 participants) WEECP-R a cutting-edge leadership series—it is a transformative learning ecosystem grounded in psychological safety, belonging, and graciously assertive communication. The fully tailored Influence	The Office of Institutional Effectiveness, Research and Planning will be developing the effectiveness metrics and review for all the strategies Achieve over 90% of SRJC employees attending the annual Employee Information Session(s).

		Pillar curriculum will be fully tailored in alignment with the four District initiatives in the Strategic Plan — shaped around SRJC's culture, communication pathways, and organizational priorities. The program will equip SRJC women leaders and professionals with practical, compassionate tools to navigate real challenges with clarity, confidence, and kindness. 2027-2028 – Launch the Equity Empowerment Re-envisioned Certificate Program to Management Team 2028-2029 – Launch the Equity Empowerment Re-envisioned Certificate Program Districtwide	
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IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Convey in publications and website the district's commitment to diversity & EEO (53024.1(j)) Strategic Plan Alignment: Responsiveness to our Community Goal 2, Action Step 1.	- Marketing & Communications - EEOAC	All District publications, the District's website, and Mission Statement convey a commitment to diversity, inclusion, anti-racism, and employment opportunity. The District makes a conscious and affirmative commitment to ensuring that all District publications contain the current version of the College's Non-Discrimination Policy. District Non-Discrimination Policy 2026-2027 – Review general District publications to ensure that Non-Discrimination Policy is included. 2027-2028 – Review all District instructional department websites to ensure that Non-Discrimination Policy is included. 2028-2029 – Review all District non-academic websites to ensure that Non-Discrimination Policy is included.	Develop a multilingual communication protocol. Develop a protocol for publications and websites using Universal Design
PRE-HIRING			
Review and update District EEO/DEI policy statement (53024.1(k)) Strategic Plan Alignment: Responsiveness to our Community: Goal 1 Action Step 1.	- Superintendent/President - President's Cabinet - Board of Trustees - EEOAC	The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. Diversity, Equity, Inclusion and Anti-Racism are core values at SRJC. SRJC aspires to be an inclusive, diverse, and sustainable learning community that engages the whole person. We value Diversity that supports equal access for all students; multi-ethnic global	Increase number of applicants who report hearing about job postings from targeted outreach sources.

		perspectives, and cultural competencies; employees who reflect the communities we serve; honesty and integrity in an environment of collegiality, mutual respect, and congeniality whenever possible. We are committed to ensuring that our faculty and staff feel welcomed, celebrated, and appreciated. 2026-2027 – Update and Implement a District-wide DEI Policy Statement. 2027-2028 – Review changes in the law and consider whether updates are needed to the DEI Policy Statement. 2028-2029 – Review changes in the law and consider whether updates are needed to the DEI Policy Statement.	
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IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Providing EEO/diversity enhancement resources and assistance to other districts (53024.1(m)) Strategic Plan Alignment: Student Success and Support Goal 1, Action Step 2. Campus Climate and Culture Goal 1, Action Step 1.	• Human Resources • President's Cabinet • Superintendent/President • EEOAC	Pursuant to Title 5 §53024.1(m), Santa Rosa Junior College (SRJC) is committed to providing leadership, technical assistance, and diversity enhancement resources to other California Community College districts to advance equitable hiring and inclusive workforce practices statewide. SRJC recognizes that advancing equal employment opportunity extends beyond institutional compliance and includes collaborative leadership, knowledge-sharing, and statewide capacity building. 2026-2027– Attend the Collective Equity Impact Institute: California Community Colleges Organization de Latino/a/x Empowerment, Guidance, and Advocacy for Success (COLEGAS) conference 2027-2028 – Share DEIAAJ best practices with other North 14 Colleges upon request, through the ACHRO listserve. Partner to share and learn alongside other HSI institutions. 2028-2029 – Attend various conferences to collaborate with other District EEO/DEIAA professionals, such as ACHRO/EEO; Association of Chief Human Resources Officers (ACHRO); Men of Color of Network (MOCAN); California Community College Council for Staff Development (4CSD)	Achieve over 90% of SRJC employees attending the annual Employee Information Session(s). 100% of new community partnerships are in alignment with SRJC's Vision Statement.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion (53024.1(o)) Strategic Plan Alignment: Campus Climate & Culture Goal 1, Action Step 2.	• Human Resources • Academic Affairs (Vice President/ Academic Affairs, Academic Deans, Department Chairs, Faculty Mentors, new Faculty hires) • External Consultants • EEOAC	Committee Screening Process Standardization • Process Guides, Interview Question Bank, Implemented E References 2026-2027: Define what collaboration looks like at SRJC by engaging in meaningful conversations among the constituent groups in EEOAC. 2027-2028: Diversification of EEO Monitors 2028-2029: Develop common agreements and a Justice Model around addressing current diversity issues at the District that could impact recruitment and retention of BIPOC employees.	All community events have at least one identified purpose of either: cultural awareness, fostering trust, mutual respect, and interconnectedness
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Recurring activities related to improving student access and student success—with a nexus to EEO hiring Strategic Plan Alignment: Student Success and Support Goal 1, Action Step 2. Responsiveness to our Community: Goal 2, Action Step 2.	• Human Resources • EEOAC • Affinity Group Leaders • Intercultural Centers • Vice President/ Student Services	The Career Empowerment Program (CEP) is aimed at improving student access to career/business resources and student success by empowering and equipping students with current career information from SRJC experts in the field and in the community to enable these students explore their career/business options thereby helping them make sound academic and career decisions. To increase student participation at CEP events and to provide tailored support, utilize a grassroots approach to meet students where they are at during Learning Communities and clubs' meetings.	Connect up to 10% of new SRJC students and 20% of returning students with a mentor. Increase number of applicants who report hearing about job postings from targeted outreach sources.

		2026-2027: Develop framework for grassroots approach and sponsor the first cohort 2027-2028: Sponsor additional CEP cohorts 2028-2029: Continue partnerships with affinity group leaders to institutionalize the Career Empowerment program to support student success and retention.	
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1.	• President's Cabinet • Management Team Liaison Group • EEOAC	Management Team performance evaluations are being implemented this year to include the new EEO deliverable assessment factor. 2026 – 2027: Management Team Members completes Strategic Plan Training and HSI Training. 2027 – 2028: Cabinet establishes accountability standards around equity decision making for Cabinet and management team in the areas of hiring, promotion, and retention of employees in addition to student access and retention. Develop learning and leadership development opportunities for Management Team around the Inclusion, Diversity, Equity, Accessibility, & Anti-Racism performance factors in alignment with the strategic plan. 2028 – 2029: Develop and implement annual evaluation metric for administrators on their ability to include and implement DEIA and anti-racist principles into existing	100% of new community partnerships are in alignment with SRJC's Vision Statement. Beginning in Spring 2027, at least one EEOAC meeting each semester will be dedicated to reviewing Equal Employment Opportunity Plan data. In advance of each meeting, Human Resources will provide data and information to the EEO Advisory Committee on the diversity of the applicant pool; how applicants heard about the

		policies and practices, funding allocations, decision-making, planning, and program review processes, which take into account the experience and performance of students and colleagues of diverse backgrounds, and work to close equity gaps in student outcomes and hiring. Evaluate Management Team EEO deliverables around the four District initiatives of the Strategic Plan and incorporate any best practices into the performance form. ▪ Review current EEO deliverables and how it has shaped the District's vision and mission. ▪ Incorporate revisions to annual evaluation metric and establish strategies for Management Team to apply towards their professional growth in this area. Other district- specific, pre-hiring strategy Strategic partnerships with professional organizations serving Latinx, Black, and other underrepresented communities. • Advertising in culturally specific and discipline-based diversity recruitment platforms. • Expansion of grow-your-own pipeline initiatives and faculty internship programs. Also, working closely with EEOAC representatives to represent the District during employee outreach events. 2027-2028: The District will annually evaluate its advertising and marketing, and employee outreach efforts to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations. In	position they applied for and on the progress of the advertisement and marketing outcomes. The EEO Advisory Committee will make any additional recommendations based on the data.
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		addition, the District will support, an increase in its advertising and marketing budget as needed to ensure that recruitment is broad and inclusive.	
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Consistent and ongoing training for hiring committees (53024.1(c)) Strategic Plan Alignment: Student Success and Support Goal 1, Action Step 3.	• Vice President of Human Resources or Designee • All employees who serve on a screening or selection committees • EEOAC	All employees who serve on screening and selection committees must attend a mandatory Screening and Interviewing Orientation conducted by the Manager, Employee Development and Organizational Culture prior to serving on a committee. A system is in place to track and monitor individuals who have been trained and the training is required every 12 months. 2026-2027 – Review the Screening and Interviewing Orientation to ensure alignment with the Strategic Plan 2027-2028 – Training and coaching for committee chairs on equity mindedness and how to better address typical committee issues that could impact EEO hiring. 2028-2029 – Include an assessment tool with case studies in the hiring orientation that will prompt participants to think through the scenarios to evaluate their understanding of EEO hiring concepts.	Achieve over 90% of SRJC employees attending the annual Employee Information Session(s).
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Maintain updated job descriptions and job announcements	• Human Resources • Classified Labor Union (SEIU)	The District has concluded Salary Study in collaboration with an external vendor to review all Classified job	Develop a multilingual communication

(53024.1(f)) Strategic Plan Alignment: Campus Climate and Culture Goal 2, Action Step 1.	Leadership • Constituent Groups • EEOAC	descriptions. The study was the first external review since the original review of all Classified job descriptions was conducted in 2000. The Classification Review Committee (CRC) meets regularly to review new job description requests, off-schedule requests, and reclassification requests. The CRC is developing updated forms and templates to provide a more streamlined approach for job description submissions by both classified staff and management. 2026-2027 – Continue work on demystifying the Hiring Process tools. 2027-2028 – Consult with the Academic Senate Equivalency Committee regarding the Faculty Equivalency Procedures and Faculty Hiring Procedures and implement strategies to remove barriers and increase the pool of diverse candidates. 2028-2029 – Consult with the Classified Senate and the Management Liaison Group regarding hiring procedures to implement strategies to remove barriers and increase the pool of diverse candidates.	protocol.
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HIRING			
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle (53024.1(g)) Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 2.	• Human Resources • Superintendent/ • President • External Consultants • EEOAC	The EEO Plan includes a goal for the Board of Trustees to receive training on elimination of bias in hiring and employment every two years. The Board of Trustees received training in 2022 and any new Trustees will receive the same training within six months of when they officially assume their duties as a Trustee. 2026-2027 – All current members of the Board of Trustees will receive appropriate EEO training. 2027-2028 – The Board of Trustees will review the progress of the EEO Strategies outlined in the EEO Plan to ensure measurable progress towards equal employment opportunity for all aspects of District hiring and employment. 2028-2029 – Any new Board of Trustees will receive training including an updated Diversity, Equity, Inclusion, Anti-racism and Accessibility training. Implement a survey or assessment tool to measure and track the Board’s understanding and support of the District’s EEO initiatives. EEO data points will be incorporated into the annual Board Self-Evaluation process.	All community events have at least one identified purpose of either: cultural awareness, fostering trust, mutual respect, and interconnectedness.
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Assess "sensitivity to diversity" of all applicants (53024.1(l))	• Human Resources • Management Team Liaison Group • Classified Senate • EEOAC	Applicants demonstrate sensitivity to diversity in both the application and interview process by submitting a “Diversity Statement” in the employment application, and by	100% of new community partnerships are in alignment with

Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1.		requiring that all screening and selection committees and administrative interviews to have at least one question to assess a candidate's sensitivity to diversity during the interview. 2026-2027 – Provide training to hiring committees and managers regarding comprehensive screening criteria and rubric guidance, banks, and guidelines and interviews questions for committees to use in assessing how applicants demonstrated experience in facilitating Diversity, Equity, Inclusion and Antiracism/Accessibility. 2027-2028 – Review and update Diversity prompts on applications. 2028-2029 – Update Screening and Interviewing Orientation to align with new Faculty procedures.	SRJC's Vision Statement.
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Maintaining updated curricula, texts, and/or course descriptions (53024.1(n)) Alignment: Academic Quality Goal 1, Action Step 2.	• EEOAC (Faculty Representatives) • Academic Senate • Vice President, Academic Affairs	2026 – 2027 – Develop a framework for ensuring that curricula, texts, and/or course descriptions is done to “expand the global perspective of the particular course, readings, or discipline.” 2027-2028 – Expanding the required reading for English, History, and Art classes to include more books by diverse authors. 2028-2029 – Expanding the required	Conduct an inventory of professional development opportunities related to disciplinary expertise and evidence-based practices for retention and

		reading for other academic disciplines to include more books by diverse authors. Each department/program collaborates to identify discipline-relevant professional development opportunities annually for their faculty.	persistence; and collect data on faculty participation to inform planning and establish a baseline for future growth targets by 2027-28.
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Incentives for hard-to-hire areas/ disciplines Strategic Plan Alignment: Responsiveness to our Community: Goal 2, Action Step 2. Responsiveness to our Community: Goal 2, Actions Step 1.	• Human Resources • Related instructional and non-instructional hiring managers and selection committee representatives • EEOAC	The hard-to-hire areas at the District are: Ethnic Studies faculty, Construction Training Center faculty and classified, and Police Officers Public Safety classified, and Radiology Technology faculty 2026-2027 – Begin community/college recruiting outreach and focus on creating talent pipeline for these areas—especially in hard-to-hire areas such as Construction and Radiology Technology. 2027-2028 – Secure information sessions and job fair/partnership opportunities with universities to encourage recruitment of diverse faculty for the above hard to hire disciplines. 2028-2029 – Establish Community College and High School outreach efforts geared towards educating students about Police Officer opportunities and encouraging them to apply to the SRJC Cadet program.	Increase number of applicants who report hearing about job postings from targeted outreach sources. The environmental scan informs 100% of new and revised programs.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Focused outreach and publications Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1.	• Human Resources • Hiring Departments • Employees • EEOAC	The District implements focused outreach in publications as identified by hiring departments. 2026-2027 – Continue work with hiring departments on advertising open positions with strategic diverse advertising sources. 2027-2028 – Develop and publish videos of diverse SRJC employees sharing their SRJC experience and inviting future candidates to join the SRJC family. 2028-2029 – Publish highlights of the Districts DEIA efforts around students and employees in state and nationwide DEIA educational publications.	100% of new community partnerships are in alignment with SRJC's Vision Statement.
HIRING			
Procedures for addressing diversity throughout hiring steps and levels Strategic Plan Alignment: Initiative #3 - Responsiveness to our Community: Action Step 2 Increase the diversity of employee applicant pools by 10% by collaborating with nationally recognized professional organizations and expanding outreach for	• Human Resources • Hiring Departments • EEOAC • The Office of Institutional Effectiveness, Research and Planning	Human Resources recently conducted a comprehensive review of the hiring process to ensure that procedures are in place to address diversity throughout hiring steps and level. 2026-2027 – Review and make the necessary improvements to the District's NEOED applicant tracking systems configuration; disposition coding and documentation; data entry, reporting, and analysis; to ensure alignment with longitudinal data requirements.	All community events have at least one identified purpose of either: cultural awareness, fostering trust, mutual respect, and interconnectedness.

job opportunities. Initiative #4 – Action Step 2 Enhance community engagement and collaboration by driving cultural awareness through inclusive practices that foster trust, mutual respect, and interconnectedness in support of SRJC’s mission and values.		Longitudinal Analysis of Applicant Pool - Evaluate the past five years’ applicant gender, ethnicity, disabilities data and measure adverse impact for all the EEO6 categories. This analysis will measure patterns and in selection rates changes, and hiring outcomes. Barriers and challenges throughout the recruitment process, including applicant pool limitations, hiring process phases, and recruitment constraints, will be identified and highlighted. Based on findings, HR and the IERP Office will identify target interventions within the committee application review process and screening stages, and outline process improvements, develop effectiveness metrics, and HR’s communication to hiring managers. 2026-2027 – Review training for Committee Monitors. These individuals are volunteers and are non-voting members of the committee whose main purpose is to ensure the integrity and fairness of the hiring process. Analyze hiring and promotion data and identify any patterns of underrepresentation. 2027-2028 – Enhance Committee Monitor Training and continue to promote diverse hiring committee in all hiring procedures. 2027-2028 – Explore the implementation of Anonymous Screening: This recruitment method removes any identification details from the applicant’s application. This process will allow the screening and interviewing committee to evaluate potential applicants solely based on	
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		their experience and skills. The objective of anonymous screening is to avoid an outcome where other factors are considered that can lead to biased decisions. names; addresses; email addresses; phone numbers; dates of employment/education; names of universities attended and gender will be left out of the application screening process. 2028-2029 – Review all hiring procedures through a DEIA lenses and propose revisions where necessary. • Structured Hiring & Bias Mitigation • Standardized interview question banks tied directly to minimum qualifications and job-related competencies. • Mandatory annual implicit bias and adverse impact training for all screening committee members. • Diversify EEO monitors list to ensure equitable process compliance. • Institute Data-Informed Applicant Pool Management • Real-time monitoring of applicant pool demographics prior to closing recruitment. • Extended recruitment timelines when applicant diversity thresholds are not met. • Annual review of minimum qualifications to eliminate non-job-related barriers.	
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IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Recruitment efforts and strategies such as: • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1. Responsiveness to our Community: Goal 1, Action Step 1.	• Human Resources • Representatives from hiring departments • EEOAC • The Office of Institutional Effectiveness, Research and Planning	The District participates in several recruitment efforts and strategies as a standard practice. 2026-2027 – ▪ Longitudinal Analysis of District Workforce - Evaluate past five years' workforce gender, ethnicity, data and measure underrepresentation and retention. ▪ Configure onboarding process to track new employee disability status ▪ Based on findings, HR will outline specific recruitment efforts and strategies for any underrepresented groups and develop effectiveness metrics. 2026-2027 – Create an educational flyer “Tips for Applying” to be available for applicants to have increased accessibility and complete applications to increase success throughout the application process. Research additional third-party job advertising brokers to increase visibility to more diverse candidates. Attend the California Community Colleges Faculty and Staff Diversity Registry Job Fairs. Continue to identify other diverse advertising organizations and fairs to expand to. 2027-2028 – Revise all job announcements to “open until filled”. Hold workshops for SRJC staff, students, and community on	100% of new community partnerships are in alignment with SRJC’s Vision Statement. Increase number of applicants who report hearing about job postings from targeted outreach sources

		successful applications and interviews. Update SRJC's Human Resources website to become more transparent, accessible, and user friendly for potential candidates. Sponsor a table at COLEGAS, the African American Male Education and Development (A2MEND), the Asian Pacific Americans In Higher Education annual conferences, Los Cien, Sonoma County Latino Leaders and other local conferences, such as the Latinos in the Workplace conference. Explore offering Administrator Diversity Mentorship Program in collaboration with UC Berkeley Career Engagement Center and other College Recruiting Partnerships 2028-2029 – Implement a Human Resources sponsored SRJC Job Fair to recruit qualified and underrepresented candidates within our local community. 2028-2029 – Expand relationships to include all the Chamber of Commerce in the Bay area that represent BIPOC candidates. Strategic Recruitment & Outreach Expansion • Strategic partnerships with professional organizations serving Latinx, Black, and other underrepresented communities. • Advertising in culturally specific and discipline-based diversity recruitment platforms. • Expansion of grow-your-own pipeline initiatives and faculty internship programs.	
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IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Conduct campus climate surveys & use this information (53024.1(a)) Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1.	- Human Resources - EEOAC	The District conducted the first-ever Climate Survey in 2016. A solution forum was implemented following the results of the survey to solicit input from the college community to address the feedback from the survey. 2026-2027 –Start developing framework for Biennial Environmental Scan Analysis 2027-2028 – Propose framework for Biennial Environmental Scan Analysis to Cabinet and upon approval, start developing survey questions for all constituent groups. Implement a pilot of the Biennial Environmental Scan Analysis 2028-2029 – Implement ongoing Biennial Environmental Scan Analysis Host Solution Forums to address any issues outlined in the surveys. The feedback received will inform future hiring and retention decisions at the District.	All community events have at least one identified purpose of either: cultural awareness, fostering trust, mutual respect, and interconnectedness.

POST-HIRING			
Conduct exit interviews & use this information (53024.1(b)) Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 1.	- Human Resources - President's Cabinet - EEOAC	Human Resources has an existing exit interview process for all regular employees of the District. Employees who depart from the District are given an Exit Questionnaire to complete. Their completion is voluntary. The process will be reviewed as follows: 2026-2027 – Review and consider revising exit interview questions as needed. Conduct exit questionnaire data review and analysis 2027-2028 – Implement any revisions as needed to the exit interview questions. Review exit data collected. 2028-2029 – Make any needed system changes based on feedback from the exit interviews.	100% of new community partnerships are in alignment with SRJC's Vision Statement.
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Professional development, mentoring, support and leadership opportunities for new employees (53024.1(e)) Strategic Plan Alignment: Student Success & Support Goal 1, Action Step 3.	- Human Resources - Academic Senate - Classified Senate - EEOAC	The District offers a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities. 2026-2027 – Develop department-level onboarding/department orientation program for new employees. Implement in-person new hire orientation program for Classified and Management Team new hire employees. 2027-2028 – Continue to host annual Affinity	Achieve over 90% of SRJC employees attending the annual Employee Information Session(s).

		Group Reception to welcome new employees to the District and offer ongoing professional development opportunities both in person and virtual at Professional Development Activities Days and throughout the year. 2028-2029 – New Employee Orientation Program - Experience Driven The ongoing redesigned New Employee Orientation Experience curriculum comprises of the following: ▪ New Employee receives important District information and training during their first month at SRJC – District Police, Emergency Preparedness, Data Security, District Systems and IT Resources, HR, B-Care, and Title IX information ▪ New Employee attends HR required in person orientation from 9am-12noon Voluntary Participation in the One Year New SRJC Employee Experience Program: ▪ District Programs/Services Exploration ▪ Community Building and Thrivance Hub ▪ Strategic HR Partnership and Support ▪ Purpose Driven Professional Development Opportunities ▪ Voluntary Participation: Three, Six, and Nine months New Employee Connections New components of the “Experience	
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		Driven” concept highlighted during the HR Orientation includes the following: ▪ Employee Wellness and Belonging ▪ Dedicated 30 mins session for new Management Team members as part of the orientation agenda to share important management resources and support system. ▪ The HR Strategic Partnership in Employee, Student Engagement and Retention and the HR Commitment: <i>Building a Culture together where inclusion is intentional and belonging is experienced by every employee-from their first day to every milestone at SRJC.</i> ▪ Collecting Just in Time Orientation/Stay Interview Data that will facilitate data driven employee experience decisions. Strengthening Employee Retention • Community Connection and Engagement Other employee retention and community connection efforts include the recent <i>Belonging Without Othering Book Club</i> initiative and the ongoing collaborations with affinity group representatives/leaders to facilitate belonging, transparency, and accountability. The District has also implemented the Vision Resource Center to enhance professional learning and collaboration opportunities for classified and management employees. Utilizing Universal Design for developing Learning Practices. HSI PD opportunity Retention & Advancement Equity	
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		Strategies • Expansion of employee affinity groups and mentorship networks. • Leadership development pathways for underrepresented employees.	
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found (53024.1(h)) Strategic Plan Alignment: Campus Climate and Culture Goal 1, Action Step 2.	Vice President/Human Resources	The Vice President of Human Resources investigates all harassment and discrimination complaints and takes appropriate corrective action in all instances where a violation is found. The implementation of Maxient supports Campus Climate & Culture – Strategic Plan Initiative #4 by enhancing transparency, timeliness, documentation integrity, and data-informed prevention efforts, thereby reinforcing the District’s commitment to equal employment opportunity and nondiscrimination. Continuous Improvement Plan 2026–2027 • Full implementation of centralized complaint intake. • Staff and investigator training. • Standardized Title 5 workflow templates. • Internal compliance review of timelines and documentation. 2027–2028 • Quarterly trend analysis of complaint data. • Integration of complaint analytics into annual EEO reporting. • Targeted training initiatives informed by complaint patterns. 2028–2029	All community events have at least one identified purpose of either: cultural awareness, fostering trust, mutual respect, and interconnectedness.

		• Three-year trend analysis. • Identification of systemic concerns. • Alignment of findings with EEO Plan revisions and prevention strategies.	
POST-HIRING			
Survey applicants who decline offers & use the information (53024.1(p)) Strategic Plan Alignment: Responsiveness to our Community Goal 2, Action Step 2.	• Human Resources • Applicants for employment	Human Resources follows up with Applicants who decline offers to inquire about why they declined the District's offer. Applicant feedback is used to improve our hiring process. 2026-2027 – Educate hiring managers on factors that affect the hiring process and reasons for why some candidates are likely to decline offers so, they can intervene early where necessary. 2027-2028 – Continue to follow-up with candidates who decline job offers, consider alternatives when possible to explore their accepting the offers. 2028-2029 – Identify any opportunities to enhance the SRJC Job offer package.	By 2030 reduce underrepresentation of employees compared to availability estimates through the utilization analysis process and reduce adverse impact in selection rates.

APPENDIX F

The following Affinity groups have been recognized through the District process

- Asian Pacific Islander Staff Association (APISA)
- Black Leadership Association Collective (BLAC)
- Latinx Faculty and Staff Association (LFSA)
- Middle Eastern and North African Association (MENAA)
- Native American Faculty & Staff Association (NAFSA)
- Pride@SRJC Employee Affinity Group