



SANTA ROSA JUNIOR COLLEGE

EQUAL EMPLOYMENT OPPORTUNITY PLAN

2020 - 2023



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

**SONOMA COUNTY JUNIOR COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN
July 1, 2020 – June 30, 2023**

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

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

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

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

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

The EEO Plan of the Sonoma County Junior College District for 2020 – 2023 was developed by members of the Equal Employment Opportunity Advisory Committee (EEOAC). This is an active Committee with broad inclusion of faculty, staff, managers and student representatives. The District's EEO Plan outlines various methods by which equal employment opportunity is ensured and how the District conveys its commitment to cultivating a richly diverse workforce. Much research and preparation has been done in the development of this Plan, including training of the EEOAC Committee members and working with the District's legal counsel to ensure that the Plan meets legal mandates. This EEO Plan outlines our District's commitment to equal employment opportunity and diversity.

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

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

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Equal Employment Opportunity Plan Summary Requirements

Proposition 209 passed by California voters outlawed the use of affirmative action plans in California community colleges. However, many regulations in Title 5 remain in effect and Districts must comply with them. In 2007, the Chancellor's Office issued a Model EEO Plan which would comply with the requirements of Title 5. In 2014, the Chancellor's Office required each district to have an approved EEO Plan that is a "living" document for each college to which each college should adhere. The following components include all sections required by the Chancellor's Office. The descriptions for the components below are provided for clarification regarding the purpose of each component.

Component 1 – I. Introduction

This is a message from the President Superintendent/President to introduce the EEO plan.

Component 2 – II. Definitions

These are definitions of ethnic minorities and other language used throughout the plan.

Component 3 – III. Policy Statement

This is a statement of commitment to the principles of equal employment opportunity

Component 4 – IV. Delegation of Responsibility, Authority and Compliance

This section explains the general responsibilities of the Governing Board, Superintendent/President, Equal Employment Opportunity Officer and Faculty and Equal Employment Opportunity Advisory Committee.

Component 5 – V. Advisory Committee

This section addresses the role of the advisory committee in assisting the District in implementing the plan. It outlines the composition of the committee and its functions.

Component 6 – VI. Complaints

This section outlines to whom a complaint can be filed (Vice President of Human Resources), the timeline for completion of an investigation, and the provision that copies of the complaints will be forwarded to the Chancellor's Office.

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This section outlines how and to whom the policy statement and plan will be distributed to employees.

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This section explains that individuals who are participating in the screening/selection process will participate in training on Title 5 requirements and other EEO regulations.

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This section confirms that written information will be provided to appropriate community-based and professional organizations regarding the plan. It also solicits their assistance in identifying diverse qualified candidates for open positions, and provides contact information including multiple methods for obtaining information about available positions at the District.

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This section provides data regarding the District's employee demographics and an analysis of applications for employment to evaluate the District's progress in implementing the plan.

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This section is related to individuals with disabilities. It describes steps to be taken to accommodate employees and applicants with disabilities.

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

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

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

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

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

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

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



Dr. Frank Chong, Ed. D.
Superintendent/President



Plan Component 2: *Definitions*

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

Plan Component 3: *Policy Statement*

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

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

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

[Title 5, §§ 53003(c)(1) and 53020]

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

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

Board of Trustees

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

Superintendent/President

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

Equal Employment Opportunity Officer

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

Agents of the District

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

Good Faith Effort

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

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

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

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

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

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

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

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

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

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

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

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

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

EEO Plan Component 8: *Training for Screening/Selection Committees*

[Title 5, § 53003(c)(4)]

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

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

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

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

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

Plan Component 9: *Annual Written Notice to Community Organizations*

[Title 5, § 53003(c)(5)]

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

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

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

A. Analysis of Applicant Pool

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

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

Applicant data that are collected shall be reviewed in an effort to assess whether recruitment efforts are resulting in diverse applicant pools. The District will assess whether its applicant pools indicate significant underrepresentation in protected categories based on adverse impact analysis. Additionally, data will be analyzed over time and multiple job searches in an effort to assess whether movement from initial applicant pools to further consideration for employment appears to be disproportionate in terms of gender, ethnic group, or disability. In March 2019, the District conducted a longitudinal analysis over the previous five years for the full time faculty positions and the results showed no adverse impact for all groups.

B. Analysis of Workforce Composition

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

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

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

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

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

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

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

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

Plan Component 11: *Supporting Effective Hiring Processes*

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

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

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

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

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

[Title 5, § 53003(c)(9)]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Component 13: Additional Steps to Remedy Underrepresentation

[Title 5, § 53003(c)(8) and 53006]

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

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

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

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

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

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

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

APPENDIX A

§ 53001. Definitions

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

- (f) “Ethnic Group Identification” means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the State Chancellor’s Office consistent with State and Federal law.
- (g) “In-house or Promotional Only Hiring” means that only existing District employees are allowed to apply for a position.
- (h) “Monitored Group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a) of Title 5.
- (i) “Person with a Disability” means any person who:
 - (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; has a record of such an impairment; or is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

APPENDIX B



RECRUITMENT ADVERTISING SOURCES

- ACCCA (Management recruitments only):
Online advertisements
- California Community Colleges Faculty and Staff Diversity Registry:
Online advertisements and attendance/recruiting at annual job fair(s)
- Chronicle of Higher Education (Management only):
Online and print advertisements (print edition and 30 days online)
- Edjoin.org
Education job site
- Handshake (47 Colleges)
Online advertisement for students and recent graduates
- HigherEdjobs.com
A leading source for jobs and career information in academia
- 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
- SRJC Human Resources website
- The Press Democrat:
Online & print advertisements (weekly/every Sunday)

APPENDIX C

WORKFORCE COMPARISON DATA - FALL 2017

		Male		Female		American Indian/ Alaskan Native	Black/ African American	Asian/Pacific Islander	Hispanic/Latino		White		Multiple Ethnicities		Unknown/ Not Disclosed				
	Total	42	47%	48	53%	0	0%	4	4%	8	9%	15	17%	59	66%	1	1%	3	3%
Executive/Administrative/Managerial	90	42	47%	48	53%	0	0%	4	4%	8	9%	15	17%	59	66%	1	1%	3	3%
Faculty and other instructional staff	1,232	534	43%	698	57%	14	1%	15	1%	67	5%	85	7%	1,014	82%	14	1%	23	2%
Professional Non-faculty	50	18	36%	32	64%	1	2%	1	2%	3	6%	9	18%	34	68%	0	0%	2	4%
Secretarial/Clerical	137	5	4%	132	96%	0	0%	4	3%	2	1%	20	15%	99	72%	6	4%	6	4%
Technical and Paraprofessional	210	82	39%	128	61%	1	0%	7	3%	9	4%	42	20%	136	65%	6	3%	9	4%
Skilled Crafts	19	18	95%	1	5%	0	0%	1	5%	0	0%	4	21%	14	74%	0	0%	0	0%
Service and Maintenance	58	46	79%	12	21%	1	2%	22	38%	2	3%	13	22%	16	28%	0	0%	4	7%
TOTAL	1,796	745		1,051		17		54		91		188		1,372		27		47	

WORKFORCE COMPARISON DATA - FALL 2018

		Male		Female		American Indian/Alaskan Native	Black/ African American	Asian/ Pacific Islander	Hispanic/Latino	White	Multiple Ethnicities	Unknown/ Not Disclosed					
	Total																
Executive/Administrative/Managerial	91	40	44%	51	56%	0	4	9	10%	14	15%	59	65%	1	1%	4	4%
Faculty and other instructional staff	1,226	526	43%	700	57%	14	19	65	5%	94	8%	992	81%	13	1%	26	2%
Professional Non-faculty	48	18	38%	30	65%	1	2	4	2	9	19%	31	65%	0	0%	2	4%
Secretarial/Clerical	136	5	4%	131	94%	0	5	4	2	21	15%	98	72%	5	4%	7	5%
Technical/Paraprofessional	219	82	37%	137	61%	1	7	3	9	45	21%	142	65%	6	3%	8	4%
Skilled Crafts	17	17	100%	0	6%	0	1	6	0	3	18%	13	76%	0	0%	0	0%
Service/Maintenance	58	45	78%	13	18%	1	22	38%	2	14	24%	14	24%	0	0%	4	7%
TOTAL	1,795	733		1,062		17	60	89		200		1,349		25		51	

Source: Chancellor's Office Data Mart, October 16, 2019

APPENDIX D

Plan Component 13: *Additional Steps to Remedy Underrepresentation*

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

APPENDIX E



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

Notice to Community Organizations

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

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

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

Respectfully,

Karen Furukawa
Vice President of Human Resources

APPENDIX F

List of Diversity Organizations and Publications

Asians In Higher Ed

Asian Pacific Americans in Higher Education (APAHE)

Blacks In Higher Ed

Catholic Charities

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

DDAC

Disabled In Higher Ed

Face to Face

Hispanics In Higher Ed

INSIGHT Into Diversity

La Voz Bilingual Newspaper

LGBT In Higher Ed

Men Evolving Non-Violently

NAMI Sonoma County

Native Americans in Higher Ed

North Bay Black Chamber of Commerce

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

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

Positive Images

Redwood Gospel Mission

Social Advocates for Youth (SAY)

Women and Higher Ed

Veterans In Higher Ed

Voices

YMCA/YWCA

APPENDIX G

Diversity in Action at SRJC

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

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



May 27, 2020

Mr. Marc A. LeForestier
General Counsel
Office of the General Counsel
California Community Colleges Chancellor's Office
1102 Q Street, Ste. 4400
Sacramento, CA 95811

Re: Submission of Nine (9) Multiple Methods Certification Form

Dear Mr. LeForestier:

I am pleased to submit the Certification and Report Form, with required signatures, for the Sonoma County Junior College District (attached). As required, a copy of the April 17, 2020 agenda and minutes for the EEOAC is also included to certify that the contents of this report were reviewed with the District's EEOAC Committee. The committee has also certified this report form.

The District believes that it has met all nine (9) Multiple Methods as specified below:

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

The following form provides examples as to how our District believes that it has met and implemented each of the 9 Multiple Methods. Where appropriate, I have included "live"

Mr. Marc A. LeForestier

May 27, 2020

Page 2

links as further evidence or more explanation should you wish to have more detail as to how the District believes that it has achieved these measures.

I look forward to hearing from you with regard to the next cycle of EEO funding in an amount related to success in promoting equal employment opportunity for Sonoma County Junior College District.

Please feel free to contact me if you have further questions or need additional information. You may reach me at (707) 527-4302 or by e-mail at kfurukawa-schlereth@santarosa.edu.

Sincerely,

Karen Furukawa

Karen Furukawa

Vice President of Human Resources

Enclosure

C: Frank Chong, Superintendent/President Ed.D

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE

Friday, April 17th 2020

Virtual meeting

Time	Item	Process/Who (A) – Action; (D) – Discussion; (I) – Information
11:15	Review of February 2020 meeting Request for note taker	All
11:20	EEO Plan update AFA meeting questions	Sussanah, Cathy
11:30	Multiple Methods Certification <ul style="list-style-type: none">• Please review attached certification from last year and send any updated information to be included in the 2019-2020 Certification form no later than Monday, April 20th.• Send Sussanah updates via email.	Sussanah
Future topics or if time	Confidentiality understanding – what stays in the room and maintaining a safe space for committee members. Develop EEOAC Newsletter	All

EEOAC Minutes

April 17, 2020

Present: Nancy Persons, Cathy Prince, Javier Rodriguez Aguilera, Sussanah Sydney, Claire Drucker, Casandra Hillman, Mary Cabrera

Minutes of February 2020

- Review of February 2020 meeting – Motion to approve minutes by Persons, seconded by Claire, minutes were approved.
- Request for note taker - Nancy

EEO Plan update

AFA meeting questions

Cathy represented Karen at AFA meeting March 11th. AFA had several questions, especially regarding the appendix to the AFA plan. Not all present at the meeting had seen Karen's presentation. Cathy forwarded that so that members would be updated. Julie Thompson had some questions about training being institutionalized, wanted to understand if this meant a mandate, to which Cathy explained this was not the intent, but rather that it was to become part of the professional development curriculum.

They also wanted to know what areas had been changed – there were 10-12 of these laid out in Karen's presentation. Cathy forwarded this to Sean Martin, new AFA president. Cathy explained the changes were very, very basic, e.g. MM Certification added, plan dates were updated, a statement about the longitudinal analysis was added. Per Cathy, questions were about whether the Chancellor's office was origin of some changes, etc. Cathy explained about federal mandates. Cathy described several other questions that were reflected via the AFA minutes from which she read.

Cathy described the rest of the questions and the manner in which they would be followed up by members of HR or otherwise. She has not heard anything further from AFA regarding the presentation.

The plan has already been shared with all constituent groups. Some minor wordsmithing from AFA leadership is anticipated but nothing more.

Sussanah emphasized that changes/updates to the plan were minor in nature. The plan will go back to the SRJC Board again next month for approval.

Multiple Methods Certification - All-Action

President Jordan Burns informed Karen last year that the Multiple Methods application will need to go to the Board first for approval so, this year we need to get the Certification form to the May Board for approval so that it is ready for submission before the end of May. Today's goal is to capture any non – HR sponsored events/programs from the current academic year that will can include in the form. Nancy will send Sussanah her report from the March 2019 ACRL conference whose theme that year was Equity, Diversity, and Inclusion.

We discussed various actions which had been implemented since last year's Diversity training in hiring practices and Diversity Prompt work. Cathy described a successful use of a TED talk on Diversity that was used within the interview process which worked very well. Nancy reported that diversity statements from candidates are vastly improved as a result of the use of the new Diversity prompt. Sussanah reported post-interview hiring conversations indicates candidates are pleased with our processes.

We discussed the inclusion of several focused outreach efforts including hiring fairs. The pop-up screen taken to these events and depicting our actual students in all their diversity was a great improvement over our old banner with acorns and oak leaves. Claire described how the English Department held Community of Practice groups, for example one addressing the effective implementation of AB705 (a bill all about equity). They also had planned a discussion group for the spring semester around reading the book *How Not to Be a Racist*. The pandemic closure affected the ability to carry that group out. Claire will send topics, dates and titles of any relevant CoPs from spring 2019 and fall 2020 to Sussanah.

Mary Cabrera described some student leadership events that might fall under the "Grow Your Own" category. Javier noted that the Student Equity office under Genevieve or Robert Ethington might have some suggestions for activities they generated which we could include. Mary also noted the "You Belong" campaign and video, which she will send to Sussanah. The Intercultural Center had its soft opening in January 2020.

Nancy noted the Faculty Fund for Advanced Study (FFAS) developed and has implemented a rubric for assessing professional development project proposals that includes a new EDI criterion. Javier noted that through the Equity office the Instructional Computing dept was able to vastly expand the number of laptops loaned to students in need, in part thanks to a generous grant from the SRJC Foundation. Mary reminded us that student government implemented the ability for students to identify their preferred pronouns in their student portal. We also noted several other activities including new training by Nick Lawrence.

Future Topics or if Time

Confidentiality understanding – what stays in the room and maintaining a safe space for committee members.

Develop EEOAC Newsletter

We did not get to this item and it will be first on the agenda at our May meeting. We will have to alter the start time for this meeting because extra Management Team meetings have been scheduled that conflict with our original start time.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

District Name: Sonoma County Junior College District

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

☒ Yes

☐ No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

☒ Yes

- ☒ Method 2 (Board policies and adopted resolutions)
- ☒ Method 3 (Incentives for hard-to-hire areas/disciplines)
- ☒ Method 4 (Focused outreach and publications)
- ☒ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- ☒ Method 6 (Consistent and ongoing training for hiring committees)
- ☒ Method 7 (Professional development focused on diversity)
- ☒ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- ☒ Method 9 (Grow-Your-Own programs)

☐ No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: Nancy Persons, Cathy Prince

Title: EEO Advisory Committee Chairs

Signature: Nancy A Persons *Catherine Prince*

Date: 5/4/2020

Chief Human Resources Officer

Name: Karen Furukawa

Title: Vice President of Human Resources

Signature: *Karen Furukawa*

Date: April 30, 2020

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Dr. Frank Chong

Title: Superintendent/President

Signature: *John Chong*

Date: 5/1/2020

President/Chair, District Board of Trustees

Date of governing board's approval/certification: May 12, 2020

Name: Jordan Burns

Title: President/Chair, Board of Trustees

Signature: *John Burns*

Date: 5/12/2020



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

☒ **Yes**

☐ **No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Equal Employment Opportunity
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Multiple Method #1

- 1) The District has a Board approved EEO Plan for 2017-2020 on file with the Chancellor's Office. The EEO Plan was adopted by the Board of Trustees of the Sonoma County Junior College District on June 13, 2017. [SRJC EEO Plan](#) The EEO Plan for 2020-2023 is on the District's May 2020 Board agenda for final reading and adoption.
- 2) The District has an established Equal Employment Opportunity Advisory Committee (EEOAC) that is active and that meets regularly. The EEOAC includes a diverse membership, and is tri-chaired by a faculty, a classified professional, and a management team representative. [Committee Page](#) The EEOAC was instrumental in developing, promoting and implementing the EEO Plan for 2017-2020 and for 2020-2023.
- 3) The District submitted a report on the use of the Equal Employment Opportunity funds to the Chancellor's Office in September 2019.

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2

- 1) The District has adopted a Strategic Plan. The District's Mission Statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. (Board Policy 1.1, Vision, Mission, Statement and Values). [Mission Statement](#) Two Goals in particular, Goal C (Serving our Diverse Communities) and Goal F (Cultivating a Healthy Organization) have a focus in promoting SRJC's mission to serve the community by providing services which address the needs of a diverse group of individuals and providing professional development opportunities for a diverse workforce. [2014-19 Strategic Plan Summary](#). The District will begin discussions to update the Strategic Plan in Fall 2020.
- 2) The District addresses issues of inclusion/exclusion in a transparent and collaborative manner. For example, the District, at the request of its employees and students, has created a LGBTQ task force which is advisory to the President for interests relevant to this population. In addition, two additional student and employee affinity groups known as the Latinx Faculty and Staff Association and Asian and Pacific American Student Success were created in the last five years in order to address issues of equity and to provide faculty, staff and students at SRJC with support groups that will ensure student success.

Equal Employment Opportunity
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Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3

- 1) The District does targeted advertising for hard-to-hire disciplines, internationally (online sources) and at the State level. Standard recruitments advertising sources may be found at [Recruitment Advertising List](#).
- 2) To accommodate candidates who might not be able to travel to the District for in-person interviews, hiring committees are now offering Zoom interview accommodations to interview candidates which has broadened the pool of qualified candidates and facilitated successful hiring outcomes for various recruitments. Also, candidates traveling from a distance who are recommended to return to the District for administrative interviews either with the Vice President(s) and/or the President are offered a stipend to help offset travel costs, thereby offering incentives to interview for positions. In Summer 2017, the District sponsored an "open house" focused on attracting instructors of Lifelong Learning, Adult Education and Older Adults programs and other hard-to-hire disciplines. 84 candidates attended the event. The event consisted of department presentations, program displays, and opportunities for the candidates to interact with SRJC Faculty and Administrators and get information from Human Resources. The feedback from the candidates was very positive and many were excited about the opportunity to work for SRJC. On January 28th 2020, the District hosted an Adjunct to Full time Faculty Workshop. The workshop provided an opportunity for attendees to meet our dedicated, talented faculty and committed administrators, ask questions and learn about our hiring process, get help with resume, cover letter, and interviewing techniques from our Career Services department and an opportunity to meet SRJC President Dr. Frank Chong.
- 3) In an effort to continually improve Faculty and Staff Diversity, the District consistently monitors employee demographics data. The District has also adopted the longitudinal analysis tool provided by the State Chancellor's office. The District focused this year's longitudinal analysis on full time faculty hired over the last 4 years and is pleased to learn that the District did not find any adverse impact in its analysis of those faculty positions.
- 4) The District launched its Faculty Recruitment program this Spring 2020. The mission of this program is to provide an informational and recruiting program that will encourage students to become qualified for, and seek, employment as community college faculty or administrators. SRJC will be partnering with identified Universities to provide informational sessions and rewarding career experiences for students. This program may eventually be a pool for the SRJC Faculty Internship Program and a pipeline for future faculty and administrative recruitments.

Program Details:

- ☐ Target students who would be students in Bachelor's, Masters and PhD programs at local universities
- ☐ District representatives (from EEOAC and HR) will be attending these events
- ☐ Interested students will be invited for onsite visits to SRJC and for a meet and greet session with District representatives.
- ☐ Informal Mentorship program - students will be paired with a faculty or administrator to maintain contact
- ☐ Work with Career Centers, Deans of Department of Education, Academic Vice Presidents and Provosts to organize the information sessions.

The first college recruiting event was at CSU East Bay on February 4th followed by an Information Session at University of California, Berkeley Information Session on February 12th. Some students from the CSU Berkeley college recruiting event applied for the current full time faculty positions at SRJC.

Does the District meet Method #4 (Focused outreach and publications)?☒ **Yes**☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4

- 1) For five years (2012-2017), SRJC participated in the Great Colleges to Work For Survey, which is a comprehensive climate survey sponsored by the Chronicle of Higher Education. SRJC received recognition in the diversity category in 2017. The District has attained the distinction of placing itself on the Honor Roll for 5 years, the only community college in California to have this recognition. ([CHE Great Colleges - Recognized Institutions](#)) The District will be applying for the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award this June. This award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion and will facilitate the District efforts in attracting qualified diverse candidates.
- 2) Santa Rosa Junior College (SRJC) received the 2019 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity*. This honor recognizes colleges and universities across the United States and Canada that demonstrate an outstanding commitment to diversity and inclusion. SRJC is the only California Community College recipient of this award and was featured, along with 94 other recipients, in the [November 2019](#) issue of *INSIGHT Into Diversity* magazine. Also, SRJC's Second Chance Program for Incarcerated Students was selected for the HEED spotlight and was featured in the [December 2019](#) issue of *INSIGHT Into Diversity*.
- 3) The District ensures that job descriptions for all employees are reviewed regularly and job announcements are updated as recruitments are opened for vacant positions.
- 4) All District publications, the District's website, and Mission Statement convey a commitment to diversity & equal 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](#)
- 5) In November and December of 2018, The District sponsored the first ever Diversity and Inclusion Climate Survey for all Management, Faculty, Students, and Classified Professionals at SRJC. The survey was sponsored by the District's Equal Employment Opportunity Advisory Committee (EEOAC) and administered by Insight Into Diversity-View Finder Climate Campus Surveys.

A total of 29,592 students, faculty, classified professionals and administrators participated in this survey. The goal for conducting this climate survey was to help assess the diversity and inclusion climate of the Sonoma County Junior College District. The survey provided an opportunity for all constituent groups to provide feedback to the District anonymously.

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Results will aid in decisions around developing future trainings/programs/process improvements in the areas of Diversity, Equity, and Inclusion, thereby, facilitating the vision of the District.

On April 30th 2019, the Equal Employment Opportunity Advisory Committee also hosted the first Solution Forum to address the issues outlined in the surveys. 44 people attended this ground breaking event.

Vision/Mission/Goals of The Solution Forum:

To provide a “think tank” platform where District employees can come together to explore and propose solutions to address issues outlined in the Diversity and Inclusion survey results.

Mission

To provide the District administration with proposals for use in making decisions, and developing new initiatives that will facilitate the District’s efforts in creating a learning and working environment where everyone feels welcome, safe, and respected.

Goals

- To have at least one forum every semester to address one major theme at every meeting
- To create a positive environment where District employees can address issues in a collegial manner
- To ensure that discussions are focused on creating solutions, not an avenue to “call out” any persons or department
- To empower employees to be passionate about becoming agents of change and making viable and sustainable recommendations
- To ensure that all key stakeholders are invited to the Forums

- 6) The District provided cultural awareness training by offering several Equity Series Workshops such as:
- a. Creating a Calling-In Culture
 - b. AB705: Challenges, Opportunities, Equity:
 - c. Embracing a Culture of Inclusion: Building Community, Part II
 - d. Neuroscience and Decision Making in Higher Education
 - e. Teaching and Mentoring in Diverse Classrooms
 - f. Adapting Growth Mindset for Students of Color
 - g. Embracing a Culture of Inclusion: Building Community, Part III
 - h. Culturally Responsive Teaching and the Brain Critical Methodologies
- 7) Effective May 2019, the District will also be advertising its vacancies with the Insight Into Diversity Job Board. This national Diversity and Inclusion organization and its 23 partner organizations will enhance the District’s effort in faculty and staff recruitment. Additionally, all faculty and staff positions requiring a college degree are now posted on Handshake, an online advertisement for student and recent graduates which advertises our recruitments at 47 Colleges.

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- 8) The District sponsors an annual One Love Diversity Festival that fosters unity via community while celebrating multicultural arts and entertainment. The event is open to students, faculty and staff.
- 9) The District is a sponsor at the Asian Pacific Americans In Higher Education annual conferences and we attend the SRJC Job and Internship Fairs each year.
- 10) We have also started changing our faculty and staff recruiting marketing materials to reflect the diversity of our students, faculty and staff.
- 11) We attended the two 2020 Registry Job Fairs in Los Angeles and San Francisco.
- 12) The SRJC Intercultural Center opened its doors on Wednesday, January 22nd 2020. The mission of the SRJC Intercultural Center is to create a safe and supportive learning environment that values diversity and builds an inclusive community focused on helping marginalized students achieve their goals.

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5

- 1) Exit interviews are conducted with all regular employees who voluntary leave the District. The information is analyzed to see if there are particular patterns impacting particular groups, as well as seeing if there are “trends” that may require coaching particular managers to improve their supervisory/management skills so that we can retain qualified employees.
- 2) The District investigates all complaints of unlawful discrimination in a timely manner and takes corrective action in all instances where a violation is determined.
- 3) In May 2016, the District dedicated funding to hire a new Manager of HR/Employment Equity. The focus of this position is to plan, organize, coordinate and implement the recruitment, outreach onboarding and inclusiveness efforts for the District; manage recruitment functions; develop and implement the Equal Employment Opportunity (EEO) plan; and develop and implement new initiatives to promote inclusiveness and cultural competency of faculty and staff. The Manager of HR/Employment Equity also serves as the appointed North 14 representative on the EEOAC at the State Chancellor’s Office.
- 4) In June 2016, the District dedicated new funding to hire a Manager of Training and Compliance, which was a net new position added to the staff of Human Resources. The

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Fiscal Year 2019-2020

focus of this position is to investigate allegations of sexual misconduct as defined in Title IX, and to conduct other investigations of unlawful discrimination and sexual harassment in accordance with Title 5. This position also shares responsibility for oversight of the Professional Development function.

- 5) Applicants demonstrate sensitivity to diversity in both the application and interview process by submitting a “Diversity Statement” in the employment application, and by requiring that all screening and selection committees have at least one question to assess the candidate’s sensitivity to diversity during the interview. Diversity/inclusion questions are also required for finalist interviews. The EEOAC consulted with the Academic Senate to the diversity prompt provided in job announcements, so that each candidate can submit a detailed response which addresses examples of demonstrating sensitivity to diversity.

Our revised prompt is as follows:

Provide a 500-word response to the diversity prompt below:

Please provide two or three examples of your ideas and/or experiences in creating, modifying, and/or performing one or more of the following to meet the needs of a diverse student population:

- Curricula;
- Learning activities;
- Teaching/counseling practices;
- Educational Resources;
- Training, background, coursework and/or professional development;
- Program Development

We have received positive feedback from hiring committees that this revised diversity prompt is much more effective and we are receiving more detailed responses from candidates.

- 6) Committee Monitors are trained and appointed to full-time faculty and management screening and selection committees. 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. ([Committee Monitor Resource Guide](#))
- 7) The full time Faculty Hiring Orientation was updated to include a comprehensive section on *Exploring Practices to Hiring Equity Minded Faculty*. This training was well received, and appreciated, and has since transformed our recruitment processes at the District. Most hiring committees have adopted our suggested best practices shared at the orientation and we are looking forward to welcoming a great team of equity minded new full time faculty colleagues in fall 2020. [SRJC Hiring Orientation Presentation](#)
- Human Resources provided guidance the faculty hiring committees reminding them about The November 7, 2019 resolution from the Statewide Academic Senate including recommendations for eliminating institutional discrimination. Committees were encouraged to be more intentional in their recruiting and outreach practices and communications. Examples were provided to promote equity mindedness in all job announcements along with the following additional recommendations:

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Other Recommendations:

- ☐ Establish a diverse hiring committee with individuals who represent a variety of perspectives and include faculty from other departments.
- ☐ Minimize preferred qualifications (de-emphasize preferred degrees beyond MQ's such as PhDs); listing PhD as a preferred qualification has been known to exclude potential candidates from applying for faculty positions. We want to be inclusive throughout our process so, instead of listing PhD as a preferred qualification, list the attributes of a PhD faculty that candidates should possess to allow for a more diverse applicant pool.
- ☐ Highlight any department/program specific achievements/recognitions.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

- 1) All employees who serve on screening and selection committees must attend a mandatory orientation 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. The training includes but is not limited to:
 - a. The requirements of Title 5 EEO regulations and of State and Federal nondiscrimination laws;
 - b. The educational benefits of workforce diversity;
 - c. The elimination of bias in hiring decisions;
 - d. Best practices in serving on a selection or screening committee.
 - e. The SRJC Hiring Process
- 2) The 2018 updated training guide and presentation are at ([Hiring Orientation Guide](#) and [Hiring Orientation Presentation](#))

Does the District meet Method #7 (Professional development focused on diversity)?☒ **Yes**☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7

- 1) The District offers a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities. [Professional Development Webpage](#).
- 2) The College sponsors workshops throughout the year that are focused on promoting cultural awareness, including a keynote speaker on Professional Development Day (PDA 2015), Dr. Tom Brown, who is a known expert in Cultural Competency. Also, the College hosted the following diversity speakers in 2017, 2018 and early 2019: Veronica Keiffer-Lewis, Kimberly Papillion Esq., Dr. Derisa Grant, Dr. Frank Harris, III and Dr. Luke J. Wood
- 3) In Fall 2016, the District implemented a curriculum titled "Embracing a Culture of Inclusion," (ECI). This program was started in order to provide a work environment that is welcoming and equitable with the opportunity for all cultures and perspectives to thrive. ECI is a key component to facilitating the Vision of the college which is to be an inclusive, diverse and sustainable learning community that engages the whole person. A team of faculty and staff developed the program and offered the first training at Fall 2016 Professional Development Day (PDA). The program was developed as a coordinated professional development approach by a cohort of faculty, classified professionals and management. We use a 'train-the-trainer' approach with new participants joining the planning group for this program continuously. Approximately 350 faculty/staff/students have been trained so far. Other workshops/programs sponsored by ECI have included:
 - Fall 2017 PDA: Keynote and theme was based on 'Embracing a Culture of Inclusion; video was developed by faculty/staff/students/administrators to show 'Why Inclusion Matters @ SRJC' to demonstrate the importance of faculty and staff promoting an inclusive work and learning environment to support student success. This video was shared with the college community at the Fall 2017 PDA. – see <https://www.youtube.com/watch?v=1oQDaxhZZY&t=5s> for video link. At this PDA event, there were multiple workshops and other connections to ECI, including our Keynote address by Dr. Veronica Neal with the topic of "Why is it Important to Equitize the Institution?" Dr. Neal offered breakout sessions after her keynote address which included specific training for the presenters of ECI to improve and broaden their knowledge of the subject matter. Spring 2018 PDA - Creating a Calling In Culture For Deepening Equity (a three hour follow up workshop presented by Dr. Veronica Neal.)
 - ECI PDA day presentations: presented a 3-hour kick-off session in Fall 2016 and a 1.5 hour introductory session in Spring 2017

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- New Hire Employee Orientations: presented 2-hour sessions Quarterly since July 2017 at the Quarterly New Hire Orientation; also presented a 1-hour session at the New Faculty Orientation in November 2017 and is now part of the New Hire Employee Orientation curriculum
- Faculty Training: presented a 1.25 hour session in Fall 2016 at the Center for Excellence in Teaching and Learning which promotes faculty professional development opportunities
- ECI Workgroups: ECI participants have committed to joining subgroups for curriculum development, focus group facilitators, workshop/training presenters and advocacy/ally groups
- Student Training: presented a 1.25 hour session in Spring 2018 for Americorps students and Student Health Services interns
- Building Community workshop via The Appreciative Inquiry Approach: we had an in-depth 4-hour workshop in Spring 2018 sponsored by ECI and EEOAC which was an opportunity for the entire college community to participate in a community building event. The Building Community Workshop Part II took place on November 30, 2018 and Part III took place on May 10, 2019.
- SRJC's "Embracing a Culture of Inclusion" program was the recipient of the Outstanding Program award by The California Community College Council for Staff and Organizational Development organization (4CSD) on April 3, 2018. The Outstanding Program Award recognizes and rewards excellence and innovation at the institutional level in staff, program and organizational development programs in the California Community Colleges.
- By Spring 2018, ECI offered several 'Building Community' events by engaging in dialogue with each other about what each of us needs in order to feel trusted, appreciated and included in the work environment. These events have supported our college community with effects of ongoing culture change. The ECI Oak Tree Project was one of several 'Building Community' events to demonstrate how our college community expresses the 'languages of appreciation in the workplace'. The Oak Tree Art Project was installed in Bertolini Associate's Lounge in Fall 2019. The purpose of this project was to inspire community building and promote wellness in the workplace as a recommendation from the Solution Forum offered to debrief about the Diversity & Inclusion Climate Surveys.

The ECI team who worked on this project started by creating self-care collages. The group was then provided training on Trauma-Informed Care and understanding physical and mental factors that affect well-being to discuss the languages of appreciation in the workplace.

This project was sponsored by the Embracing a Culture of Inclusion Training Program in collaboration with the District Equal Employment Opportunity Advisory Committee and SRJC's Leadership Academy project 'Creative SRJC' which focuses on offering opportunities for wellness through artistic opportunity.

- Future projects:
Establishing The ECI Institute - At the ECI trainings, participants have expressed the need for more tools on how to foster an inclusive culture at the District. To enable ECI to develop the capacity to meet these needs, and to provide a robust training platform, ECI will be moving to become an Institute. The ECI institute will provide ongoing learning forums, tools and educational opportunities for faculty, staff and students related to diversity and inclusion. Our goal is to develop a library of topics to be presented at various venues to various members of the college community.
- 4) The office of Student Equity The office of Student Equity launched an online training in 2017 geared towards Faculty and Staff to better serve men of color. The training modules are:
- 1. ONL:09 Supporting Men of Color Online Training**
This course provides community college advisors, student service officers, and support staff with strategies and approaches that can be used to foster enhanced learning, development, and success among college men of color.
- 2. ONL:08 Teaching Men of Color Online Training**
This fully online program is designed to enhance the preparedness of instructional faculty in the community college to facilitate teaching and learning among college men of color. The program includes 5 modules, with learners engaging in both synchronous and asynchronous activities. Each module requires a 3-hour commitment (including lectures, discussion boards, readings, and virtual sessions).
- 5) The District also sent faculty and staff to the following training:
- Equity Academy April 17-19, 2019 hosted by Skyline College's Equity Institute. Faculty who attended this training presented a Building an Inclusive Syllabus training at the SRJC Spring 2020 PDA day.
 - Building Diversity Summit hosted by the Chancellor's Office, in partnership with the Community College League of California, ASCCC, ACHRO, 4CS, Student Senate, and CCCCIO.
- 6) The District is also developing an Unconscious Bias Training. This training will be geared towards Management, Faculty and Classified Professionals.
- 7) The District requires a two-hour training module in accordance with AB 1825 on preventing sexual harassment for managers, department chairs, program coordinators, regular and adjunct faculty, and classified professionals.
- Beginning in the Fall 2019, the District will also roll out the new requirement for training all employees on the topic of Preventing Sexual Harassment and Abusive Conduct.

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?☒ **Yes**☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8

- 1) Evaluations for Management Team have a criterion for being evaluated on one's Commitment to Diversity. [Evaluation](#)
- 2) College Service activities for Faculty, which is a component in Faculty evaluations, include professional opportunities to participate in activities/workshops that focus on the topic of diversity, inclusion, or cultural competency.

Beginning in 2016-2017, negotiations with SEIU, Local 1021, the classified bargaining unit at the College, included a discussion to consider incorporating criteria for diversity to the employee evaluation as a performance factor as well.

Does the District meet Method #9 (Grow-Your-Own programs)?☒ **Yes**☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

- 1) **The Teaching Fellows Program** established in 2013, is a flagship program at the District that offer Scholarships to inspire current SRJC students to consider careers in education for those who are interested in becoming a teacher or working in a school setting as a counselor or librarian. The Teaching Fellows, who are competitively selected, meet regularly with SRJC Faculty who serve as their mentors and learn about best practices in teaching methodology, working with diverse populations, and educating students in a changing world. The objective of this program is to attract students interested in education, provide them with enriching experiences while at SRJC, and encourage them to return to the College to apply for faculty positions once they have attained their graduate degrees or teaching credentials. [Teaching Fellows Report](#) [Press Release - Teaching Fellows Program](#)
- 2) The District has developed and maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities. Both the Academic Senate and the Classified Senate have supported new faculty/staff by pairing the new employee with a seasoned employee. A description of the Mentor Programs may be found at ([Orientation for New Employees](#)). Santa Rosa Junior College is committed to supporting new employees in their

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successful transition into the college. Successful transitioning requires an onboarding program that engages each new employee beginning with the acceptance of the job offer, and continuing through the entire first year of employment. Human Resources is developing a Strategic Onboarding Program to help new employees transition into their new roles.

- 3) **The SRJC Leadership Academy.** The District received a grant to implement a Leadership Academy in Fall 2016. The Academy was a coordinated Professional Development effort which included equal participation from faculty, management and classified staff. The purpose of the Leadership Academy is to prepare, empower, and equip upcoming, new, and current SRJC leaders to provide meaningful solutions to SRJC challenges. The second cohort is currently ongoing and the presenters include academy Alumni and Management. One of the training sessions offered this Spring was sponsored by the District's ECI program entitled 'Leaders Embracing Inclusion'. Plans are underway for the development of the next Academy cohort, which should begin in Spring 2021.
- 4) **Developing Cultural Dexterity for Management, Classified Professionals, and Faculty.** The goal for this program is to help management continuously improve in the areas of cultural knowledge, emotional intelligence, and interpersonal skills. The Embracing a Culture of Inclusion group in collaboration with the Leadership Academy developed new curriculum in February 2019 titled: Leaders Embracing Inclusion at SRJC.
- 5) **"Making Great Teachers" The Adjunct Faculty to Full-Time Faculty Recruitment Program.** The District has identified the 1,800 adjunct faculty as a viable pool for filling full-time faculty positions. Workshops, internships and mentoring will be provided for adjuncts who aspire to be regular faculty employees. The Equal Employment Opportunity Advisory committee in collaboration with Human Resources hosted an Adjunct to Full Time Faculty Workshop on January 28 2020 as part of the recruiting efforts to recruit 35 new fulltime faculty. Over 40 candidates attended the workshop from SRJC and neighboring colleges. Former adjuncts who are now full time faculty at SRJC shared their testimonials and offered advice to the attendees on how to apply and go through the interview process. The Career Services department also attended and helped adjuncts with their resumes, cover letters, and provided them with interviewing techniques. Administrators in attendance shared helpful insights about their expectations from candidates and some of the hiring departments attended to answer department specific questions about their recruitment. The attendees very appreciative of the opportunity, resources, and information shared. Coordinators received flex credit.
- 6) **Thinking For Change: The SRJC "Think Tanks".** SRJC "Think Tanks" will provide a platform for departments to draw out the untapped problem-solving potentials of SRJC employees and to continuously develop leaders across the District.