Solano Community College District Equal Employment Opportunity (EEO) Staff Equity Plan 2014-2016

Solano Community College
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Original 2013-2016 EEO Plan Approved by:
Equity and Inclusion Advisory Council (E.I.A.C.) 9-5-13
Shared Governance Council 9-11-13
Academic Senate 9-16-13

Adopted by: Solano Community College Governing Board 9-18-13
Update: September 22, 2014

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Purpose of Solano Community College District Equal Employment Opportunity Plan (EEO Plan)

The SCC EEO Plan addresses the requirements of Education Code Section 87106 (b) for compliance with the Board of Governors' regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in Section 53004 (a) of Title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and one that is welcoming to all individuals.

In 2007, The California Community College Chancellor's Office issued directives for each CCC District to comply with Title 5 law for equal employment opportunity. The SCC EEO Plan conforms to the most recent CCCCO directives for compliance and includes revisions to the Staff Equity Planning Agenda 2013-2016.

The primary objectives of SCC's Equal Employment Opportunity Plan are to:

- Address the minimum legal requirements pursuant to Section 53003 of Title 5.

- Provide SCC with guidance that will assist in its goal of achieving a diverse workforce.

- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

- Provide objectives, outcomes, and a timeline to implement the EEO Plan.

SOLANO COMMUNITY COLLEGE DISTRICT COMMITMENT TO DIVERSITY BP 4037: The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

REFERENCES/ AUTHORITY: California Education Code, Section 87100 et seq. California Administrative Code, Title 5, Section 5300, et. Seq

Solano Community College District

Adoption of District Equal Employment Opportunity Plan

I. INTRODUCTION
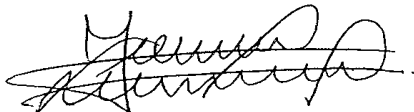
Statement from SCC Superintendent-President:
The Solano Community College District's Equal Employment Opportunity Plan (EEO Plan) was adopted by the SCC Governing Board on September 18, 2013. The *Plan* reflects the District's commitment to Equal Employment Opportunity and is revised on an annual basis. It is the District's belief that taking steps to ensure equal employment opportunity and to create an academic environment which is welcoming to all will foster diversity, promote educational excellence, and provide a quality student learning experience.

The EEO Plan's immediate focus is to foster equal employment opportunity in its recruitment and hiring policies and practices to enrich the diversity of SCC. The *Plan* contains an analysis of the demographic makeup of the District's workforce population and the requirements for a complaint procedure for noncompliance with Title 5 provisions relating to equal employment opportunity programs. The *Plan* relies on consultation with the College's established Equity and Inclusion Advisory Council (E.I.A.C.), to include specific goals and activities to promote equity as a central interest of our Institutional Planning and to enhance the College's educational presence in our community.

The District endeavors to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the diverse student body it serves and pursues methods to support equal employment opportunity and procedures for dissemination of the Plan.

Solano Community College has maintained its commitment to equal employment opportunity and diversity practices since its inception and embraces equal employment opportunity and diversity as part of the District's core values.

Jowel Laguerre, Ph.D.
Superintendent/President
Solano Community College

II. DEFINITIONS

Solano Community College uses the following Title 5 definitions that govern the EEO Plan: (Title 5, section 53001):

a) *Adverse Impact*:   a statistical measure (outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that 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*: 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*: 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 identifying and elimination of barriers to employment that are not job related. It involves also creating an environment that 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*: a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

e) *Equal Employment Opportunity Programs*: 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.

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 may be more specifically defined by the Chancellor 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*: those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). These groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

i) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

j) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.

k) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

l) S*ignificantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

III.   POLICY STATEMENT

The Solano Community College District is committed to a continuing good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of protected class status including (but not necessarily limited to) age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, physical or mental disability, pregnancy, race or ethnicity, religion, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic and all other groups that are accorded protected class status, to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

IV. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE

It is the goal of Solano Community College that all employees promote and support equal employment opportunity. The general responsibilities for the prompt and effective implementation of the EEO *Plan* are set forth below.

1) *Governing Board*

   The SCC Governing Board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of the District's operation, and for ensuring equal employment opportunity as described in the Plan.

2) *Superintendent-President*

   The SCC Governing Board has delegated to the Superintendent-President the authority for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent-President shall advise the Governing Board regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on implementation of the *Plan.* The Superintendent-President shall include in the evaluation of the performance of all administrators who report directly to him those actions taken in support of the *Plan.*

3) *Equal Employment Opportunity Officer*

   The District has designated the Associate Vice President of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the EEO Plan. If there occurs a new equal employment opportunity officer before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the EEO Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq., The EEO Officer is also responsible for receiving complaints described in Plan Component 6, and for ensuring that applicant pools and selection procedures are properly monitored.

4) *Equal Employment Opportunity Advisory Committee*

   SCC has established an Equity and Inclusion Advisory Council (E.I.A.C.) to act as an advisory body to the EEO Officer and the District as a whole with the purpose of promoting understanding and support of the EEO Plan goals. The E.I.A.C. assists in the development and implementation of the EEO Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

5) *Agents of the District*

   Any authorized organization or individual, whether or not an employee of the District, who acts on behalf of the SCC Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan* and will be expected to uphold its provisions.

6) G*ood Faith Effort*

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

V.   SCC EQUITY AND INCLUSION ADVISORY COUNCIL (E.I.A.C.)

The District has established an Equity and Inclusion Advisory Council (E.I.A.C.) to assist the District to implement its EEO Plan. Accordingly, the Committee assists to promote an understanding of and the support of equal employment opportunity, non discrimination, retention, and diversity.

The EEO Officer shall train the advisory Committee on equal employment compliance and the *Plan* itself. The Committee shall consist of a diverse membership whenever possible. SCC's Equity and Inclusion Advisory Committee (E.I.A.C.) is composed of one representative from: Academic Senate, CSEA, Local 39, Administrative Leadership Group (ALG), Student government, Ethnic Minority Coalition, Veterans, and Disabled Student Services, as well as an Advisory Council. The EEO Officer or Superintendent-President appointee will chair the Committee. The Equal Employment Opportunity Advisory Committee holds bi-monthly meetings during the academic year; special meetings are held as needed to review EEO Plan data, policy revisions, and the progress of formal EEO Planning agenda items. As appropriate, the E.I.A.C. shall make recommendations to the EEO Officer and the Superintendent-President.

VI.   COMPLAINTS

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established a formal process permitting any person to file a complaint alleging that EEO regulations have been violated. Any person who believes that these EEO regulations have been violated may file a written complaint describing in detail the alleged violation. 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. Complaints involving the current hiring processes must be filed as soon as possible after the occurrence of the alleged violation and not later than (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60 day limitation.   (See SCC Board Policies 4000 Series: http://www.solano.edu/district_policies/series4000_hr.php)

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. As directed by the Chancellor's office, the decision of the District in complaints pursuant to section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaint* at: http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

The District may return, without action. Any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The non-current hiring complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint will be filed with the Superintendent-President. A written determination of all accepted written complaints will be issued to the complainant within (90) days of the filing of the complainant. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of resolution. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et. Seq.

- *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The AVP of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The District has in place discrimination and sexual harassment complaint procedures (See SCC Board Policies: http://www.solano.edu/district_policies/series4000_hr.php).

VII. <u>NOTIFICATION TO DISTRICT EMPLOYEES</u>

The commitment of the Governing Board and the Superintendent-President to equal employment opportunity is emphasized through the broad dissemination of its EEO Plan. The EEO policy statement is printed in the College catalogs and Class schedules. The EEO Plan and subsequent revisions will be distributed to all members of the College community. The EEO Plan is available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department provides all new employees with a copy of the EEO Plan. Each year the District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan. The annual notice will emphasize the importance of the employee's participation in and responsibility for the Plan's implementation and efficacy. Copies of the *Plan* are available in the College Library, the SCC Web, the Office of the Chief Executive Officer, the Office of Human Resources, and all Department and School Offices.

VIII.   TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency (successful teaching and other interactions with both students and colleagues from a variety of cultures); the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The SCC Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO requirements of Title 5 and the District's EEO Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

IX.   ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The EEO Officer and/or the Superintendent-President provides annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will include a summary of the EEO Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse, qualified candidates. The notice shall also include the addresses where the District advertises its job openings and contact information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached to this Plan (See Appendix C, page 41). This list will be revised annually.

X.   ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

The Human Resources Department will survey annually the District's workforce composition and shall monitor applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The *Plan* will be reviewed annually and, if necessary, revised. In

years past, the College has examined data based on an analysis of ethnic group identification, gender, and disability composition, but intend to expand the scope of the data analysis next year to include, for example, age of existing staff and of those who have applied for employment in each of the following identified job categories:

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

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts.

NEOGOV Applicant Pool Data Analysis Summary for 2013-2014

The following table identifies job applicants by job classification and monitored groups for the year 2013-2014. Data pertaining to gender and ethnicity were accumulated from September 1, 2013, through June 30, 2014 and based on reports from NEOGOV (an online human capital management system for the public sector and higher education).

Summary for Applicants										
		Gender			Ethnicity						
Category	Positions	Female	Male	Unknown	African American	Asian	Hispanic	Native American	White	Unknown	Total
Clerical/Sec	19	454	42	555	58	81	45	3	160	704	1051
Exec/Adm/Mgmt	16	278	211	123	93	44	49	9	224	193	612
Faculty	54	664	558	44	146	96	88	13	398	525	1266
Prof/Non-Faculty	1	1								1	1
Serv/Maint/Paraf/Tech	3	36	46	26	10	16	9	2	44	27	108
Grand Total	93	1433	857	748	307	237	191	27	826	1450	3038

Summary for New Hires										
		Gender		Ethnicity						
Category	Positions	Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	Total
Clerical/Sec	19	19	2	2	4	3		11	1	21
Exec/Adm/Mgmt	16	8	8	2	3	2		7	2	16
Faculty	54	74	49	18	12	8	2	78	5	123
Prof/Non-Faculty	1	1						1		1
Serv/Maint/Paraf/Tech	3	2	1			1		2		3
Grand Total	93	104	60	22	19	14	2	99	8	164

During the 2013-2014 year, a total of ninety-three (93) jobs were recruited and filled. There were sixteen (16) Executive/Administrative, twenty (20) Full-time Faculty, nineteen (19) Clerical/Secretarial, one (1) Professional/Non-Faculty, three (3) Service/Maintenance/Technical/Paraprofessional positions and (34) Part-time

faculty hires, for whom applications are accepted throughout the year.) The total number of applicants for the 93 recruitments was 3,038 (See Table A below for Summary and Appendix B for detailed information of the NEOGOV Applicant Pool Data).

Analysis of 2013-2014 data was based upon data collected through NEOGOV. With the employment of a new full-time Recruiter in HR, it was discovered that NEOGOV was not properly set up to capture ethnicity and gender, therefore the data reporting process for applicant categories was in need of correction. The following data is based upon the amended data as collected.

The SCC data is dependent upon applicants providing the District with voluntary information pertaining to gender and ethnicity. The data collected reflected a significantly high number of candidates whose ethnicity and/or gender were not captured (i.e., recorded as unknowns) due to a NEOGOV template setup error, and applicants who did not voluntarily identify their gender (25%) and ethnicity (48%). These data are noted in the "unknown" column in Table A listed below.

Table A: Gender and Ethnicity Distribution										
	Ethnicity						Gender			
Category	African American	Asian	Hispanic	Native American	White	Unknown	Female	Male	Unknown	Total
Applicants	307	237	191	27	826	1450	1433	857	748	3038
% of Applicants Distribution	10%	8%	6%	1%	27%	48%	47%	28%	25%	
% of Applicants (NO Unknown)	19%	15%	12%	2%	52%		62.6%	37.4%		
New Hires	22	19	14	2	99	8	104	60		164
% of New Hires Distribution	13%	12%	9%	1%	60%	5%	63.4%	36.6%		
% of New Hires (NO Unknown)	14%	12%	9%	1%	63%		63%	37%		
% of New Hires/Applicants	7.2%	8.0%	7.3%	7.4%	12.0%		7.3%	7.0%		

Of the total number of all applicants who reported ethnicity, ethnic minority groups represented 48% (1588 of a total of 3,038 applicants). The gender break down for the applicants indicates 63% female and 37 % male (for a total of 2290 of 3038).

Of the new hires that reported ethnicity, ethnic minority groups represented 37% (for a total of 156 of 164). The gender breakdown is 63% female and 37% male (for a total of 164 of 164).

It should be noted that no analysis was provided that discriminated between those candidates who had minimum qualifications for jobs posted and those who did not. In this year's analysis, comparison of ethnic minority group applicants (48%) with ethnic minority group hires (37%) seem to show a disparity, although the data does not take into account the qualifications of those applicants. The District will conduct a study through NEOGOV to capture minimum qualifications for ongoing analysis.

Solano Community College NEOGOV Applicant Pool Data:
September 1, 2013 to June 30, 2014

Pie Chart 1.1
Percent of Applicants

African American 19%
Asian 15%
Hispanic 12%
Native American 2%
White 52%

Pie Chart 1.2
Percent of New Hires by Ethnicity

African American 14%
Asian 12%
Hispanic 9%
Native American 1%
White 64%

Pie Chart 1.3
Percent of Applicants by Gender

Male 37.4%
Female 62.6%

Pie Chart 1.4
Percent of New Hires by Gender

Male 36.6%
Female 63.4%
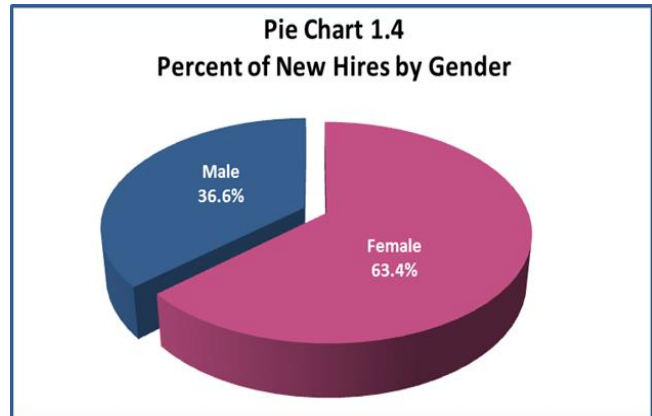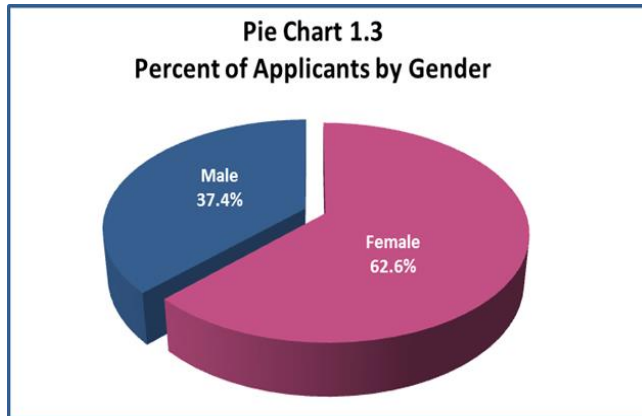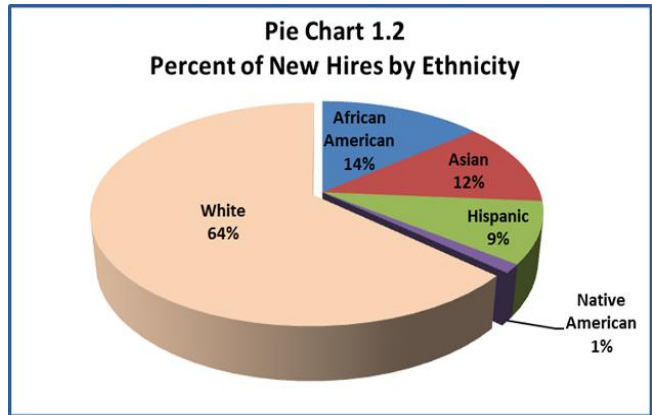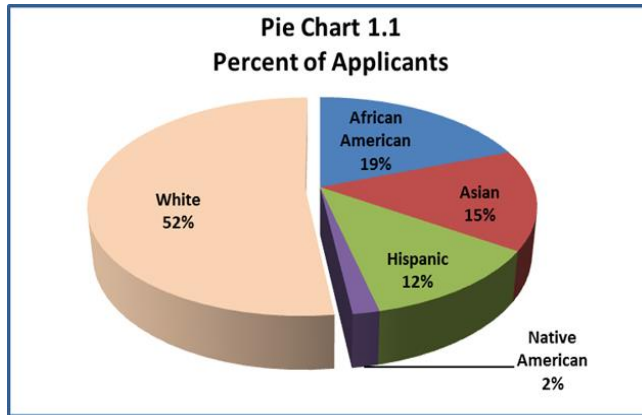
The charts above are based on SCC's NEOGOV data and conform to the California Community College Chancellor's Office Management Information System (CCCCO MIS) format, to include the Employee Demographic data elements, i.e., "workforce type," "gender," and "ethnicity."

As demonstrated in these charts (and excluding unknowns), of applicants reporting their ethnicity, 48% came from a reported group other than Caucasian. Of those new hires that reported their ethnicity, approximately 37% were from reported groups other than Caucasian. The highest number of applicants (826) was Caucasian. Similarly, the highest number of hires (99) was Caucasian. The ratio of the new hires to the Caucasian group is 12%, which is higher than all other reported groups. However, as mentioned in the analysis for Table A page 9, it is not known if these data are significant because current data collection processes used for data collection did not allow for an analysis of those applicants with minimum qualifications. The applicant data reflects only data of all applicants who reported their ethnicity and does not take into consideration their status as a "qualified applicant." Of applicants reporting "gender," 63% were female. The percent of new hires reporting "gender" also report just over 63% female representation.

CCC Full-time Faculty Obligation Number (FON) Compliance

Education Code section 87102 requires each District's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

Solano Community College Full-Time Obligation Number (FON) Historical Trend						
CCR title 5 section 51025(c)(7) allows districts to choose between Option A or B for compliance purposes in "inadequately funded" years.						
Selection of Option A or B	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Option A	-	-	-	-	-	121.6
Option B	54.31%	54.33%	57.20%	66.61%	63.49%	-

The Fall 2014 FON report will be issued in November.

The College will continue to monitor the FON to remain in compliance and to work to improve District ratios.

EEO Workforce Dataset Analysis Summary

The District will continue its analysis of ethnicity and gender, and will work to expand its analysis, to include, for example, age, disabilities and minimum qualifications. The District will continue to monitor all recruitments to assure equity is achieved for those who apply for employment in each of the following CCCCO MIS identified job categories:

- Executive/Administrative
- Professional/Non-Faculty
- Faculty Full-Time
- Faculty Part-Time
- Clerical/Secretarial
- Service Maintenance/Paraprofessional

The District's workforce analysis and applicant pool for 2013-14 are identified in the EEO Workforce Dataset Analysis Tables 1-5 listed on pages 13 through 22.

Solano Community College EEO Workforce Dataset Analysis
(Table 1: CCCCO-MIS Data-Fall 2009 to Fall 2013)

Percentage (%) and number (n) Employees by Classification and Gender for Fall 2009—Fall 2013

Class_Desc	Class	Gender	Fall 2009 n	Fall 2009 % of n	Fall 2010 n	Fall 2010 % of n	Fall 2011 n	Fall 2011 % of n	Fall 2012 n	Fall 2012 % of n	Fall 2013 n	Fall 2013 % of n
Academic Non Tenure	Faculty	F	23	67.65%	18	72.00%	9	81.82%	1	20.00%	13	61.90%
		M	11	32.35%	7	28.00%	2	18.18%	4	80.00%	8	38.10%
		Total	34	100.00%	25	100.00%	11	100.00%	5	100.00%	21	100.00%
Academic Temporary	Faculty	F	188	48.33%	150	48.23%	125	49.21%	122	49.39%	113	45.56%
		M	201	51.67%	161	51.77%	129	50.79%	125	50.61%	135	54.44%
		Total	389	100.00%	311	100.00%	254	100.00%	247	100.00%	248	100.00%
Academic Tenure	Faculty	F	65	51.59%	71	54.62%	76	53.90%	78	55.32%	69	55.20%
		M	61	48.41%	59	45.38%	65	46.10%	63	44.68%	56	44.80%
		Total	126	100.00%	130	100.00%	141	100.00%	141	100.00%	125	100.00%
Classified Permanent/ Probationary	Clerical/Secretarial	F	69	95.83%	67	97.10%	57	95.00%	58	95.08%	56	94.92%
		M	3	4.17%	2	2.90%	3	5.00%	3	4.92%	3	5.08%
		Total	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59	100.00%
	Exec/Admin/Manager	F	5	33.33%	4	40.00%	10	55.56%	9	56.25%	11	57.89%
		M	10	66.67%	6	60.00%	8	44.44%	7	43.75%	8	42.11%
		Total	15	100.00%	10	100.00%	18	100.00%	16	100.00%	19	100.00%
	Professional (non-faculty)	F	4	100.00%	4	57.14%	4	80.00%	4	100.00%	5	100.00%
		M			3	42.86%	1	20.00%				
		Total	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5	100.00%
	Service/Maintenance	F	9	33.33%	10	33.33%	9	34.62%	8	30.77%	8	29.63%
		M	18	66.67%	20	66.67%	17	65.38%	18	69.23%	19	70.37%
		Total	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27	100.00%
	Skilled Crafts	M	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7	100.00%
		Total	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7	100.00%
	Technical/Paraprofessional	F	33	60.00%	30	56.60%	31	60.78%	30	60.00%	29	59.18%
		M	22	40.00%	23	43.40%	20	39.22%	20	40.00%	20	40.82%
		Total	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49	100.00%
Educational Admin	Exec/Admin/Manager	F	5	45.45%	4	36.36%	3	37.50%	4	44.44%	6	54.55%
		M	6	54.55%	7	63.64%	5	62.50%	5	55.56%	5	45.45%
		Total	11	100.00%	11	100.00%	8	100.00%	9	100.00%	11	100.00%

The data represented in this chart is reflective of the employment trends experienced in previous years. The following observations are made in the various categories:

Academic

Academic Non Tenure

These faculty are new hire full-time faculty. There were 16 new hires in 2013 to replace the 16 retiring for that year.

Academic Temporary

Positions in this category include temporary full-time and adjunct instructors. The District retains an adjunct pool for up to two years. The need for adjunct instructors is somewhat flexible depending largely upon the availability of full-time instructors and demand for courses. The size of this group has remained fairly consistent over the past three years. The specific makeup by gender varies somewhat depending upon instructor availability. No additional information was

available for analysis to compare gender makeup to particular course types, scheduling, etc.

Academic Tenure

These faculty are full-time instructors who have been granted tenure status within the organization. The data over the past five years has shown a gradual increase from 2009 through 2012, but shows a decrease in 2013 due to 16 retirements in 2013.

Classified/Permanent

Clerical/Secretarial

The total count of individuals in this category has remained mostly the same over the past five years. Data from the past three years demonstrates a decline from five years ago, attributed to retirements and resignations. No significant changes took place in the gender construct.

Exec/Admin/Manager

This category includes all managers in the District. Considering the size of the population of this group, (a) the total fluctuation is nominal compared to the larger population of classified/permanent employees and (b) the gender composition of this group has significantly improved representation by women over the past three years.

Professional (non-faculty)

This group consists of a very small group of positions and is comprised this year of 100% female employees. While some variation existed in 2010 and 2011, the current and previous year's construct was 100% female.

Service/Maintenance

This group has maintained approximately the same size population over the reported years. The gender construct has also remained similar from year to year. Approximately 30% of the population in this group reflects female membership. Additional efforts will be made to recruit and attract qualified female applicants for these positions in the future.

Skilled Crafts

This group has remained approximately the same size in population over the reported years. The gender construct has also remained similar from year to year. The entire population (100%) of individuals employed in this group reflects male membership. Additional efforts will be made to recruit and attract qualified female applicants.

Technical/Paraprofessional

The population of this group has demonstrated a slow decline from year to year over the past five years, possibly attributed to a reduction in services. The proportion of female members in this category has remained approximately the same at approximately 60%.

Educational Administration

The size and nature of this group has fluctuated somewhat over the past five years most likely due to turnover and reorganization of School Deans. The gender construct of this group continues to improve from year to year currently representing 56% female employees.

Average Age and n Full Time Employees by Classification and Gender for Fall 2009—Fall 2013
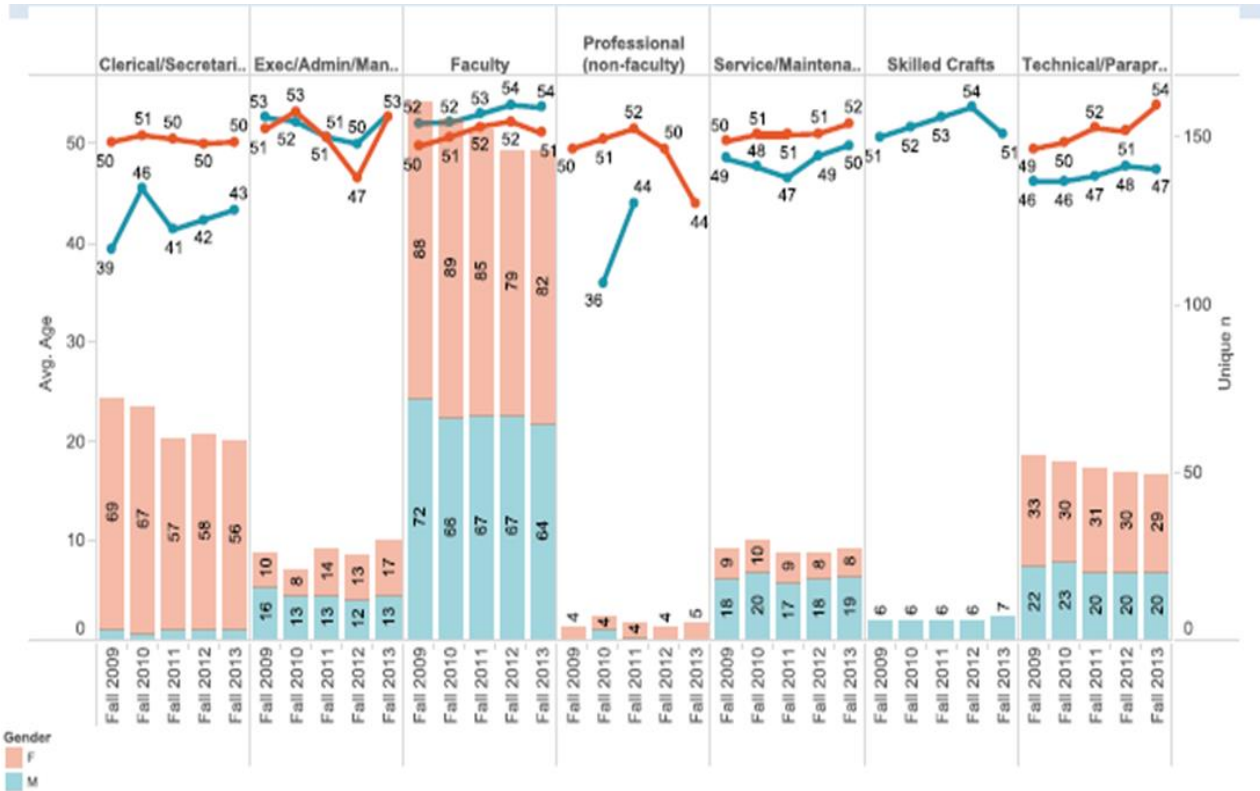
The data represented in the chart above is another correlative format to show the makeup and construct of positions year to year by gender and age classification. While age has not been a point of discussion thus far in the EEO report, the District believes that the inclusion of "age" is essential to promote equal opportunity in all protected categories. These data provide a correlative element to demonstrate the District's efforts.

Clerical/Secretarial

Though the population has decreased gradually from its 2009 levels to those reported for 2013, the representation by females has remained somewhat constant. The average ages of females in those positions has been between 50 and 51 over the past five years. The average age of males in this group is between 39 and 46 years old.

Exec/Admin/Manager

The total population in 2013 has rebounded to the number reported in 2009. The population of this group has varied from year to year, most likely due to administrative reorganization of various job positions. The average age for female

employees in this category has been consistently between 47 and 53. The average age for males in this category has been consistently between 50 and 53.

Faculty

The chart reflects only full-time faculty. The total number of faculty have decreased over the past 5 years, largely due to retirements. The average age of female employees in this category has remained somewhat consistent with the current average, between 50 and 52, while the average age of male employees is between 52 and 54.

Professional (non-faculty)

The professional non-faculty group also varies. Females comprise the current group in its entirety. Age has gone down in the most current year from an otherwise somewhat consistent measure owing, in part, to the small size of the group.

Services/Maintenance

This group shows a fairly consistent population. The average age of females is between 50 and 52 and for males, between 47 and 50. Females represent 30% of this group.

Skilled Crafts

Skilled crafts had no female employees to report and compare.
The average age of males is between 51 and 54 years of age.

Technical/Paraprofessional

While the actual population of this group has declined slightly over the past five years, the proportion of females has remained approximately the same. The average age of females is between 49 and 54 and for males, between 46 and 49.

Percentage (%) and number (n) Employees by Classification and Age Group for Fall 2009—Fall 2013

Class	Age (group)	Fall 2009 %	Fall 2009 n	Fall 2010 %	Fall 2010 n	Fall 2011 %	Fall 2011 n	Fall 2012 %	Fall 2012 n	Fall 2013 %	Fall 2013 n
Clerical/Secretarial	25 or less	1.39%	1	1.45%	1					1.69%	1
	26-35	12.50%	9	10.14%	7	13.33%	8	13.11%	8	11.86%	7
	36-45	12.50%	9	11.59%	8	13.33%	8	14.75%	9	15.25%	9
	46-55	44.44%	32	43.48%	30	40.00%	24	40.98%	25	32.20%	19
	56+	29.17%	21	33.33%	23	33.33%	20	31.15%	19	38.98%	23
	Total	100.00%	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59
Exec/Admin/Manager	26-35	3.85%	1			3.85%	1	4.00%	1	6.67%	2
	36-45	15.38%	4	14.29%	3	19.23%	5	36.00%	9	16.67%	5
	46-55	46.15%	12	52.38%	11	50.00%	13	28.00%	7	23.33%	7
	56+	34.62%	9	33.33%	7	26.92%	7	32.00%	8	53.33%	16
	Total	100.00%	26	100.00%	21	100.00%	26	100.00%	25	100.00%	30
Faculty	25 or less	1.64%	9	0.86%	4						
	26-35	14.39%	79	10.94%	51	9.36%	38	10.69%	42	9.90%	39
	36-45	18.94%	104	19.74%	92	19.46%	79	18.83%	74	20.81%	82
	46-55	26.96%	148	28.54%	133	28.08%	114	27.23%	107	29.95%	118
	56+	38.07%	209	39.91%	186	43.10%	175	43.26%	170	38.83%	153
	82									0.51%	2
	Total	100.00%	549	100.00%	466	100.00%	406	100.00%	393	100.00%	394
Professional (non-faculty)	26-35			28.57%	2					20.00%	1
	36-45	25.00%	1	28.57%	2	40.00%	2	50.00%	2	40.00%	2
	46-55	50.00%	2	28.57%	2	40.00%	2	25.00%	1	20.00%	1
	56+	25.00%	1	14.29%	1	20.00%	1	25.00%	1	20.00%	1
	Total	100.00%	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5
Service/Maintenance	25 or less			3.33%	1	3.85%	1	3.85%	1	3.70%	1
	26-35	3.70%	1	3.33%	1	3.85%	1	3.85%	1	3.70%	1
	36-45	25.93%	7	26.67%	8	23.08%	6	26.92%	7	18.52%	5
	46-55	40.74%	11	36.67%	11	46.15%	12	42.31%	11	48.15%	13
	56+	29.63%	8	30.00%	9	23.08%	6	23.08%	6	25.93%	7
	Total	100.00%	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27
Skilled Crafts	26-35									14.29%	1
	36-45	33.33%	2	33.33%	2	33.33%	2	16.67%	1	14.29%	1
	46-55	16.67%	1	16.67%	1	16.67%	1	33.33%	2	28.57%	2
	56+	50.00%	3	50.00%	3	50.00%	3	50.00%	3	42.86%	3
	Total	100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7
Technical/Paraprofessional	26-35	16.36%	9	18.87%	10	13.73%	7	16.00%	8	12.24%	6
	36-45	18.18%	10	16.98%	9	11.76%	6	12.00%	6	12.24%	6
	46-55	32.73%	18	32.08%	17	41.18%	21	40.00%	20	38.78%	19
	56+	32.73%	18	32.08%	17	33.33%	17	32.00%	16	36.73%	18
	Total	100.00%	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49

The following provides a narrative overview of the data from the chart above. Categories are listed per Integrated Postsecondary Education Data System (IPEDS) categories.

Clerical/Secretarial

Some fluctuations in age exist from year to year within this category. However, the overall population is similar and the general distribution of ages has shifted to an older population.

Exec/Admin/Manager

The 56+ category experienced the most growth which may be attributed to both (a) new hires and (b) increase in age of existing employees moving to the 56+ category this year.

Faculty

The reported group includes all faculty, both full-time and part-time. The population has remained consistent for the past four years and the distribution of ages has remained fairly consistent throughout the years.

Professional (non-faculty)

As a small group (n>5 typically), any change in the construct of this group can show disproportionate changes in age categories. The distribution has remained consistent year after year, with nominal changes taking place (one position only accounted for changes in age).

Service/Maintenance

Both the population and gender constructs have remained consistent over the past five years.

Skilled Crafts

Both the population and gender constructs have remained consistent over the past five years. Changes in the constructs can be accounted for with the addition of a single employee into the group over the past year.

Technical/Professional

Both the population and gender constructs have remained consistent over the past five years.

Solano Community College EEO Workforce Dataset Analysis
(Table 4: CCCCO-MIS Data-Fall 2009 to Fall 2013)

Percentage (%) and number (n) Employees by Classification and Ethnicity for Fall 2009—Fall 2013

Class	IPEDS_Race_Desc	Fall 2009 %	Fall 2009 n	Fall 2010 %	Fall 2010 n	Fall 2011 %	Fall 2011 n	Fall 2012 %	Fall 2012 n	Fall 2013 %	Fall 2013 n
Clerical/Secretarial	American Indianor AK Native	1.39%	1	1.45%	1	1.67%	1	1.64%	1	1.69%	1
	Asian	15.28%	11	15.94%	11	15.00%	9	13.11%	8	13.56%	8
	Black or African American	12.50%	9	10.14%	7	15.00%	9	18.03%	11	16.95%	10
	Hawaiian / PI	1.39%	1	1.45%	1	1.67%	1				
	Hispanic / Latino	8.33%	6	8.70%	6	11.67%	7	13.11%	8	15.25%	9
	Unknown	1.39%	1	2.90%	2	1.67%	1				
	White	59.72%	43	59.42%	41	53.33%	32	54.10%	33	52.54%	31
	Total	100.00%	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59
Exec/Admin/Manager	Asian	7.69%	2	4.76%	1	15.38%	4	16.00%	4	13.33%	4
	Black or African American	7.69%	2	19.05%	4	23.08%	6	24.00%	6	20.00%	6
	Hawaiian / PI	3.85%	1					4.00%	1	3.33%	1
	Hispanic / Latino	3.85%	1	9.52%	2	3.85%	1	12.00%	3	13.33%	4
	Unknown					3.85%	1				
	White	76.92%	20	66.67%	14	53.85%	14	44.00%	11	50.00%	15
	Total	100.00%	26	100.00%	21	100.00%	26	100.00%	25	100.00%	30
Faculty	American Indianor AK Native	0.36%	2	0.43%	2	0.25%	1	0.51%	2	0.51%	2
	Asian	6.38%	35	6.44%	30	7.14%	29	5.85%	23	6.85%	27
	Black or African American	6.56%	36	7.08%	33	7.14%	29	8.40%	33	8.12%	32
	Hawaiian / PI	0.18%	1	0.43%	2	0.25%	1	0.25%	1	0.51%	2
	Hispanic / Latino	7.10%	39	7.51%	35	7.88%	32	9.41%	37	8.88%	35
	Unknown	1.82%	10	0.43%	2	0.49%	2	0.76%	3	0.25%	1
	White	77.60%	426	77.68%	362	76.85%	312	74.81%	294	74.87%	295
	Total	100.00%	549	100.00%	466	100.00%	406	100.00%	393	100.00%	394
Professional (non-faculty)	Asian			14.29%	1					20.00%	1
	Black or African American			14.29%	1			25.00%	1	20.00%	1
	Hawaiian / PI			14.29%	1	20.00%	1				
	Hispanic / Latino	25.00%	1	14.29%	1	20.00%	1			20.00%	1
	White	75.00%	3	42.86%	3	60.00%	3	75.00%	3	40.00%	2
	Total	100.00%	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5
Service/Maintenance	Asian	18.52%	5	16.67%	5	15.38%	4	15.38%	4	14.81%	4
	Black or African American	11.11%	3	10.00%	3	11.54%	3	15.38%	4	22.22%	6
	Hawaiian / PI	11.11%	3	10.00%	3	7.69%	2	7.69%	2	7.41%	2
	Hispanic / Latino	11.11%	3	13.33%	4	15.38%	4	15.38%	4	14.81%	4
	Unknown	3.70%	1	3.33%	1	3.85%	1				
	White	44.44%	12	46.67%	14	46.15%	12	46.15%	12	40.74%	11
	Total	100.00%	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27
Skilled Crafts	Black or African American	16.67%	1	16.67%	1	16.67%	1	16.67%	1	14.29%	1
	Hispanic / Latino	16.67%	1	16.67%	1	16.67%	1	16.67%	1	28.57%	2
	White	66.67%	4	66.67%	4	66.67%	4	66.67%	4	57.14%	4
	Total	100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7
Technical/Paraprofessional	Asian	16.36%	9	16.98%	9	13.73%	7	14.00%	7	14.29%	7
	Black or African American	9.09%	5	13.21%	7	13.73%	7	14.00%	7	14.29%	7
	Hispanic / Latino	7.27%	4	7.55%	4	7.84%	4	8.00%	4	10.20%	5
	Unknown	1.82%	1	1.89%	1	1.96%	1				
	White	65.45%	36	60.38%	32	62.75%	32	64.00%	32	61.22%	30
	Total	100.00%	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49

The following provides a narrative overview of the data from the chart above. Categories are listed per IPEDS categories.

Clerical/Secretarial

Some fluctuations exist from year to year within this category. However, the general distribution of ages is similar from year to year in the past three years in particular. Year to year changes from 2012 to 2013 show a reduction in the total population by two employees. There was a reduction of one employee in the Black/African American category and those employees reporting Hispanic/Latino increased by one. The specific number of employees from ethnic minority groups, other than Caucasian, remained the same.

Exec/Admin/Manager

While the population of this category has varied somewhat over the past five years, the actual number of employees from ethnic minority groups, other than Caucasian, increased by one employee in the Hispanic/Latino category.

Faculty

The reported group includes all faculty, both full-time and part-time. The population has remained consistent for the past four years. The total number of employees from ethnic minority groups, other than Caucasian, remained approximately the same.

Professional (non-faculty)

As a small group (n>5 typically), any change in the construct of this group can show disproportionate changes in age categories. The distribution has remained consistent year after year, with nominal changes taking place which can be accounted for changes in a single position.

Service/Maintenance

The population remained fairly consistent over the past five years. The majority of this group is Caucasian, however, the number of ethnic minorities has increased by two.

Skilled Crafts

The population remained consistent over the past five years. The number of employees from ethnic minority groups, other than Caucasian, increased by one.

Technical/Professional

The population remained consistent over the past five years. The number of employees from ethnic minority groups, other than Caucasian, increased by one.

Solano Community College EEO Workforce Dataset Analysis
(Table 5: CCCCO-MIS Data-Fall 2009 to Fall 2013)

Average Age (axis) and Number (label) by Classification Fall 2009—Fall 2013
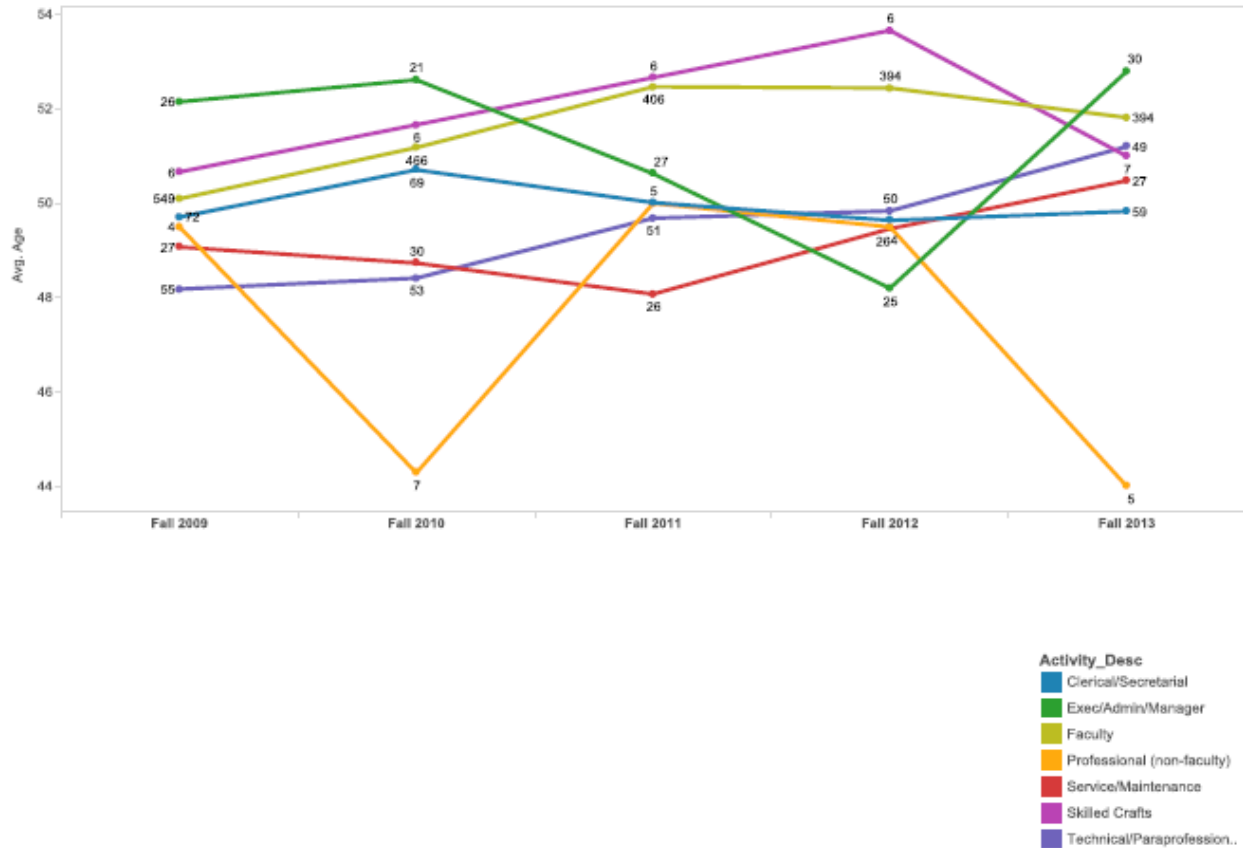
This graph provides a visual analysis of the information contained in Table 2 regarding job classification and age. Those categories showing the greatest variation (especially Professional Non-Faculty and Exec/Admin/Manager) can be accounted for by changes in only one or two employees due to the small populations of those classifications. There was a significant drop in the average age of Professional Non-Faculty attributed to the fact that one hire was under the age of 30.

XI. ANALYSIS OF DEGREES OF UNDERREPRESENTATION

Although the Chancellor's Office no longer provides data for diversity comparison in job categories, the District will record diversity data with an end to accomplish greater diversity and equity in the workplace.

2013 Applicant Comparisons to Solano County Bachelor's Degree or Higher Populations

Applicants	Applicant Gender				Applicant Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	9.6%	-9.6%	0.0%	0.0%	1.1%	-12.9%	5.8%	2.1%	3.8%	0.0%	0.0%
Non-Faculty	19.0%	-19.0%	0.0%	0.0%	1.3%	-6.3%	9.1%	4.9%	-9.1%	0.0%	0.0%
Total	**9.6%**	**-9.6%**	**0.0%**	**0.0%**	**1.2%**	**-9.7%**	**7.4%**	**3.4%**	**-2.4%**	**0.0%**	**0.0%**

New Hires	New Hires Gender				New Hires Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	7.2%	-7.2%	0.0%	0.0%	1.3%	-13.8%	4.3%	-1.2%	9.4%	0.0%	0.0%
Non-Faculty	20.2%	-20.2%	0.0%	0.0%	-0.4%	-5.5%	-0.5%	7.8%	-1.4%	0.0%	0.0%
Total	**27.4%**	**-27.4%**	**0.0%**	**0.0%**	**0.9%**	**-19.3%**	**3.8%**	**6.6%**	**8.0%**	**0.0%**	**0.0%**

Fall 2013	F13 Employees Gender				F13 Employees Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	3.2%	-3.2%	0.0%	0.0%	-0.4%	-19.8%	-3.5%	2.3%	21.4%	0.0%	0.0%
Non-Faculty	12.0%	-12.0%	0.0%	0.0%	0.2%	-10.4%	6.5%	6.1%	-4.1%	1.7%	0.0%
Total	**8.0%**	**-8.0%**	**0.0%**	**0.0%**	**-0.1%**	**-14.6%**	**2.0%**	**4.4%**	**7.4%**	**0.9%**	**0.0%**

The table above (Comparisons to Solano County Bachelor's Degree or Higher Populations) shows the percentage <u>difference</u> between applicant, new hire, and employee populations as compared to the county census population. The most extreme percentages of underrepresentation are depicted in red, and, of overrepresentation, in green.

<u>Gender</u>

Focusing on gender, applicants and new hires of SCC are compared to Solano County population demographics. The District has been successful in recruiting and hiring females for all categories reported. In addition, SCC has retained a high number of female employees (SEE ALSO Table A page 9; Pie Chart 1.4 on page 10).

<u>Ethnicity</u>

Improvements can always be made in recruiting greater numbers of applicants which can translate to higher proportions of new hires and employees retained from all reported ethnicities. Of special concern, however, is the underrepresentation of applicants, new hires, and employees retained from the Asian category. In both categories of faculty and non-faculty, there appears to be an underrepresentation of Asians throughout the District. A plan to attract Asian faculty applicants is identified in the SCC Staff Equity Planning Agenda 2013-2016 on page 34.

XII.   METHODS TO ADDRESS UNDERREPRESENTATION

SCC's Human Resources is focusing on the refinement of specific efforts in the College's hiring process to continue to promote equity and diversity in the SCC workplace.

The EEO provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6[1].

1) **Recruitment:**
It is the policy of the District to pursue a program of recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources, with the aim to increase diversity in candidate pools. Diverse pools shall include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The E.I.A.C. is encouraged to utilize and notify the District of additional recruitment options that may assist the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

a) For any job category where continuing underrepresentation exists, the District will, at a minimum, apply the recruitment procedures set forth in Title 5 Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments, or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract, unless the Superintendent-President or his designee first notifies the Governing Board and the E.I.A.C. in writing of the compelling reason to deliberately restrict the persons who may be considered for a vacancy in a job category where underrepresentation persists.

All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

b) The District shall seek to pursue recruitment strategies for all open positions employing strategies as deemed feasible and/or appropriate, to include:
- Increased general circulation (via print and online media) through more focused recruitment advertisement i.e. Caljobs.com, Community College Registry, Higher Ed Chronicle, etc.
- HR Recruiter will research the potential need to provide job postings in languages other than English (Appendix A: Staff Equity Planning Agenda, number 13, on page 32).
- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged, as well as participation in those events drawing significant participation by

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[1] Education Code section 87102 requires each district's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

groups found to be underrepresented in the District's workforce (subject to availability and feasibility of funding).

- Specifically identify and utilize recruitment channels i.e. Employment Development Department, Workforce Investment Board, etc., targeting underrepresented groups as identified within this *Plan*.

- Specific to this report, Human Resources will identify and utilize recruitment channels targeting qualified applicants of Asian ethnicity and females.

2) Job Announcements

The District's Recruitment and Hiring Procedures section on "Job Announcements" will include the following provisions:

Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. Employees can simply go to www.solano.edu, click Human Resource, and view "How to apply" instructions. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the EEO Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws[2]. All job announcements shall state that the District is an "Equal Employment Employer."

3) Review of Initial and Qualified Applicant Pools[3]

Initial applicant pools will be reviewed by the Human Resources Department for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District's Recruitment and Hiring Procedures will include the following provisions:

a) The application for employment will afford each applicant an opportunity to voluntarily identify, his or her gender, ethnic group, and, if applicable, his or her disability. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District's equal employment opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.

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[2] See generally title 5, section 53022
[3] See title 5, section 53023 for general authority for this section.

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b) Initial Applicant Pool:
- After the application deadline has passed, the composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants.
- When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or demonstrates that further recruitment efforts would be potentially futile, applications will be screened to determine which candidates satisfy job specifications as set forth in the job announcement. Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted.
- If adverse impact is found to exist, the Human Resources Manager or designee shall take effective steps to address the adverse impact before the selection process continues.
Such steps may include, but are not limited to:
  a) Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.
  b) Include all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity, through a process meeting the requirements of federal law.
    1. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:
    2. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
    3. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
    4. Once the qualified applicant pool is approved, the pool will be forwarded to the Interview Committee for paper screening, interviews, and final recommendations for hiring considerations.
    5. The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify in the original recruitment under Step 2 above unless such qualifications are verified in advance of commencing any such future hiring process.

4) Screening/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair and impartial examination of qualifications based on job related criteria. The District's recruitment and Hiring Procedures will include the following provisions:

a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
   - Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students based solely on job-related criteria;
   - Designed to avoid an adverse impact and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group

b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.

c) The Equal Employment Opportunity officer should approve the makeup of selection/screening committees. If the EEO officer does not approve a selection/screening committee for lack of diversity, the EEO officer should take necessary steps to remedy the lack of diversity.

d) Before a person can serve on a selection/screening committee, he or she must receive Equal Employment Opportunity training.

e) Interviews must include at least one question which assesses the candidate's competency, and commitment to, equal employment opportunity and his or her level of cultural sensitivity. Reference checks should include at least one question addressing the matter of diverse cultural understanding.

f) All screening materials must be approved for compliance with EEO principles[4].

g) Monitoring for adverse impact
   1. After the selection/screening committee has conducted the paper screening, and prior to contacting any of the applicants for interviews, the applicant pool is approved and cleared for adverse impact.

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[4] Subsections a) (2), c), e) and f) are not required by title 5 and are offered here as recommended practices.

Interviews cannot be scheduled until the applicant has been approved and cleared for adverse impact.

2. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.

h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Superintendent-President or his/her designee may do the following:

1. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.

2. When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.

3. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which 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.

j) The Governing Board or its designee shall make all hiring decisions based upon careful review of the candidate(s) recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review, or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.

k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will construct new methods to meet the Plan objectives, or if necessary, modify the Plan itself to ensure equal employment opportunity.

5) **Improve Applicant Data Collection**
   a) Human Resources will undertake a full evaluation of its EEO voluntary information collection process. A full assessment of the NEOGOV pages seen by applicants will focus on the ease and accessibility for candidates to report information and the clarity of the information stated. (Appendix A: Staff Equity Planning Agenda number 6, page 34).

b) Human Resources will modify the NEOGOV pages and sections accordingly, to include any improvement identified in order to ensure accuracy of information (Appendix A: Staff Equity Planning Agenda number 6, page 34).

6) Improve EEO Training Opportunities for All Employees
The District's Human Resources Department will continue to undertake mandatory EEO training for all District employees (Appendix A: Staff Equity Planning Agenda number 13, page 34).

a) Human Resources will establish a training calendar for all employees that includes mandatory EEO related, annual training of all employees, volunteers, and others who are employed by the College.

b) Human Resources will implement mandatory training for all new hires pertaining to EEO.

c) Human Resources will require all employees to receive mandatory online EEO training on an annual basis in an effort to promote greater understanding of diversity and inclusion at all levels in the organization (Appendix A: Staff Equity Planning Agenda number 13, page 34).

XIII. ADDITIONAL STEPS TO REMEDY SIGNIFICANT UNDERREPRESENTATION

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District will take additional steps consistent with Section 53006. At a minimum, the District will:

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

2) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures have been in place a reasonable period of time; and;

3) If a reasonable period of time passes and significant under representation persists for a particular group in the job category in question, the District will:

a) Review established "required," "desired," or "preferred" qualifications being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.

b) Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements only where no alternative qualification standard is reasonably available or the

pursuit of some means that could be expected to have a less exclusionary effect.

XIV. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce.

To that end, in addition to the aforementioned steps to address underrepresentation and/or significant under representation, the District sponsors cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will also promote diversity, equity, and inclusion, to include:

- Invite guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- Review and revise College publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Conduct campus "climate" surveys to identify hidden equity barriers.
- Continue to offer diversity workshops and EEO training to all major College constituent groups at all instructional improvement days (flex day).
- Establish a more visible "Equal Employment Opportunity and Diversity" online presence to include innovative attention to diversity.
- Promote attendance (both internally and externally) in cultural events on campus and the community.
- Participate in community organizations to assist in local recruitment and to establish partnerships to expand diversity efforts.
- Promote sabbaticals that will assist the District in achieving its equal employment and diversity objectives.
- Support the goals and activities of the E.I.A.C.
- Expand opportunities for establishing and expanding internship opportunities pertaining to diversity

XV.   PERSONS WITH DISABILITIES: ACCOMMODATIONS AND GOALS FOR HIRING

1) *Reasonable Accommodations*

Applicants and employees with disabilities[5] shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form provided by H.R.

2) *Procedures When Underrepresentation is found*

When persons with disabilities are found to be significantly underrepresented, measures required in this EEO Plan will be implemented.

XVI.   INTERNSHIP PROGRAMS IN EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in locations available to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Currently, the District has a memorandum of understanding (MOU) with California State University (CSU) Sacramento for SCC Counseling Internships and continues to support this internship program.

In 2013, SCC's Shared Governance Council asked the Ethnic Minority Coalition President to investigate the potential of initiating a Faculty Diversity Internship Program. Since then, three models have been reviewed. Recently, the Ethnic Minority Coalition President met with a neighbor community college and learned that funding might be available from the California Community College Chancellor's EEO funds to support a similar program at SCC. At this time, SCC is

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[5] See the definition of "person with a disability" in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

investigating the possibility of developing and implementing a Faculty Diversity Internship Program to be established in 2015.

XVII. **SOLANO COMMUNITY COLLEGE DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN AND GUIDELINES SUMMARY:**

Solano Community College is an *Equal Opportunity Employer* and encourages applications from all groups. The District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are reflective of a talented, productive, and diverse staff that is committed to the District's Mission, Vision statement, Strategic Goals, and Core Values.

The principal asset of our workforce is predicated on sound Equal Employment Opportunity (EEO) practices and principles.

Valuing the diversity and creativity of the District's workforce is a core asset that is supported by organizational policies, procedures, and ongoing training. Those attributes are achieved through effectively implementing EEO practices that promote greater awareness, understanding, respect, and inclusion for all members of the SCC workforce.

EEO continues to be a management priority and is the key element in workforce planning. This priority is realized by ensuring that management systems and practices function in a manner that guarantees equal access to all. The following planning agenda includes objectives, expected outcomes and evaluations, timelines, and primarily persons responsible for implementing SCC's 2014-1016 goals.

Appendix A

STAFF EQUITY PLANNING AGENDA 2013-2016
(REVISED 2014-2015)

	OBJECTIVES	RESPONSIBILITY FOR ACHIEVING OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES AND EVALUATION	TIMELINE AND TARGET DATE COMPLETION
1	Continue to comply with Title 5 and other formal EEO mandates.	EEO Manager and Superintendent-President	Compliance 1. Review Title 5 and other mandates annually 2. Attend compliance workshops, conferences, as needed 3. Check with CCCCO for updates	SCC will remain in compliance with Title 5 and EEO mandates.	Compliance regulations will be reviewed annually (June). Annual review will be completed on an ongoing basis.
2	Assess HR Staffing needs and recommend a plan for implementing Human Resources reorganization.	AVP of Human resources and Superintendent-President	Superintendent-President will review all HR Staffing and will recommend a plan to address staffing needs and to clarify job duties and responsibilities.	Improve overall effectiveness and efficiency for HR staffing. Clarification of HR staff job duties and responsibilities.	Superintendent-President reviewed and implemented plan for HR reorganization in Fall 2013. Current AVP of HR hired July 2014 and proposed final reorganization of HR Department and function to present to Governing Board in September 2014. Human Resources to be fully staffed with permanent full-time positions in place by December 2014 or Spring 2015.
3	Create SCC surveys, as needed, to elicit specific ideas from faculty, staff, e.g., to improve hiring processes, campus climate, and diversity college-wide.	AVP of Human Resources and staff, along with Dean of Institutional Research, Planning, and Effectiveness, SCC Communications Editor, E.I.A.C	Design and disseminate surveys and monitor EEO goals. Analyze survey results and publicize. E.I.A.C. will research College climate surveys as a first step, then design and implement a survey to be disseminated to the College community in collaboration with the Office of Research and Planning.	Inclusion of suggestions from the College community in putting forward their ideas to improve hiring processes to further equity and diversity goals for SCC.	AVP of HR and E.I.A.C. will design a survey to assess Hiring policies (Fall 2014) and implement survey in Fall 2015 E.I.A.C. to begin research for College climate surveys (2015). E.I.A.C. and Institutional Research staff to design and implement survey (2016)
4	EEO Plan Revision	E.I.A.C , Human Resource Manager, and Lead Research Analyst	Review of NEOGOV data and assist with analysis. Make recommendations for ongoing revision.	Strengthen diversity and inclusion efforts at SCC and work to continue to diversify workforce.	EEO Plan will be revised annually and/or as needed. E.I.A.C. and HR staff will collaboratively address EEO goals and recommend changes to the Plan by August 2014 and annually thereafter.
5	Continue to refine faculty hiring policies, in collaboration with the Academic Senate, to include an analysis of EEO requirements.	AVP of Human Resources, Academic Senate President, SCFA President, VPAA, and E.I.A.C.	In Fall 2012, the Academic Senate and H.R. manager initiated a review and analysis of current faculty hiring policies and procedures. An Academic Senate Task has been formed to continue to work with VPAA on completing adjunct and "emergency" hiring policy/procedures as first step. Work is ongoing to systematically revise all faculty hiring policies/procedures.	All faculty hiring policies and procedures must conform to Title 5 mandates and the practices detailed in the SCC EEO Plan. Revised faculty hiring policies and procedures will further equity, diversity, and inclusion and strengthen faculty hiring in general.	Currently one section of BP 4005 (faculty hiring) is being revised. Emergency and adjunct hiring policies and procedures to be complete by Spring 2015. All faculty hiring policies will be reviewed and updated by the end of the 2015-2016 academic year.

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6	Continue to expand the use of the SCC Applicant Tracking system (NEOGOV.) Design and implement a plan for training and more systematic data reporting.	AVP of Human Resources and Staff	In Spring 2013, SCC obtained applicant-tracking data tool (NEOGOV) for all new hires and baseline data was extracted. In Summer 2014 a new HR Recruiter was hired and charged with the update and improvement of all hiring processes within the NEOGOV system; subsequent data was extracted. HR will continue to establish a more accurate NEOGOV template setup,	The potential of the NEOGOV system will be reviewed regularly to provide pertinent information regarding the goals of the EEO Plan. EEO Plan implementation will be strengthened as improvements are identified to refine efficiency, effectiveness, and accuracy of EEO data analysis.	Data will be extracted and analyzed semester by semester: Fall 2014 though Spring 2016. NEOGOV training (Fall 2014) and plan for ongoing utilization will be established. Modifications will be made to the Online Employment application guide to ensure user-friendly accessibility in Fall 2014.
7	Review and analyze all SCC hiring policies and procedures, to include an analysis of EEO requirements.	AVP HR and staff; Superintendent-President; Academic Senate President; appropriate constituent representatives; SCC Policy analyst, E.I.A.C.	AVP of Human Resources and Superintendent-President to review existing policies and procedures and determine necessity for revisions.	SCC will engage in an analysis of administrative hiring policies and procedures to ensure that all hiring policies and procedures conform to Title 5 mandates and the EEO Plan and promote diversity and inclusion.	AVP of HR has established a 2014-2016 plan to review and revise all Human Resource 4000 series policies and procedures. This review was initiated in Fall 2014 and will be completed in 2016
8	Sponsor SCC activities that promote Diversity and inclusion awareness	E.I.A.C., SCC, Outreach & Public Relations Manager, ASSC Student Development Director, ASC Coordinator, AVP of Human Resources	SCC hosts a variety of diverse activities, such as the Ethnic Studies Speakers series, Veterans events, Cinco de Mayo, Foreign Language night. Promotion of such events should encourage appreciation of diversity and educational enhancement. Continue to build relationships with Asian communities.	SCC will bring greater attention to the complex, diverse population at our College and in our community and will recommend ongoing events and activities to support the goals of the EEO Plan.	Fall 2014 – Spring 2016 emphasis on widely publicizing diversity events. E.I.A.C. will collaborate with ASC Coordinator, Outreach & Public Relations Manager, and ASSC Advisor. E.I.A.C. and Outreach and Public Relations Manager will partner and network especially with Asian communities beginning Fall 2014.
9	Continue to utilize and evaluate the Non Faculty Priority Process for hiring	AVP of Human Resources, Dean of Institutional Research, Planning, and Effectiveness; Lead Research Analyst, E.I.A.C.	Continue to utilize and refine Non-faculty staffing process. Continue to evaluate process and publicize improvements.	Improved non-faculty hiring outcomes in accord with the EEO Plan.	Staff requests are to be reviewed (annually): March analysis to be completed (annually) by June, to include fiscal recommendations. Evaluation of plan, established in Summer 2014, is ongoing. Annual reviews will be completed (2015, 2016)
10	Expand Community Outreach efforts to increase diversity, equity, and inclusion.	Superintendent-President and SCC Outreach & Public Relations Manager	Continue to expand the list of community organizations and business partners to encourage feedback on EEO planning and to work on issues of diversity for SCC and the community. Expand outreach, e.g., invite community leaders to participate in SCC forums on diversity, equity.	Expand partnerships with community organizations and businesses. Increased enrollment and expansion of SCC diversity outreach. Solicit suggestions from the community to support goals of SCC's EEO Plan.	September 2014 letter will be sent to community organizations and businesses. A subsequent list of organizations and businesses will be distributed annually (August) and correspondence will be reviewed. (See Appendix C). Outreach to be continued annually.
11	Continue Ed Code Compliance Training (e.g., EEO and Sexual Harassment)	AVP of Human Resources and staff	SCC will provide EEO and Harassment Prevention Workshops for all employees and include plan for evaluation.	SCC HR staff will continue to educate and train SCC employees on critical EEO mandates and improve hiring practices. HR will establish a plan to evaluate training.	HR staff to develop staff mandated training plan in Fall 2014. Online workshops to be offered each semester: Fall 2014 –Fall 2016 with schedule cycle. Evaluation of workshops will be included.

12	Revise EEO Voluntary Information section within employment application to facilitate greater data collection.	AVP of Human Resources and Staff	Conduct comprehensive review of EEO voluntary section of employment application to evaluate for ease of use for applicants, clarity of data requested, and functionality of the form. Modify EEO section of employment application to comply with legal requirements and to facilitate more accurate collection of data.	Improved applicants of purpose for the information collected to generate greater support to complete the section.	EEO section of employment application will be reviewed in Fall 2014 with all related changes to language and formatting to be completed and live in all employment applications by October 2014.
13	Introduce mandatory EEO training for all employees: ongoing and annual basis.	AVP of Human Resources and Staff	Set up online EEO training for all employees to be completed annually.	Convenient access to online training by all employees to be completed annually to ensure greater understanding of EEO requirements and individual responsibility to build and maintain an effective and diverse workplace.	Online training calendar to be set up by October 2014. All employees and managers will receive notice and be required to take the EEO training by the designated due date. Mandatory training announcement will be made by December 2014 with completion schedule developed no later than March 2015.
14	Increase recruitment in underrepresented populations	AVP of Human Resources and Staff	Partner with institutions, organizations and agencies for recruitment resources for underrepresented populations i.e. Asians, and increase postings to these groups. Research and develop publications in languages other than English, if needed.	Increase outreach to and increase number of underrepresented hires from Solano County	Partner with APAPA – Asian Pacific Islander & American Public Affairs Association in 2014/2015. Increase bulletins and postings to all underrepresented associations beginning 2014. Foreign languages brochures to be published in 2015, as needed.
15	E.I.A.C. Diversity and Inclusion Workshops E.I.A.C. Flex Cal participation	Ethnic Studies Coordinator and/or designee E.I.A.C.	In Spring 2014 and Fall 2014, E.I.A.C. introduced Diversity and Inclusion Workshops, with the goal to have all major groups on campus eventually participate. E.I.A.C. to participate in Flex Cal activities	Introduce common concepts of diversity and equity to all College constituents. Assure a better understanding of inclusion to all. Increase awareness of E.I.A.C.	The Ethnic Studies Coordinator or designee will provide workshops each semester in an effort to train all major College constituent groups by 2016. E.I.A.C. Flex Cal session held in Fall 2014; ongoing sessions will be held bi-annually.

Appendix B
**NEOGOV APPLICANT POOL DATA: September 1, 2013 to June 30, 2014**

Category	Job Title	Applicant Gender Female	Male	Unk	Applicant Ethnicity African American	Asian	Hispanic	Native American	White	Unknown	Total	New Hires Gender Female	Male	New Hires Ethnicity African American	Asian	Hispanic	Native American	White	Unknown	Total
Clerical/Sec	Accounting Specialist I-Accounts Receivable	1		30				1		30	31	1						1		1
Clerical/Sec	Accounting Specialist II-Accounts Payable	18	2	30	3	4	1	1	10	31	50	2						2		2
Clerical/Sec	Administrative Assistant II-EOPS/CARE/CalWORKs	35	2		7	9	5		16		37	1			1					1
Clerical/Sec	Administrative Assistant III-Counseling	1		20					1	20	21	1						1		1
Clerical/Sec	Administrative Assistant III-Facilities	1		39						40	40	1							1	1
Clerical/Sec	Administrative Assistant III-Financial Aid	1		46			1			46	47	1				1				1
Clerical/Sec	Administrative Assistant III-Health Sciences	46	2	2	8	9	4		26	3	50	1						1		1
Clerical/Sec	Administrative Assistant III-HPD	37	3	4	6	11	5		20	2	44	1			1					1
Clerical/Sec	Administrative Assistant III-Liberal Arts (PT)	33	4	3	4	11	5		19	1	40	1						1		1
Clerical/Sec	Administrative Assistant III-Math & Sci.	87	8	2	18	23	13		41	2	97		1					1		1
Clerical/Sec	Administrative Assistant III-Social & Behavioral Sci.	1		69					1	69	70	1						1		1
Clerical/Sec	Administrative Assistant II-SBDC	12	1	48	3	4	1		5	48	61	1			1					1
Clerical/Sec	Administrative Assistant IV-Math & Sci.	1		34					1	34	35	1						1		1
Clerical/Sec	Admissions & Records Analyst	1		111					1	111	112	1						1		1
Clerical/Sec	Assessment Center Specialist	1		55		1				55	56	1			1					1
Clerical/Sec	Clerical Specialist-CalWORKS	175	19		9	8	8	2	17	150	194	1		1						1
Clerical/Sec	Courier		1	13			1			13	14		1			1				1
Clerical/Sec	Financial Aid Systems Analyst	1		7			1			7	8	1			1					1
Clerical/Sec	Student Services Assistant II-Financial Aid	2		42		1			1	42	44	2			1			1		2
Exec/Adm/Mgmt	Associate Vice President of Human Resources	18	16	14	11	2	5		16	14	48		1					1		1
Exec/Adm/Mgmt	Asst Director, Facilities/Energy Mgmt	4	46		6	3	5		34	2	50		1			1				1
Exec/Adm/Mgmt	Athletic Director (Educational Administrator)	12	55		16	2	5	1	43		67		1					1		1
Exec/Adm/Mgmt	Chief of Staff (Confidential)	2				1			1		2	1						1		1
Exec/Adm/Mgmt	Custodial Supervisor		1	29					1	29	30		1					1		1
Exec/Adm/Mgmt	Dean, School of Liberal Arts	10	12	7			1	1	4	23	29		1					1		1
Exec/Adm/Mgmt	Dean, School of Mathematics and Sciences	1	3			1			3		4		1		1					1
Exec/Adm/Mgmt	Dean, School of Social & Behavioral Sciences	9	9	24	3			1	1	37	42	1							1	1
Exec/Adm/Mgmt	Director of Student Life	18	16	11	5		2	2	3	33	45	1		1						1
Exec/Adm/Mgmt	Director-SBDC	13	16	23	6	5	2		7	32	52	1							1	1
Exec/Adm/Mgmt	Executive Bonds Manager		6	2		2			3	3	8		1			1				1
Exec/Adm/Mgmt	Executive Coordinator-Sup/Pres (Confidential)	62	3	9	8	3	6	1	16	40	74	1						1		1
Exec/Adm/Mgmt	Human Resources Generalist	23	6	2	6	4	4	1	12	4	31	1				1				1
Exec/Adm/Mgmt	Human Resources Generalist (Confidential)	38	5		13	3	6	1	20		43	1						1		1
Exec/Adm/Mgmt	Human Resources Recruiter (Confidential)	60	8		17	15	11	1	24		68	1		1						1
Exec/Adm/Mgmt	MESA Coordinator (Classified Manager)	8	9	2	2	3	2		5	7	19		1			1				1

Appendix B
NEOGOV APPLICANT POOL DATA: September 1, 2013 to June 30, 2014

Category	Job Title	Applicant Gender			Applicant Ethnicity							New Hires Gender		New Hires Ethnicity						
		Female	Male	Unk	African American	Asian	Hispanic	Native American	White	Unknown	Total	Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	Total
Faculty	Accounting Instructor (PT)	21	16	2	7	3	4		9	16	39	4		2				2		4
Faculty	Aeronautics Instructor	1	21			1		1	13	7	22		1					1		1
Faculty	Aeronautics Instructor Pool (PT)		4			2			2		4		1					1		1
Faculty	American Sign Language (ASL) Instructor (PT)	3	3	1	1	1			3	2	7	1						1		1
Faculty	Anthropology Instructor	2							2		2	1						1		1
Faculty	Anthropology Instructor (PT)	6	2		1				7		8	1	1					2		2
Faculty	Art History Instructor (PT)	12	3			3	1		10	1	15		1		1					1
Faculty	Astronomy/Physics Instructor	6	29	4			1		2	36	39		1					1		1
Faculty	Automotive Technology Instructor		6						6		6		1					1		1
Faculty	Biology Instructor	4	3			1	1		4	1	7	2						2		2
Faculty	Biology Instructor Pool (PT)	26	21	1	3	8	4	1	30	2	48	3	1			1		3		4
Faculty	Biology/Anatomy Instructor Pool (PT)	4	2		1				5		6	1						1		1
Faculty	Biology/Physiology Instructor (PT)	2	1			1			1	1	3	2						1	1	2
Faculty	Biotechnology Instructor Pool (PT)	9	2		1	3	3		4		11		2	1		1				2
Faculty	Business Administration Instructor (PT)	44	50	11	17	5	3		30	50	105	3	1	1				2	1	4
Faculty	Chemistry Instructor	22	34	3	1	2			8	48	59	1						1		1
Faculty	Chemistry Instructor Pool (PT)	6	18		4	5		1	14		24	1	7	1	2			5		8
Faculty	Child & Family Development Instructor	38	3	3			2		4	38	44		1						1	1
Faculty	Cinema Instructor Pool (PT)	2	2						4		4	1	1					2		2
Faculty	Communication Instructor (PT)	13	7		3	1	2		14		20		3			1		2		3
Faculty	Computer Programming Instructor	4	15	1	2	5	1		10	2	20	1			1					1
Faculty	Cosmetology Instructor Pool (PT)	10			3		2		5		10	4		3				1		4
Faculty	Counseling Instructor	50	8	5	4	1	1	1	4	52	63	1						1		1
Faculty	Counseling Instructor Pool (PT)	32	8		16	4	6		11	3	40	5			1	1	2	1		5
Faculty	Criminal Justice Instructor (PT)	21	31	1	11	1	11		28	2	53		3					3		3
Faculty	Early Childhood Education Pool (PT)	24	2		4		3	1	17	1	26	5			1			4		5
Faculty	Emergency Medical Technician Instructor (PT)	4	10		2	2	4	2	4		14		1				1			1
Faculty	English Instructor	45	41	2	3	1	1	1	12	70	88	1							1	1
Faculty	English Instructor (PT)	29	17		5		2	1	36	2	46	4	1			1		4		5
Faculty	EOPS Counselor	28	5	1	15	6	3		9	1	34	1						1		1

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Category	Job Title	Applicant Gender			Applicant Ethnicity							New Hires Gender		New Hires Ethnicity						
		Female	Male	Unk	African American	Asian	Hispanic	Native American	White	Unknown	Total	Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	Total
Faculty	ESL Instructor Pool (PT)	13	4		1				15	1	17		2					2		2
Faculty	Fire Technology Instructor (PT)		17		1	1	3	1	11		17		1		1					1
Faculty	Geographic Information Systems Instructor Pool (PT)	1	3						4		4	1						1		1
Faculty	Geology Instructor (PT)	1	4		1	1			3		5	1			1					1
Faculty	Graphic Design Instructor	5	2						7		7	1						1		1
Faculty	History Instructor	1							1		1	1						1		1
Faculty	History Instructor Pool (PT)	28	27	2	6	4	9	1	34	3	57	5	1	1			1	4		6
Faculty	Horticulture/Agriculture Instructor	3	3						6		6	1	1					2		2
Faculty	Math Instructor	1							1		1	1						1		1
Faculty	Math Instructor Pool (PT)	13	17		2	7	3		17	1	30	3	3			1		5		6
Faculty	Music Instructor Pool (PT)	18	23	1	3	11	2	1	24	1	42	2	2	1	1		1	1		4
Faculty	Nursing Clinical Instructor Pool (PT)	12	2		2	3			9		14	2			1			1		2
Faculty	Nursing Instructor	12	2	1	4	2	1		7	1	15	4	1	2				3		5
Faculty	Nursing Instructor (PT)	16	5		3	3	3	1	10	1	21	2	1		1	1		1		3
Faculty	Philosophy Instructor Pool (PT)	3	5	1	1		1		6	1	9		1					1		1
Faculty	Photography Instructor Pool (PT)	1	3				1		3		4	1	1					2		2
Faculty	Physics Instructor (PT)	4	6				2		6	2	10	2						2		2
Faculty	Political Science Instructor	7	7		6		2		6		14		1	1						1
Faculty	Sociology Instructor	24	30	4	2	1			7	48	58	1							1	1
Faculty	Sociology Instructor (PT)	15	9		9		1		14		24	2	2	1				2		3
Faculty	Spanish Instructor Pool (PT)	9	8		1		8		6	2	17	2				1		1		2
Faculty	Theater Arts (Technical)		1						1		1		1					1		1
Faculty	Theatre Arts (Acting/Directing) Instructor	9	12			1	1		17	2	21		1					1		1
Faculty	Waste/Water Instructor (PT)		4				2		2		4		3		2			1		3
Prof/Non-Faculty	Purchasing Technician/Buyer-Bonds	1							1		1	1						1		1
Serv/Maint/Paraf/Tech	Distance Education Technician	8	5		2	4	1	1	5		13	1						1		1
Serv/Maint/Paraf/Tech	Scheduling Specialist	24	7	3	5	4	6	1	16	2	34	1						1		1
Serv/Maint/Paraf/Tech	Technology Specialist	4	34	23	3	8	2		6	42	61		1			1				1
Grand Total		1433	857	748	307	237	191	27	906	1370	3038	104	60	22	19	14	2	99	8	164

Jowel C. Laguerre, Ph.D.
Superintendent-President

Governing Board

Monica Brown

Sarah E. Chapman

Denis Honeychurch, J.D.

Pam Keith

Michael A. Martin

Rosemary Thurston

A. Marie Young

Solano College
4000 Suisun Valley Road
Fairfield, CA 94534-3197
(707) 864-7000

Vacaville Center and Aeronautics
Program - Nut Tree Airport
2001 North Village Parkway
Vacaville, CA 95688
(707) 863-7872

Vallejo Center
545 Columbus Parkway
Vallejo, CA 94591
(707) 642-8188

Travis University Center
530 Hickam Avenue Bldg. 249
Travis AFB, CA 94535
(707) 863-7878

www.solano.edu

September 22, 2014

Dear Community and Business Partners:

I am pleased to share with you Solano Community College's revision of the 2013-2016 Equal Employment Opportunity Staff Equity Plan (EEO Plan). This EEO Plan reflects the District's ongoing commitment to equal employment opportunity. The College has maintained its commitment to diversity practices since its inception and continues to embrace equal employment opportunities as part of the District's core values. Solano Community College (SCC) prides itself in valuing diversity, equal opportunity, and inclusion.

The College's immediate focus is to foster equal employment opportunity in its recruitment and hiring policies and practices to enrich the overall diversity of SCC. The EEO Plan relies on consultation with the College's established Equity and Inclusion Advisory Council (EIAC) www.solano.edu/eiac and helps us to focus on issues pertaining to matters such as promoting diversity, enrollment recruitment, staff/faculty recruitment--matters that help us to shape our priorities and to enhance Solano Community College's educational presence in our community.

I invite you to read this document and to provide me with comments. If there is a way for our organizations to work together in fulfilling mutual goals, please contact me. The Solano Community College faculty and staff are confident that we can accomplish our equity goals and the mission of our College with your feedback and involvement and depend on your suggestions to improve what we accomplish.

Please examine especially our Solano Community College EEO Local Planning Agenda. I look forward to receiving your ideas and comments on how best to achieve our goals.

Thank you for your support of Solano Community College. The EEO Plan may be obtained from the following address: www.solano.edu/hr.

Sincerely,

JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

(707) 864-7112 • (707) 646-2085 FAX • *email:jowel.laguerre@solano.edu*

Transforming students' lives!

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Appendix C
Solano Community College Community and Business Affiliates 2014

Solano County Office of Education			
Solano County Office of Education	Jay Speck	Superintendent	Fairfield
Solano County Office of Education	Janet Harden	Assistant Superintendent	Fairfield
City and County Offices			
City of Fairfield	Harry Price	Mayor	Fairfield
City of Fairfield	David White	City Manager	Fairfield
City of Suisun City	Pete Sanchez	Mayor	Suisun City
City of Suisun City	Suzanne Bragdon	City Manager	Suisun City
Fairfield-Suisun Unified School District	Kris Corey	Superintendent	Fairfield
Fairfield-Suisun Unified School District Board	David C. Isom	Board President	Fairfield
Fairfield-Suisun Unified School District Board	Judi Honeychurch	Board President Elect	Fairfield
City of Benicia	Elizabeth Patterson	Mayor	Benicia
City of Benicia	Brad Kilger	City Manager	Benicia
City of Dixon	Jack Batchelor, Jr.	Mayor	Dixon
City of Dixon	Jim Lindley	City Manager	Dixon
City of Vallejo	Osby Davis	Mayor	Vallejo
City of Vallejo	Daniel E. Keen	City Manager	Vallejo
City of Vacaville	Steve Hardy	Mayor	Vacaville
City of Vacaville	Laura Kuhn	City Manager	Vacaville
City of Winters	Cecilia Aguiar-Curry	Mayor	Winters
City of Winters	John W. Donlevy, Jr.	City Manager	Winters
Solano County Board of Supervisors	Linda Seifert	Board Chair, District 2	Fairfield
Solano County Board of Supervisors	Jim Spering	Supervisor, District 3	Fairfield
Solano County Board of Supervisors	Jim Spering	Supervisor, District 3	
Solano County Board of Supervisors	Erin Hannigan	Supervisor, Vice-Chair, District 1	Vallejo
Solano County Board of Supervisors	John Vasquez	Supervisor, District 4	Fairfield
Solano County Board of Supervisors	Skip Thompson	Supervisor, District 5	Fairfield
California State Assembly			
Mariko Yamada - District 4	Don Lowrie	Sr. Field Representative to Mariko Yamada - District 4	Woodland
Mariko Yamada - District 4	Andrew Benware	Field Representative to Mariko Yamada - District 4	Woodland
Mariko Yamada - District 4	Catherina Nou	Capitol Director - District 4	Sacramento
Mariko Yamada - District 4	Tom Bartee	District Director – Assembly District 4	American Canyon
Mariko Yamada - District 4	Irene Romo	Scheduler for Assembly member Mariko Yamada	
Jim Frazier - District 11	Jim Frazier	Assembly Member - District 11	Fairfield
Jim Frazier - District 11	Jennifer Barton	District Director - District 11	
Jim Frazier - District 11	Brandon King	Field Representative to Jim Frazier - District 11	
Jim Frazier - District 11	Karen Tedford	Field Representative to Jim Frazier - District 11	
Susan Bonilla - District 14	Susan Bonilla	Assembly Member - District 14	Concord
Susan Bonilla - District 14	Satinder Malhi	District Director - District 14	Concord
Susan Bonilla - District 14	Ron Turner	Field Representative - District 14	Concord
California State Senate			
Noreen Evans - District 2 (Vallejo)	Noreen Evans	California State Senator - District 2	Santa Rosa
Noreen Evans - District 2 (Vallejo)	Matt Pope	Solano County Field Representative	Vallejo
Noreen Evans - District 2 (Vallejo)	Ed Sheffield	District Director - District 2	Santa Rosa
Lois Wolk - District 3 (Solano)	Lois Wolk	California State Senator - 3rd District	Vacaville
Lois Wolk - District 3 (Solano)	Tracy Krumpen	Senior Field Representative - 3rd District	Vacaville
Lois Wolk - District 3 (Solano)	Caitlin O'Halloran	District Director - 3rd District	Vacaville
US Senate			
Barbara Boxer	Barbara Boxer	US Senator	Sacramento
Barbara Boxer	Brandon Ida	Field Representative - Senator Barbara Boxer	Sacramento
Dianne Feinstein	Dianne Feinstein	US Senator	San Francisco
Diane Feinstein	Jessica Hartzell	Field Representative - Senator Dianne Feinstein	San Francisco
US Congress			
John Garamendi-District 3	John Garamendi	Congressman - District 10	Fairfield
John Garamendi-District 3	Brandon Minto	Deputy District Director - District 10	Fairfield
John Garamendi-District 3	Brandon Thomson	Field Representative	Fairfield
Mike Thompson-District 5	Mel Orpilla	District Representative	Vallejo

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Solano Community College Community and Business Affiliates 2014

Travis Air Force Base			
Travis Air Force Base	Colonel Matthew Burger	Commander, 349th AMW	Travis AFB
Travis Air Force Base	Colonel Corey J. Martin	Base Colonel	Travis AFB
Rotary			
Fairfield Suisun Rotary	Tera Dacus	President	Fairfield
Solano Sunset Rotary	Tom Snyder	President	Vallejo
Fairfield-Suisun Twilight Rotary	Grace E. Hindes	Past President	Fairfield
Fairfield-Suisun Twilight Rotary	JD Lopez	President	Fairfield
Vacaville Rotary	Mike Vieira	President	Vacaville
Vacaville Sunrise Rotary	Damon Tyler	President	Vacaville
Vallejo Rotary	Shane McAffee	President	Vallejo
Cordelia Rotary	June Johnsen	President	Fairfield
Dixon Rotary	Kay Fulfs Cayler	President	Dixon
Winters Rotary	Joe Trotter	President	Winters
Business Affiliates			
AT&T	Rhuenette Alums	AT&T Area Director – External Affairs	Napa
Daily Republic	Foy MacNaughton	Publisher	Fairfield
Solano County	Amy Jenkins	Legislative, Intergovernmental&Public Affairs Officer	Fairfield
Solano Economic Development Corp	Sandy Person	President	Fairfield
Sutter Solano Medical Center	John Boyd	CEO	Vallejo
SCC Supporters			
Syar Corporation	Susan and Jim Syar	President	Napa
SYAR Industries Inc.	Scott Thomas	Area Marketing & Sales Manager	Napa
Cello International Tennis Academy (CITA)	Phil Cello	President	Fairfield
Dutra-Cerro-Graden Inc.	Landis L. Graden	Principal	Dublin
Jimmy Doolittle Air & Space Museum	Brian McInerney	Chief Executive Officer	Fairfield
Vezer Winery	Frank Vezer	CEO	Fairfield
King Andrews Vineyards	Roger King	Winegrower	Suisun Valley
Consultants, Trainers, Coaches, LLC	Ronald Arrington, MBA,MPA, CTC	Consultant	Modesto
B & L Properties	Debra Yarbrough Russo & Anthony Russo	Owner	Fairfield
Celebrate SCC Sponsor			
Billy and Louise Yarbrough Family Foundation	Louise Wilbourn Yarbrough		
Kaiser Permanente	Cynthia Verrett	Community Benefit Manager	Vacaville
Kaiser Permanente	Dilenna Harris	Public Affairs Manager	Vacaville
Kitchell CEM	Russ Fox	President/CEO	Sacramento
Kitchell CEM	Dave Giannelli		Sacramento
Kitchell CEM	Bob Fuselier	Leed AP, Regional Executive	San Jose
NorthBay Healthcare	Gary J. Passama	President/CEO	Fairfield
NorthBay Healthcare	Steve Huddleston	Vice President	Fairfield
Pacific Gas & Electric Company	Amit Pal	Government Relations	Fairfield
Pacific Gas & Electric Company	Alisa Okelo-Odongo	Government Relations	Sacramento
Momentum Autogroup	Rahim Hassanally	President	Fairfield
National University	Jon Roloff	Online Information Center Manager	Fairfield
Valero Refining Company	Sue Fisher Jones	Public Affairs Mgr. Community Relations&Gov. Affairs	Benicia
Valero Refining Company	John Hill	Vice President, General Manager	Benicia
Waste Connections Inc.	Jim Dunbar, P.E.	District Manager	Suisun
Yin McDonalds	C.C. Yin	Owner	Vacaville
Advocates for the Arts	Zach Powell	President of the Board of Directors	Fairfield
First Northern Bank	Louise A Walker	President & CEO	Dixon
President's Circle			
President's Circle Donor	Morland Mac McManigal	President's Circle Donor	Fairfield
President's Circle Donor	Brett Johnson	President, NorthBay Healthcare Foundation	Fairfield
President's Circle Donor	Stephen Murphy	Attorney at Law (President's Circle Donor)	Fairfield

Appendix C
Solano Community College Community and Business Affiliates 2014

Honorary Degree Recipients			
2011 Honorary Degree Recipient	Jesse Branch	2011 Honorary Degree Recipient	Fairfield
2011 Honorary Degree Recipient	Billy Yarbrough	Posthumously - 2011 Honorary Degree Recipient	
2011 Honorary Degree Recipient	Louise Wilbourn Yarbrough	2011 Honorary Degree Recipient	Fairfield
2011 Honorary Degree Recipient	C.C. Yin	2011 Honorary Degree Recipient	Vacaville
2012 Honorary Degree Recipient	Regina Yin	2012 Honorary Degree Recipient	Vacaville
2012 Honorary Degree Recipient	Herman Goelitz Rowland, Sr.	2012 Honorary Degree Recipient	Fairfield
2013 Honorary Degree Recipients	Lt. Colonel James C. Warren	2013 Honorary Degree Recipient	Vacaville
2013 Honorary Degree Recipients	Mrs. Xanthia Warren	2013 Honorary Degree Recipient	Vacaville
2013 Honorary Degree Recipients	Morland Mac McManigal	2013 Honorary Degree Recipient	Fairfield
2013 Honorary Degree Recipients	Peggy A. Cohen-Thompson	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Richard Rico	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Buck Kamphausen	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Verna Mustico	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Judi Honeychurch	2013 Honorary Degree Recipient	Vallejo
Distinguished Alumni 2014			
2014 Distinguished Alumni	Jack Anthony		
2015 Distinguished Alumni	Veronica Favela-Diaz		
2016 Distinguished Alumni	Andrea Garcia		
2017 Distinguished Alumni	John Hill		
2018 Distinguished Alumni	Mike Martin		
2019 Distinguished Alumni	Aaron McAlister		
2020 Distinguished Alumni	Dr. Karen McCord		
2021 Distinguished Alumni	Mel Orpilla		
2022 Distinguished Alumni	Simona Padilla-Scholtens		
2023 Distinguished Alumni	Marc C. Tonnesen		
2024 Distinguished Alumni	Louise A. Walker	President and Chief Executive Officer	Dixon
2025 Distinguished Alumni	John Zeltin		
Chamber of Commerce			
Benicia Chamber of Commerce	Stephanie Christiansen	President & CEO	Benicia
Black Chamber of Commerce, Vallejo	Peggy Cohen-Thompson	President	Vallejo
Dixon Chamber of Commerce	Cher Besneatte	President	Dixon
Dixon Chamber of Commerce	Carol Pruett	Chief Administrator	Dixon
Fairfield-Suisun Chamber of Commerce	Debi Tavey	President	Fairfield
Filipino Chamber of Commerce	Karla Prieto	President	
Hispanic Chamber of Commerce	Herme Sunga	President	
Rio Vista Chamber of Commerce	Karen Smith	Executive Director	Rio Vista
Vallejo Chamber of Commerce	Rich Curtola	President and CEO	Vallejo
Vacaville Chamber of Commerce	Mark Creffield	President / CEO	Vacaville
Winters Chamber of Commerce	Michael Sebastian	Executive Director	Winters
College/University Contact			
Brandman University	Susan J. Schnars	Manager for Community & Corporate Relations	Fairfield
California State University, Berkeley	Dr. Harry Le Grande	Vice Chancellor, Div. of Student Affairs	Berkeley
Contra Costa College	Dr. Denise Noldon	President of Contra Costa College	San Pablo
Napa Valley College	Dr. Ronald Kraft	Superintendent/President	Napa
Sonoma State University	Mark Merickel, Ph.D.	Professor and Dean, School of Extended Education	Rohnert Park
The California Maritime Academy	Thomas A. Cropper	President	Vallejo
Other Associates			
Falati & Associates	Gary Falati		Fairfield
CSW/ST2	James J. Grossi, Jr., P.E.	Principal	Novato
Meyer Corporation	Mr. Stanley Cheng	CEO	Vallejo
SYAR	Barry D. Cavanna	Planner	Napa
Woodcreek Homes	Bob Runkel		Fairfield

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Solano Community College Community and Business Affiliates 2014

SCC Leadership			
SCC District Governing Board	Rosemary Thurston	Trustee	Fairfield
SCC District Governing Board	Dr. Sarah E. Chapman	Trustee	Fairfield
SCC District Governing Board	Monica Brown	Trustee	Fairfield
SCC District Governing Board	A. Marie Young	Vice President	Fairfield
SCC District Governing Board	A. Marie Young	Vice President	Fairfield
SCC District Governing Board	Pam Keith	President	Fairfield
SCC District Governing Board	Michael A. Martin	Trustee	Fairfield
SCC District Governing Board	Denis Honeychurch	Trustee	Fairfield
SCC District Governing Board	Naser Baig	Student Trustee	Fairfield
SCC Academic Senate	Mike Wyly	President	Fairfield
SCC Accreditation	Dr. Annette Dambrosio	Accreditation Coordinator	Fairfield
SCC CTA - Faculty	Jim DeKloe	President	Fairfield
SCC CSEA	Debbie Luttrell-Williams	President	Fairfield
SCC Operating Engineers	Jeffery Lehfeldt	President	Fairfield
SCC Associated Student	Casey Bess	President	Fairfield
SCC Associated Student	Erika Gonzalez	Vice President	Fairfield
SCC Educational Foundation Board	Katherine Brannon		Vacaville
SCC Educational Foundation Board	Stephanie Brennan		
SCC Educational Foundation Board	Shérry Cordonnier	Director, Corporate Relations	Vacaville
SCC Educational Foundation Board	Carol Landry	Vice President First Northern Bank	
SCC Educational Foundation Board	Dave Fleming	Mayor, Vacaville (Retired)	Vacaville
SCC Educational Foundation Board	Dorothy Hawkes	SCC Scholarship Foundation	Fairfield
SCC Educational Foundation Board	Curt Johnston	Executive Director	Fairfield
SCC Educational Foundation Board	Stephen Murphy	Attorney at Law (President's Circle Donor)	Fairfield
SCC Educational Foundation Board	Amit Pal	Government Relations	Fairfield
SCC Educational Foundation Board	Dr. Walter Quinn	Principle, Vacaville (Retired)	Vacaville
SCC Educational Foundation Board	Douglas C Spletter	Attorney at Law	Fairfield
SCC Educational Foundation Board	Thomas Trujillo	President, SCC Boosters Club	Fairfield
SCC Educational Foundation Board	Jay A. Yerkes	Branch Office Mgr., SagePoint Financial&City Treasurer	Vacaville
SCC Educational Foundation Board	John Zeltin	American Express (Retired) - Alumn	New York
ALG - Solano Community College	Jocelyn Mouton	Interim Dean, Counseling	Fairfield
ALG - Solano Community College	Roger A. Clague, FInstLM, FCMI	Chief Technology Officer	Fairfield
ALG - Solano Community College	Judy Spencer	Executive Coordinator	Fairfield
ALG - Solano Community College	Leslie Minor	Dean, School of Social & Behavioral Sciences	Fairfield
ALG - Solano Community College	Maurice McKinnon	Interim Dean, School of Health Sciences	Fairfield
ALG - Solano Community College	Máire Morinec	Dean, School of Applied Technology & Business&Vacaville Ctr.	Fairfield
ALG - Solano Community College	Dr. John Yu	Dean, School of Mathematics and Science	Fairfield
ALG - Solano Community College	Shirley Lewis	Chief Student Services Officer	Fairfield
ALG - Solano Community College	Erik Visser	Athletics Director	Fairfield
ALG - Solano Community College	Neil Glines	Dean, School of Liberal Arts	Fairfield
ALG - Solano Community College	Dr. Jerry Kea	Dean, Vallejo Center	Fairfield
ALG - Solano Community College	Yulian Ligioso	Vice President, Finance & Administration	Fairfield
ALG - Solano Community College	Diane White	Interim Vice President, Academic Affairs	Fairfield