



# **Solano Community College District**

## **Equal Employment Opportunity Plan 2017-2020**

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## Plan Component 1: Introduction

Statement from SCC Superintendent-President:

The Solano Community College District's 2017-2020 Equal Employment Opportunity Plan (EEO Plan) was adopted by the SCC Governing Board on May 16, 2018 and reflects the District's commitment to Equal Employment Opportunity and creating a culture that attracts, employs, and retains a diverse work force. This Plan was developed in consultation with the EEO Advisory Committee comprised of managers, faculty, and staff (while students are invited, they rarely participate), and shared with the Academic Senate and College Governance Council.

The District is committed to enhancing and maintaining an academic environment that promotes educational excellence through a diverse lens. Having faculty and staff who understand our students' experiences, who can provide culturally relevant materials and examples in the classroom, and who can connect with students is essential to a successful student and employment experience.

Solano Community College has enhanced its commitment to equal employment opportunity and diversity practices during the past three years by broadening access to professional development opportunities for all employees, remaining focused on equity challenges, and taking steps to create a compassionate environment where employees can explore implicit bias in order to become better educators. We intend to continue and expand these efforts in the coming years.

This plan has been developed with the intent of establishing bold goals while achieving measurable outcomes. We want to stretch ourselves through challenging dialogue and explore difficult issues while still making steps to improve the climate for our students and staff.

Sincerely,



Celia Esposito-Noy, Ed.D.  
Superintendent-President  
Solano Community College

New Plan adopted by the Board of Trustees: June 6, 2018

### Plan Component 2: Definitions

- 1) *Adverse Impact*: a statistical measure (such as those 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.
- 2) *Diversity*: means 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, gender identity, gender expression, sex, sexual orientation, color, medical condition, genetic information, ancestry, marital status, physical or mental disability, pregnancy, military and veteran status, and socio-economic backgrounds.
- 3) *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
  - a) Identifying and eliminating barriers to employment that are not job related; and
  - b) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Title 5, section 12940.
- 4) *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.
- 5) *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, section 53006.
- 6) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- 7) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position. 8) *Monitored Group*: means those groups identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to Title 5, section 53004(a).

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- 9) *Person with a Disability*: any person who:
- a) 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;
  - b) has a record of such an impairment; or
  - c) is regarded as having such an impairment.
- A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- 10) *Reasonable Accommodation*: the efforts made on the part of the district in compliance with Government Code section 12926.
- 11) *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.
- 12) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## **Plan Component 3: 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 status including, but not limited to, age, ancestry, race, ethnicity, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, physical or mental disability, pregnancy, 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 is committed to achieving 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 must also include 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. All employees and applicants are notified of this policy.

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

It is important that each employee and elected trustee of the District shall promote and support equal employment opportunity and equity in all programs and services. The responsibilities of the District's leadership to ensure implementation of the Plan and the goals are outlined below.

1) *Governing Board (Board of Trustees)*

The governing board approves and is responsible for implementation of the District's Plan and for ensuring equal employment opportunity as described in the Plan.

2) *Chief Executive Officer (Superintendent-President)*

The governing board delegates to the chief executive officer the responsibility for developing and implementing the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board of statewide policy developed by the State Board of Governors of the California Community Colleges and direct the publication of an annual report on implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to her on their ability to implement the Plan.

3) *Equal Employment Opportunity Office (Human Resources)*

The District has designated the Vice President of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. In the absence of the vice president, the Manager of Human Resources shall ensure implementation of the Plan. The District will notify employees and applicants for employment of the designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 *et seq.* The equal employment opportunity officer is also responsible for receiving complaints described in the Plan and for ensuring that applicant pools and selection procedures are adhered to.

4) *Equity and Inclusion Advisory Council*

The District has established an Equity and Inclusion Advisory Council that meets quarterly. This council assists the VP of HR and/or Manager of HR when the Plan is updated or a new Plan is developed. The Council includes managers, faculty, and staff. The CEO meets with the Council at least once per year to share her interests and direction regarding meeting the goals of the EEO Plan and to address any questions or concerns.

5) *Agents of the District*

Solano Community College District ordinarily does not enlist organizations or individuals on behalf of the governing board or Human Resources to assist with recruitment and screening except in the case of the Superintendent-President position. When using an agent(s) of the

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District, the party(ies) shall be advised of and subject to all of the requirements and goals outlined in the Plan.

6) *Good Faith Effort*

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

7) *Accountability and Corrective Action*

The District shall certify annually to the State Chancellor that we have complied with all of the following:

- a) Recorded, reviewed and reported the data required regarding qualified applicant pools;
- b) Reviewed and updated, as needed, the Strategies Component of the Plan;
- c) Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a District's EEO Plan and Strategies Component for the requirements of institutionalized and on-going efforts to support diversity and/or compliance. Where the State Chancellor finds that the District's efforts have been insufficient, the District will be informed of the specific area(s) of concern, and direct the District to submit a revised EEO Plan within 120 days. Upon review of the revised EEO Plan, the State Chancellor will either

- a) Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or
- b) If the State Chancellor finds that the revised plan is still lacking, he/she will direct the District to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.

### **Plan Component 5: Advisory Council**

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, nondiscrimination, 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, Minority Coalition, Veterans, and Disabled Student Services, as well as The Advisory Council. The EEO Officer or Superintendent-President appointee will chair the Committee. The Equal Employment Opportunity Advisory Committee holds quarterly 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.

### Plan Component 6: Complaints

- 1) 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](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](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 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 complaint. 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 VP 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](http://www.solano.edu/district_policies/series4000_hr.php)).

## **Plan Component 7: Notification to District Employees**

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 on the SCC Web, the Office of the Chief Executive Officer, the Office of Human Resources.

### **Plan Component 8: Training for Screening/Interviewing Committees**

Employees of the District or an agency or individual serving on behalf of the District and, who is involved in the recruitment and screening/interviewing process of personnel shall receive training on the state's equal employment opportunity (Title 5, section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district's Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing implicit bias, and best practices in serving on a screening or interview committee.

Employees serving on a screening/interview committee will be required to receive training prior to serving. Individuals who have not received this training will not be allowed to serve on the screening/interview committees. Human Resources is responsible for providing the required training and documenting employees who have completed training. Any individual, whether or not an employee of the District, who is acting on behalf of the District with regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5 (section 53020(c)) and the District's Plan.

The District is fully committed to addressing implicit bias in screening, interviewing, and hiring and with the support of the Professional Development Committee, has scheduled multiple training sessions during the fall 2018 semester with presenters who focus on this topic. Work has been done college-wide to provide professional development opportunities for faculty, staff, managers, and trustees on creating an environment that recognizes and values the diverse experiences of our students and how to improve efforts in the classroom and the college environment.

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

Human Resources will provide annual written notice to appropriate community-based and professional organizations regarding how the College will meet the goals of its Plan. The notice will inform these organizations where they may obtain a copy of the Plan, and shall request their assistance in identifying diverse qualified candidates. The notice will also include the webpage where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. “Written” notice will be made via electronic communication. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources including various local professional organizations including the Black Chamber, Vallejo Education and Business Alliance (VEBA), the Hispanic Chamber, and the Fil-Am Chamber and statewide organizations including Pan-Hellenic/Greek fraternities-sororities, ACCCA, and the association list serves (CSSO, CIO, CEO, etc.). The College now offers a degree in ASL (American Sign Language) and has used the affiliated professional organizations including outreach events, to promote employment opportunities for deaf and hard of hearing.

The District has and will continue participating in the local Workforce Development Board (WDB) job fair and is working with the WDB to serve as a recognized training partner and as a resource for disabled and incumbent workers in Solano County. The District has and will continue working with local trade unions to recruit applicants for positions in, plumbing, electrical work, and welding (Local 39).

## **Plan Component 10: Analysis of District Workforce and Applicant Pool**

Human Resources will annually review the District's workforce composition and shall monitor and report on applicants for employment on an ongoing basis to evaluate the District's progress in implementing the 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/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

Applicants or employees will be afforded the opportunity to voluntarily identify their sex, gender, ethnic group identification, veteran status and, if applicable, 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/interview committee. This data collection will be done for each advertised position in the District. The District will annually report to the State Chancellor this data for employees. The Plan will be reviewed and, if necessary, revised to address concerns following the analysis of the ethnic group identification, sex, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Administrative/Management
- 2) Faculty (FT and PT)
- 3) Confidential
- 4) Classified
- 5) Technical and Paraprofessional
- 6) Skilled Trades
- 7) Custodial, Grounds, and Maintenance

### **Analysis Contents: The analysis uses data from Fall 2013 through Fall 2017**

Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)

Ethnicity and Gender of employees

#### **Gender**

Gender of employees has been disaggregated by employee classification including three classifications for instructional faculty: Academic temporary (adjunct), Academic contract (tenure track), Academic regular (tenured). Between 2013 and 2017, the percent of tenured male faculty has remained consistent ranging from 45% to 49%. For tenured female faculty, the percent has also remained consistent with a range of 51% to 55%. This percentage is similarly reflected in the student population with male students ranging from 40% to 42% and female students ranging from 56% to 58%.

Gender of administrative/manager employees has fluctuated over the years due to a number of reorganizations, down-sizing, and reducing the number of divisions. The percent of male administrators/managers has ranged from 45% to 64% and for female administrators, the range has been from 36% to 55%. The total number of administrators has also fluctuated from a low of 11 to the current high of 14.

#### **Ethnicity**

Ethnic identification of employees has been disaggregated by employee classification including clerical, administrative, faculty, professional (non-faculty), service, skilled crafts, and technical. In each classification except service, there are disparities in the percent of white employees compared to employees of color. The service employees are broadly represented and there are no significant differences in the percentages of employees by ethnicity.

There are significant differences in the ethnic identification of faculty, both tenured and non-tenured (adjunct). The percent of faculty who identify as white has been between 69% and 75%. The number of faculty has fluctuated as the District offered an early retirement incentive (SERP) in 2015 and has been re-benching its total FTES thereby putting us well over FON and reducing the need to hire new faculty. Faculty screening/interview committees have been advised of the importance of reaching out, to consider what is in the best interest of students, and our need to provide a curriculum that respects and reflects our diverse community.

The management ranks have seen an increase in the percent of employees who identify as white compared to managers of color. However, there has been a reduction in the number of managers between 2013 and 2017- from 31 in 2014 to 23 in 2017. Efforts to recruit applicants of color for management positions continues with the restructuring of student services divisions. Student services previously had one vice president and one dean. The restructure resulted in the vice president and three deans and resulted in hiring more diverse candidates.

The clerical ranks have seen some changes in the diversity of employees. In 2013, 53% identified as white and in 2017, 41%. There has been an increase in the percent of employees of color in the clerical ranks with increased representation among those who identify as African American, and Latino/Hispanic. The percent of employees who identify as Asian has remained somewhat consistent

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over the five year period. The increased percent of employees who identify as African American and those who identify as Latino is reflective of the increase in those populations in the service area.

The District is committed to monitoring future hires to improve equity within classifications of employees and to align the faculty and staff demographics with the student demographics, where appropriate. Currently, the District is making efforts to reduce its overall personnel costs to under 86% of its total budget. As tenured faculty retire and with our FON well above what is mandated, tenured faculty demographics may not change significantly in the immediate future. However, the faculty and managers are committed to efforts to align our faculty and staff demographics more closely to those of our students and community. Programs and opportunities for doing so are outlined in Components 12, 13, 14, and 15 in this Plan.

### **Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)**

Solano Community College has achieved the following ratios:

Fall 2013	62.20%
Fall 2014	61.40%
Fall 2015	61.00%
Fall 2016	62.20%
Fall 2017	63.40%

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## District Workforce Composition

### Class and Ethnicity

Occupational A..	IPEDS Race Desc	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
		n	% n	n	% n	n	% n	n	% n	n	% n
<b>Clerical / Secretarial</b>	White	31	53%	36	52%	29	46%	29	45%	29	41%
	African American	10	17%	9	13%	9	14%	10	15%	15	21%
	Hispanic	9	15%	9	13%	11	17%	8	12%	11	15%
	Asian	8	14%	11	16%	10	16%	12	18%	9	13%
	Hawaiian or PI			1	1%	1	2%	1	2%	1	1%
	American Indian / Alaskan ..	1	2%					1	2%	1	1%
	Unknown			3	4%	3	5%	3	5%	3	4%
	Two or more races							1	2%	2	3%
	<b>Total</b>	<b>59</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>71</b>	<b>100%</b>
<b>Executive, Administrative, and Managerial</b>	White	15	50%	16	52%	16	53%	13	54%	16	70%
	African American	6	20%	6	19%	7	23%	3	13%	3	13%
	Hispanic	4	13%	1	3%	2	7%	2	8%		
	Asian	4	13%	6	19%	5	17%	5	21%	3	13%
	Hawaiian or PI	1	3%	1	3%			1	4%	1	4%
	Unknown			1	3%						
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>23</b>	<b>100%</b>
<b>Faculty</b>	White	295	75%	315	71%	300	71%	257	72%	263	69%
	African American	32	8%	43	10%	44	10%	36	10%	44	12%
	Hispanic	35	9%	44	10%	36	8%	27	8%	32	8%
	Asian	27	7%	31	7%	32	8%	27	8%	32	8%
	Hawaiian or PI	2	1%	2	0%	3	1%	2	1%	3	1%
	American Indian / Alaskan ..	2	1%	3	1%	3	1%	3	1%	4	1%
	Unknown	1	0%	5	1%	6	1%	4	1%	2	1%
		<b>Total</b>	<b>394</b>	<b>100%</b>	<b>443</b>	<b>100%</b>	<b>424</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>380</b>
<b>Professional (Non-Faculty)</b>	White	2	40%	2	33%	2	25%	1	20%	3	27%
	African American	1	20%	3	50%	4	50%	3	60%	4	36%
	Hispanic	1	20%	1	17%	1	13%	1	20%	1	9%
	Asian	1	20%			1	13%			3	27%
		<b>Total</b>	<b>5</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>11</b>
<b>Service / Maintenance</b>	White	11	41%	7	28%	6	24%	7	28%	8	29%
	African American	6	22%	5	20%	6	24%	5	20%	5	18%
	Hispanic	4	15%	7	28%	6	24%	6	24%	7	25%
	Asian	4	15%	4	16%	6	24%	6	24%	7	25%
	Hawaiian or PI	2	7%	2	8%	1	4%	1	4%	1	4%
		<b>Total</b>	<b>27</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>28</b>
<b>Skilled Crafts</b>	White	4	57%	2	50%	2	40%	2	33%	3	50%
	African American	1	14%	1	25%	1	20%	2	33%	1	17%
	Hispanic	2	29%	1	25%	1	20%	1	17%	1	17%
	Asian					1	20%	1	17%	1	17%
		<b>Total</b>	<b>7</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>
<b>Technical / Para professional</b>	White	30	61%	28	60%	26	55%	26	55%	26	49%
	African American	7	14%	6	13%	8	17%	8	17%	6	11%
	Hispanic	5	10%	5	11%	5	11%	5	11%	7	13%
	Asian	7	14%	8	17%	7	15%	8	17%	13	25%
	American Indian / Alaskan ..					1	2%				
	Two or more races									1	2%
	<b>Total</b>	<b>49</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>53</b>	<b>100%</b>
<b>Grand Total</b>		<b>571</b>	<b>100%</b>	<b>625</b>	<b>100%</b>	<b>602</b>	<b>100%</b>	<b>528</b>	<b>100%</b>	<b>572</b>	<b>100%</b>

Data taken from State Chancellor's office datamart

# Solano Community College District Equal Employment Opportunity Plan

## District Workforce Composition

### Class and Gender

Employee Class	Occupational A..	Gender	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
			n	% n	n	% n	n	% n	n	% n	n	% n
Academic, Temporary, Non-Tenured, Not on Tenure Track	Faculty	M	135	54%	154	53%	153	54%	125	57%	120	52%
		F	113	46%	139	47%	129	46%	96	43%	112	48%
		Total	248	100%	293	100%	282	100%	221	100%	232	100%
Academic, Contract, Non-Tenured on Tenure Track	Faculty	M	8	38%	13	42%	10	36%	12	32%	20	39%
		F	13	62%	18	58%	18	64%	26	68%	31	61%
		Total	21	100%	31	100%	28	100%	38	100%	51	100%
Academic, Regular, Tenured	Faculty	M	56	45%	54	45%	56	49%	44	45%	45	46%
		F	69	55%	65	55%	58	51%	53	55%	52	54%
		Total	125	100%	119	100%	114	100%	97	100%	97	100%
Classified Permanent /Probationary	Clerical/ Secretarial	M	3	5%	3	4%	3	5%	6	9%	8	11%
		F	56	95%	66	96%	60	95%	59	91%	63	89%
		Total	59	100%	69	100%	63	100%	65	100%	71	100%
	Executive, Administrative, and Managerial	M	8	42%	8	44%	8	50%	4	40%	4	44%
		F	11	58%	10	56%	8	50%	6	60%	5	56%
		Total	19	100%	18	100%	16	100%	10	100%	9	100%
	Professional (Non-Faculty)	M			2	33%	2	25%	1	20%	3	27%
		F	5	100%	4	67%	6	75%	4	80%	8	73%
		Total	5	100%	6	100%	8	100%	5	100%	11	100%
	Service/ Maintenance	M	19	70%	18	72%	19	76%	20	80%	23	82%
		F	8	30%	7	28%	6	24%	5	20%	5	18%
		Total	27	100%	25	100%	25	100%	25	100%	28	100%
Skilled Crafts	M	7	100%	4	100%	5	100%	6	100%	6	100%	
	Total	7	100%	4	100%	5	100%	6	100%	6	100%	
Technical / Para professional	M	20	41%	21	45%	20	43%	20	43%	23	43%	
	F	29	59%	26	55%	27	57%	27	57%	30	57%	
	Total	49	100%	47	100%	47	100%	47	100%	53	100%	
Educational Administrator	Executive, Administrative, and Managerial	M	5	45%	7	54%	9	64%	7	50%	9	64%
		F	6	55%	6	46%	5	36%	7	50%	5	36%
		Total	11	100%	13	100%	14	100%	14	100%	14	100%
<b>Grand Total</b>			571	100%	625	100%	602	100%	528	100%	572	100%

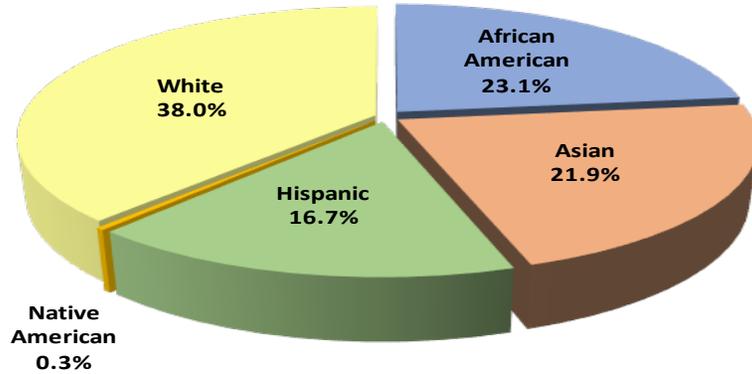
Data taken from State Chancellor's office datamart

**Solano Community College  
NEOGOV Applicant Pool Data September 1, 2016 thru June 30, 2017**

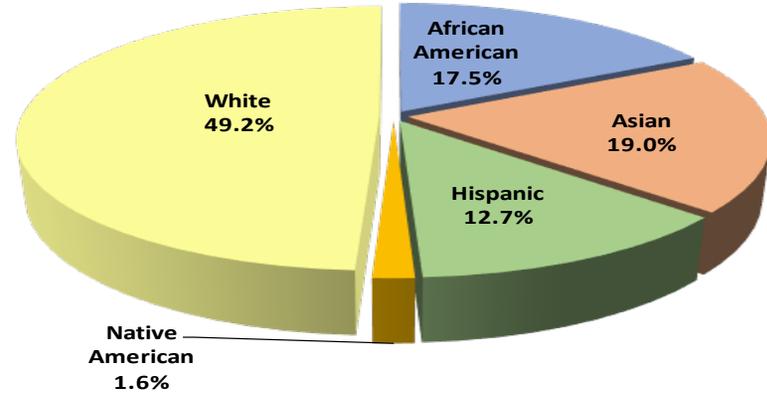
Current Applicant Pool										
Table 1.1	Ethnicity						Gender			Total
Category	African American	Asian	Hispanic	Native American	White	Unknown	Female	Male	Unknown	
<b>Applicants</b>	<b>276</b>	<b>261</b>	<b>199</b>	<b>4</b>	<b>454</b>	<b>101</b>	<b>857</b>	<b>406</b>	<b>32</b>	<b>1295</b>
% of Applicants Distribution	21.3%	20.2%	15.4%	0.3%	35.1%	7.8%	66.2%	31.4%	2.5%	
% of Applicants (Exclude Unknown)	23.1%	21.9%	16.7%	0.3%	38.0%		71.8%	34.0%		
<b>New Hires</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>31</b>	<b>5</b>	<b>39</b>	<b>29</b>	<b>0</b>	<b>68</b>
% of New Hires Distribution	16.2%	17.6%	11.8%	1.5%	45.6%	7.4%	57.4%	42.6%		
% of New Hires (Exclude Unknown)	17.5%	19.0%	12.7%	1.6%	49.2%		61.9%	46.0%		
<b>% of New Hires/Applicants</b>	<b>4.0%</b>	<b>4.6%</b>	<b>4.0%</b>	<b>25.0%</b>	<b>6.8%</b>		<b>4.6%</b>	<b>7.1%</b>	<b>0.0%</b>	

**Solano Community College  
NEOGOV Applicant Pool Data September 1, 2016 thru June 30, 2017**

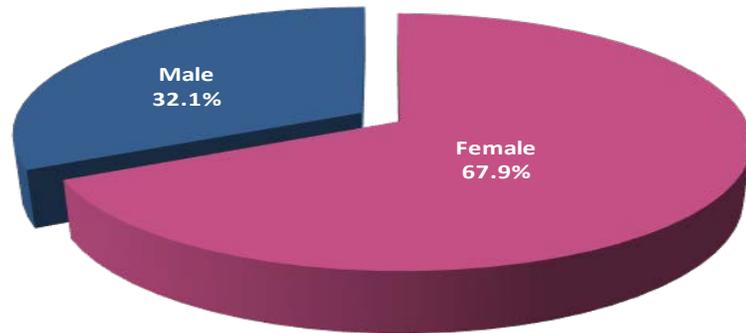
**Pie Chart 1.1  
Percent of Applicants by Ethnicity**



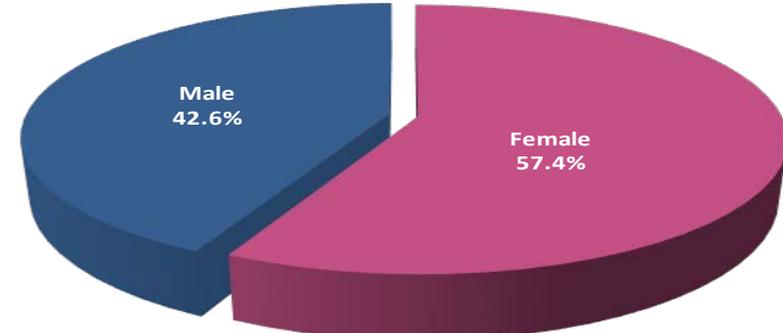
**Pie Chart 1.2  
Percent of New Hires by Ethnicity**



**Pie Chart 1.3  
Percent of Applicants by Gender**



**Pie Chart 1.4  
Percent of New Hires by Gender**



# Solano Community College District Equal Employment Opportunity Plan

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## **Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

An analysis of applicant and selected candidate pools was reviewed using 2013-2014 data compared to 2016-2017 data. Applicant pools in 2013-14 were significantly larger compared to 2016-17 applicant pools because there were fewer positions available in 2016-17. In 2013-14, there were 3,038 applicants for 164 positions including 19 faculty positions. In 2016-17, there were 1,295 applicants for 68 positions including 11 faculty positions.

### **Gender**

The College saw a decrease in the number of females hired in 2016-17 compared to 2013-14 and an increase in males hired for the same time period. In 2016-17, female hires were at 57.4% compared to 63.4% in 2013-14. However, there was an increase in females hired in the sciences (Biomanufacturing, Nursing) and in business (Accounting) in 2016-17 providing for an increase in the number of women hired in these disciplines.

There is no significant difference in the distribution of employees and the student gender distribution at SCC. In 2016-17, females comprised 57.4% and males comprised 42.6% of new hires compared to the percent of female and male students for the same year where females comprised 56% and males 42%.

### **Ethnicity**

There were significant improvements in terms of the distribution of new hires by ethnicity in 2016-17 compared to 2013-14. In 2016-17, new hires of color comprised 50.8% compared to 36% in 2013-14, resulting in an increase of 14 percentage points.

There are still significant discrepancies between the percent of students of color in 2016-17 (71%) compared to the percent of employees of color (39%). The College is making improvements in diversifying the faculty ranks, in particular, in the sciences. With the new Baccalaureate Degree in Biomanufacturing, the College was able to hire two new faculty for that program and both from historically underrepresented groups in the sciences. The College has been intentional in advertising open faculty positions outside of California including at HBCUs (Historical Black Colleges and Universities). While African American faculty applicants from outside of California were offered positions in 2016-17, two reported that they must decline due to the high price of housing.

The College continues to focus on increasing the number of employees of color by connecting with diverse faculty internship programs and local graduate schools as well as developing a “grow your own” program for former SCC students and current graduate students. Additionally, there is an interest in conducting training to identify implicit bias in order to provide better training to screening and interview committee members.

The Superintendent-President and the Board of Trustees are well-aware of the need for more diverse hires in all positions. For faculty and management positions, the Superintendent-President is asking for a review of the applicant pools and finalists for these positions, including the positions where historically women and people of color have not been well represented. For front line staff positions, the Superintendent-President is asking the College be mindful of candidates’ abilities to speak languages consistent with our students and communities.

### **Plan Component 12: Methods to Address Underrepresentation**

The District is committed to a climate that encourages a diverse qualified applicant pool for all positions and understands that this is created, in part, by every employee, in particular, the leadership. Throughout the past year, the College has provided training and enlisted guest speakers and facilitators to provide employees with a greater understanding of how we can do our part individually and collectively to respect and value one another, how we can be more intentional in our recruitment and retention efforts, and how we all carry implicit bias when hiring. Additionally, the S-P has been working on a statewide effort to address Ed. Code language (Ed. Code, section 87405(a)) that prohibits districts from employing or retaining any persons convicted of any sex offense (as defined in Ed. Code, section 87010) or controlled substance offense (as defined in Ed. Code, section 87011) while still complying with the Fair-Chance Employment Compliance Guide. Consistent with the U.S. Equal Employment Opportunity Commission's (EEOC) guidance regulating the use of arrest and conviction records, and California's law to eliminate unnecessary barriers in the District's hiring process and adopt fair chance hiring standards and procedures, SCC has been reviewing DOJ reports and providing applicants with the opportunity to explain prior charges before denying employment. By doing so, we have hired more diverse employees who otherwise would have been denied an opportunity for employment. Using best practices as outlined by the EEOC and California's Fair Chance Compliance Guides will also assist us in increasing applicants from underrepresented populations.

The District takes steps during the screening/interview process to support the hiring of candidates with varied backgrounds who can contribute in a diverse community. When notified by candidates of the need for accommodations due to a disability, the college reviews the request and identifies appropriate accommodations that allows applicants an equitable opportunity to present their skills and abilities. By doing so, the District has learned how best to provide accommodations for those with learning disabilities, including for those on the Autism spectrum.

The equal employment opportunity 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.<sup>1</sup>

SCC actively recruits from both within and outside the district to ensure an applicant pool that is diverse and qualified. The requirement of open recruitment applies to all regular, full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all administrative/management positions. Recruitment for full-time faculty and educational administrator positions are conducted statewide including outreach to those qualified applicants listed in the California Community Colleges Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions is conducted in consultation with the department and with the goal of establishing a pool of eligible diverse candidates. The process remains open and fair and includes recruitment of those in the industry who may not have a teaching background.

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<sup>1</sup> 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 District Equal Employment Opportunity Plan

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In-house or promotional only recruitment is not used to fill any vacancy for any position except when the position is being filled on an interim basis for the minimum time necessary, and/or to allow for full and open recruitment. Current Board Policy provides for an interim appointment not to exceed two years in duration. Where in-house or promotional only recruitment is utilized to fill a position on an interim basis, all District employees shall be afforded the opportunity to apply and demonstrate that they are qualified. The job announcement for the interim position shall comply with the requirements set forth in the Plan and the selection process shall be consistent with the requirements of this subchapter.

For purposes of this paragraph, a vacancy is not created, and the requirements of the above do not apply, when:

- a) There is a reorganization that does not result in a net increase in the number of employees;
- b) One or more lateral transfers are made and there is no net increase in the number of employees;
- c) A position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
- d) The faculty in a division or department elects one faculty member to serve as a chairperson for a prescribed limited term;
- e) The position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code;
- f) A part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
- g) An individual not currently employed by the District, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District's Recruitment and Hiring Procedures shall include in its section on recruitment the following provisions:

### 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:
  - a) Increased general circulation (via print and online media) through more focused recruitment advertisement i.e. Caljobs.com, Community College Registry, Higher Ed Chronicle, etc.
  - b) 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 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 Development Board, etc., identifying underrepresented groups as identified within this Plan.

### 2) *Job Announcements*

The District's Recruitment and Hiring Procedures section on "Job Announcements" shall 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](http://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. All job announcements shall state that the District is an “Equal Employment Employer.”

### 2) *Review of Initial and Qualified Applicant Pools*<sup>2</sup>

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.
- 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.

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<sup>2</sup> See Title 5, section 53023 for general authority for this section.

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 and Interview 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:

- c) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
  - a) 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;
- b) 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
  - d) 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.
  - e) 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.
  - f) Before a person can serve on a selection/screening committee, he or she must receive Equal Employment Opportunity training.
  - g) 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.
  - h) All screening materials must be approved for compliance with EEO principles<sup>4</sup>.
  - i) 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. 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.
  - j) 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.
  - k) 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.
  - l) 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.
  - m) 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.

### **Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity**

- 1) The District will review data as outlined in Title 5, Section 53003, subdivision(c) (6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The review may include an analysis of job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
- 2) Where the review identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, the District will implement additional measures to attempt to address the area(s) of concern including:
  - a) An independent review of the District's recruitment procedures and job announcements to recommend modifications that may address the underrepresentation.
  - b) The District will work with administrators to identify and develop, in conjunction with the equal employment opportunity officer, recruitment, screening and interview material that may address the underrepresentation.
  - c) The District will provide training for administrators, faculty, and staff on the impact of implicit bias on recruitment, screening, and interviewing candidates.
  - d) The District will work with employee groups to attract candidates from underrepresented groups, and to recommend changes to the job announcements and screening criteria that may attract more diverse candidates.
  - e) The District will monitor its efforts to increase candidates from the significantly underrepresented groups.
  - f) The District will review criteria used to screen applicants for positions to determine if criteria are job-related and consistent with:
    - a. Federal law; and
    - b. District and state established qualifications, including the requirement that applicants for academic and administrative positions demonstrate sensitivity of diverse community college students.
  - g) The District will discontinue the use of locally established criteria if they do not meet the requirements as outlined in Title 5 or our Plan; and
  - h) Develop efforts to promote diversity and address the specific area of need.

### **Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity**

The District recognizes that committing to equal employment opportunity extends beyond the job application process. Retaining diverse employees is essential to the college community. At times, this commitment to retaining employees requires adjustments to the organizational culture, changing practices that may appear exclusionary, and making a concerted effort to ensure that all employees are respected and valued. The District has made a commitment to recognize and address implicit bias by bringing educators to campus to work with administrators, faculty, and staff and by identifying activities that may have excluded employees from participating due to a disability. Human Resources has identified resources for addressing equity in the interview process for those on the Autism spectrum or other disabilities. The District also intends on implementing the following:

- 1) Provide an 8-week course developed by Brightsity for all interested faculty and staff. The goals of the program are to improve employee well-being and enhance community competence.
- 2) Conduct campus climate study among employees to identify hidden barriers.
- 2) Provide EEO/diversity workshops on flex days.
- 3) Provide training workshops on creating an inclusive environment.
- 4) Consider recognizing bi/multilingualism as an essential skill for community college employees by exploring additional compensation for those whose language skills are needed.
- 5) Offer leadership development opportunities with a focus on creating an environment that enhances diversity.
- 6) Ensure that administrative staff support diversity objectives and that the objectives are identified in the evaluation process.
- 7) Conduct exit interviews with employees who voluntarily leave the district; analyze the data for patterns impacting particular monitored groups, and; implement concrete measures to address the patterns.
  
- 21) Provide training on implicit bias in hiring and employment.
- 22) Develop a “grow your own” program to increase underrepresented populations in teaching.
- 23) Develop programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- 24) Provide the opportunity for the Board of Trustees to receive training on implicit bias.
- 25) Thoroughly investigate, in a timely manner, all harassment and discrimination complaints and take appropriate corrective action where a violation is found.
- 26) Implement professional development activities in support of faculty maintaining updated curricula, texts, and/or course descriptions to include the diverse populations as related to the discipline.
  
- 29) Address concerns of inclusion/exclusion in an honest and collaborative manner.

- 30) Continue to gather information from applicants who decline job offers to find out why, record this information, and address it, when possible.

### **Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring**

1) *Reasonable Accommodations*

Applicants with disabilities 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, use of extended time or alternate formats for presenting knowledge and skills critical to the position, adaptive equipment, and interpreters for deaf and hard of hearing candidates.

Applicants including those who identify on the Autism Spectrum, have been provided appropriate accommodations during the interview process. HR has identified external resources including Job Accommodation Network (JAN) an excellent online tool that assists employers and employees with appropriate accommodations in accordance with the ADA.

The Manager of Human Resources serves as the ADA coordinator and is responsible for handling requests for accommodations from applicants. Working with DSP (Disability Support Programs) staff and external resources, HR can identify and provide reasonable accommodations that do not advantage any candidate over another. Additionally, screening/interview committees are provided training on appropriate accommodations and how to fairly score those who receive accommodations. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process and forwarding those requests to the Manager of HR.

Employees with disabilities are provided accommodations, when requested. The Manager of Human Resources serves as the ADA coordinator and is responsible for handling requests for accommodations from employees. The College has implemented an ASL (American Sign Language) Degree and Certificate Program led by a tenure track, deaf faculty member who requires an interpreter in class for the beginning of each semester. In addition to providing interpreters for hearing students in the classroom, the College has made ASL interpreters available for staff meetings, college events, tenure meetings, and social events. Several faculty and the dean of the division have enrolled in ASL classes in order to better communicate with deaf faculty members.

2) *Goals for Hiring*

The District will continue monitoring applicant pools and those offered employment. On several occasions, the District has been prepared to onboard a new employee with a disability and has facilitated discussions about office lay-out, location, and providing a distraction-free work space. Employees serving on screening/interview committees will continue receiving training on implicit bias regarding hiring those with identified disabilities.

## Solano Community College District Equal Employment Opportunity Plan

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The District's Fall 2018 Convocation has been dedicated to learning about the concept of Universal Design and Flex Cal days have been dedicated to learning about implicit bias. Both convocation and flex cal days are well-attended by faculty, staff, managers, and trustees.

### **Plan Component 16: Grow Your “Own” Efforts**

Solano Community College currently benefits from a Teaching Apprentice program wherein we cultivate and train through mentorship future community college faculty, many of whom began as our students. This grow-your-own program was initiated as part of a Basic Skills Transformation Grant, as support for programs designed to increase access for all students to transfer-level English and mathematics courses, while addressing directly and proactively equity gaps for student success. The TA program at Solano hires local students in possession of a bachelor degree; ideally, successful candidates are enrolled in a graduate program. Outreach for this program places emphasis on recruiting college alumni. Moreover, successful TAs are eligible to teach as part-time faculty at the college, once they attain minimum qualifications. As such, the TA program helps the college to build and maintain robust and diverse adjunct teaching pools, while providing immediate access to diverse models of success for our current students.

While the program is currently associated with courses in English and mathematics, Solano Community College plans to expand the program into other disciplines with the goals of increasing the size and diversity of adjunct teaching pools, as well as eligible applicants for future full-time positions, as they occur. To accomplish these goals, the College intends to analyze longitudinal data for applicant pools, hiring, and faculty retention to identify equity gaps in hiring at Solano. Once identified, the College plans to expand the Teaching Apprentice program into areas or disciplines which would most benefit from intervention, because of a lack of sufficient applicants to hiring pools, or a lack of sufficient diversity in applicants and/or hiring, or both. The outcomes of the expansion of the TA program should include measurable changes to the diversity of applicants, hiring pools, and teaching faculty to the benefit of our students.