



# **Solano Community College District**

**Review of 2015-2019 data  
and**

**Equal Employment Opportunity Plan  
for 2021-2024**

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## Plan Component 1: Introduction

Statement from the SCC Superintendent-President:

The Solano Community College District's Equal Employment Opportunity Plan (EEO Plan), which includes a review of the 2015-2019 EEO data, was adopted by the SCC Governing Board on **May 19, 2021**. This Plan was developed in consultation with the EEO Advisory Committee, known as the Equity, Inclusion Advisory Council (EIAC) comprised of managers, faculty, staff and students, and shared with the College Governance Council.

This plan also includes a review of the 2015-2019 data as required by the Chancellor's Office. The 2021-2024 Plan includes the required components as well as proposed activities to enhance diversity and ensure equal employment opportunity (Plan Component 13), efforts to further equal employment opportunities (Plan Component 14), efforts to advance employment and retention of people with disabilities, including those with learning differences (Plan Component 15), and those efforts outlined in Plan Component 16 to grow our own.

The District is committed to 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 successful student and employee experiences.

Solano Community College continues its commitment to equal employment opportunity and diversity 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 ideas and become better educators.

This past year, I created a President's Advisory Council on Equity, Diversity, and Inclusion and met monthly with faculty, managers, staff, and students, and held a student feedback session to solicit input from students about their experiences at the College. These efforts were facilitated by Regina Stanback Stroud and Associates who helped us make progress towards becoming a more equity-minded institution. We intend to continue and expand these efforts in the coming years.

Sincerely,



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

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## Solano Community College District Equal Employment Opportunity Plan

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New Plan adopted by the Board of Trustees: May 19, 2021

### **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).
- 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**

### EQUAL EMPLOYMENT OPPORTUNITY BOARD POLICY 4035:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

ADOPTED: January 21, 2004

### **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 Director of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. The District advises employees and applicants for employment of the designee on the Human Resources web page. 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 screening and interview procedures are adhered to.

4) *Equity and Inclusion Advisory Council (EIAC)*

The District has established an Equity and Inclusion Advisory Council that meets quarterly. This council meets with the Director 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 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. Issues or concerns regarding compliance with the Plan are submitted to the Director of HR who may share these concerns with the EIAC.

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 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: Equity and Inclusion Advisory Council (EIAC)**

The District has an Equity and Inclusion Advisory Council (EIAC) to assist the District in developing and implementing its EEO Plan. Accordingly, the Council assists in promoting understanding of and the support of equal employment opportunity, nondiscrimination, retention, and diversity.

The EEO Officer shall train the EIAC on equal employment compliance and the Plan itself. The Council shall consist of a diverse membership including at least one representative from Academic Senate, CSEA, Local 39, Administrative Leadership Group (ALG), Student government, Minority Coalition, Veterans, and Disabled Student Services. The EEO Officer or Superintendent-President designee chairs the Council. The EIAC 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 EAIC 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 a complaint 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 and resolution or findings to the Chancellor's Office upon completion of the investigation.

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.

For complaints alleging unlawful discrimination or harassment (Section 59300 et seq.), the district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director 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)).

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## **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 included in the College catalog. The EEO Plan and subsequent revisions are distributed to all members of the College community once the plan is approved by the Governing Board. The EEO Plan is also available on the District's website. Human Resources 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. The Plan is available on the SCC webpage and from 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, continues to provide multiple training opportunities during the fall and spring semesters with presenters who focus on these topics. 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**

The College advises community organizations of posted notices to the webpages. Human Resources will provide annual written notice regarding how the College will meet the goals of its Plan. The notice will inform organizations that they can download or access a copy of the Plan. 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 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 serves as a recognized training partner and as a resource for disabled and incumbent workers in Solano County.

## **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 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 2015 through 2019 as the Chancellor’s Office requires data review over a four-year period of time.**

Percentage 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 2015 and 2019, the percent of tenured male faculty has remained consistent ranging from 49% to 43%. For tenured female faculty, the percent has also remained consistent with a range of 51% to 57%. 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% for the 2015-2019 timeframe.

Between 2015-2019, the gender distribution of administrative/management employees has fluctuated due to reorganizing. The percent of male administrators/managers has ranged from 64% to 62% and for female administrators, the range has been from 36% to 58%. The total number of administrators has increased from 11 to 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.

Between 2015 to 2019, the percent of full-time faculty who identify as white was 69% and 64% for part time faculty.

Between 2015 to 2019, 54% of the clerical employees identified as people of color, compared to 40% who identified as white indicating that our clerical employees are more diverse than in the previous 4-year period.

The District continues to monitor hiring to improve equity within all classifications of employees. For the faculty ranks, the District is committed to having instructional faculty that more closely reflect the students we serve. Programs and opportunities for doing so are outlined in Components 12, 13, 14, and 15 in this Plan.

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

Solano Community College has achieved the following full-time and part-time percentages for faculty:

Term	Full-Time	Part-Time
Fall 2015	61.00%	39.00%
Fall 2016	62.20%	37.80%
Fall 2017	63.40%	36.60%
Fall 2018	61.50%	38.50%
Fall 2019	55.00%	45.00%

# Solano Community College District Equal Employment Opportunity Plan

## District Workforce Composition

Class and Ethnicity		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Occupational Activity	IPEDS Race Description	n	% n	n	% n	n	% n	n	% n	n	% n
<b>Clerical/Secretarial</b>	White	29	46%	29	45%	29	41%	26	35%	27	40%
	African American	9	14%	10	15%	15	21%	14	19%	14	21%
	Hispanic	11	17%	8	12%	11	15%	12	16%	8	12%
	Asian	10	16%	12	18%	9	13%	11	15%	9	13%
	Hawaiian or PI	1	2%	1	2%	1	1%	1	1%	1	1%
	American Indian/Alaskan			1	2%	1	1%				
	Unknown	3	5%	3	5%	3	4%	3	4%	2	3%
	Two or more races			1	2%	2	3%	7	9%	6	9%
<b>Total</b>		<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>71</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>67</b>	<b>100%</b>
<b>Executive, Administrative, and Managerial</b>	White	16	53%	13	54%	16	70%	19	73%	17	68%
	African American	7	23%	3	13%	3	13%	2	8%	3	12%
	Hispanic	2	7%	2	8%						
	Asian	5	17%	5	21%	3	13%	4	15%	4	16%
	Hawaiian or PI			1	4%	1	4%	1	4%	1	4%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>25</b>	<b>100%</b>
<b>Faculty</b>	White	300	71%	257	72%	263	69%	263	68%	261	67%
	African American	44	10%	36	10%	44	12%	45	12%	48	12%
	Hispanic	36	8%	27	8%	32	8%	34	9%	31	8%
	Asian	32	8%	27	8%	32	8%	36	9%	34	9%
	Hawaiian or PI	3	1%	2	1%	3	1%	3	1%	4	1%
	American Indian/Alaskan	3	1%	3	1%	4	1%	3	1%	3	1%
	Unknown	6	1%	4	1%	2	1%	2	1%	2	1%
	Two or more races							3	1%	5	1%
<b>Total</b>		<b>424</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>380</b>	<b>100%</b>	<b>389</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
<b>Professional (Non-Faculty)</b>	White	2	25%	1	20%	3	27%	4	44%	5	31%
	African American	4	50%	3	60%	4	36%	3	33%	3	19%
	Hispanic	1	13%	1	20%	1	9%			4	25%
	Asian	1	13%			3	27%	2	22%	3	19%
	Hawaiian or PI									1	6%
<b>Total</b>		<b>8</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>11</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>16</b>	<b>100%</b>
<b>Service/Maintenance</b>	White	6	24%	7	28%	8	29%	7	25%	7	24%
	African American	6	24%	5	20%	5	18%	5	18%	5	17%
	Hispanic	6	24%	6	24%	7	25%	7	25%	7	24%
	Asian	6	24%	6	24%	7	25%	7	25%	7	24%
	Hawaiian or PI	1	4%	1	4%	1	4%	1	4%	1	3%
	Two or more races							1	4%	2	7%
<b>Total</b>		<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>29</b>	<b>100%</b>
<b>Skilled Crafts</b>	White	2	40%	2	33%	3	50%	3	50%	3	50%
	African American	1	20%	2	33%	1	17%	1	17%	1	17%
	Hispanic	1	20%	1	17%	1	17%	1	17%	1	17%
	Asian	1	20%	1	17%	1	17%	1	17%	1	17%
<b>Total</b>		<b>5</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>
<b>Technical/Paraprofessional</b>	White	26	55%	26	55%	26	49%	27	49%	23	45%
	African American	8	17%	8	17%	6	11%	8	15%	8	16%
	Hispanic	5	11%	5	11%	7	13%	6	11%	5	10%
	Asian	7	15%	8	17%	13	25%	12	22%	12	24%
	American Indian/Alaskan	1	2%							1	2%
	Two or more races					1	2%	2	4%	2	4%
<b>Total</b>		<b>47</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>51</b>	<b>100%</b>
<b>Grand Total</b>		<b>602</b>	<b>100%</b>	<b>528</b>	<b>100%</b>	<b>572</b>	<b>100%</b>	<b>587</b>	<b>100%</b>	<b>582</b>	<b>100%</b>

Data taken from State Chancellor's office datamart and MIS Data

## Solano Community College District Equal Employment Opportunity Plan

### District Workforce Composition

Class and Gender			Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Employee Class	Occupational Activity	Gender	n	% n	n	% n	n	% n	n	% n	n	% n
Academic, Temporary, Non-Tenured, Not on Tenure Track	Faculty	M	153	54%	125	57%	120	52%	125	51%	120	49%
		F	129	46%	96	43%	112	48%	119	49%	126	51%
		<b>Total</b>	<b>282</b>	<b>100%</b>	<b>221</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>244</b>	<b>100%</b>	<b>246</b>	<b>100%</b>
Academic, Contract, Non-Tenured on Tenure Track	Faculty	M	10	36%	12	32%	20	39%	18	39%	11	44%
		F	18	64%	26	68%	31	61%	28	61%	14	56%
		<b>Total</b>	<b>28</b>	<b>100%</b>	<b>38</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>25</b>	<b>100%</b>
Academic, Regular, Tenured	Faculty	M	56	49%	44	45%	45	46%	41	45%	49	43%
		F	58	51%	53	55%	52	54%	51	55%	64	57%
		<b>Total</b>	<b>114</b>	<b>100%</b>	<b>97</b>	<b>100%</b>	<b>97</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>113</b>	<b>100%</b>
Classified Permanent/Probationary	Clerical/Secretarial	M	3	5%	6	9%	8	11%	7	9%	6	9%
		F	60	95%	59	91%	63	89%	67	91%	61	92%
		<b>Total</b>	<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>71</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>66</b>	<b>100%</b>
	Executive, Administrative, and Managerial	M	8	50%	4	40%	4	44%	4	40%	7	54%
		F	8	50%	6	60%	5	56%	6	60%	6	46%
	<b>Total</b>	<b>16</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	
	Professional (Non-Faculty)	M	2	25%	1	20%	3	27%	3	33%	2	14%
		F	6	75%	4	80%	8	73%	6	67%	12	86%
	<b>Total</b>	<b>8</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>11</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	
	Service/Maintenance	M	19	76%	20	80%	23	82%	22	79%	23	79%
		F	6	24%	5	20%	5	18%	6	21%	6	21%
	<b>Total</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	
Skilled Crafts	M	5	100%	6	100%	6	100%	6	100%	6	100%	
	<b>Total</b>	<b>5</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	
Technical/Paraprofessional	M	20	43%	20	43%	23	43%	24	44%	20	39%	
	F	27	57%	27	57%	30	57%	31	56%	31	61%	
<b>Total</b>	<b>47</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>51</b>	<b>100%</b>		
Educational Administrator	Executive, Administrative, and Managerial	M	9	64%	7	50%	9	64%	11	73%	8	62%
		F	5	36%	7	50%	5	36%	4	27%	5	38%
		<b>Total</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>13</b>	<b>100%</b>
<b>Grand Total</b>		<b>602</b>	<b>100%</b>	<b>528</b>	<b>100%</b>	<b>572</b>	<b>100%</b>	<b>503</b>	<b>100%</b>	<b>506</b>	<b>100%</b>	

Data taken from State Chancellor's office datamart and MIS Data

**Solano Community College  
NEOGOV Applicant Pool Data September 1, 2018 thru June 30, 2019**

The chart below includes the total number of applicants and hires by ethnicity for 2018-2019:

2018-19 Applicant Pool by Ethnicity						
Table 1.1	Ethnicity					
Category	African American	Asian	Hispanic	Native American	White	Unknown
<b>Number of Applicants by Ethnicity</b>	<b>360</b>	<b>373</b>	<b>302</b>	<b>18</b>	<b>707</b>	<b>170</b>
% of Applicants	18.7%	19.3%	15.6%	0.9%	36.6%	8.8%
<b>Number of Hires by Ethnicity</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>11</b>	<b>8</b>
% of Hires	13.6%	13.6%	29.5%	0.0%	25.0%	18.2%

The chart below includes the total number of applicants and hires by gender for 2018-2019:

2018-19 Applicant Pool by Gender			
Table 1.1	Gender		
Category	Female	Male	Unknown
<b>Number of Applicants by Gender</b>	<b>1190</b>	<b>704</b>	<b>36</b>
% of Applicants	61.7%	36.5%	1.9%
<b>Number of Hires by Gender</b>	<b>26</b>	<b>17</b>	<b>1</b>
% of Hires	59.1%	38.6%	2.3%

# 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 2016-2017 data compared to 2018-2019 data. Applicant pools in 2016-17 had significantly fewer applicants compared to 2018-19. In 2018-2019 the district increased its outreach efforts and focused on posting positions to sites that focused on diverse applicants. In 2016-17, there were 1,295 applicants for 68 positions with 11 faculty positions. In 2018-19, there were 1,930 applicants for 44 positions.

### **Gender**

For all applicant pools, the College saw an increase in the percent of females who applied in 2018-19 compared to 2016-17 and a decrease of male applicants for the same time period. In 2016-17, female hires were 57.4% compared to 59.1% in 2018-19. In year 2018-19 the college hired three tenure track faculty positions. Two of the three hires are female.

### **Ethnicity**

There was an increase in the percent of new hires who self-identified as people of color in 2018-19 compared to data from 2016-17. From 2018-19, new hires of color comprised 56.7% compared to 50.8% in 2016-17.

The College is making improvements in diversifying the faculty. In 2018-19, the district hired three faculty including one in the sciences who represents an historically underrepresented group. The College has been intentional in advertising open faculty positions outside of California including at HBCUs (Historical Black Colleges and Universities).

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.

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 receives 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 to be mindful of candidates’ abilities to speak languages that serve our students and communities.

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

The District is committed to a climate that encourages a diverse and 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. In previous years, the Superintendent-President worked 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.

The District takes steps during the screening/interview process to support the hiring of candidates with varied backgrounds who can contribute to 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 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: 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 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 EIAC 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, Chronicle of Higher Education, Diverse: Issues in Higher Education.
  - b) Recruitment booths at job fairs or conferences oriented to both the general market and underrepresented populations, as well as participation in those events drawing groups found to be underrepresented in the District's workforce.
  - c) Employment Development Department, Workforce Development Board, local Ethnic Chambers, and four-year colleges and universities.

### 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 perform the job. Employees can 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 Opportunity 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 diverse potential applicants or demonstrates that further recruitment efforts would yield a similar applicant pool, 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 Director of Human Resources 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.

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

- 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 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 to detect and address adverse impact if it occurs for any monitored group.

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## Solano Community College District Equal Employment Opportunity Plan

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- c) Every effort will be made to ensure screening and interview committees include a diverse membership and a variety of perspectives and experiences that will add benefit to the assessment of applicant qualifications. Screening/interview committees will include members from monitored groups.
- d) The Equal Employment Opportunity officer will approve the composition of screening/interview committees. If the EEO officer does not approve a committee for lack of diversity, the EEO officer will work with the constituent groups and take steps to remedy the lack of diversity.
- e) Before a person can serve on a screening/interview committee, he or she must receive Equal Employment Opportunity training.
- f) Interviews must include at least one question which assesses the candidate's competency, and commitment to, *d i v e r s i t y*, *e q u i t y*, equal employment opportunity and his or her level of cultural understanding. Reference checks will include at least one question addressing the candidate's ability to work in a diverse environment and their activities in support of equity.
- g) All screening materials must be approved by the EEO Officer for compliance with EEO principles.
- h) Monitoring for adverse impact
  - 1. After the screening committee has conducted the paper screening, and prior to contacting any of the applicants for interviews, the applicant pool is reviewed and cleared for adverse impact. Interviews will not be scheduled until the applicant pool has been approved.
  - 2. Finalists will not be forwarded for hiring consideration until the applicant pool has been reviewed and cleared for adverse impact.
- d) 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 one or more of the following:
  - 1. Suspend the process and take timely and effective steps to remedy the problem before the 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 process designed in a

way to avoid adverse impact.

- e) 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 discriminating.
- f) 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.
- g) The District will review the pattern of its hiring decisions following every recruitment, 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) 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) Require training for administrators, faculty, and staff on the impact of implicit bias on recruitment, screening, and interviewing candidates.
  - d) 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) Monitor its efforts to increase candidates from the significantly underrepresented groups.
  - f) 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 to 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 advance 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 and for applicants with disabilities. The District will continue implementing the following:

- 1) Provide professional development events addressing trauma informed teaching and learning.
- 2) Conduct a campus climate survey of employees and of students.
- 3) Provide EEO/diversity workshops on flex days.
- 4) Provide training on creating an inclusive classroom and work environment.
- 5) Consider recognizing bi/multilingualism as an essential skill for community college employees by exploring additional compensation for those whose language skills are needed.
- 6) Consider a teaching for equity requirement for faculty.
- 7) Offer leadership development opportunities with a focus on creating an environment that advances diversity.
- 8) Ensure that administrators support diversity objectives and that the objectives are identified in the evaluation process.
- 9) 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.
- 10) Provide training on implicit bias in hiring and employment.
- 11) Enhance the “grow your own” program to increase underrepresented populations in teaching.
- 12) Develop programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- 13) Provide the opportunity for the Board of Trustees to receive training on implicit bias, equity, diversity, and inclusion.
- 14) Thoroughly investigate, in a timely manner, all harassment and discrimination complaints and take appropriate corrective action where a violation is found.
- 15) Implement professional development activities in support of faculty maintaining updated curricula, texts, and/or course descriptions to reflect diverse populations in the discipline.
- 16) Address concerns of inclusion/exclusion in an honest and collaborative manner.
- 17) 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 Director 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. Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process and forwarding those requests to the Director of HR.

Employees with disabilities are provided accommodations, when requested. The Director of Human Resources 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 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 regarding hiring those with disabilities.

### **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 English courses, the 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 applicants to hiring pools, or a lack of 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.

The College has also expanded the grow your own efforts to include ASL students who are in our program and looking to become professional interpreters. Students who have completed ASL 1 with an "A" or "B" grade are eligible to begin working as apprentice interpreters for the College. The paid assignments are varied and range from interpreting in the classroom on behalf of Deaf instructors to sign language interpretation at plays, musicals, meetings and other campus events. This work is separate from the field work students do as part of their ASL interpreting curriculum. We have a pay scale that differentiates between beginning, intermediate, and advanced interpreters, allowing relatively new students to accrue work experience. Though all of our current apprentice interpreters are students, it will be possible for graduates of the program to continue to pick up hours in this temporary classified assignment as they work toward their career goals.