Solano Community College District
Equal Employment Opportunity Plan

2011-2014

Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534
707-864-7000

Adopted by the Solano Community College Governing Board

______________________
2011
Purpose of Solano Community College District Equal Employment Opportunity Plan

The Solano Community College District Equal Employment Opportunity Plan addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor’s Office. “Equal Employment Opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An “Equal Employment Opportunity Plan” is a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. This Solano Community College District Equal Employment Opportunity Plan will allow for efficient reviews of district plans by the districts and the Chancellor’s Office.

Objectives of Equal Employment Opportunity Plan

The objectives of the District’s Equal Employment Opportunity Plan and Guidelines are to:

- Address the minimum legal requirements for the District’s equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide districts with guidance that will assist them in their goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the development of material to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
Adoption of District Equal Employment Opportunity Plan

The Solano Community College District’s Equal Employment Opportunity Plan (Plan) was adopted by the governing board on (date pending). The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity, promote excellence and provide a positive student learning experience.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the District’s workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The Solano Community College District has maintained its commitment to equal employment opportunity and diversity processes and practices prior to the passage of Proposition 209, and thereafter. SCCD continues to affirm equal employment opportunity and diversity as part of the District’s core values.

Signature:
(Superintendent/President)
DRAFT

CHANCELLOR’S MESSAGE

Chancellor’s Message

In spite of severe decreases in funding which have led to significant decreases in hiring, our colleges and district remain committed to creating a faculty and staff that mirrors the diversity of our community and our student body.

We are proud of our hiring record when we were able to add many faculty and staff each year and we will maintain that vision and those practices through these more challenging times to do all possible to continue to attract and hire the best and most diverse employees into our colleges and district.

Our vision is to provide a supportive learning environment enriched by diversity, which promotes personal and professional success, leadership, innovation, responsibility and a sense of community through the principles and practices of EEO.

__________________________________
Chancellor’s Signature
Solano Community College District Equal Employment Opportunity Plan and Guidelines

Plan Component 1: Introduction

Solano Community College District (District) is an Equal Opportunity Employer and we encourage applications from all groups which reflect the diversity of our community. The District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are the products of highly talented, productive, motivated, flexible, and diverse staff that are committed to the District’s mission, goals and values.

Indeed, the principal asset of our quality workforce, which has and will continue to become more diverse over time, is predicated on sound Equal Employment Opportunity (EEO) practices and principles.

Valuing the diversity and creativity of the District’s workforce is a core asset that is supported by organizational policies, procedures and training. Those attributes are achieved through effectively implementing EEO processes that promotes greater awareness, understanding, respect, and inclusion for all members of the workforce; while assuring continued excellence through the appreciation of multiculturalism and diversity. The Solano Community College District has an extensive array of educational, community, and business outreach programs that focus on providing opportunities for all constituents. Such outreach activities includes: employment workshops, participating in job fairs, and a faculty diversity intern program.

EEO continues to be a management priority and is the key element in workforce planning. We consider that growing a diverse workforce through equal opportunity factors to be vital as we are committed to maintaining a work environment in which all employees can contribute to their fullest and feel valued in their role. Through the combined partnership of management and employees, we seek to create and foster a work environment that stimulates and encourages all employees to contribute to the District’s mission, vision and values to the maximum extent of their abilities. This objective is achieved by ensuring that management systems and practices function in a manner that guarantees equal access to opportunities and rewards for all.
Plan Component 2: Definitions

A. Guidelines

The Solano Community College District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. The definitions are taken from title 5, section 53001. The definition of “diversity” is not in title 5, but it encompasses important considerations of inclusion that appear throughout the District’s Plan.

B. Definitions

a) **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 defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b) **Business Necessity**: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

c) **Diversity**: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

d) **Equal Employment Opportunity**: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves 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 by title 5, section 53000 et seq.

e) **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.
f) 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 section 53006.

g) (1) Ethnic Minorities: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(2) Ethnic Group Identification: means an individual’s identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

h) Goals for Persons with Disabilities: a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.

i) In-house or Promotional Only Hiring: means that only existing district employees are allowed to apply for a position.

j) Monitored Group: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

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

l) Projected Representation: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

m) Reasonable Accommodation: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025.

n) 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
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traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

o) **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 section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

p) **Target Date:** a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

q) **Timetable:** a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.
Plan Component 3: Policy Statement

The Solano Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district’s policy 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 ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.
Plan Component 4: Delegation of Responsibility, Authority and Compliance

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

1. Governing Board
   The governing board is ultimately responsible for proper implementation of the district’s Plan at all levels of district and college operation, and for ensuring equal employment opportunity as described in the Plan.

2. Chief Executive Officer
   The governing board delegates to the Chief Executive Officer the responsibility for ongoing implementation of 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 concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer
   The district has designated Human Resources Manager as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new 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 Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity Advisory Committee
   Each college will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.
5. **Agents of the District**

Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

6. **Good Faith Effort**

The district shall make a continuous good faith effort to comply with all the requirements of its Plan.
Plan Component 5: Advisory Committee

The district has established an Equal Employment Opportunity Advisory Committee to assist the district in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The committee will be composed of one representative from each respective group: Academic Senate, CTA, CSEA, Local 39, Administrative Leadership Group, Student, Ethnic Minority Coalition, Veteran, and Disabled member of community. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

Each college shall establish its own Equal Employment Opportunity Advisory Committee which shall be composed in a manner similar to the districtwide Equal Employment Opportunity Advisory committee and carry out similar functions regarding hiring and equal employment opportunity issues at that college. A member from each college advisory committee shall serve as a member of the districtwide committee.
Plan Component 6: Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity 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 current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district’s determination pursuant to section 53026 to the Chancellor’s Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See California Community Colleges Chancellor’s Office Guidelines for Minimum Conditions Complaints at: http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm.

2) 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. Campus complaint officers may be assigned investigation responsibilities. The district’s discrimination and sexual harassment complaint procedures are attached to this Plan.

Comment [CA3]: To be attached
Plan Component 7: Notification to District Employees

The commitment of the governing board and the chief executive officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the district’s governing board, the chief executive officer, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The Plan will be available on the district’s website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the district’s Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

1) The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.

2) Where complete copies of the Plan are available, including in every campus library, in the district’s public folders, on the campus and district internet site, the Office of the Chief Executive Officer, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.
Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district’s Equal Employment Opportunity Plan; the district’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Office is responsible for providing the required training. Any individual, acting on behalf of the district with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5 and the district’s Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.
Plan Component 9: Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan. This list may be revised from time to time as necessary.
Plan Component 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the district’s workforce composition and shall monitor 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.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the district. The district will annually report to the Chancellor the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff:¹
   - Adult Education
   - Career Education
   - English
   - Health and Physical Education
   - Humanities
   - Instructional and Support Services
   - Mathematics
   - Natural Sciences
   - Social Sciences
   - Part-Time
3) Professional Nonfaculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

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

¹ As stated earlier, title 5 section 53004(a) does not require the Plan to break down the “Faculty and other Instructional Staff” category into discipline and part-time subcategories as is done here in the Sample Model Language. However, since these are the categories the Chancellor’s Office will likely use when providing availability data, it would make sense for districts to use the same categories.
The following is an analysis of the District’s workforce for 2010-2011.

### Solano Community College Workforce Analysis

**Fiscal Year 2010-2011**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaskan Native Male/Female</th>
<th>Black/African American Male/Female</th>
<th>Asian/Pacific Islander Male/Female</th>
<th>Hispanic/Latino Male/Female</th>
<th>White Male/Female</th>
<th>Other/Unknown Race/Sex</th>
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<tbody>
<tr>
<td>Exec/Admin</td>
<td>25</td>
<td>14</td>
<td>11</td>
<td>1/0/1</td>
<td>4/2/2</td>
<td>5/3/2</td>
<td>1/1/0</td>
<td>14/7/7</td>
<td>1/1/0</td>
</tr>
<tr>
<td>Professional/Nonfaculty</td>
<td>6</td>
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<td>6</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>1/0/1</td>
<td>0/0/0</td>
<td>5/0/5</td>
<td>0/0/0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
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<td>3</td>
<td>56</td>
<td>1/0/1</td>
<td>8/1/7</td>
<td>10/0/10</td>
<td>7/1/6</td>
<td>32/1/31</td>
<td>1/0/1</td>
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<tr>
<td>Technical and Paraprofessional</td>
<td>50</td>
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<td>30</td>
<td>0/0/0</td>
<td>7/2/5</td>
<td>8/5/3</td>
<td>5/2/3</td>
<td>29/1/18</td>
<td>1/0/1</td>
</tr>
<tr>
<td>Skilled Craft</td>
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<td>6</td>
<td>0</td>
<td>0/0/0</td>
<td>1/1/0</td>
<td>0/0/0</td>
<td>1/1/0</td>
<td>4/4/0</td>
<td>0/0/0</td>
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<td>Service and Maintenance</td>
<td>26</td>
<td>16</td>
<td>10</td>
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<td>3/3/0</td>
<td>7/4/3</td>
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<td>Faculty–Adult Education</td>
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<td>1</td>
<td>3</td>
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<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>4/1/3</td>
<td>0/0/0</td>
</tr>
<tr>
<td>Faculty–Career Education</td>
<td>21</td>
<td>13</td>
<td>8</td>
<td>0/0/0</td>
<td>3/2/1</td>
<td>0/0/0</td>
<td>2/1/1</td>
<td>16/10/6</td>
<td>0/0/0</td>
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<tr>
<td>Faculty–English</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>0/0/0</td>
<td>2/1/1</td>
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<td>0/0/0</td>
<td>10/5/5</td>
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<tr>
<td>Faculty–Health and P.E.</td>
<td>24</td>
<td>9</td>
<td>15</td>
<td>0/0/0</td>
<td>1/0/1</td>
<td>0/0/0</td>
<td>1/0/1</td>
<td>22/9/13</td>
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<tr>
<td>Faculty–Humanities</td>
<td>25</td>
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<td>15</td>
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<td>1/0/1</td>
<td>1/0/1</td>
<td>5/2/3</td>
<td>18/8/10</td>
<td>0/0/0</td>
</tr>
<tr>
<td>Faculty–Instructional and Support Services</td>
<td>24</td>
<td>4</td>
<td>20</td>
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<td>4/0/4</td>
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<td>18/4/14</td>
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<tr>
<td>Faculty–Mathematics</td>
<td>16</td>
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<td>7</td>
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<td>0/0/0</td>
<td>2/1/1</td>
<td>1/1/0</td>
<td>13/7/6</td>
<td>0/0/0</td>
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<tr>
<td>Faculty–Natural Sciences</td>
<td>17</td>
<td>12</td>
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<td>3/2/1</td>
<td>12/8/4</td>
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<tr>
<td>Faculty–Social Sciences</td>
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<td>8/3/5</td>
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<tr>
<td>Faculty–Part-Time</td>
<td>421</td>
<td>202</td>
<td>219</td>
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<td>31/14/17</td>
<td>35/20/15</td>
<td>323/161/162</td>
<td>3/0/3</td>
</tr>
</tbody>
</table>

**Persons with Disabilities**

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2 Title 5 does not require a gender breakdown within the ethnicity and disability groupings. It has been included here to provide greater clarity.
### Solano Community College District

#### Analysis of Applicant Pool

**2010-2011**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Unknown</th>
<th>American Indian/Alaskan Native Male/Female</th>
<th>Black/African-American Male/Female</th>
<th>Asian/Pacific Islander Male/Female</th>
<th>Hispanic/Latino Male/Female</th>
<th>White Male/Female</th>
<th>Other/Unknown Race/sex</th>
<th>Persons w/ disabilities Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>216</td>
<td>90</td>
<td>88</td>
<td>38</td>
<td>2</td>
<td>49</td>
<td>14</td>
<td>15</td>
<td>93</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>Professional/Nonfaculty</td>
<td>197</td>
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<td>148</td>
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<td>23</td>
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<td>2</td>
</tr>
<tr>
<td>Technical and Paraprofessional</td>
<td>37</td>
<td>8</td>
<td>25</td>
<td>4</td>
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Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

Although the Chancellor’s Office is no longer in providing availability data for comparison purposes in job categories, the District will focus on specific efforts in the hiring process and continue to promote equity and diversity in the workplace.

One area that does provide comparison is considering the statewide CCD averages of employee diversity, as this information is available on the Chancellor’s Office website.
Plan Component 12: Methods to Address Underrepresentation

Completion of this Plan requirement is contingent upon receiving legal valid availability data from the State Chancellor’s office. Although the Chancellor’s Office is no longer providing availability data, for comparison purposes the District will focus on specific efforts in the hiring process and continue to promote equity and diversity in the workplace.

The district will ensure equal employment opportunity, which involves 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 that are protected from discrimination. In so doing, the district places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the district takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. 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 87482.6.3

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. All recruitment announcements will state that the district is an “Equal Employment Opportunity Employer.”4 The following provisions are included in The Recruitment and Hiring Procedures section:

Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

- General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.

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3 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.

4 Some districts may have a federal contract that may require the use of the term “affirmative action.” Proposition 209 permits affirmative action programs that are required by federal law. Technically, Proposition 209 did not make all other affirmative action programs unlawful. However, in Connerly v. State Personnel Board (2001) 92 Cal.App.4th 16, the Third District Court of Appeal found that the state statutes requiring affirmative action employment programs in the community college system did violate equal protection guarantees and Proposition 209. Additionally, considerable confusion over the meaning of the term continues. Thus, districts are advised to avoid the use of the term “affirmative action” unless legal counsel for the district confirms that an affirmative action program is required by a federal contract or is otherwise likely to withstand challenge pursuant to Proposition 209.
• Local and regional community newspapers.

• Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district’s workforce.

• Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district’s workforce.

Job Announcements

The district’s Recruitment and Hiring Procedures section on “Job Announcements” will include the following provisions:

a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. 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. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency.5 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 equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.6 All job announcements shall state that the district is an “Equal Employment–Affirmative Action Employer.”7

3) Review of Initial and Qualified Applicant Pools8

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5 Title 5, section 53022 does not require “knowledge of history and culture of underrepresented groups and groups that have experienced discrimination.” Nor does it require the preferred or desired language regarding “multiculturalism” or “cultural proficiency.” The district here has chosen to make these additional requirements to the “sensitivity and understanding” language required by section 53022. They are provided here as examples of a recommended practice. (title 5 only makes the “sensitivity” and “understanding” language applicable to faculty and administrators, the sample district here has chosen to make it applicable to all employees.)

6 See generally title 5, section 53022

7 Please see footnote 23 regarding the use of the term “affirmative action.”

8 See title 5, section 53023 for general authority for this section.
Initial applicant pools will be reviewed 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 be revised to include the following provisions:

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.

- 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 further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy job specifications set forth in the job announcement.

- Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, the Human Resources Manager or designee shall take effective steps to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

  1. 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.

  2. 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.

  3. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:
• The job announcement does not require qualifications beyond the statewide minimum qualifications, or

• 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 or

• The particular qualification beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governor has found to be job-related and consistent with business necessity throughout the community college system.

4. 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 under Step 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

4) Screening/Selection Committee Procedures

1. All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

• Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;

• Designed to ensure that for all faculty, administrative, and classified positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;

• Based solely on job-related criteria;

• Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group;
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.

The equal employment opportunity officer should approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.

Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.

Interviews must include at least two questions which assess the candidate’s understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.

All screening materials must be approved for compliance with equal employment opportunity principles.  

Monitoring for adverse impact

After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.

After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.

If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Chief Executive Officer or his/her designee may do the following:

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

- If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.

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

2. 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 Plan in a rigid manner that has the purpose or effect of so discriminating.

3. The district will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, section 2) a) (see title 5, §§ 53022 and 53024(d)).

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual teaching or other faculty assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or
length of service considerations are placed back in the pool and continue to be considered during the hiring process.


5. The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection 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 *Plan* or to ensure equal employment opportunity.

6. 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 request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.
Plan Component 13: Additional Steps to Remedy Significant Underrepresentation

Although the Chancellor’s Office is no longer providing availability data to determine if significant underrepresentation exists, the district will continue to compare its workforce to the statewide averages and any other reasonable demographic data.

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

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

2. Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and;

4. If significant underrepresentation persists, the staffing rate for the significantly underrepresented group in the specified job category or categories will be monitored on an ongoing basis until the projected representation has been achieved for that group in the category or categories in question.

5. If a reasonable period of time passes and significant underrepresentation persists for a particular group in the job category in question, the District will:
   - Review established “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law or among those qualifications which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.
   - Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in paragraph (1) above; and
   - Continue using qualification standards meeting the requirements of paragraph (1) only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (1) and be expected to have a less exclusionary effect.
6. For the purpose of this section, “a reasonable period of time” means three years, or such longer period as the CCC Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the Chief Executive Officer, where the District has not filled enough positions to appreciably affect its workforce in the job category in question.

7. Nothing in this section will be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will offer district-wide multicultural diversity training to compliment the multicultural diversity programs in existence at each campus. Offering district-wide multicultural diversity training promotes the principles of diversity and multiculturalism, thereby contributing to an effective equal opportunity program.

The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. Options to consider when implementing a campus and District Office diversity/multicultural program may include:

- Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.  

- Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

- Highlight the district’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.

- Conduct diversity dialogues, forums, and cross-cultural workshops.

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10 Districts may look at the Chancellor’s Office website for information on Systemwide Commitments to Equity and Diversity. This information may be accessed at www.ccco.edu; click on agency; governmental relations division; equal employment opportunity: equity and diversity taskforce recommendations; and more. The Chancellor’s Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices.
- Work with the Campus Curriculum Committee to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.

- Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

- Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

- Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).

- Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the district’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district’s website. The website will also list contact persons for further information on all of these topics.

- Promote various cultural celebrations on campus.

- Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

- Have a formal multicultural program on campus that is visible, valued and adequately funded.

- Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.

- Promote various cultural celebrations on campus.

- Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

- Have formal diversity programs on campus and at the District office that are visible, valued and adequately funded.
Plan Component 15: Persons with Disabilities: 
Accommodations and Goals for Hiring

To date, valid availability data has yet to be provided for use in assessing hiring goals for persons with disabilities. Per a memo dated April 8, 2007 from the California Community Colleges Systems Office, districts are advised to proceed with EEO Plans in the absence of such data.

According to a 2010 California Employment Development Department (EDD) report on Labor Market Trends “California Disability and the Labor Force” there were an estimated 545,000 Californians who identified themselves as having a disability and actively participated in the labor market, accounting for 3.0 percent of California’s labor force. As of 2010, none of Solano Community College employees identified themselves as having a disability.

1) Reasonable Accommodations

Applicants and employees with disabilities11 shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and notetakers.

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

2) Procedures When Underrepresentation is found

When persons with disabilities are found to be significantly underrepresented, measures required under Plan Component 13 and 14 will be implemented concurrently with the goals set forth below. The District will make every effort to achieve the hiring goals by the target dates identified below and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.

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11 See the definition of “person with a disability” in the definitions section of the Plan. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.
Plan Component 16: Graduate Assumption Program of Loans for Education

[Plan Requirement - Education Code §§ 87106, 69618 et seq.]

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.
Equal Employment Opportunity Plan: Compliance Checklist

Equal Employment Opportunity Compliance Checklist

The following compliance checklist is designed to assist districts in the review of their respective Equal Employment Opportunity Plan (Plan). The checklist ensures that each district’s Plan includes provisions and components that are required under state law. The checklist does not audit for those provisions or components in the Solano Community College District Equal Employment Opportunity Plan that are included as recommended practices. California Code of Regulations, title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in a community college’s Plan. All references to “sections” refer to the title 5, California Code of Regulations unless otherwise indicated.

A. Adoption of Plan
   [title 5 Cal. Code Regs. § 53003(a)]
   ______ Does the Plan indicate when the district’s governing board adopted the Plan?

B. Designation of Responsibility, Authority and Compliance
   [title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]
   ______ Did you describe the governing board’s responsibility for proper implementation of the Plan and for making measurable progress?
   ______ Did you designate an equal employment opportunity officer to oversee the day-to-day implementation of the equal employment opportunity requirements of title 5?
   ______ Did you describe the administrative structure created by any delegation of authority to the equal employment opportunity officer or others and is it designed to ensure prompt and effective implementation of the EEO title 5 requirements?
   ______ Did you designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?
   ______ Does the Plan clearly state that anyone who is an agent of the district, with regard to recruitment and screening, is also subject to all the title 5 equal employment opportunity requirements?

C. Procedures for Filing a Complaint Pursuant to Section 53026
   [title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]
   ______ Did you provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of title 5 and designate the person with whom such complaints are to be filed?
Did you include or reference the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

D. Notification to all District Employees of the Plan and Policy Statement
[title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

Did you describe the district’s process for notifying all district employees of the provisions of this Plan, and the policy statement required by section 53002?

E. Employee Training for Screening or Selection Committees
[title 5 Cal. Code Regs. § 53003(c)(4)]

Did you describe the district’s process for ensuring that district employees participating on screening or selection committees receive appropriate training on title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws?

F. Annual Written Notice to Community-Based and Professional Organizations
[title 5 Cal. Code Regs. § 53003(c)(5)]

Did you describe the district’s process for providing annual written notice to appropriate community-based and professional organizations regarding the district’s Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

G. Analysis of District Workforce and Applicant Pool
[title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

Did you provide an analysis of the number of persons from monitored groups who are currently employed in the district’s workforce for each of the job categories listed in section 53004(a)?

Did you provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

Does the Plan state that the survey required by section 53004(a) will be done every year?
H. Analysis of the Degree of Underrepresentation and Significant Underrepresentation
[title 5 Cal. Code Regs. § 53003(c)(7)]

______ Did you provide an analysis of the degree to which monitored groups are underrepresented for each job category in comparison to the numbers of persons from such groups whom the Chancellor’s Office determines to be available and qualified to work?

______ Did you indicate whether the underrepresentation for each group is “significant”?

I. Methods to Address any Underrepresentation
[title 5 Cal. Code Regs. § 53003(c)(8)]

______ Did you describe the methods you will use to address any underrepresentation?

J. Additional Steps to Remedy Significant Underrepresentation
[title 5 Cal. Code Regs. §§ 53003(c)(9) and 53006]

______ Did you describe additional steps consistent with section 53006 to remedy any significant underrepresentation?

______ Did you describe the steps to be taken, consistent with section 53006, if significant underrepresentation persists after a reasonable period of time has passed?

______ Did you consider anything else you might do, that is permissible, to remedy any significant underrepresentation?

K. Other Measures to Further Equal Employment Opportunity
[title 5 Cal. Code Regs. § 53003(10)]

______ Did you describe any other measures that the district undertakes to further equal employment opportunity?
L. Goals for Hiring Persons with Disabilities  
[title 5 Cal. Code Regs. §§ 53003(d), 53025]

_____ Did you describe the measures that will be taken, consistent with the requirements of section 53006(a)(1) and (2), if persons with disabilities are found to be significantly underrepresented?

_____ Did you describe additional steps (beyond those required by section 53006(a)(1) and (2)) that may be taken to achieve projected representation for persons with disabilities if significant underrepresentation is found to exist?

_____ Did you describe the goals and target dates for achieving projected representation for persons with disabilities if significant underrepresentation is found to exist?

_____ If your district has already established a goal for persons with disabilities prior to August 12, 2002, and if significant underrepresentation still exists, did you update the goal, set a new target date and comply with section 53006(a)(1)(2) and (b)?

M. Education Code Requirements

Education Code, §§ 87102(a) and 87482.6

_____ Did you describe how the district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

Education Code, §§ 87106(b)(4) and 69618

_____ Did you describe the steps the district will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?
# Model Equal Employment Opportunity Plan
## Requirements and Legal Citations

<table>
<thead>
<tr>
<th>Plan Component Number and Name</th>
<th>X = Indicates Minimum Plan Requirement</th>
<th>Legal Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Component 1: Introduction</td>
<td>Not required to be in Plan.</td>
<td>N/A</td>
</tr>
<tr>
<td>Plan Component 2: Definitions</td>
<td>Not required to be in Plan, however, title 5 does provide basic definitions.</td>
<td>title 5 § 53001</td>
</tr>
<tr>
<td>Plan Component 3: Policy Statement</td>
<td>Not required to be in Plan, however, title 5 does require districts to adopt an EEO policy statement.</td>
<td>title 5 § 53002</td>
</tr>
<tr>
<td>Plan Component 4: Delegation of Responsibility Authority and Compliance</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(1) title 5 § 53020</td>
</tr>
<tr>
<td>Plan Component 5: Advisory Committee</td>
<td>Not required to be in Plan, however, title 5 does require that districts establish an EEO Advisory Committee.</td>
<td>title 5 § 53005</td>
</tr>
<tr>
<td>Plan Component 6: Complaints</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(2) title 5 § 53026</td>
</tr>
<tr>
<td>Plan Component 7: Notification to District Employees</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(3)</td>
</tr>
<tr>
<td>Plan Component 8: Training for Screening/Selection Committees</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(4)</td>
</tr>
<tr>
<td>Plan Component 9: Annual Written Notice to Community Organizations</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(5)</td>
</tr>
<tr>
<td>Plan Component 10: Analysis of District Workforce and Applicant Pool</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(6) title 5 § 53004</td>
</tr>
<tr>
<td>Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(7)</td>
</tr>
<tr>
<td>Plan Component 12: Methods to Address any Underrepresentation</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(8)</td>
</tr>
<tr>
<td>Plan Component 13: Additional Steps to Remedy any Significant Underrepresentation</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(9) title 5 § 53006</td>
</tr>
<tr>
<td>Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity</td>
<td>X Required to be in Plan.</td>
<td>title 5 § 53003(c)(10)</td>
</tr>
<tr>
<td>Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring</td>
<td>X Goals for hiring persons with disabilities are required to be in Plan. Language on accommodation is not required.</td>
<td>title 5 § 53003(d) title 5 § 53025</td>
</tr>
<tr>
<td>Plan Component 16: Graduate Assumption Program</td>
<td>X Required to be in Plan.</td>
<td>Education Code § 87106(b)(4), § 69618 et seq.</td>
</tr>
<tr>
<td>Progress in achieving ratio of full-time to part-time faculty hiring while ensuring EEO.</td>
<td>X Required to be in Plan. Can be located anywhere in the Plan.</td>
<td>Education Code § 87102(a) § 87482.6</td>
</tr>
</tbody>
</table>

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12 Although not explicitly required to be in the Plan, title 5 does require the Plan be adopted by the governing board of the district; the Plan should state it was adopted by the governing board and include the date of adoption. The information regarding adoption of the Plan can be included anywhere in the Plan.