



**SANTA ROSA  
JUNIOR COLLEGE**

## **EQUAL EMPLOYMENT OPPORTUNITY PLAN**

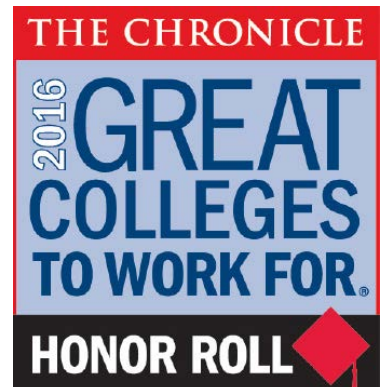
July 1, 2017 to June 30, 2020

Adopted: \_\_\_\_\_

Santa Rosa Junior College District is committed to equal employment opportunity and dedicated to creating a work and academic environment that welcomes all, fosters diversity and promotes excellence.



Santa Rosa Junior College District  
1501 Mendocino Avenue  
Santa Rosa, CA 95401  
(707) 527-4302



**Executive Summary**  
Equal Employment Opportunity (EEO) Plan  
**July 1, 2017 – June 30, 2020**

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

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

~~The District's Plan is generally based on a "Model Plan" that was updated by the State Chancellor's Office in 2007, with adjustments necessary to comply with state regulatory changes that have occurred since 2007. The actual ways and methods in which the Plan is customized and made relevant to SRJC have been further developed and refined with the Equal Employment Opportunity Advisory Committee and other constituent groups.~~

**REVISE TOC AS NEEDED UPON COMPLETION OF REVIEW**

**Table of Contents**

Component 1	Introduction - Message from the Superintendent/President
Component 2	Definitions
Component 3	Policy Statement
* Component 4	Delegation of Responsibility, Authority and Compliance
Component 5	Equal Employment Opportunity Advisory Committee ( <del>Title 5, section 53005</del> )
* Component 6	Equal Employment Opportunity Complaints
* Component 7	Notification to District Employees
* Component 8	Training for Screening/Selection Committees
* Component 9	Annual Written Notice to Community Organizations
* Component 10	Analysis of Applicant Pool and District Workforce
* Component 11	Supporting Effective Hiring Processes
* Component 12	Indicators of Institutional Commitment to Diversity
* Component 13	Additional Steps to Remedy Underrepresentation
* Component 14	Persons with Disabilities Accommodations

\* Components required by Title 5. All other components are optional and not included at this time, with the exception of Component 1.

**Appendix A – ~~Current Workforce Demographics~~ Definitions**

**Appendix B – ~~Relevant Title 5 Regulations~~ SRJC Recruitment Advertising Sources**

**Appendix C – Current Workforce Demographics**

**Appendix D – Additional Steps to Remedy Underrepresentation**

**Appendix E – Notice to Community Organizations**

**Appendix F – List of Diversity Organizations and Publications**

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

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

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

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

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

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

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

Dr. Frank Chong  
Superintendent/President

## Plan Component 2: *Definitions*

Definitions pertinent to this Plan are included in the attached Appendix A under Title 5, section 53001<sup>1</sup>.

## Plan Component 3: *Policy Statement*

Policy # ~~\_\_\_\_\_~~ 8.2.1.

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

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

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

~~[Plan Requirement—Title 5, §§ 53003(c)(1) and 53020]~~

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

---

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

## **Board of Trustees**

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

## **Superintendent/President**

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

## **Equal Employment Opportunity Officer**

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

## **Equal Employment Opportunity Advisory Committee (EEOAC)**

~~— The District shall establish and maintain an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Vice President of Human Resources and to assist the District as a whole to promote understanding and support of equal employment opportunity and diversity efforts. The Equal Employment Opportunity Advisory Committee shall assist in the development and implementation of the Plan in compliance with state regulations and guidelines, and provide recommendations for Plan revisions as appropriate.~~

## **Agents of the District**

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

## **Good Faith Effort**

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

**Plan Component 5: *Equal Employment Opportunity Advisory Committee* ~~(Title 5, section 53005,)~~**

~~[Title 5, section 53005.]~~

~~The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in developing and implementing the EEO Plan.~~

~~The EEOAC shall include a diverse membership whenever possible. To assist EEOAC members with their responsibilities, committee members shall receive training in nondiscrimination laws, the identification and elimination of bias in hiring, the educational benefits of workforce diversity, and the role of the EEOAC in carrying out the Plan.~~

~~The EEOAC is an advisory body to the Vice President of Human Resources and is encouraged to recommend to the Vice President possible strategies for promoting the District's commitment to diversity and equal employment opportunity.~~

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

**The EEOAC meets the first Friday each month (and on the third Friday of each month if necessary) from 10 am – 12 pm. The EEOAC shall include a diverse membership whenever possible and receive training in nondiscrimination laws, the identification and elimination of bias in hiring, and the educational benefits of workforce diversity. The committee shall consist of 12 members with the following structure:**

- **3 Administrators, including 1 Educational Administrator;**
- **3 Faculty, including 1 appointed from the Academic Senate, 1 appointed from the All Faculty Association (AFA), and 1 appointed jointly;**
- **3 Classified staff; and**
- **3 students.**

**The EEOAC has a tri-chair leadership structure with 1 Administrator, 1 Faculty, and 1 Classified staff.**

**Plan Component 6: *Equal Employment Opportunity Complaints***

~~[Plan Requirement—Title 5, §§ 53003(c)(2), 53026 and 59300 et seq.]~~

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



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

- A. Any person who believes that the District has violated the equal employment opportunity regulations set out in Title 5 of the California Code of Regulations, sections 51010 and 53000 et seq. ~~and included in Appendix A to this Plan~~ may file a written complaint describing in detail the alleged violation to the Vice President of Human Resources.
- B. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability: the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.
- C. Complaints involving current District hiring processes must be filed no later than 5 calendar days after the occurrence of an alleged violation.
- D. Complaints alleging violations that do not involve current District hiring processes must be filed no later than 30 calendar days of the alleged violation or no later than 30 calendar days of the date a complainant knew or should have known of the facts of an alleged violation.
- E. The District may return, without action, any complaints that are inadequate because they do not allege a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.
- F. The complaint shall be filed with the ~~Equal Employment Opportunity Officer~~ **Vice President of Human Resources**. If the complaint involves the ~~Equal Employment Opportunity Officer~~ **Vice President of Human Resources**, the complaint may be filed with the Superintendent/President. The Vice President of Human Resources will forward copies of all written complaints to the State Chancellor's Office upon receipt. A written determination on all accepted complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The determination shall include a finding as to whether there is probable cause to believe the alleged violation occurred, and a statement of any remedial action related to a violation. The District may extend the timeline for providing its determination if such extension supports the investigation or resolution of a complaint. The complainant shall be notified of the District's extension.
- G. A complainant may not appeal the District's determination of an EEO complaint.



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

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

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

~~[Plan Requirement—Title 5, § 53003(c)(3)]~~

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

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

~~[Plan Requirement—Title 5, § 53003(c)(4)]~~

~~The Vice President of Human Resources, or designee, shall provide training for persons who participate on screening/selection committees prior to their participation.~~

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

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

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

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

In addition, the District shall appoint an EEO committee monitor for all full time faculty and management recruitments; monitors shall participate in all aspects of the hiring process to ensure that all hiring procedures and state and federal guidelines are adhered to. The supervising administrator serves as the monitor for classified and adjunct faculty recruitments.

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

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

~~[Plan Requirement—Title 5, § 53003(c)(5)]~~

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

~~The District will also actively seek to reach other institutions, organizations, and agencies that may be recruitment sources of qualified candidates for possible District employment.~~

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

#### **Plan Component 10: Analysis of Applicant Pool and District Workforce <sup>2</sup>**

~~[Plan Requirement—Title 5, § 53003(c)(6)]~~

The Human Resources Department shall recruit broadly for vacant District positions in accordance with Sstate regulatory requirements using measures that can reasonably be expected to attract a broad representation of candidates for potential District employment. Each applicant for employment will be provided with the opportunity to identify, if applicable, on a confidential voluntary basis his or her gender, ethnic group identification, and disability, ~~if applicable~~. This information will be kept confidential and will be separated from employment applications that are forwarded to the screening/selection committees and hiring administrator(s).

---

<sup>2</sup> The State Chancellor is responsible for providing districts with "availability data" that project the number of persons who are qualified and available for employment based on gender, ethnic group, and disability status. Such data would allow the District to assess its recruitment efforts and its employee demographics in comparison with the availability data. Unfortunately, the State Chancellor has advised districts that it has been unable to provide any availability data. This lack of availability data restricts the District's ability to analyze its equal employment opportunity efforts. ~~The Human Resources will continue to monitor the State Chancellor's progress in providing availability data and will incorporate such data in its review of applicant and employment demographics when and if such data are provided by the State Chancellor.~~

Applicant data that are collected shall be reviewed in an effort to assess whether recruitment efforts are resulting in diverse applicant pools. **The District will assess whether its applicant pools indicate significant underrepresentation in protected categories based on adverse impact analysis.** Additionally, data will be analyzed over time and multiple job searches in an effort to assess whether movement from initial applicant pools to further consideration for employment appears to be disproportionate in terms of gender, ethnic group, or disability.

~~Appendix B describes applicant data collected during hiring processes for vacant District positions. To the extent that the State Chancellor provides data to the District regarding the availability of potential job applicants by gender, ethnic group, and/or disability, the District will assess whether its applicant pools indicate significant underrepresentation in projected applicant representation for that group.~~

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

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

- ~~• Men;~~
- ~~• Women;~~
- ~~• American Indians or Alaska Natives;~~
- ~~• Asians or Pacific Islanders;~~
- ~~• Blacks/African-Americans;~~
- ~~• Hispanics/Latinos;~~
- ~~• Caucasians; and~~
- ~~▪ Persons with disabilities.~~

Each employee will be afforded the opportunity to voluntarily identify his or her gender, ethnic group identification and, if applicable, his or her disability.

~~Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for data reporting purposes.~~ **Persons may designate one ethnicity that they identify with for data reporting purposes.** The District will annually report to the Chancellor's Office the results of its ~~annual survey of employees~~ **workforce composition.**

Current staff shall be identified as belonging to one of the following identified job categories:

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

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

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

~~The District shall use the applicant data it gathers over multiple job searches and employee data from annual assessments of employee demographics to review whether monitored groups appear to be recruited, hired, retained and promoted consistent with availability data provided by the State Chancellor, or in the absence of such availability data, consistent with equal employment opportunity principles.~~

~~The Human Resources Office shall undertake a review of such on an on going 4 year cycle commencing with the 2018-2019 college year.~~

**Plan Component 11: Supporting Effective Hiring Processes**  
**[Title 5, § 53024.1 and 53001(c) and (e)]**

The District is committed to encouraging the participation of a wide diversity of applicants for its vacant positions and actively recruits ~~from~~ both **internally and externally** ~~within and outside its workforce~~ to attract applicants. The District designs its screening **and interviewing** processes to ensure that meaningful consideration is given to the extent that applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. The District monitors its screening **and interviewing** processes to ensure that screening considerations are based only on job-related criteria and to avoid a disproportionate negative impact on monitored groups. Should screening **and/or interviewing** processes indicate circumstances that are inconsistent with the requirements of applicable nondiscrimination and equal employment opportunity laws, the Vice President of Human Resources is ~~authorized to undertake and/or recommend corrective action~~ **charged with recommending, in collaboration with relevant constituent groups, corrective action.**

Additionally, the District's Board of Trustees will receive training on elimination of bias in hiring and employment every two years. Newly appointed Trustees will receive such training within six months of appointment.

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

~~[Plan Requirement~~ Title 5, § 53003(c)(9)]

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

**INDICATORS OF INSTITUTIONAL COMMITMENT TO DIVERSITY TO BE ADDED HERE**

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

Section 53024.1 indicators are:

~~(a) The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.~~

~~(ab) The District conducts exit interviews with employees who voluntarily leave the District, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.~~

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

~~(cd) The District provides cultural awareness training to members of the campus community.~~

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

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

~~(g) The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.~~

~~(fh) The District timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under Title subchapter 5 (commencing with section 59300) ~~of chapter 10 of this division~~, and takes appropriate corrective action in all instances where a violation is found.~~

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

~~(h)~~ The ~~D~~istrict's publications and ~~website-pages~~ convey its diversity and commitment to equal employment opportunity.

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

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

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

~~(l)~~ The ~~D~~istrict maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

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

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

~~(o)~~ The ~~D~~istrict conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, and retention, ~~voluntary resignation, termination, non-reemployment, and discipline~~.

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

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

~~The District provides, as appropriate, a faculty internship program and reaches out to students who are qualified to participate in the program.~~

**Plan Component 13: Additional Steps to Remedy Underrepresentation**

~~[Plan Requirement– Title 5, § 53003(c)(8) and 53006]~~

In the absence of availability data from the State Chancellor’s Office, the District will utilize its periodic, longitudinal analyses to assess whether members of monitored groups are disproportionately represented in employment processes. ~~The District shall determine whether disproportionate representation of a monitored group may be the result of non-job related factors and shall implement measures described in Title 5, section 53006 to ensure equal employment opportunity.~~

~~\_\_\_\_\_ The District will continue to implement its equal opportunity, hiring, recruitment, and promotional policies and procedures in accordance with Equal Employment Opportunity regulations. Where this analysis identifies that significant underrepresentation of a monitored group may be the result of non – job related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:~~

- ~~(1) Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;~~
- ~~(2) Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;~~
- ~~(3) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time (defined in Title V, section 53006(c) as three years); and~~
- ~~(4) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
  - ~~a) Any requirements of federal law; and~~
  - ~~b) Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or~~~~
- ~~(5) Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;~~
- ~~(6) Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and~~



**(7) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need. Examples of such measures are in Appendix D. The Equal Employment Opportunity Advisory Committee will review and, if needed, amend this appendix on an annual basis.**

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

**Reasonable Accommodations.** Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of applicable ~~S~~state and ~~F~~federal laws protecting persons with disabilities. Such accommodations may include, but are not limited to, accommodations to assist applicants with disabilities to participate in hiring processes, ~~job-site~~ workstation modifications, job restructuring, ~~part-time work schedules,~~ flexible-variable scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, ~~and~~ note takers and other necessary accommodations to assist an employee with performing the essential functions of the job.

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

## APPENDIX A

### § 53001. Definitions

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

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

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

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

## APPENDIX B



## RECRUITMENT ADVERTISING SOURCES Spring 2017

- 
- [ACCCA \(Management recruitments only\):](#)  
Online advertisements
  - [AsiansinHigherEd.com](#)
  - [BAJobs.com](#)
  - [BlacksinHigherEd.com](#)
  - [California Community Colleges Faculty and Staff Diversity Registry:](#)  
Online advertisements and attendance/recruiting at annual job fair(s)
  - [Chronicle of Higher Education \(Management & Full-time Faculty recruitments only\):](#)  
Online and print advertisements (print edition and 30 days online)
  - [EdJoin.org](#)
  - [HigherEdjobs.com](#)
  - [Higher Education Recruitment Consortium \(HERC\):](#)  
Online advertisements; includes postings with Indeed and SimplyHired jobsites
  - [HispanicsinHigherEd.com](#)
  - [LGBTinHigherED.com:](#)  
Online advertisements
  - [List serve distributions:](#)  
Job announcements distributed statewide to all human resources and equal employment opportunity officers, Latino Service Providers and University of California Diversity list as well as other targeted sources
  - [SRJC Human Resources website](#)
  - [The Press Democrat:](#)  
Online and print advertisements (weekly/every Sunday)
  - [VeteransinHigherEd.com:](#)  
Online advertisements

## APPENDIX C

**WORKFORCE COMPARISON DATA - FALL 2012**

	Total	Gender		American Indian/ Alaskan Native		Black/ African American		Asian/Pacific Islander		Hispanic/Latino		White		Multiple Ethnicities		Unknown/Not Disclosed	
		Male	Female		%		%		%		%		%		%		
Executive/Administrative/Managerial	82	40	42	0	0%	4	5%	10	12%	6	7%	60	73%	0	0%	2	2%
Faculty and other instructional staff	1,160	475	685	13	1%	11	1%	47	4%	56	5%	1,013	87%	1	0%	19	2%
Professional Non-Faculty	35	13	22	0	0%	1	3%	1	3%	2	6%	29	83%	0	0%	2	6%
Secretarial/Clerical	128	7	121	1	1%	3	2%	4	3%	14	11%	101	79%	0	0%	5	4%
Technical and Paraprofessional	186	67	119	1	1%	7	4%	5	3%	18	10%	151	81%	2	1%	2	1%
Skilled Crafts	21	20	1	0	0%	1	5%	0	0%	5	24%	15	71%	0	0%	0	0%
Service and Maintenance	72	56	16	3	4%	21	29%	4	6%	13	18%	26	36%	1	1%	4	6%
<b>TOTAL</b>	<b>1,584</b>	<b>678</b>	<b>1,006</b>	<b>18</b>		<b>48</b>		<b>71</b>		<b>114</b>		<b>1,395</b>		<b>4</b>		<b>34</b>	

**WORKFORCE COMPARISON DATA - FALL 2016**

	Total	Gender		American Indian/Alaskan Native		Black/ African American		Asian/ Pacific Islander		Hispanic/Latino		White		Multiple Ethnicities		Unknown/ Not Disclosed	
		Male	Female		%		%		%		%		%		%		
Executive/Administrative/Managerial	87	39	48	0	0%	4	5%	9	10%	14	16%	55	63%	1	1%	4	5%
Faculty and other instructional staff	1,182	504	678	15	1%	13	1%	56	5%	76	7%	983	83%	13	1%	26	2%
Professional Non-Faculty	43	15	28	1	2%	1	2%	2	5%	3	7%	34	79%	0	0%	2	5%
Secretarial/Clerical	145	8	137	0	0%	4	3%	2	1%	20	14%	107	74%	5	3%	7	5%
Technical/Paraprofessional	196	76	120	1	1%	6	3%	11	6%	38	19%	126	64%	6	3%	8	4%
Skilled Crafts	17	16	1	0	0%	1	6%	0	0%	4	24%	12	70%	0	0%	0	0%
Service/Maintenance	65	53	12	2	3%	23	35%	3	5%	14	22%	19	29%	0	0%	4	6%
<b>TOTAL</b>	<b>1,735</b>	<b>711</b>	<b>1,024</b>	<b>19</b>		<b>52</b>		<b>83</b>		<b>169</b>		<b>1,336</b>		<b>25</b>		<b>51</b>	

**Source: Chancellor's Office Data Mart, February 10, 2017**

## APPENDIX D

### Plan Component 13: Additional Steps to Remedy Underrepresentation

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

## APPENDIX E



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

### Notice to Community Organizations

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

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

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

Respectfully,

---

Karen Furukawa  
Vice President of Human Resources



## **APPENDIX F**

### **List of Diversity Organizations and Publications**

**Asians In Higher Ed**

**Blacks In Higher Ed**

**Disabled In Higher Ed**

**Hispanics In Higher Ed**

**LGBT In Higher Ed**

**Native Americans in Higher Ed**

**Women and Higher Ed**

**Veterans In Higher Ed**

**INSIGHT Into Diversity**

**Asian Pacific Americans in Higher Education (APAHE)**

**La Voz Bilingual Newspaper**