SONOMA COUNTY JUNIOR COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN
July 1, 2023 - June 30, 2026

Preface to the Equal Employment Opportunity (EEO) Plan

Every California community college district must have an Equal Employment Opportunity (EEO) Plan that is approved by its Board of Trustees. The EEO Plan is a written document in which a district's work force is analyzed and programs and strategies are set forth to promote equal employment opportunity. Legal requirements related to EEO Plans are set forth in Title 5 of the California Code of Regulations, Section 53000, *et. seq*.

The EEO Plan of the Sonoma County Junior College District (District) for 2023-2026 was developed by members of the Equal Employment Opportunity Advisory Committee (EEOAC). This is an active committee that includes faculty, staff, managers and student representatives. The District's EEO Plan outlines various methods by which equal employment opportunity is promoted and how the District conveys its commitment to cultivating a richly diverse workforce. Much research and preparation has been done in the development of this Plan, including training of the EEOAC Committee members and working with the District's legal counsel to ensure that the Plan meets legal mandates. This EEO Plan outlines our District's commitment to equal employment opportunity and diversity.

However, this Plan does not cover every aspect of hiring and employment that relates to equal employment opportunity. Rather, this Plan works in conjunction with Board-approved policies and procedures of the District, as well as District practices and employees' efforts to create an environment of acceptance and inclusion. The Plan intends to follow the District's Board-approved policies and procedures.

It is the goal of the District that all employees promote and support equal employment opportunity, which requires a commitment and a contribution from every segment of the District. Thank you for your continued efforts to foster a respectful, inclusive community.

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

I am pleased to share the Sonoma County Junior College District Equal Employment Opportunity Plan.

The Sonoma County Junior College District dedicates itself to the success of its students and to the development of the diverse communities we serve. One of the most significant ways to successfully impact student learning is to ensure students have an opportunity to learn in an environment that reflects the global world in which we live, learn, and lead. The District seeks to move beyond equal opportunity to establish equitable outcomes for all. This document is a written plan that describes how we will accomplish this critically important work.

The Equal Employment Opportunity Plan supports the District's procedures for hiring of academic employees, classified professionals, and administrators; outlines the requirements for a complaint process for noncompliance with the Title 5 provisions relating to equal employment opportunity programs and the complaint procedures relating to unlawful discrimination; confirms the establishment of an Equal Employment Opportunity Advisory Committee; outlines methods to support equal employment opportunities and an environment that is welcoming to all; and contains the procedures for dissemination of the Equal Employment Opportunity Plan. To properly serve a growing diverse population, the District strives to recruit, hire, promote, and retain faculty, classified professionals, and administrators who are sensitive to, and knowledgeable of, the needs of a continually changing student body that we serve. Through an educational experience in an inclusive environment, we will create life-changing opportunities for students, their families, and the broader community.

I welcome the emphasis this EEO Plan places on our commitment to equity and inclusion among our employees and students and value the rich, diverse backgrounds that make up our campus community.

In community,

Dr. Angélica Garcia
Superintendent/President

Plan Component 2: Definitions

Diversity, Equity and Inclusion Glossary of Terms

The purpose of the Diversity, Equity and Inclusion (DEI) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEI Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity and inclusion.

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color. [1]

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.[2]

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.[3]

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.[4]

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.[5]

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[1] Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connection* 32, 78-88.; Reason, R., Millar, E.A., & Scales, T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, *46*(5), 530-546.

[2] Kendi, I.X. (2019). *How to be an antiracist*. One World.

[3] Kendi, I.X. (2019). *How to be an antiracist.* One World.

[4] Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from https://dictionary.apa.org/bias.; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership, 74*(3), 10-15.; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

[5] Ally vs. co-conspirator: What it means to be an abolitionist teacher [Video]. (2020). C-SPAN. https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher.; Stoltzfus, K. (2019). Abolitionist teaching in action: Q & a with Bettina L. Love. ASCD Education Update,

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.[6]

Color-Evasiveness: Is a racial ideology that describes the same concept as colorblindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.[7]

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.[8]

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.[9]

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation of one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.[10]

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop

6(112).

[6] Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. Psychological Science, 21(3), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? Psychological Science, 2(04), 444-446.

[7] Annamma, S.A., Jackson, D.D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. Race Ethnicity and Education, 20(2), 147-162.

[8] Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. American Sociological Association, 62(3),465-480.; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick, A. (1991). The new racism. American Journal of Political Science, 35(2), 423-447.

[9] Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), Recapturing Anthropology: Working in the Present (pp. 137 162). Santa Fe: School of American Research Press.; Culture. (n.d.) American Sociological Association. Retrieved September3, 2020, from https://www.asanet.org/topics/culture.

[10] Gibson, D.E. & Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. Journal of Social Work in Long-Term Care, 2(1/2), 11-34.; Kanter, R.M., Stein, B.A., & Jick, T.D. (1992). The challenge of organizational change. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.), Social change and modernity (pp. 256-277). University of California Press.

cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.[11]

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.[12]

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at -risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.[13]

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.[14]

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.[15]

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[11] Denboba, D. (1993). MCHB/DSCSHCN Guidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs. U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012) Cultural competence: A primer for educators. Wadsworth Cengage Learning.; Rothman, J.C. (2008). Cultural competence in process and practice: Building bridges. Pearson.

[12] Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. Journal of Intercultural Communication, (15).

[13] Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematising deficit thinking. Higher Education Research and Development, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). The evolution of deficit thinking: Educational thought and practice. Routledge Falmer.

[14] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[15] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.[16]

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.[17]

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students. [18]

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (I) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.[19]

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.[20]

Gender: Is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).[21]

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal

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[16] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf .; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from https://edtrust.org/the-equity-line/equityand- equality-are-not-equal/.; Spicker, P. (2006). Liberty, equality, fraternity. Bristol University Press & Policy Press.

[17] Equity. (n.d.). National Association of College and Employers. Retrieved August 10, 2020, from https://www.naceweb.org/about-us/equity-definition/.; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from https://edtrust.org/the-equity-line/equity-and-equality-are-notequal/.

[18] 101: Equity gaps in higher education. (2019). Higher Learning Advocates. Retrieved August 14, 2020, from https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/.

[19] Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. Association of American Colleges & Universities.; Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. Peer Review, 19(2), 5 8.

[20] Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. Journal of Cultural Diversity, 13(2), 68 67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. British Medical Journal, 309, 327-328.

[21] Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? Journal of Applied Physiology, 99(3), 785 787. https://doi.org/10.1152/japplphysiol.00376.2005.

and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).[22]

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.[23]

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. [24]

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.[25]

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism', 'systemic racism'. etc.).[26]

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. The households are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.[27]

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary

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[22] Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). Teaching Tolerance. Retrieved August 14, 2020, from https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-genderidentity-gender-expression.

[23] Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. Advances in Physiology Education, 44(3), 286 294. https://doi.org/10.1152/advan.00164.2019.

[24] Gilson, C. B., Gushanas, C. M., Li, Y., & Foster, K. (2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. Intellectual & Developmental Disabilities, 58(1), 65 81. https://doi-org.ezproxy.losrios.edu/10.1352/1934-9556-58.1.65.

[25] Subcultures and sociology intersectionality. (n.d.). Grinnell College. Retrieved August 14, 2020, from Https://Haenfler.Sites.Grinnell.Edu/Subcultural-Theory-and-Theorists/Intersectionality/.

[26] Clair, M., & Denis, J.S. (2015). Sociology of racism. The International Encyclopedia of the Social and Behavioral Sciences, 19, 857-863.

[27] Center for Poverty Research. (2017). How is poverty measured in the United States? The University of California at Davis, CA. Retrieved August 7, 2020, from https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states.

from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims. [28]

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.[29]

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.[30]

Minoritized: Describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.[31]

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.[32]

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and

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[28] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf .; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in postindustrial societies. Frontiers in Psychology, 9, 812.

[29] Chang, R.S. (1999). Disoriented: Asian Americans, law, and the nation-state. NYU Press.; Feagin, J.R., & Porter, A. (1995). Affirmative action and African Americans: Rhetoric and practice. Humboldt Journal of Social Relations, 21(2), 81-103.; Harris, C.I. (1993). Whiteness as property. Harvard Law Review, 106(8), 1707-1791.; Jackson, R.L., & McDonald, A. (2019). The violence of white entitlement and the hypocrisy of earned merit. Departures in Critical Qualitative Research, 8(4), 64-68.

[30] Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. The Journal of Negro Education, 69, 60-73.

[31] Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), Culture centers in higher education: Perspectives on identity, theory, and practice (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. The Review of Higher Education, 36(1), 9-29.

[32] Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020). Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity. Peter Lang Publishing.

systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.[33]

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.[34]

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.[35]

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.[36]

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it. [37]

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[33] Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from http://www.personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf.

[34] Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.), The Wiley Encyclopedia of race, ethnicity, and nationalism. https://doi.org/10.1002/9781118663202.wberen398.

[35] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. Analyses of Social Issues and Public Policy, 8(1), 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M. (1947). The theory of social and economic organization. Translated by A. M. Henderson and T. Parsons. New York: Oxford University Press.

[36] Allport, G. W., Clark, K., & Pettigrew, T. (1954). The nature of prejudice. Addison-Wesley.

[37] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.[38]

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice - or racial equity – goes beyond "anti-racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.[39]

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.[40]

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.[41]

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.[42]

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present,

[38] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[39] National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf.

[40] Cole, N.L. (2019). Defining racism beyond its dictionary meaning. ThoughtCo. Retrieved August 05, 2020, from https://www.thoughtco.com/racism-definition-3026511.; Pacific University Oregon. (2019). Equity, Diversity & Inclusion Glossary of Terms. Retrieved August 06, 2020, from https://www.pacificu.edu/life-pacific/supportsafety/office-equity-diversity-inclusion/glossary-terms.

[41] Chang, R.S. (1999) Disoriented. Asian Americans, law, and the nation-state. NYU Press.; Lawrence, K., & Keleher, T. (2004). Structural racism [Conference session]. Race and Public Policy Conference. https://www.racialequitytools.org/resourcefiles/Definitions-of%20Racism.pdf.

[42] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.[43]

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."[44]

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.[45]

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege.[46][46]

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.[47]

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.[48]

[43] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[44] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[45] Bragg, D.D., Kim, E., Rubin, M.B. (2005). Academic pathways to college: Policies and practices of the fifty states to reach underserved students [Paper presentation]. Association for the Study of Higher Education Annual Meeting, Philadelphia, PA, United States.; Green, D. (2006). Historically underserved students: What we know, what we still need to know. New Directions for Community Colleges, 2006(135), 21-28. doi.org/10.1002/cc.244.; Rendon, L.I. (2006). Reconceptualizing success for underserved students in higher education. National Postsecondary Education Cooperative. Retrieved August 31, 2020, from https://vtechworks.lib.vt.edu/bitstream/handle/10919/89206/UndeservedStudentsHEduc.pdf?sequence=1.

[46] Cabrera, N.L. (2017). White immunity: Working through some of the pedagogical pitfalls of "privilege." The Journal of the National Conference on Race and Ethnicity in American Higher Education, 3(1), 78-90.

[47] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[48] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

Plan Component 3: Policy Statement
Reference: CCR, Title 5, § 53002

Diversity, Equity, Inclusion and Anti-Racism are some of the District's core values.

The Mission of the Sonoma County Junior College District is:

Santa Rosa Junior College transforms the lives of our culturally rich student body, employees, and community by cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness. We offer exceptional teaching and learning in support of associate degree, certificate, transfer preparation, workforce preparation and community education programs, integrated with comprehensive student support services.

The Vision of the Sonoma County Junior College District is:

Santa Rosa Junior College commits to setting the standard in cultivating an accessible, open, barrier-free, sustainable environment for students, employees, and the community. The college envisions equitable, impactful, transformative, enriching, and holistic learning opportunities that inspire our students to thrive.

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. The District does not discriminate on the basis of race, religious creed, color, national origin, immigration status, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation in any of its policies, procedures or practices; nor does the District discriminate against any employees or applicants for employment on the basis of their age.

The District is also committed to ensuring that our faculty and staff feel welcomed, celebrated and appreciated. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments.

In June 2020, the Board of Trustees adopted Resolution #15-20 in Support of Solidarity with the Black/African American Community and Commitment to Greater Equity and Anti-Racism. This resolution was intended to demonstrate the Board's support along with the SRJC community, to express commitment to solidarity with Black/African American students, colleagues and community members in calling for institutional change that promotes greater equity and antiracism. This resolution was approved following the death of George Floyd.

Plan Component 4: Delegation of Responsibility, Authority and Compliance
References: CCR, Title 5, §§ 53003(c)(3) and 53020

The District's goal is 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 the EEO Plan are set forth below.

Board of Trustees

The Board is ultimately responsible for the implementation of the District's EEO Plan at all levels of District operation, and for ensuring that District staff responsible for implementation and oversight of the Plan are making measurable progress towards equal employment opportunity through the strategies described in the EEO Plan.

Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall: a) Be developed in collaboration with the District's Equal Employment Advisory Committee; b) Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agenized as a separate action item; c) Cover a period of 3 years, after which a new or revised plan shall be adopted; and d) Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

The Board will receive training on the role of the Equal Employment Opportunity Advisory Committee in drafting and implementing a district EEO plan, nondiscrimination laws, the identification and elimination of bias in hiring and promotion, how to ensure diversity, equity, inclusion, anti-racism, accessibility, and justice in District practices and leadership accountability, and the educational benefits of workforce diversity.

Superintendent/President

The Board delegates to the Superintendent/President the responsibility for ongoing implementation of the EEO Plan and for providing leadership in supporting the District's equal employment opportunity policy and procedures, delegating such authority as appropriate. The Superintendent/President will advise the Board concerning statewide equal employment opportunity policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on the EEO Plan implementation.

Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources as its EEO Officer who is responsible for the overall development and day-to-day enforcement of the EEO Plan. The EEO Officer is responsible for preparing the plan, developing specific pre-hiring, hiring, post hiring EEO strategies, and timeline, administering, implementing and monitoring the EEO Plan and ensuring compliance with the requirements of Title 5, sections 53000 *et. seq*. The EEO Officer is also responsible for ensuring that applicant pools and selection procedures

are properly monitored as required by Title 5, sections 53023 and 53024; preparing annual reports; and receiving complaints described in Component 6 of the EEO Plan and ensuring that such complaints are promptly and impartially investigated. The EEO Officer shall ensure prompt and effective implementation of the requirements of the EEO Plan, work to achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.

Equal Employment Opportunity Advisory Committee (EEOAC)

The District has established an EEOAC to serve as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC will assist in the development and implementation of the EEO Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, provide strategies to meet the Plan requirements, and provide suggestions for EEO Plan revisions, as appropriate. The EEOAC shall operate in accordance with Plan Component 5.

Plan Component 5: Equal Employment Opportunity Advisory Committee
Reference: CCR, Title 5, § 53005.

The District has established an EEOAC to assist the District in the developing, revising, and implementing District EEO Programs and the EEO Plan. The EEOAC may suggest and support events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. When appropriate, the EEOAC will make recommendations to the EEO Officer to update the EEO Plan in accordance with applicable policies, procedures, and legislation.

The EEOAC includes a diverse membership, and is tri-chaired by faculty, classified staff, and a management team representative and committee members are appointed every year by the designated constituent groups. Committee structure includes the following constituent group representation:

3 Administrators (1 Educational Administrator)
3 Faculty (1 Academic Senate appointee, 1 AFA appointee, 1 appointed jointly)
3 Classified Professionals
3 Students

EEOAC receives the same training as the Board of Trustees on the role of the advisory committee in drafting and implementing a district EEO plan, nondiscrimination laws, the identification and elimination of bias in hiring and promotion, how to ensure diversity, equity, inclusion, anti-racism, accessibility, and justice in District practices and leadership accountability, and the educational benefits of workforce diversity.

The EEOAC will meet a minimum of one time per month. The EEOAC will review the EEO Plan at least once annually, and any revised EEO Plan will be submitted to the Board and the Office of the Chancellor of the California Community Colleges ("Chancellor's Office").

Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026
References: CCR, Title 5, §§ 53003(c)(4), 53026 and 59300 et. seq.

Any person may file a complaint alleging the District violated the Title 5's equal employment opportunity regulations (California Code of Regulations, Title 5, Section 53000 *et. seq*.). Any person who wishes to file such a complaint should use the District's procedures for employment-related complaints, found in Board Policy 2.7 and Administrative Procedure 2.7P.

The District may request, but shall not require, a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at Finance and Administrative Services website.

A complainant may submit a verbal complaint to the Vice President of Human Resources. A complainant should contact the Vice President of Human Resources, by phone at (707) 527-4954 or in person at the District's Human Resources Department, 1501 Mendocino Avenue, Santa Rosa, CA 95401-4395. The Vice President of Human Resources, or their designee, will record the verbal complaint in writing. The Vice President of Human Resources will take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the Vice President of Human Resources, unless the person submitting the complaint alleges a violation against the Vice President of Human Resources, in which case the complaint should be submitted directly to the District's Superintendent/President.

The District's discrimination and harassment complaint form and procedures can be accessed at the following links:

- [Board Procedure 2.7P: Unlawful Discrimination and Sexual Harassment Complaint Procedures](#)

- [Unlawful Discrimination Complaint Form](#)

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of discrimination and harassment, depending on the nature of an EEO complaint, the procedures and timeline for processing such complaints may differ slightly. A complainant may not appeal the District's determination of an EEO complaint to the California Community College State Chancellor's Office.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one hundred and eighty (180) days after such occurrence, unless the complainant can verify a compelling reason for the District to waive the one hundred and eighty (180) 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.

Plan Component 7: Notification to District Employees
Reference: CCR, Title 5, § 53003(c)(5)

The District's highlights its commitment to equal employment opportunity through the broad dissemination of this EEO Plan, which is available to all District employees on the District's website.

The Vice President of Human Resources will also provide annual written notice to all District employees of the provisions of the EEO Plan and the District's EEO Policy Statement (located in Component 3 of this EEO Plan), including a link to where the EEO Plan can be found on the District's website. The annual notice will emphasize the importance of employee participation and responsibility in ensuring implementation of the EEO Plan.

In addition, a description of the EEO Plan provisions and the EEO Policy Statement will be included in the mandatory hiring orientation for hiring committees, prevention of sexual harassment trainings, and in the orientation materials provided to newly hired District employees.

Plan Component 8: Training for Screening/Selection Committees
References: CCR, Title 5, § 53003(c)(6) and 53020(c)

Any individual or organization who participates in District recruitment and screening of personnel, whether as a District employee or official or as a third party, is subject to all of the Title 5 regulations on equal employment opportunity (Section 53000, *et. seq.*) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive training prior to their initial participation on a screening or selection committee.

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

1. The requirements of Title 5 regulations on equal employment opportunity (section 53000, *et. seq.*) and the requirements of state and federal 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 all individuals serving on a screening and selection committee with the mandatory training.

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.

Screening and selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Selection Committees that do not demonstrate a diverse membership will be encouraged to reach out to the Employee Affinity Groups and other departments to appoint a member to the committee. Student representation and participation is highly recommended. The District is currently exploring how best to include students in screening and selection committees.

Plan Component 9: Annual Written Notice to Community Organizations
Reference: CCR, Title 5, § 53003(c)(7)

The Vice President of Human Resources will provide annual written notice of the District's EEO Plan to appropriate community-based and professional organizations through mailings and/or electronic communications. The notice will include the following:

1. A statement of the District's commitment to equal employment opportunity and diversity;
2. Where the organizations may obtain a copy of the District's EEO Plan, including a link to the District's website;
3. A link to the website where the District advertises its job openings; and
4. A request for their assistance in identifying a qualified, diverse pool of applicants.

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

Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
References: CCR, Title 5, § 53003(c)(8), 533004, and 53006

The District will gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored groups in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District shall conduct this data review as part of its EEO Plan renewal and may conduct additional periodic data reviews more frequently based on the District's size, demographics, and other unique factors.

EEO DATA COLLECTION

The District allows applicants and employees to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability status in a manner prescribed by the Chancellor and consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitoring, evaluating the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

1. Gender Identification
    The District requests that employees and applicants self-identify as female, male, or non-binary.

2. Race and Ethnicity Identification
    The District requests that employees and applicants self-identify into the following ethnicity categories:

    a. *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

    b. *White (Not Hispanic or Latino)*: A person having origins in any of the original people of Europe, the Middle East, or North Africa.

    c. *Black or African American (Not Hispanic or Latino)*: A person having origins in any of the black racial groups of Africa.

    d. *Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)*: A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

e. *Asian (Not Hispanic or Latino)*: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

f. *American Indian or Alaska Native (Not Hispanic or Latino)*: A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

g. *Two or More Races*: All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

3. Disability Identification
The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

a. *"Disabled person"*: Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

b. *"Major life activities"*: Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION CHALLENGES

There may be significant numbers of employees or applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall make an effort to capture this information accurately, and it encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO Data and will not require employees or applicants to respond.

LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT

The District conducts a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

The District conducted a longitudinal analysis of its faculty hiring in 2019 by race and gender and the results showed no adverse impact for all groups. The analysis included calculating the selection rate for each group, which is the number of individuals hired divided by the

number of applicants in each group. The groups included were White, Black, Hispanic, and Asian, as required by Title 5. There were no Native American applicants identified during the review period. Overall, Hispanic applicants were selected at a slightly higher rate than other groups. However, the differences were not significant as defined by the law. Hispanic applicants made up less than 12% of the total applicant pool while White applicants made up more than 66%. The data suggested we can reasonably assume there are no systemic barriers to employment based on race.

Since the results of this 2019 longitudinal analysis, the District has significantly increased its diverse recruitment advertising sources to broaden recruitment efforts to attract qualified applicants from all race groups. (A list of Recruitment Advertising Sources is included in this plan as Appendix C.)

Human Resources also developed a Best Practices for Equitable Hiring document as a guide to assist selection committees with the recruitment process. The Faculty Equivalency Committee has worked on demystifying the faculty equivalency application process and allowing for discussion with discipline experts before denying equivalency applications to allow for additional information and clarifications that could lead to approving such applications. Additionally, selection committees are adhering to the recommendation to not screen small applicant pools to avoid screening out potential candidates, and rather to interview all candidates who are qualified. These efforts have increased the diversity of the applicant pools for all classifications.

DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT

If the EEO Officer determines that any selection technique or procedure has adversely impacted any monitored group, the EEO Officer will advise the Superintendent/President, and the Superintendent/President may reopen the position or pool.

If the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.

2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring process or employment stage creating an adverse impact.

3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.

4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.

5. Analyze retention of monitored group employees in the impacted area and other

employment processes that impact the District's ability to attract and retain a diverse workforce.

6. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

Plan Component 11: Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
Reference: CCR, Title 5, §§53003(c)(9), and 53006

In conjunction with EEO data gathered pursuant to Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

Applicant data that are collected are reviewed in an effort to assess whether recruitment efforts are resulting in diverse applicant pools. The District assesses whether its applicant pools indicate underrepresentation in monitored group 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.

In October 2022 and September 2023, the District conducted a longitudinal analysis over the previous five years for contract and associate faculty, classified, and management positions. SRJC student demographics and the employee demographics data was also compared to the Sonoma County Resident Demographics 2020 Census data. The employee demographics data showed a higher percentage of representation of Asian and Black SRJC employees than Sonoma County residents and SRJC student demographics.

The October 2022 longitudinal analysis was presented to the to the Board of Trustees at their October 2022 meeting. See appendix D for the current longitudinal data.

The District's current focus is to create an inclusive and equitable culture that engages and facilitates the retention of BIPOC employees.

Plan Component 12: Methods for Addressing Underrepresentation
Reference: CCR, Title 5, § 53003(c)(10)

Title 5, Section 53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Section 53003(c)(9) and EEO Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of underrepresentation.

The District will review the information gathered pursuant to EEO Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and

2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the EEO Plan, the District modify the EEO Plan itself to ensure equity, inclusion, and equal employment opportunity.

In order to address any instances of underrepresentation, as defined above, the District will take the following steps:

(a) Conduct surveys of campus climate on a regular basis.
(b) Provide District-wide inclusiveness training and DEIA-focused leadership program for District employees.
(c) Upon request from existing employees, conduct exit interviews with employees who leave the District and maintain a data base of exit interviews, so that the District can analyze the data for patterns impacting particular monitored groups.
(d) Provide additional training regarding to eliminating bias and embracing diversity.
(e) Assess the effectiveness of all hiring processes, and identify recommendations to strengthen the College's ability to attract, recruit, and retain diverse candidates for employment.

(f) Recognize District employees who have promoted diversity and equal employment opportunity principles by awarding diversity recognition awards or other incentives.

(g) Host events with guest speakers to educate District employees on issues of inclusiveness, civility, unconscious bias and other related topics.

(h) Require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to:

   i. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs (*e.g.*, California Community Colleges Registry Diversity Job Fairs, California Career Exploration Fairs hosted by COM's Transfer and Career Center) and building relationships with graduate programs and other institutions.

   ii. Additional locations or resources to advertise positions (*e.g.*, on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of appropriate external "bulletin board" websites);

   iii. Review the use of any locally established minimum qualification and/or "desired" or "preferred" qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.

   iv. Consider, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, discontinuing the use of any locally established minimum qualification and/or "desired" or "preferred" qualification that is found to not satisfy the requirements set forth above.

   v. Consider changes to the job postings and screening criteria, including interview questions and how reference checks are conducted.

Plan Component 13: Process for Developing and Implementing Strategies that Promote Diversity

The District recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued effort. It further recognizes that it is responsible for developing and implementing EEO strategies. The EEO strategies that the District will implement throughout the life of the EEO Plan are identified in Appendix E.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. The District will continue to assess its culture and implement initiatives that support a welcoming environment.

APPENDIX A

Notice to Community-Based and Professional Organizations

SANTA ROSA JUNIOR COLLEGE

<div align="right">

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

</div>

Dear Community Members,

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. We strive to create an environment that is welcoming all individuals, persons with disabilities, veterans, and to all people 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 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 seeking your help to identify a qualified, diverse pool of 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 District's Human Resources 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) 527-6901.
Respectfully,

Respectfully,
Theresa Richmond
Theresa Richmond
Interim Vice President of Human Resources
Santa Rosa Junior College
(707) 527-6901
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www.santarosa.edu/hr

APPENDIX B

<u>Community and Professional Organizations for Annual Written Notice</u>

- Asian Pacific Americans in Higher Education (APAHE)
- Catholic Charities
- Comité VIDA DDAC
- Disabled In Higher Ed
- Face to Face
- INSIGHT Into Diversity
- La Voz Bilingual Newspaper
- LGBT In Higher Ed
- Men Evolving Non-Violently
- NAMI Sonoma County
- Native Americans in Higher Ed
- North Bay Black Chamber of Commerce
- North Bay Jobs with Justice North Bay Organizing Project
- Positive Images
- Redwood Gospel Mission
- Social Advocates for Youth (SAY)
- Women and Higher Ed
- Voices
- YMCA/YWCA

APPENDIX C

Recruitment Advertising Sources

- Association for California Community College Administrators (ACCCA); Management recruitments only
- African American Male Education Network and Development (A2MEND)
- American Association of Hispanics in Higher Education
- BlacksinHigherEd.com
- California Community Colleges Faculty and Staff Diversity Registry: Online advertisements and attendance/recruiting at annual job fair(s)
- California Community Colleges Organization de Latino/o/x Empowerment, Guidance, and Advocacy for Success (COLEGAS)
- Chronicle of Higher Education (Management only): Online and print advertisements (print edition and 30 days online)
- Edjoin.org (Education job site)
- Handshake (Over 200 Colleges; Online advertisement for students and recent graduates; connected with 12 Historically Black Colleges and Universities)
- HigherEdjobs.com (a leading source for jobs and career information in academia)
- HispanicsinHighered.com
- INSIGHT into Diversity - This source targets the following groups:
  - ✓ African American
  - ✓ Age
  - ✓ Asian American
  - ✓ First Generation
  - ✓ Hispanic/Latino
  - ✓ LGBTQIA+
  - ✓ Medical condition or history
  - ✓ Native American
  - ✓ Native Hawaiian or Pacific Islander
  - ✓ Neurodiversity − People with disabilities
  - ✓ Political affiliation or worldview
  - ✓ Religion
  - ✓ Veterans
  - ✓ Women
- Listserv 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 additional sources.
- NativeAmericaninHigherEd.com
- Journal of Blacks in Higher Ed (Contract Faculty Positions only)
- SRJC Human Resources website

Longitudinal Analysis Data – Contract Faculty

Ethnic Diversity Applicant Pools/Hires

6

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23 **	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	44	0	14	0	152	5	62	0	122	4
Black or African American	20	2	5	1	60	0	39	2	26	2
Hispanic or Latino	58	2	21	1	215	8	49	2	163	3
Native American or Alaska Native	7	0	2	0	6	0	4	1	19	3
White	246	7	50	3	892	27	171	6	567	18
Two or more	0	0	0	0	0	0	0	0	0	0
Unknown	33	0	9	0	151	1	14	0	48	3
Total Applicants	408	11	101	5	1476	41	339	11	945	33
Total Ethnic Diversity *	129 (31.62%)	4 (36.36%)	42 (41.58%)	2 (40%)	433 (29.34%)	13 (31.71%)	154 (45.43%)	5 (45.45%)	330 (34.92%)	12 (36.36%)

* Unknown not included in Total Ethnic Diversity
** 22/23 Hire Period = July 1, 2022 - June 30, 2023

Longitudinal Contract Faculty Recruitments

SANTA ROSA JUNIOR COLLEGE

Contract Faculty Ethnic Diversity
Employee Demographics

7

Ethnicity	2018/19	2019/20	2020/21	2021/22	2022/23
Asian/Native Hawaiian or Pacific Islander	25	24	25	24	27
Black or African American	5	4	4	6	8
Hispanic or Latino	28	31	35	37	41
Native American or Alaska Native	6	5	3	4	6
White	221	208	206	211	216
Two or more	6	5	5	5	5
Unknown	4	5	5	6	7
Total Ethnic Diversity	70	69	72	76	94
Ethnic Diversity Percentage	24%	24%	25%	26%	30%
Total Number of Current Contract Faculty	295	282	283	293	310

SANTA ROSA JUNIOR COLLEGE

Longitudinal Analysis Data – Associate Faculty

Ethnic Diversity Applicant Pools/Hires

8

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23 **	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	101	3	92	10	89	10	72	3	47	3
Black or African American	80	4	47	0	71	2	58	3	27	1
Hispanic or Latino	127	10	76	5	120	4	74	2	82	4
Native American or Alaska Native	10	1	9	0	4	1	3	1	5	1
White	770	107	442	52	423	27	425	43	267	39
Two or more	0	0	0	0	0	0	0	0	0	0
Unknown	74	6	50	1	46	1	30	1	20	0
Total Applicants	1162	131	716	68	753	45	662	53	448	48
Total Ethnic Diversity *	318 (27.37%)	18 (13.74%)	224 (31.28%)	15 (22.06%)	284 (37.72%)	17 (37.78%)	207 (31.27%)	9 (16.98%)	161 (35.94%)	9 (18.75%)

* Unknown not included in Total Ethnic Diversity
** 22/23 Hire Period = July 1, 2022 - June 30, 2023

Longitudinal Associate Faculty Recruitments SANTA ROSA JUNIOR COLLEGE

Associate Faculty Ethnic Diversity
Employee Demographics

9

Ethnicity	2018/19	2019/20	2020/21	2021/22	2022/23
Asian/Native Hawaiian or Pacific Islander	21	17	29	27	52
Black or African American	8	10	14	11	21
Hispanic or Latino	42	40	48	43	73
Native American or Alaska Native	6	5	8	9	10
White	437	397	502	357	679
Two or more	10	7	8	5	9
Unknown	0	4	2	3	8
Total Ethnic Diversity	87	79	107	95	173
Ethnic Diversity Percentage	17%	16%	18%	20%	20%
Total Number of Current Associate Faculty	524	480	611	455	852

SANTA ROSA JUNIOR COLLEGE

Longitudinal Analysis Data – Management Team

Ethnic Diversity Applicant Pools/Hires

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23 **	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	6	1	4	0	10	0	7	0	1	0
Black or African American	5	0	5	0	7	1	3	0	3	1
Hispanic or Latino	11	1	8	2	8	0	4	1	6	0
Native American or Alaska Native	2	0	1	0	0	0	0	0	0	0
White	26	1	35	2	29	1	25	2	14	1
Two or more	0	0	0	0	0	0	0	0	0	0
Unknown	3	0	5	0	0	0	4	0	3	0
Total Applicants	53	3	58	4	54	2	43	3	27	2
Total Ethnic Diversity *	(45.28%)	(66.67%)	18 (31.03%)	2 (50%)	25 (46.30%)	1 (50%)	14 (32.56%)	1 (33.33%)	10 (37.04%)	1 (50%)

* Unknown not included in Total Ethnic Diversity
** 22/23 Hire Period = July 1, 2022 - June 30, 2023

Longitudinal Management Recruitments SANTA ROSA JUNIOR COLLEGE

Management Team Ethnic Diversity
Employee Demographics

Ethnicity	2018/19	2019/20	2020/21	2021/22	2022/23
Asian/Native Hawaiian or Pacific Islander	11	11	8	8	8
Black or African American	5	2	2	3	4
Hispanic or Latino	15	12	14	16	19
Native American or Alaska Native	0	0	0	0	0
White	68	65	55	48	52
Two or more	2	2	2	1	2
Unknown	0	0	0	0	0
Total Ethnic Diversity	33	27	26	28	33
Ethnic Diversity Percentage	33%	29%	32%	37%	39%
Total Number of Current Management	101	92	81	76	85

SANTA ROSA JUNIOR COLLEGE

Longitudinal Analysis Data – Classified

Ethnic Diversity Applicant Pools/Hires 12

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23 **	
	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired	Applicant Pool	Hired
Asian/Native Hawaiian or Pacific Islander	59	1	27	0	8	0	20	2	31	2
Black or African American	29	4	15	2	5	1	14	5	40	5
Hispanic or Latino	188	9	61	7	23	1	71	8	158	15
Native American or Alaska Native	25	3	8	0	0	0	4	1	5	3
White	380	21	134	12	34	1	156	17	203	19
Two or more	0	0	0	0	0	0	0	0	0	0
Unknown	26	0	23	0	2	0	15	1	11	0
Total Applicants	707	38	268	21	72	3	280	34	448	44
Total Ethnic Diversity *	301 (42.57%)	17 (44.74%)	111 (41.42%)	9 (42.86%)	36 (50%)	2 (66.67%)	109 (38.93%)	16 (47.06%)	234 (52.23%)	25 (56.82%)

* Unknown not included in Total Ethnic Diversity
** 22/23 Hire Period = July 1, 2022 - June 30, 2023

Longitudinal Classified Recruitments

SANTA ROSA JUNIOR COLLEGE

Classified Professional Ethnic Diversity Employee Demographics 13

Ethnicity	2018/19	2019/20	2020/21	2021/22	2022/23
Asian/Native Hawaiian or Pacific Islander	0	17	14	14	18
Black or African American	38	38	31	34	41
Hispanic or Latino	99	90	81	82	101
Native American or Alaska Native	5	5	3	3	4
White	302	301	250	243	232
Two or more	18	18	16	16	16
Unknown	3	0	2	2	3
Total Ethnic Diversity	160	168	145	149	183
Ethnic Diversity Percentage	33%	36%	37%	38%	44%
Total Number of Current Classified Professionals	483	469	397	394	415

SANTA ROSA JUNIOR COLLEGE

APPENDIX D

Longitudinal Analysis Data

SRJC Students Compared to SRJC Employees and Sonoma County Residents

Demographics of SRJC Students Compared to SRJC Employees and Sonoma County Residents

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Ethnicity	SRJC Student Demographics (Spring 2023)	SRJC Employee Demographics (June 2023)	Sonoma County Resident Demographics (2022 Census)
Asian/Native Hawaiian or Pacific Islander	3.9%	6.3%	5.4%
Black or African American	2.1%	4.5%	2.2%
Hispanic or Latino	39.1%	14.1%	28.9%
Native American or Alaska Native	.5%	1.2%	2.3%
White	43.6%	71%	60.6%
Two or more	4.8%	1.9%	4.4%
Unknown	6%	1%	

SANTA ROSA JUNIOR COLLEGE

APPENDIX E

Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation
(Multiple Methods Integration)

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Provide training to employees, students & trustees **(53024.1(d))**	• Human Resources • Vice President/ Academic Affairs • Vice President/ Student Services • Superintendent/ President • Board of Trustees • External Consultants	There is a recognized need to create District-wide standards on issues related to diversity, equity, inclusion, anti-racism, accessibility and justice (DEIAAJ). Creating these standards, including an accountability structure, and trainings to educate the college community on the standards, will continue to transform SRJC's culture to facilitate recruitment and retention of SRJC employees and students. SRJC utilized EEO Best Practices funding to develop a Courageous Leaders Academy in 22/23 from a collaboration between the District's Embracing a Culture of Inclusion Program and Employee Affinity Groups. The mission of the Courageous Leaders Academy is to empower Santa Rosa Junior College employees with the skills and resources needed to create an actively anti-racist and inclusive community in the District, in order to foster student success and employee retention. The Courageous Leaders Academy is a comprehensive and coordinated professional development program implemented with the goal of empowering SRJC employees by providing coaching, mentorship, and tangible tools to support them in driving significant improvements in creating true community at both	Courageous Leaders participants respond to surveys to evaluate the effectiveness of the academy. Survey results will be analyzed to evaluate the effectiveness of the District DEIAAJ Standards academy project. With the training will being mandatory for management team employees, this will promote consistent understanding of topics related to DEIAAJ to serve as a metric for assessing management team performance on commitment to and understanding of DEIAAJ in the performance evaluation process. This will also create a

| | | the department and District levels. Most importantly, the goal of Courageous Leaders is to cultivate a shared vision and commitment to kinship, anti-racism, equity, diversity, and inclusivity, while promoting cultural change at all levels of the District. A primary outcome of Courageous Leaders is for participants to implement action projects to support the District's DEIAAJ efforts.

It is proposed that Courageous Leaders serve as a vehicle for creating District-wide standards on topics related to DEIAAJ. This initiative will serve as a future action project for implementation by Courageous Leaders participants.

Y1: Employees - Develop and institutionalize District-wide definitions/standards for DEIAAJ topics.

Y2: Employees - Develop and implement accountability standards and training related to DEIAAJ for employees.

Y2: Students - Explore opportunities with Vice President/Academic Affairs and Vice President/Student Services to offer DEIAAJ curriculum for SRJC students.

Y3: Employees - Institutionalize DEIAAJ accountability standards and offer training for all employees, with the training initially being mandatory for management team employees.

Y3: Students - Implement DEIAAJ curriculum for SRJC students. | more equitable decision-making at the District and address any systemic concerns that might challenge employee and student retention. The effectiveness of these strategies will also be measured based on how District wide DEIAAJ definitions/ standards and mission are adopted and published and supported. District stakeholders and management team will be asked to use a DEIAAJ evaluation tool to assess ongoing District practices for alignment with the District's DEIAAJ definitions standards, and mission. |

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
Convey in publications and website the district's commitment to diversity & EEO **(53024.1(j))**	• Marketing & Communications • EEOAC	All District publications, the District's website, and Mission Statement convey a commitment to diversity & equal employment opportunity. The District makes a conscious and affirmative commitment to ensuring that all District publications contain the current version of the College's Non-Discrimination Policy. District Non-Discrimination Policy Y1: Review general District publications to ensure that Non-Discrimination Policy is included. Y2: Review all District instructional department websites to ensure that Non-Discrimination Policy is included. Y3: Review all District non-academic websites to ensure that Non-Discrimination Policy is included.	These steps will ensure that all District publications have a standard message about the District's commitment to diversity & equal employment opportunity and current version of the College's Non-Discrimination Policy. The effectiveness of these steps will be measured as departments take the lead in reviewing their website annually to ensure District wide DEIA and non-discrimination policy information are published.
PRE-HIRING			
Review and update District EEO/DEI policy statement **(53024.1(k))**	• Superintendent/ President • President's Cabinet • Board of Trustees • EEOAC	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	The DEI policy statement is revised and implemented and posted in appropriate online and physical locations. Updating the District's EEO/DEI policy

SCJCD EEO Plan 2023-2026

		District." (See EC 87101(a).) Diversity, Equity, Inclusion and Anti-Racism are core values at SRJC. SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person. We value Diversity that supports equal access for all students; multi-ethnic global perspectives and cultural competencies; employees who reflect the communities we serve; honesty and integrity in an environment of collegiality and mutual respect. We are committed to ensuring that our faculty and staff feel welcomed, celebrated and appreciated. In June 2020, the Board of Trustees adopted Resolution #15-20 in Support of Solidarity with the Black/African American Community and Commitment to Greater Equity and Anti-Racism. This resolution was intended to demonstrate the Board's support along with the SRJC community, to express commitment to solidarity with Black/African American students, colleagues and community members in calling for institutional change that promotes greater equity and antiracism. This resolution was approved following the death of George Floyd. Y1: Update and Implement a District-wide DEI Policy Statement. Y2: Review changes in the law and consider whether updates are needed to the DEI Policy Statement. Y3: Review changes in the law and consider whether updates are needed to the DEI Policy Statement.	statement will emphasize the District commitment to DEIA and a call to the District to promote a zero tolerance for racism and exclusionary practices.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Providing EEO/diversity enhancement resources and assistance to other districts **(53024.1(m))**	• Human Resources • President's Cabinet • Superintendent/ President	Santa Rosa Junior College has been actively involved in statewide efforts to promote diversity, equity, inclusion, anti-racism, accessibility and justice as evidenced by SRJC's recognition in the 2022 CCCCO EEO Best Practices Handbook. SRJC will continue to serve as a model for other Districts as follows: YI: The District will apply for the 2024 Higher Education Equity Diversity (HEED) Award. SRJC was selected as a recipient of the annual HEED Award for three consecutive years from 2019 - 2021 because of its hiring, outreach and retention practices. Y2: Share DEIAAJ best practices with other North 14 Colleges upon request, through the ACHRO listserve, at the ACHRO Annual Conference and at other statewide venues. Y3: Publish the District's Courageous Leaders Academy in Statewide and National venues, such as ENCORE.	The HEED Award application process provides an opportunity to share best practices. Sharing with other North 14 colleges will enable the District provide just in time expert/field information to these Districts. Furthermore, receiving the HEED award and publishing in ENCORE and with other sources will enhance the District's recruitment and retention efforts for students and employees. The effectiveness of these efforts will be measured by the number of other Districts that reach out to the District for information and to be a resource or to collaborate on DEIA work.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion **(53024.1(o))**	• Human Resources • Academic Affairs (Vice President/ • Academic Affairs, Academic Deans, Department Chairs, Faculty Mentors, new Faculty hires) • External Consultants	SRJC is a recipient of the Equal Employment Opportunities Innovative Best Practices Grant offered by the Chancellor's Office Institutional Effectiveness Division and the Office of the General Counsel. SRJC received this award to develop and implement the Cultivating an Ecosystem of Belonging (CEB) Program. The primary goal of the CEB program is to increase retention of newly hired BIPOC faculty at SRJC. Y1: Provide training and coaching for Deans and other stakeholders via the Cultivating an Ecosystem of Belonging (CEB) program for new BIPOC faculty. Y2: Develop common agreements and a Justice Model around addressing current diversity issues at the District that could impact recruitment and retention of BIPOC employees. Y3: Provide training and coaching for the rest of management team and other stakeholders via the Cultivating an Ecosystem of Belonging program for new BIPOC faculty.	Providing professional development for Deans and other stakeholders in the area of addressing diversity issues will ensure the District is proactive and not reactive in addressing diversity issues. The effectiveness of these strategies will be measured through employee feedback received from one on one and group stay interviews on their perception of trust and equity and whether or not an environment has been created where the new faculty hires feel a sense of belonging.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Recurring activities related to improving student access and student success—with a nexus to EEO hiring	• Human Resources • EEOAC • Affinity Group Leaders • Intercultural Centers • Vice President/ Student Services	The District implemented a career empowerment program for students of color in Spring 2024. This program is geared towards improving student access to career resources and student success by empowering and equipping students with current career information from SRJC experts in the field and in the community to enable these students explore their career options thereby supporting their academic success and career decisions. This program will also provide an opportunity for students to understand the District's career tracks and opportunities. Y1: Launch the first Career Empowerment event geared towards Black students in partnership with the Student Engagement & Support Services, Petaluma. Y2: Host a Career Empowerment event for another group of students from historically underrepresented or disproportionately impacted populations. Y3: Continue partnerships with affinity group leaders to institutionalize the Career Empowerment program and provide ongoing student career workshops.	This program is unique since it involves strategic collaborations to close the gaps around career access and success which ultimately will facilitate BIPOC student success and retention. The effectiveness will be measured through student surveys to measure the impact of the program on student engagement and retention and those who eventually pursue careers with the District.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals	• President's Cabinet • Management Team Liaison Group	Management Team performance evaluations are being implemented this year to include the new EEO deliverable assessment factor. Y1: All Management Team classifications will have survey evaluations conducted to include the new EEO deliverables. Y1: Cabinet establishes accountability standards around equity decision making for Cabinet and management team in the areas of hiring, promotion, and retention of employees in addition to student access and retention. Y1: Develop and implement annual evaluation metric for administrators on their ability to include and implement DEIA and anti-racist principles into existing policies and practices, funding allocations, decision-making, planning, and program review processes, which take into account the experience and performance of students and colleagues of diverse backgrounds, and work to close equity gaps in student outcomes and hiring. Y2: Review current EEO deliverables and how it has shaped the District's vision and mission. Y3: Incorporate revisions to annual evaluation metric and establish strategies for Management Team to apply towards their professional growth in this area.	These strategies will put in place a process to ensure that decisions that impact employees and students are based on equity. The effectiveness of these strategies will be measured by how Cabinet address matters related to student and employee recruitment and retention.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Consistent and ongoing training for hiring committees **(53024.1(c))**	• Vice President of Human Resources or Designee • All employees who serve on a screening or selection committees	All employees who serve on screening and selection committees must attend a mandatory hiring orientation conducted by the Manager, HR/Employment Equity prior to serving on a committee. A system is in place to track and monitor individuals who have been trained and the training is required every 12 months. Y1: Review the Hiring Orientation to ensure that the training contains current EEO and DEIA information. Y2: Training and coaching for committee chairs on equity mindedness and how to better address typical committee issues that could impact EEO hiring. Y3: Include an assessment tool with case studies in the hiring orientation that will prompt participants to think through the scenarios to evaluate their understanding of the concepts and of the recruiting process.	These strategies will assist selection committee participants in becoming the gate keepers of the process and for ensuring equity in all aspects of the recruitment process. The effectiveness will be seen when Chairs are feeling more comfortable with handling with EEO hiring issues and committee members are more engaged in the recruitment process.
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Maintain updated job descriptions and job announcements **(53024.1(f))**	• Human Resources • Classified Labor Union (SEIU) Leadership • Constituent Groups	The District is currently conducting a Classification/Salary Study in collaboration with an external vendor to review all Classified job descriptions. The study will be the first external review since the original review of all Classified job descriptions was conducted in 2000. Y1: Complete internal and external study of all Classified job descriptions and negotiate implementation.	Classified employees are actively involved in the Classification Salary/Study being conducted for all Classified job descriptions. Effectiveness will be measured by the external salary study to

		Y1: Consult with constituent group leaders regarding best practices and recommended revisions to job announcements and consider whether revisions to job announcements are needed. Y2: Negotiate ongoing review process for Classified job descriptions. Y2: Consult with the Academic Senate Equivalency Committee regarding the Faculty Equivalency Procedures and Faculty Hiring Procedures and implement strategies to remove barriers and increase the pool of diverse candidates. Y3: Consult with the Classified Senate and the Management Liaison Group regarding hiring procedures to implement strategies to remove barriers and increase the pool of diverse candidates.	adjust any salary ranges for classifications that may be underpaid relative to the labor market. The strategic discussions on job announcements for external recruitments will provide an opportunity for constituent groups to take ownership in removing barriers in the hiring of their constituent groups and also their including required language in all their job announcements to attract equity minded practitioners. The effectiveness of these discussions will be measured based on the EEO hiring recommendations from Human Resources accepted by these constituent groups to be adopted in their job announcements.
HIRING			
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle **(53024.1(g))**	• Human Resources • Superintendent/ • President • External Consultants	The EEO Plan includes a goal for the Board of Trustees to receive training on elimination of bias in hiring and employment every two years. The Board of Trustees received training in 2022 and any new Trustees will receive the same training within six months of when	These strategies will align the Board, the District employees, and students with the current District initiatives to promote Equal

		they officially assume their duties as a Trustee. Y1: All current members of the Board of Trustees will receive training including an updated Diversity, Equity, Inclusion, Anti-racism and Accessibility training in Fall 2023. This training will ensure that the need to move beyond typical institutional labeling around DEIA efforts, dismantle institutional barriers and practices and establish accountability for Cabinet in facilitating EEO hiring and retention is emphasized with the Board of Trustees. Y2: The Board of Trustees identifies areas they need to be coached on by external consultants to enable them to facilitate the current District's efforts and goals around Diversity, Equity, Inclusion, Anti-racism and Accessibility. Y3: Any new Board of Trustees will receive training including an updated Diversity, Equity, Inclusion, Anti-racism and Accessibility training. Implement a survey or assessment tool to measure and track the Board's understanding and support of the District's EEO initiatives.	employment and Diversity, Equity, Inclusion, Anti-racism efforts. The effectiveness of these strategies will be measured based on the Board's understanding and support of the District's DEIA initiatives. The District will implement a survey or assessment tool to measure and track the Board's understanding and support of the District's EEO initiatives.
IMPLEMENTATION	**Who**	**What/When**	**Effectiveness Metrics & Review**
HIRING			
Assess "sensitivity to diversity" of all applicants **(53024.1(l))**	• Human Resources • Management Team Liaison Group • Classified Senate	Applicants demonstrate sensitivity to diversity in both the application and interview process by submitting a "Diversity Statement" in the employment application, and by requiring that all screening and selection committees and administrative interviews to have at least one question to assess a candidate's sensitivity to diversity during the interview.	This strategy will assist departments in using screening criteria that will assist them in properly assessing applicant applications.

		Y1: Develop a comprehensive screening criteria and rubric template and interviews questions for committees to use in assessing how applicants demonstrated experience in facilitating Diversity, Equity, Inclusion and Antiracism/Accessibility. Y2: Institutionalize the use of the screening criteria for all classified and management recruitments. Y3: Support departments in developing customized DEIA screening criteria tailored to the needs of their departments.	The effectiveness of this strategy will be measured based on the number of departments that adopt the screening criteria and the quality of equity practitioner applicants that get forwarded.
IMPLEMENTATION	**Who**	**What/When**	**Effectiveness Metrics & Review**
HIRING			
Maintaining updated curricula, texts, and/or course descriptions **(53024.1(n))**	• EEOAC (Faculty Representatives) • Academic Senate • Vice President, Academic Affairs	Y1: Provide a framework for ensuring that curricula, texts, and/or course descriptions is done to "expand the global perspective of the particular course, readings, or discipline." Y2: Expanding the required reading for English, History, and Art classes to include more books by diverse authors. Y3: Expanding the required reading for other academic disciplines to include more books by diverse authors.	These efforts will support the student success initiatives of the District. The effectiveness of the strategies will be measured by student surveys to assess how expanding their readings to include diverse authors is affecting students with their sense of belonging and global understanding. The methodology for collecting metrics can be in class surveys or group discussions.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Incentives for hard-to-hire areas/ disciplines	• Human Resources • Related instructional and non-instructional hiring managers and selection committee representatives	The hard-to-hire areas at the District are: Contract Faculty Nursing, Contract Faculty Computer Science and Police Officers. Y1: Begin community/college recruiting outreach and focus on creating talent pipeline for these areas. Y2: Secure information sessions and job fair/partnership opportunities with universities to encourage recruitment of diverse Nursing and Computer Science faculty. Y3: Establish Community College and High School outreach efforts geared towards educating students about Police Officer opportunities and encouraging them to apply to the SRJC Cadet program.	These strategies will position the District to be proactive in establishing pipelines ahead of time to hire these hard to hire disciplines at SRJC. The effectiveness of these strategies will be measured by surveying hires that come from these pipelines.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
HIRING			
Focused outreach and publications	• Human Resources • Hiring Departments • Employees	The District implements focused outreach in publications as identified by hiring departments. Y1: Continue work with hiring departments on advertising open positions with diverse advertising sources. Y2. Develop and publish videos of diverse SRJC employees sharing their SRJC experience and inviting future candidates to join the SRJC family. Y3: Publish highlights of the Districts DEIA efforts around students and employees in state and nationwide DEIA educational publications.	These focused outreach and publishing will position SRJC as choice EEO employer. The effectiveness of these strategies will be measured by the quality of publicity and number of leads from these sources.
HIRING			
Procedures for addressing diversity throughout hiring steps and levels	• Human Resources • Hiring Departments	Human Resources recently conducted a comprehensive review of the hiring process to ensure that procedures are in place to address diversity throughout hiring steps and level. Y1: Review training for Committee Monitors. These individuals are volunteers and are non-voting members of the committee whose main purpose is to ensure the integrity and fairness of the hiring process. Analyze hiring and promotion data and identify any patterns of underrepresentation. Y2: Enhance Committee Monitor Training and continue to promote diverse hiring committee in all hiring procedures.	These procedures will uphold the integrity of the process and ensure that DEIA is a major factor in all hiring and promotion decisions. The effectiveness of these procedures will be measured based on the number of departments that require a diverse hiring committee for all their recruitments. The District should also ensure that all hiring and

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		Y3: Review all hiring procedures through a DEIA lenses and propose revisions where necessary.	promotion decisions are equitable.
IMPLEMENTATION	**Who**	**What/When**	**Effectiveness Metrics & Review**
HIRING			
Recruitment efforts and strategies such as: • **Use of demographic data** • **Job Fairs** • **CCC Registry** • **Relationships with external organizations & colleges**	• Human Resources • Representatives from hiring departments	The District participates in several recruitment efforts and strategies as a standard practice. Y1: Attend the California Community Colleges Faculty and Staff Diversity Registry Job Fairs. Continue to identify other diverse advertising organizations and fairs to expand to. Y1: Offer Administrator Diversity Mentorship Program in collaboration with UC Berkeley Career Engagement Center (second cohort of this program; first cohort was offered in 2021). Y2: Continue offering mentorship opportunities to UC Berkeley post-graduate students through the Administrator Diversity Mentorship Program. Y2: Sponsor a table at the African American Male Education and Development (A2MEND), the Asian Pacific Americans In Higher Education annual conferences and other local conferences, such as the Latinos in the Workplace conference. Y3: Continue offering mentorship opportunities to UC Berkeley post-graduate students through the Administrator Diversity Mentorship Program. Y3: Expand relationships to include all the Chamber of Commerce in the Bay area that represent BIPOC candidates.	These recruitment efforts and strategies will make the Districts open position more visible to a larger diverse audience. The effectiveness of these strategies will be measured based on the number of applicants and candidates generated from new and existing sponsorships and relationships.

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Conduct campus climate surveys & use this information **(53024.1(a))**	• Human Resources • EEOAC	The District conducted the first-ever Climate Survey in 2016. A solution forum was implemented following the results of the survey to solicit input from the college community to address the feedback from the survey. Y1: Contact ViewFinder Campus Climate Surveys to review current survey questions. Y2: Propose administration of climate surveys to Cabinet and upon approval, start developing climate survey questions for all constituent groups. Y3: Implement District wide climate surveys and review data collected. Host Solution Forums to allow address any issues outlined in the surveys. The feedback received will inform future hiring and retention decisions at the District.	These strategies will allow for a thorough preparation, development and implementation of the climate surveys. The effectiveness of these strategies will be measured by the number of participants, the responses received and how these responses provide a true picture of the campus climate at SRJC.
POST-HIRING			
Conduct exit interviews & use this information **(53024.1(b))**	Human Resources President's Cabinet	Human Resources has an existing exit interview process for all regular employees of the District. Employees who depart from the District are given an Exit Questionnaire to complete. Their completion is voluntary. The process will be reviewed as follows: Y1: Review and consider revising exit interview questions as needed. Y2: Implement any revisions as needed to the exit interview questions. Review exit data collected.	These steps will enhance the effectiveness of the exit interview process. The effectiveness will be measured by assessing how feedback from the exit interviews is addressed. Conducting a Pay Equity Analysis will reveal and address any issues of pay

		Y3: Make any needed system changes based on feedback from the exit interviews. Although the District is making significant progress in the hiring of diverse faculty and staff, the issue of retaining diverse faculty and staff is an area the District will need to further explore to understand if its practices are contributing to the attrition of qualified diverse classified and management employees. To fully engage and retain women and diverse classified, and management employees and to remove an barriers in equal employment opportunity, a comprehensive pay equity analysis as recommended in the 2022 Equal Employment Opportunity Best Practices Handbook will need to be done at the District to ensure pay equity. Also, the District will need to institute a formal internal promotion opportunity plan for all classified and management employees to prevent qualified diverse classified and management employees from leaving the District due to feeling marginalized or not understanding how to pursue promotional opportunities.	disparity that might be in the District workforce that could affect retention of employees. Also, implementing District-wide guidelines for promotions of classified and management employees will uphold integrity and consistency in the promotional practices of the District. The effectiveness of conducting an equity pay analysis and a standard promotional guideline will be seen in the level of engagement and rate of retention of classified and management employees of color.
IMPLEMENTATION	**Who**	**What/When**	**Effectiveness Metrics & Review**
POST-HIRING			
Professional development, mentoring, support and leadership opportunities for new employees **(53024.1(e))**	• Human Resources • Academic Senate • Classified Senate	The District offers a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities. Y1: Develop department level onboarding/department orientation program for new employees. Implement in-person new hire orientation program for Classified and Management Team new hire employees. Implement the	These strategies will continue to provide opportunities for new employees to feel welcome and supported thereby facilitating their retention. The effectiveness of the strategies will be measured by the engagement

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| | | Cultivating an Ecosystem of Belonging program for new faculty hires.

Y2: Continue to host annual Affinity Group Reception to welcome new employees to the District and offer ongoing professional development opportunities both in person and virtual at Professional Development Activities Days and throughout the year.

Y3: Launch the Cultivating an Ecosystem of Belonging program for all new Classified and Management BIPOC employees. | and retention rate of the new employees. |

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found **(53024.1(h))**	Vice President/Human Resources	The Vice President of Human Resources investigates all harassment and discrimination complaints and takes appropriate corrective action in all instances where a violation is found. The process for reviewing complaints will be reviewed as follows: Y1: Review current response process Y2: Continue to thoroughly investigate all complaints. Y3: Review District practices and identify any potential gaps to avoid any future violations.	These practices will enable the District continue to investigate complaints in a timely and comprehensive manner.
POST-HIRING			
Survey applicants who decline offers & use the information **(53024.1(p))**	• Human Resources • Applicants for employment	Human Resources follows up with Applicants who decline offers to inquire about why they declined the District's offer. Applicant feedback is used to improve our hiring process. Y1: Educate hiring managers on factors that affect the hiring process and reasons for why some candidates are likely to decline offers so, they can intervene early where necessary. Y2: Continue to follow-up with candidates who decline job offers, consider alternatives when possible to explore their accepting the offers. Y3: Identify any opportunities to enhance the SRJC Job offer package.	These strategies will position the District to avoid the situations that lead to candidates declining job offers and to better handle any offer decline scenarios. The effectiveness of these strategies will be measured by the number of job offer declines in the coming years.