

SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM

TO: MEMBERS OF THE GOVERNING BOARD  
SUBJECT: CONSENT CALENDAR - HUMAN RESOURCES  
REQUESTED ACTION: APPROVAL

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EMPLOYMENT 2020-2021

District Resignation

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
Roy Hedlund	Aeronautics Lab Technician 2 Years and 9 Months of Service at SCC	05/27/2021
Janet Schwartz	Administrative Assistant IV 7 Years and 10 months of Service at SCC	06/30/2021

Change in Assignment

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
Salvatore Abbate	From HR Manager (Range 42, Step 4) to HR Director (Range 48, Step 1)	07/01/2020
Maeghan Aten	From Student Services Generalist to Interim A&R Supervisor	05/01/21 – 12/31/21
Edith Sanchez	From Accountant to Assistant Controller	05/01/2021

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Salvatore Abbate  
Human Resources

April 23, 2021

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Date Submitted

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Celia Esposito-Noy, Ed.D.  
Superintendent-President

May 5, 2021

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Date Approved

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**  
**SUBJECT: CONSENT CALENDAR – FINANCE & ADMINISTRATION**  
**REQUESTED ACTION: APPROVAL**

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**Academic Affairs**  
**David Williams, Ph.D., Vice President**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective</u></b>	<b><u>Amount</u></b>
Jonathan Silva	Five-day workshop presentation and training for the EIPA (Educational Interpreter Performance Assessment) exam. For advanced ASL Interpreting students. Includes comprehensive assessments for all attendees upon completion of training.	June 2, 2021– June 6, 2021	Not to exceed \$4,000.00

**Student Services**  
**Shannon Cooper Psy.D., Vice President**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective</u></b>	<b><u>Amount</u></b>
Derek Clark	Present by Zoom for Foster Kinship Care Education-SCC Keynote “I will Never Give Up” Thursday May 20, 2021/Friday May 21, 2021 6:00 p.m.-9:00 p.m. Will provide handouts.	May 20, 2021 – May 21, 2021	Not to exceed \$2,500.00

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**Robert V. Diamond**

Vice President, Finance & Administration

April 23, 2021

**Date Submitted**

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**Celia Esposito-Noy, Ed.D.**

Superintendent-President

May 5, 2021

**Date Approved**

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: NEW MANAGEMENT POSITION DESCRIPTION:  
DIRECTOR, HUMAN RESOURCES**

**REQUESTED ACTION:**

- Information**    **OR**     **Approval**  
 **Consent**     **OR**      **Non-Consent**

**SUMMARY:**

The following job description is presented for Governing Board approval. The attached job description includes assignments from the previous Manager, Human Resources position at Range 42, as well as additional assignments and a greater scope of responsibility. This position will supervise and coordinate the daily activities in the Office of Human Resources; implement and assess district procedures related to COVID tracing, reporting protocols, and training; train, assign, and supervise the work of the Office of Human Resources; work collaboratively with Fiscal to oversee benefits; work with outside agencies including DFEH, Public Health, and CalOSHA to implement training and ensure compliance. This position will be funded by general funds and CARES Act funds (for a period of time) at Range 48 of the Management Salary Schedule.

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Human Resources

<i>Ed. Code: 88009</i>	<i>Board Policy: 4010, 4720</i>	<i>Estimated Fiscal Impact: \$9,107 Health and Welfare Benefits</i>
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**SUPERINTENDENT'S RECOMMENDATION:**       **APPROVAL**       **DISAPPROVAL**  
 **NOT REQUIRED**       **TABLE**

Celia Esposito-Noy, Ed.D.  
**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534  
**ADDRESS**

707-863-7299  
**TELEPHONE NUMBER**

**VICE PRESIDENT APPROVAL**

April 23, 2021  
**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

**Celia Esposito-Noy, Ed.D.**  
Superintendent-President

May 5, 2021  
**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

**Director, Human Resources**  
Classified Management Position

The Director of Human Resources, under the supervision of the Superintendent/President, is responsible for the oversight of all Human Resources functions and the day-to-day operations of the unit. Responsibilities include employee services (recruitment, job descriptions, leaves, etc.), benefits administration, and collective bargaining. In addition, the Director, Human Resources will serve as the College representative in union grievance matters, chair the District's Equity and Inclusion Advisory Council, and be responsible for the Equal Employment Opportunity (EEO) Plan. The Director is also responsible for the district's COVID-19 regulation enforcement, monitoring, reporting and contact tracing. Serves as the college contact with outside agencies including the Department of Justice for its fingerprinting program.

**REPRESENTATIVE DUTIES:**

**Essential duties and responsibilities include the following.**

- Coordinate the workflow in Human Resources to ensure meeting of timelines and accuracy to ensure efficiency and excellent service.
- Research information and provide input to the Superintendent/President on a variety of Human Resources-related matters; prepare reports and correspondence as needed.
- Create district policies and procedures for COVID-19 regulation enforcement, monitoring, reporting and contact tracing as required by county, state and federal law.
- Oversee and ensure Workers' Compensation services for employees, prepare claims, reports and related documents in a timely manner
- Coordinate the District's Return to Work Program for industrial and non-industrial leaves of absence
- Provide information and documents for the collective bargaining process; lead contract negotiations with assigned employee groups and maintain collective bargaining agreements
- Interpret, explain and apply the California Education Code, Federal and State labor laws and College policies, procedures and regulations

- Oversee recruitment and selection processes on all positions
- Assure compliance with county, state and federal regulations and guidelines concerning Human Resources administration
- Oversee activities related to classification, salary placement and orientation for new employees
- Oversee day-to-day activities of the office to assure efficient and effective office operations
- Oversee the preparation of a variety of reports and correspondence, including but not limited to employment, equity and diversity required by state and federal agencies; this includes the Human Resources Management Information System (MIS) report
- May serve as Equal Employment Opportunity representative on selection committees; assure compliance with Equal Employment Opportunity (EEO) rules and regulations; ensuring EEO training.
- Responsible for preparation and submission of Solano Community College District EEO plan
- Plan and conduct classification studies to determine appropriate duties, responsibilities, classification and allocation of positions; develop and revise job descriptions as necessary.
- Gather, summarize and analyze salary comparison data and make recommendations; conduct studies of internal class relationships for compensation purposes
- Utilize the District's integrated software (Banner) in performing the required duties of the position
- Conduct confidential reference checks with individuals, companies, organizations and public agencies, using tact, discretion and analytical ability, to assist in determining potential applicants' suitability for employment
- Lead or participate in District or College committees, initiatives, teams, or ad-hoc groups; ensure completion of assigned tasks when serving on such groups
- Work collaboratively with Payroll, Instruction and Student Services managers and staff to ensure onboarding of new employees
- Prepare personnel-related Board actions in accordance with established formats and timelines; prepare, compile and organize

appropriate background materials for open and closed sessions of the governing board meetings

- Provide leadership to the Interest Based training program.
- Provide professional development and required trainings to managers, supervisors and staff.
- Conduct workplace investigations of discrimination, harassment, and general workplace complaints.
- Perform other related duties as assigned

**ABILITY TO:**

- Communicate effectively, both orally and in writing
- Work cooperatively and effectively with others
- Use computer programs necessary for recordkeeping and databases
- Coordinate activities of the Human Resources office
- Coordinate, plan, manage and perform a variety of complex technical duties related to the employment, recruitment, benefits and records for the District's academic or classified personnel
- Perform complex technical duties preparing and processing a variety of confidential information
- Manage, coordinate, plan and perform complex analytical research
- Manage and coordinate district fingerprinting program, DOJ report collection and District contract with DOJ
- Perform complex assignments independently
- Assure compliance with a variety of complex government regulations
- Learn, interpret, apply and explain rules, regulations, policies and procedures
- Negotiate, analyze, and interpret collective bargaining agreements.

**MINIMUM QUALIFICATIONS:**

**EDUCATION:** Bachelor's degree from a regionally accredited institution.

**EXPERIENCE:** Three year of experience in Human Resources functions and supervision of employees.

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college employees and students

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Read regulations, laws and codes, rules and policies, and other printed matters
- Reach overhead, above the shoulders, and horizontally, bend at the waist
- Hear and understand speech at normal levels
- Speak so that others will be able to understand a standard in-person and telephone conversation
- Sit or stand for an extended period of time
- Lift and/or carry 20 pounds
- Exert manual dexterity sufficient for keyboard and other office equipment operation

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: RESIGNATION TO RETIRE**

**REQUESTED ACTION:**

- Information**    **OR**     **Approval**  
 **Consent**     **OR**      **Non-Consent**

**SUMMARY:**

<u>Name</u>	<u>Assignment &amp; Years of Service</u>	<u>Effective</u>
Lisa Giambastiani	English Instructor 15 years of service with SCC	05/27/2021
Christine Kucala	Science Lab Technician-Vacaville 10 years of service with SCC	07/31/2021
Donna Laroski	Administrative Assistant IV 15 years and 5 months of service with SCC	06/30/2021

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Human Resources

<i>Ed. Code: 24205</i>	<i>Board Policy: 4400</i>	<i>Estimated Fiscal Impact: N/A</i>
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**SUPERINTENDENT'S RECOMMENDATION:**       **APPROVAL**       **DISAPPROVAL**  
 **NOT REQUIRED**       **TABLE**

**Salvatore Abbate**  
Human Resources

**PRESENTER'S NAME**  
4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**  
707-864-7263

**TELEPHONE NUMBER**

**VICE PRESIDENT APPROVAL**

April 23, 2021  
**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

**Celia Esposito-Noy, Ed.D.**  
Superintendent-President

May 5, 2021  
**DATE APPROVED B/Y  
SUPERINTENDENT-PRESIDENT**



**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: RESOLUTION NO. 20/21-19 RECOGNIZING CLASSIFIED  
SCHOOL EMPLOYEE WEEK AT SOLANO COMMUNITY  
COLLEGE DISTRICT**

**REQUESTED ACTION:**

Information    OR     Approval  
 Consent        OR     Non-Consent

**SUMMARY:**

In recognition of the valuable contributions made by members of the Classified Staff to the educational achievements of Solano Community College District, the Governing Board hereby recognizes May 17-21, 2021, as Classified School Employee Week.

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Human Resources

*Ed. Code: 88270                      Board Policy: N/A                      Estimated Fiscal Impact: N/A*

**SUPERINTENDENT'S RECOMMENDATION:**                       **APPROVAL**                       **DISAPPROVAL**  
 **NOT REQUIRED**                       **TABLE**

Salvatore Abbate  
Human Resources

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

707-864-7281

**TELEPHONE NUMBER**

**Celia Esposito-Noy, Ed.D.**  
Superintendent-President

**VICE PRESIDENT APPROVAL**

May 5, 2021

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

April 23, 2021  
**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD**

**RECOGNIZING CLASSIFIED SCHOOL EMPLOYEE WEEK  
May 17-21, 2021**

**RESOLUTION NO. 20/21-19**

**WHEREAS**, Classified professionals provide valuable services to the institution and students of the Solano Community College District;

**WHEREAS**, Classified professionals contribute to the establishment and promotion of a positive instructional environment;

**WHEREAS**, Classified professionals serve a vital role in providing for the welfare and safety of Solano Community College District's students;

**WHEREAS**, Classified employees of Solano Community College District consistently demonstrate their commitment to high standards and principles of shared governance, higher education, employment, health, safety, and community outreach; and

**WHEREAS**, Classified professionals employed by the Solano Community College District strive for excellence in all areas relative to the educational community;

**THEREFORE, BE IT RESOLVED**, That the Solano Community College District hereby recognizes and wishes to honor the contribution of the classified professionals to quality education in the state of California and in the Solano Community College District and declares the week of May 17-21, 2021, as Classified School Employee Week in the Solano Community College District.

**PASSED AND ADOPTED**, This 5<sup>th</sup> day of May 2021, by the Governing Board of Solano Community College District of Solano County, California.

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DENIS HONEYCHURCH, J.D., BOARD PRESIDENT

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CELIA ESPOSITO-NOY, Ed.D., SECRETARY

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: SUMMER WORK SCHEDULE**

**REQUESTED ACTION:**

- Information    **OR**     Approval
- Consent        **OR**     Non-Consent

**SUMMARY:**

The below summer work schedule options are being presented to the Governing Board for approval. Solano Community College will be open for business Monday through Friday during the 2021 summer session. The District is recommending that departments provide alternate work schedule options to staff so long as the core needs of the District are met. The alternative work schedules must be approved in advance by the department manager and are dependent on department needs and staff availability. The alternate summer schedule will begin June 7, 2021 and end July 30, 2021. The following are the summer schedule options:

- 5/8 schedule (5 days a week, 8 hours a day) – CSEA/Local 39/ALG
- 4/10 schedule (4 days a week, 10 hours a day) – CSEA/Local 39/ALG
- 9/80 schedule (8 days at 9 hours, 9<sup>th</sup> day at 8 hours, and 10<sup>th</sup> day off) – CSEA/ALG

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Human Resources

<i>Ed. Code: 88040</i>	<i>Board Policy: N/A</i>	<i>Estimated Fiscal Impact: N/A</i>
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**SUPERINTENDENT’S RECOMMENDATION:**                       **APPROVAL**                       **DISAPPROVAL**  
 **NOT REQUIRED**                       **TABLE**

Salvatore Abbate  
Human Resources

**PRESENTER’S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

707-864-7281

**TELEPHONE NUMBER**

**VICE PRESIDENT APPROVAL**

April 23, 2021

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

\_\_\_\_\_  
**Celia Esposito-Noy, Ed.D.**  
Superintendent-President

\_\_\_\_\_  
May 5, 2021  
**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: SOLANO COMMUNITY COLLEGE DISTRICT EQUAL  
EMPLOYMENT OPPORTUNITY PLAN 2021-2024**

**REQUESTED ACTION:**

Information    OR     Approval  
 Consent        OR     Non-Consent

**SUMMARY:**

The Solano Community College District believes in taking steps to ensure equal employment opportunity and creating an academic environment which is welcoming to all, fosters diversity, promotes educational excellence, and provides a quality student learning experience.

The Solano Community College District Equal Employment Opportunity Plan 2021-2024 is being presented to the Governing Board for approval.

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Human Resources

*Ed. Code:* \_\_\_\_\_ *Board Policy:* 4000 *Estimated Fiscal Impact:* N/A

**SUPERINTENDENT'S RECOMMENDATION:**       APPROVAL       DISAPPROVAL  
 NOT REQUIRED       TABLE

\_\_\_\_\_  
Salvatore Abbate  
Human Resources

**PRESENTER'S NAME**

\_\_\_\_\_  
4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

\_\_\_\_\_  
707-864-7281

**TELEPHONE NUMBER**

\_\_\_\_\_  
Celia Esposito-Noy, Ed.D.  
Superintendent-President

\_\_\_\_\_  
**VICE PRESIDENT APPROVAL**

\_\_\_\_\_  
May 5, 2021  
**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

\_\_\_\_\_  
April 23, 2021  
**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**



# **Solano Community College District**

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

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## Plan Component 1: Introduction

Statement from SCC Superintendent-President:

The Solano Community College District's Equal Employment Opportunity Plan (EEO Plan) was adopted by the SCC Governing Board on **May 19, 2021** and reflects the District's commitment to Equal Employment Opportunity and creating a culture that attracts, employs, and retains a diverse work force. This Plan was developed in consultation with the EEO Advisory Committee comprised of managers, faculty, and staff (while students are invited, they rarely participate), and shared with the Academic Senate and College Governance Council.

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

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

Solano Community College has enhanced its commitment to equal employment opportunity and diversity practices during the past three years by broadening access to professional development opportunities for all employees, remaining focused on equity challenges, and taking steps to create a compassionate environment where employees can explore implicit bias in order to become better educators. This past year, I created a President's Advisory Council on Equity, Diversity, and Inclusion and met monthly with faculty, managers, staff, and students, and held a student feedback session to solicit input from students about their experiences at the College. These efforts were facilitated by Regina Stanback Stroud and Associates who helped us make progress towards becoming a more equity-minded institution. We intend to continue and expand these efforts in the coming years.

Sincerely,



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

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## Solano Community College District Equal Employment Opportunity Plan

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

### Plan Component 2: Definitions

- 1) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- 2) *Diversity*: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, gender expression, sex, sexual orientation, color, medical condition, genetic information, ancestry, marital status, physical or mental disability, pregnancy, military and veteran status, and socio-economic backgrounds.
- 3) *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
  - a) Identifying and eliminating barriers to employment that are not job related; and
  - b) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Title 5, section 12940.
- 4) *Equal Employment Opportunity Plan*: a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- 5) *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, section 53006.
- 6) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- 7) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.
- 8) *Monitored Group*: means those groups identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to Title 5, section 53004(a).
- 9) *Person with a Disability*: any person who:
  - a) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities;
  - b) has a record of such an impairment; or



c) is regarded as having such an impairment.

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

- 10) *Reasonable Accommodation*: the efforts made on the part of the district in compliance with Government Code section 12926.
- 11) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- 12) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## **Plan Component 3: Policy Statement**

### EQUAL EMPLOYMENT OPPORTUNITY BOARD POLICY 4035:

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

ADOPTED: January 21, 2004

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

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

1) *Governing Board (Board of Trustees)*

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

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

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

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

The District has designated the Director of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. The District advises employees and applicants for employment of the designee on the Human Resources web page. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 *et seq.* The equal employment opportunity officer is also responsible for receiving complaints described in the Plan and for ensuring that applicant pools and screening and interview procedures are adhered to.

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

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

5) *Agents of the District*

Solano Community College District ordinarily does not enlist organizations or individuals on behalf of the governing board or Human Resources to assist with recruitment and screening except in the case of the Superintendent-President position. When using an agent(s) of the District, the party(ies) shall be advised of and subject to all of the requirements and goals outlined in the Plan.

6) *Good Faith Effort*

The District shall continue to make a good faith effort to comply with all the requirements of its Plan. Issues or concerns regarding compliance with the Plan are submitted to the Director of HR who may share these concerns with the EIAC.

7) *Accountability and Corrective Action*

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

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

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

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

## **Plan Component 5: Equity and Inclusion Advisory Council (EIAC)**

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

The EEO Officer shall train the EIAC on equal employment compliance and the Plan itself. The Council shall consist of a diverse membership. SCC's EIAC is composed of at least one representative from Academic Senate, CSEA, Local 39, Administrative Leadership Group (ALG), Student government, Minority Coalition, Veterans, and Disabled Student Services. The EEO Officer or Superintendent-President designee chairs the Council. The EIAC holds quarterly meetings during the academic year; special meetings are held as needed to review EEO Plan data, policy revisions, and the progress of formal EEO Planning agenda items. As appropriate, the EIAC shall make recommendations to the EEO Officer and the Superintendent-President.

### Plan Component 6: Complaints

- 1) Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established a formal process permitting any person to file a complaint alleging that EEO regulations have been violated. Any person who believes that these EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain to the best of the complainant's ability the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving the current hiring processes must be filed as soon as possible after the occurrence of the alleged violation and not later than (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60 day limitation.

(See SCCBoard Policies4000Series: [http://www.solano.edu/district\\_policies/series4000\\_hr.php](http://www.solano.edu/district_policies/series4000_hr.php))

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's office, the decision of the District in complaints pursuant to section 53026 is final. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaint at: [http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min\\_Cond\\_Complaints.pdf](http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf))

The District may return a complaint without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The hiring complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint will be filed with the Superintendent-President. A written determination of all accepted written complaints will be issued to the complainant within (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of resolution. The EEO Officer will forward copies of all written complaints and resolution or findings to the Chancellor's Office upon completion of the investigation.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et. Seq.

For complaints alleging unlawful discrimination or harassment (Section 59300 et seq.), the district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The District has in place discrimination and sexual harassment complaint procedures.

(See SCC Board Policies: [http://www.solano.edu/district\\_policies/series4000\\_hr.php](http://www.solano.edu/district_policies/series4000_hr.php)).

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

The commitment of the Governing Board and the Superintendent-President to equal employment opportunity is emphasized through the broad dissemination of its EEO Plan. The EEO policy statement is included in the College catalog. The EEO Plan and subsequent revisions are distributed to all members of the College community once the plan is approved by the Governing Board. The EEO Plan is also available on the District's website. Human Resources provides all new employees with a copy of the EEO Plan. Each year the District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan. The annual notice will emphasize the importance of the employee's participation in and responsibility for the Plan's implementation and efficacy. The Plan is available on the SCC webpage and from Human Resources.

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

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

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

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



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

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

The District has and will continue participating in the local Workforce Development Board (WDB) job fair and serves as a recognized training partner and as a resource for disabled and incumbent workers in Solano County.

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

Human Resources will annually review the District's workforce composition and shall monitor and report on applicants for employment to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

Applicants or employees will be afforded the opportunity to voluntarily identify their sex, gender, ethnic group identification, veteran status and, if applicable, disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/interview committee. This data collection will be done for each advertised position in the District. The District will annually report to the State Chancellor this data for employees. The Plan will be reviewed and, if necessary, revised to address concerns following the analysis of the ethnic group identification, sex, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

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

**Analysis Contents: The analysis uses data from 2015 through 2019. This data was used because of the hiring activity that occurred during these years. There was no hiring of regular positions from 2019-2021 when this report was written.**

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

Ethnicity and Gender of employees

### **Gender**

Gender of employees has been disaggregated by employee classification including three classifications for instructional faculty: Academic temporary (adjunct), Academic contract (tenure track), Academic regular (tenured). Between 2015 and 2019, the percent of tenured male faculty has remained consistent ranging from 49% to 43%. For tenured female faculty, the percent has also remained consistent with a range of 51% to 57%. This percentage is similarly reflected in the student population with male students ranging from 40% to 42% and female students ranging from 56% to 58% for the 2015-2019 timeframe.

Gender of administrative/manager employees has fluctuated over the years due to a number of reorganizations, down-sizing, and reducing the number of divisions. The percent of male administrators/managers has ranged from 64% to 62% and for female administrators, the range has been from 36% to 58%. The total number of administrators has also fluctuated from 11 to 14 and as of Fall 2019 was 13. (In 2020, the College hired three more female administrators who are women of color).

### **Ethnicity**

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

The percent of full time faculty who identify as white is currently 69% and for part time faculty, 64%. The total full time faculty number is well over FON thereby precluding the need to hire new full time faculty.

Between 2015 to 2019, 46% of the clerical employees identified as white and in 2019, 40% identified as white, indicating an increase in the number of clerical employees who self-identified as people of color.

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

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

Solano Community College has achieved the following ratios:

Fall 2015	61.00%
Fall 2016	62.20%
Fall 2017	63.40%
Fall 2018	61.50%
Fall 2019	55.00%

# Solano Community College District Equal Employment Opportunity Plan

## District Workforce Composition

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

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

## Solano Community College District Equal Employment Opportunity Plan

### District Workforce Composition

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

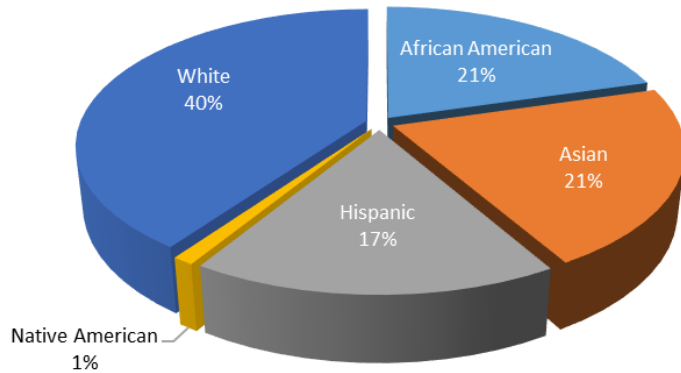
Data taken from State Chancellor's office datamart and MIS Data

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

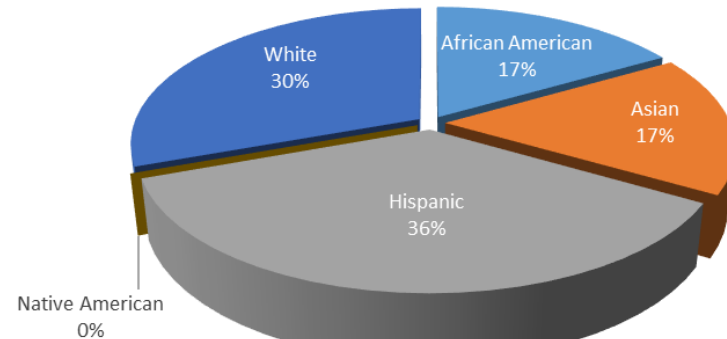
Current Applicant Pool										
Table 1.1	Ethnicity						Gender			Total
Category	African American	Asian	Hispanic	Native American	White	Unknown	Female	Male	Unknown	
<b>Applicants</b>	<b>360</b>	<b>373</b>	<b>302</b>	<b>18</b>	<b>707</b>	<b>170</b>	<b>1190</b>	<b>704</b>	<b>36</b>	<b>1930</b>
% of Applicants Distribution	18.7%	19.3%	15.6%	0.9%	36.6%	8.8%	61.7%	36.5%	1.9%	
% of Applicants (Excluding Unknown)	20.5%	21.2%	17.2%	1.0%	40.2%		62.8%	37.2%		
<b>New Hires</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>11</b>	<b>8</b>	<b>26</b>	<b>17</b>	<b>1</b>	<b>44</b>
% of New Hires Distribution	13.6%	13.6%	29.5%	0.0%	25.0%	18.2%	59.1%	38.6%	2.3%	
% of New Hires (Excluding Unknown)	16.7%	16.7%	36.1%	0.0%	30.6%		60.5%	39.5%		
<b>% of New Hires/Applicants</b>	<b>1.7%</b>	<b>1.6%</b>	<b>4.3%</b>	<b>0.0%</b>	<b>1.6%</b>	<b>4.7%</b>	<b>2.2%</b>	<b>2.4%</b>	<b>2.8%</b>	

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

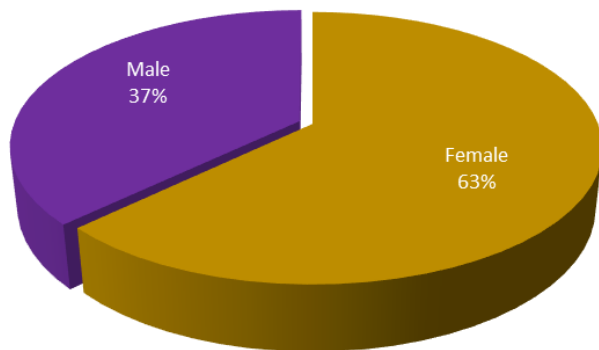
**Pie Chart 1.1  
Percent of Applicants by Ethnicity**



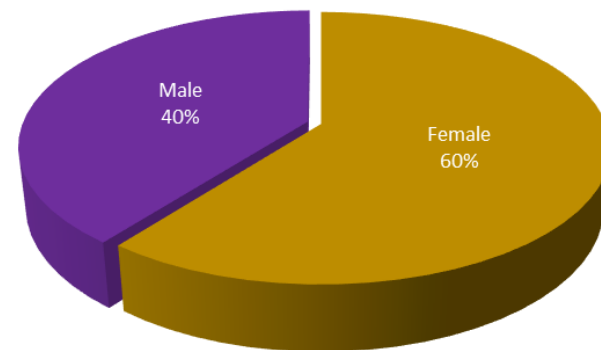
**Pie Chart 1.2  
Percent of New Hires by Ethnicity**



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



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





# Solano Community College District Equal Employment Opportunity Plan

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

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

### **Gender**

For all applicant pools, the College saw an increase in the percent of females who applied in 2018-19 compared to 2016-17 and a decrease of male applicants for the same time period. In 2016-17, female hires were 57.4% compared to 59.1% in 2018-19. In year 18-19 the college hired three tenured track faculty positions including two females.

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

### **Ethnicity**

There were improvements in terms of the distribution of new hires by ethnicity in 2016-17 compared to 2018-19. New hires of color comprised 56.7% compared to 50.8% in 2016-17.

There are still significant discrepancies between the percent of students of color in 2016-17 (71%) compared to the percent of employees of color (39%). The College is making improvements in diversifying the faculty ranks. In 18-19 the district hired three faculty one in the sciences who was from an historically underrepresented group. The College has been intentional in advertising open faculty positions outside of California including at HBCUs (Historical Black Colleges and Universities).

The College continues to focus on increasing the number of employees of color by connecting with diverse faculty internship programs and local graduate schools as well as developing a “grow your own” program for former SCC students and current graduate students.

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

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

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

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

The equal employment opportunity provisions are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.<sup>1</sup>

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

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<sup>1</sup> Education Code section 87102 requires each district's Plan to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

## Solano Community College District Equal Employment Opportunity Plan

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

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

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

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

### 1) *Recruitment*

It is the policy of the District to pursue a program of recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources, with the aim to increase diversity in candidate pools. Diverse pools shall include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The E.I.A.C. is encouraged to utilize and notify the District of additional recruitment options that may assist the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will, at a minimum, apply the recruitment procedures set forth in Title 5 Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments, or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract, unless the Superintendent-President or his designee first notifies the Governing Board and the E.I.A.C. in writing of the compelling reason to deliberately restrict the persons who may be considered for a vacancy in a job category where underrepresentation persists.

All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

- b) The District shall seek to pursue recruitment strategies for all open positions employing strategies as deemed feasible and/or appropriate, to include:
  - a) Increased general circulation (via print and online media) through more focused recruitment advertisement i.e. Caljobs.com, Community College Registry, Higher Ed Chronicle, etc.
  - b) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged, as well as participation in those events drawing significant participation by groups found to be underrepresented in the District's workforce (subject to availability and feasibility of funding).
- Specifically identify and utilize recruitment channels i.e. Employment Development Department, Workforce Development Board, etc., identifying underrepresented groups as identified within this Plan.

### 2) *Job Announcements*

The District's Recruitment and Hiring Procedures section on "Job Announcements" shall include the following provisions:

Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. Employees can simply go to [www.solano.edu](http://www.solano.edu), click

Human Resource, and view “How to apply” instructions. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the EEO Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Employer.”

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

Initial applicant pools will be reviewed by the Human Resources Department for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District’s Recruitment and Hiring Procedures will include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify, his or her gender, ethnic group, and, if applicable, his or her disability. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District’s equal employment opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.
- b) Initial Applicant Pool:
  - After the application deadline has passed, the composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants.
  - When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or demonstrates that further recruitment efforts would be potentially futile, applications will be screened to determine which candidates satisfy job specifications as set forth in the job announcement. Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted.
  - If adverse impact is found to exist, the Director of Human Resources or designee shall take effective steps to address the adverse impact before the selection process continues.  
Such steps may include, but are not limited to:
    - a) Extend the deadline and undertake inclusive outreach efforts to

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

ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.

- b) Include all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity, through a process meeting the requirements of federal law.
  - 1. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:
  - 2. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
  - 3. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
- 4. Once the qualified applicant pool is approved, the pool will be forwarded to the Interview Committee for paper screening, interviews, and final recommendations for hiring considerations.
  - 5. The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify in the original recruitment under Step 2 above unless such qualifications are verified in advance of commencing any such future hiring process.

#### 4) *Screening and Interview Procedures*

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair and impartial examination of qualifications based on job related criteria. The District's recruitment and Hiring Procedures will include the following provisions:

- c) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
  - a) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students based solely on job-related criteria;
  - b) Designed to avoid an adverse impact and monitored by means consistent with this section to detect and address adverse impact

which does occur for any monitored group

- d) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- e) The Equal Employment Opportunity officer should approve the makeup of selection/screening committees. If the EEO officer does not approve a selection/screening committee for lack of diversity, the EEO officer should take necessary steps to remedy the lack of diversity.
- f) Before a person can serve on a selection/screening committee, he or she must receive Equal Employment Opportunity training.
- g) Interviews must include at least one question which assesses the candidate's competency, and commitment to, equal employment opportunity and his or her level of cultural sensitivity. Reference checks should include at least one question addressing the matter of diverse cultural understanding.
- h) All screening materials must be approved for compliance with EEO principles<sup>4</sup>.
- i) Monitoring for adverse impact
  1. After the selection/screening committee has conducted the paper screening, and prior to contacting any of the applicants for interviews, the applicant pool is approved and cleared for adverse impact. Interviews cannot be scheduled until the applicant has been approved and cleared for adverse impact.
  2. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- j) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Superintendent-President or his/her designee may do the following:
  1. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  2. When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.



3. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- 
- k) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.
  - l) The Governing Board or its designee shall make all hiring decisions based upon careful review of the candidate(s) recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review, or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.
  - m) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will construct new methods to meet the Plan objectives, or if necessary, modify the Plan itself to ensure equal employment opportunity.



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

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

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

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

- 1) Provide Flex events addressing trauma informed teaching and learning.
- 2) Conduct campus climate study of employees.
- 2) Provide EEO/diversity workshops on flex days.
- 3) Provide training on creating an inclusive classroom and work environment.
- 4) Consider recognizing bi/multilingualism as an essential skill for community college employees by exploring additional compensation for those whose language skills are needed.
- 5) Consider a teaching for equity requirement for faculty.
- 6) Offer leadership development opportunities with a focus on creating an environment that enhances diversity.
- 7) Ensure that administrative staff support diversity objectives and that the objectives are identified in the evaluation process.
- 8) Conduct exit interviews with employees who voluntarily leave the district; analyze the data for patterns impacting particular monitored groups, and; implement concrete measures to address the patterns.
- 8) Provide training on implicit bias in hiring and employment.
- 9) Enhance the “grow your own” program to increase underrepresented populations in teaching.
- 10) Develop programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- 11) Provide the opportunity for the Board of Trustees to receive training on implicit bias, equity, diversity, and inclusion.
- 12) Thoroughly investigate, in a timely manner, all harassment and discrimination complaints and take appropriate corrective action where a violation is found.
- 13) Implement professional development activities in support of faculty maintaining updated curricula, texts, and/or course descriptions to include the diverse populations as related to the discipline.
- 14) Address concerns of inclusion/exclusion in an honest and collaborative manner.
- 15) Continue to gather information from applicants who decline job offers to find out why, record this information, and address it, when possible.

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

#### 1) *Reasonable Accommodations*

Applicants with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 *et seq.* and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, use of extended time or alternate formats for presenting knowledge and skills critical to the position, adaptive equipment, and interpreters for deaf and hard of hearing candidates.

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

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

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

#### 2) *Goals for Hiring*

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

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

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

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

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

SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: REVIEW OF EEO MULTI METHOD CERTIFICATION

REQUESTED ACTION:

- Information OR  Approval  
 Consent OR  Non-Consent

SUMMARY:

The following EEO Multi Method Certification is presented to the Governing Board for review. The attached describes the various activities that the District implemented in 2020-2021 to promote Equal Employment Opportunity for each of the nine Multiple Methods for hiring and promotion at the Solano Community College District.

STUDENT SUCCESS IMPACT:

- Help students achieve their educational, professional and personal goals  
 Basic skills education  
 Workforce development and training  
 Transfer-level education  
 Other: Human Resources

Ed. Code: 87107 Board Policy: 4035 Estimated Fiscal Impact: \$50,000 received from CCCCCO

SUPERINTENDENT'S RECOMMENDATION:

- APPROVAL  DISAPPROVAL  
 NOT REQUIRED  TABLE

Salvatore Abbate  
Human Resources

PRESENTER'S NAME

4000 Suisun Valley Road  
Fairfield, CA 94534

ADDRESS

707-864-7281

TELEPHONE NUMBER

Celia Esposito-Noy, Ed.D.  
Superintendent-President

VICE PRESIDENT APPROVAL

April 23, 2021

DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT

May 5, 2021

DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

**Fiscal Year 2020-2021**

**District Name:** \_\_\_\_\_

**Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).**

- Yes**
- No**

**The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)**

- Yes**
  - Method 2 (Board policies and adopted resolutions)
  - Method 3 (Incentives for hard-to-hire areas/disciplines)
  - Method 4 (Focused outreach and publications)
  - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
  - Method 6 (Consistent and ongoing training for hiring committees)
  - Method 7 (Professional development focused on diversity)
  - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
  - Method 9 (Grow-Your-Own programs)
- No**

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***I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.***

***Chair, Equal Employment Opportunity Advisory Committee***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Human Resources Officer***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Executive Officer (Chancellor or President/Superintendent)***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***President/Chair, District Board of Trustees***

***Date of governing board's approval/certification:*** \_\_\_\_\_

Name: \_\_\_\_\_ Title: ***President/Chair, Board of Trustees***

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

***Fiscal Year 2020-2021***

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

**Nine (9) Multiple Methods**

***Mandatory for Funding***

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

***Pre-Hiring***

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?**

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2020-2021***

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1





To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #4 (Focused outreach and publications)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4



**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #7 (Professional development focused on diversity)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7



**Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8



**Does the District meet Method #9 (Grow-Your-Own programs)?**

**Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

If more space is needed for your explanations, you may attach an additional file. ATTACH FILE





**CLASSIFIED MANAGEMENT PERFORMANCE APPRAISAL  
STATEMENT OF PERFORMANCE/EXPECTATIONS AND GOALS**

Solano Community College

Performance Appraisal For \_\_\_\_\_ Position

(Name)

Instructions: This section is to be completed by the employee in consultation with his or her supervisor and is due **JULY 1**. Development of performance goals and performance appraisal is based upon class specifications/job description and should include department and district goals.

**Performance Goals for non-evaluation year**

**PERFORMANCE GOALS**

**RESULTS/OUTCOMES/ACHIEVEMENTS**

Employee's Signature \_\_\_\_\_ Date

Supervisor's Signature \_\_\_\_\_ Date

Performance Appraisal For \_\_\_\_\_ Position  
(Name)

Instructions: This section is to be completed by the employee in consultation with his or her supervisor and is due **JULY 1**. Development of performance goals and performance appraisal is based upon class specifications/job description and should include department and district goals.

**Performance Goals for evaluation year**

To be reviewed by February 28.

Employee's Signature \_\_\_\_\_ Date

Supervisor's Signature \_\_\_\_\_ Date

Performance Appraisal For \_\_\_\_\_ Position  
(Name)

Instructions: This section is to be completed by the supervisor and is due to the employee by **JUNE 1** of the evaluation year. Based on each major job category in the job description, please circle the letter which best describes the employee's performance. The development of job categories are to be based on the class specifications/job description, the District goals, the department goals, and the individual performance goals. These job categories are to be developed in consultation with the employee at the time the performance goals are determined and are due by **JULY 1** of the evaluation year.

- O** Outstanding Performance. Performance is of exceptional quantity and/or quality and is completed in accordance with established schedules or deadlines.
- H** Highly Effective Performance. Performance is of above average or excellent quality and is usually completed in accordance with established schedules or deadlines.
- S** Satisfactory Performance. Performance is of good quality and is usually completed in accordance with established schedules or deadlines.
- M** Marginal Performance. Performance is minimally acceptable but needs improvement.
- U** Unsatisfactory Performance. Performance is not adequate for the position.

Major Job Categories (from class specifications/job description)

(Circle one)  
O H S M U

1.  
Comments:

O H S M U

2.  
Comments:

O H S M U

3.  
Comments:

O H S M U

4.  
Comments:

O H S M U

5.  
Comments:

Additional major job categories or significant responsibilities may be added on a separate sheet.

Employee's Signature \_\_\_\_\_ Date

Supervisor's Signature \_\_\_\_\_ Date

Performance Appraisal For \_\_\_\_\_ Position  
(Name)

**OVERALL RATING**

Please check appropriate box for the **overall rating** of the employee's performance.

**SUGGESTIONS FOR USE OF RATING CRITERIA:**

- Outstanding Performance  
Half or more of the major job category ratings should be "Outstanding;" no more than one rating should be below "Highly Effective."
- Highly Effective Performance  
Half or more of the major job category ratings should be "Highly Effective" or "Outstanding;" no more than one rating should be below "Satisfactory."
- Satisfactory Performance  
Half or more of the major job category ratings are "Satisfactory" or higher; no more than one-fourth of the ratings should be "Marginal." The employee and supervisor will develop and attach a performance improvement plan for any major job categories which are rated "Marginal."
- Marginal Performance  
More than one-fourth of the major job category ratings are "Marginal" or below. The employee and supervisor will develop and attach a performance improvement plan for the major job categories which are rated "Marginal" or below.
- Unsatisfactory Performance  
More than one-fourth of the major job category ratings are "Unsatisfactory." The employee and supervisor will develop and attach a performance improvement plan for all major job categories which are rated "Marginal" or below.

Additional comments may be attached and signed on a separate sheet of paper.

**Supervisor's Comments:**

**Employee's Comments:**

This performance appraisal has been discussed with the employee. His/her signature does not necessarily imply that he/she is in agreement with the evaluation.

Employee's Signature \_\_\_\_\_ Date

Supervisor's Signature \_\_\_\_\_ Date



# Job Performance Review

Today's Date: \_\_\_\_\_

Last: _____	First: _____	M.I. _____	SCC ID#: _____
Title: _____		Dept.: _____	
Supervisor: _____		Hire Date: _____	
Probationary – 3 mo. <input type="checkbox"/> 6 mo. <input type="checkbox"/> 9 mo. <input type="checkbox"/>		Regular Employee <input type="checkbox"/>	

This performance evaluation is made to assist employees in their efforts to do a good job. Conclusions based upon this employee's work performance during the period covered by this report are summarized below. This report will be instrumental in determining the permanent status of an employee, IF probationary. The copy the employee receives is an exact duplicate of the copies filed. PLEASE READ THE ATTACHED INSTRUCTIONS BEFORE COMPLETING.

### Qualifying Factors (mark (x) for only those that apply to employee's position)

	Commendable					Commendable			
	Needs Improvement Unacceptable	Competent	↓	↓		Needs Improvement Unacceptable	Competent	↓	↓
<b>1. Quality of Work</b>					<b>5. Relationships with others</b>				
a. Job knowledge	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Supervisor	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accuracy	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Employees	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Neatness	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Students	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attention to detail	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Public	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Quantity of Work</b>					<b>6. Leadership Ability</b>				
a. Meets work schedules	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Leadership	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Able to achieve workload	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Fairness/Impartiality	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Work Habits &amp; Attitudes</b>					c. Decision making	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Dependability	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Training/Instructing	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Punctuality	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Planning/Assigning	e. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Attendance	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>7. Additional Factors Not Mentioned Above</b>				
d. Planning/Organizing	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. _____	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Compliance with instructions/rules/regulations	e. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. _____	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Ability to work without supervision	f. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<b>4. Personal Qualities</b>					<b>8. Overall Work Performance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Judgement	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>9. Goals (Optional)</b>				
b. Initiative	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*Attach a list of goals on a separate sheet of paper.				
c. Adaptability to unforeseen/new situations	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
d. Effectiveness under pressure	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

**PLEASE NOTE:**

1. If "Needs Improvement" or "Unacceptable" is checked, please attach documentation with details.
2. If overall rating is "Needs Improvement" or ONE factor is "Unacceptable," then documentation of performance assessments along with plans to meet with the employer for improvement goals must be attached.
3. If "Commendable" is checked, please comment on why this rating was given.
4. Employee has 48 business hours to review this evaluation before signing.

Employee is probationary and recommended to regular status.

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

I have seen this evaluation, reviewed it with my supervisor, and agree with the conclusion.

I have seen this evaluation, reviewed it with my supervisor, and DO NOT agree with the conclusion.

I would like to discuss this evaluation with Human Resources and my CSEA representative.

Employee refused to sign. (Supervisor signature required) \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_ -61-

## **Job Performance Instruction and Information**

- The overall goal of evaluating the job performance of our employees is the improvement of services in support of the educational program of the District. The purpose of the employee evaluation is to reflect the unit member's proficiency in the job, promote self-improvement, identify areas in which the individual is performing satisfactorily, identify areas of improvement if necessary, and to identify goals and objectives for the ensuing year.
- To indicate the rating on any factor, a check mark or "x" is placed in the appropriate column. Please note the definitions of the appropriate rating are listed below.
- If "Needs to Improve" or "Unacceptable" is checked, documentation MUST be attached.
- If overall rating is "Needs to Improve" or one factor is "Unacceptable," documentation of performance assessments as well as meeting with the employee to develop a plan for improvement MUST be included. Employee may have CSEA representation if the employee feels it is necessary.
- If "Commendable" is checked, please comment on why you have given this rating.
- The employee may have at least forty-eight (48) hours to review his/her evaluation prior to signing.
- If the employee refuses to sign, the supervisor must indicate on the evaluation form where indicated.

### **Definition of Ratings**

<b><u>Commendable</u></b>	The employee's work consistently and significantly exceeds the standard for this position.
<b><u>Competent</u></b>	The employee's work is definitely and consistently satisfactory.
<b><u>Needs to Improve</u></b>	The performance of the job is somewhat inadequate to reach the standard required of a competent, permanent employee by the end of the probationary period. Greater effort or training is needed.
<b><u>Unacceptable</u></b>	The performance on the job is very inadequate. Special training, reassignment, or separation may be advisable.

This document must be sent to employee and supervisor.

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CSEA Contract 2017-2020



# Instructional Faculty Performance Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructional Program or Discipline: \_\_\_\_\_

Evaluators: \_\_\_\_\_

## Rating Scale\*:

- N/A **DOES NOT APPLY** to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area
- (1) Doing **LESS** and/or quality is **LESS THAN EXPECTED** (quality/quantity)
- (2) Doing **WHAT IS EXPECTED** in this position (quality/quantity)
- (3) Doing **MORE** and/or **BETTER THAN EXPECTED** (quality/quantity)

*\*Evaluators must explain any rating of less than 2 in the comments section or on a separate sheet of paper*

## Sources on which Evaluation is based:

Self-Evaluation                      Student Review of Faculty Performance                      Faculty/Team Initials:  
Worksite Observation              Mid-Semester Review Date: \_\_\_\_\_  
Other: \_\_\_\_\_

## Teaching and Instructional Effectiveness

### Evaluator Observations:

**RATING**  
(1) (2) (3) N/A

1. Plans for and is well-prepared to teach.
2. Provides courteous and effective delivery of instruction.
3. Courteous and approachable by students.
4. Demonstrates sensitivity to students from diverse backgrounds.
5. Able to relate with students and command their respect.
6. Stimulates student participation.
7. Instruction is consistent with the stated and approved goals and content of the course.
8. Shows enthusiasm for the subject matter.
9. Uses effective motivation to create student desire to learn the subject/skills.
10. Makes effective use of teaching aids and materials.
11. Prepares complete course information sheet.
12. Updates course content, methods, and materials of instruction as necessary.
13. Coordinates course content and methods with established outlines.
14. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).

**Student Observations:****RATING**  
**(1) (2) (3) N/A**

1. Plans for and is well-prepared to teach.
2. Courteous and approachable by students.
3. Demonstrates sensitivity to students from diverse backgrounds.
4. Uses standards of student evaluation that are clear, fair, and followed consistently throughout the course.
5. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course.
6. Grades and returns student assignments and tests in a reasonable period of time.
7. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).

**Overall Teaching and Instruction Effectiveness**

(An average rating of 1.5 = an overall average of 2; 2.5 = 3)

**Area/Departmental Responsibilities and College-Wide Service****RATING**  
**(Yes) (No) (N/A)**

1. Is knowledgeable about and abides by College, Area and Departmental policies, procedures, and timelines/targets
  2. Orders instructional materials, equipment, textbooks, etc. in a timely fashion
  3. Works cooperatively with and assists other staff members (especially new faculty)
  4. Provides information for the development of departmental budgets and monitors expenditures as needed
  5. Exercises good judgement in the management and use of facilities, equipment & supplies
  6. Attends division meetings and in-services
  7. Develops Student Learning Outcomes or Service Area Outcomes as needed
  8. Assesses Student Learning Outcomes or Service Area Outcomes as needed
  9. Produces written reports on SLO or SAO assessment results as needed
  10. Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating, and/or expansion of programs  
Examples:
- 
11. Participates in Area and Departmental duties and responsibilities

**Area and Departmental Responsibilities Overall Rating**

(An average rating of 1.5 = an overall average of 2; 2.5 = 3)

**RATING**  
**(1) (2) (3) (N/A)****College-Wide Service (Optional-based on Self-Evaluation)****RATING**  
**(Yes) (No) (N/A)**

12. Demonstrates a pattern of service on College committees, projects and/or student organizations
13. Participates in faculty/college governance
14. Participates in flexible calendar duty days



**Professional Development**  
(Years 2, 3, and 4 only)

(Yes) (No) (N/A)

1. Demonstrates a pattern of academic/professional and/or technical updating or currency

**Comments by Evaluators**

Classroom Visitation Date(s): \_\_\_\_\_ Time: \_\_\_\_\_

Specific Course Name: \_\_\_\_\_

Comments (Address any ratings of lower than 2): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*If necessary, provide additional comments and/or recommendations for improvement on a separate sheet of paper.

**Recommendation**

Check one of the choices below:

1.  Not recommended for continued employment
2.  Continued employment contingent upon correction of noted recommendations for improvement  
- Any rating lower than 2 in the overall categories must include recommendations for improvement  
(include or attach to evaluation)
3.  Recommended for continued employment

**Comments by Faculty Member**  
(Attach additional sheets if needed)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note: Attach a copy of the student evaluation summary.

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and has had the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: CONTRACT AWARD TO JEFF PAINTING FOR  
CONSTRUCTION SERVICES FOR FAIRFIELD CAMPUS  
BUILDING EXTERIORS PROJECT, PHASE 1**

**REQUESTED ACTION:**

Information    OR     Approval  
 Consent        OR     Non-Consent

**SUMMARY:**

Board approval is requested for award of a contract to Jeff Painting for the Fairfield Campus Building Exteriors Project Phase 1. The scope of work includes the complete painting of Buildings 500-900 and accent painting / building numbering throughout the remainder of the campus for improved wayfinding.

*CONTINUED ON THE NEXT PAGE*

**STUDENT SUCCESS IMPACT:**

- Help our students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Renovate instructional space and update equipment.

*Ed. Code:                      Board Policy:                      Estimated Fiscal Impact: \$191,900.00 Measure Q Funds*

**SUPERINTENDENT'S RECOMMENDATION:**                       APPROVAL                       DISAPPROVAL  
    NOT REQUIRED                       TABLE

Lucky Lofton  
Executive Bonds Manager

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

(707) 863-7260

**TELEPHONE NUMBER**

Robert V. Diamond  
V.P., Finance & Administration

**VICE PRESIDENT APPROVAL**

April 23, 2021

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

Celia Esposito-Noy, Ed.D.  
Superintendent-President

May 5, 2021

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: CONTRACT AWARD TO JEFF PAINTING FOR  
CONSTRUCTION SERVICES FOR FAIRFIELD CAMPUS  
BUILDING EXTERIORS PROJECT, PHASE 1**

---

**SUMMARY:**

*CONTINUED FROM THE PREVIOUS PAGE*

Sealed bids were due on April 15, 2021, and a live stream bid opening was conducted. The District received a total of eleven (11) bids for the Fairfield Campus Building Exteriors Project Phase 1.

<u>CONTRACTOR</u>	<u>BASE BID</u>	<u>TOTAL BID AMOUNT</u>
Athens Painting & Commercial Coatings	\$ 234,000	\$ 297,400
C & J Painting	\$ 184,260	\$ 240,686
Color New Co.	\$ 224,000	\$ 288,686
Jeff Painting	\$ 149,000	\$ 191,900
JPB Designs Inc.	\$ 440,000	\$ 674,000
KBI Painting Inc.	\$ 179,000	\$ 266,540
Olympos Painting Inc.	\$ 361,000	\$ 424,100
Pacific Contractors Group Inc.	\$ 182,000	\$ 222,200
US National Corp.	\$ 598,200	\$ 1,316,300
VLA Construction Inc.	\$ 203,000	\$ 283,300
Yoda Painting Inc.	\$ 177,000	\$ 205,700

\* Total Bid Amount includes a 10% Owners Allowance.

\* Total Bid Amount includes Add Alternate #01 for the use of Elastomeric Paint.

It was determined that Jeff Painting submitted the lowest responsible and responsive bid. It is recommended that the Board award a contract to Jeff Painting for the Total Bid Amount of \$191,900.00.

The agreement is available online at <http://www.solano.edu/measureq/planning.php>

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: CONTRACT AWARD TO SALAS O'BRIEN FOR  
PROFESSIONAL SERVICES FOR THE VACAVILLE  
ANNEX ENVIRONMENTAL IMPROVEMENT PROJECT**

**REQUESTED ACTION:**

Information    OR     Approval  
 Consent        OR     Non-Consent

**SUMMARY:**

Board approval is requested for the award of a professional services contract to Salas O'Brien for architectural and mechanical engineering services for the Vacaville Annex Environmental Improvement Project. This project consists of upgrading the indoor ventilation by replacing HVAC equipment, controls, and additional measures to reduce the spread of infection, including the installation of touchless automatic door operators and touchless bathroom faucets.

*CONTINUED ON THE NEXT PAGE*

**STUDENT SUCCESS IMPACT:**

- Help our students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: Renovating existing instructional space and equipment.

*Ed. Code:                      Board Policy:                      Estimated Fiscal Impact: \$166,500 Cares Act Funds*

<b>SUPERINTENDENT'S RECOMMENDATION:</b>	<input checked="" type="checkbox"/> APPROVAL <input type="checkbox"/> DISAPPROVAL <input type="checkbox"/> NOT REQUIRED <input type="checkbox"/> TABLE
<hr/> Lucky Lofton Executive Bonds Manager <hr/> <b>PRESENTER'S NAME</b> <hr/> 4000 Suisun Valley Road Fairfield, CA 94534 <hr/> <b>ADDRESS</b> <hr/> (707) 863-7855 <hr/> <b>TELEPHONE NUMBER</b> <hr/> Robert Diamond VP, Finance & Administration <hr/> <b>VICE PRESIDENT APPROVAL</b> <hr/> April 23, 2021 <hr/> <b>DATE SUBMITTED TO SUPERINTENDENT-PRESIDENT</b>	<hr/> <b>Dr. Celia Esposito-Noy</b> Superintendent-President <hr/> <hr/> May 5, 2021 <hr/> <b>DATE APPROVED BY SUPERINTENDENT-PRESIDENT</b>

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: CONTRACT AWARD TO SALAS O'BRIEN FOR  
PROFESSIONAL SERVICES FOR THE VACAVILLE  
ANNEX ENVIRONMENTAL IMPROVEMENT PROJECT**

---

**SUMMARY:**

*CONTINUED FROM THE PREVIOUS PAGE*

The scope of work for the consultant includes full architectural and engineering services for all phases of the project, including design, Division of State Architect (DSA) submittal and construction administration.

A proposal was requested from Salas O'Brien based upon their qualifications and experience on projects of similar scope. Salas O'Brien is listed on the District's prequalified pool of mechanical engineering firms. Salas O'Brien's proposal was reviewed and is appropriate for the scope of work requested.

The Board is asked to approve a professional services contract to Salas O'Brien, in the amount not to exceed \$166,500

The agreement is available online at: <http://www.solano.edu/measureq/planning.php>.

AGENDA ITEM 12.(i)  
MEETING DATE May 5, 2021

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**  
**SUBJECT: UNIVERSITY UNDERGRADUATE ADMISSIONS  
TRANSFER OPPORTUNITY PROGRAM AGREEMENT**

**REQUESTED ACTION:**

Information    OR     Approval  
 Consent        OR     Non-Consent

**SUMMARY:**

The mission of TOP is to support and enhance a transfer culture for College students. By way of advising, academic preparation, and sharing of best practices and school policies, the objective of TOP is to support the college in its efforts to increase the number of transfer ready students.

**STUDENT SUCCESS IMPACT:**

- Help students achieve their educational, professional and personal goals
- Basic skills education
- Workforce development and training
- Transfer-level education
- Other: \_\_\_\_\_

*Ed. Code:* \_\_\_\_\_ *Board Policy:* \_\_\_\_\_ *Estimated Fiscal Impact:* \$7000

**SUPERINTENDENT'S RECOMMENDATION:**       APPROVAL       DISAPPROVAL  
 NOT REQUIRED       TABLE

Shannon Cooper, Psy.D.

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

(707) 864-7159

**TELEPHONE NUMBER**

Robert Diamond

**VICE PRESIDENT APPROVAL**

April 15, 2021

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**

Celia Esposito-Noy, Ed.D.  
Superintendent-President

May 5, 2021

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

**UNIVERSITY UNDERGRADUATE ADMISSIONS  
TRANSFER OPPORTUNITY PROGRAM AGREEMENT  
(SOLANO COMMUNITY COLLEGE)**

The **Transfer Opportunity Program (TOP)** is a collaborative effort between The Regents of the University of California, on behalf of its department of Undergraduate Admissions (University) and SOLANO COMMUNITY COLLEGE (College). The mission of TOP is to support and enhance a transfer culture for College students. By way of advising, academic preparation, and sharing of best practices and school policies, the objective of TOP is to support College in its efforts to increase the number of transfer ready students.

Facilitating the transfer process of underrepresented students to a four year institution, particularly to University, is a primary objective.

By entering into an agreement to jointly support TOP services, both institutions expect to:

1. Share operational costs of the services.
2. Work collaboratively to identify, attract and motivate potential transfer students to pursue their education through the bachelor's degree level.
3. Work collaboratively to strengthen the academic preparation, performance and retention of the College students who seek transfer admission into University.
4. Focus on increasing the transfer rate of College's underrepresented students as well as those who do not traditionally transfer to four-year institutions.

**TOP Services.**

University TOP advisers will serve as a resource to the College's faculty, staff and students. Services include the following:

1. In collaboration with the College's transfer center staff or appropriate designee, the University TOP adviser will establish mechanisms for the early identification of potential transfer students, particularly those interested in transfer to University. This may include academic prep programs in local high schools that promote College attendance and university transfer.
2. TOP advisers will conduct transfer information sessions and workshops for students, faculty and staff.
3. TOP advisers will meet with students individually and/or in group forums to discuss course preparation for transfer to University. This includes appointments scheduled in advance by the Transfer Center staff and walk-in advising, schedule permitting.
4. TOP advisers will provide information and training to students, faculty, and staff in areas including but not limited to:
  - a. UC Application process;
  - b. University admission process;
  - c. University Transfer Admission Guarantee (TAG) process;
  - d. University major availability and requirements;
  - e. University academic program preparation;
  - f. University Student housing; and
  - g. Financial Aid process and resources.
5. TOP advisers will take referrals from College counselors, as well as make referrals to University services and academic departments as appropriate.

6. TOP advisers will act as a liaison between academic and administrative departments in areas pertaining to transfer, which include but are not limited to:
  - a. Articulation
  - b. Academic preparation
  - c. Financial aid
  - d. Student support services and programs
  - e. Intersegmental cross enrollment
  - f. TAG evaluation
7. TOP advisers will conduct/arrange special programs that may facilitate the transfer process, which may include but are not limited to:
  - a. Tours of the University campus
  - b. Special seminars for targeted audiences
  - c. Discover University Programming
  - d. TOP Summit for counselors
8. TOP advisers will attend College's Counseling Department meetings as appropriate.
9. TOP advisers will continue to utilize tools to serve College students most effectively. This includes, but is not limited to:
  - a. The use of the UC Transfer Admission Planner (TAP);
  - b. The use of distance advising when convenient to the student; and
  - c. The use of data reports to measure successes and potential needs for improvement. These data reports will also be made available to College upon request.
10. Deliver critical and timely admissions information to students and counselors. Provide admissions materials and publications and develop e-mail messages that specify academic preparation and requirements for University and other relevant admissions and orientation information.

### **Program Responsibilities.**

It is understood that as a joint effort, each party will have a set of unique responsibilities to ensure the success of TOP and to serve the students at College most effectively.

#### **University will fulfill the following responsibilities:**

- 1) Assign dedicated TOP advisers that are knowledgeable in matters related to UC admission policy, University selection processes, and campus specific articulation.
- 2) In consultation with the College Transfer Center staff, or appropriate designee, will determine the frequency of visits to the Transfer Center and provide a schedule prior to the start of each academic term.
- 3) Provide College's articulation officer, transfer center staff and student services personnel with updates regarding changes in articulation or admission/selection requirements at University.
- 4) Encourage the mutual exchange of aggregate students' data between College's Office of Institutional Research (IR) and the University Office of Undergraduate Admissions for research purposes and service improvements.
- 5) Provide the lists of potential transfer students acquired from IR to various University recruitment offices upon request.
- 6) Participate in College's periodic review of the program and staffing needs.

#### **College will fulfill the following responsibilities:**

- 1) Provide appropriate space with internet access for University TOP advisers in order to advise students. Occasionally, will also provide space large enough to accommodate other transfer related events, workshops, and activities.
- 2) Provide administrative support for the TOP adviser in the following ways:
  - a. Appointment scheduling for walk-ins;



- b. Phone scheduling for calls; and
  - c. Publicizing TOP related events and services via College campus communication networks.
- 3) Update the TOP adviser on articulation and curriculum changes, as well as any administrative procedures that may affect the implementation of the program.
  - 4) Provide academic information for students meeting with the TOP advisers, preferably through direct electronic access to transcripts.
  - 5) Facilitate the collection of student data by encouraging students to utilize the TAP.
  - 6) Work in collaboration with University to periodically review the program and staffing needs.

**Term.** The term of this agreement shall be from the date of the last authorized signature below through June 30, 2022.

**Fees.** For services provided by University staff under this Agreement, College shall pay University \$7,000, due within 30 days following receipt of invoice. The parties to this agreement acknowledge that failure to pay the amount set forth will result in discontinuance of all TOP services.

**Notice.** Any notice, request, or inquiry regarding the provisions of this agreement, its termination, or similar matters shall be directed to the appropriate party at the following address:

1. **Regarding Agreement.** Correspondence or inquiries regarding contractual matters shall be directed to the appropriate party at the following addresses:

UNIVERSITY

COLLEGE

Business & Revenue Contracts  
 University of California, Davis  
 One Shields Avenue  
 Davis, CA 95616

SOLANO COMMUNITY COLLEGE  
 Attn: Kristin Conner, EdD, Dean  
 4000 Suisun Valley Road  
 Fairfield, CA 94534  
 Phone: 707.864.7256  
 E-Mail: Kristin.Conner@solano.edu

2. **Regarding Program.** College’s correspondence or inquiries regarding the program or payment should be directed to the University contacts:

- Assoc. Director & TOP Manager: Pamela Blanco, [paruea@ucdavis.edu](mailto:paruea@ucdavis.edu) 530-219-0568
- Business Analyst: Christina Grant, [cmgrant@ucdavis.edu](mailto:cmgrant@ucdavis.edu) 530-752-3180

**Priority of University Work.** University work always has priority over work to be performed for non-University users.

**Use of University’s Name.** College shall not use the name or mark of University in any form or manner in advertisements, reports, or other information released to the public without the prior written approval of University. However, College may, without seeking such written approval, make true and accurate statements of its connection with the University regarding this Agreement and the terms hereof. Permission for use may be withdrawn at any time the authorizing official determines that further usage will not be in the best interests of the University.

**Indemnification.** Each party shall defend, indemnify, and hold the other party, its officers, agents, and employees harmless from and against any and all liability, loss, expense, attorneys’

fees, or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents, or employees.

#### **Non-Liability of University.**

1. **Consequential Damages.** University shall not be liable for any loss of profits, claims against College by any third party, or consequential damages.
2. **Delay/Desired Result.** University shall incur no liability to College or to any third party for any loss, cost, claim or damage, either direct or consequential, arising from University's delay in performance or failure to perform services, or failure to achieve a desired result.
3. **Property Damage.** University shall incur no liability to College or to any third party for loss or destruction of or damage to any materials to be sampled, assayed, or tested, data, equipment, or other property brought upon University premises by College or delivered to University by College in connection with this agreement. College accepts all liability for risk of loss to any and all such property.
4. **Liability Limitation.** University's liability for damages shall not exceed the total of all charges paid by College.

#### **Protection of Confidential Data.**

1. University agrees to abide by the limitations on re-disclosure of personally identifiable information from educational records set forth in The Family Education Rights and Privacy Act [34 CFR § 99.33 (a)(2)] with the terms set below. 34 CFR § 99.33 (a)(2) states that the officers, employees and agents of a party that receives education record information from College may use the information, but only for the purposes for which the disclosure was made.
2. **Definition.** *Covered data and information (CDI)* includes paper and electronic student education record information supplied by College to University.
3. **Acknowledgment of Access to CDI.** University acknowledges that this agreement allows University access to CDI.
4. **Prohibition on Unauthorized Use or Disclosure of CDI.** University agrees to hold CDI in strict confidence. University shall not use or disclose CDI received from or on behalf of College except as permitted or required by this agreement, as required by law, or as otherwise authorized in writing by College. University agrees not to use CDI for any purpose other than the purpose for which the disclosure was made.
5. **Return or Destruction of CDI.** Upon termination, cancellation, expiration or other conclusion of this agreement, University shall return all CDI to College or, if return is not feasible, destroy any and all CDI. If University destroys the information, University provide College with a certificate confirming the date of destruction of the data.
6. **Remedies.** If College can reasonably determine in good faith that University has materially breached any of its obligations under this agreement, the College, in its sole discretion, shall have the right to require University to submit a plan of monitoring and reporting, provide University with a 15 day period to cure the breach, or terminate this agreement immediately if cure is not possible. Before exercising any of these option, College shall provide written notice to University describing the violation and the action it intends to take.

**Disclaimer of Warranty.** UNIVERSITY MAKES NO WARRANTY AS TO RESULTS TO BE OBTAINED BY COLLEGE FROM THE USE OF ANY SERVICES AND/OR FACILITIES PROVIDED BY UNIVERSITY UNDER THIS AGREEMENT. THERE ARE NO EXPRESS OR IMPLIED WARRANTIES, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

**University's Right to Use Data.** University shall have the unrestricted right to use for its own purposes, including publication, any data or information which it may develop in connection with or as a result of performing the services described herein.

**Termination.** University may terminate this agreement at any time by giving College 30 calendar days' written notice of such action.

**Amendment.** No change in any term or condition of this agreement shall become effective unless by amendment in writing signed by both parties.

**Entire Agreement.** This agreement constitutes the entire understanding of the parties respecting the subject matter hereof and supersedes any prior understanding or agreement between them, written or oral, regarding the same subject matter.

AGREED:

SOLANO COMMUNITY COLLEGE

THE REGENTS OF THE  
UNIVERSITY OF CALIFORNIA

By: \_\_\_\_\_  
(authorized signature)

By: \_\_\_\_\_

Steven Kobayashi  
Associate Director  
Procurement & Contracting Services  
UC Davis

Print name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_