



2020 REPORT

Vision for Success Diversity, Equity and Inclusion Task Force

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

April 24, 2020

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

**RE: California Community Colleges Chancellor's Office – *Vision for Success*
Diversity, Equity and Inclusion Task Force Report**

Dear Governor Newsom:

Please find enclosed the California Community Colleges Chancellor's Office *Vision for Success* Diversity, Equity and Inclusion Task Force report. The report summarizes three recommendations by the Diversity, Equity and Inclusion Task Force to increase faculty and staff diversity in our system. It documents the intensive six-month process the Chancellor's Office and the Diversity, Equity and Inclusion Task Force undertook to identify strategies to increase the racial and ethnic diversity of the California community college workforce. The document is meant to provide a snapshot of the work that took place and the Board of Governors' commitment to ensure an equal employment opportunity environment at all 115 colleges and 73 districts. The report illustrates the systematic approach the Chancellor's Office is taking in partnership with key stakeholder groups to collectively improve faculty and staff racial and ethnic diversity.

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit for your information and review, the *Vision for Success* Diversity, Equity and Inclusion Task Force report. Deputy Chancellor Daisy Gonzales may be contacted for questions and comments. She can be reached at (916) 323-7007 or dgonzales@cccco.edu.

Thank you for your support and collaboration on this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

Chancellor's Office

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CALIFORNIA COMMUNITY COLLEGE
CHANCELLOR'S OFFICE—*VISION FOR SUCCESS*
DIVERSITY, EQUITY AND INCLUSION TASK FORCE
SUMMARY REPORT - FEBRUARY 2020

Prepared By
California Community Colleges Chancellor's Office

AT A GLANCE

The California Community Colleges serves 2.2 million students among its 115 colleges, and is a key driver in ensuring educational opportunity and success for all Californians. About 29% of University of California graduates and 51% of California State University graduates start their higher education at a community college. The system is also the largest provider of workforce training in the nation, positioning it at the center of economic and social mobility opportunities in the state.¹ As an open-access institution, the system serves a diverse student population in terms of race and ethnicity, age, and levels of educational attainment. However, student success remains a challenge for the system. Achievement gaps persists among the colleges where only 48% of students who enter a community college complete a degree, certificate, or transfer to a four-year university after six years. These achievement gaps disproportionately impact underrepresented minority students in the college system.² Though half of California community college students identify as underrepresented minorities, faculty and staff racial and ethnic diversity remain relatively homogenous. This raises questions about the role of faculty and staff diversity in student achievement. If faculty and staff are a main lever in student achievement³, how then is achievement impacted when faculty and staff are unlike the students they serve? What does it take to create an inclusive environment where all students are equitably served? This report documents the California Community Colleges Chancellor’s Office’s efforts to implement a framework for cultural change to increase faculty and staff diversity in the largest system of public higher education and as an integral component to the large-scale system reforms called the *Vision for Success*.

¹ “Key Facts,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19. <https://www.cccco.edu/About-Us/Key-Facts>

² Hetts, John et al., “ AB 705 Compliance: Adjustments, Ethnicity, Gender and Special Populations,” California Community Colleges, Educational Results Partnership (ERP), The RP Group. October 25, 2018. https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation_Webinar_10.25.18_FINAL.pdf

³ Parnell, Amelia. (2016). *Affirming Racial Diversity: Student Affairs as a Change Agent*. Higher Education Today, American Council on Education. Last accessed 1.6.2020. <https://www.higheredtoday.org/2016/06/29/affirming-racial-diversity-student-affairs-as-a-change-agent/>

Robinson, Petra A., Byrd, David, Louis, Dave A. & Bonner, Fred A. (2013). *Enhancing Faculty Diversity at Community Colleges: A Practical Solution for Advancing the Completion Agenda*, Focus on Colleges, Universities, and Schools. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Robinson,%20Petra%20Enhancing%20Faculty%20Diveristy%20FOCUS%20V7%20N1%202013.pdf>

ACKNOWLEDGEMENTS

The Chancellor's Office would like to thank the Board of Governors for their support of this work and the *Vision for Success* Diversity, Equity and Inclusion Task Force members: Hildegard Aguinaldo, Dr. Edward Bush, Mayra Cruz, Sandy Fried, Dr. Martha Garcia, Dr. Daisy Gonzales, Dr. Devon Graves, Nadia Leal-Carrillo, Ebony Lopez, Marisa Perez, Irma Ramos, Greg Smith, Dr. John Stankas, Dr. Loren Steck, Fermin Villegas and Alexis Zaragoza.

The Chancellor's Office would also like to thank the Academic Senate for California Community Colleges, the Foundation for the California Community Colleges Success Center and Ana Bertha Gutierrez, Senior Director at Jobs for the Future for their support and partnership in furthering the work of the *Vision for Success* Diversity, Equity and Inclusion Task Force.

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INTRODUCTION: A CALL TO ACTION

This report summarizes the historic undertaking of the California Community Colleges Chancellor's Office and the *Vision for Success* Diversity, Equity and Inclusion Task Force's work to increase faculty and staff diversity aligned with the system's *Vision for Success* (*Vision*) goals and commitments between 2018-2019. The *Vision* outlines six goals and seven commitments for the California community college system to improve student outcomes and to meet California's future workforce needs. The *Vision* serves as a call to action for the colleges to reach their full potential as vehicles for social change and mobility. In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty Diversity Task Force, renamed the *Vision for Success* Diversity, Equity and Inclusion Task Force (Task Force), stemming from a statewide study conducted by the Campaign for College Opportunity that revealed how campus leadership, faculty, and staff in California's colleges and universities are not representative of the racial and ethnic diversity of the students that they serve, and the impact the lack of diversity has on student success.⁴

On Nov. 18, 2019, the Chancellor's Office convened the Task Force co-chaired by Deputy Chancellor Dr. Daisy Gonzales and Academic Senate for California Community Colleges (ASCCC) President Dr. John Stankas. The 16-member Task Force was directed to identify ways to increase the racial and ethnic diversity of the California community college workforce. Members of the Task Force, which consisted of presidents/chief executive officers, faculty, human resource managers, community college district trustees, researchers, students, and Chancellor's Office staff (see Appendix A), worked to gain a shared understanding of the problem, explore solutions and make recommendations to the Board of Governors for California Community Colleges over an intensive six-month period of collaboration. With an understanding that community college districts have made improvements to the processes and procedures in the Equal Employment Opportunity plans along with the inclusion of prescriptive multiple method certification forms to ensure equitable employment, the Board sought to augment Equal Employment Opportunity efforts with two primary objectives:

- Consider adding a diversity-related goal and/or commitment to the *Vision for Success*; and
- Design, draft and implement a set of statewide structural changes, including policies, practices and tools that the system can utilize to rapidly improve recruitment, retention and support of diverse faculty, staff, and administrators.

The Task Force ultimately provided a set of recommendations that evolved from the original charge the Board of Governors had directed. The Board of Governors adopted the following on September 17, 2019:

- Accepted the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directed the Chancellor's

⁴ Campaign for College Opportunity, *Left Out: How Exclusion in California's Colleges and Universities Hurts our Values, Our Students, and Our Economy*, March 2018. https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation_Webinar_10.25.18_FINAL.pdf

Office to present a preliminary timeline for the Diversity, Equity and Inclusion Integration Plan to the Board of Governors at the January 2020 Board meeting, with a description of the implementation team and a possible recommendation for additional oversight, based upon the 2020-21 Budget outlook;

- Adopted the proposed California Community Colleges Diversity, Equity and Inclusion Statement, and directed the Chancellor’s Office to propose changes to Title 5 of the California Code of Regulations, the mission of the California community college system, Equal Employment Opportunity plans, and multiple measures certification forms by September 2020; and
- Supported the 2020-21 budget proposal submitted by the Task Force to augment statewide resources that will advance the implementation of the Diversity, Equity and Inclusion Integration Plan.⁵

VISION FOR SUCCESS DIVERSITY, EQUITY AND INCLUSION TASK FORCE

During the November 2018 Board Meeting, the Board of Governors for the California Community Colleges started examining this issue and saw the Campaign for College Opportunity’s report *Left Behind* as a call to action. As a result, they asked for a more formal examination of this issue in the college system. To address the fact that faculty and staff are not representative of the racial and ethnic diversity of the students that they serve, the Board requested that the Chancellor’s Office establish a Faculty Diversity Task Force, now renamed the *Vision for Success Diversity, Equity and Inclusion Task Force* (DEI Task Force) in November 2018.

The Task Force considered two guiding questions in developing the final recommendations to the Board of Governors. If faculty and staff are a main lever in student achievement, how then is achievement impacted when faculty and staff are unlike the students they serve? What does it take to create an inclusive environment where all students are equitably served?

This report describes in detail the process by which the Task Force arrived at the three recommendations through a systems change approach, and addressed the guiding questions in responding to the Board’s request for recommendations to improve faculty and staff diversity.

⁵ “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

PART I. DEVELOPING A SHARED UNDERSTANDING OF THE PROBLEM

Over the course of six months, the Diversity, Equity and Inclusion Task Force met monthly to review and discuss key topics related to the lack of faculty and staff diversity and its impact on student outcomes, the college workforce and fidelity to the system goals and commitments outlined in the *Vision for Success*. Topics included deep dives into exploring the relationship between student success, culturally responsive pedagogy and diversity in the workforce, Equal Employment Opportunity policy and existing Human Resource regulations, faculty panels on implicit bias, cultural competency and micro-aggressions, and examined diversity statements and approaches from other college systems.

Throughout this process, the co-chairs created a space for learning, reflection, and collaboration among the Task Force members. More importantly, the co-chairs created a safe space for members of the Task Force to express their feelings and voice their concerns on a topic that is often difficult to engage with due to individual perspectives and the vulnerability associated with sharing personal experiences. Their experience helped unpack the meaning behind the concept of diversity, equity and inclusion. As such, the meetings were structured to facilitate dialogue around complex topics, considered to be the learning moment of each meeting that included the presentation of content that informed the Task Force. It is through these learning moments that the Task Force established a shared understanding about how to move forward with developing a plan of action to improve workforce diversity in the system.

The discussions led to an understanding that equity is embedded within each *Vision* goal and commitment, negating the need for a new goal or commitment and underscoring that diversifying the California community college system's workforce is part of the *Vision's* mandate for the system. As a result, the Task Force came to a shared understanding of both the *Vision for Success* and the complexity of the problem resulting from a workforce that is not keeping pace with the diversity of the student population, as summarized in the next sections.

EQUITY IS EMBEDDED WITHIN THE VISION FOR SUCCESS

Launched in 2017, the *Vision for Success* is a multi-year plan to dramatically improve student achievement within a decade. While not a prescriptive method for change, the *Vision* provides a mindset that work as levers to catalyze movement towards achieving large-scale, systemwide reforms meant to close equity and achievement gaps for good. The *Vision* acts as the North Star for the California Community Colleges, calling for transformational change in order to eliminate achievement gaps and achieve the ambitious system goals described in the chart on the following page.⁶ In short, the *Vision* urges leaders to think differently and take unrelenting action toward improving outcomes for students and communities. Embedded in all the *Vision* goals are clear equity imperatives that are embodied in the *Vision* commitments; the shifts required of the system to close the achievement gap demand a relentless focus on

⁶ California Community Colleges Chancellor's Office, "*Vision for Success*," Foundation for California Community Colleges, Last Accessed 12.17.19, <https://vision.foundationccc.org/a-vision-for-change>

students' end goals while concurrently considering students' needs. This requires centering students at the core of all college efforts.

System Goals	System Commitments⁷
1. Increase credential attainment by 20%	1. Focus on students' goals
2. Increase transfer by 35% to UC and CSU	2. Design and decide with the student in mind
3. Decrease unit attainment for a degree	3. Pair high expectations with high support
4. Increase employment for CTE students	4. Make evidence-based decisions
5. Reduce and erase equity gaps	5. Own student performance
6. Reduce Regional Gaps	6. Enable innovation and action
	7. Lead cross-system partnership

With this understanding, the Task Force opted to move away from its original directive by the Board to consider adding a 7th goal to the *Vision* for two reasons:

(1) the Task Force recognized that adding a 7th goal or 8th commitment (which they also considered) could unintentionally silo this effort and perpetuate the belief that work on diversify, equity and inclusion is the responsibility of a few individuals on a campus community. The Task Force wanted to be clear that this effort goes beyond the hiring process and those involved in the hiring process of a college; and

(2) the Task Force sought to affirm the role of faculty and staff diversity throughout the *Vision* by integrating it as a matter of equity and inclusion to ensure faculty and staff diversity is promoted and supported as an important driver for the educational achievement and social mobility of students.

THE EDUCATIONAL EQUITY IMPERATIVE OF THE *VISION FOR SUCCESS*

Given that the goals named in the *Vision for Success* direct the college system to prioritize closing achievement gaps for all students, the Task Force entered a period of academic study with an urgency to deepen their understanding of the relationship between diversity and achievement. To support this work, the Success Center for California Community Colleges at the Foundation for California Community Colleges conducted a literature review that looked at the relationship between student persistence, retention and success, and faculty and staff diversity. Several key findings surfaced during this period that would serve to inform the Task Force's strategic planning, specifically that the Task Force's diversity efforts must include the interactional, institutional and individual levels to transform the system's workforce

⁷ Ibid.

and culture. Interactional efforts include cultivating buy-in and building an environment conducive to diversity, equity and inclusion such as adopting cultural competency policies. Institutional efforts include larger scale actions, such as department or institutional approaches, to reorient itself toward improving diversity through policies and programs with inclusive values. Lastly, individual efforts include faculty and student mentoring as well as colleges willing to engage in these supportive behaviors.⁸ Listed below are other key findings related to the relationship between diversity and achievement that informed the Task Force in their effort to improve workforce diversity through systemic change.

DIVERSITY IS A DRIVER FOR INCREASING STUDENT ACHIEVEMENT

Key Finding #1: Diversity Increases Student Achievement.

Research suggests that diversity is a primary lever for increasing student achievement. For example, studies on the relationship between student diversity and faculty hiring and retention repeatedly suggested faculty of diverse racial and ethnic backgrounds have a positive impact on student educational outcomes. Students who benefit from a diverse faculty are “better educated and better prepared for leadership, citizenship, and professional competitiveness.”⁹ Retention efforts and a clear commitment to diversity are two ways institutions can meet the needs of their students and changing demographics.¹⁰ Decreasing racial and gender gaps among leadership, faculty, and staff are key to improving student outcomes.

Key Finding #2: Diversity Impacts Student And Employee Retention.

Research on public and private businesses who have a diverse workforce highlight the impact diversity has on innovation and employee retention. Notably, the most innovative companies have deliberately engaged in the hiring of diverse work teams, as “diverse working groups are more productive, creative, and innovative than homogeneous groups.”¹¹

Key Finding #3: Faculty And Staff Diversity Reduces The Likelihood Of Implicit Bias.

Some faculty recognize the need to teach about social justice issues to prepare their students to be leaders inside and outside of the classroom. However, many are not necessarily prepared to address the issues of social justice, cultural competency or to deploy critical pedagogy¹² in their instructional practices due to lack of knowledge or training. Recognizing this as a priority and integral to teaching and learning environments, the role of professional development and other resources is critical for faculty to address matters such as implicit

⁸ Success Center for California Community Colleges, *Literature Review on Faculty, Staff, and Student Diversity*, May 10, 2019.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

bias in the classroom as well as campuswide. Further, teacher diversity can increase culturally relevant practices and pedagogy to improve educational achievement.¹³

Key Finding #4: Faculty And Staff Diversity Increases The Ability To Integrate Multicultural And Culturally Responsive Pedagogy Into Teaching Practices.

In a diverse California classroom, faculty need to teach in an informative and multiculturally effective way: “Learning and engagement are inextricably bound, and students from all racial and ethnic backgrounds are more likely to be engaged when faculty expose them to multicultural perspectives.”¹⁴ All faculty can be held accountable institutionally for including diversity in their teaching, but no single population of faculty should carry the entire weight of this work. Importantly, this work should become a shared and institutionally supported effort.

FACULTY AND STAFF HIRING IS NOT KEEPING PACE WITH STUDENT DIVERSITY

This section provides examples of the demographic data the Task Force discussed over the course of their six-month process. As a result of their data work, they directed their efforts to focus on creating a theory of change that looked at the ecosystem that contributes to the problem, conducting an examination of the system’s statement of diversity (or lack thereof), and collaboration across the Task Force members to develop an implementation plan that could begin to systemically address the workforce diversity problem in the California community colleges.

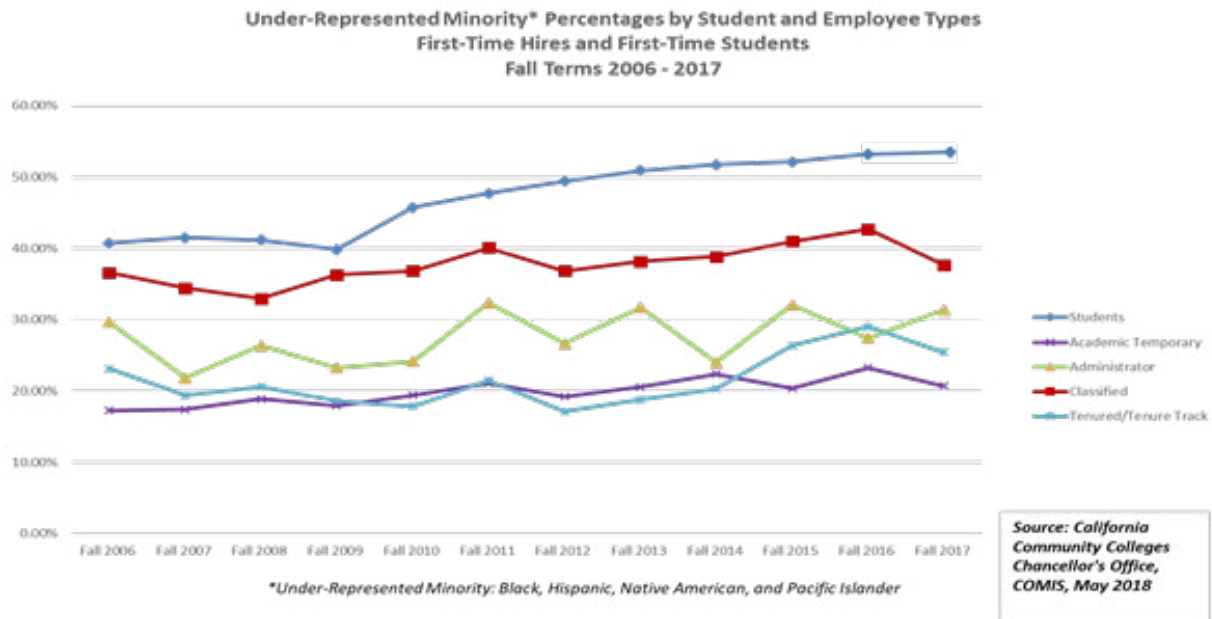
The race and ethnic diversity of California community college faculty and staff populations continues to be significantly less diverse than the student population.

Over the past decade, first-time faculty and staff hires have not reflected the growing diversity of incoming students as illustrated in Figure 1. While the colleges have made improvements in implementing and submitting Equal Employment Opportunity (EEO) plans between 2014 and 2017, the ratio between underrepresented minority students and underrepresented minority faculty continues to increase. The graph shows EEO efforts alone are not enough to close race and ethnicity gaps among faculty and staff. This was a critical data point the Task Force used to develop an integrated plan, which will be discussed in the next section of this report.

¹³ Ibid.

¹⁴ Ibid.

Figure 1—The CCC Student Population Is More Diverse Than Employee Types



As part of the facilitated discussions, the Task Force spent several meetings reviewing and discussing the system’s racial and ethnic demographics of students and employee types over time. The Success Center conducted a trend analysis using the Chancellor’s Office Management Information Systems (MIS) data of the racial and ethnic diversity among community college faculty, staff, and students from 2006 to 2017.

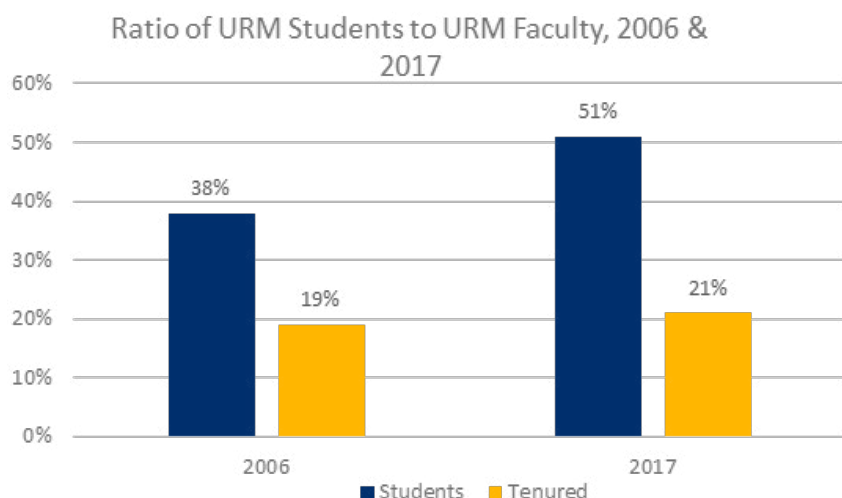
The Task Force ultimately concluded that data doesn’t drive change; people do.

Further, they concluded there may be pedagogical implications to the lack of faculty and staff diversity in the college workforce. Figures 2 and 3 illustrate the data presented in the Task Force’s internal process and examination. It presents several data points that shaped their understanding of the complexity of this problem and reinforced the need for a systemic, ecosystem approach to this work.

As the California community colleges student population continues to diversify, faculty diversification is not keeping pace.

Figure 2 shows that within 10 years, underrepresented minority (URM) students have grown in size from 38% to 51% while the percentage of URM tenured faculty has only increased by 2%.

Figure 2—The Ratio Between URM Students to URM Faculty



In 2017, the ratio for tenured Underrepresented Minority (URM) faculty to URM students was 21% to 51%. **That means that only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities.**

Employees that provide direct instruction do not reflect the diversity of the students who they serve.

This problem is particularly acute for instruction. Adjunct faculty teach the greatest number of classes in the college system and represent between 68-70% of the college system’s instructional workforce while full-time tenure and tenured-track faculty represent approximately 30%.¹⁵ Figure 3 shows that, in 2017, 21% of tenured faculty, 20% of adjunct faculty, and 26% of tenure-track faculty self-identify as underrepresented minorities.

Figure 3—Racial and Ethnic Underrepresentation of Employees Providing Direct Instruction

Employee Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Tenure-Track	20%	20%	20%	21%	20%	20%	20%	21%	20%	23%	24%	26%
Adjunct	15%	16%	16%	16%	16%	17%	17%	18%	18%	19%	19%	20%
Educational Administrators	26%	27%	26%	26%	26%	26%	26%	27%	27%	28%	30%	30%

¹⁵ Smith, Sara, R., “Improving Working Conditions, Compensation and the Quality of Undergraduate Education,” 2013, University Professional and Technical Employees: UPTe CWA 9119. Last accessed 12.17.19, <http://www.upte.org/cc/supportingfaculty.pdf>

Employee Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Classified	34%	34%	34%	34%	34%	35%	35%	35%	36%	37%	37%	38%
Tenured	19%	19%	19%	19%	20%	20%	20%	21%	21%	21%	21%	21%

Source, Chancellor’s Office COMIS Data, May 2019

POLICY REQUIRES THAT THE COLLEGE SYSTEM RESPOND TO THE NEEDS OF AN INCREASINGLY DIVERSE STUDENT POPULATION

The Task Force reviewed statutory requirements and legal implications affecting this work to respond to the Board of Governors’ request for recommendations on structural changes, policies, practices, and tools the system would need to make progress on workforce diversity. With the assistance of the Chancellor’s Office legal division, the Task Force determined that their efforts to diversify the college system’s workforce is required by law, and that the law seeks to create inclusive communities at the colleges that are critical to supporting the educational achievement of a diverse student population. Specifically, California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Additionally, state law specifies, “...efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized.”¹⁶ In other words, the ability to maintain a richly diverse workforce is not only required by law but also advances the idea that California community college students will benefit—socially and academically—from a diverse workforce.¹⁷

In addition, in reviewing the legal implications of engaging in this work within the parameters of Proposition 209, the Task Force determined, with guidance¹⁸ from the Chancellor’s Office General Counsel, that Proposition 209 does not limit the Chancellor’s Office in making resources available to address faculty and staff diversity. In fact, providing resources needed to advance workforce diversity in the system is in direct support of Goal 5 of the *Vision for*

¹⁶ California Code, Education Code—EDC Section 87100, Last accessed 12.17.19, <https://codes.findlaw.com/ca/education-code/edc-sect-87100.html>

¹⁷ “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

¹⁸ Guidance provided by the Office of General Counsel was not intended to provide legal advice or substitute for legal advice.

Success. There are barriers to the extent that Proposition 209¹⁹ does not allow for special consideration or preferential treatment of individuals based on race, sex, color or national origin. The Task Force acknowledged recruitment and hiring practices need to be applied broadly to ensure program benefits, information and resources are available to all individuals regardless of their race or gender. While a more conservative interpretation of Proposition 209 can limit the ability for the system to move faster in the implementation of policy and procedural changes, it is within the parameters of the law to take into account non-racial factors when designing policies and procedures like outreach efforts to reach particular groups. With this in mind, while the Task Force felt comfortable moving forward, it became apparent that there was a lack of clarity with regard to the way diversity is defined at the system-level.

DEFINING “DIVERSITY” AS A SYSTEM AND ACKNOWLEDGING INSTITUTIONAL RACISM

Foundational to the development of a diversity statement was an understanding that their intent is to remove the vestiges of systemic and institutional biases still visible in the student achievement data and in faculty and staff diversity.

The Task Force recognized the existing definition of diversity found in Title 5 regulations does not appropriately communicate nor capture a collective understanding of the California Community Colleges’ values and commitments on diversity as a system of higher education. With the understanding that diversity is not the same as equity and inclusion, though these terms are related, the Task Force agreed there has to be a moral value placed on systemwide diversity efforts that represent a social justice perspective with equity at the core. That is, the Task Force realized that they could not engage in diversity work without intentionally and authentically defining it. Therefore, the Task Force reviewed statements on diversity by other institutions including California institutions like the University of California and the California State University, and analyzed how equity and inclusion could be affirmed through a systemwide statement.

The Task Force also considered language from out-of-state institutions, in particular, the City University of New York, Queensborough Community College, to embrace diversity through intentional practices. The end result consisted of a statement on diversity, equity and inclusion that communicates the system’s values around diversity, acknowledges that institutional discrimination and implicit bias exist, affirms equity and inclusion, promotes system accountability, and is part of a call to action and a systemic approach to addressing the lack of faculty and staff diversity.

¹⁹ “Legal Opinion 16-04: Sixteenth Advisory on Proposition 209 and Equal Employment Opportunity,” California Community Colleges Chancellor’s Office, Last accessed 02.14.2020, https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x_legalop1604prop209eeoada.ashx?la=en&hash=713E3907BA19726E18FD7D9048684015DC673F1F

A portion of the newly adopted California Community Colleges statement on diversity, equity and inclusion adopted September 2019 is included below:

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exists and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are welcomed and valued as a core competency in our educational community.²⁰

In short, the new Diversity, Equity and Inclusion Statement (see Appendix B) is more reflective of the vision, goals, and aspirations of the system as a whole.

From this intensive period of learning and crafting of the Diversity, Equity and Inclusion Statement, the Task Force sought faculty perspectives about their experience navigating institutional structures. Again, with the shared understanding that the lack of faculty and staff diversity impacts instruction and has direct connections to student achievement, the Task Force invited a group of tenured faculty of color to discuss faculty retention efforts from their respective colleges.

Implicit bias presentations stood out as pivotal for Task Force members.

With faculty of color working in the college system, the Task Force delved into what was described as powerful and compelling conversations on topics like unconscious and implicit bias.

The faculty statewide experts who presented to the Task Force include the following:

- Eugene Whitlock. May 17, 2019 meeting presentation on “Addressing Unconscious Bias: Why it Matters for How We Hire and How We Teach.”
- Dr. Luke Lara, MiraCosta College. July 19, 2019 panel moderator for “Faculty of Color Retention.”
- Maria Figueroa, MiraCosta College. July 19, 2019 panelist on “Faculty of Color Retention.”

²⁰ CCC, Diversity, Equity and Inclusion Statement, July 2019.

- Dr. Karen Chow, DeAnza College. July 19, 2019 panelist on “Faculty of Color Retention.”
- Manuel Velez, San Diego Mesa College. July 19, 2019 panelist on “Faculty of Color Retention.”
- Dr. Edward Pohlert, MiraCosta College. July 19, 2019 panelist on “Faculty of Color Retention.”

In particular, the panel specific to “Faculty of Color Retention,” pushed members to focus on how to change the culture of a system that is embedded with implicit bias. Further, the presentation acted to reinforce the Task Force’s ambition to transform the college system and dismantle the remnants of historical structures that reproduce systemic inequities.²¹

This presentation led to a series of critical discussions in which Task Force members worked to unpack the frequency of micro-aggressions experienced by faculty of color, the lack of support for programs and disciplines perceived to be linked to “activism,” the lack of mentorship, the lack of opportunities to participate in significant district initiatives, the experience of burnout and fatigue from being persistently tapped to champion diversity efforts and mentor students of color and the nascent “tokenism” of being included strictly for the appearance of diversity without meaningful engagement. Most notable from this experience was the willingness of Task Force members to share their personal experience as well as voice opinions sensitive in nature. This presentation is representative of the transformative approach that allowed the Task Force to find common understanding of a complex and systemic problem that up to this point has been overlooked. Another highlight worth mentioning and unique to this initiative is the highly collaborative ways of working that helped the Task Force reach genuine cooperation and understanding in drafting a comprehensive Diversity, Equity and Inclusion Integration Plan—a set of retention, recruitment, and support strategies focused on increasing faculty and staff diversity.

PART II. STRATEGIES INTENDED TO DRAMATICALLY IMPROVE DIVERSITY

DEVELOPMENT OF THE TASK FORCE’S DIVERSITY, EQUITY AND INCLUSION INTEGRATION PLAN

Task Force members embraced the notion that a systemic approach to addressing faculty and staff diversity requires efforts focused at three levels—institutional, interactional and individual. Using these levels as guides, the Task Force developed actions aligned with the *Vision for Success* to map out recruitment, retention and support, and diversity strategies. They sought to develop a deeper system-level commitment as reflected in their Diversity, Equity and Inclusion statement. They distilled this idea into two basic principles (below) into their final theory of change:

²¹ Carnevale, A.P., and Strohl, J. (2013, July). *Separate and Unequal: How Higher Education Reinforces Intergenerational Reproduction of White Racial Privilege*. Washington DC: Georgetown Public Policy Institute: Center for Education and Workforce.

1. Faculty and staff diversity is a driver for the social mobility and educational achievement for students.
2. Community colleges must shift to an intentional practice of compliance to partnerships across systems/departments/divisions in order to design, implement and reinforce policies, procedures and behaviors that serve to cultivate an inclusive ecosystem.²²

By June 2019, the Task Force created a draft for their theory of change that captured their multi-directional and holistic approach to transforming the workforce of the college system. The theory was built from an understanding that in order to rapidly improve faculty-hiring practices, districts and colleges need additional resources to implement significant changes to system pre-hiring, hiring, and retention policies and strategies. The result was a first draft of their theory of action. It was designed to change the system from the bottom-up as well as earn the collective buy-in needed for true change:

If intrinsic in the Vision for Success is faculty and staff diversity as key drivers for educational achievement and social mobility for California community college students, then community colleges and districts must be empowered to design, implement, and reinforce (activities) policies, procedures and individual behaviors (goals) that serve to cultivate an inclusive ecosystem to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population (outcome).

Emblematic of transformative ways of working, the Task Force collaborated over several meetings where members worked through the review of evidence-based institutional diversity strategies and their applicability to the community college context. The Task Force worked in small groups to discuss, create, and revise institutional, interactional, and individual strategies that align with their theory of change. The process consisted of several rounds of collaboration and discussion with Consultation Council, EEO and Diversity Advisory Committee and the Chancellor's Office. It also included revisiting past efforts to increase diversity and analyzing what did not work and why. The end result was a systemwide diversity, equity and inclusion integration plan to address diversity among full-time and part-time faculty, classified staff and educational administrators.

The integration plan is an organizational strategy that serves as a living document that requires ongoing co-design, development, research, and action. It is meant to help guide the future work of statewide organization partners who will participate in the implementation of the proposed diversity strategies that are aligned to the *Vision for Success* core commitments. As previously noted, consistent with the literature on diversity, the Task Force identified specific diversity activities for the Chancellor's Office or statewide leadership to pursue in three categories: individual, interactional and institutional. Individual strategies include efforts focused on faculty and student mentoring. Interactional efforts include cultivating

²² Success Center for California Community Colleges, *Literature Review on Faculty, Staff, and Student Diversity*, May 10, 2019.

buy-in and building an environment conducive to diversity and institutional efforts include larger-scale actions, such as department or institutional approaches. Again, these approaches are meant to reorient departments and institutions toward addressing and improving diversity.²³

Armed with defined strategies, a theory of change and the evidence-based implementation strategies, the Task Force developed specific ways that the college system can begin their work in the short-term and in the long-term. The integration plan developed by the Task Force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 (see Appendix C). Tier 1 and Tier 2 activities are strategies that involve policy changes, changes to existing procedures, and or activities that promote supportive and inclusive behaviors. As such, the Task Force identified a total of 52 proposed strategies that fall within Tier 1 which can be achieved in a one-two year timeline and with existing resources. Tier 2 activities includes 17 strategies that can be achieved in a three-five year timeline and require additional funding. These strategies represent a starting place for driving this change. These multi-layered strategies are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color. The following²⁴ is a sample of Task Force’s approach to transforming the system and the pacing of that work.

²³ Ibid.

²⁴ “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

IMPLEMENTATION STRATEGIES: SNAPSHOT EXAMPLES

Institutional

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: The California Community Colleges Chancellor's Office (Chancellor's Office) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity and inclusion.

- **Tier 1 Activity:** Board of Governors to establish an accountability body to monitor the implementation of the systemwide diversity, equity and inclusion integration plan.

Strategy B: Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

- **Tier 1 Activity:** HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

Individual

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Provide campuswide cultural competency and implicit bias training.

- **Tier 1 Activity:** Chancellor's Office create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.
- **Tier 2 Activity:** Association of Chief Human Resource Officers (ACHRO), Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.

PART III. AUGMENTING EXISTING FUNDING TO ADVANCE STATEWIDE DIVERSITY EFFORTS

The full implementation plan that comprehensively applies the Diversity, Equity and Inclusion integration strategies is part of the work ahead. The Task Force made significant strides in creating a road map for how, when, and where these strategies would be used. They also engaged in careful deliberation on the partnerships, resources, and support that are needed to make this an inclusive system effort. As a result, the third recommendation included by the Task Force requests additional state funding for professional development, faculty pipeline, full-time faculty hiring, technology tools, and statewide leadership and evaluation. To bolster this work the Board of Governors adopted the 2020-21 budget proposal submitted by the Task Force calling for \$60.4 million in ongoing funding and \$16 million in one-time funding (see below and Appendix D).

Professional Development	<ul style="list-style-type: none">• \$10 million (ongoing) to support district EEO Plans and hiring practices• \$10 million for professional development of faculty, part-time faculty and classified staff
Grow your own Pipeline	<ul style="list-style-type: none">• \$15 million (one-time) to create a statewide pilot fellowship to recruit and train diverse faculty
Full-time Faculty Hiring	<ul style="list-style-type: none">• \$40 million (ongoing) for full-time faculty hiring with a direct connection to diverse hiring
Technology Tools	<ul style="list-style-type: none">• \$1 million (one-time) to modernization ccregistry.org and improve systemwide online trainings
Statewide Leadership and Evaluation	<ul style="list-style-type: none">• \$407,699 (ongoing General Fund) for additional staffing capacity at the Chancellor's Office to provide statewide leadership, support and evaluation of these programs

The lack of faculty and staff diversity is not unique to the California Community Colleges. The community college worksite is a microcosm of the rest of society. Of note, the system has made significant improvements to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods for colleges to certify their plans and receive EEO funds, and in 2016 a best practices handbook was developed. However, these improvements have resulted in small changes overtime due to the availability of limited resources and not due to the lack of system support. In order to accomplish the DEI statewide recommendations, the Board of Governors adopted the recommendation from the Task Force and submitted a request to the Governor's Office for support in the 2020-21 fiscal year. If funding is appropriated by the state, this will begin to build system level capacity to advance diversity, equity and inclusion efforts.

THE WORK AHEAD

The Diversity, Equity and Inclusion Integration Plan defines the exact nature and parameters of support needed to increase racial and ethnic diversity for faculty and staff. More importantly, the plan represents the essential driving questions that the Task Force

continued to discuss over the course of this strategic planning. If the *Vision for Success* sets as a benchmark of success the completion of students' educational goals while concurrently increasing employment in their field of study, and eliminating achievement gaps within 10 years, then:

- *How will our actions help dismantle systemic structures of oppression?*
- *What structural support do we need to empower colleges and districts?*

Foundational to the proposed diversity strategies is the awareness that racial and ethnic barriers that affect faculty and staff of color are related to underrepresented student achievement and success. In the coming months, the Chancellor's Office will convene a statewide DEI Implementation Workgroup²⁵ who will focus on collaborating with statewide partners to implement the 52 Tier 1 recruitment, retention, and support strategies recommended by the Task Force. Maintaining momentum and accountability for this work is critical. Therefore, the DEI Implementation Workgroup will engage in continuous evaluation of statewide progress and provide updates on progress, challenges, and opportunities as part of their report to the Board of Governors at the September 2020, March 2021, September 2021 and March 2022 meetings. In short, if the California Community Colleges can address systemic barriers and increase diversity among its workforce through intentional policy, procedural and individual changes, the likelihood that students of color persist through completion will increase exponentially.

CONCLUSION: SHAPING A NEW ECOSYSTEM THAT BENEFITS ALL STUDENTS

In a relatively short amount of time and over the course of this effort, the Task Force has undertaken the complex—and at times—sensitive work that has allowed them to accurately name barriers that disproportionately impact underrepresented students. Their accomplishments and tangible deliverables have brought the California community colleges landscape into sharp focus. Importantly, their work has highlighted a dual and unequal system of higher education²⁶ where barriers and challenges have led to underrepresentation of URM faculty and staff in the California Community Colleges. Education and economic outcomes are still unequal for African-American and Hispanic students.²⁷ Students of color attain bachelor's and master's degree at lower rates than their white peers.²⁸ Food and

²⁵ The Chancellor's Office will convene the statewide DEI Implementation Workgroup for two years (March 2020-March 2022).

²⁶ Carnevale, A.P., and Strohl, J. (2013, July). *Separate and Unequal: How Higher Education Reinforces Intergenerational Reproduction of White Racial Privilege*. Washington DC: Georgetown Public Policy Institute: Center for Education and Workforce.

²⁷ Ibid.

²⁸ Ibid.

housing insecurity as well as homelessness rates are higher for marginalized students.²⁹ Moreover, there is new recognition that students of color are more likely to face systemic and structural barriers—from discrimination, to implicit bias, to micro-aggressions, to a lack of cultural representation in curriculum, to low rates of academic achievement, and to uneven employment outcomes. The Task Force has elevated the damage this disparity inflicts on students, communities, and the economy. The DEI Integration Plan strategies are meant to be tools and they are meant to be enacted in partnership with colleges, system leaders, stakeholder groups, faculty, staff and students.

DIVERSITY, EQUITY AND INCLUSION ARE TRANSFORMATIVE.

The *Vision for Success* Diversity, Equity and Inclusion Task Force has endeavored to launch systemic transformation of the college system’s workforce. Their effort focuses on providing investment and support for colleges and staff to redesign leadership and talent pipelines geared towards building a diverse workforce capable of truly understanding the barriers that all students face, especially underrepresented students. Considering the broad scope and importance of this systemic reform, the work by the Task Force is poised to make a national impact on these issues and members of the Task Force will be positioned as innovative thought leaders who can make a difference.

²⁹ Sarah Goldrick-Rab, Christine Baker-Smith, Vanessa Coca, Elizabeth Looker, “California Community Colleges #Real College Survey,” March 2019, Last Accessed 12.17.19, <https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf>

APPENDIX A: DIVERSITY, EQUITY AND INCLUSION TASK FORCE COMPOSITION

The composition of the Task Force included representatives from the Board of Governors and representatives from the Academic Senate for California Community Colleges (ASCCC), the Association of Chief Human Resource Officers (ACHRO), the Community College League of California CEOs and Trustees, and the Success Center for California Community Colleges. Together, they embarked on a journey to authentically understand the impacts of systemic and institutional racism in the California Community Colleges with an aim to dismantle the structural inequities that harm students.³⁰ The members are listed below:

DEI TASK FORCE MEMBERSHIP

Hildegarde Aguinaldo

Board of Governors Member

Dr. Edward Bush

President, Cosumnes River College
CCLC CEO Board Member

Mayra Cruz

Academic Senate for California Community Colleges

Sandy Fried

Executive Director of the Success Center for California Community Colleges

Dr. Martha Garcia

Superintendent/President of Imperial Valley College and CCLC CEO Board Member

Dr. Daisy Gonzales

Deputy Chancellor CCCCCO (Co-Chair)

Dr. Devon Graves

Research Fellow, Success Center for California Community Colleges

Nadia Leal-Carrillo

Director of Policy Development, Success Center for California Community Colleges

Ebony Lopez

Diversity Task Force Liaison CCCCCO

Marissa Perez

CCLC Trustee Board Member

Irma Ramos

ACHRO/EEO Member, Vice Chancellor of HR at North Orange County Community College District

Greg Smith

ACHRO/EEO Member, Associate Vice President of HR at Shasta College

Dr. John Stankas

Academic Senate for California Community Colleges President (Co-Chair)

Dr. Loren Steck

CCLC Trustee Board Member

Fermin Villegas

General Counsel CCCCCO

Alexis Zaragoza

Board of Governors Student Member

³⁰ Chancellor Eloy Oakley Ortiz, DEI Memo, October 2019.

APPENDIX B: DIVERSITY, EQUITY AND INCLUSION STATEMENT

CALIFORNIA COMMUNITY COLLEGES DIVERSITY, EQUITY AND INCLUSION STATEMENT

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, thus we create space to allow for our understanding to grow through the periodic review of this statement.

APPENDIX C: VISION FOR SUCCESS DIVERSITY, EQUITY AND INCLUSION INTEGRATION PLAN

BACKGROUND

The *Vision for Success* Diversity, Equity and Inclusion Task Force (Task Force) identified a set of diversity strategies based on research and diversity efforts by state and national institutions. The strategies were adopted as recommendations focused on a theory of change. The theory of change states that, if educational achievement and social mobility for California community college students is intrinsic in the *Vision for Success*, then faculty and staff diversity are a key driver for this work. Furthermore, community colleges and districts must be empowered to design, implement and reinforce policies, procedures and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect in order to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population.

The proposed diversity strategies are part of a systemwide integration plan to address faculty and staff diversity, including full-time and part-time faculty, classified staff, and educational administrators. The plan is an organizational strategy meant to help guide the future work of statewide organizations who will be engaging in the development and implementation of these strategies. The Task Force recommends that this Integration Plan be treated as a roadmap that can be continually updated and should be annually revised to account for progress towards the strategies and activities listed, and adapt to the ongoing needs of the California Community Colleges.

Integrated Strategies

The integration plan assumes the proposed recruitment, retention, and support strategies can be adopted at the system and local level within 1-5 years (in some cases multiyear) to change equal employment opportunity (EEO) policies, procedures, and practices in collaboration with stakeholder associations and the Consultation Council.

These strategies and the related activities fall into three categories:

1. Institutional strategies driven by policy changes.
2. Interactional strategies driven by changes to existing procedures.
3. Individual strategies driven by activities that promote supportive and inclusive behaviors.

In addition, the proposed institutional, interactional and individual strategies are aligned to the *Vision for Success* core commitments. The Task Force affirms that because faculty and staff diversity is a driver for the educational achievement and social mobility of our students, the Integration Plan as a whole helps our system achieve the first commitment in the *Vision for Success*—focus relentlessly on students end goals.

Below, every strategy is aligned to a *Vision for Success* commitment. Under every strategy, you will see that the activities are divided into either Tier 1 Activities or Tier 2 Activities.

Tier 1 Activities are those we believe can be achieved in a one-two year timeline and with existing resources. Tier 2 Activities are those that we believe can be achieved in a three-five year timeline and require additional funding. The plan concludes with a list of best practices associated with these activities.

LIST OF INSTITUTIONAL DIVERSITY STRATEGIES

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Use data to understand present and future local workforce needs.

Tier 1 Activity: Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators).

Tier 1 Activity: Human Resources (HR) Information Systems and research staff to establish a process for identifying criteria to measure adverse impact.

Tier 2 Activity: Expand longitudinal data analysis requirements to include measurement of specific selection criteria for adverse impact.

Tier 2 Activity: Develop a statewide user-friendly data repository.

Tier 2 Activity: Centralize recruitment and application tool for data collection, analysis and reflection (CCCRegistry.org).

Strategy B: The California Community Colleges Chancellor's Office (Chancellor's Office) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity and inclusion.

Tier 1 Activity: Board of Governors to establish an accountability body to monitor the implementation of the systemwide diversity, equity and inclusion integration plan.

Strategy C: Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

Tier 1 Activity: HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

Tier 1 Activity: HR and ASCCC to clearly outline required minimum qualifications for positions.

Tier 1 Activity: HR and ASCCC to disseminate information on how selection committees may utilize minimum qualifications to select candidates.

Vision for Success Commitment 4: Foster the use of data, inquiry, and evidence

Strategy A: Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.

Tier 1 Activity: Chancellor's Office to standardize and revise the EEO plan template and multiple measures with an equity lens and geared towards an action plan with accountability and evaluation of implementation.

Tier 1 Activity: Chancellor's Office to standardize the submission deadlines of all district EEO plans.

Tier 1 Activity: Chancellor's Office to provide guidance to colleges on longitudinal data analysis to ensure the reported numbers are aligned with diversity strategies and outcomes.

Tier 1 Activity: Districts and colleges to adopt EEO plans as an action item in a public meeting.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.

Tier 1 Activity: ASCCC, HR and local union to review existing evaluation procedures.

Tier 1 Activity: HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures.

Tier 1 Activity: ASCCC, HR and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

Tier 2 Activity: ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students.

Strategy B: Maintain active EEO committee to ensure continual review of local diversity efforts.

Tier 1 Activity: Chancellor's Office EEO and Diversity Advisory Committee to re-evaluate the activity update process and accountability measures for diversity.

Strategy C: Implement innovative hiring and outreach practices focused on diversity

such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.

Tier 1 Activity: HR, individual Department Chairs and Deans and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions and other employee selection procedure language to successfully serve diverse student populations.

Tier 1 Activity: Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.

Tier 2 Activity: Outreach to industries (for career education) and other institutions (Historically Black Colleges and Universities) for graduate and post-doctoral internship opportunities.

Tier 2 Activity: Create media campaign (specific website, marketing materials, social media) that highlights diversity, equity, inclusion resources, events and recognition for students, faculty, staff and communities.

Strategy D: Diversify representation in search committees.

Tier 1 Activity: Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIOs) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees.

Tier 1 Activity: ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

Strategy E: Require diversity statement and commitment from applicants and statewide leaders.

Tier 1 Activity: EEO and Diversity Advisory Committee and HR to develop new standards to require a diversity statement of applicants.

Tier 1 Activity: Board of Governors and Chancellor's Office to model this commitment in state hiring process in accordance with California Department of Human Resources policies and procedures.

Strategy F: Adopt a statewide diversity statement and incorporate the diversity statement into the mission of the California Community Colleges. Encourage colleges to adopt a diversity statement as part of their mission statement.

Tier 1 Activity: Board of Governors to approve systemwide statement on diversity,

equity and inclusion and integrate the language in Title 5 regulations, the California Community Colleges mission, EEO plan templates and multiple measures certification forms.

Tier 2 Activity: Local boards to adopt a statement on diversity, equity and inclusion publicly.

Vision for Success Commitment 6: Enable action and thoughtful innovation

Strategy A: Revise procedures that address diversity, equity and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to minimum qualifications.

Tier 1 Activity: ASCCC to evaluate the 2nd minimum qualification for Faculty.

Tier 1 Activity: ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification.

Tier 2 Activity: HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions and other employee selection procedure language to establish the ability to successfully serve diverse student populations.

Strategy B: Imbed diversity, equity and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; Community College Classified Employee of the Year Award).

Tier 1 Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity and inclusion criteria.

Tier 1 Activity: Statewide associations take similar actions.

LIST OF INTERACTIONAL DIVERSITY STRATEGIES

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Host open houses for prospective candidates with panels of current faculty and deans.

Tier 1 Activity: HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses.

Tier 1 Activity: Chancellor's Office to provide guidance on best practice hiring procedures.

Strategy B: Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.

Tier 1 Activity: ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion.

Tier 1 Activity: Collaborate with the EEO Advisory to create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Advertise jobs via diversity-oriented channels.

Tier 1 Activity: Chancellor's Office create a repository of recruitment resources to include advertising and recruitment strategies that can be accessed via the CCCRegistry.org website, Vision Resource Center and reported on the EEO plan.

Tier 2 Activity: Chancellor's Office seek additional funding to support implementation of targeted advertising and recruitment strategies to offset costs of advertising in new places and using differentiated methods to recruit more diverse candidates.

Strategy B: Local HR review supplemental interview materials to ensure they are always job relevant.

Tier 1 Activity: Chancellor's Office partner with statewide organizations to provide best practices modules for implementing the hiring processes that upholds diversity, equity and inclusion with the goal of serving students with excellence.

Tier 1 Activity: HR departments and program offices to develop an Employee Diversification component as part of their EEO Plan.

Strategy C: Encourage and facilitate dialogue between ASCCC, Administration and HR to establish a diversity component in faculty evaluations.

Tier 1 Activity: ASCCC, Unions, Administration and HR to collaborate to review the faculty evaluation tool.

Tier 1 Activity: ASCCC to provide guidance for evaluation and tenure review committees.

Tier 1 Activity: Chancellor’s Office partner to create a model for performance evaluation criteria with ASCCC and ACHRO that holds all employees accountable for successfully serving diverse student populations.

Strategy D: Conduct exit interviews of faculty who leave.

Tier 1 Activity: Chancellor’s Office and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

Tier 1 Activity: Districts and colleges to collect data about those exit interviews to inform strategies for improving retention.

Strategy E: Provide equivalency guidance and professional development.

Tier 1 Activity: Chancellor’s Office and ASCCC to partner to release statewide guidance on equivalency process and policies.

Tier 1 Activity: Chancellor’s Office require that equivalency committees receive the same training as hiring committees.

Vision for Success Commitment 7: Lead the work of partnering across systems

Strategy A: Diversify hiring or screening committees with members of diverse educational background, gender and ethnicity.

Tier 1 Activity: ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation.

Tier 1 Activity: ACHRO to develop a model to evaluate the composition of local hiring committees with a diversity, equity, and inclusion lens, and partner with the Chancellor’s Office and ASCCC to release statewide guidance.

Tier 1 Activity: ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention and responding to student needs.

Tier 2 Activity: Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e.

including staff from other disciplines, departments, divisions, classified staff, etc.).

Tier 2 Activity: Chancellor's Office and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

LIST OF INDIVIDUAL DIVERSITY STRATEGIES

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Provide campuswide cultural competency and implicit bias training.

Tier 1 Activity: Chancellor's Office create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.

Tier 2 Activity: ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.

Strategy B: Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.

Tier 1 Activity: Chancellor's Office to evaluate how the caring campus pilot program can be scaled and the resources that would be needed.

Tier 2 Activity: Chancellor's Office to advocate for additional systemwide professional development support with an equity and diversity lens for classified staff in 2020-21.

Strategy C: Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity.

Tier 1 Activity: Chancellor's Office collaborate with the ASCCC, CCLC, ACHRO and unions to facilitate this dialogue at statewide conferences.

Tier 2 Activity: Board of Governors to create a workgroup with a set timeline to require the Chancellor's Office, ASCCC, ACHRO and unions to develop model performance evaluation criteria and procedures to hold all employees accountable for successfully serving diverse student populations.

Vision for Success Commitment 3: Pair high expectations with high support

Strategy A: Establish pipeline programs to diversify the faculty applicant pools.

Tier 1 Activity: ASCCC and Chancellor's Office partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required).

Tier 2 Activity: Chancellor's Office to secure funding to create a statewide internship program and pipeline for graduate students to teach at California community colleges.

Strategy B: Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

Tier 1 Activity: ASCCC and CCLC collaborate to educate districts, colleges, trustees and CEO's on the impact of mentoring programs.

Tier 2 Activity: Chancellor's Office to secure new funding for EEO plans and flexibility to fund mentoring programs to be implemented statewide.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Celebrate the diversity of the California Community Colleges.

Tier 1 Activity: Board of Governors to adopt a multi-cultural awareness week to celebrate the diversity of our system. Encourage CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO and Chief Business Officers (CBO) to publicize the accomplishments of our system.

Strategy B: Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations.

Tier 1 Activity: Chancellor's Office align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students).

Strategy C: Foster open lines of communication on campuses for constructive feedback including dialogues, summits, town halls, and forums.

Tier 1 Activity: Chancellor's Office to continue Chancellor's Listening Tour and Black and African-American Advisory Town Halls to elevate dialogue on diversity, equity and inclusion.

Tier 1 Activity: Chancellor's Office to partner with system stakeholders to host annual diversity, equity and inclusion summit.

Tier 2 Activity: ASCCC and ACHRO to create guidelines to develop local forums for dialogue.

Vision for Success Commitment 6: Enable action and thoughtful innovation

Strategy A: Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.

Tier 1 Activity: Chancellor's Office collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual.

BEST PRACTICES

- Host a job fair focused on underrepresented/marginalized groups; likewise, attend Historically Black Colleges and Universities (HBCU's), Native American colleges, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), and Hispanic-serving colleges' job fairs.
- Colleges may target recruitment efforts towards local master's degree programs focusing on final year candidates and establish partnerships with local higher education institutions that create a long-term pipeline of candidates.
- Chancellor's Office can partner with HBCU's, Native American colleges, professional associations/organizations, mentorship or coalitions, and other affinity groups for underrepresented minority groups (e.g. Latina Leadership Network, Asian Pacific Islanders in Higher Education, etc.) to facilitate recruitment and advertising for districts and colleges. The partnerships may leverage CCCRegistry.org as a vehicle for streamlining recruitment more systematically to those audiences.
- ASCCC and HR can establish the review of supplemental material as a component/step in the process via EEO plan.
- Include diverse stakeholders on hiring committees and screening processes (i.e. students, community members, classified staff, etc.).
- Set principles of engagement or behavioral level best practices to guide districts/colleges in effectively implementing the new diversity, equity and inclusion focused processes. Provide EEO training to districts and colleges for implementing these processes with a diversity, equity and inclusion lens.
- Create an environment of inclusion with on-going state and institutional-level recognition of faculty and staff efforts and commitment to diversity, equity and inclusion and successfully serving students.
- Establish a peer-to-peer strategy for recognition.
- Identify models that have a systemic approach to recognizing and affirming diversity, equity and inclusion. (Example: Palomar College trustees created a policy putting diversity at the forefront).

- Encourage behaviors from administrators that lead to recognition at every level where diversity, equity and inclusion and student success efforts happen (i.e. team recognition, part-time staff recognition, admin, etc.).
- Districts and colleges to review and strengthen the college and district policy and procedures to make the hiring and screening committees representative of the students and communities served (include students and part-time faculty representation).
- Provide compensation and credit for students participating in hiring or selection committees.
- Use section of EEO plan that allows Chancellor's Office to collect data on the composition of hiring committees to understand the progress colleges and districts are making.
- Districts and colleges support the development of a workshop series for administrators and managers designed to understand and see the value of inclusive behaviors (i.e. cultural competency, accessibility).
- Chancellor's Office encourage the development of intern programs that provide training to diverse applicants to meet minimum qualifications by highlighting them in the EEO best practices handbook (Example: Project MATCH).
- ACHRO and CBO's can partner to develop a checklist to implement college mentorship programs.
- Trustees and CEO's encourage college partnerships with community-based organizations to solicit feedback on strategies to create a more inclusive work environment and identify barriers to inclusion.
- Promote the collaboration between colleges and local organizations to offer joint research, training, and educational opportunities and experiences for faculty and staff by encouraging the development of a directory of multicultural organizations.
- California Community Colleges Classified Senate (4CS), CBO's, CCLC and ACHRO can partner to create a checklist to lead a statewide education campaign to encourage classified staff to discuss and champion equity and diversity.
- ASCCC can collaborate with local senates, faculty, and staff to promote campus dialogue related to diversity, equity and inclusion.

APPENDIX D: UPDATED 2020-21 FACULTY AND STAFF DIVERSITY BUDGET CHANGE PROPOSAL

CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE 2020-21 BUDGET AND LEGISLATIVE REQUEST FORM

The Finance and Facilities Planning and Governmental Relations Divisions are seeking input into the development of the 2020-21 California Community Colleges Budget and Legislative Request. To submit a budget or statutory request, please upload this completed form at [Dropbox](http://tinyurl.com/yy4v9k97) (<http://tinyurl.com/yy4v9k97>) by June 21, 2019. For consideration, proposals should advance the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx) (<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx>). The Chancellor will make the final determination regarding items included in the proposed 2020-21 Budget and Legislative Request. While submissions will not receive individual responses from the Chancellor's Office, items selected for potential inclusion will likely require completion of a [Budget Change Proposal](http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/DF46.doc) (http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/DF46.doc) and/or submission of additional background information.

PROPOSAL SUMMARY AND ALIGNMENT TO THE *VISION FOR SUCCESS*

In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty and Staff Diversity Task Force (Diversity Task Force). The creation of the Task Force was sparked by a statewide study that found that in the California Community Colleges, the demographics of campus faculty and leadership is not representative of the student's they serve. Specifically in 2016-17, while 73% of students were students of color, 72% of Academic Senates Leaders were White, 61% of tenured faculty were White, 60% of non-tenured faculty were White, and 59% of College Senior Leadership were White. Recognizing that California community college districts have made improvements to implement and submit equal employment opportunity (EEO) reports, the Board of Governors requested that the Faculty and Staff Diversity Task Force present a set of recommendations to integrate faculty and staff diversity as a part of the *Vision for Success* and present a set of statewide recommendations on structural changes, including policies, practices, and tools that the system will need to make to improve system EEO implementation and better support diversity.

Faculty and staff diversity is a driver for educational achievement and social mobility. Faculty and staff diversity is important to ensure students can identify with our faculty/staff and our faculty/staff to connect effectively with students of diverse backgrounds. As a driver, faculty and staff diversity directly supports the *Vision for Success* goals. This proposal requests additional statewide resources that have been identified by the Diversity Task Force to help colleges and districts implement the recommendations that will be adopted by the Board of Governors at their September or November 2019 meeting.

DESCRIPTION OF THE PROBLEM

The *Vision for Success* commitments represent a set of mindsets. The commitments are an overarching theory of action, they are not specific tactics. In order to improve faculty and staff hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring and retention policies and strategies.

It has been challenging to operate robust EEO programs at the local level. Currently, colleges receive \$50,000 in EEO funds to support EEO efforts and comply with reporting requirements. Outside of this state allocation, HR offices and partnerships between the Chancellor's Office, Academic Senate, League and ACHRO have to be pieced together to provide technical assistance, trainings and tools for the largest system of public higher education in the nation. The California Community Colleges also hosts an outdated job board (called the CCCRegistry.org) that is in need of improvements to better serve job seekers who are committed to educational excellence as faculty members or administrators in our districts and colleges. Improving this online database of job opportunities will be critical to improving the pre-hiring process. Additionally, we envision a more modern and robust CCCRegistry.org which would evolve beyond its current status as a simple job board to become a streamlined and efficient tool for applying to multiple jobs. This common application would allow for the easy collection and analysis of demographic data, which would support our EEO mission by providing current and readily available data on EEO performance at the college, district, regional, and systemwide level.

BACKGROUND OF THE PROBLEM

The lack of faculty and staff diversity is not unique to the California Community Colleges. Our worksite is a microcosm of the rest of society. Significant improvements have been made to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods to certify and receive EEO funds, and in 2016 a best practices handbook was developed. These improvements have been thwarted due to limited resources, not system support. The Diversity Task Force will present for the Board of Governors consideration changes that will make system wide investments an urgency.

DESCRIBE HOW THE PROPOSED SOLUTION ADDRESSES THE PROBLEM

The proposed solution would begin to build the capacity for California's 115 colleges and support at the state Chancellor's Office. To accomplish the statewide recommendations, the Chancellor's Office is requesting state investments in California community college diversity and EEO efforts as a part of the 2020-21 budget request process. The Diversity Task Force proposes augmenting existing funding and two new funding gaps that will advance statewide diversity efforts. The investments below total: \$76.4 million.

- **\$20 million** ongoing to expand district EEO implementation. This includes \$10 million ongoing for professional development **for full-time faculty, part-time faculty and classified staff to drive individual and systemic cultural change to improve the equal educational opportunity for all students.** This is an augmentation to the existing EEO fund allocation.
- \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversify worksites in the public and private sector.

- \$1 million one-time to modernize CCCRegistry.org and add systemwide online trainings such as cultural competency and unconscious bias training.
- \$40 million ongoing for full-time faculty hiring.
- \$407,699 ongoing general fund to provide additional support for Chancellor’s Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations. (1 Vice Chancellor-Exempt position, 1 Specialist, 1 Staff Services Analyst)

ANALYZE ALL FEASIBLE ALTERNATIVES

The only alternative to a budget investment is continuing to use existing limited resources to piece together trainings and tools with external stakeholders and focusing on compliance to submit a state report. Without resources, our colleges and districts will only be able to report how they have attempted to comply and make improvements without resources. This approach is unsustainable, and greatly impacts the system’s ability to enact and advance the large-scale reforms required by the *Vision for Success*.

STRONGEST ARGUMENTS IN SUPPORT OF PROPOSED SOLUTION

California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Maintaining a richly diverse workforce is not only required by law, but these policies provide our students with the educational benefits of a diverse workforce. The investments requested represent the best thinking across systemwide stakeholders who are experts in our system’s policies and practices, and have engaged in a taskforce convening over a period of six months.

FISCAL ANALYSIS AND JUSTIFICATION

This proposal calls for \$60.4 million in ongoing funding and \$16 million in one-time funding. These structural investments are only one part of the institutional changes needed to provide colleges and districts resources, support and guidance. While the proposal can be phased-in over 1-2 years, the need for ongoing funding will be critical to these efforts. The largest investment is needed to diversify the faculty in our system through full-time positions. A strong partnership with the Academic Senate for California Community Colleges will need to be ongoing and address major hiring processes such as equivalency and hiring committee trainings. This request includes \$40 million ongoing for full-time faculty positions because without connecting future hiring to statewide diversity efforts, the system will continue to play catch up to fill limited vacancies with diverse candidates.

DESCRIBE PREVIOUS STATE OR FEDERAL LEGISLATION, POLICY OR FISCAL EFFORTS, OR HEARINGS ON THE SUBJECT

EEO statutes are codified in California Education Code sections 87100-87108, and

implementing regulations are found at title 5, California Code of Regulations sections 53000-53034. The State Legislature has been interested in this topic across segments over the last decade, and a proposed Assembly hearing is planned for fall 2019.

ADDITIONAL INFORMATION

This proposal will require statewide system support as significant Proposition 98 dollars will be needed to prioritize increasing faculty and staff diversity in our system. Additionally, the issue of part-time faculty and staff was not addressed in this proposal.

The Task Force is co-chaired by the Chancellor's Office and the Academic Senate for California Community Colleges (ASCCC) and includes presidents/CEO's, faculty, HR managers, trustees, researchers, students and Chancellor's Office staff. The Task Force met between April and September 2019 and will present to the Board a systemic plan to improve faculty and staff diversity at the September and November 2019 Board meetings. Task Force Roster:

- Dr. John Stankas, ASCCC President (Co-Chair)
- Mayra Cruz, ASCCC, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD
- Irma Ramos, ACHRO, North Orange CCD
- Greg Smith, ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor's Office (Co-Chair)
- Fermin Villegas, Chancellor's Office
- Ebony Lopez, Chancellor's Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center

Front cover photo: Modesto Junior College

Photo at right: Santa Monica College

Back cover photo: Merrit College



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