



President's Update | October 2019



Faculty Diversification

The Board of Governors *Vision for Success* Faculty and Staff Diversity Task Force, co-chaired by the Chancellor's Office and the ASCCC, issued its report and recommendations to the Board of Governors at the Board's September meeting. All three recommendations were unanimously adopted by the Board of Governors, and much appreciation for the leadership of Deputy Chancellor Gonzales and the Academic Senate was acknowledged. The three recommendations are as follows:

1. Incorporate the strategies identified in the Diversity, Equity, and Inclusion (DEI) Integration Plan to integrate DEI into the Vision for Success,
2. Adopt the DEI Statement endorsed by the ASCCC Executive Committee and the Task Force as a systemwide directive by which to evaluate all aspects of the system, and
3. Support the budget proposal submitted by the task force for \$60M in ongoing funding to support professional development, EEO expansion, and hiring full-time faculty as well as \$16M in one-time funding to, among other things, create a student to community college faculty pipeline.

The ASCCC has also reached out to system partner colleagues like the Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, and the Association for Chief Human Resources Officers, asking for liaisons to assist in the work we have undertaken. Our goals are to address the following in this academic year:

1. Evaluate and emphasize the second minimum qualification—sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students—such that its value is equal to discipline-specific qualifications.
2. Create model hiring and appointment processes.
3. Develop tools to engage colleges in systemic change dialogue.
4. Evaluate and revise the EEO Standards.

While we may not finish all of these tasks in the current academic year, we hope to make significant progress in each area. This work can only be strengthened with the assistance of our system partners.

We also continue to reach out to all faculty to encourage the diversity of voices that make up our ranks in order to lend those voices to our statewide governance role. This year, we increased the number of volunteers for statewide service by 63% as we continue to improve our outreach. The following table shows the appointment results for this year's standing committees by comparing the applicant pool by self-identified ethnicity/race, the % of the pool comprised of that designation, and the % of appointed members to the ASCCC standing committees:

Identification	Applicant Pool N	Applicant Pool %	Appointment %
Ethnicity/Race	244		
African American	17	7%	14%
Asian/Pacific Is.	19	8%	8%
LatinX/Chicano	39	16%	22%
Caucasian	103	42%	44%
Native American	4	2%	2%
Not Stated/Other	38	16%	8%

While this outcome is not perfect, the Executive Committee continues to improve our internal processes each year and to evaluate relevant data. We are heartened that more individual faculty are willing to volunteer for statewide appointments, hopefully as a result of the conscious effort of the Academic Senate to ensure that those voices are valued as an integral part of our structure.

Governance Processes and the Faculty Role

Another goal identified by the ASCCC Executive Committee is an emphasis on the role of faculty in governance processes. We will continue to provide professional development and technical assistance while evaluating processes and practices. This evaluation includes the roles and responsibilities of academic senates and curriculum committees, the only two bodies specifically called out in regulation outside of bargaining units.

This goal also includes an introspective look at the internal work of the ASCCC, such as election processes, the role of caucuses, and the statewide faculty appointment processes noted earlier in this report. Several resolutions relevant to our election processes will be presented by the Executive Committee for consideration at the Fall Plenary Session. During this examination of internal rules and bylaws, questions are best discussed and decided by the faculty of the colleges and the delegates they send to the plenary session, not by the Executive Committee, and as such several options are present and purposefully in conflict with each other in the resolutions packet in order to make unmistakably clear that the Executive Committee does not take any position to endorse or not endorse any of these options. Governance processes at the state level must involve the active engagement by the delegates and vigorous debate for healthy decision-making processes.

In order to continue to improve collegiality and communication, I invited Chancellor Eloy Ortiz Oakley to attend our Fall Plenary Session. Unfortunately, the plenary is scheduled at the same time as Governor Newsom's Economic Summit, at which the chancellor's attendance is required. As an alternative, I invited the chancellor to attend the area meetings with me to hear directly from senate leaders across the state and foster collegial dialogue. He has accepted this invitation and will be attending Area A and Area D meetings on October 11 and 12 this fall. In the spring, he will attend Area B and Area C meetings with the same goal in mind.