



California Community Colleges
Board of Governors

Item 2.8: Recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task Force

Attachments: 5

Date: September 16-17, 2019

Category: Executive Office

Type of Board Consideration: Action

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item provides the Board of Governors with an update and recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task force.

Recommendation

It is recommended that the Board of Governors approve Resolution Number 2019-19:

Be it Resolved, that the Board of Governors of the California Community Colleges,

- Accepts the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directs the Chancellor's 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;
- Adopts the proposed California Community Colleges Diversity, Equity and Inclusion Statement and directs the Chancellor's Office to propose changes to title V, the mission of the California Community College system, Equal Employment Opportunity plans, and multiple measures certification forms by September 2020; and
- Supports 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.

Background

In November 2018, the Board of Governors (Board) requested that the Chancellor's Office establish a Faculty Diversity Task force (renamed the *Vision for Success* Diversity, Equity and Inclusion Task force, and referenced below as Task force). The creation of the Task

force was sparked by a statewide study by the Campaign for College Opportunity (collegecampaign.org/wp-content/uploads/2018/03/2018-Left-Out-Executive-Summary-Final.pdf) which found that in the California Community College system, the demographics of campus faculty and senior leadership is not representative of the racial and ethnic diversity of the students they serve. Specifically, in 2016-17, while 73 percent of students were students of color, 72 percent of Academic Senate's Leaders were White, 61 percent of tenured faculty were White, 60 percent of non-tenured faculty were White, and 59 percent of College Senior Leadership were White. Recognizing that California Community College districts have made significant improvements to implement and submit equal employment opportunity (EEO) plans, the Board requested that the Chancellor's Office create a task force (separate from the Statewide EEO and Diversity Advisory), focused on addressing faculty diversity and developing a set of recommendations related to:

- The utility of adding an additional statewide goal related to faculty and staff diversity; and
- A set of statewide structural changes, including policies, practices, and tools that the system will need to improve EEO implementation and the recruitment, retention, support of diverse faculty, staff, administrators and students.

Between November 2018 and April 2019, the Chancellor's Office presented at statewide conferences (e.g. Community Colleges League of California (League), Association for Chief Human Resource Offices (ACHRO), Academic Senate for California Community Colleges) to increase awareness of the Board's urgency to see progress towards equal employment opportunities at California Community Colleges. The Chancellor's Office also hosted a Diversity Summit on February 8th-9th, 2019 in partnership with statewide associations to engage statewide stakeholders and present best practices for EEO. Statewide qualitative data was also collected from faculty at the Academic Senate for California Community Colleges (ASCCC) Spring Plenary on April 12, 2019 (See Attachment 1: Faculty Feedback Collected at the ASCCC Spring Plenary April 2019). This statewide engagement, over six months, resulted in system recognition of the need to improve EEO practices and policies.

Task Force Members and Meeting Dates

The Chancellor's Office launched the Task force on April 8, 2019. The Task force is co-chaired by the Chancellor's Office and the ASCCC, and included Presidents/CEO's, faculty, human resource managers, Community College District (CCD) trustees, researchers, students and Chancellor's Office staff. The Task force was composed of 16 members:

- 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
- Hildegarde 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

The Task force met for six months from April through September of 2019. Specifically, the Task force met on April 8, May 17, June 24, July 19, August 22, and September 4.

Throughout the process, the Task force engaged additional statewide stakeholders to learn more about unconscious bias, and policies and practices that support faculty of color retention. The statewide experts who presented to the Task force include:

- 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, Mira Costa College. July 19, 2019 panel moderator for "Faculty of Color Retention."
- Dr. Maria Figueroa, Mira Costa College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Karen Chow, DeAnza College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Manuel Velez, San Diego Mesa College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Edward Pohlert, Mira Costa College. July 19, 2019 panelist on "Faculty of Color Retention."

Analysis

The Landscape of Diversity Efforts

With the help of the Success Center at the Foundation for California Community Colleges and Chancellor's Office staff, the Task force reviewed academic literature and a landscape of diversity efforts in private and public worksites. Literature on campus diversity efforts looks at ethnic and racial diversity through the lens of faculty, staff, and students, with consistent themes of recruitment, retention, and support. Three ways in which colleges tend to engage in these efforts is through individual, interactional, or institutional strategies. Individual efforts include faculty and student mentoring, interactional efforts include cultivating buy-in and building an environment conducive to diversity, and institutional efforts include larger scale actions a department or institution takes to reorient itself towards improving diversity.

Colleges and universities around the country are beginning to recognize and invest in diversity. Across worksites institutional leaders are establishing fellowship programs, targeted pilots for hiring, creating institutional diversity offices, and award programs to

reward progress. However, a holistic and integrated approach to diversity is uncommon. At City University of New York (CUNY), their board adopted a Diversity and Inclusion Strategic Plan, which included the adoption of a diversity statement, the creation of an undergraduate fellowship, a faculty diversity career enhancement initiative, a diversity in the classroom series, and the establishment of an Office of Diversity and Equity Programs. The Task force engaged with understanding the strategies used by CUNY, other California segments, and Rutgers University. A clear opportunity to develop an integrated plan that invests in an ecosystem of support to improve diversity, equity and inclusion emerged.

The Task force also focused on learning about the relationship between student diversity and faculty hiring and retention. The empirical studies repeatedly suggested an ethnically diverse faculty has 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” (Taylor, et al., 2010). Retention efforts and a clear commitment to diversity are two ways institutions can meet the needs of their students and addresses the changes in their demographics (Hurtado, 2001). Hiring faculty from diverse populations in itself will not change a campus culture or improve student outcomes; faculty must also be retained and supported.

Robinson et al. (2013) affirms that retention efforts to keep diverse faculty are essential. These efforts can be considered interactional in that they are cultural and environmental, while specific retention efforts are also individual. There can be an additional burden on faculty of color related to tokenism or isolation. By explicitly asking faculty who leave why they leave, campus or departments can lead efforts to remedy any problems (Romero 2017). Using this information, the Task force focused on developing an integrated plan with clear goals to recruit, hire and support a diverse workforce for the largest system of public higher education in the nation.

Developing an Integrated Plan

A system level commitment to faculty, staff, and student diversity ensures we are supporting our students towards completion of their academic goals and closing educational attainments gaps among historically underserved student populations. The *Vision for Success* (vision.foundationccc.org/looking-ahead) commitments represent a set of mindsets that are supported by the *Vision for Success* goals. The commitments are an overarching theory of action, not specific tactics. In order to improve faculty hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring, and retention policies and strategies. For this reason, the Task force determined that adding an additional goal to the *Vision for Success* was not an intentional way in which our system could move forward or make progress.

Using the 5th *Vision for Success* goal as an anchor—“reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years”—the Task force recommends the integration of diversity into every commitment in the *Vision for Success* to emphasize

the role of diversity, equity and inclusion throughout the *Vision for Success*. This approach stems from two Task force theory of change affirmations:

1. Faculty and staff diversity is a driver for the educational achievement and social mobility of our students.
2. To be intentional and proactive in addressing faculty and staff diversity, the community colleges and districts must shift from the practice of compliance to partnerships across organizational systems/departments/divisions to design, implement, and reinforce policies, procedures, and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect to recruit, retain, and support a diverse workforce that is responsive to the needs of a diverse student population.

Engaging Statewide Stakeholders

The Task force engaged in collecting feedback from statewide stakeholders in order to improve the recommendations to the Board of Governors and learn about implementation barriers. The Task force co-chairs presented to the Consultation Council on August 15th and to the Chancellor's Office EEO and Diversity Advisory on August 29th. Two other groups requested a special briefing on the Task force recommendations: the Faculty Association of California Community College (FACCC) on September 3rd, and the Chancellor's Office Career Education African American and Black Advisory Committee on September 5th.

Feedback provided was taken into consideration by the Task force at the August 22nd and September 4th Task force meeting. The feedback collected resulted in two key changes to the Task force recommendations:

1. An updated 2020-21 Budget Change proposal that includes resources to support the professional development of part-time faculty and classified staff; and
2. Amendments to recommendation one, in order to address the need to monitor the implementation of the Task force recommendations.

Diversity, Equity and Inclusion Task Force Recommendations

The Task force has three main recommendations for the Board:

Recommendation 1: Accept the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and direct the Chancellor's 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. (See Attachment 2: Diversity, Equity and Inclusion Integration Plan)

Recommendation 2: Adopt the proposed California Community Colleges Diversity, Equity and Inclusion Statement, and direct the Chancellor's Office to propose changes to title V, the mission of the California Community College system, and Equal Employment

Opportunity plan templates, and multiple measures certification forms by September 2020. This will require the Chancellor's Office to collaborate with the Consultation Council and existing statewide advisories. (See Attachment 3: California Community Colleges Diversity, Equity and Inclusion Statement)

Recommendation 3: Support the updated 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. This proposal calls for \$60.4 million in ongoing funding and \$16 million in one-time funding. (See Attachment 4: Updated 2020-21 Faculty and Staff Diversity Budget Change Proposal).

Works Cited

Hurtado, S. (2001). Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development.

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. Retrieved from: <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Robinson,%20Petra%20Enhancing%20Faculty%20Diveristy%20FOCUS%20V7%20N1%202013.pdf>

Romero, Jr. Aldemaro. (2017). Best Practices for Recruiting and Retaining Diverse Faculty for Institutions of Higher Education. Council of Colleges of Arts and Sciences. Retrieved from: https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf

Taylor, Orlando, Apprey, Cheryl B., Hill, George, McGrann, Loretta, and Wang, Jianping. (2010). Diversifying the Faculty. Association of American Colleges and Universities. Retrieved from: <https://www.aacu.org/publications-research/periodicals/diversifying-faculty>

Attachments

- 1.** Faculty Feedback Collected at the ASCCC Spring Plenary April 2019
- 2.** Diversity, Equity and Inclusion Integration Plan
- 3.** California Community Colleges Diversity, Equity and Inclusion Statement
- 4.** Updated 2020-21 Faculty and Staff Diversity Budget Change Proposal
- 5.** Resolution Number 2019-19 "Board Resolution Adopting Recommendations from the Diversity, Equity and Inclusion Task Force"

Item 2.8, Attachment 1: Faculty Feedback Collected at the ASCCC Spring Plenary April 2019

Academic Senate Responses

At the April 12, 2019 Academic Senate for California Community Colleges (ASCCC) Plenary, President Dr. John Stanskas and Deputy Chancellor Dr. Daisy Gonzales led a session to collect feedback from Senate Presidents related to diversity and Equal Employment Opportunity (EEO) programs and practices. Over 300 participants were asked to discuss and document responses to a set of four questions. The first two questions aimed at collecting information about their local community concerning diversity. The second set of questions aimed to provide a sense of direction for the Chancellor's Office, the Academic Senate and the Vision for Success Diversity, Equity and Inclusion Taskforce. When reviewing the responses, trends began to emerge. Each trend is broken down into categories and includes a list of responses that appeared at least once. The trends are in order based on the popularity of the response.

Question 1: What Programs or Practices currently exist at your college that should be supported and scaled statewide?

- An Internship Program for underrepresented faculty, new faculty, and prospective employees.
- Training/workshops for faculty (especially those serving on hiring committees), staff, and administrators on the following topics:
 - Unconscious bias/ anti-bias.
 - Diversity.
 - Anti-racism.
- Screening hiring committees for diversity. This is carried out in a number of ways including: placing a trained EEO officer on the committee, screening members that reflect the demographic of the service population, having the senate review hiring committees, and having Human Resources check the hiring committee for diversity before applications are released.
- Mentorship programs in the following capacities:
 - Students (grow your own).
 - Peer mentors (for faculty/staff early in their careers).
 - Part-time/adjunct faculty applying for full-time positions.
- Recruitment efforts geared toward diverse candidates. This is achieved by sending representatives to job fairs/conferences, posting job announcements in diverse publications, and advertising beyond the local area.
- Changing the culture of the interview process by adding questions that address diversity, culture, inclusion, and equity.

Question 2: What are some of the challenges on your campus to promote faculty diversity?

- The cost of living is becoming a hindrance for employees because of their low salaries.
- A rural community with a lack of diversity in the hiring pool. Also, having small hiring pools with a limited amount of qualified candidates.
- Lack of current faculty diversity to serve on hiring committees. The existing administration is primarily composed of white males.
- Inadequate Training and expertise in EEO and Human Resource departments.
- A campus culture that hinders the conversation of diversity. This was expressed in the following ways:
 - Concerns about reverse racism.
 - People are reluctant to discuss racial and ethnic diversity and only use diversity in the broadest sense.
 - Difficulty implementing hiring manual recommendations without unduly burdening existing faculty of color.
 - Lack of opportunity for meaningful dialogue.
 - Faculty backlash for focusing on diversity.
 - Leadership perceives diversity as race alone.

Question 3: What support do you need from the Chancellor's Office and the ASCCC to affect change?

- Training that is done regionally, by district, and by campus for faculty, staff and administration. The types of training include:
 - Improved EEO Training.
 - Training on how to judge/assess a candidate's understanding of and commitment to diversity.
 - Implicit bias training.
 - Identifying qualifications and potentially successful candidates.
- More Funding for:
 - Incentives for faculty, staff, administration, and colleges, especially for those serving on hiring committees.
 - Targeted Advertising.
 - To experiment with approaches.
 - Funding for full-time faculty to be part of job fairs at national conferences.
 - Funding to cover travel expenses for interview candidates.
- Guidance/Guidelines in the following areas:
 - How to increase and improve diversity and how to fund it.

- A transparent rubric to determine baseline institutional diversity.
- Sample diversity questions for job interviews.
- Legal guidance on what kind of language can be used in job postings and interview questions.
- Guidance to senate presidents on appointing hiring committee members.
- Job announcement templates.
- A handbook from the ASCCC on best practices for onboarding as a resource local campuses can adopt.
- Directives that are forcing conversations about racial inequity and a need for faculty diversification.
- Internship/Mentorship Programs in the following capacities:
 - Mentoring new faculty.
 - Create an internship pathway for Master's Degree level students where they start working as an embedded tutor, then an adjunct, and full-time faculty.
 - Fellowship program.
 - Statewide mentor program for California Community College (CCC) students that range from CCC through graduate school and doctorate program to teaching at CCC's.

Question 4: What specific recommendation(s) would you like to see out of the BOG Taskforce?

- Define Diversity.
- Adopt a seventh statewide goal related to system wide diversity to increase full-time faculty.
- Creating best practices that address the entire hiring process. For example:
 - Recruitment strategies: how do we get more underrepresented groups into our applicant pools?
 - A hiring toolkit that includes best practices for interviewing, recruitment and strategies to retain diverse faculty, staff and administration.
 - Creating a how to for revamping job announcements/interview questions.
 - Guidance on proving minimum qualifications compliance.
 - "How to Promote Diversity" checklist for hiring.
- Full time Faculty Obligation (FON) Updates with a revision that includes incentives for diversity and matching student demographics.
- Training in the following ways:
 - To fix/standardize EEO training for faculty, HR, administrators, and facilitators.
 - Large scale training for cultural and diversity inclusivity.

- Trainings in communication that include: conflict resolution, mediation, coalition building.
- Policy Changes that:
 - Make the diversification of faculty, classified staff and administration as a required area of the equity plan.
 - Challenge the legislature to update laws restricting the applicant's self-revealing information such as ethnic background, gender, and cultural identities.
- Resources such as:
 - Disaggregate data by discipline.
 - A list of professional organizations geared toward diverse groups to advertise to.
 - More statistics about the local population versus the faculty/staff at the colleges.

Item 2.8, Attachment 2: *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 (CCC) 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 system-wide 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 College System.

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 1-2 year timeline and with existing resources. Tier 2 Activities are those that we believe can be achieved in a 3-5 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 (CCC Registry).

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

Tier 1 Activity: Board of Governors (BOG) 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: CCCCCO 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: CCCCCO to standardize the submission deadlines of all district EEO plans.

Tier 1 Activity: CCCCCO 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 (CIO's) 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: BOG and CCCCO 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 College System. Encourage colleges to adopt a diversity statement as part of their mission statement.

Tier 1 Activity: BOG 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; CC 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: CCCCCO 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: CCCCCO create a repository of recruitment resources to include advertising and recruitment strategies that can be accessed via the CCC Registry, Vision Resource Center and reported on the EEO plan.

Tier 2 Activity: CCCCCO 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: CCCCCO 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: CCCCCO 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: CCCCCO 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: CCCCCO and ASCCC to partner to release statewide guidance on equivalency process and policies.

Tier 1 Activity: CCCCCO 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 CCCCCO 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: CCCCCO 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 campus-wide cultural competency and implicit bias training.

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

Tier 2 Activity: CCCCCO 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: CCCCCO collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences.

Tier 2 Activity: BOG to create a workgroup with a set timeline to require CCCCCO, 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 CCCCCO partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required).

Tier 2 Activity: CCCCCO 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: CCCCCO 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 College System.

Tier 1 Activity: BOG 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: CCCCCO 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: CCCCCO 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: CCCCCO 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: CCCCCO 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.
- CCCCCO 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 CCC Registry 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 CCCCCO 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).
- CCCCCO 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.

Item 2.8, Attachment 3: 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.

Item 2.8, Attachment 4: 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>). 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/D46.doc) and/or submission of additional background information.

Proposal summary and alignment to the *Vision for Success*

In November 2018, the Board of Governors (Board) 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 College system, 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 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 College system also hosts an outdated job board (called the CCC Registry) 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 CCC Registry 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 system-wide level.

Background of the problem

The lack of faculty and staff diversity is not unique to the California Community College system. 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 Board 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 the CCC Registry and add system-wide 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 system-wide stakeholders who are experts in our system's policies and practices, and have engaged in a taskforce convening over a period of 6 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 Stanskas, 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

Contact Information

Proposal Primary Contact: Dr. Daisy Gonzales

Division/Organization/College: CCCCCO

Email Address: dgonzales@cccco.edu

Approval for Submission

To be considered for inclusion in the 2020-21 Budget and Legislative Request the proposal must be approved by one of the following, as appropriate: Chancellor's Office Division Executive Vice Chancellor, Vice Chancellor or Chief Counsel, Consultation Council representative, or district/college Chief Executive Officer or General Counsel.

Approved By: Dr. Daisy Gonzales

Title: Deputy Chancellor

Email this completed form to Imran Majid and Hilary Thomson by June 28, 2019.

Please email [Imran Majid \(imajid@cccco.edu\)](mailto:imajid@cccco.edu) or [Hilary Thomson \(hthomson@cccco.edu\)](mailto:hthomson@cccco.edu) with any questions or comments.

Item 2.8, Attachment 5: Board Resolution Adopting Recommendations from the Diversity, Equity and Inclusion Task Force

Resolution of the Board of Governors

California Community Colleges

No. 2019-19

WHEREAS, the California Community Colleges comprise the nation's largest postsecondary education system in the country with 115 colleges and 2.1 million students, who together include the full spectrum of diversity represented by the population of California; and

WHEREAS, the diversity of faculty, classified staff and administrators employed by the California Community Colleges does not adequately reflect the diversity of the student body; and

WHEREAS, community college students of all backgrounds will benefit educationally from improved diversity among faculty, classified staff, and administrators, and improving diversity has become an urgent priority for the California Community Colleges; and

WHEREAS, the Chancellor of the California Community Colleges convened a Diversity, Equity and Inclusion Task force to develop recommendations for the Board to advance our efforts to diversify the population of community colleges employees.

IT IS RESOLVED, that the Board of Governors of the California Community Colleges:

Accepts the proposed strategies outlined in the Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directs the Chancellor's Office to present a preliminary timeline for the 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 state budget outlook;

Adopts the proposed California Community Colleges Diversity, Equity and Inclusion Statement and directs the Chancellor's Office to propose changes to title V, the mission of the California Community College system, Equal Employment Opportunity plan templates, and multiple measures certification forms by September 2020; and

Supports the 2020-21 budget proposal submitted by the Task force, to augment statewide resources that will advance the implementation of the proposed Diversity, Equity and Inclusion Integration Plan.

Vote Count:

Dated:

Tom Epstein, President
Board of Governors California Community Colleges