

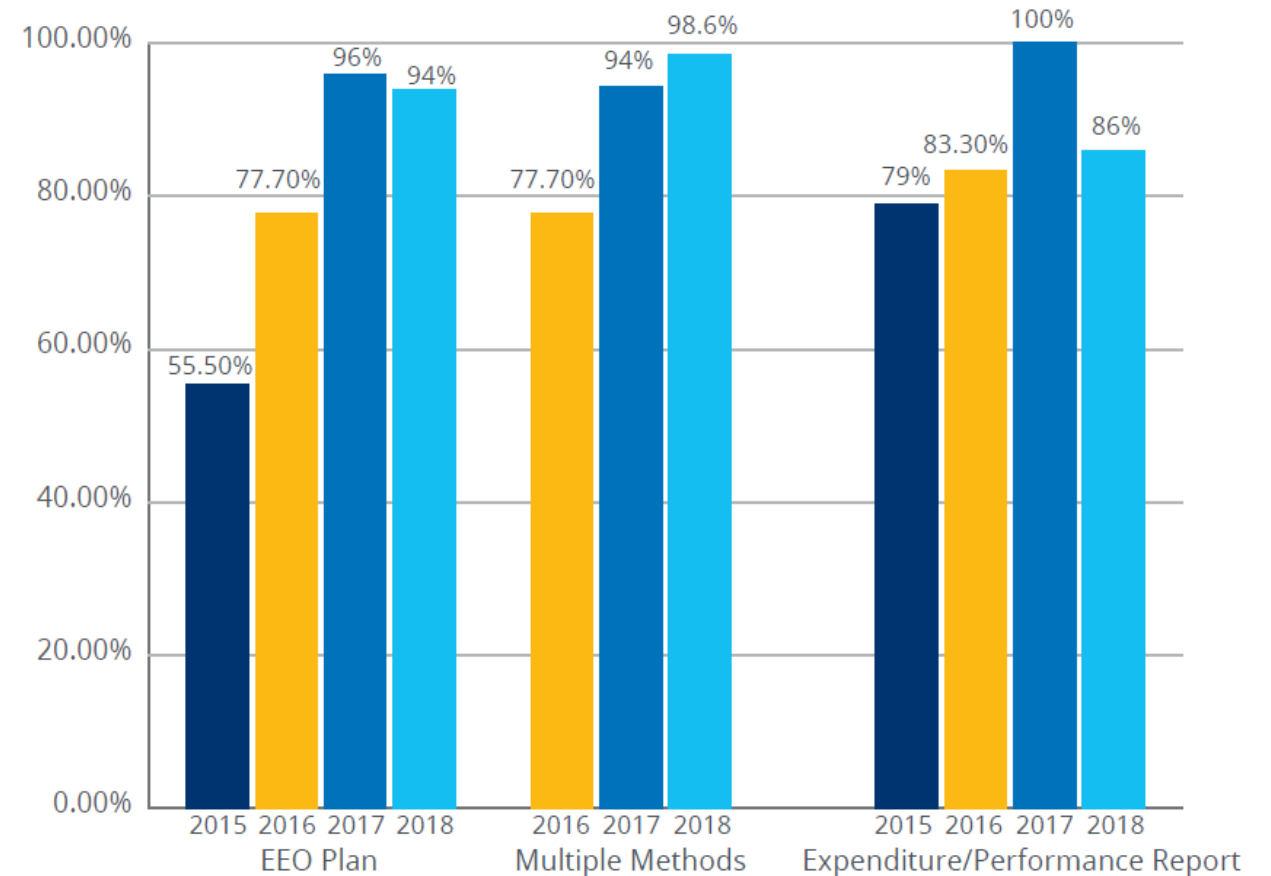
# Oversight Hearing of the Assembly Higher Education Committee

Faculty Diversification and the *Vision for Success* Diversity,  
Equity and Inclusion Task force

# Historical Context

- Prop 209 (1996)
- Consultation Council Task force (2002)
- Chancellor's Office Statewide EEO & Diversity Advisory Committee (2015)
- EEO plan template and multiple measures review (2015)
- EEO Plans progress (2018)
- Diversity, Equity and Inclusion Task force (2018)

Increased District Participation



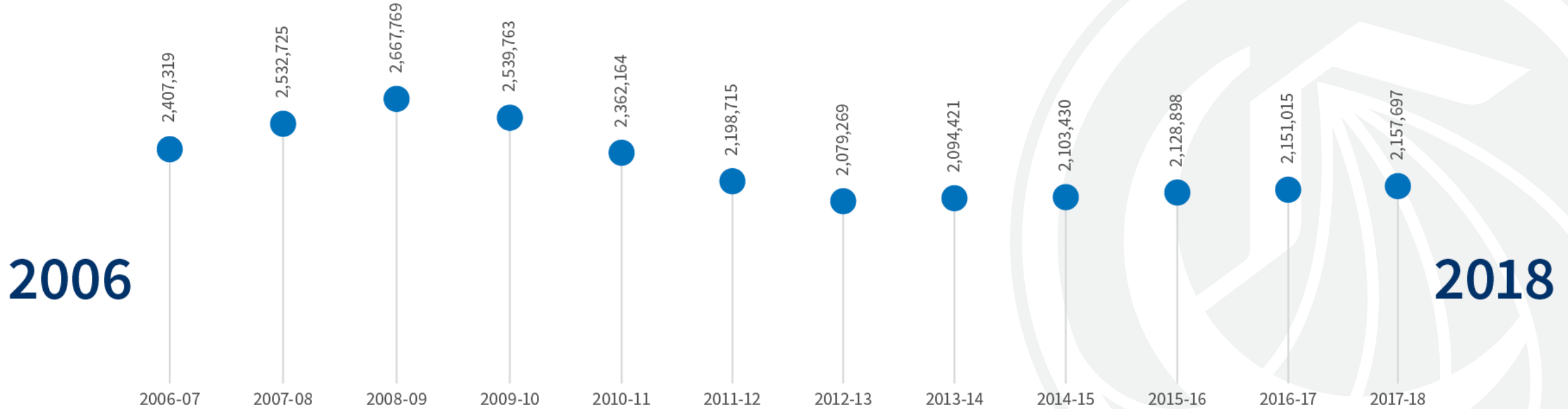
# *Vision for Success Goals*

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
- 5. Reduce and erase equity gaps**
6. Eliminate regional gaps

# Commitments

1. Focus on students' end goals
2. Design with the students' experience in mind
3. Pair high expectations with high support
4. Make evidence-based decisions
5. Own student performance
6. Lead cross-system partnerships
7. Thoughtful innovation and action

# Annual Student Headcount\*



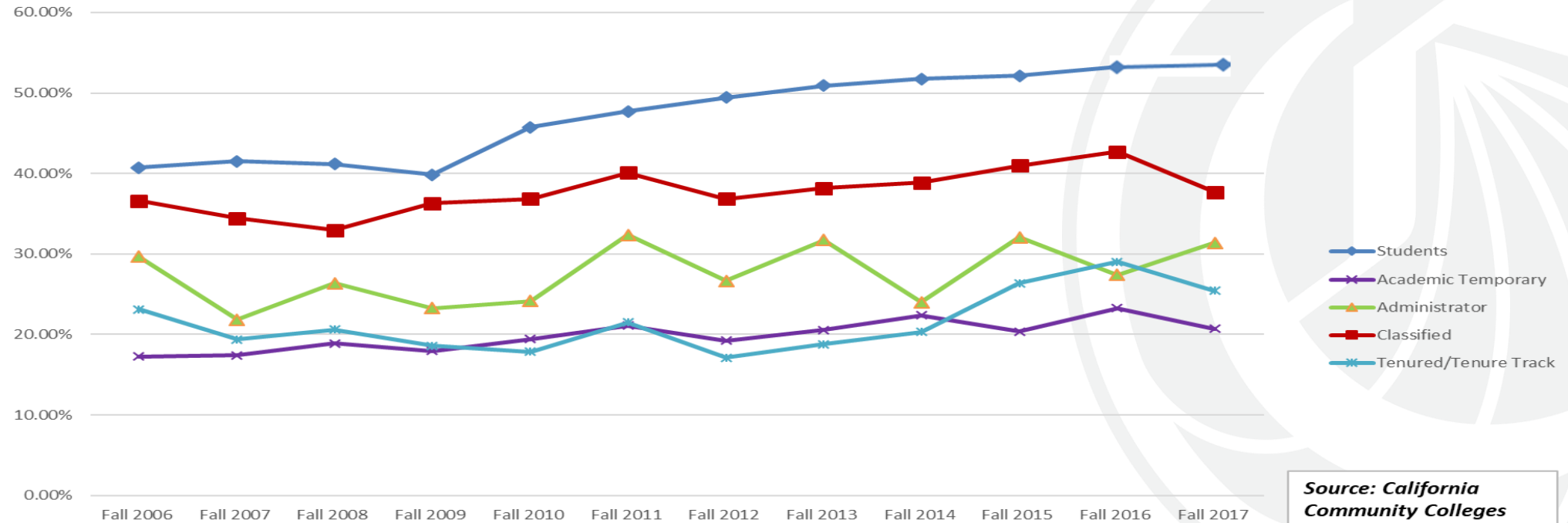
\*The system headcount is unduplicated so students are only counted once, even if they attended multiple colleges.

# Student and Faculty Data

- ✓ **Most diverse student population across all systems of higher education.** In California, 50% of California Community College (CCC) students identify as underrepresented minorities.
- ✓ **Students are the most diverse population on CCC campuses.** The race and ethnic diversity of the CCC student population continues to be more diverse than faculty and staff populations.
- ✓ **Faculty diversification is a national problem.** In Fall 2016, full time faculty in degree-granting postsecondary institutions were 76% White. (Source: NCES, 2018; ACE, 2019).

# CCC Student Population Is More Diverse Than Employee Types

Under-Represented Minority\* Percentages by Student and Employee Types  
 First-Time Hires and First-Time Students  
 Fall Terms 2006 - 2017



\*Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander

Source: California Community Colleges Chancellor's Office, COMIS, May 2018

**Data doesn't drive  
change, people do.**

# Taskforce Members

- 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, Success Center for California Community Colleges
- Nadia Leal-Carrillo, Policy and Programs Director at the Success Center for California Community Colleges
- Ebony Lopez, Diversity Taskforce 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



# Taskforce Process

- **November 2018-March 2019:** Statewide engagement
- **April 08, 2019:** Taskforce Scope/Objective
- **May 17, 2019:** Diversity defined within historical context and a way forward
- **June 24, 2019:** Change in Scope
- **July 19, 2019:** Faculty of Color Retention and Theory of Change
- **August 22, 2019:** Refinement of the Integration Plan
- **September 4, 2019:** Finalizing the Board Recommendations

# Identifying the Problem

1. **Required by law.** 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.”
2. **Driver for educational achievement.** Students who benefit from a diverse faculty are “better educated and better prepared for leadership, citizenship, and professional competitiveness” (Taylor, et al., 2010).
3. **Vision for Success Goal #5.** A system level commitment to faculty, staff, and student diversity ensures we are supporting our students toward completion of their academic goals and closing educational attainment gaps among historically underserved student populations.

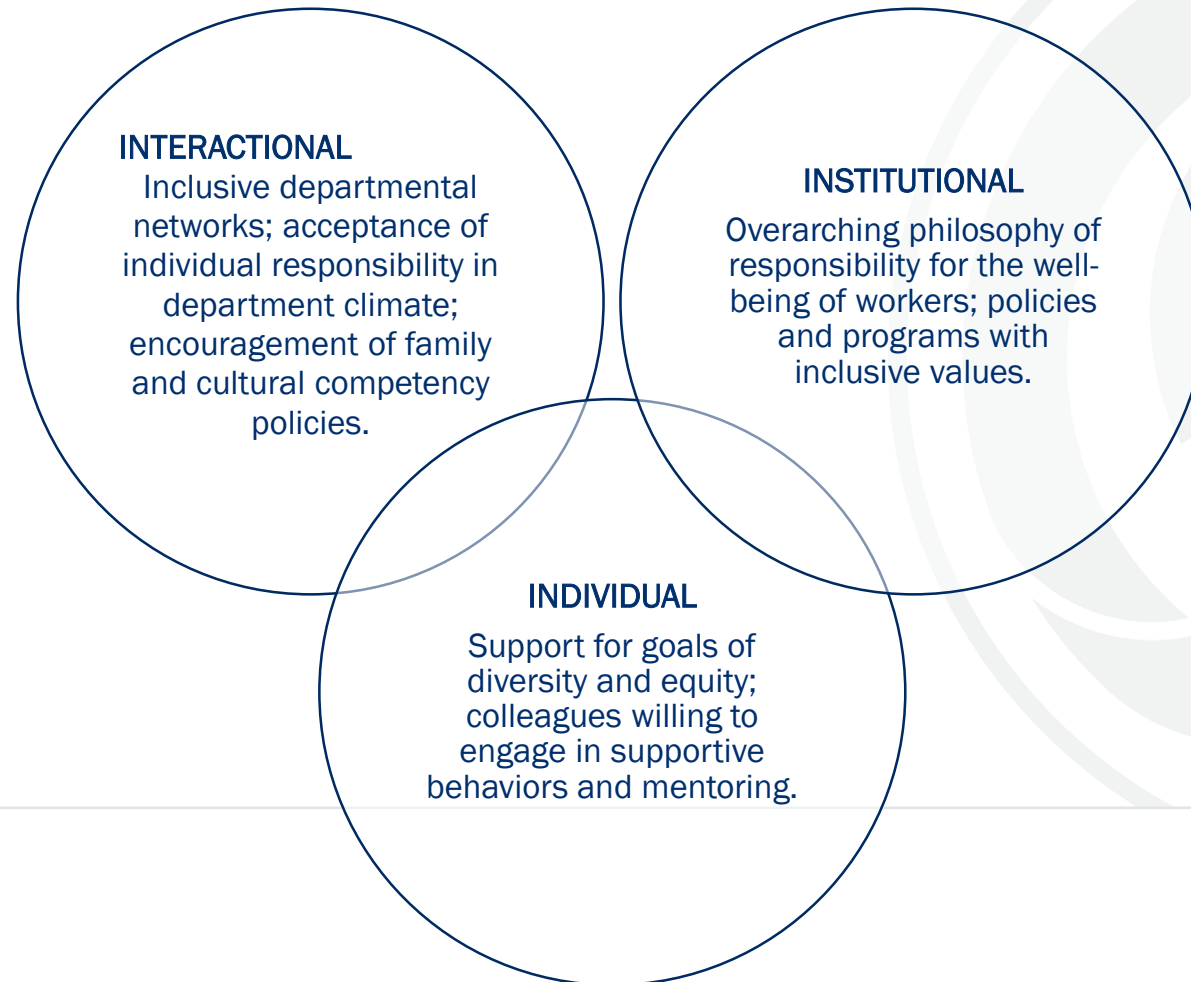
# Theory of Change: Task force affirmations

1. Faculty and staff diversity is a driver for the educational achievement and the 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 empowering 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.

# Transforming a Culture

Compliance

Empowerment



The recommendations to the Board of Governors are designed to be integrated strategies with an ecosystem of support.

# Recommendations adopted by the Board of Governors:

1. Accept the proposed strategies outlined in the Diversity, Equity and Inclusion (DEI) Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*.
2. Adopt the proposed California Community Colleges Diversity, Equity and Inclusion statement.
3. Support the 2020-21 budget proposal submitted by the DEI task force, to augment statewide resources that will advance the implementation of the faculty and staff diversity, equity and inclusion integration plan.

# Recommendation 1

Accept the proposed strategies outlined in the Diversity, Equity and Inclusion (DEI) Integration Plan and direct 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.

# 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:** Human Resources (HR) Information Systems and Research staff to establish a process for identifying criteria to measure adverse impact.

**Tier 2 Activity:** Create a centralized recruitment and application tool for data collection, analysis and reflection (modernize the CCC Registry).



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

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

**Tier 1 Activity:** ASCCC and CCCCCO partner to provide statewide guidance and clarity on minimum qualifications for faculty (preferred vs required).

**Tier 2 Activity:** CCCCCO pursue funding to create a statewide pilot fellowship program that served as a pipeline for graduate students to teach at California Community Colleges.

# 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, Equal Employment Opportunity plan templates, and multiple measures certification forms by September 2020.

“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...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...”

Source: DEI Statement adopted September 17, 2019

# Recommendation 3

Support the 2020-21 budget proposal submitted by the Task force, to augment statewide resources that will advance the implementation of the faculty and staff diversity, equity and inclusion integration plan. This proposal calls for \$60.4 million in ongoing funding and \$16 million in one-time funding.

# 2020-21 Budget Request

**\$20 million (on-going)**

- \$10 million increase for district EEO Plans
- \$10 million for professional development of faculty, part-time faculty and classified staff

**\$15 million (one-time)**

- \$15 million over three years to create a statewide pilot fellowship to improve diverse faculty hiring

**\$40 million (on-going)**

- On-going full-time faculty hiring with a direct connection to diverse hiring

**\$1 million (one-time)**

- Modernization of the CCC registry and improve system-wide online trainings

**\$407,699 (on-going GF)**

- Additional staffing capacity at the Chancellor's Office to provide statewide leadership and support of these programs

# Next Steps

1. Present the Board of Governors and the Legislature with a timeline and implementation plan January 2020
2. Conclude meetings with each statewide association President
3. Engage and educate all existing Chancellor's Office committees
4. Share best practices and progress at statewide conferences
5. Advocacy for the Board's 2020-21 Budget and Legislative Proposal
6. Provide the Board of Governors with proposed changes to title V, EEO plans and multiple measures certification forms September 2020

# Thank you! Questions?

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- Laura Metune, Vice Chancellor of Governmental Relations  
[Imetune@cccco.edu](mailto:Imetune@cccco.edu)