Vision for Success : Diversity, Equity and Inclusion Task Force

Recommendations to the Board of Governors

Presenters: Dr. Daisy Gonzales and Dr. John Stanskas
Today’s Goals

1. Provide you with an overview of the Diversity, Equity and Inclusion (DEI) recommendations adopted by Board of Governor’s on September 17, 2019.

2. Encourage you to join us in joint budget advocacy for the 2020-21 fiscal year.
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.
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)
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 Stanskas, 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

• 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 Recommendation
Student and Faculty Data

• **Most diverse student population across 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.
Theory of Change: Task force affirmations

1. Faculty and staff diversity is a driver for the educational achievement and social mobility of our students. Therefore, as a driver, faculty and staff diversity directly support the Vision for Success goals and commitments.

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.
Transforming a Culture

**INTERACTIONAL**
Inclusive departmental networks; acceptance of individual responsibility in department climate; encouragement of family and cultural competency policies.

**INSTITUTIONAL**
Overarching philosophy of responsibility for the well-being of workers; policies and programs with inclusive values.

**INDIVIDUAL**
Support for goals of diversity and equity; colleagues willing to engage in supportive behaviors and mentoring.
The recommendations to the Board of Governors are designed to be integrated strategies with an ecosystem of support.
Recommendation 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, 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 centralize 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 (preferred vs required).

**Tier 2 Activity:** CCCCCO secure funding to create a statewide pilot fellowship program that served as a pipeline for graduate students to teach at California Community Colleges.
A clear need for a statewide statement of Diversity, Equity and Inclusion

• “Diversity means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds” (5 CCR § 53001).

• The existing definition of diversity does not capture our understanding and value of diversity, or our systems commitment to equity.

• The moral value placed on diversity efforts should represent a social justice perspective and hold equity at the center.
Recommendation 2

Adopt 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.
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

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<tr>
<th>Amount</th>
<th>Type</th>
<th>Description</th>
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<tr>
<td>$20 million</td>
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<td>$10 million increase for district EEO Plans</td>
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<td>$10 million for professional development of faculty, part-time faculty and classified staff</td>
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<td>$15 million</td>
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<td>$15 million over three years to create a statewide pilot fellowship to improve diverse faculty hiring</td>
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<td>Modernization of the CCC registry and improve system-wide online trainings</td>
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<td>$407,699</td>
<td>on-going GF</td>
<td>Additional staffing capacity at the Chancellor's Office to provide statewide leadership and support of these programs</td>
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Next Steps

1. Statewide letter from Chancellor Oakley
2. Present at statewide conferences
3. Present the Board of Governors with an implementation plan January 2020
4. Meetings with each statewide association President
5. Engage and educate existing Chancellor’s Office committees
6. Advocacy for the Board’s 2020-21 Budget and Legislative Proposal
Thank you!

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