

FROM VISION TO ACTION: The DEI Implementation Workgroup

ACHRO Annual Conference

October 21, 2020

Irma Ramos

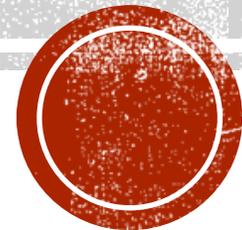
Vice Chancellor of Human Resources

North Orange CCD

Gregory Smith

Vice Chancellor of Human Resources

San Diego CCD



AGENDA

- A Brief History of the DEI Taskforce
- Demand for Change
- State of the System
- DEI Statement
- DEI Glossary
- DEI Implementation Plan
- ACHRO's Role
- The Next Steps



THE HISTORY

April 2019: “Vision for Success Diversity Taskforce”

- Initial objective: Should an 7th statewide goal addressing workforce diversity be created?
- Taskforce Recommendation: NO!
- New Objective: Affirm diversity as a statewide priority by including diversity and equity as the 8th Vision for Success Commitment; recommend a series of structural changes, policies, practices, and tools for the system



THE HISTORY

September 2019

- Recommendations presented to and adopted by the Board of Governors
- Recommendations included a new Diversity Statement for the system; an integration plan to address policies, procedures, and practices impacting DEI; and formation of a taskforce to implement the strategies.



THE HISTORY

February 2020

- The Diversity, Equity, and Inclusion Implementation Workgroup formed to develop an implementation plan for all stakeholders to engage in creating strategies for changing system policies, processes, and practices to increase workforce DEI

April-June 2020

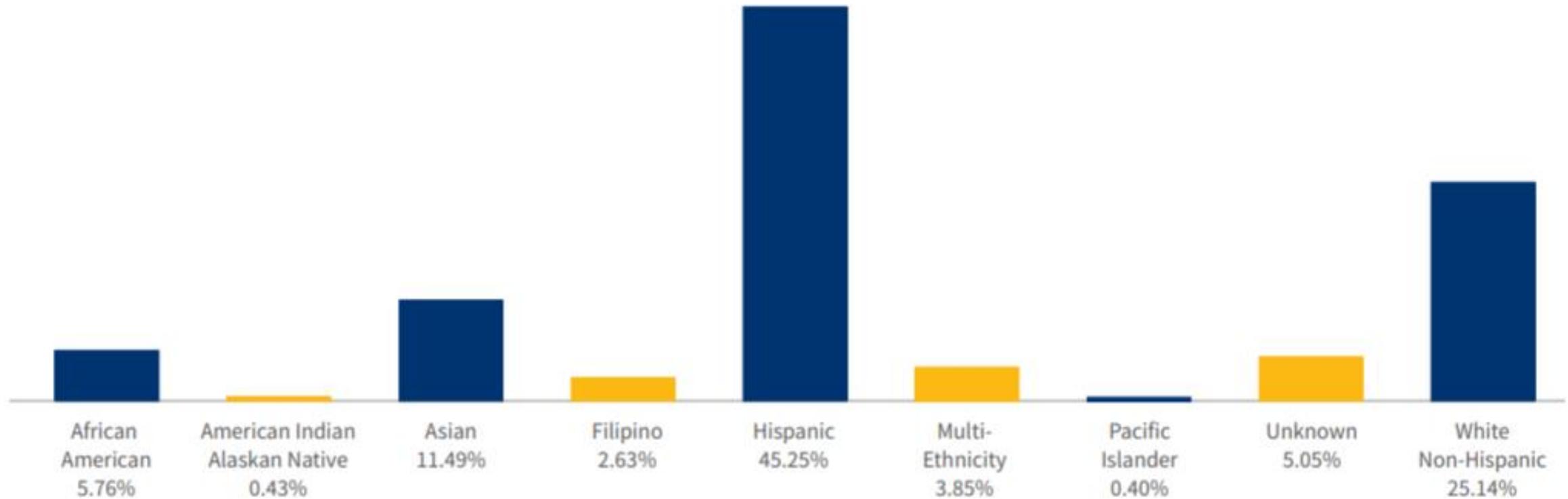
- In response to the murder of Black men and women and the protests against ongoing, systemic oppression of Black, Indigenous, People of Color, LGBTQIA+, and other communities, the timeframe for DEI implementation accelerated



DEMAND FOR CHANGE

- Our present systems of employment and education are founded on frameworks developed in eras when explicit racism, sexism, and discrimination were legal and socially accepted and encouraged
- Structural barriers and adverse impact persist despite legal prohibitions against discrimination
- Equal opportunity has not resulted in equity and inclusion
- The legitimacy of our system is dependent on our ability to create equitable, inclusive policies and cultures





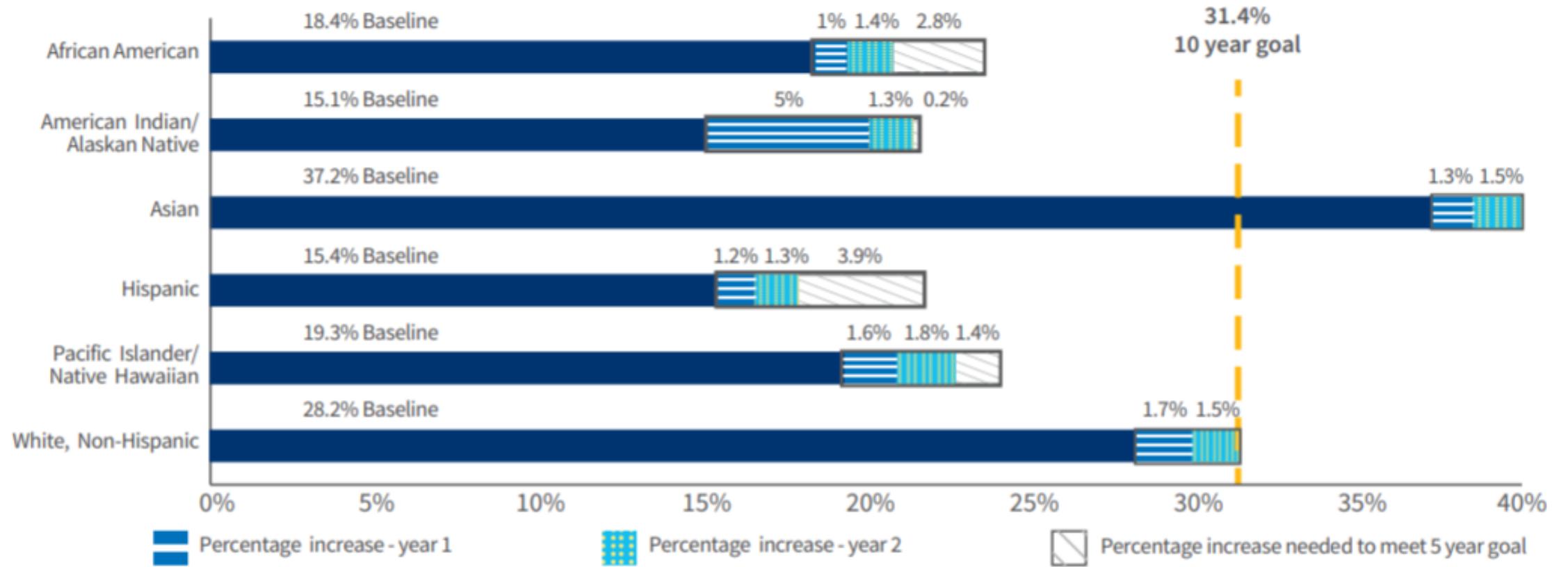
2018-19 Student Demographics by Ethnicity

STATE OF THE SYSTEM: *Who We Serve*

Student Demographic Data:
2020 State of the System Report

<https://www.cccco.edu/-/media/CCCO-Website/Reports/2020-sosreport-070620-a11y.pdf?la=en&hash=E7E8D6627C736FD9981E0CDCFE0C234C57F899B4>





RATE OF COMPLETION BY ETHNICITY

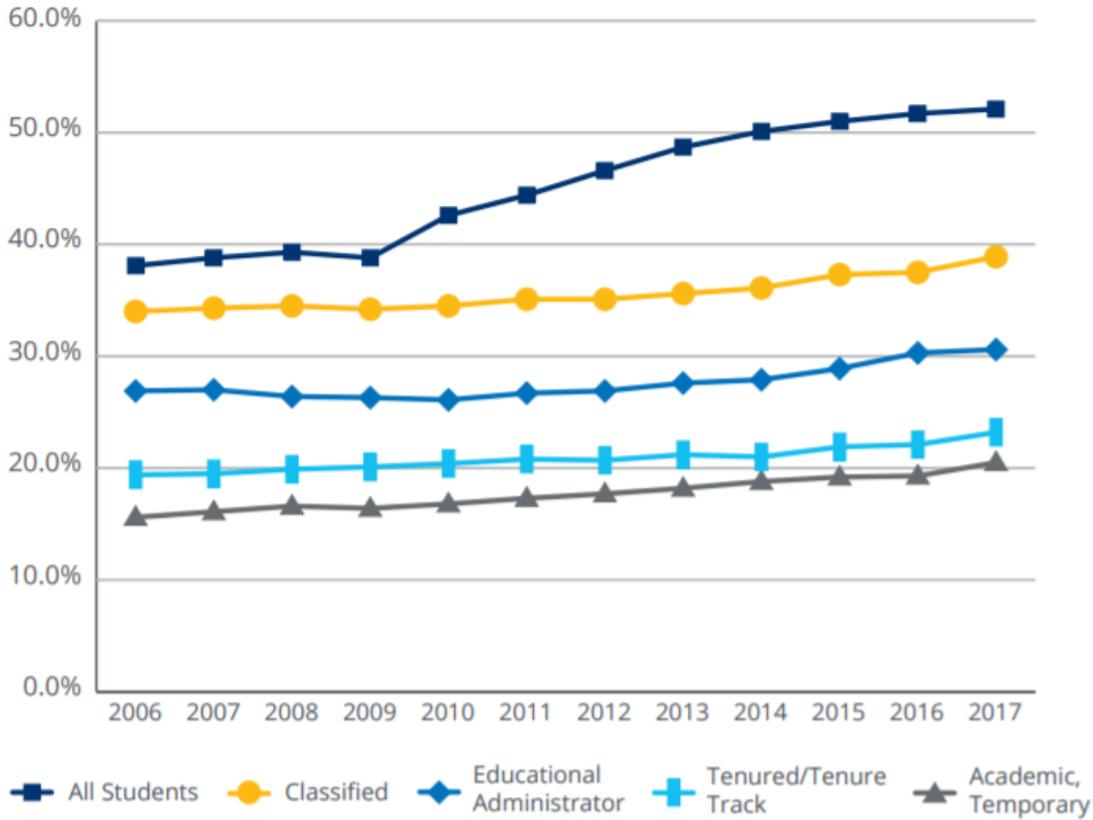
STATE OF THE SYSTEM: *Measuring Success*

Student Completion Data:
2020 State of the System Report

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/2020-sosreport-070620-a11y.pdf?la=en&hash=E7E8D6627C736FD9981E0CDCFE0C234C57F899B4>



**Underrepresented Minority* Percentages by Student and Employee Types
Fall Terms 2006-2017 (Statewide Data)**



*Underrepresented Minority: Black, Hispanic, Native American and Pacific Islander

**STATE OF
THE
SYSTEM:
THE
DIVERSITY
DISPARITY**



Representation of communities of Black, Indigenous, and People of Color (BIPOC) among students has increased significantly since 2006 (approximately 12%)

During that same time, representation for BIPOC communities among all employee groups has increased only slightly (approximately 4%)

STATE OF THE SYSTEM: OUR MISSION

CCC Mission Statement

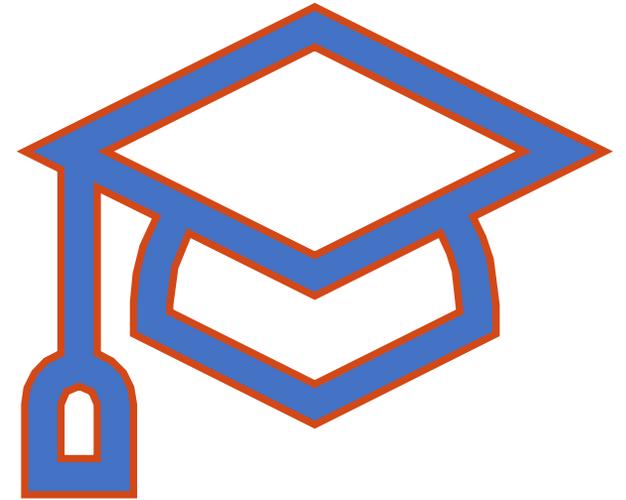
<https://www.cccco.edu/About-Us>

“The mission and vision of the California Community Colleges is simple: putting students first.”

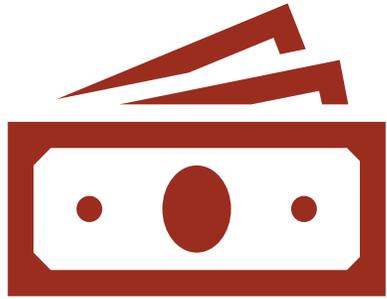
“The California Community Colleges will provide you with life-changing opportunities and a clear path to your goals.”

“Our vision is to the point: making sure you succeed in reaching your goals.”

“As the largest system of higher education in the nation, the California Community Colleges is positioned to help residents of all backgrounds improve their social and economic mobility.”



THE ECONOMIC IMPERATIVE



Student Centered Funding Formula



The goals are to 1) invest in progress toward the Vision for Success, 2) ensure that students who have faced barriers to success have additional support, and 3) make resources most useful to districts by making them stable, predictable, & flexible



With 30% of Total Computational Review dependent on serving Promise Grant, Pell Grant, and AB540 students and success outcomes, closing equity gaps is an imperative for fiscal stability and revenue growth



TITLE 5 DEI STATEMENT

Chapter 2.5: Diversity, Equity, and Inclusion in the California Community Colleges

- a) 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**.
- b) Embracing diversity means that we must **intentionally practice acceptance, anti-racism, and respect** towards one another and understand that **racism, discrimination, and prejudices create and sustain privileges** for some while creating and sustaining disadvantages for others.

TITLE 5 DEI STATEMENT

Chapter 2.5: Diversity, Equity, and Inclusion in the California Community Colleges

- c) In order to embrace diversity, we also acknowledge that **institutional racism, discrimination, and biases exist** and that **our goal is to eradicate these 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, inclusive, and anti-racist environments** where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

TITLE 5 DEI STATEMENT

Chapter 2.5: Diversity, Equity, and Inclusion in the California Community Colleges

- d) 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 anti-racist environment** that offers equal opportunity for all.

TITLE 5 DEI STATEMENT

Chapter 2.5: Diversity, Equity, and Inclusion in the California Community Colleges

- e) As a collective community of individual colleges, we are **invested in cultivating and maintaining a climate where equity, anti-racism, 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...*[list of current legally protected statuses]*

DEI GLOSSARY

- Ally
- Anti-Racist
- Anti-Racism
- Bias
- Co-conspirators
- Color Blindness
- Color-Evasiveness
- Covert Racism
- Culture
- Cultural Change
- Cultural Competence
- Cultural Fluency
- Discrimination
- Diversity
- Equality
- Equity
- Educational Equity Gap
- Equity-Minded
- Ethnicity
- Gender
- Gender Identity
- Implicit Bias
- Inclusion
- Intersectionality
- Institutional Racism
- Low Income
- Marginalized/Marginalization
- Merit
- Microaggressions
- Minoritized
- Obligation Gap
- Oppression
- Overt Racism
- Power
- Prejudice
- Privilege
- Race
- Racial Justice
- Racism
- Reverse Racism
- Sex
- Structural Racism
- Transgender
- White Privilege
- White Supremacy



DEI IMPLEMENTATION



Diversity, Equity, and Inclusion
Implementation Workgroup 2020-21 Goals:

- Assist in the Review of title 5 regulation changes to adopt a new EEO template and EEO fund multiple measures.
- Joint Advocacy for additional resources.
- **Collaborate to publish exemplary practices and models in hiring and outreach** to be posted and disseminated through the Vision Resource Center.



Hiring & Outreach	Implement innovative hiring and outreach practices focused on diversity
Recruitment	Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies
Committee Makeup	Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity
Evaluations	Establish a diversity component in faculty evaluations

ACHRO'S ROLE

Collaborate to publish exemplary practices and models in hiring and outreach



PD	Design professional development workshops to increase knowledge and understanding of cultural competency and diversity
Retention	Conduct exit interviews of faculty who leave
Data Analysis	Use data to understand present and future local workforce needs

ACHRO'S ROLE

Collaborate to publish exemplary practices and models in hiring and outreach



ACHRO'S ROLE

Workgroups

Conducting Diversity Recruitment and Outreach

Writing Equity-minded Position Descriptions

Writing Equity-focused Vacancy Announcements and Application Requirements

Developing Equity-focused Screening Criteria

Writing and Conducting Equity-minded Interviews

Writing Equity-focused BPs and APs, including faculty hiring procedures

Writing and Bargaining Equity-minded Performance and Tenure Evaluations

Writing Exit Interviews Addressing Workplace Culture

Creating Diversity Retention Strategies

Collecting, Analyzing, and Reporting EEO Data





Collaborate with partners
to develop strategy
recommendations

Share Resources with all
CCDs:

ASCCC incorporates
strategy
recommendations in
Canvas tool

EEO & Diversity
Advisory Committee
includes strategies in
Best Practices Manual

EXAMPLE RECOMMENDATION

DEI Strategy: Student Inclusion in Selection Process
ACHRO Workgroups: Screening Criteria; Interviews

Issue Statement

Commonly used selection and interview processes and criteria fail to adequately assess applicants' ability to effectively serve people from different racial, ethnic, sex, ability, cultural, socioeconomic, identity, and other communities as a minimum qualification.

Strategy Proposal

Increasing input from students in processes and criteria used for screening and interviewing applicants will provide more diverse perspectives on which candidates are considered qualified and increase the importance of serving diverse communities successfully as a minimum qualification.

Current Challenges

- Students typically cannot be available to serve as formal voting members of screening and interview committees due to scheduling conflicts (class schedules, work schedules, etc.)
- Financial constraints may prevent students from being able to participate without pay
- Districts are concerned with confidentiality in the hiring process and including multiple students makes it more likely for breaches to occur
- Districts are concerned about ensuring EEO compliance and managing student participation while complying with internal EEO-related policies and complying with state and federal regulations
- Districts are concerned students may not be adequately trained or possess skills necessary to participate in committees effectively

Strategy Recommendations

Formal Student Participation in Committees

- Review budgets allocated for hiring processes and determine whether budgets can be increased or reallocated so students can be hired as temporary employees and paid for time served in formal voting roles on committees
- Develop asynchronous training modules on effective practices in screening applications, evaluating qualifications, selecting applicants for interviews, writing interview questions, conducting interviews, assessing responses during interviews, EEO, and other skills necessary to participate in committees to eliminate scheduling issues for student training
- Provide opportunities for students to serve as formal voting members in specific tasks within screening and interview committees, without having to be part of every phase. Include different students in each phase as needed to have students involved in every part of the process.
 - Developing screening criteria for application review
 - Screening applications
 - Writing interview questions
 - Conducting interviews
 - Participating in teaching/work demonstrations
- Diversify student participation by requesting student representatives from a variety of campus organizations

Informal Student Participation in Committees

- Prior to application screening, invite students to committee meeting to provide their perspective on effective performance in the position
 - What skills and abilities do great professors have?
 - What does great service from Financial Aid staff look like?
 - What skills and abilities to you want to see in a Counselor?
- Invite students to committee meetings to discuss criteria used to screen applications and select applicants for interviews
- Invite students to committee meetings to provide recommendations on questions to be used in interviews and input on evaluating responses to questions
- Invite students to review application materials and provide input to committees
- Invite students to observe interviews and provide input to committees
- Invite students to observe teaching/work demonstrations and provide input to committees
- Diversify student participation by requesting student representatives from a variety of campus organizations





Is there still an opportunity to get involved and/or join a workgroup?

YES!

Great, how do I get involved?

Please email Irma, Greg, or Tre'Shawn

Irma: iramos@noccd.edu

Greg: gsmith@sdccd.edu

Tre'Shawn: hallbaker_treshawn@smc.edu

What if I have some great ideas to share, but I don't have time to join a workgroup?

Email Irma, Greg, or Tre'Shawn and we'll connect you with the right person to share your input