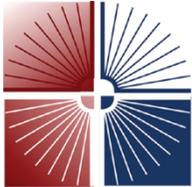
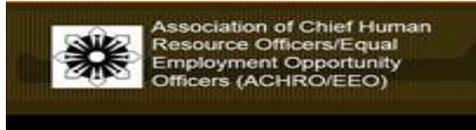


## AA to MA Faculty Diversity Pathway Initiative

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ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES



COMMUNITY COLLEGE LEAGUE  
OF CALIFORNIA



The California Community College system and its constituent organizations are focused on developing both short- and long-term approaches to diversifying its faculty and general workforce. With new money in the current year budget for hiring of full-time faculty, this year presents a unique opportunity to address this matter in a serious and systematic way.

In the short term, numerous constituencies have conducted activities directed toward this issue, including a series of equity summits jointly sponsored by the Chancellor's Office and the Academic Senate for California Community Colleges, the Community College League of California's Annual Equity Summit, the Academic Senate's Spring 2015 and 2016 Academic Academies focused on equity and diversity issues, and others. Additionally, the Chancellor's Office has changed its EEO Fund allocation to better promote diversity hiring; and conducted seven EEO regional trainings on implicit bias, the educational benefits of diversity, and EEO laws.

In the longer term, as this paper will explain, the system needs an ongoing pipeline from the community college student experience through graduate school leading back to an interest in becoming a community college faculty member. This concept will require the partnership of the California Community Colleges with its four-year university partners and a commitment of the Legislature to allow for continuous hiring of full-time faculty to drive our system toward the 75% full-time faculty goal established in Education Code 87482.6.

### **BACKGROUND:**

While faculty diversity has long been a concern in the California Community Colleges, the diversity of the faculty body simply has not kept pace with our changing student demography.

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Academic research confirms the benefits of a diverse instructional workforce, and thus faculty diversity must be integrated into our understanding of student success.<sup>1</sup>

The current moment offers unique opportunities for the community college system to address this issue. The 2015-16 California State Budget included increased funding for the hiring of full-time faculty at the same time that colleges are expecting significant turnover in their faculty workforce due to retirements and other factors. For these reasons, community colleges in California are preparing for a period of significantly increased full-time faculty hiring.

However, the Community College System's ability to sustain these efforts depends in large part upon receiving sufficient funding to support the hiring of full-time faculty. While the 2015-16 State Budget included dedicated funding for full-time faculty, this allocation was the first of its kind in over two decades. Full-time faculty hiring has not been a consistent budget priority in past years, and such funding is currently not included in the 2016-17 Budget. This lack of ongoing support for hiring full-time faculty has inhibited and diminished the Community College System's attempts to diversify its faculty, as these efforts cannot succeed if colleges do not have resources that allow and encourage them to hire.

Any serious effort to address this problem involves a short- and long-term solution. While numerous constituencies at the local level and across the state are currently discussing the need for equity and diversity in employment, the system also needs to develop a longer-term pathway to bring our former students back into the colleges as faculty.

During the 2015-16 academic year, the Chancellor's Office of the California Community Colleges, in conjunction with various constituency groups, developed *The AA to MA Faculty Diversity Pathway Initiative* to focus on recruitment and training of a more diverse pool of candidates for faculty positions. While this concept holds significant promise to assure a long-term pool of diverse candidates, funding will be needed for program implementation, student scholarships, and loan forgiveness to assure its success.

### **CHALLENGES AND OPPORTUNITIES**

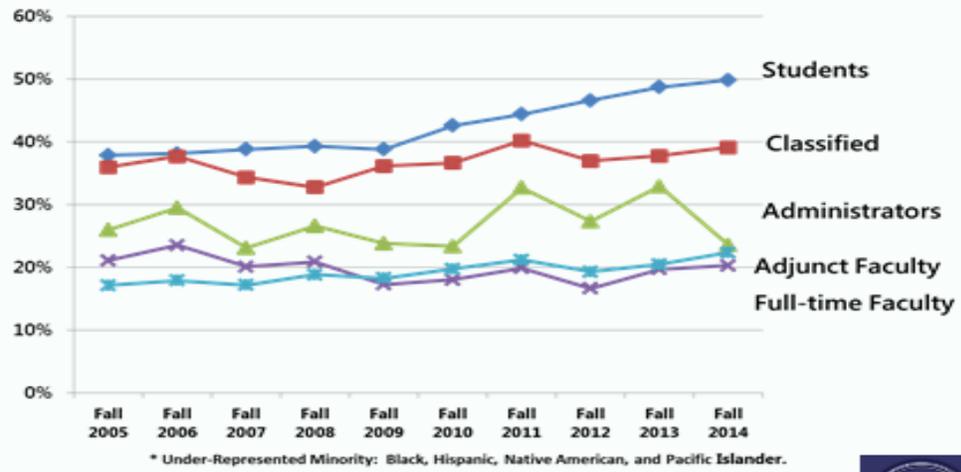
For the past ten years, only 20% (approximately) of faculty (full-time and part-time) are from underrepresented minority backgrounds.

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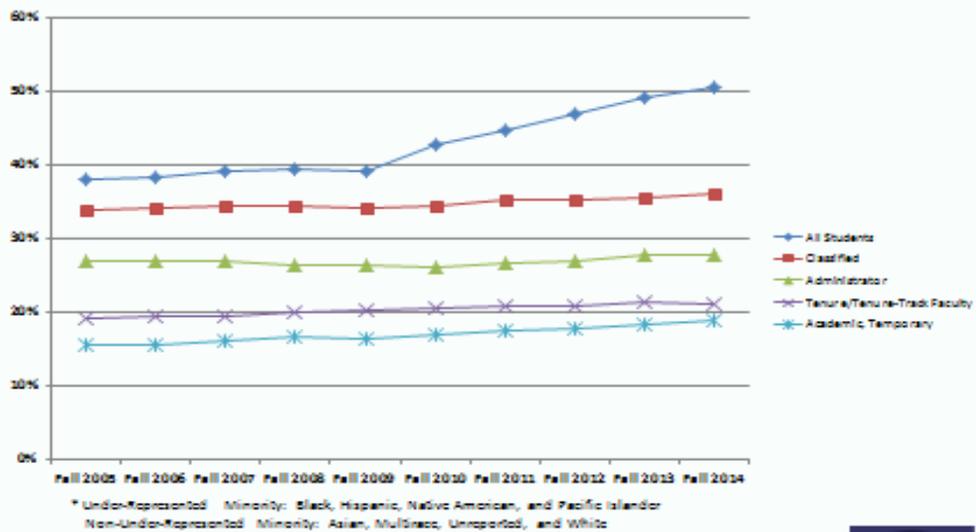
<sup>1</sup> See, for example, "To Be Young, Gifted, and Black, It Helps to Have a Black Teacher" at <http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher> and The AAUP's Does Diversity Make a Difference? at <http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF>

# AA to MA Faculty Diversity Pathway Initiative

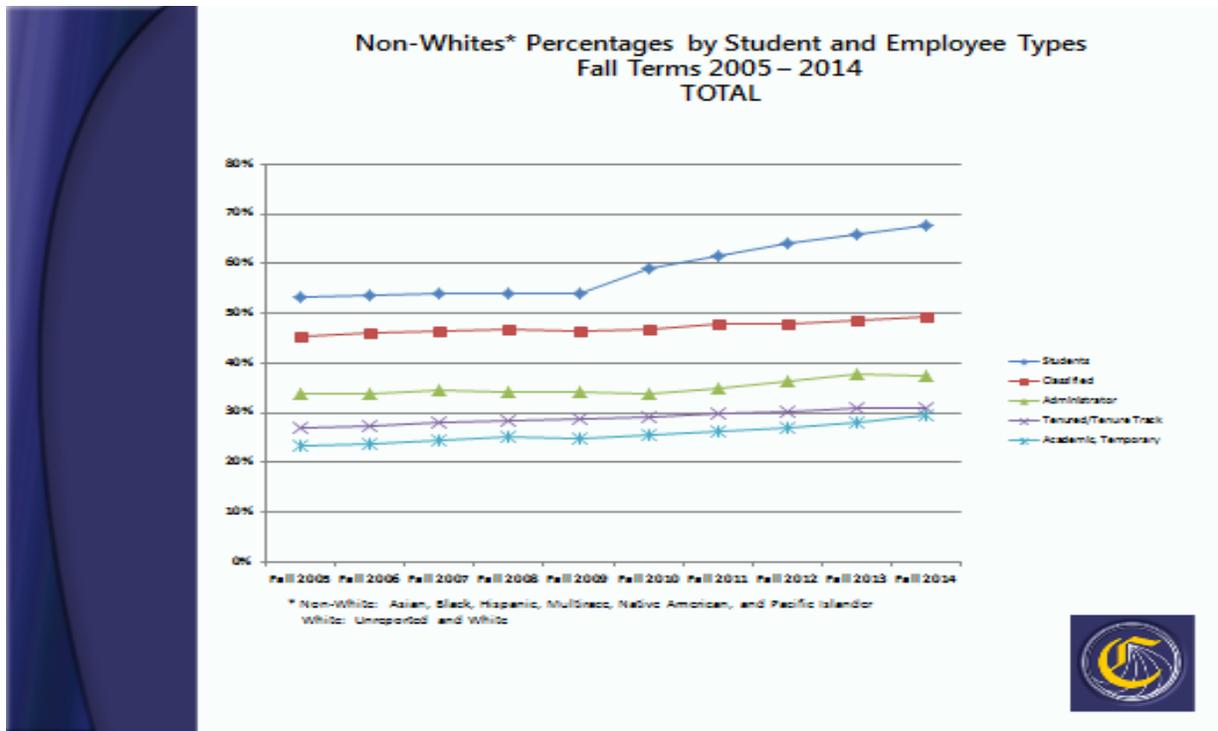
Under-Represented Minority\* Percentages by Student and Employee Types  
Fall Terms 2005 - 2014  
FIRST-TIME HIRES



Under-Represented Minority\* Percentages by Student and Employee Types  
Fall Terms 2005 - 2014  
TOTAL

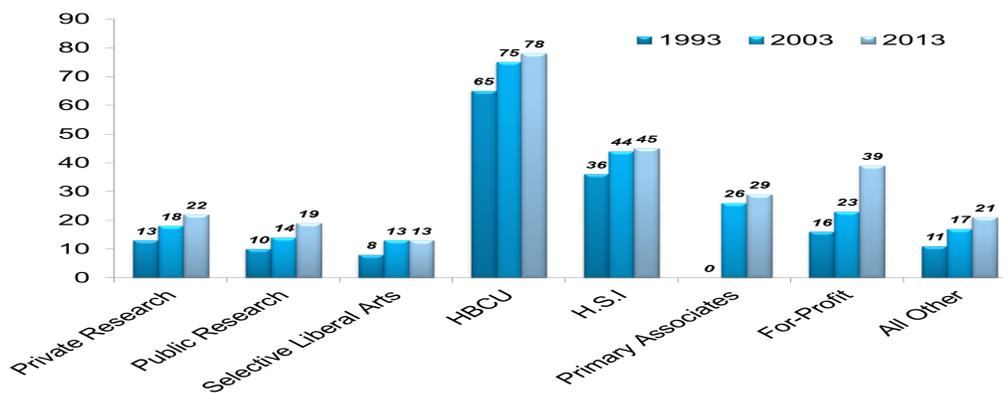


## AA to MA Faculty Diversity Pathway Initiative



While the Community College System has engaged in efforts to address institutional barriers to equal employment opportunities, data also shows the lack of minority graduates nationally and raises concerns around the ability to increase the pool of diverse candidates for faculty, staff, and administrative positions in California Community Colleges.

### Percent of Graduate Degrees Conferred to Minorities by Sector



\* Source – 2015 DIVERSE MAGAZINE, ISSUES IN HIGHER EDUCATION, VOL. 32, NO. 13, Page 16.

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In discussions of this issue, the CCC Chancellor's Office EEO and Diversity Advisory Committee concluded that one of the best ways to recruit underrepresented minority students into the teaching profession is within the California community colleges themselves. California community colleges are more racially diverse than the State of California, and have some of the best practices for workforce training<sup>2</sup>.

### **STATE LAW & RESEARCH**

California Education Code, Section 87100 requires "a work force 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." Title 5, Section 53024.1 states that "establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort." Research demonstrates the gains in institutional effectiveness and the educational benefits of a diverse faculty workforce. Some studies suggest a more diverse faculty body might help to close the achievement gap by as much as 20-50%.<sup>3</sup>

California Education Code, Section 87108 establishes the Equal Employment Opportunity Fund and states that the Fund could be used for various EEO activities, including "[a]ctivities designed to encourage community college students to become qualified for, and seek, employment as community college faculty or administrators." In 2014 and 2015, the state allocated only \$767,000 for funding to run a statewide job registry and job fairs and for various EEO activities by the 72 college districts.

California Education Code, Section 69618 establishes the "Graduate Assumption Program of Loans for Education" to "encourage persons to complete their graduate educations and serve as faculty at an accredited California college or university." This program has not been funded since the early 2000s. A Master's Degree is the minimum qualification to hold most faculty and administrative positions in California community colleges, and thus access to graduate education through the Graduate Assumption Program of Loans for Education could provide an important instrument for drawing community college students toward careers in community college teaching.

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<sup>2</sup> <http://doingwhatmatters.cccco.edu/portals/6/docs/SW/Background%20Paper%20on%20WORKFORCE%20DATA%20&%20OUTCOMES.pdf>

<sup>3</sup> See, for example, Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. *American Economic Review*, 104(8): 2567-2591.

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### **BASIC PROGRAM DESIGN CONCEPT**

The long-term purpose of the program is to interest students in graduate school and the teaching profession while they are enrolling in California community colleges. However, in order to provide a more immediate impact on faculty diversity within the Community College System, the program would also include a component that focuses on current graduate student and upper division students in California's university systems. Once the pathways and relationships with university partners to attract students to the program and into the teaching profession are established, the program will focus more directly on recruiting community college students.

Graduate and upper division students in the university system would receive mentorship and training to better prepare them for working with community college students. These mentorship and training opportunities could occur through faculty internship programs at various college districts, possibly with a degree of state-level coordination. Participation in this process would also help these candidates to understand better the mission of the community colleges and the expectations, challenges, and opportunities associated with community college teaching positions. Participants would be eligible for participation in the Graduate Assumption Program of Loans for Education and would emerge from this process better prepared to serve the diverse student population of the California community colleges. A cooperative relationship with existing programs for community college teacher preparation could serve as a basis for the training aspect of the initiative.

As the initiative focuses more on recruitment of community college students, it could be modeled after the *Community College Pathway to Law School* initiative (a.k.a., 2+2+3) whereby 29 community colleges, 6 undergraduates, and 6 law schools signed a memorandum of understanding to establish a diversity pipeline to prepare community college students for entrance into law schools<sup>4</sup>.

Students in the *AA to MA Faculty Diversity Pathway Initiative* would receive mentorship and employment while matriculating at the California community colleges. The students would be hired as campus-wide tutors, "embedded peer tutors" within their classes, instructional aides, and teaching assistants. Faculty members would serve as mentors.

If the students meet certain G.P.A. requirements and successfully transfer to a 4-year university, the students would be provisionally guaranteed admission into graduate schools participating in the program. The goal would be to establish articulation agreements between

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<sup>4</sup> For more information see [www.californialawinc.com](http://www.californialawinc.com); and [http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAY2014/PR\\_CCC-Law\\_School\\_FINAL\\_4-30-14.pdf](http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAY2014/PR_CCC-Law_School_FINAL_4-30-14.pdf)

## ***AA to MA Faculty Diversity Pathway Initiative***

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community colleges and graduate schools. Students would continue to receive opportunities to be employed as tutors and instructional assistants at the 4-year universities.

Students would also receive loan forgiveness under the Graduate Assumption Program of Loans for Education and be required to teach at a California community college for at least 3 years.

A parallel and connected process could also be established to recruit community college students to consider faculty careers in career technical education programs (CTE). Increasing faculty diversity in CTE is one of the recommendations by the Task Force on Workforce, Job Creation, and a Strong Economy adopted by the Board of Governors in November 2015<sup>5</sup>. A master's degree is not generally required for faculty teaching in CTE disciplines, and thus in most of these areas the *AA to MA* pathway and loan forgiveness would not be applicable. However, the same mentorship and employment possibilities established through the *AA to MA* pathway could be offered to CTE students in order to inspire and develop their interest in community college teaching careers.

### **FUNDING NEEDS**

Funding is needed to do the following:

1. Develop the initiative both at the community college and through partnerships with the university systems;
2. Implement and coordinate the initiative at the system level;
3. Support internships, tutors, "embedded peer tutors" (within a class), instructional aides, and teaching assistants;
4. Provide stipends for faculty to serve as mentors; and
5. Provide loan forgiveness for graduate school education.

The exact amount of funding needed to fully implement this initiative has not yet been determined. The *Community College Pathway to Law School* initiative estimated a need of approximately \$5 million to \$6 million for 3 years to operate the program. A similar amount would likely be needed to implement the *AA to MA Faculty Diversity Pathway* for the next three years. An additional \$10 million will be needed to fund the loan forgiveness program, bringing the total for the initiative to approximately \$16 million.

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<sup>5</sup> <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>