EQUITY AND DIVERSITY TASK FORCE REPORT

Realizing Our Commitment to Access and Success for All Students Through Student Equity, Equal Opportunity, Nondiscrimination and Workforce Diversity

NOVEMBER 2002
Realizing Our Commitment to Access and Success for All Students Through Student Equity, Equal Opportunity, Nondiscrimination and Workforce Diversity

The California Community Colleges enjoy a tradition of equal access for all students. Our commitment to equity is both historic and ongoing, and embraces the goals of educational success and equal opportunity for all. At the beginning of the new century, it is critical to express these general goals in more specific terms to ensure that the system remains vibrant, responsive, and inclusive, and in all ways focused on educational accessibility and excellence for all our students.

I. Goals.

Our goals are:

A. To foster a climate of equal opportunity, educational excellence, and success for all students throughout the system; and to strengthen and expand the capacity of every officer and employee within the system to demonstrate a sensitivity to, and understanding of, the diversity of the students we serve. “Diversity” is to be understood as encompassing racial and ethnic diversity, as well as differences in gender, sexual orientation, academic preparation, socioeconomic circumstances, age, religion, and disabilities. By being sensitive to, and understanding of, the diversity of our students, we enable more of our students to succeed, and we improve the quality of education. It is in the interests of student success and educational quality that all candidates for employment demonstrate a sensitivity to, and understanding of, this wide range of diversity.

B. To foster a workforce that is diverse through equal employment opportunity for all, and through assuring that we do not discriminate unlawfully. Our workforce is open to all candidates, regardless of race, color, creed, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, income level, socioeconomic status, prior hardship, or sexual orientation. Through a workforce that is diverse, we benefit students of all backgrounds by exposing them to different ideas, experiences, and worldviews. We thereby improve student success and educational quality.

C. To assist California in building a strong society and enabling it to become a successful multicultural democracy. The California Community Colleges are the gateway to higher education and workforce opportunity for the vast majority of Californians. The daily interactions of diverse students, faculty and staff, and the broader pursuit of higher education on our campuses, serve to break down fear, prejudice, and hate. Our students return to their communities with greater levels of understanding, appreciation, tolerance, and humanity. We thereby contribute to the strength of our society and our success as a multicultural democracy.
II. **Orchestrated Effort at Both the System and Local Levels.**

To achieve these goals we commit to an orchestrated effort at both the system and local levels.

A. At the **system level**, through the orchestrated efforts of the Chancellor’s Office, the Community College Trustees Association, the Chief Executive Officers Organization, the statewide Academic Senate, the Association of Chief Human Resource Officers, the Equal Employment, Diversity and Equity Consortia, the Community College Public Relations Officers, the statewide Student Senate and other systemwide organizations, we will:

1. Provide technical advice, assistance, and training to local college districts on matters of student equity, equal employment opportunity, workforce diversity, and state and federal legal requirements.

2. Improve the *Community College Registry* by incorporating a common systemwide online application, with provisions for supplemental materials to be added by local districts; by establishing links to online tutorials about the California Community Colleges (CCC’s) including tips on how to apply for positions, interviewing techniques, and related issues; and by incorporating a series of ads for key publications, such as the *Chronicle for Higher Education*, to promote teaching in the CCC’s.

3. Develop a common systemwide employment application (with provisions for supplemental materials to be added by local districts), that provides for candidates to demonstrate in writing a sensitivity to, and understanding of, the diversity of the students served by California Community Colleges.


5. Review and approve Equal Employment Opportunity Plans; and review and comment on Student Equity Plans.


7. Develop and sponsor legislation that will provide funds for scholarships, forgivable loan programs, and other incentives to enable community college students to complete Master’s degrees, in return for committing to teach for a specific period in a California Community College.

8. Design a systemwide portable marketing and recruitment package for major national discipline conferences, such as the Modern Language Association (MLA), and create teams of faculty members from different community college districts to staff these efforts.
9. Conduct a single statewide job fair, and assist in the coordination of regional fairs to include recruitment at graduate schools for faculty intern positions.

10. Monitor and enforce state and federal statutes and regulations as assigned by law.

**B. At the local level, through efforts of governing boards, chief executive officers, academic senates, administrators, classified staff organizations, and student organizations, we will:**

1. Develop updated and strengthened Equal Employment opportunity Plans and Student Equity Plans. These plans are the means by which districts will focus their efforts and establish their commitments. The governing boards, as well as all campus and district organizations, staff and students must be involved in these planning efforts that focus on how to enable more of our students to meet their educational goals; how we can be more sensitive to, and understanding of, the diversity of our students; and how we can foster a workforce that is diverse through equal employment opportunity and nondiscrimination.

2. With respect to faculty positions, research and identify hiring criteria most likely to predict effectiveness on the job, defined as improving outcomes for all students.

3. In terms of evaluating candidates for employment, ensure that every stage includes an evaluation of the sensitivity to, and understanding of, the diversity of the students we serve. For the specific criteria to be used in this evaluation see the recommended policy on Sensitivity Hiring Criteria and Training Programs for Members of Hiring Committees.

4. Ensure that district employees who participate on screening or selection committees have appropriate training in the regulations of the Board of Governors; state and federal nondiscrimination laws; and a sensitivity to, and understanding of, the diversity of the students served by community colleges. As to the training of members of hiring committees, see the recommended policy on Sensitivity Hiring Criteria and Training Programs for Members of Hiring Committees.

5. Create scholarships, forgivable/conditional loan programs and other incentives to enable community college students to complete Master’s degrees in return for committing to teach for a specified period of time in a California Community College.

6. Develop programs to encourage and support classified staff in meeting minimum qualifications for instruction.
7. Develop procedures to expand the diversity of part-time faculty and to provide mentors to assist part-time faculty to develop potential to fill full-time positions.

8. Increase outreach efforts with community-based agencies in a mutual exchange of services for example, a community college may provide services to agency clients, such as interviewing and resume-writing workshops, while the agency publicizes community college employment opportunities.

9. Market community college full and part-time teaching to K-12 teachers.

10. Establish relationships with city and county governments in order to participate in housing programs for faculty, staff, and administrators.

11. Form recruitment consortia with other educational institutions, such as the Northern California Bay Area Higher Education Recruitment Consortium (HERC).

12. Contact appropriate California State University administrators to identify programs and grants designed to recruit graduate students for part-time teaching.

13. Establish partnerships with private industry to identify potential part-time faculty in areas where instructor shortages exist.

III. Recommended Policies: Sensitivity Hiring Criteria and Training Programs for Members of Hiring Committees.

A. Sensitivity Hiring Criteria. The evaluation of sensitivity to, and understanding of our diverse students should be part of every stage of evaluating candidates for faculty, classified and administrator positions. In order for this qualification to be gauged during paper screening, questions about sensitivity to and understanding of diversity should be included in the application or supplementary questions. Candidates should be asked how this sensitivity and understanding are demonstrated in their personal background, education, and/or experience, and what special skills, knowledge or ideas about meeting the needs of diverse students they would bring to the college. The following methods are recommended to assess a candidate’s understanding of, and sensitivity to, the diversity of community college students:

1. The evaluation of candidates according to their demonstrated ability to respond effectively to such issues of diversity as: academic preparation, culture, gender, race, ethnicity, sexual orientation, socioeconomic circumstances, and disability.
2. The evaluation of candidates according to their demonstrated experience in developing, or participating in, successful efforts to assist and encourage community college students and others like them in achieving their goals.

3. The recognition of proficiency in a language other than English, especially a language spoken by a significant portion of the student body.

4. The evaluation of experience in developing or participating in mentoring or cohort programs.

5. The recognition of the sensitivity of candidates who have been community college students and who have received financial aid, or participated in EOPS, DSPS, CalWORKs, or similar programs while they were students.

6. The evaluation of candidates’ formal training or demonstrated ability to offer instruction that addresses a variety of learning styles.

B. **Training Program for Committee Members on Hiring Committees.** The training programs should:

1. Convey a sense of the educational, vocational, and social values to students and the campus community of a rich variety of backgrounds and perspectives among its members;

2. Reduce committee members’ resistance to cultural differences, and induce a positive appreciation of such differences;

3. Communicate clearly the legal and ethical injustice of discrimination based on cultural and racial difference, age, gender, religion, disability and other similar factors. The training should also illustrate the damage—social, socio-economic, and psychological—that has occurred as a result of discriminatory practices;

4. Communicate the importance of campuses becoming cultural models for students: that by providing and environment which honors diversity and is free of prejudice, the college/district can produce in students attitudes that will contribute to the elimination of bigotry in the larger community;

5. Provide committee members with specific strategies and techniques for promoting inclusiveness in job descriptions, advertising, paper screening, and interviews, as well as eliminating unintended exclusiveness; and,

6. Persuade committee members that good hiring practice demands reaching the broadest pool of potential candidates and hiring the candidate who will be the greatest asset to students and the campus community.
Commitments

Those groups with direct responsibility for statewide or local policy development and administration are asked to formally adopt the commitments listed below. The Board of Governors invites and encourages other organizations to make formal and specific commitments about how they will contribute to the goals set forth above.

A. Board of Governors and Chancellor’s Office

1. Assume primary responsibility for providing leadership in the system’s commitment to equity and diversity, in monitoring the progress of the colleges, and in monitoring the progress of all constituencies in meeting their respective commitments. This will be done, in part, by placing this matter on the Board’s Equity, Diversity, and Human Resources Committee agenda on a regular basis.

2. Provide advice and technical assistance to local college districts on matters of student equity, equal employment opportunity, workforce diversity, and state and federal legal requirements.

3. Develop a model Equal Employment Opportunity Plan and a model Student Equity Plan by January 2003 and distribute them to districts by February 2003. The Chancellor’s Office will award a grant to a district that will develop a model Equal Employment Opportunity Plan. The Academic Senate will update the 1993 Academic Senate for California Community Colleges Document “Guidelines for Developing a Student Equity Plan,” and will work with the Chancellor’s Office in promoting and distributing the revised edition.

4. Review and approve district Equal Employment Opportunity Plans, and review and comment on district Student Equity Plans.


6. Develop (through Consultation) and sponsor legislation for 2003 that will provide funds for scholarships, forgivable loan programs, and other incentives to enable community college students to complete Master’s degrees in return for committing to teach for a specified period in California Community Colleges.

7. Improve the Community College Registry by incorporating a common systemwide online application, with provisions for supplemental materials to be added by local districts; by establishing links to online tutorials about the California Community Colleges (CCC’s) including tips on how to apply for positions, interviewing techniques, and related issues; and by incorporating a series of ads for key publications, such as the Chronicle of Higher Education, to promote teaching in the CCC’s. The Chief Human Resources Officers will be responsible to develop the common application, and the other work regarding
improvements in the Registry will be done by the district grantee that runs the Registry.

B. California Community College Trustees Association (CCCT)
   1. Encourage all district governing boards to make formal commitments, and exercise leadership to secure commitments from all districts

C. Chief Executive Officers of the California Community Colleges (CEOCCC)
   1. Encourage all CEO’s to make formal commitments, and exercise leadership to secure commitments from all districts
   2. In conjunction with the Chancellor’s Office, design and provide training for community college CEO’s and trustees

D. Academic Senate for California Community Colleges (ASCCC)
   1. Encourage every local academic senate to form a committee on hiring, and exercise leadership to secure commitments from all local senates.
   2. Lead efforts to update by October 2002 the 1993 Academic Senate for California Community Colleges document “Guidelines for Developing a Student Equity Plan” and with the assistance of the Chancellor’s Office promote and distribute the revised edition.

   Coordinate with: Chancellor’s Office, Chief Executive Officers of California Community Colleges and Student Senate

   3. Assist the Association of Chief Human Resource Officers to develop by December 2004 supplemental materials to integrate with a common systemwide online and paper application.

   Coordinate with: Chancellor’s Office, Equal Employment and Diversity and Equity Consortium

   4. Assist the Equal Employment, Diversity and Equity Consortium to design by October 2003 a systemwide portable marketing and recruitment package for major national discipline conferences, such as the Modern Language Association (MLA), and create teams of faculty members from different Community College Districts to staff the events.

   Coordinate with: Chancellor’s Office
5. Assist local academic senates, throughout 2002-03 and beyond, in their efforts in the areas of equity and diversity, including the design and implementation of effective training programs for members of hiring committees.

**Coordinate with:** Local Academic Senates, Association of Chief Human Resource Officers

**E. Association of Chief Human Resource Officers (ACHRO)**

1. Lead efforts to develop by September 2004 a common employment application, with provisions for supplemental materials to be added by districts. The common application will provide for a written response to demonstrate sensitivity to, and understanding of, the diversity of students served by California Community Colleges.

**Coordinate with:** Chancellor’s Office and Equal Employment, Diversity and Equity Consortium

2. Lead efforts to conduct a single statewide job fair by January 2004 (and annually thereafter), and assist in the coordination of regional fairs to include recruitment at graduate schools faculty intern positions.

**Coordinate with:** Chancellor’s Office and Equal Employment, Diversity and Equity Consortium

3. Lead efforts to contact the appropriate California State University administrators by October 2003 to identify programs and grants designed to recruit graduate students for part-time teaching.

**Coordinate with:** Chancellor’s Office and Equal Employment, Diversity and Equity Consortium

4. Lead efforts to develop by December 2004 supplemental materials to integrate with a common systemwide online and paper application.

**Coordinate with:** Chancellor’s Office, Equal Employment, Diversity and Equity Consortium and the Academic Senate for California Community Colleges

**F. Equal Employment, Diversity and Equity Consortium (EEDEC)**

1. Lead efforts to design by October 2003 a systemwide portable marketing and recruitment package for major national discipline conferences, such as the Modern Language Association (MLA), and create teams of faculty members from different Community College Districts to staff the events.
 Coordinate with: Chancellor’s Office and the Academic Senate for California Community Colleges

2. Assist the Association of Chief Human Resource officers to develop by September 2004 a common employment application, with provisions for supplemental materials to be added by districts. The common application will provide for a written response to demonstrate sensitivity to, and understanding of, the diversity of students served by California Community Colleges.

 Coordinate with: Chancellor’s Office

3. Assist the Association of Chief Human Resource Officers to conduct a single statewide job fair by January 2004 (and annually thereafter), and assist in the coordination of regional fairs to include recruitment at graduate schools faculty intern positions.

 Coordinate with: Chancellor’s Office

4. Assist the Association of Chief Human Resource Officers to contact the appropriate California State University administrators by October 2003 to identify programs and grants designed to recruit graduate students for part-time teaching.

 Coordinate with: Chancellor’s Office

5. Assist the Association of Chief Human Resource Officers to develop by December 2004 supplemental materials to integrate with a common systemwide online and paper application.

 Coordinate with: Chancellor’s Office and the Academic Senate for California Community Colleges

G. Community College Public Relations Officers (CCPRO)

1. Lead efforts to design by November 2003 a series of ads for key publications, such as The Chronicle of Higher Education, to promote teaching in the California Community Colleges, slated to run periodically to coincide with job fairs and major discipline conferences, as well as the beginning of the year and in special editions.

 Coordinate with: Chancellor’s Office

2. Assist Local District and Chief Human Resource Officers to market community college full and part-time teaching to K-12 teachers by May 2003.
H. Student Senate of the California Community Colleges (SSCCC)

1. Assist the Academic Senate for California Community Colleges to update by October 2002 the 1993 Academic Senate for California Community Colleges document “Guidelines for Developing a Student Equity Plan.”

   **Coordinate with:** Chancellor’s Office, and the Chief Executive Officers of California Community Colleges

I. Local Governing Boards of Community College Districts


   **Coordinate with:** Chief Executive Officers, Local Academic Senates and all other district and college constituencies


   **Coordinate with:** Chief Executive Officers, Local Academic Senates, Local Student Senates and all other district and college constituencies

3. Support the efforts of Chief Executive Officers to create scholarships, forgivable/conditional loan programs and other incentives to enable community college students to complete Master’s degrees in return for committing to teach for a specified period of time in a California Community College by November 2003.

   **Note:** The ability to accomplish this objective is dependent on budgetary funding and/or legislation being pursued at the system level.

   **Coordinate with:** Chancellor’s Office

4. Support the efforts of Chief Executive Officers to ensure that a regular program of training is commenced by April 2003 to Board members, and district faculty and staff regarding:

   a. How to effectively promote faculty and staff diversity, and student equity; and

   b. The latest changes to the diversity and equity statutes, regulations, and policies, including the Title 5 regulations on equal employment opportunity.

   **Coordinate with:** Local District and Chief Human Resource Officers, Local Academic Senates
5. Support the efforts of Chief Executive Officers to establish by March 2004 relationships with city and county governments in order to participate in housing programs for faculty, staff, and administrators.

Coordinate with: Local District and Chief Human Resource Officers

J. Chief Executive Officers


Coordinate with: Local Academic Senates and all other district and college constituencies

2. Lead efforts with Local Governing Boards to adopt a Student Equity Plan by March 2004.

Coordinate with: Local Academic Senates, Local Student Senates and all other district and college constituencies

3. Lead efforts to create scholarships, forgivable/conditional loan programs and other incentives to enable community college students to complete master’s degrees in return for committing to teach for a specified period of time in a California Community College by November 2003. Note: The ability to accomplish this objective is dependent on budgetary funding and/or legislation being pursued at the system level.

Coordinate with: Chancellor’s Office and Local Governing Boards

4. Lead efforts to ensure that training is provided by April 2003 to Board members and district faculty and staff regarding:

a. How to effectively promote faculty and staff diversity, and student equity; and

b. The latest changes to the diversity and equity statutes, regulations, and policies, including the Title 5 regulations on equal employment opportunity.

Coordinate with: Local Governing Boards and Chief Human Resource Officers

5. Lead efforts to increase outreach efforts with community-based agencies in a mutual exchange of services (for example, a community college may provide services to agency clients such as interviewing and resume-writing workshops, while the agency publicizes Community College employment opportunities) by March 2004.
6. Lead efforts to establish by March 2004 partnerships with private industry to identify potential part-time faculty in areas where instructor shortages exist.

Coordinate with:  Local District and Chief Human Resources Officers

7. Lead efforts to establish by March 2004 relationships with city and county governments in order to participate in housing programs for faculty, staff, and administrators.

Coordinate with:  Local Governing Boards, Chief Human Resource Officers

8. Support the efforts of Classified Staff Organizations to develop by September 2003 programs to encourage and support classified staff in meeting minimum qualifications for instruction.

Coordinate with:  Local Academic Senates

K. Local Academic Senates

1. Assist Local District and Chief Human Resource Officers to develop by July 2003 procedures to expand the diversity of part-time faculty and to provide mentors to assist part-time faculty to develop the potential to fill full-time positions.

Coordinate with:  All other district and college constituencies


Coordinate with:  All other district and college constituencies

3. Assist Chief Executive Officers with the development of a Student Equity Plan by March 2004.

Coordinate with:  Local Student Senates and all other district and college constituencies

4. Support the efforts of Classified Staff Organizations to develop by September 2003 programs to encourage and support classified staff in meeting minimum qualifications for instruction.

Coordinate with:  Chief Executive Officers

5. Assist Local District and Chief Human Resources Officers to develop, by April 2003, an effective training program for members of hiring committees.

Coordinate with:  Local Governing Boards, Chief Executive Officers and the Academic Senate for California Community Colleges
L. **Chief Human Resource Officers**

1. Lead efforts to form recruitment consortia with other educational institutions, such as the Northern California’s Bay Area Higher Educating Recruitment Consortium (HERC) by February 2003.

2. Lead efforts to develop by July 2003 procedures to expand diversity of part-time faculty and provide mentors to assist part-time faculty to develop the potential to fill full-time positions.

   **Coordinate with:** Local Academic Senates

3. Lead efforts to market community college full and part-time teaching to K-12 teachers by May 2003, and thereafter.

   **Coordinate with:** Community College Public Relations Officers

4. Assist Chief Executive Officers to increase outreach efforts with community-based agencies in a mutual exchange of services (for example, a community college may provide services to agency clients such as interviewing and resume-writing workshops, while the agency publicizes community college employment opportunities) by March 2004.

5. Assist Chief Executive Officers to ensure that training is provided by April 2003 to Board members and district faculty and staff regarding:

   a. How to effectively promote faculty and staff diversity, and student equity; and

   b. The latest changes to the diversity and equity statutes, regulations, and policies, including the Title 5 regulations on equal employment opportunity.

   **Coordinate with:** Local Governing Boards

6. Assist Chief Executive Officers to establish by March 2004 partnerships with private industry to identify potential part-time faculty in areas where instructor shortages exist.

7. Assist Chief Executive Officers to establish by March 2004 relationships with city and county governments in order to participate in housing programs for faculty, staff, and administrators.

   **Coordinate with:** Local Governing Boards
M. **Classified Staff Organizations**

1. Lead efforts to develop by September 2003 programs to encourage and support classified staff in meeting minimum qualifications for instruction.

   **Coordinate with:** Chief Executive Officers

N. **Local Student Senates**

1. Assist Local Academic Senates with the development of a Student Equity Plan by March 2004.

   **Coordinate with:** Local Governing Boards, Chief Executive Officers and all other district and college constituencies