Item 2.8, Attachment 2: *Vision for Success* Diversity, Equity and Inclusion Integration Plan

Background

The *Vision for Success* Diversity, Equity, and Inclusion Task force (Task force) identified a set of diversity strategies based on research and diversity efforts by state and national institutions. The strategies were adopted as recommendations focused on a theory of change. The theory of change states that, if educational achievement and social mobility for California Community College (CCC) students is intrinsic in the *Vision for Success,* then faculty and staff diversity are a key driver for this work. Furthermore, community colleges and districts must be empowered to design, implement and reinforce policies, procedures and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect in order to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population.

The proposed diversity strategies are part of a system-wide integration plan to address faculty and staff diversity, including full-time and part-time faculty, classified staff, and educational administrators. The plan is an organizational strategy meant to help guide the future work of statewide organizations who will be engaging in the development and implementation of these strategies. The Task force recommends that this Integration Plan be treated as a roadmap that can be continually updated and should be annually revised to account for progress towards the strategies and activities listed, and adapt to the ongoing needs of the California Community College System.

Integrated Strategies

The integration plan assumes the proposed recruitment, retention, and support strategies can be adopted at the system and local level within 1-5 years (in some cases multiyear) to change equal employment opportunity (EEO) policies, procedures, and practices in collaboration with stakeholder associations and the Consultation Council.

These strategies and the related activities fall into three categories:
1. Institutional strategies driven by policy changes.
2. Interactional strategies driven by changes to existing procedures.
3. Individual strategies driven by activities that promote supportive and inclusive behaviors.

In addition, the proposed institutional, interactional and individual strategies are aligned to the *Vision for Success* core commitments. The Task force affirms that because faculty and staff diversity is a driver for the educational achievement and social mobility of our students, the Integration Plan as a whole helps our system achieve the first commitment in the *Vision for Success*—focus relentlessly on students end goals.

Below, every strategy is aligned to a *Vision for Success* commitment. Under every strategy, you will see that the activities are divided into either Tier 1 Activities or Tier 2 Activities. Tier 1 Activities are those we believe can be achieved in a 1-2 year timeline and with existing resources. Tier 2 Activities are those that we believe can be achieved in a 3-5 year timeline and require additional funding. The plan concludes with a list of best practices associated with these activities.

List of Institutional Diversity Strategies

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: Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators).

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: Expand longitudinal data analysis requirements to include measurement of specific selection criteria for adverse impact.

Tier 2 Activity: Develop a statewide user-friendly data repository.

Tier 2 Activity: Centralize recruitment and application tool for data collection, analysis and reflection (CCC Registry).

Strategy B: The California Community Colleges Chancellor's Office (CCCCO) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity, and inclusion.

Tier 1 Activity: Board of Governors (BOG) to establish an accountability body to monitor the implementation of the systemwide diversity, equity, and inclusion integration plan.

Strategy C: Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

Tier 1 Activity: HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

Tier 1 Activity: HR and ASCCC to clearly outline required Minimum Qualifications for positions.

Tier 1 Activity: HR and ASCCC to disseminate information on how selection committees may utilize Minimum Qualifications to select candidates.

Vision for Success Commitment 4: Foster the use of data, inquiry, and evidence

Strategy A: Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.

Tier 1 Activity: CCCCO to standardize and revise the EEO plan template and multiple measures with an equity lens and geared towards an action plan with accountability and evaluation of implementation.

Tier 1 Activity: CCCCO to standardize the submission deadlines of all district EEO plans.

Tier 1 Activity: CCCCO to provide guidance to colleges on longitudinal data analysis to ensure the reported numbers are aligned with diversity strategies and outcomes.

Tier 1 Activity: Districts and colleges to adopt EEO plans as an action item in a public meeting.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.

Tier 1 Activity: ASCCC, HR, and local union to review existing evaluation procedures.

Tier 1 Activity: HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures.

Tier 1 Activity: ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

Tier 2 Activity: ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students.

Strategy B: Maintain active EEO committee to ensure continual review of local diversity efforts.

Tier 1 Activity: Chancellor's Office EEO and Diversity Advisory Committee to re-evaluate the activity update process and accountability measures for diversity.

Strategy C: Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.

Tier 1 Activity: HR, individual Department Chairs and Deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations.

Tier 1 Activity: Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.

Tier 2 Activity: Outreach to industries (for career education) and other institutions (Historically Black Colleges and Universities) for graduate and post-doctoral internship opportunities.

Tier 2 Activity: Create media campaign (specific website, marketing materials, social media) that highlights diversity, equity, inclusion resources, events, and recognition for students, faculty, staff, and communities.

Strategy D: Diversify representation in search committees.

Tier 1 Activity: Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees.

Tier 1 Activity: ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

Strategy E: Require diversity statement and commitment from applicants and statewide leaders.

Tier 1 Activity: EEO and Diversity Advisory Committee and HR to develop new standards to require a diversity statement of applicants.

Tier 1 Activity: BOG and CCCCO to model this commitment in state hiring process in accordance with California Department of Human Resources policies and procedures.

Strategy F: Adopt a statewide diversity statement and incorporate the diversity statement into the mission of the California Community College System. Encourage colleges to adopt a diversity statement as part of their mission statement.

> Tier 1 Activity: BOG to approve systemwide statement on diversity, equity, and inclusion and integrate the language in Title 5 regulations, the California Community Colleges mission, EEO plan templates and multiple measures certification forms.

> Tier 2 Activity: Local boards to adopt a statement on diversity, equity, and inclusion publicly.

Vision for Success Commitment 6: Enable action and thoughtful innovation

Strategy A: Revise procedures that address diversity, equity, and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to Minimum Qualifications.

> Tier 1 Activity: ASCCC to evaluate the 2nd Minimum Qualification for Faculty.

> Tier 1 Activity: ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification.

> Tier 2 Activity: HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations.

Strategy B: Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).

> Tier 1 Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria.

> Tier 1 Activity: Statewide associations take similar actions.

List of Interactional Diversity Strategies

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Host open houses for prospective candidates with panels of current faculty and deans.

Tier 1 Activity: HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses.

Tier 1 Activity: CCCCO to provide guidance on best practice hiring procedures.

Strategy B: Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.

Tier 1 Activity: ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion.

Tier 1 Activity: Collaborate with the EEO Advisory to create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Advertise jobs via diversity-oriented channels.

Tier 1 Activity: CCCCO create a repository of recruitment resources to include advertising and recruitment strategies that can be accessed via the CCC Registry, Vision Resource Center and reported on the EEO plan.

Tier 2 Activity: CCCCO seek additional funding to support implementation of targeted advertising and recruitment strategies to offset costs of advertising in new places and using differentiated methods to recruit more diverse candidates.

Strategy B: Local HR review supplemental interview materials to ensure they are always job relevant.

Tier 1 Activity: CCCCO partner with statewide organizations to provide best practices modules for implementing the hiring processes that upholds diversity, equity, and inclusion with the goal of serving students with excellence.

Tier 1 Activity: HR departments and program offices to develop an Employee Diversification component as part of their EEO Plan.

Strategy C: Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.

Tier 1 Activity: ASCCC, Unions, Administration, and HR to collaborate to review the faculty evaluation tool.

Tier 1 Activity: ASCCC to provide guidance for evaluation and tenure review committees.

Tier 1 Activity: CCCCO partner to create a model for performance evaluation criteria with ASCCC and ACHRO that holds all employees accountable for successfully serving diverse student populations.

Strategy D: Conduct exit interviews of faculty who leave.

Tier 1 Activity: CCCCO and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

Tier 1 Activity: Districts and colleges to collect data about those exit interviews to inform strategies for improving retention.

Strategy E: Provide equivalency guidance and professional development.

Tier 1 Activity: CCCCO and ASCCC to partner to release statewide guidance on equivalency process and policies.

Tier 1 Activity: CCCCO require that equivalency committees receive the same training as hiring committees.

Vision for Success Commitment 7: Lead the work of partnering across systems

Strategy A: Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.

Tier 1 Activity: ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation.

Tier 1 Activity: ACHRO to develop a model to evaluate the composition of local hiring committees with a diversity, equity, and inclusion lens, and partner with CCCCO and ASCCC to release statewide guidance.

Tier 1 Activity: ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs.

Tier 2 Activity: Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e. including staff from other disciplines, departments, divisions, classified staff, etc.).

Tier 2 Activity: CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

List of Individual Diversity Strategies

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Provide campus-wide cultural competency and implicit bias training.

Tier 1 Activity: CCCCO create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.

Tier 2 Activity: ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.

Strategy B: Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.

Tier 1 Activity: CCCCO to evaluate how the caring campus pilot program can be scaled and the resources that would be needed.

Tier 2 Activity: CCCCO to advocate for additional systemwide professional development support with an equity and diversity lens for classified staff in 2020-21.

Strategy C: Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity.

Tier 1 Activity: CCCCO collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences.

Tier 2 Activity: BOG to create a workgroup with a set timeline to require CCCCO, ASCCC, ACHRO, and unions to develop model performance evaluation criteria and procedures to hold all employees accountable for successfully serving diverse student populations.

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

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

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

Tier 2 Activity: CCCCO to secure funding to create a statewide internship program and pipeline for graduate students to teach at California Community Colleges.

Strategy B: Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

Tier 1 Activity: ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs.

Tier 2 Activity: CCCCO to secure new funding for EEO plans and flexibility to fund mentoring programs to be implemented statewide.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Celebrate the diversity of the California Community College System.

Tier 1 Activity: BOG to adopt a multi-cultural awareness week to celebrate the diversity of our system. Encourage CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system.

Strategy B: Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations.

Tier 1 Activity: CCCCO align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students).

Strategy C: Foster open lines of communication on campuses for constructive feedback including dialogues, summits, town halls, and forums.

Tier 1 Activity: CCCCO to continue Chancellor's Listening Tour and Black and African American Advisory Town Halls to elevate dialogue on diversity, equity, and inclusion.

Tier 1 Activity: CCCCO to partner with system stakeholders to host annual diversity, equity, and inclusion summit.

Tier 2 Activity: ASCCC and ACHRO to create guidelines to develop local forums for dialogue.

Vision for Success Commitment 6: Enable action and thoughtful innovation

Strategy A: Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.

Tier 1 Activity: CCCCO collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual.

Best Practices

- Host a job fair focused on underrepresented/marginalized groups; likewise, attend Historically Black Colleges and Universities (HBCU's), Native American colleges, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), and Hispanic-serving colleges' job fairs.

- Colleges may target recruitment efforts towards local master's degree programs focusing on final year candidates and establish partnerships with local higher education institutions that create a long-term pipeline of candidates.

- CCCCO can partner with HBCU's, Native American colleges, professional associations/organizations, mentorship or coalitions, and other affinity groups for underrepresented minority groups (e.g. Latina Leadership Network, Asian Pacific Islanders in Higher Education, etc.) to facilitate recruitment and advertising for districts and colleges. The partnerships may leverage CCC Registry as a vehicle for streamlining recruitment more systematically to those audiences.

- ASCCC and HR can establish the review of supplemental material as a component/step in the process via EEO plan.

- Include diverse stakeholders on hiring committees and screening processes (i.e. students, community members, classified staff, etc.).

- Set principles of engagement or behavioral level best practices to guide districts/colleges in effectively implementing the new diversity, equity, and inclusion focused processes. Provide EEO training to districts and colleges for implementing these processes with a diversity, equity, and inclusion lens.

- Create an environment of inclusion with on-going state and institutional-level recognition of faculty and staff efforts and commitment to diversity, equity, and inclusion and successfully serving students.

- Establish a peer-to-peer strategy for recognition.

- Identify models that have a systemic approach to recognizing and affirming diversity, equity, and inclusion. (Example: Palomar College trustees created a policy putting diversity at the forefront).

- Encourage behaviors from administrators that lead to recognition at every level where diversity, equity, and inclusion and student success efforts happen (i.e. team recognition, part-time staff recognition, admin, etc.).

- Districts and colleges to review and strengthen the college and district policy and procedures to make the hiring and screening committees representative of the students and communities served (include students and part-time faculty representation).

- Provide compensation and credit for students participating in hiring or selection committees.

- Use section of EEO plan that allows CCCCO to collect data on the composition of hiring committees to understand the progress colleges and districts are making.

- Districts and colleges support the development of a workshop series for administrators and managers designed to understand and see the value of inclusive behaviors (i.e. cultural competency, accessibility).

- CCCCO encourage the development of intern programs that provide training to diverse applicants to meet minimum qualifications by highlighting them in the EEO best practices handbook (Example: Project MATCH).

- ACHRO and CBO's can partner to develop a checklist to implement college mentorship programs.

- Trustees and CEO's encourage college partnerships with community-based organizations to solicit feedback on strategies to create a more inclusive work environment and identify barriers to inclusion.

- Promote the collaboration between colleges and local organizations to offer joint research, training, and educational opportunities and experiences for faculty and staff by encouraging the development of a directory of multicultural organizations.

- California Community Colleges Classified Senate (4CS), CBO's, CCLC, and ACHRO can partner to create a checklist to lead a statewide education campaign to encourage classified staff to discuss and champion equity and diversity.

- ASCCC can collaborate with local senates, faculty, and staff to promote campus dialogue related to diversity, equity and inclusion.