



Journey to

Vision 2030:

Faculty Perspectives

ASCCC FALL
PLENARY SESSION

NOVEMBER 16-18, 2023 | HYBRID EVENT
WESTIN SOUTH COAST PLAZA, COSTA MESA

Implementing and Supporting IDEAA in Evaluations

Friday, November 17, 2023

9:00am-10:00am

PRESENTERS

Wendy Brill-Wynkoop, FACCC President

Robert L. Stewart Jr, ASCCC Treasurer



Overview

- SSCCC: Anti-Racism: A Student Plan of Action

After the unjust murder of George Floyd in May 2020, the SSCCC began to work actively within the higher education system to initiate change because we had seen too much of others talking about the issue without taking meaningful action. More resolutions of “commitment to students of color” will not make a difference; what is needed is action that can affect results. As students, we want change and understand it starts with education, in our classrooms with our teachers and our administrators.

- Focus: Creating a welcoming and inclusive campus for students, staff, faculty.

- More than evaluations – DEIA or IDEAA is about a cultural change across campus and everything we do



SESSION DESCRIPTION

The California Community Colleges Board of Governors in September 2019 adopted a Diversity Equity and Inclusion Integration Plan that called for a DEIA Implementation Workgroup to establish the enabling conditions for local colleges and districts to embed DEIA competencies and criteria for all California Community Colleges employees through employee evaluation and tenure review processes. A DEIA framework was established in 2022 through the adoption of regulations. The Department of Finance gave a final approval in March of 2023 and the regulations became effective April 16, 2023. On May 5, 2023, a California Community Colleges Chancellor's Office memo provided guidance to districts on the implementation of DEIA Evaluation and Tenure Review Regulation. Districts were given 180 days from the effective date to conform their policies and procedures to the new regulations. This session will review the history of this important regulation and share some strategies and practices that are already being implemented in the California Community Colleges system.



DEIA IMPLEMENTATION WORKGROUP

Adopted by the Board of Governors in **September 2019**, the **Diversity Equity and Inclusion Integration Plan** called for the Chancellor's Office and the Diversity, Equity, Inclusion, and Accessibility (DEIA) Implementation Workgroup to establish the enabling conditions for local districts and colleges to embed DEIA competencies and criteria for all California Community College (CCC) employees through employee evaluation and tenure review processes.

[230505 Guidance on Implementation of DEIA Regs.pdf](#)



ASCCC Resolution Spring 2021 03.01

Include Cultural Competence in Faculty Evaluations

Contact: Sharon Sampson

At the ASCCC **Spring 2021** Plenary, the delegates adopted [Resolution S21 03.01 Include Cultural Competence in Faculty Evaluations](#)

- Resolved, That the Academic Senate for California Community Colleges encourage local academic senates **to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes**; and
- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to **explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.**



DEIA COMPETENCY CRITERIA & FRAMEWORK

On **May 23, 2022**, the Board of Governors took action to establish a DEIA competency and criteria **framework** that can serve as a **minimum standard** for evaluating all California Community College employees

- 2) by adopting regulations to **enable colleges and districts to discuss and adopt the minimum skills**, abilities, and knowledge, employees must possess or would need to acquire to teach, work, and lead at California Community Colleges.

[DEIA Competencies and Criteria Recommendations](#)



Title 5 (CCR)

The [DEIA Evaluation and Tenure Review of District Employees Regulations](#) were given final approval by the Department of Finance on March 17, 2023, and **became effective April 16, 2023**. Pursuant to title 5, California Code of Regulations, section 52010, community college districts should conform their policies and procedures to the regulatory requirements within one hundred and eighty (180) days of this effective date (**October 2023**).



Notable Changes to Title 5

The following changes were made to subchapter 1, of chapter 4 of division 6 of title 5 of the California Code of Regulations:

- Sections [52510](#), [53425](#), [53601](#), [53602](#), and [53605](#) were added;
- Sections [53400](#), [53401](#), and [53403](#) were amended; and
- Section [53402](#) was repealed.

§ 52510 Definitions: provides a comprehensive list of working definitions for districts to consider.

§ 53425 Ability to Work with Diverse Individuals and Communities

- ...all **district employees shall demonstrate** the ability to work with and serve individuals within a diverse community college campus environment as required by local policies regarding DEIA competencies



Title 5§ 53605 Classification-Specific DEIA Obligations.

- (a) **Faculty** members shall employ **teaching, learning, and professional practices** that reflect DEIA and anti-racist principles, and in particular, respect for, and acknowledgement of the diverse backgrounds of students and colleagues to improve equitable student outcomes and course completion.
- (b) **Educational and other Administrators** shall include DEIA and anti-racist **principles into existing policies and practices, funding allocations, decision-making, planning, and program review processes.** These processes shall take into account the experience and performance of students and colleagues of diverse backgrounds, and work to close equity gaps in student outcomes and hiring.
- (c) **Staff members** shall **promote and incorporate culturally affirming DEIA and anti-racist principles to nurture and create a respectful, inclusive, and equitable learning and work environment.** In conducting their duties, staff members shall respect and acknowledge the diversity of students and colleagues.



Title 5§ 53601

Chancellor's Publication of DEIA Competencies & Criteria.

(a) The Chancellor shall adopt and **publish guidance describing DEIA competencies and criteria in collaboration with system stakeholder groups**. The DEIA guidance shall be maintained to include current and emerging evidence-based practices developed within the California Community Colleges, or described in DEIA-related scholarship.

(b) The DEIA competencies and criteria identified by the Chancellor shall be used as a reference for locally developed minimum standards in community college district performance evaluations of employees and faculty tenure reviews.



Title 5 § 53602

Advancing DEIA in Evaluation and Tenure Review Processes.

(a) District governing boards **shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the locally-developed DEIA competencies** or those published by the Chancellor pursuant to section 53601.

(b) The evaluation of district employees must include **consideration of an employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility DEIA-related competencies** that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges



Title 5 § 53602

(c) To advance DEIA principles in community college employment, districts shall:

- (1) include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees;
- (2) **ensure that evaluators have a consistent understanding of how to evaluate** employees on DEIA competencies and criteria;
- (3) set clear expectations regarding employee performance related to DEIA principles, **appropriately tailored to the employee's classification**;
- (4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to **support employee growth, development, and career advancement**;



Title 5 § 53602

(c) To advance DEIA principles in community college employment, districts shall:

(5) **ensure professional development opportunities support employee development of DEIA competencies** that contribute to an inclusive campus and classroom culture and equitable student outcomes;

(6) ensure an evaluation process that **provides employees an opportunity to demonstrate their understanding of DEIA** and anti-racist competencies.

(7) include proposed or active implementation goals to integrate DEIA principles as a part of the district's Equal Employment Opportunity Plan required by section 53003.



Academic Senate & Faculty Union Involvement

Heirarchy

- Constitution
- Ed Code Law
- Title 5 Regulations
- Contract
- Policy

Education Code § 87663 (f):

- In those districts where faculty evaluation procedures are collectively bargained, the faculty's exclusive representative **shall consult** with the academic senate prior to engaging in collective bargaining regarding those procedures.



Union Concerns

1976 EERA

- Educational Employee Relations Act (1976) established collective bargaining in California K-12 schools and CCCs

CA Govt Code 3543

(a) - Public school employees shall have the right to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations.

- Public school employees shall have the right to form a collective bargaining unit (or union)
- The right to represent themselves individually in their employment relations with the public school employer,
- Once they have selected an exclusive representative - negotiates cannot happen outside the collective bargaining agreement or the contract



Academic Senate and Unions Best Practices

- Collegiality and conversation
- Mutual understanding of purview between Senate and Unions
 - Written agreement between Senate and Union
 - Draft when both bodies are not stressed by RIF or other major concerns
- Familiarity with local board policies and collective bargaining agreement
- Include all faculty (full and part time)

[College of the Canyons Joint Collaborative Consultation Understanding](#)

[Senate Paper: Developing Model Effective Senate-Union Relationships](#)

[Rostrum Article: Senate-Union Relationship](#)



Goal: to make campuses welcoming and inclusive.

- Focus on growth, not punitive approach.
- Focus on professional development; align professional development
- Ensure evaluators are trained
- Regulations are not mandating specific ideologies
- Goal of anti-racism is to acknowledge and deconstruct structural racism
- Applies to more than teaching; also to shared governance and policies. Faculty should consider inclusive examples, stories and metaphors to connect the curriculum to all students. Small changes can make classes more welcoming.



Los Rios Federation of Teachers

Equity Reflection

- Please answer the following Reflection Questions:
- 1) What have you done to improve your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the LRCCD? This might include, but is not limited to the following:
 - curriculum review related to anti-racism, decolonization, and equity
 - participation in anti-racism and equity related workshops/institutes,
 - review of professional materials and best practices for equity in your field and/or
 - review of your student success data
- 2) How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?
- 3) What additional trainings and resources, whether offered by LRCCD or others, would be helpful in continuing your development of anti-racist practices?



Los Rios Federation of Teachers

College Service: Anti-Racism and Equity Related Work

4.1.3 College Service

College Service represents a professional obligation by all full-time faculty to the institution. Participation, is to be determined by the faculty member. **College Service may include, but not be limited to the following activities: efforts to close the opportunity gaps for students, faculty and staff and other anti-racism and equity related work,** advisory committees, college planning processes, professional growth activities such as online and on-ground instructional skills workshops, developing and assessing student learning outcomes, accreditation work, college sponsored student success initiatives, college outreach activities, division and department meetings, program planning, search and selection committees, evaluation teams, sponsoring and supporting student activities, college and district governance, state-wide faculty organization meetings, conferences and workshops, State Chancellor Office task force assignments, and activities of the LRCFT that are reasonably related to college service.



Local Implementation Steps

- Review current policies and practices
- Engage stakeholders in discussion
 - Faculty Union and Academic Senate shall consult
- Consider framework as baseline to develop competencies
- Professional development for evaluators on DEIA competencies
- Communicate expectations to employees
- Provide campus wide DEIA and antiracist professional development opportunities



Other Examples of Local Implementation

Foothill-DeAnza Community College District

- <https://fafhda.org/agreement/articles-appendices-mous>
- Appendices J1 (A-G) are the evaluative tools for faculty; J2 (1-4 and W) are the student evaluation tools.



Resources

Community College/Higher Ed Resources:

- [League DEIA Resources/Town Hall Recordings](#)
- CCCCCO DEIA Resources:
 - [Vision for Success DEI Task Force 2020 Report](#)
 - Chancellor's Office: [6/5/20 Call To Action](#)
 - [11/9/20 Call To Action Update](#)
 - [6/14/21 Call To Action Update](#)
 - [SAMPLE CC DISTRICT RESOLUTION: AFFIRMING COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION](#)
 - ◆ [DEIA Glossary of Terms](#) ◆ [SSCCC ANTI-RACISM: A Student Plan of Action](#)
- **DEI Professional Development Learning Modules** – Search for these titles in the [CCCCCO Vision Resource Center](#) :
 - ◆ “I Don’t See Color, I Just See People: Becoming Culturally Competent”
 - ◆ “Playing Behind the Screen: The Implicit Bias in our Colleges”



Resources

- CCCT/CEOCCC Joint Resolution: [AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK & AA STUDENTS](#)
- CA Governor's Council For Post-Secondary Education: [Recovery With Equity](#)
- BOOKS, VIDEOS & SERVICES by Drs. J. Luke Wood and Frank Harris III: ♦ [BOOKS](#) ♦ [VIDEOS](#) ♦ [SERVICES](#)
- BOOK: Sims/Taylor-Mendoza/Wallace/Conaway/Hotep [Minding The Obligation Gap in Community Colleges and Beyond](#) ♦ [5-Part Webinar Series](#)
- BOOK: McNair/Bensimon/Malcom-Piqueux [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#)



Resources

Anti-Racism/Racial Justice Self-Study:

- [How Studying Privilege Systems Can Strengthen Compassion](#): Peggy McIntosh at TEDx Timberlane Schools
[White Privilege: Unpacking the Invisible Knapsack](#) - Peggy McIntosh
- ARTICLE: Cory Collins. [What Is White Privilege, Really?](#)
Recognizing white privilege begins with truly understanding the term itself . Issue 60, Fall 2018
- BOOK: Robin DiAngelo, fwd by Michael Eric Dyson. [White Fragility: Why It's So Hard for White People to Talk About Racism](#), 2018.
- VIDEOS: Robin DiAngelo ♦ [Publications](#) ♦ [Media](#) ♦ [White Fragility Readers Guide](#)
- BOOKS: Kendi, Ibram X. ♦ [Stamped from the Beginning](#), 2017 ♦ [How To Be An Antiracist](#), 2019
- BOOK: Wilkerson, Isabel ♦ [Caste: The Origins of Our Discontents](#), 2020

Accessibility/Universal Design for Learning Self-Study:

- California State University Long Beach: [Universal Design for Learning](#) ♦ VIDEOS: [UDL Part 1](#) [UDL Part 2](#)
- CAST.org: [Universal Design for Learning](#) ♦ VIDEO: [UDL at a Glance](#)
- [UDL-Universe: A Comprehensive Faculty Development Guide](#) - a project of the California State University system



Questions? Thank You!

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