

CEOs and the Opportunity to Build Diverse and Equity-Centered Campuses

Keith Curry, President/CEO, Compton College

Carole Goldsmith, President , Fresno City College

Jose Fierro, Superintendent/President, Cerritos College

Tammeil Gilkerson, President, Laney College

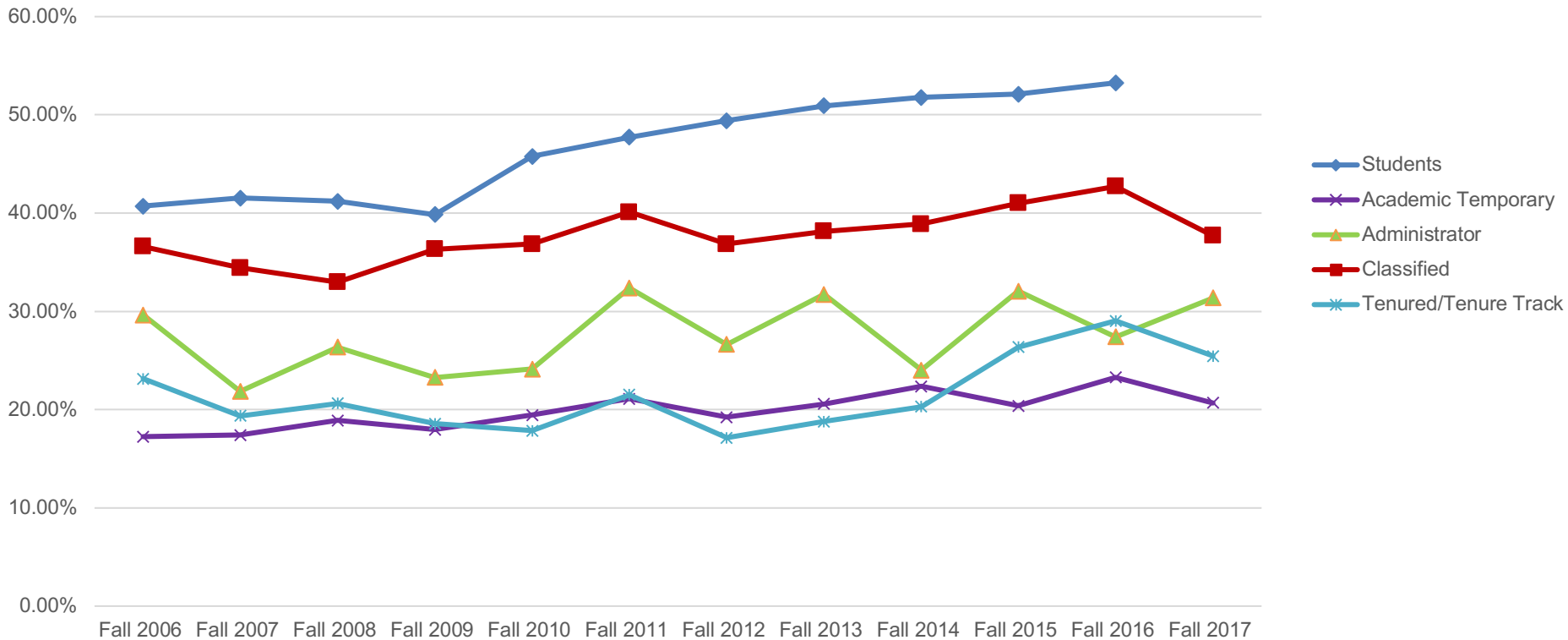
The Why

The only way we will successfully close the racial equity gaps produced by our higher education system when it comes to black, Latino, Native American and marginalized Asian-American students is to address racial imbalance on our faculties.

Many such minority students are poor and the first in their families to attend college, and they are too often blamed for their own difficulties navigating our complex systems. We need to reform faculty hiring systems to elevate candidates of color who also show the qualities of “equity-mindedness.”

Dr. Estela Bensimon,
Creating Racially and Ethnically Diverse Faculties
March 2018-Inside Higher Ed

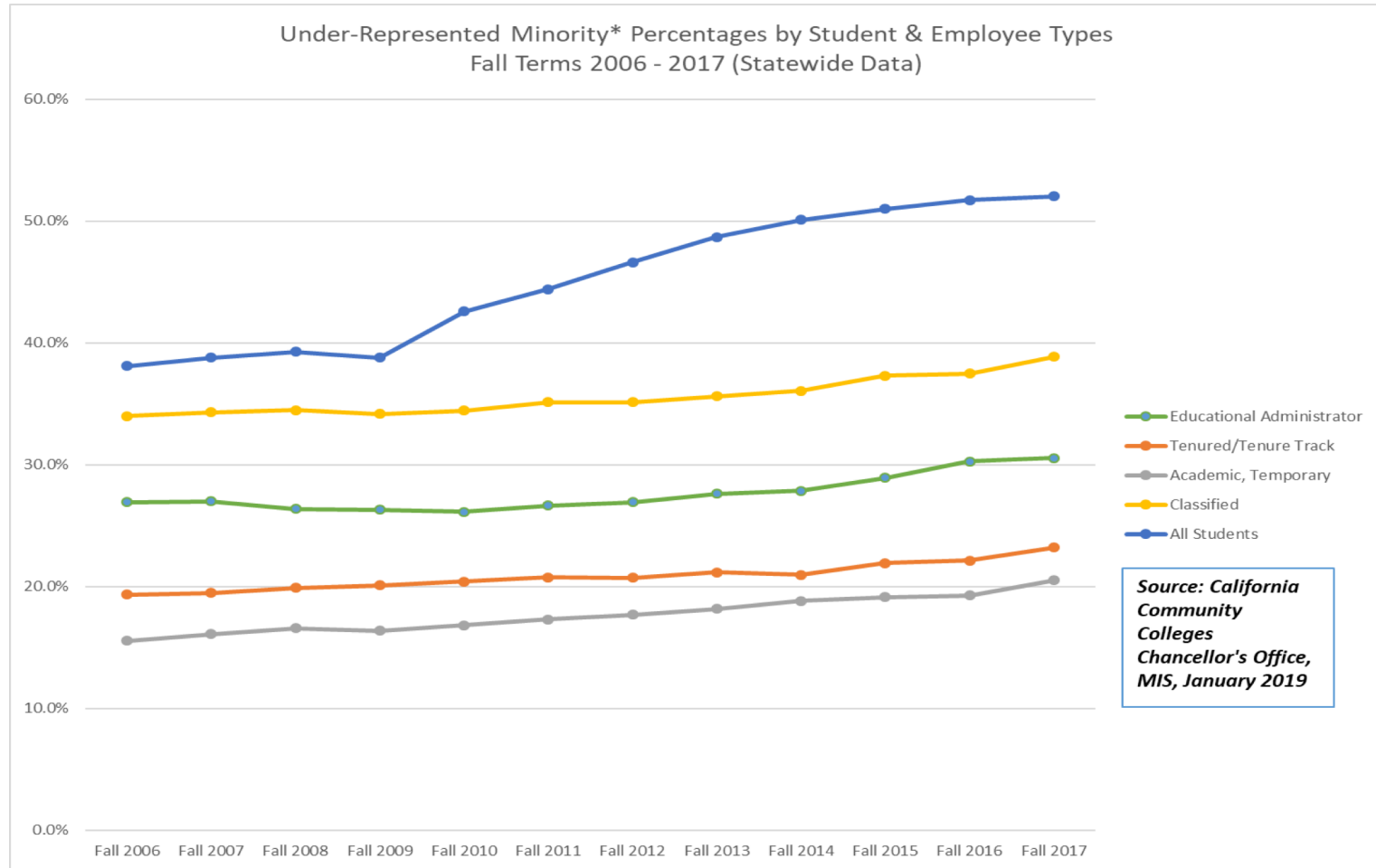
California Community Colleges Systemwide Data



Trustee Conference— May 3, 2019

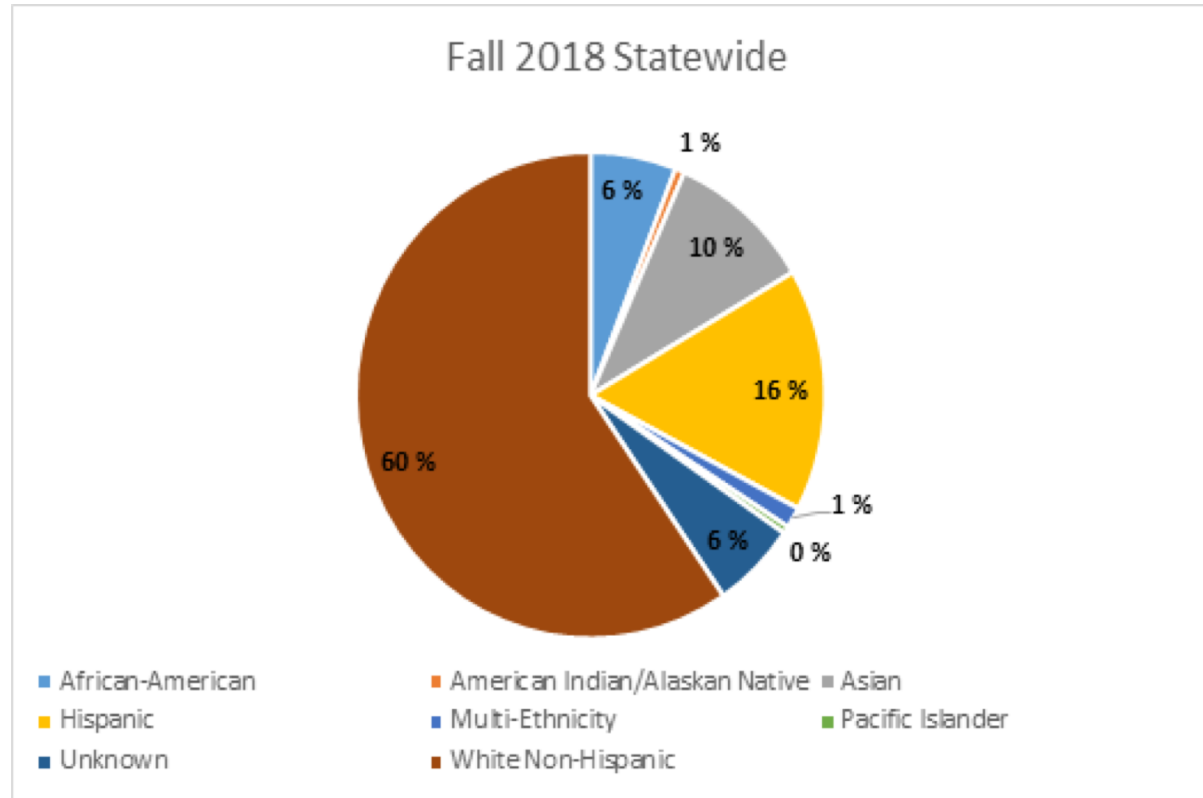
Chancellor's Office,
COMIS, May 2018

California Community Colleges Systemwide Data



*Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander

Tenured and Tenure-Track Faculty



CCCCO Data Mart - February 2019

Source: California
Community
Colleges
Chancellor's Office,
Data Mart –
February 2019

RESEARCH STUDY

Trustee Conference– May 3, 2019

**An examination of the relationships
between the race/ethnicity
and employment status of
community college faculty members
and student completion in
developmental mathematics**

Purpose

To examine the extent to which there was a significant relationship between students' successful completion of developmental mathematics courses and the race/ethnicity and employment status of community college faculty members in Northern California.

Background on Problem

- Less than 40 percent of students who enter community college ever complete a degree or certificate within six years, with underrepresented minorities seeing larger gaps in achievement from their White and Asian counterparts (Bailey et al., 2015; Complete College America, 2012).
- The majority of community college students are placed into developmental coursework (CCCSE, 2016; Hodara, et al., 2012; Hughes & Scott-Clayton, 2011; Jaggars & Stacey, 2014).
- Significant number of students that are placed into developmental education never complete the sequence and progress onto college-level courses, impeding their overall degree or certificate completion. Of those students, a disproportionate number are first-generation, underrepresented minorities (Complete College America, 2012; Crisp & Delgado, 2014).
- More specifically, the large number of community college students requiring remediation in mathematics and the low levels of success in these courses “make placement in developmental math one of the single greatest barriers to college completion” (Burdman, 2013).

Background on the Problem

- Significantly low completion rates in developmental mathematics for African American and Latino(a) students in California community colleges (California Community Colleges Student Success Task Force, 2012).
- While community colleges disproportionately educate underrepresented minority students, there is a lack of similar diversity at the faculty level (CCCSE, 2014a; Fairlie, et al., 2014).
- Part-time faculty make up the majority of faculty at community colleges and are relied on heavily to teach a greater number of developmental courses despite growing concerns about both their effectiveness and integration into the institution (Bailey et al., 2015; CCCSE, 2014b; Datray et al., 2014; Jaeger & Eagan, 2011; Kezar & Maxey, 2014b).

“Especially within the current laissez-faire ethos sweeping across the USA, the favored explanation is a “pull-yourself–up by your own schoolstrap” mentality. This does not vitiate against admitting that many Black and Latino children in particular are failing behind their White and Asian counterparts. Sometimes, the former students even believe the deficit stories that circulate about them. But that they created their own predicament, even as they may help reproduce it, is like saying that the impoverished life of the slave is his own doing.”

-Leonardo, 2013

Theoretical Framework

- Social Capital Theory (Bourdieu)
- Stereotype Threat (Steele & Aronson)
- Examined:
 - the effectiveness of developmental education and more precisely developmental mathematics
 - the utilization and characteristics of part-time faculty
 - the effectiveness of part-time faculty & part-time faculty and developmental education
 - the influence of student-faculty interactions on student success.

Descriptive Data

Sample consisted of:

- 138 faculty
- teaching 17,201 students
- in 215 sections of developmental mathematics
- in the fall and spring semesters between 2013 and 2016
- within three community colleges
- in one college district, located in Northern California

Descriptive Data

Variable	<i>n</i>	%
Faculty employment status		
Full time	42	30.4
Part time	96	69.6
Faculty race/ethnicity		
Underrepresented minority	28	20.3
Non-underrepresented minority	110	79.7
Student Course Grade		
Unsuccessful course completion	8153	46.1
Successful course completion	9548	53.9
Term		
Fall	53	38.4
Spring	85	61.6
Academic Year		
2013	14	10.1
2014	33	23.9
2015	49	35.5
2016	42	30.4
College		
College 1	27	19.6
College 2	68	49.3
College 3	43	31.2

Research Questions

- R1: Does a significant relationship exist between the race/ethnicity of community college faculty members and the students' successful course completion in developmental mathematics in Northern CA?
- R2: Does a significant relationship exist between the employment status (full- or part-time) of community college faculty members and the students' successful course completion in developmental mathematics in Northern CA?

RESEARCH FINDINGS

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Chi-Square Analysis for Race/Ethnicity vs. Success in Developmental Course

Faculty Race/Ethnicity	Unsuccessful Course Completion	Successful Course Completion	$\chi^2(1)$	<i>p</i>
Underrepresented Minority				
Observed	2682 (51.3)	2541 (48.7)	20.02	.001
Expected	2817.3 (53.9)	2405.7 (46.1)		
Non-Underrepresented Minority				
Observed	6866 (55.0)	5612 (45.0)		
Expected	6730.7 (53.9)	5747.3 (46.1)		

Research Findings

- There **was a statistically-significant** relationship between the race/ethnicity of the faculty members and the students' successful course completion in developmental mathematics.
- This finding indicated that students who were taught by an underrepresented minority faculty member were slightly **less likely to not complete** the course than students who were taught by a non-underrepresented minority faculty member.

Chi-Square Analysis for Employment Status vs. Success

Faculty Employment Status	Unsuccessful Course Completion	Successful Course Completion	$\chi^2(1)$	<i>p</i>
Full Time				
Observed	4563 (54.0)	3890 (46.0)	0.01	.918
Expected	4559.6 (53.9)	3893.4 (46.1)		
Part Time				
Observed	4985 (53.9)	4263 (46.1)		
Expected	4988.4 (53.9)	4259.6 (46.1)		

Research Findings

- There **was not a statistically significant** relationship between faculty employment status and students' success in completing the developmental mathematics course.
- This finding indicated that students who were taught by a full-time faculty member had roughly the same risk of unsuccessful course completion in developmental mathematics as students who were taught by a part-time faculty member.

IMPLICATIONS FOR THE FIELD

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Critical Decisions for Educational Leaders

- Improving Student Success & Completion
 - addressing persistent equity gap in achievement
- Reducing Barriers for Students to Complete
 - developmental coursework
 - degrees and certificates
- Faculty Hiring
 - recruitment
 - diversity
 - ratio of employment status (full-time vs. part-time)
- Fiscal Sustainability

Practical Implications

- If student success is the primary goal of educational leaders, they must be committed to understanding the conditions for student achievement and the institutional barriers and opportunities that are available in terms of human and fiscal resources and how to leverage those resources.
- Given the results are not generalizable to larger populations, the findings reinforce that leaders should be examining their own data to identify internal trends and examining ways to improve
 - Ratio of full-time versus part-time faculty
 - Diversity of faculty
 - Faculty recruitment and retention strategies
 - Professional development for building effective and supportive relationships with students

Cerritos College at a Glance



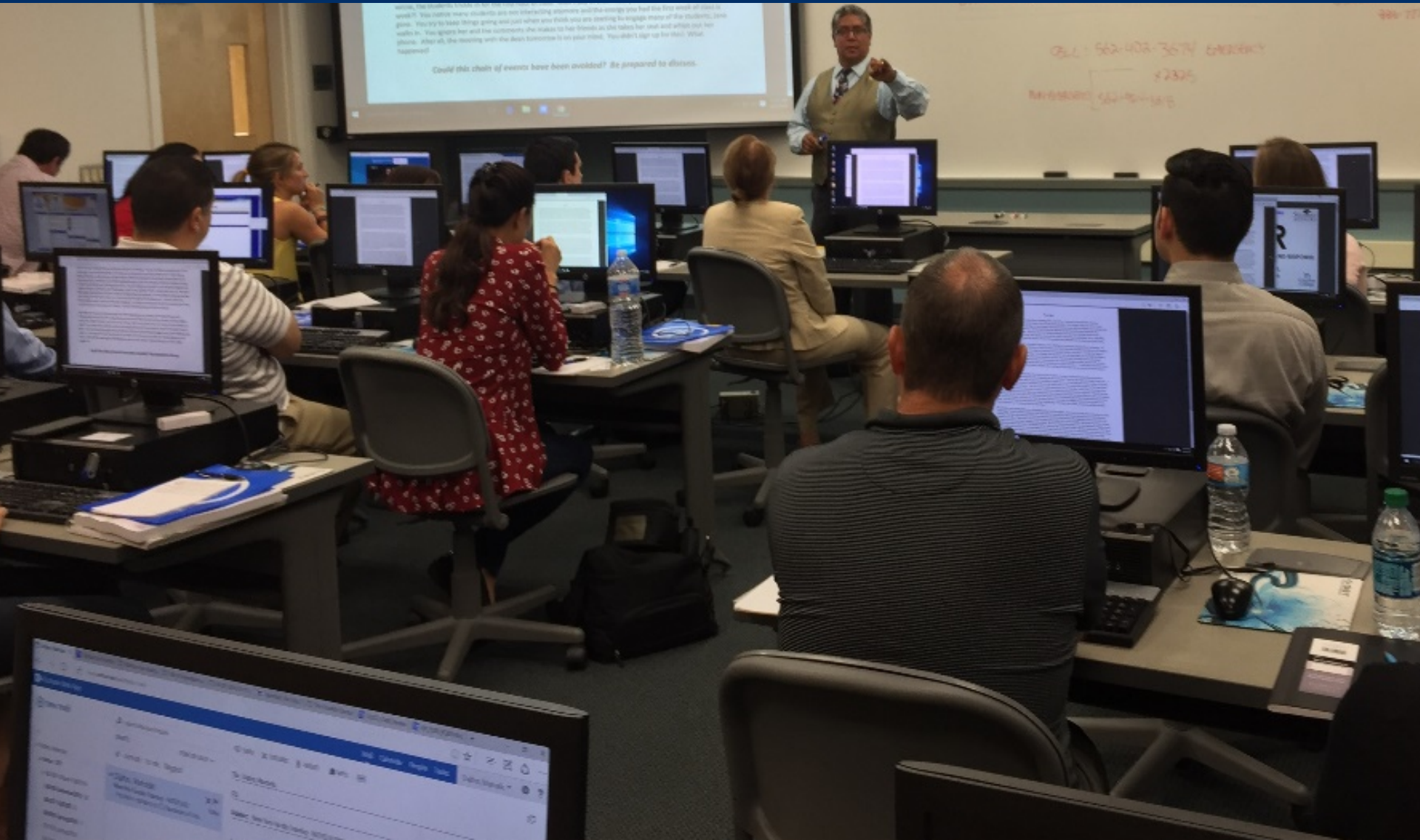
Multiple Methods: Pre-Hiring

1. District submission of EEO Plan and establishment of an EEO Advisory Committee
2. Board Policies and Adopted Resolutions
3. Incentive for Hard-to-Hire Areas/Disciplines

Multiple Methods: Hiring

4. Focused Outreach and Publications
5. Procedures for addressing Diversity Throughout Hiring Steps and Levels
6. Consistent and Ongoing Training for Hiring Committees

Center for Teaching Excellence



EEO and Diversity Vision

EEO and Diversity are separate but symbiotic plans essential to the success of Cerritos College.

EEO Plan

The Plan's immediate focus is **equal employment opportunity** in its **recruitment and hiring policies** and practices pursuant to applicable **Title 5 regulations**, and the steps the District shall take in the event of underrepresentation of monitored groups.

Diversity Plan

The Diversity Plan establishes the **goals, actions, and tasks** to be completed in order to meet the requirements of our EEO Plan.

Applicant EEO Information

Self-Reported Ethnicity

Full-Time Faculty	2014-2015 (14 Positions)	2016-2017 (27 Positions)	2017-2018 (16 Positions)
Total Known Ethnic Minority	387	1,123	573
Unknown	208	266	117
White Non-Hispanic	251	795	399
Total # of Applicants	846	2,184	1,089
% Ethnic Minority	45.70%	51.40%	53%

Classified/Confidential	2014-2015 (23 Positions)	2016-2017 (19 Positions)	2017-2018 (8 Positions)
Total Known Ethnic Minority	811	1,568	143
Unknown	304	225	15
White Non-Hispanic	151	221	26
Total # Applicants	1,266	2,014	184
% Ethnic Minority	64%	77.90%	78%

Employee EEO Information

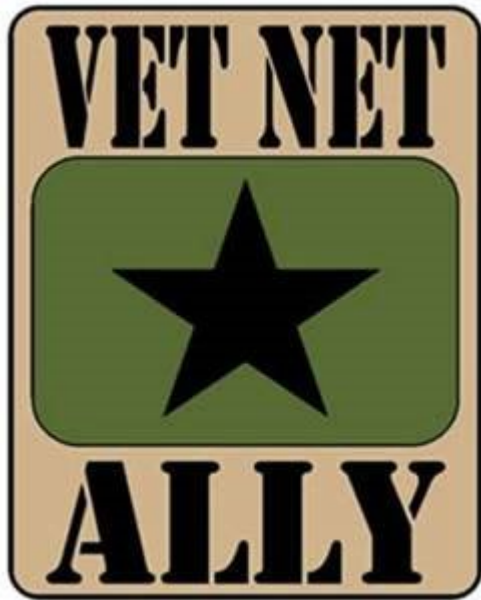
Self-Reported Ethnicity

Employee Group	Total Known Ethnic Minority			
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classified/Confidential	64.66%	64.95%	64.90%	68%
FT Faculty	39.76%	41.37%	42.34%	44%
PT Faculty	42.53%	44.17%	47.17%	50%
Management	40%	39%	45%	47%

Where did we start?

- EEO & Diversity Audit
- History of the Ally Programs
- Recurring Trainings
- Center for Urban Education (CUE)
 - Institute for Equity in Faculty Hiring

Ally Programs



Diversity Awards



2019 Celebrating Diversity
BUILDING BRIDGES
Awards Ceremony

April 2, 2019 | 3:30 p.m. - 5:00 p.m. | Student Center
Featuring Keynote Speaker Dr. Alejandro Covarrubias

Honoring members of the Cerritos College and the surrounding community for their work and dedication to diversity, equity, and inclusion. Featuring the following awards:

Student Advocacy Award
Disability Inclusion Award
LGBTQ+ Inclusion Award
Cultural Ambassador Award

Community Engagement Award
Bridge to Equity Award
Impact Excellence Award



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Continuous Improvement

- Faculty Finalist Interviews
- Diversity Summit

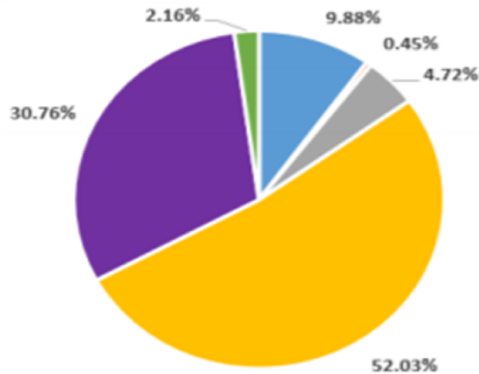
FRESNO CITY COLLEGE

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EEO Data Analysis – May 2018

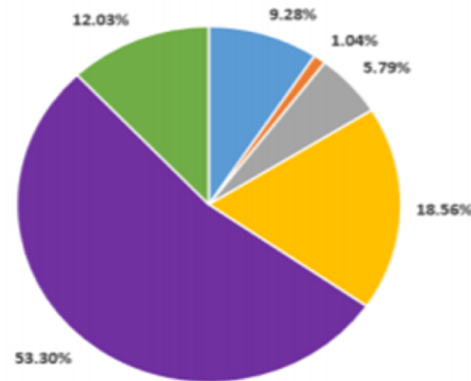
Fresno City College Data Analysis

Fresno County Demographics
2016



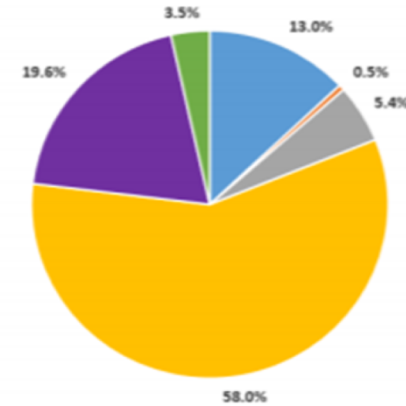
Asian / Pacific Islander
Hispanic

FCC Employee Demographics



American Indian / Alaskan Native
African American / non-Hispanic
White / non-Hispanic
Multi-Racial / Unknown

FCC Student Demographics



County Demographics, 2016 Census: <https://factfinder.census.gov/aces/tableservices/jsf/pages/productview.xhtml?src=CF>

Employee Demographics, February 2018

Student Demographics, Fall 2017

Fresno City College at Glance



- California's First College
- Hispanic Serving
- Offers 21 ADTs and
- 91 associate degrees
- over 150 certificates
- Enrolls over 32,000 students annually
- Over 60% are PT students

Engagement of Ally Programs

USEAA
UNITED SOUTHEAST ASIAN AMERICAN
ACADEMIC PROGRAM



FRESNO CITY COLLEGE

**Safe
Space
ALLY**

FAIRNESS CIVILITY INTEGRITY RESPECT TRUST

A poster with a dark purple background. At the top is the Fresno City College logo and name. Below it are two rainbow-colored, swirling ribbons. The text 'Safe Space ALLY' is centered in white. At the bottom, the words 'FAIRNESS CIVILITY INTEGRITY RESPECT TRUST' are written in a rainbow color palette.

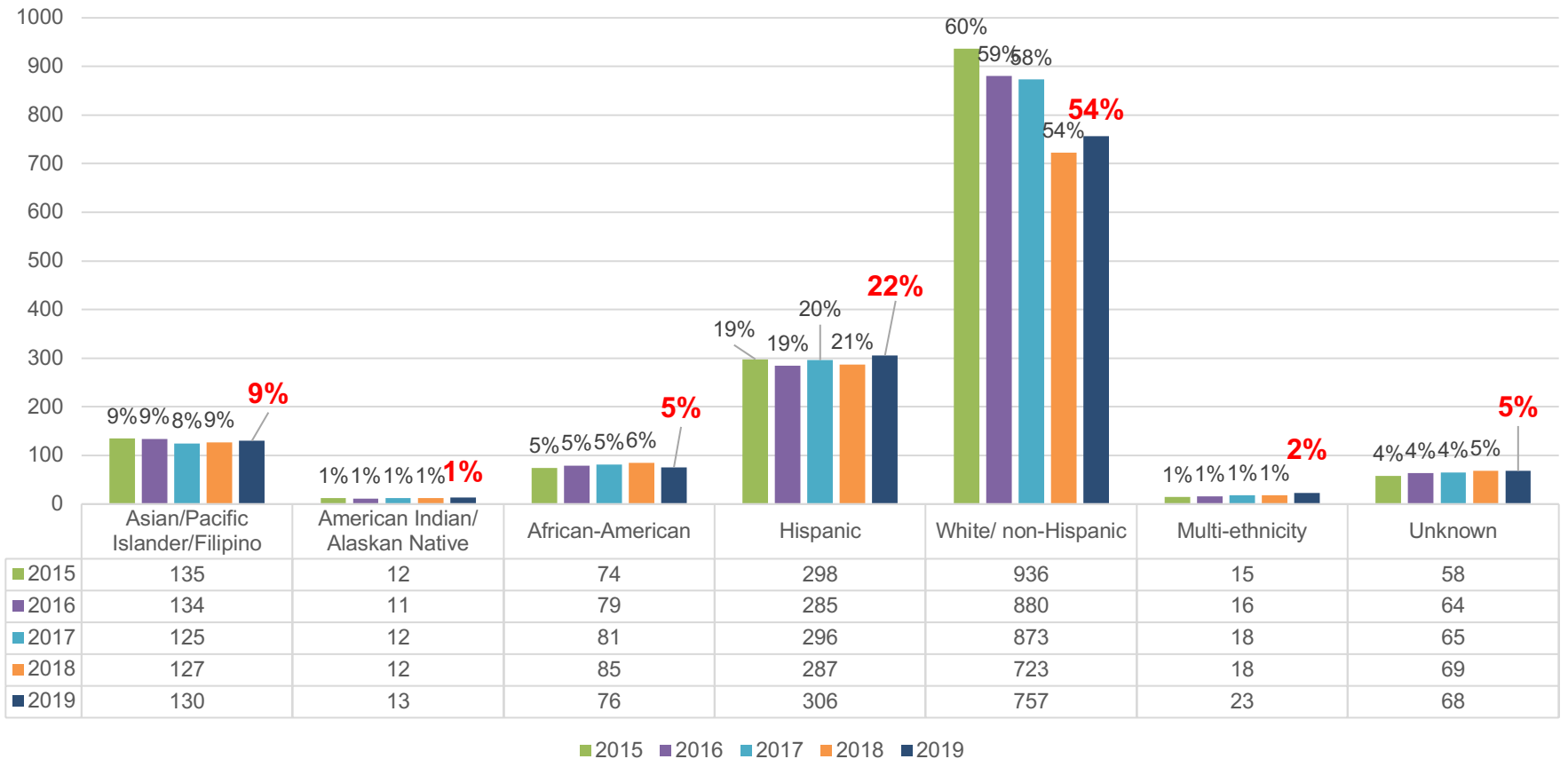


Measures taken

- Entered into a contract with Center for Urban Education (CUE) at USC (November 2016) to work with college faculty and administrator teams
- Took teams of employees to the “Equity in Faculty Hiring” workshops presented by the CUE (September 2017)
- SCCCD hires CUE and hosted additional workshops at the District (February 2018)
- SCCCD Revamped the EEO Training for Hiring Committees to include more training on unconscious bias and tools for identifying equity-mindedness in candidate materials

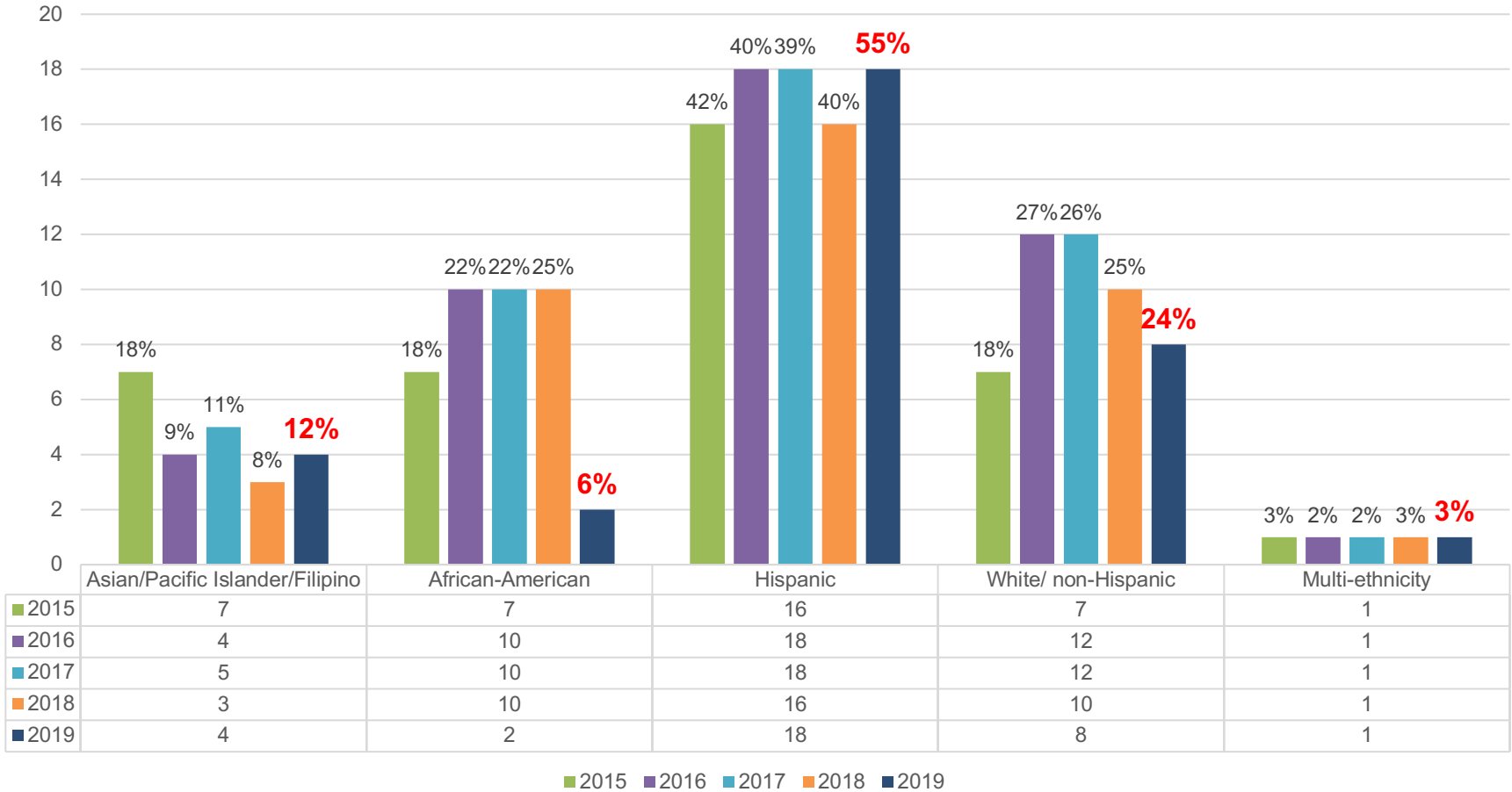
Fresno City College — All Faculty

FCC Faculty Ethnicity Trend



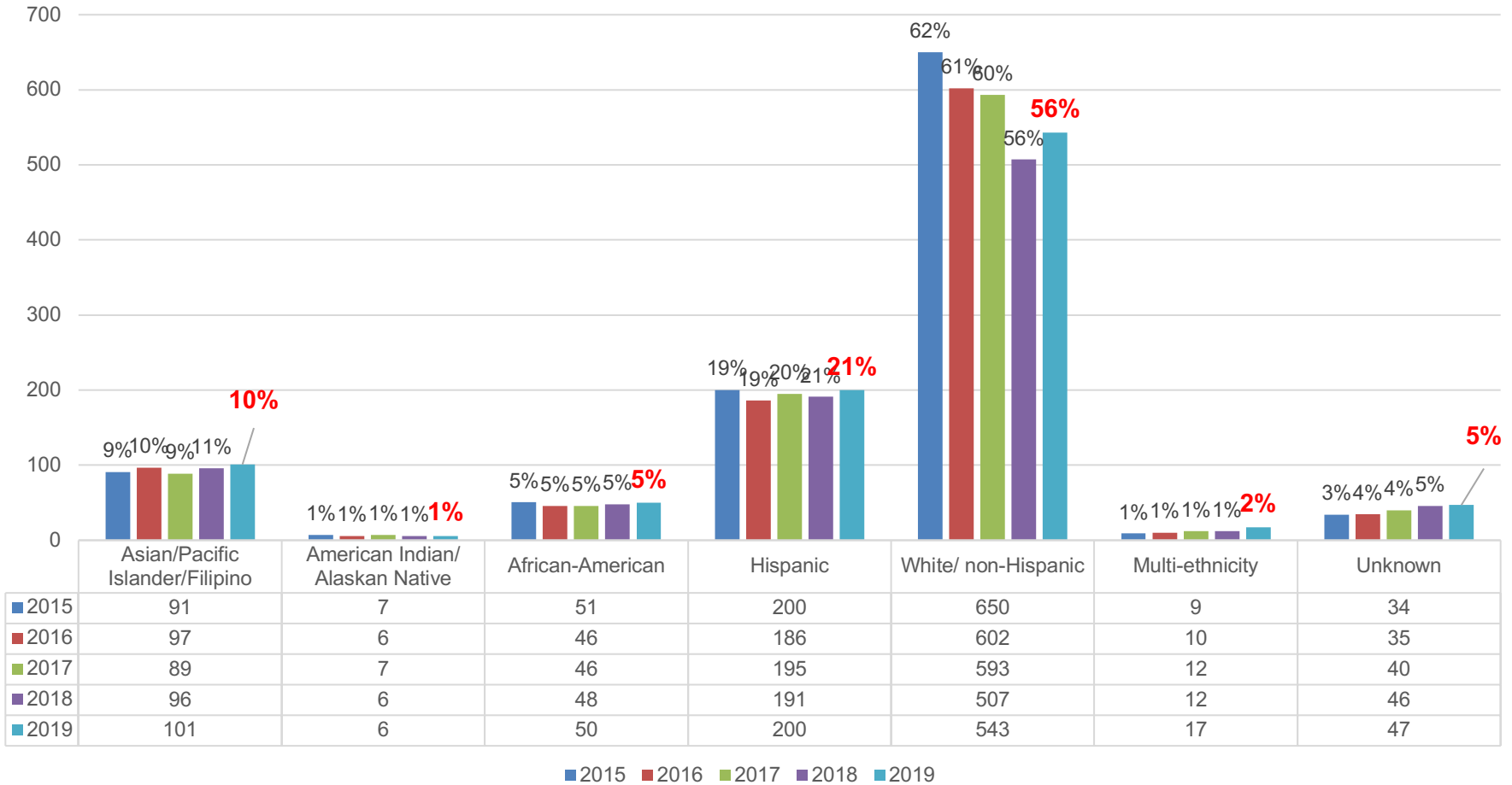
Fresno City College — FCC Categorical

FCC Categorical Funded Full-Time Faculty Ethnicity Trend



Fresno City College — FCC Part-Time Faculty

Part-time Faculty Ethnicity Trend



EEO Data Analysis – May 2018

Fresno City College EEO Analysis

New Hire Data

Classified (Graphs 2.1, 2.2)	Faculty (Graphs 2.3, 2.4)	Management (Graphs 2.5, 2.6)
Significant decreasing trend in White/Non-Hispanic group over five-year period analyzed	Decrease in overall White/Non-Hispanic representation during the five-years, but a steady increasing trend since 2013-2014	Management dataset is too small to display
Overall increasing trend in percentage of Black/African-American and Hispanic groups	Decrease in overall Hispanic representation, and decreasing trend in Black/African-American numbers	
Asian/Pacific Islanders have demonstrated a decreasing trend	Gender distribution is out of balance with females making up 62.5% of the population	
Gender distribution is out of balance with females making up 64.3% of the population		



What does the data tell us?



Student Success



A photograph of Michelle Obama speaking at a podium. She is wearing a white t-shirt with "COMPTON COLLEGE" printed in red. She is holding a microphone and has her right arm raised. The background shows a large banner with the word "TERM" and a building with palm trees.

*"Compton College has a
great story to tell!"*

– Former First Lady Michelle Obama

COMPTON COLLEGE

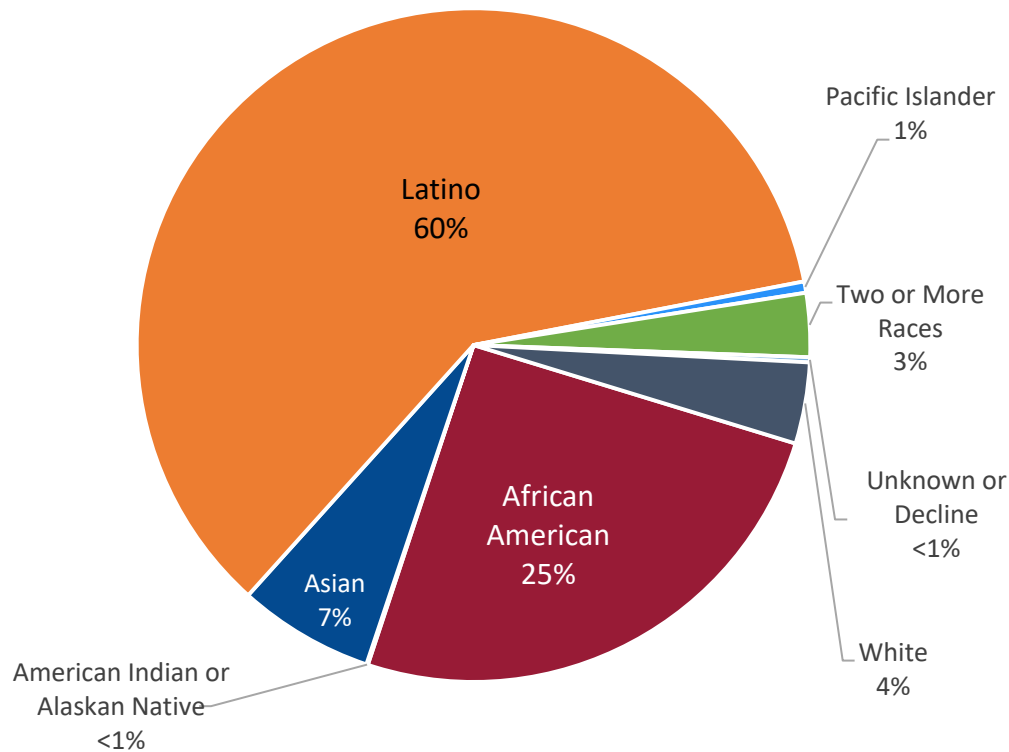
Trustee Conference– May 3, 2019

Compton College Glance

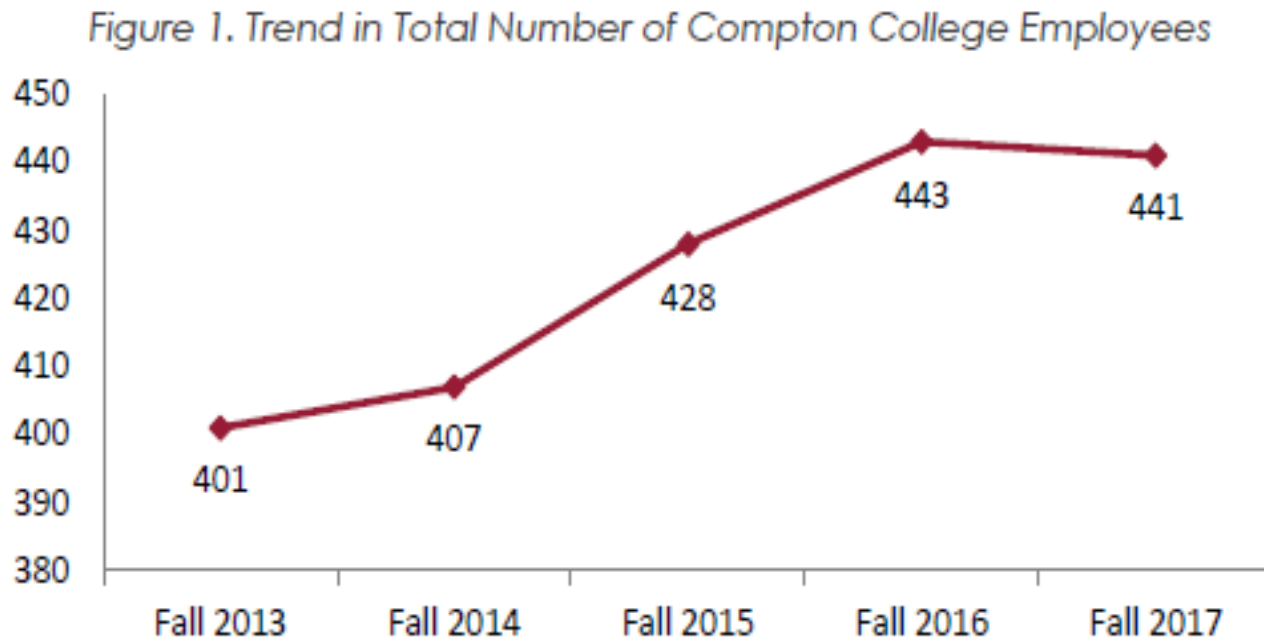
- Compton College is the 114th California Community College and achieved accreditation on June 7, 2017.
- Compton College serves the following communities Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.
- Compton College offers 41 associate degrees and 36 certificates.
- Compton College enrollment currently averages 12,000 students.

Compton College Demographics

2017-2018

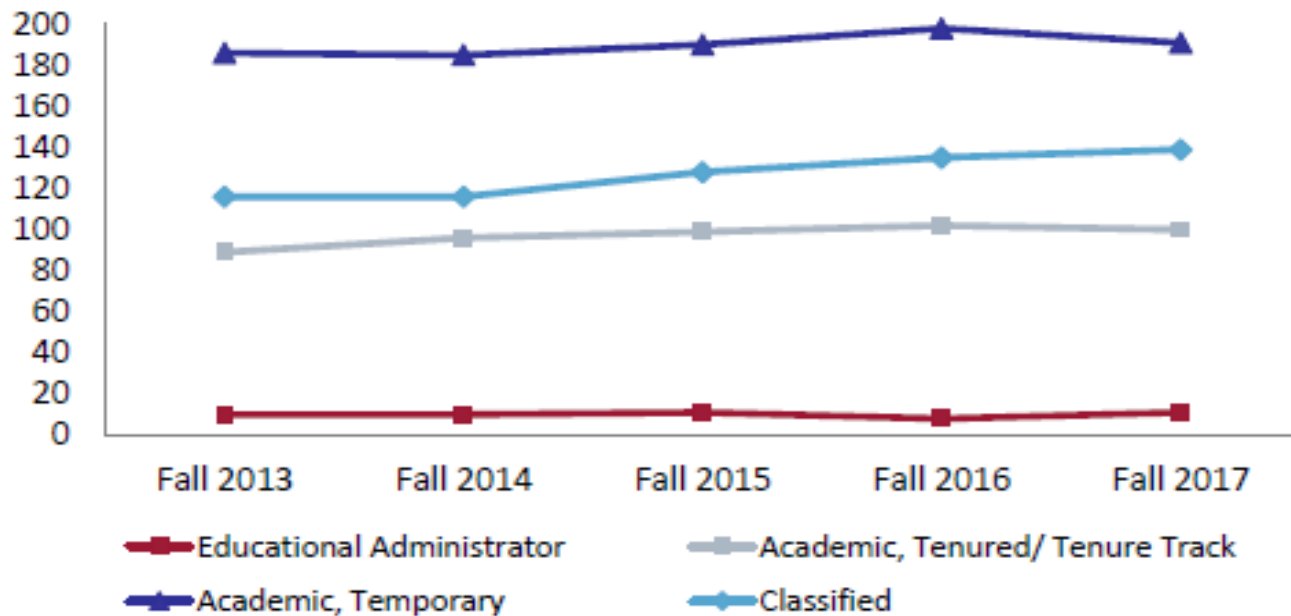


Compton College Employees



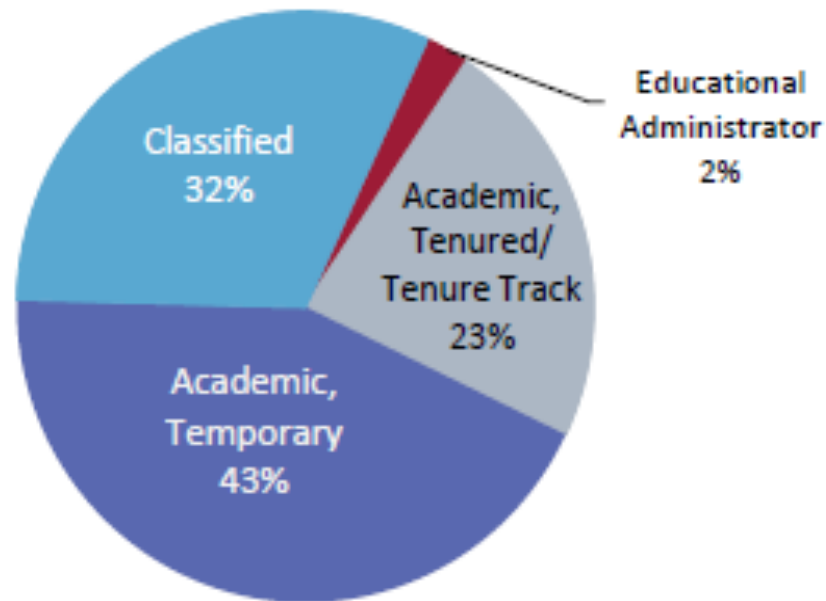
Compton College Employee Groups

Figure 2. Trends in Distribution of Compton College Employee Groups



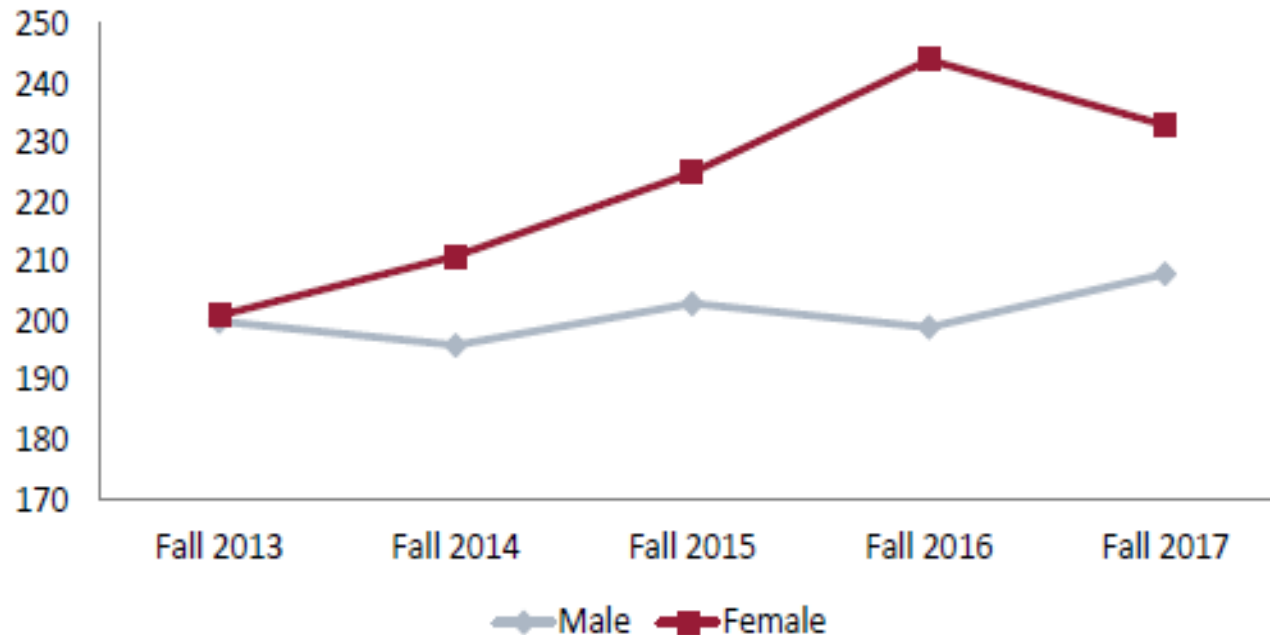
Compton College Population by Employee Group

Figure 3. Fall 2017 Compton College Employee Population by Employee Group



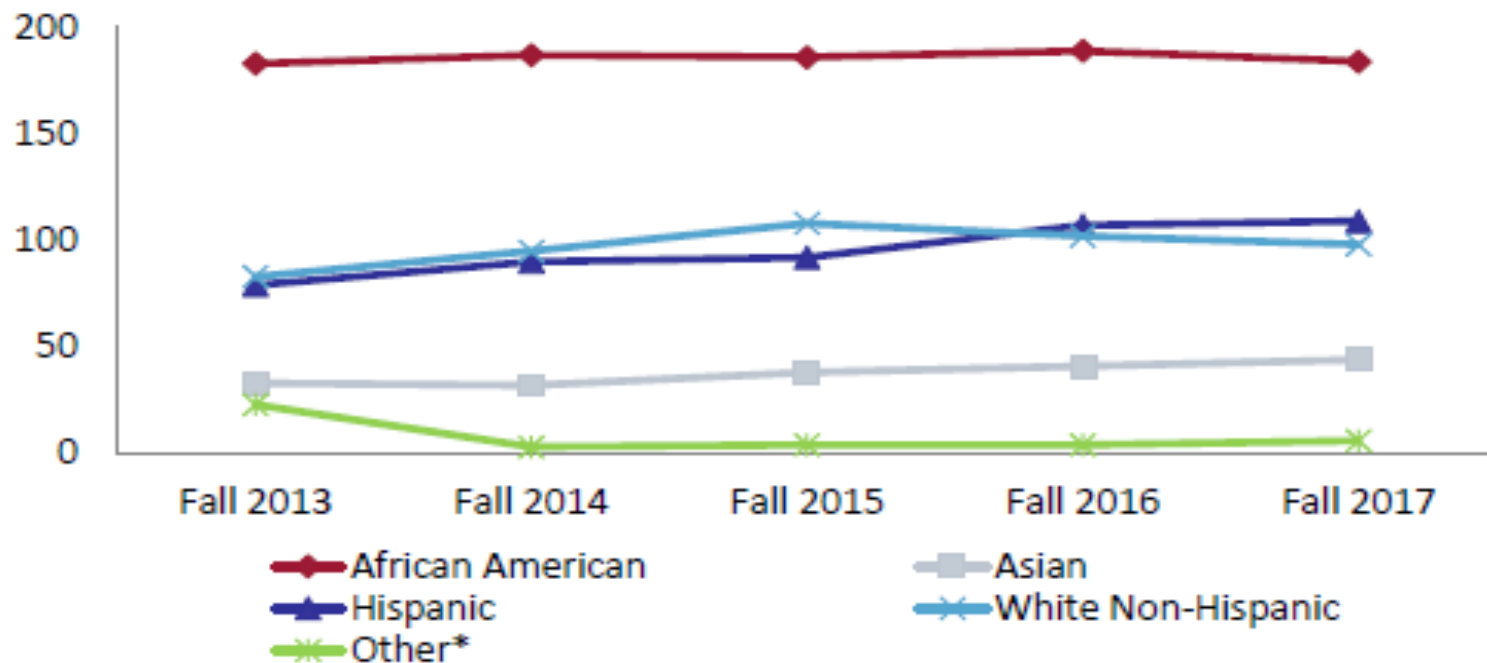
Compton College Employees - Gender Distribution

Figure 4. Trend in Gender Distribution of Compton College Employees



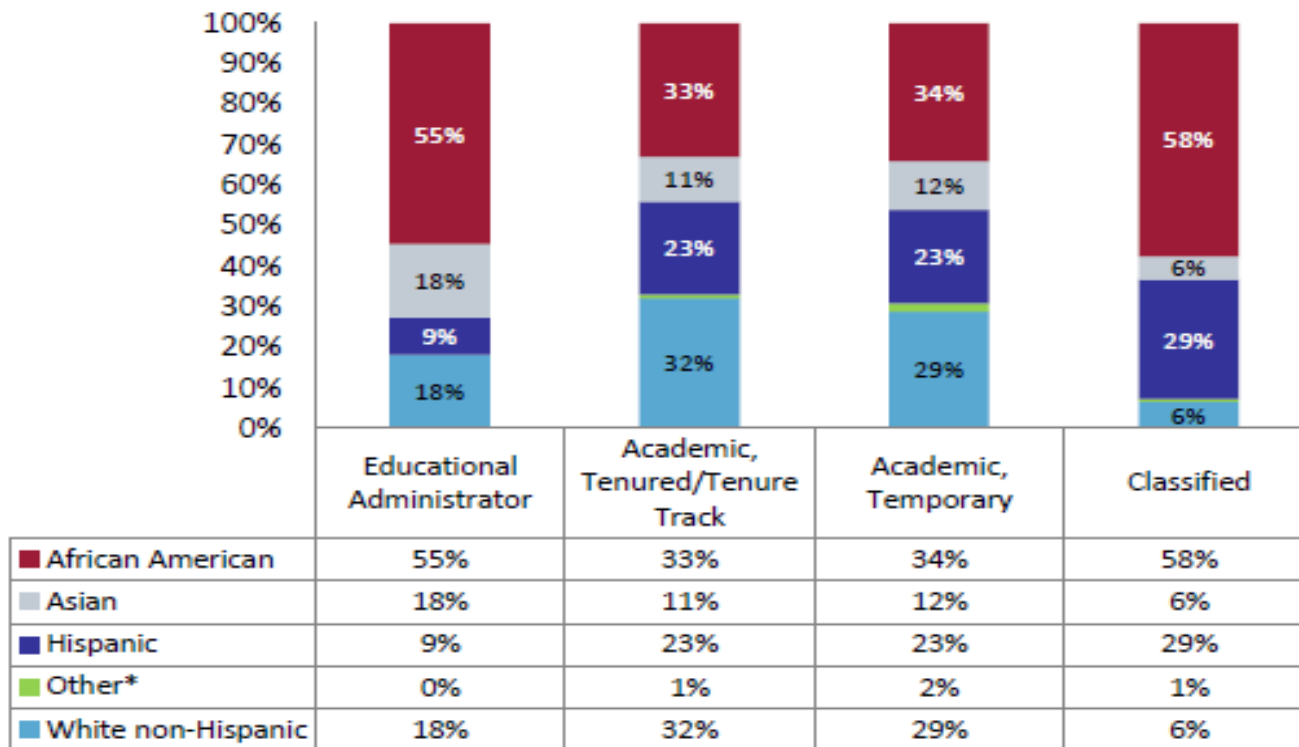
Compton College Employees - Ethnic Group Distribution

Figure 7. Trend in Ethnic Group Distribution of Compton College Employees



Compton College Employees - Ethnic Group Distribution

Figure 9. Fall 2017 Ethnic Group Distribution by Employee Group



* Other includes American Indian/Alaskan Native, Pacific Islander, Multi-Ethnic, and Unknown.

Compton College Diversity in Action

- Implementation of the [Compton Community College District EEO Plan](#).
- Partnership with [USC Center for Urban Education](#) and the [USC Race and Equity Center](#) to address Faculty and Staff Diversity at Compton College.
- Development of a Compton College Faculty Prep Academy for former Compton College students who are interested in becoming community college faculty.
- Revise Job Descriptions and provide Professional Development to faculty and staff serving on hiring committees.
- Continue to engage the Campus Community in diversity activities.

Student Success



*Create
your
success
Story!*




*California's
114th
Community
College!*



*Create
your
success
Story!*

Student Success




**DACA, Undocumented
and AB540 Students**

**Create
your
success
Story!**



**Compton College
proudly serves
U.S. Veterans
and Active Duty
Military Personnel &
Eligible Dependents**



F.I.S.T.
FORMERLY INCARCERATED STUDENT TRANSITION

**Create
your
success
Story!**



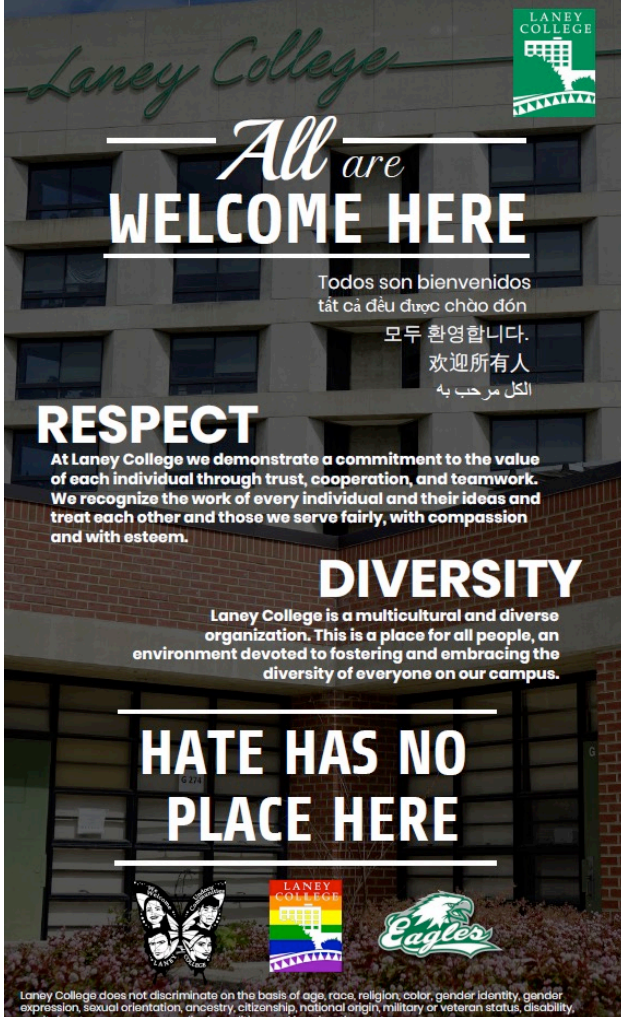
**Compton
College**

BEYOND DIVERSITY

Trustee Conference– May 3, 2019

Ally is a
verb.

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Laney College

All are
WELCOME HERE

Todos son bienvenidos
tất cả đều được chào đón
모두 환영합니다.
欢迎所有人
الكل مرحب به

RESPECT
At Laney College we demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the work of every individual and their ideas and treat each other and those we serve fairly, with compassion and with esteem.

DIVERSITY
Laney College is a multicultural and diverse organization. This is a place for all people, an environment devoted to fostering and embracing the diversity of everyone on our campus.

HATE HAS NO PLACE HERE

Laney College does not discriminate on the basis of age, race, religion, color, gender identity, gender expression, sexual orientation, ancestry, citizenship, national origin, military or veteran status, disability, marital status, pregnancy, medical condition, and immigration status.

More Shades of Lavender

“Society is changing how we view gender identity and expression, and these young people are speaking out. There are more shades of lavender out there.”

-Shane Windmeyer,
executive director of the
advocacy group Campus Pride

Leadership Responsibility

- Address Binary Thinking & Privilege (pronoun and other)
- Create Safe Institution
 - Lavender Project Group
 - Student Club
 - Activities & Visibility (Queeroes)
 - Address Barriers
 - Facilities
 - Systems
 - Hiring & Curriculum
 - Professional Development



DO YOU FEEL LIKE SOMEONE IS USING THE WRONG BATHROOM?

DON'T:

- x Stare at them
- x Challenge them
- x Insult them
- x Purposely make them feel uncomfortable

DO:

- + Respect their privacy
- + Respect their identity
- + Carry on with your day

Transgender and non-binary students-

You have every right to be here:

- In this facility
- In this community
- In this College
- In this world



We're all simply using the facilities we feel safe in. Please don't take this right away from anyone.

Campus Map *Lansing College*
All Gender Bathroom Locations

- Labeled multi-stall near A-239
- Gendered single-stalls near A-150
- Gendered single-stalls near C-107 (repairs)
- Gendered single-stalls near C-107 (repairs)
- Labeled single-stalls call floors The Tower
- Labeled single-stall in The Bistro
- Labeled single-stall in the Wellness Center
- 4th Floor of Student Center
- Men-They 9-11 (except from 1pm-2pm)
- Labeled bathroom in Eagle Village (repairs)
- Field House (both floors)
- Pool (only available to students & teams using the pool)

