

**PROGRAM IMPROVEMENT**

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
PROGRAM IMPROVEMENT GRANT  
APPLICATION COVER SHEET  
Canad CSM Skylin

Project Title: Commitment to Diversity  
Contact Person: Kate Motoyama & Al Acena, CSM x6676  
Co-Applicants: Carla Campillo & Rosemary Ybarra-Garcia, Skyline x4315  
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**ABSTRACT FOR BOARD REPORT**

Need Statement. AB 1725 and the Board of Governors' "Commitment to Diversity" prioritize diversification of our professoriate so as to reflect the communities we serve and, thereby, assure academic success for all students.

Goals. The three colleges have made progress towards attaining participation goals for faculty hires, but an immediate and concerted plan is needed

- to hire and retain greater numbers of faculty underrepresented in higher education; and
- to encourage an institutional culture that acknowledges, recognizes, and possesses requisite training to counteract systemic barriers in recruiting, screening, hiring, and retaining faculty of color.

Activities. The project will be completed in phases; Phase I seeks to train key faculty, classified staff, and administrators to Commit to Diversity. Seed money provided by the Program Improvement Grant will enable us to

- invite Chancellor Pam Fischer, Yosemite Community College District, to provide an overview of the training provided by the Museum of Tolerance to District FASDAC, College Presidents, and Chancellor;
- send a first team of members from the above meeting to the Tools for Tolerance seminar at the Los Angeles Museum of Tolerance to participate in an intensive, facilitated training;
- send a second team of members from each of the College Councils to participate in the Tools for Tolerance seminar;
- send a third team of new faculty hired in 99-00 to participate in the Tools for Tolerance seminar.

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Start Date: Spring 00      Completion Date: Fall 00      Amount: \$10,500  
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Approval    Denial                      Approval    Denial

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Division Dean                      Committee Chair                      President  
Date \_\_\_\_\_                      Date \_\_\_\_\_                      Date \_\_\_\_\_  
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**THE NATURE OF THE NEED AND ITS SIGNIFICANCE**

"Mission 7. Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success."

--Mission Statement, San Mateo County Community College District

AB 1725 intent language stipulates that, "by fiscal year 1992-93, 30 percent of all new hires in the California Community Colleges as a system will be ethnic minorities [California Code of Regulations, Section 87107(a)]." In the ensuing years, however, most community colleges in California (the most diverse state in the continental United States) have made small progress in diversifying faculty ranks--the hires which most directly influence student learning and success. Research has shown consistently that faculty and staff who are representative of the community enhance students' educational outcomes (Hurtado and Milem, 1999). In recognition of the connection of staffing diversity and student success, SMCCCD hiring criteria seek faculty with "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students [California Code of Regulations, Section 87360(a)]." However, we submit this Program Improvement Grant in the belief that the above-specified criteria have not guided faculty hiring and retention practices in our district.

Using CSM for the purposes of analysis, the current year's faculty representation can be compared to 1999-2000 San Mateo County available workforce data as follows:

		<u>CSM</u>	<u>Availability</u>
African American	8.5%		4.6%
American Indian	.5%		.4%
Asian/Pacific Islander	6.3%	10.3%	
Hispanic		5.7%	16.8%
White	78.4%	61.9%	

There are sources of more precise data that could be used for comparison purposes, such as from the California Postsecondary Education Commission, California Community Colleges Job Registry, and labor market statistics on availability of full-time faculty as an occupational category; however, the ethnic composition of the San Mateo County labor force can be used as a rough gauge of whether the educational sector reflects that same composition. And while we acknowledge that the current labor force may not mirror the general population, the comparison with San Mateo County Equal Employment Opportunity Plan data reveals that some ethnic groups historically underrepresented in higher education tend, indeed, to be underrepresented among CSM faculty hires. We extrapolate from the data that the college as a whole must Commit to Diversity by investing in training to counteract systemic barriers and develop best practices to attract, hire, retain, and promote faculty of color.

Taking a more global view of faculty hiring trends statewide, Thomas Nussbaum, Chancellor of California Community Colleges, reports that nearly three-fourths of 1100-1200 full-time faculty hires in 1999 were White. In other words, California, a state with a 48% minority population, has a community college system which hired 74% White faculty. We surmise, then, that the passage of Proposition 209 exacerbated misunderstandings of affirmative action and created barriers to attracting, hiring, and retaining faculty of color in California and within the SMCCCD. With many faculty retirements and 11,000 full-time faculty projected to be hired in the next decade, the SMCCCD will likely to have some portion of new and replacement faculty hires. The Commitment to Diversity is a means to invest in the support, as well as the creation, of a diverse professoriate who serve as role models in the teaching and learning experiences of our students.

We request a commitment from the three colleges to invest in the District's greatest resource: its faculty, classified staff, and administrators. We propose a unified training program modeled after one successfully developed and in its second year of implementation at Yosemite Community College District. In a nutshell, YCCD committed funds to sponsor faculty, classified staff, and administrators to experience the Los Angeles Museum of Tolerance and its Tools for Tolerance program. The program offers a shared experience of the broad range of cultural, racial, linguistic, religious, geographic, socioeconomic, and other backgrounds in our increasingly diverse population. That shared experience is facilitated through expert presenters and trained seminar leaders (see attachment). We envision a similar program for the SMCCCD.

## PROJECT OBJECTIVES

- A higher percentage of faculty of color will be hired and retained in full-time positions in 00-01.
- A higher percentage of faculty of color will be hired and retained in the adjunct faculty pool in 00-01.
- A higher percentage of faculty of color in the adjunct faculty pool will be hired as full-time faculty in 00-01.
- Key faculty, classified staff, and administrators will share a learning experience that may affect significantly their attitude towards diversity and how diversity contributes to student success.
- The institutional culture of each campus may come to embrace diversity and better reflect commitment to the SMCCCD Mission Statement.

## PROPOSED WORK AND TIME LINE

- #1. By March 30, 2000 to have established an oversight committee for the project, composed by District FASDAC members as well as the District's lead executives--the Chancellor, College Presidents, or their designees. After a series of meetings, this oversight committee will jointly decide on the timetable for Phase I as well as identify means for project continuation. An institutional researcher will be engaged to create an instrument to gather quantitative and qualitative data from project participants.
- #2. By May 25, 2000 to have sent the first team to the Los Angeles Museum of Tolerance, gathered data from exit interviews with the team, and reviewed plans for the second team's visit. The instrument developed by the institutional researcher will be field tested with the first team, with results used to modify the project. The oversight committee will jointly outline a plan to secure funding to continue the project.
- #3. By August 18, 2000 to have sent the second team, comprised of members of the three College Councils, and third teams, comprised of new faculty hires for 99-00, to the Los Angeles Museum of Tolerance. Each campus experience will have been completed and evaluated, using the developed instrument, Phase One of the project. The oversight committee will have finalized and submitted proposals to secure funding for project continuation.
- #4. By June 30, 2000 to have disseminated a statistical analysis of new full-time and part-time faculty hires at the three colleges and within the District as a whole.

## SPECIFIC OUTCOMES

The specific outcomes of the Commitment to Diversity project are

- District FASDAC, the College Presidents, and Chancellor Johnson will learn of, and then experience, the training provided by the Los Angeles Museum of Tolerance.
- Membership of each College Council will participate in the training provided by the Los Angeles Museum of Tolerance.
- New faculty hires for the academic year 99-00 from each college will participate in the training provided by the Los Angeles Museum of Tolerance.

District FASDAC, which advises the Chancellor on diversity and affirmative action matters, has faculty, classified staff, and administrative participation; all three colleges are represented, as well as the District Office. At the April 27th meeting to which the College Presidents and Chancellor have been invited, Chancellor Pam Fischer of the Yosemite Community College District will explain the Museum of Tolerance training undertaken by her district. Two years ago, Yosemite Community College District committed to a district-wide effort to involve all faculty, classified staff, and administrators who wished to experience the teachings of the Museum. That visit was followed up by visits to the District by educators from the Museum to examine and discuss openly the ways in which racism impacted the District in areas of curriculum development, student feelings of exclusion or inclusion, reactions of interview committees to certain candidates, and many other aspects of campus life.

The proposed project will sponsor a first team of members from the above meeting to attend the Los Angeles Museum of Tolerance. District FASDAC members and the chief executives of our college and district will encourage participation and facilitate the second team's visit. The College Presidents and Chancellor are the chief Affirmative Action Officers for their respective institutions and, through participation in this project, can greatly influence affirmative hiring outcomes and retention practices.

Next, the project will send a second team comprised of members of all three College Councils. The College Council is the college's participatory governance body and made up of representatives of the four constituency groups who, in turn, can serve as leaders of their respective constituencies.

Finally, and perhaps most importantly, the project will send a third team of new faculty hired in 99-00. As faculty hires represent the future of the college, it behooves the colleges to invest in its future. The Museum of Tolerance training will provide a valuable professional development opportunity for our new faculty and, from their first year of service to the institution, encourage a proactive Commitment to Diversity.

Additional funding will be aggressively sought from all sources, including opening a discussion of the allocation of Staff Development Monies, in order to continue the Commitment to Diversity so that all interested members of our campus community may experience the Museum and its teachings. The pursuit of additional funding will constitute Phase II of Commitment to Diversity, and we intend to succeed in our endeavor to perpetuate this project.

It is expected that members of all teams will have a high satisfaction level with the experience. They will have an increased level of understanding of diversity and affirmative action and will be able to use their skills in faculty hiring and retention practices. Furthermore, it is expected that members will demonstrate, through their actions towards all members of the campus community, a genuine Commitment to Diversity.

## EVALUATION

Evaluation activities will take place throughout the Commitment to Diversity, as can be evidenced in the work plan and timeline, and are used to direct and guide the project. The project involves feedback loops from the teams to be served by the project as well as project progress evaluation. The following steps have been taken to build evaluation into the project.

The project design involves 5 major objectives, with sub-objectives in each, all with timetables for completion. Project tracking will be done through this method. Responsible persons for the completion of milestones have been identified. Specific evaluation points are at the following milestones and involve the following groups:

1. Establishment of oversight committee, engage institutional researcher, develop timetable for management of Phase I
2. First team sent to Museum, field test survey instrument, outline plan to secure funding to continue project
3. Second and third teams sent to Museum, evaluation of teams' experience, submit funding proposals to continue project
4. Evaluate statistics involving 00-01 faculty hires and disseminate analysis, begin Phase II

BUDGET

San Mateo County Community College District  
District Fiscal Services Office

Project Budget Request

Project Title: Commitment to Diversity

Date 2/25/00

The budget for this project must be designated in the following appropriate categories:

1495	Other Certificated Salaries (Special Hourly Rate)	
2341	Classified Overtime	
2392	Student Assistant (Hourly)	
2394	Short-Term Clerical Assistant (Hourly)	
4510	Supplies	
5110	Consultant Services (Independent Contractors)	
5120	Lecturer Services (Independent Contractors)	
5130	Other Contracted Personnel Services	
5211	Conference Expense (In-State)	
5212	Conference Expense (Out-of-State)	
5220	Mileage	\$10,500.00
	54 Round-trip Airfares from SFO-LAX-SFO	
5694	Contracted (Outside) Printing	
5912	Central Duplicating Services	
6450	Instructional Equipment (Over \$200)	
6451	Instructional Equipment (Over \$200)	
	TOTAL	\$10,500.00