We could do that!

A Users’ Guide to Diversity Practices in California Community Colleges

Promoting Diversity Practices Project

City College of San Francisco
The Promoting Diversity Project of City College of San Francisco is Funded by a Grant from the Chancellor’s Office of the California Community Colleges.
"We Could Do That!" was researched and written to promote awareness and discussion about diversity models and to create a network that connects current practitioners and aspiring diversity advocates and activists.

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Acknowledgements

Dr. Philip R. Day, Jr, Chancellor of City College of San Francisco and Gus Guichard, Vice Chancellor for Human Resources at the Office of the Chancellor, California Community Colleges, developed the original framework for this project. Dr. Robert Gabriner, Dean of Research, Planning and Grants, and Dr. Nancy Wolfe, CCSF Grants Resource Coordinator, developed and wrote the grant proposal funded by the chancellor's office. The Co-Directors of the project were Dr. Robert Gabriner and Martha Lucey, Director of CCSF Public Information and Marketing.

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Special thanks goes to Tosh Shikasho of the State Chancellor’s Office for his support and help.

Carolyn Balfour provided office assistance.

Marshall Crossman Design developed the design for this manual and coordinated its production. City College of San Francisco Graphic Communications Department printed the text.

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Special appreciation and thanks goes to the members of the City College of San Francisco Board of Trustees who provided continuous encouragement and support throughout the development and implementation of this project.

©Copyright 2002 by the Office of the Chancellor, California Community Colleges.
Dear Colleagues:

Two years ago, the Office of the Chancellor, California Community Colleges commissioned City College of San Francisco to conduct a study of diversity practices in the state’s community colleges. The enclosed collection presents our findings.

The title, *We Could Do That!*, conveys the conclusion we hope you will draw after reviewing the thirty-something models presented in this how-to manual. It was certainly the conclusion I reached after considering the findings.

When we started this project, we knew already that California’s community colleges have made significant progress in promoting diversity on a variety of levels ranging from faculty and student recruitment to community relations. We are, after all, the educational institution that serves the largest number of college-bound minority students. At the last count, for example, more than 70 percent of the state’s Hispanic/Latino high school graduates who attended college enrolled in a community college.

However, while most of us are experimenting with projects and programs that promote diversity among faculty, on our campuses, and in our relations with the external world, we do not necessarily know what kind of innovation is taking place among our colleagues across the state—or even in the next county. *We Could Do That!* was researched and written to promote awareness and discussion about diversity models and to create a network that connects current practitioners and aspiring diversity advocates and activists.

The manuscript offers a brief introduction to a range of practices, including information on what is being done, why the project leaders think it is working, how much it costs, and what is required for implementation. Also included in each case study is contact information for a project liaison that is willing—and likely even eager—to tell you more. The rest is up to you!

The manual will be complemented by a PowerPoint presentation and a Web site. All dissemination activities will focus on connecting college leaders and diversity practitioners across the state with colleagues who are interested in replicating or improving an existing practice.

The projects vary in focus, complexity, and price so much that we think the collection is certain to include something of interest and relevance to everybody. I therefore hope and suspect that you, like me, will complete your review of this work by exclaiming, “*We could do that!*”

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This manual was written to inform, inspire, and connect current and aspiring diversity practitioners. It is based on findings that resulted from a research project that City College of San Francisco (CCSF) conducted between 2000 and 2002. The study was commissioned by the Office of the Chancellor, California Community Colleges.

The manual begins with an introductory section that explains the history and purpose of the project, the methodology used by the research team, and the themes that emerged from the research. The second part of the manual features thirty case studies of promising and effective diversity practices.

The case studies are based on dozens of interviews with faculty, administrators, and staff members who have hands-on experience designing and implementing these diversity projects. In each interview, the research team asked the practitioner to bear in mind that our goal was to develop a users’ manual. The key question that drove the interviews was,

“Imagine that a colleague is interested in replicating your project—what would you tell him or her?”
The case studies will give readers a quick impression of each project. A reader who wants to learn more about a particular project can call or e-mail the contact person identified at the end of each case study. This person has agreed to answer questions and share their expertise with colleagues. Each case study begins with seven identifiers that describe the project according to:

**CATEGORY**
- Recruitment
- Internal Climate
- External Relations

**TYPE of PROJECT**
- Training related projects
- Internship projects
- Information gathering projects
- Organizational development projects
- Learning community projects
- Curriculum/classroom focused projects

**REGION**
- Northern
- Bay Area
- Central
- Southern

**SIZE**
- Large = 15,000 or more students enrolled
- Med-Large = Between 10,000 and 14,999 students enrolled
- Med-Small = Between 5,000 and 9,999 students enrolled
- Small = Fewer than 5,000 students enrolled

**POPULATION**
- High = More than 4,000 people per square mile (ppsm)
- Medium = Between 301 and 3,999 ppsm
- Low = Fewer than 300 ppsm

**COST**
- High = Greater than $50,001
- Medium = Between $10,001 and $50,000
- Low = $10,000 or under

**TYPE of COST**
- Ongoing Program
- Project of Fixed Length
- One-time
These identifiers are followed by a description of the project and evidence of its impact and success. Information about the cost, skills and staffing, environment, special conditions and project funding follows. Each case study includes advice from practitioners and concludes with references to related material that may be of interest to the reader.

The collection can be used by members of the college community to stimulate ideas for new or different ways to promote diversity. For example, a human resource department may review the descriptions on recruitment and hiring to see if any of the projects sound like something their college may be interested in testing. The next step would be a phone call to the contact person(s) and then possibly a site visit. Another way to use the collection is for decision-makers to review the entries and ask, What are we doing now and is there anything else that we may want to try? Indeed, CCSF Chancellor Day’s reaction to some of the entries was, “We could do that!” Another way to use the information is as a tool in staff development where a group of faculty, staff, and administrators read some or all of the entries and explore possible initiatives for their college.

It is our hope that the collection can be expanded and updated regularly. Despite our efforts to include all projects that met the criteria identified in the methodology section, there are undoubtedly others that can add to and enhance the collection. Although CCSF does not have funding at this time to update the first round of entries, we hope that support will become available in the future. An expanded collection could include new projects, initiatives we missed, updates on the original entries, and input from practitioners who are replicating practices from this first collection. Additional funding for technical assistance could provide stipends to experienced practitioners who are interested in helping their colleagues replicate diversity practices.

Readers who want to go directly to the case studies can use the table of contents to find each project. There is also a mini-guide where readers can search for projects by type, region, size, population density, cost, and type of cost. For example, a reader can easily find the projects that cost less than $10,000 or that involve training-related activities using the mini-guide.
HISTORY AND PURPOSE

During the past decades, dramatic shifts in the ethnic composition of California’s population have changed the face of the student body at the state’s community colleges. Between 1990 and 1999, the representation of students of color increased from 50 to 65 percent of the enrollment statewide. At the same time the number of applicants seeking admission to the system has increased, especially among underrepresented populations. As the entry point into higher education for millions of Californians, and for most nontraditional students, the state’s community colleges have already faced the challenge of serving a growing, increasingly diverse and continuously changing student clientele. Tidal Wave II, the projected surge in higher education enrollment in California between 1998 and 2010, will intensify these pressures as the population becomes more diverse and as the demand for community college education increases a projected 36 percent by 2010. (CPEC 2000)

In responding to these trends, community colleges confront a number of challenges. They must accelerate and intensify their recruitment of instructors from underrepresented groups so that their faculties become as diverse as the students they serve. They must examine whether new services and curriculum changes are needed to provide each member of an increasingly diverse student body with the best educational opportunities and with effective academic and student support services. They must take additional steps to create an internal climate that welcomes diversity. And they must interact with their local communities in ways that affirm their commitment to diversity, and in some instances their willingness to serve as a local promoter of diversity.

Many community colleges have already responded to these challenges, but most often their work is not well know outside of their immediate service area. One reason is that colleges have not had an organized way to share information about the achievements and challenges associated with specific diversity projects. To address this information and communication gap, the California Community Colleges Chancellor’s Office commissioned City College of San Francisco to research and disseminate information about the innovative and replicable ways in which the state’s community colleges are addressing diversity. The project’s goal was to identify and disseminate practices, tools, strategies, and models that advance diversity in three areas:

- Recruitment and hiring
- Development of a climate of diversity at the college
- Development of external linkages that advance diversity at the college and in the local community
During the two-year project, a City College of San Francisco team researched diversity practices in the California community college system and throughout the country. This report contains the result of that research and includes descriptions of thirty practices currently being used by the state’s community colleges to promote diversity in recruitment and hiring, in the campus climate, and in relations with the external community. The team was guided in its research by a broad concept of diversity. As defined by the Board of Governors of the California Community Colleges, in seeking to achieve diversity, each community college strives to "provide an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas" through the composition of its work force and attention to the demographics of the state and the community it serves. (Title 5 2002; Guichard 2001) The CCSF team was also guided by input from a statewide advisory group. A list of the members of this group is in appendix 6.

**METHODOLOGY**

The CCSF research team designed a two-phased project methodology. In phase one, the team gathered information on best practices from six sources. In phase two, the team analyzed this data and used the findings—along with considerations of geography, replicability, and the range of practices—to identify practices for follow-up research. The research team then conducted a detailed investigation of these practices and prepared the case studies contained in this report.

**Phase One**

The first phase used information from the following sources on best practices:

1. A statewide survey of the California community colleges
2. Hiring data from the chancellor’s office
3. Recommendations from a panel of diversity experts
4. Recommendations from peers
5. An environmental scan of national diversity practices and models
6. A list of colleges that have received a diversity award from the chancellor’s office

**1. Statewide Survey**

In early spring 2001, the research team sent eight copies of a survey to the offices of the presidents and chancellors at all California community colleges and districts. Each recipient was asked to distribute the survey to key people, including the chief executive officer, the academic and classified senate presidents, the chief instructional and student services officers, the human resource officer, the diversity officer and others. Colleges were also encouraged to add their own people to the list. The survey requested quantitative information about employees in several categories (ethnicity, gender, sexual preference, and disability) for 1995 and 2000. Other survey questions asked respondents to comment on best internal and external diversity strategies at their own college. By May 2001, forty-three institutions had responded. Most responses came from individual colleges, but 25 to 35 percent of the returned surveys came from districts. In some cases, both individual colleges in a district and the district office responded. Overall, the response rate to the survey was about 40 percent.

**2. Hiring Data**

In addition to the employment information provided in the surveys, the research team reviewed and compared the 1994 and 1998 employment and hiring statistics from the chancellor’s office (the most recent data available at the time) for Asian and Pacific Islander, Hispanic, American Indian and Alaskan Native, Filipino, Black and White employees. For each ethnicity, the research team looked for trends in
hiring that indicated significant changes in full- and part-time faculty, administra-
tors, and classified staff, considering both the absolute growth in numbers of
personnel and the percentage of new hires between 1994 and 1998.

3. Recommendations from a Panel of Diversity Experts
A local diversity leader, who has worked in the field for decades, asked a group of
diversity experts to identify the community colleges they believed had the most
effective and replicable models in recruitment and hiring, and internal and external
climate. The panel members (who are listed in appendix 7) recommended nine
colleges.

4. Peer Recommendations
The survey asked respondents to identify California community colleges that they
believed had developed strong and replicable practices and were leaders in the
field. The research team tracked the frequency with which each college was "nomi-
nated" by its peers and used this information to generate a list of candidates for
further research.

5. Environmental Scan
The research team reviewed articles, plans, and other information on diversity
activities from around the country, looking for practices that experts and practition-
ers identify as innovative and worthy of study and replication and projects referred
to repeatedly as being representative of "best practices." Many writers conclude
that improving diversity on college campuses requires a change in the core culture
of the institution, including a commitment from college leadership to initiate and
support change at all levels. The research team found extensive information on fac-
yulty internships; curriculum change; student admission, retention and achievement;
faculty recruitment; campus climate; and training and staff development. Another
widely covered area focuses on community colleges that are partnering with exter-
nal groups and local leaders to promote diversity on campus or in the wider com-

Both two and four-year universities are developing a variety of ways to integrate
diversity into the undergraduate general education program. For example as part
of a joint project between the Association of American Colleges and Universities
and the Ford Foundation, Brookdale Community College in New Jersey increased
the diversity course content of its general education curriculum. The Diversity
Across the Curriculum Faculty Development Program transformed both course
content and the classroom environment in twenty-four general education courses.
In the Ford Foundation-funded Campus Diversity Public Information Project student
interns were paid $1,000 a semester to generate news and feature stories on
diversity at their institutions and in their communities. A wide array of institutions
are developing diversity plans, like North Seattle Community College, which created
a comprehensive diversity plan in 1992 addressing staff and faculty development,
recruitment, student services, campus climate, and other issues. Other plans have
been in place since the 1980s including those at the University of Wisconsin-
Madison and the University of Michigan.
Some educational institutions are beginning to adopt high-visibility diversity initiatives as an integral part of their strategic planning process. A good example is UC San Diego, whose chancellor has developed a ten-point action plan to advance diversity. The plan articulates the university's goal for increasing the underrepresented student population by 10 percent, increases funding for training and professional development in diversity, and establishes performance requirements for administrators, managers, and other employees to support diversity. Each goal is tied to specific outcomes, and ongoing assessment is a key part of the plan.

California Tomorrow has received funding to conduct a project called A New Look at the California Community Colleges: Keeping the Promise Alive for Students of Color and Immigrants. The project, still in progress, includes interviews with several hundred students and faculty and a survey of professional development activities related to diversity issues.

6. Diversity Awards
Finally, the team reviewed the list of colleges that have received the annual Chancellor's Diversity Office Awards. The chancellor's office identifies award recipients based on an applicant's narrative description of best practices at their own institutions. The selection criteria include: the ability to demonstrate a broad understanding of all dimensions of equity and diversity; replicability; newsworthiness; originality of contribution; and impact on student success or improved understanding. A list of the award winners for 1993 to 2001 is in appendix 9.

Phase Two
The research team began phase two by assembling a list of colleges or districts that had been identified more than one time in the phase one sources. For example, if a college noted in the survey that it had developed an effective method for recruiting underrepresented faculty, and the research team's analysis of hiring statistics indicated that progress had taken place, the college was placed on a list for follow-up. Once the initial list of research subjects had been completed, the team again reviewed the surveys these colleges had returned. For colleges that had made the list without completing a survey (for example, a college that had been identified by the panel of experts and had received an award from the state chancellor's office), the research team tried to find information about their practice on the college or district Web site.

To ensure that the candidates for further research included a wide range of colleges, the research team organized the follow-up list according to category (recruitment & hiring, internal climate, and external relations), region, enrollment size, and population density in the college's surrounding area. When the research team found no representation from, for example, colleges in low population density areas, this prompted another look at the initial analysis to see if any college meeting the target profile had been close to meeting the criteria for the next round. If it did, the college was added to the list for follow-up research.

The projects and practices on the refined list were reviewed again for impact and replicability. The team searched for evidence of impact in the survey and in other documentation (for example state hiring data). The team also considered whether a college was describing a replicable practice or project. For example, a college that has achieved a high level of diversity in its faculty might not be able to identify particular practices that explain how such representation was achieved. This point is important, not just to explain how the research team arrived at the final list of colleges meriting additional research. It underscores that the purpose of this project was not to identify colleges with the best diversity record or accomplishments, but to find colleges that have developed practices that might be replicated by others.
The research team developed a series of questions to elicit from each project representative the kind of information that would be relevant to somebody interested in replicating the project. This interview protocol included questions about startup requirements, operational funding, evidence of impact, environmental requirements, and staffing. While the interview questions went through several rounds of revision, the research team decided that the interview protocol should include interviews with several individuals who had been involved in the project design and implementation such as instructors, counselors, administrators, and students. In some instances—especially those involving external diversity practices—the research team recognized that the interview protocol would have to include conversations with local politicians, community leaders, and neighborhood activists.

The next question was who to call. The research team used a variety of strategies such as calling the individual who had provided information about a particular project in the survey, contacting the person who received the diversity award from the chancellor’s office, and researching Web sites for information about projects and contact information.

The research team then called (and in a few instances met with) individuals close to each project. In some cases, the first person on the list had a wealth of information including leads to several others who offered additional information and new perspectives on the project. At times, one of these phone calls also uncovered additional projects that merited research and in a few instances a new case study. At other times, staff turnover, conflicting deadlines, and other obstacles to information gathering made it impossible to get the information required to complete a case study.

At the end of phase two, through seventy-five interviews with faculty, administrators, staff, program participants, and community representatives from around the state, the research team had gathered information on thirty projects and practices, which are presented in the case studies that follow.

**THEMES**

Five themes emerged in the project. Three relate to the type of project; two deal with funding and evaluation—issues that all diversity projects confront.

**Growing a Labor Force**
Most community colleges realize that recruiting and hiring methods that have worked in the past may no longer be producing the diversity of candidates that they need. Several colleges have responded with innovative projects to "grow" their own labor force. A variety of internship projects give ethnic groups previously underrepresented in higher education a chance to gain teaching experience and learn more about careers in community college teaching. These projects have inspired dozens of interns to pursue teaching careers, and many have been hired as adjunct and tenure-track faculty. Colleges in the central region have pooled their resources to advertise jobs nationally and to make the application process more efficient for candidates. Some colleges reach out to local ethnic communities through workshops that help potential candidates for classified staff positions understand the college or district hiring process, practice interviewing, and complete applications. Other colleges are creating broad diversity plans, training members of hiring committees, and investing in diversity offices and programs.

**Operating as a Partner in the Local Community**
Many colleges have positioned themselves as an active partner with the local community. Some use community surveys, listening sessions, or community meetings to solicit input on community needs. Others have established satellite locations to bring educational opportunities directly to low-income and other underserved neighborhoods. Instead of waiting for residents to travel across the city to enroll, the colleges go to them. Several of the colleges have worked hard to develop pro-
grams in different ethnic and other minority neighborhoods that reflect local residents’ educational needs and interests. The case studies describe how suburban, urban, and rural colleges have built community relations. A common ingredient is each college’s efforts to become a strong local presence and to develop what can almost be described as a personal relationship with local residents. In Los Angeles, this was achieved when the college began to offer classes in the most disadvantaged parts of the community. In San Francisco, the relationship was forged between neighborhood campuses and residents who saw the college respond to local and specific educational needs (such as ESL classes in Chinatown and in the Latino Mission District, and gay and lesbian literature courses in the Castro District). In Salinas, door-to-door visits to local residents during a community survey brought the college closer to the community.

Each case demonstrates that colleges have to earn their role as a community partner. The first step is to develop a high level of understanding of what the local community needs. Then the college must be prepared to respond. The benefits of positioning a college as a community partner are clear. The potential rewards include increased enrollment, access to local funding, increased credibility within and outside of the community, and opportunities to tap community ideas and creativity for the college’s strategic planning process.

**Using Projects to Build a Community of Diversity Ambassadors**

Many initiatives began by bringing faculty, administrators, and staff together around clearly defined projects or activities. Examples include the Yosemite Community College District’s visits to the Museum of Tolerance, Pasadena City College’s Internal Diversity Team, Los Angeles Valley’s development of its own recruitment process, Hartnell’s Diversity Conference, and the College of Alameda’s Campus Climate Committee. These projects brought together a group of diverse individuals, who in many cases did not know each other, and challenged them to collaborate on a project to promote diversity. In each instance, the group not only developed the intended project but also continued as campus diversity ambassadors. Projects that attracted the most committed diversity activists and those that included individuals with little previous involvement in diversity issues achieved similar outcomes. The Pasadena City College Internal Diversity Team is an example of this dynamic. The project’s goal was to engage faculty members in recruiting diverse new talent from a variety of educational institutions ranging from the UCs and CSUs to universities in Atlanta and Houston. Eighty participants went through an intensive training, with forty traveling in teams of three to recruit faculty candidates both locally and out-of-state. Each team reflected Pasadena’s commitment to diversity. At the end of the first year, the project had generated enormous enthusiasm among participants, along with an enhanced understanding and appreciation of diversity goals. Although the project did not immediately result in a substantial influx of candidates, participation in the project inspired many team members to serve on and actively advocate diversity on hiring committees. This resulted in Pasadena hiring a large number of underrepresented faculty members that year.

Participating in a group that is working to advance diversity can have an impact beyond the original intent of each project. In many cases, the process increases participants’ awareness of diversity issues, helps them see these issues from a new perspective, or challenges them to explore and gain a better understanding of their own personal biases and issues. As a result, diversity ambassadors can emerge who are especially effective because they are part of a network of like-minded individuals.
Money, Money, Money

Colleges find a variety of ways to launch and continue their diversity efforts. Some projects are funded with grant support, mostly from the chancellor’s office or from Partnership for Excellence. Other projects are supported with college or district operating funds. Some started with grant funds, established a strong track record, and earned a place in the college’s operating budget.

Three observations can be made about the sources of external funding for these projects. First, Partnership for Excellence funds have played a critical role in launching many strong diversity initiatives. Second, grants from the state chancellor’s office have helped pilot diversity projects that subsequently have been integrated and funded by the sponsoring institutions. However, as external funding is reduced, there is the risk that even a highly successful program cannot sustain itself. Third, there is an interesting lack of private and corporate foundation support. The case studies include only one project that was supported by local foundations, and the total budget for the initiative was less than $5,000. It is worth noting that several large foundations have invested heavily in promoting diversity in baccalaureate institutions. It is not clear to the research team whether foundations are more interested in supporting diversity initiatives at baccalaureate institutions or whether community colleges have not yet launched a strong effort to seek such funding.

As the case studies in this report illustrate, diversity projects come with a wide range of price tags. Some require “nothing more” than commitment and a significant investment of time. Others involve a considerable, and in some cases ongoing, financial investment. Among projects requiring little or no funding are several initiatives that were developed to build or intensify the relationship with the local community. These include the partnership that East LA Community College has developed with local city councils and other political representatives, and City College of San Francisco’s Listening Sessions. Both projects were initiated by college leaders and recognized campuswide as important to the college CEO. No great outlay of funds was involved—just leadership and a decision on the part of the CEO to put considerable time and effort into the projects. Other projects that required a committed group of faculty, staff and students but involved small or no financial outlays include the Alameda College Campus Climate Committee and Los Ríos Community College District’s Community Workshops.

At the other end of the investment spectrum are projects that involve considerable, and in some cases ongoing, financial investment. De Anza and Fullerton’s diversity coordinators and diversity assistants are permanent positions devoted to promoting diversity. De Anza also recently added a full-time, permanently funded curriculum development facilitator who is in charge of helping faculty integrate diversity into the curriculum. This represents another costly investment, but one that already has had an impact on what students learn. Other high cost initiatives include several internship and mentorship programs. Among these, at least one is struggling to stay afloat financially despite its strong and documented track record.

The ideal situation for advancing diversity combines strong and enthusiastic leadership with faculty involvement and the ability to commit or actively solicit funds to support the effort. If one of these conditions cannot be met, progress can still be achieved. When funds are limited, a college may identify and apply for foundation or other funding and use the funds to pilot a project that can later be mainstreamed. When staff engagement is missing, a college may start with a project that has the potential to develop a cohort of diversity champions. In cases where the leadership is missing—probably the most challenging of scenarios—a group of determined individuals may still be able to act independently to launch a project that can pave the way for larger initiatives.
Evaluation

An environmental scan of best diversity practices revealed rich descriptions of successful diversity models, but little information on evaluation activities that document actual outcomes. Most of the projects described here have collected some data that track participation, satisfaction with services, or completion rates. However, even within this group of model projects the evaluation component is more frequently than not a weak link. Regrettably, the lack of data undermines the credibility of the field and makes it more difficult for projects to build the case for additional or continued funding.

Diversity projects can be difficult to measure. For example, how does one evaluate the impact of an outreach effort on increasing the number of applicants from an underrepresented community, when so many other variables, like the state of the economy or advertising unrelated to the outreach, can influence this variable? However, although diversity practices need more evaluation, it doesn’t mean that everything has to be scientifically measured. But every project would benefit from developing and implementing an evaluation plan.

Grossmont Community College’s Regional Internship Program shows how an organized evaluation effort boosts credibility. A recent project report includes information about the numbers of applicants, candidates accepted into the program, individuals completing the program, graduates who found different types of positions and—most importantly—follow-up information that is based on tracking program graduates.

Dissemination

CCSF has identified three dissemination strategies for the project findings:

- Distribute a printed manual
- Develop PowerPoint presentations that capture the highlights of the findings and model practices, take these presentations to conferences and meetings across the state
- Develop and market an interactive Web site that presents the original collection and that enables colleges and individuals interested in a particular practice to communicate with the contact person listed in the case study. If funding becomes available, the college hopes to regularly update the Web site with new information on the first collection of case studies, comments from Web site users, and information on additional innovative projects, or new ways to implement existing practices

The PowerPoint presentation will be introduced in the fall 2002 and extend into the spring 2003. The interactive Web site will be available in late 2002.
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<td>Listening Sessions</td>
<td>One-time</td>
<td>81</td>
</tr>
<tr>
<td>Partnering with City Government</td>
<td>Ongoing Program</td>
<td>83</td>
</tr>
<tr>
<td>Community Surveys</td>
<td>Project of Fixed Length</td>
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<tr>
<td>Training Program For Community Leaders</td>
<td>Ongoing Program</td>
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<tr>
<td>Community Board</td>
<td>Ongoing Program</td>
<td>90</td>
</tr>
</tbody>
</table>
**DESCRIPTION**

Cerritos College’s Teaching Assistant Program provides members of underrepresented groups with an opportunity to explore community college teaching. The program started in 1993 and now gets between ten and eleven applicants each semester, with six to seven applicants placed in internships. Potential teaching assistants must be graduate students who have completed 50 percent of their program, master’s degree holders who do not have teaching experience, or bachelor’s degree holders with two years of full-time work experience who want to teach in a vocational or technical area. The program sends announcements each semester to the heads of the graduate programs in the surrounding region. Word of mouth also helps the recruitment efforts, and the program has a page on the college’s website. Recruiting for specific mentors occurs after a potential intern is accepted into the program.

After a phone interview to see if the applicant matches the district’s needs and an instructor’s criteria, the program places interns for two semesters with a faculty mentor. The interns shadow their mentor, develop lesson plans, and teach a couple of classes. The program will support interns in any discipline offered at the college as long as there is a faculty mentor available. There are no seminars or other instruction for the interns on how to teach or on pedagogical issues.

**EVIDENCE OF IMPACT/SUCCESS**

Five program graduates have gotten full-time teaching jobs at Cerritos and others have gone on to positions at other colleges. A current member of the Department of English was introduced to teaching through this program. She had not been contemplating a career in community college teaching during her graduate work in English at a CSU campus. After completing her M.A. in English, she was recruited to the program by her former graduate advisor. After one semester teaching at Cerritos, she decided that she wanted to continue as a full-time teacher. She was offered a part-time teaching position after one semester and a full-time position the following year. She felt that her experience as an intern helped her become comfortable with the college, the department, the president, and the campus. This was an advantage during her interview for a full-time position. She never would
have applied for a position as a part-time instructor if she hadn’t gone through the teaching assistant program.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The program costs $20,000 annually; interns receive $600 each semester.

**Skills/Staffing:** An administrator devotes 10 percent time to running the program.

**Environment:** It is difficult to find enough mentors. Most instructors teach during the day and many applicants can only participate in night classes because they have other jobs.

**Other Special Conditions:** The internship program has produced a number of outstanding instructors for the college, so it is viewed favorably by the administration. The program allows the district to observe potential instructors for a year before hiring them.

<table>
<thead>
<tr>
<th><strong>Funding</strong></th>
<th>The program was started with funding from the state chancellor’s office. It is now supported with staff development funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advice</strong></td>
<td>The time commitment and low salary of the Teaching Assistant Program may deter people who don’t have the flexibility or financial resources to spend a year in the program. It is crucial to select the right mentor for each student because if the intern and instructor don’t mesh, it doesn’t work. Also, the program administrator has to use personal connections to find good instructors. Instruction in teaching methods during the assistantship would be excellent. The teaching assistants should be brought together for a seminar on best practices, including different approaches for teaching adults and recent high school graduates.</td>
</tr>
<tr>
<td><strong>Contact Person(s)</strong></td>
<td>Donna Jones, Coordinator of the Teaching Assistant Program, Cerritos College 562-860-2451 <a href="mailto:djones@cerritos.edu">djones@cerritos.edu</a></td>
</tr>
<tr>
<td><strong>Materials of Interest</strong></td>
<td>Teaching Assistant Program Web site <a href="http://cerritos.edu/staffdev/TAP/TAP.htm">http://cerritos.edu/staffdev/TAP/TAP.htm</a> and application forms</td>
</tr>
</tbody>
</table>
**DESCRIPTION**

Adverse Impact Analysis measures the rates at which minorities and women are selected at different steps in the screening and hiring process (such as paper screening, first interviews, and final interviews). An adverse impact is indicated when statistical tests show that random choice cannot explain variances in the rates at which different groups are being selected to advance through the steps in the hiring process. For example, a pool of applicants that is screened for minimum requirements might be 60 percent Caucasian and 40 percent Hispanic, however only 25 percent of the group that advances to the paper screening is Hispanic. Adverse Impact Analysis will test whether this outcome is likely to be the result of random choice. If it is not, adverse impact is indicated, and a diversity coordinator can point to statistical evidence of potential bias when reviewing the results of the screening process with a hiring committee.

In the past, City College of San Francisco applied standard deviation tests to administer the Adverse Impact Analysis only at the end of each school year. To be valid, the test required an initial applicant pool of at least thirty individuals, with at least five in the final pool. In fall 2001, the college installed a "powertool"—Adverse Impact Analysis software that uses a different statistical method, Fisher's Exact Test, to test for bias. The new software strengthens the review process because Fisher's Exact Test reliably checks for bias even if the initial applicant pool is small. As a result, the college now has the capacity to administer adverse impact tests for departmental hiring during the semester, rather than waiting until the end of the academic year.

The standard Adverse Impact software program does not differentiate among non-white minority groups until the interview process is completed. The college customized the software to include all major ethnic and racial minorities, and gay, lesbian, and disabled individuals. CCSF is one of the first community colleges in the state to use adverse impact software, a feature that will make adverse impact statistical testing more applicable and easier to conduct.
EVIDENCE OF IMPACT/SUCCESS

CCSF first used the software in spring 2002, so this case study reflects the expected impact, not what has actually happened. Since adverse impact is a legal tool for diagnosing potential bias in the recruitment and hiring process, its capacity for statistical testing can provide diversity advocates with powerful and persuasive arguments for challenging and even stopping the hiring process.

IMPLEMENTATION REQUIREMENTS

This is an effective diagnostic and legal tool that can make a valuable addition to a college’s existing diversity tools.

Cost: The software costs about $1,000 plus installation. CCSF has spent an additional $3,500 on consultants who customized the software to include categories not available in the standard package.

Skills/Staffing: Several people in the human resources or equal opportunity offices need to be trained in the application of adverse impact and in managing the software. Some knowledge of statistics is preferable.

Other Conditions: If Adverse Impact Analysis is administered using the standard deviation test, the sample size needs to be at least thirty for the first round. Many smaller colleges do not hire thirty new faculty members each year. The software program that CCSF is using, or another program with similar capabilities, would enable these colleges to administer adverse impact tests using the Fisher’s Exact Test, which works when the sample is small.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Faculty &amp; Staff Diversity Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>When you are able to back up your findings with numbers, the entire effort becomes more credible and people really listen to your observations. It is very difficult to dispute numbers that have been carefully derived.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Linda R. Jackson, Esq., Associate Director, Affirmative Action /ADA Coordinator, City College of San Francisco 415-241-2285 <a href="mailto:ljackson@ccsf.org">ljackson@ccsf.org</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Peopleclick’s HR White Paper Series: Counting the Right Numbers: The Basics of Adverse Impact Analysis; Volume 7 Number 2 June 1992, Peter R. Skalak, Editor</td>
</tr>
</tbody>
</table>
DESCRIPTION

The diversity coordinator position at De Anza College was first created in 1989 as a full-time, eleven month, tenure-track position. The college leadership made a strategic decision to staff it with a faculty member who could "set the right tone" and provide leadership to De Anza's diversity effort. During the initial years, the diversity coordinator arranged for the training and support of faculty and classified staff affirmative action representatives (now equal opportunity representatives) to serve on hiring committees. One early and important effort by the diversity coordinator was to work with the college's Staff Development Office to present a series of workshops on hiring for faculty, staff, and administrators. An additional workshop that "energized the campus" featured a prestigious and engaging panel of experts and practitioners in curriculum diversity. Among the speakers was a Stanford University engineering professor who provided a series of tangible and exciting examples of what he had done to incorporate diversity into his curriculum.

As more equal opportunity representatives were trained, the diversity coordinator was able to provide leadership to develop a multicultural plan for the college, focusing on issues of student equity, learning outcomes, curriculum, and training. In 1994, De Anza College established a college-wide Diversity Advisory Committee to further the efforts of the diversity coordinator in realizing the institution’s multicultural goals through policy development and operational guidelines. In 1998 (and every year since), the college sent a team of faculty and staff to the National Center on Race and Ethnicity Conference to build on early work that was done on the multicultural plan, and to ensure that the plan’s goals were incorporated into the college’s strategic master plan, which was completed in 1999.

In 2000, the college allocated funds to the Diversity Office for an administrative assistant, a full-time, contract, classified staff position, to support the diversity coordinator. That same year, reassigned time was allocated for a curriculum development facilitator to advance diversity goals in the curriculum. (This position is described in another De Anza case study titled "Integrating Diversity into the Curriculum.")
The diversity coordinator is part of a growing cohort of campus diversity leaders among the faculty and staff whose members are represented at the highest governance levels of the college, including the Planning & Budget Committee, Curriculum Committee, Academic Senate and the College Council, which is chaired by the president. Over the years this cohort has led efforts to support funding for the campus curriculum development facilitator and, most recently, the administrative assistant position mentioned above.

Since the coordinator position is full-time and supported by a staff assistant, the coordinator has time to oversee a full range of diversity activities and to monitor progress toward diversity goals. The coordinator has the time to work with and be supported by knowledgeable faculty and staff in efforts to incorporate student equity into divisional and departmental plans for improving outcomes for the college’s students. Specifically, the diversity coordinator is now working with each department and the Office of Institutional Research and Planning to establish a baseline and to improve access, retention, persistence, transfer, and employment to meet every department’s and division’s student equity goals. As the next step, the diversity coordinator is helping department chairs develop and oversee their specific plans and tangible goals for improving student equity outcomes.

**EVIDENCE OF IMPACT/SUCCESS**

De Anza has a core group of faculty, administrators, and staff who support and promote diversity. These campus leaders have strategically targeted, and over time, obtained positions on the Planning & Budget Committees, Curriculum Committee, Academic Senate, and College Council. From these positions they have advocated for diversity, and as a result De Anza is expanding its core group of individuals who are knowledgeable about and advocate strongly for student equity and other diversity goals and initiatives. The college has seen positive results in its hiring: between 1994 and 1998, 19 percent of De Anza’s new faculty was Asian, 15 percent of full-time faculty hires were Hispanic and 9 percent were African American.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The college commits a full-time faculty member and a full-time administrative assistant to staff the Diversity Office. Where other colleges may try to save dollars by assigning part-time teaching duties to the diversity coordinator, De Anza believes the position requires a full-time commitment. However, since the college also believes exposure to teaching improves the coordinator’s ability to identify and experience diversity issues first-hand, the job description provides for the incumbent to teach one class per quarter.

**Skills/Staffing:** From the beginning, the diversity coordinator was meant to be a leader in promoting different diversity initiatives—not merely an enforcer of affirmative action or equal opportunity. The college deliberately selected a faculty member for the position. This sent out a strong message and also made it easier for the first diversity coordinator to reach out to colleagues. The college president took an early stand to define the position as one that would spearhead the college’s diversity effort, rather than as a position that would merely enforce affirmative action (now equal opportunity) policies. In fact, the district’s vice chancellor of human resources officially has the administrative responsibility for equal opportunity.

**Environment:** The diversity coordinator’s power and impact depends on the campus leadership’s support for the position. At De Anza, this support has always been firm and unyielding, even during times of controversy.

When the position was established, it reported directly to the president. Since the
college is expanding rapidly, the diversity coordinator now has a dual reporting relationship: to the president for institutional oversight and to the Dean of Academic Services (an outspoken diversity advocate who for decades has been a leading member of the campus diversity effort) for operations. The diversity coordinator continues to meet on a regular basis with the college president.

<table>
<thead>
<tr>
<th>Funding</th>
<th>District funds from the state apportionment established the diversity coordinator position; state diversity and staff development allocations have provided funding for staff development / diversity workshops and conferences; the state chancellor’s office Fund for Student Success has provided funding for program development; and the State Partnership for Excellence has provided funding for the Administrative Assistant position.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>It is necessary to enlist the support of the academic and classified senates since they hold the campus accountable for diversity and equity goals. In addition, it is essential to have support trickle down to the campus from the chancellor’s office. If the campuses are to become seriously involved in diversity work, the district must include diversity as one of the major goals of its master plan. Changing behavior is the goal.</td>
</tr>
</tbody>
</table>
| Contact Person(s) | Marion Winters, Interim Diversity Coordinator, De Anza College 408-864-8739 wintersmarion@fhda.edu  
Christina Espinosa-Pieb, Dean, Academic Services, De Anza College 408-864-8995 espinosapieb@christina@fhda.edu  
Kim Chief Elk, Recruitment Officer, Foothill-De Anza Community College District 650-949-6216 chiefelkkim@fhda.edu |
| Materials of Interest | Job descriptions for the diversity coordinator and the Diversity Office administrative assistant  
Position announcement for the curriculum facilitator  
De Anza College Educational Master Plan 2005——Pathways to Excellence  
De Anza College multicultural plan  
Charge to the De Anza College Diversity Advisory Council |
Faculty & Staff Diversity Plan

Hartnell College

Recruitment & Hiring
Organizational Development

Central
Medium-Small
Low

Medium
Ongoing Program

CATEGORY
TYPE OF PROJECT
REGION
SIZE
POPULATION
COST
TYPE OF COST

DESCRIPTION

Hartnell College has developed a Faculty and Staff Diversity Plan that enjoys enthusiastic support from the trustees, CEO, faculty, and staff. The plan goes beyond simply articulating the legal requirements for equal employment opportunity in hiring. It contains a position statement outlining the governing board’s policy toward equal opportunity, and shared responsibility among administrators, faculty, and staff for implementing the diversity plan. The rationale for the college’s plan is to “promote cultural, racial, and human understanding within the community it serves.” The plan also links the benefit of a diverse faculty and staff to positive student outcomes.

Under the plan, Hartnell requires training for everyone who serves on a faculty selection committee. The training covers the district’s equal opportunity goals, committee members’ role in the hiring process, and members’ legal duties and responsibilities related to interviewing. The president and vice presidents of instruction and student services conduct second interviews of the three finalists for each faculty and management position. Candidates must show evidence that they understand and can describe: the population the college serves, the students’ learning needs, curriculum innovation strategies and the importance of community partnerships, and of developing a positive campus climate. The final selection is based on academic qualifications and experience, understanding of student population, life experience in multicultural situations, creativity, energy, and innovation. The selection committees understand that candidates must have more than academic qualifications and teaching experience. The orientation for the committee emphasizes the benefits of diversity. In addition to training on fair hiring practices and criteria, committee members are oriented to a selection process that focuses on innovation, creativity, renewal, and interest in the student body.

The classified staff is drawn more directly from the local community, which has long-standing and strong ties to the college. Many local leaders and residents are alumni of the college, and many staff members have either gone to the college or have children or other family members who are students.
EVIDENCE OF IMPACT/SUCCESS

The diversity of the staff is beginning to reflect the diversity of the local community. The composition of the faculty is lagging behind, but the commitment to increase the diversity of this group is clearly in place. Commitment to diversifying the faculty and staff is a widely held goal, and members of the selection committees have been appreciative of the staff training, as it gives them new insights each time they attend.

IMPLEMENTATION

Cost: The hiring, interviewing, and selection process, including selection committee training, costs between $10,000 and $30,000 annually depending on the extent of hiring that needs to be done.

Skills/Staffing: The director of human resources manages the hiring and interviewing process, supported by one full-time staff member.

Environment: The main reason the college is successful is that the president and administration are deeply devoted to diversity. The president provides strong leadership for the college’s diversity initiatives, and the trustees, faculty, staff, and students fully embrace the goal of diversity. People have a great deal of pride in the college and the president does enormous amounts of outreach to the community. The college is a highly valued community institution, with many local alumni.

Other Special Conditions: The college is located at the far south end of Silicon Valley, which negatively affects the cost of living. However, it is still a long commute for people who choose to live in the San Jose/Silicon Valley area. The college makes a special effort to emphasize the positive aspects of the region’s quality of life when recruiting faculty candidates.

<table>
<thead>
<tr>
<th>Funding</th>
<th>District budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Be on the alert for people feeling that diversity means less than the best, and show that diversity does not compromise academic quality.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Sallie Savage, Director of Human Resources, Hartnell Community College 831-755-6706 <a href="mailto:ssavage@hartnell.cc.ca.us">ssavage@hartnell.cc.ca.us</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Hartnell College faculty and staff diversity plan</td>
</tr>
</tbody>
</table>
Hartnell College cooperates with nine other community colleges in the central region in a joint advertising effort and common job application for faculty and administrative positions. The activity expands each college’s ability to advertise open positions by pooling advertising funds, and increases the hiring pool for each college. For example, the nine colleges take a joint half page ad in the Chronicle of Higher Education each year.

Applicants can apply for jobs at multiple campuses using a standard application. While each college maintains an individual application process and applicants must submit a separate signed application to each college, the group uses a common application form that can be duplicated by applicants and used for all positions in which they are interested. When someone applies for a position at any college in the group, they can be considered at the same time for open positions at any of the other colleges. At the start of the process, the participating colleges send information about their job openings to Hartnell College’s Human Resources Department. A design firm then prepares a large ad for the Chronicle of Higher Education using this information. All colleges list their open positions on the Chancellor’s Registry. Some colleges provide links on their Web pages to the other colleges. The application requires a one-page diversity statement that demonstrates the candidate’s sensitivity to the needs of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of community college students and the community at large.

EVIDENCE OF IMPACT/SUCCESS

Since it is difficult to maintain a diverse pool of part-time teachers and it is not to the colleges’ advantage to compete with each other for part-time teachers, Hartnell tries to coordinate scheduling with other colleges in the region so they can share part-time faculty members. Specifically, Hartnell coordinates with Gavilan College, Monterey Peninsula College, and Cabrillo College.

Due to current market conditions it is difficult to assess the effects of this effort. Applicant pools have shrunk in recent years, and the joint efforts have not
reversed this trend. Accordingly, the number of underrepresented people who applied in the 2001–2002 cycle dropped from the previous year’s cycle. However the participating colleges believe that the common job application is removing barriers to people looking for employment and making it easier to apply for positions at the respective colleges.

**IMPLEMENTATION**

**Cost:** The ad costs approximately $5,000, with the participating colleges splitting the cost. Hartnell spends about $41,000 annually for Human Resources’ advertising, printing, postage, and the costs of subscriptions to on-line job sites. Hartnell was also one of the first small to mid-sized colleges to recruit over the Internet.

**Skills/Staffing:** Managing the advertising budget and the application process is the responsibility of the director of human resources.

**Environment:** The president provides strong leadership for Hartnell’s diversity goals. There is full support from the trustees, faculty, staff, and students for the college’s goals. The college is a highly valued community institution, with many local alumni.

**Other Special Conditions:** Hartnell was having a hard time getting adequate applicant pools, with the cost of living being a serious inhibitor. The human resources director attended a recruiting workshop with another college HR director and described the experiences as “a real eye opener.” They realized that they were competing with industry for the same people and that none of them had the money to advertise or recruit at the desired level.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Funding comes from the annual HR budgets for recruitment and advertising at the individual colleges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>It is not in the best interest of the region’s colleges to compete with each other for faculty. There is rarely a conflict if a candidate is applying to more than one college, since the needs of the departments at each college almost always vary slightly. To succeed, the HR department has to get the support of top-level management in each institution, and the regional HR directors should have good working relations. Further, the participating colleges should be flexible about the style of the application. The faculty screening committees at each college often want some additional piece of information or a different style or format for the application, and that has been the most difficult thing to deal with. The joint application is unnecessarily long now to accommodate each institution’s preferences. Each HR department should have the technological ability to put the application on line and to post job openings on the institution’s Web page.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Sallie Savage, Director of Human Resources, Hartnell College 831-755-6706 <a href="mailto:ssavage@hartnell.cc.ca.us">ssavage@hartnell.cc.ca.us</a></td>
</tr>
</tbody>
</table>
| Materials of Interest | Central 14 common job application form  
Copies of ads |
**DESCRIPTION**

Project MATCH was launched in 1991 to increase and diversify the faculty applicant pool in the Los Angeles Community College District. MATCH recruits and prepares individuals from historically underrepresented groups for careers as community college instructors. MATCH primarily targets candidates with master’s degrees who have not yet taught at the community college level. MATCH also recruits a few professionals who do not hold a masters degree but who are good candidates for teaching vocational disciplines. For example, MATCH has trained former police officers to teach the course, "Administration of Justice."

Each year, about one hundred applications are submitted to the Office of Affirmative Action, and all applicants who meet minimum qualifications are invited for an interview. The internship program begins with a one-week summer institute on teaching methodology. Participants attend sessions every night from 6:00 PM to 10:00 PM on subjects like: teaching in the classroom, different teaching methods, and different learning styles. Participants are matched with a mentor by the conclusion of the summer institute, and in the fall work with their assigned mentor to teach a three-unit class. Interns are encouraged to apply what they have learned at the summer Institute in the classroom with the support of their mentors. During the semester, the interns attend two Saturday seminars where they share their classroom experiences and develop job-seeking skills.

Funding problems interrupted the program between 1999 and 2000, but MATCH resumed operation in the summer of 2001. Currently, mentors and interns receive $800, though Project MATCH is trying to increase the stipend to $1,000. The outcome of this effort depends on funding and board approval.

**EVIDENCE OF IMPACT/SUCCESS**

MATCH has completed an evaluation for 1991 to 1996, so the program can document specific achievements. In 2001, forty out of one hundred applicants were selected for an interview. Of these, eighteen were chosen for the program with four alternates. The program also has an impressive record for program completion and placement of internship "graduates." Between 1991 and 1996, MATCH achieved retention rates of more than 95 percent. Of the first group of eighteen interns,
twelve were offered assignments by colleges in the district. In the second group, when LACCD was reducing its budget, five interns were offered positions. One intern was offered a position in Texas, and CSU Northridge hired three interns. In the third group, two interns were offered administrative positions, one was offered a probationary position, and four interns were offered hourly assignments at local community colleges. Of the interns from 2001, five have been hired as hourly instructors at LACCD.

Interest in MATCH is strong, and intern evaluations are highly positive, with participants praising their mentors and the administration. Many interns comment that they are inspired both by the students and by their mentors. They also praise the summer Institute. Interns made the following suggestions for improving the program: provide interns with opportunities to observe master teachers in their fields; hold a Saturday seminar monthly instead of only twice a semester; require that all interns attend at least one board meeting; and extend the internship for a second semester without a stipend.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The annual cost is about $57,300. This includes the Project Match Coordinator ($8,500); a summer institute instructor ($3,500); mentor/intern stipends ($28,000); books and handbooks ($2,000); and food ($650).

**Skills/Staffing:** The Project MATCH Coordinator needs to be well connected to succeed in recruiting an adequate number of committed mentors.

**Environment:** The program works best if top-level administrators strongly support it and urge their faculty to sponsor interns.

<table>
<thead>
<tr>
<th>Funding</th>
<th>MATCH began when the LACCD Academic Senate and the LACCD Office of Affirmative Action Programs successfully applied for a grant to launch MATCH as a state-funded diversity project. The project is now funded with district funds and augmented by staff diversity funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>A representative from the MATCH team emphasized that “getting mentors is more difficult than anything else.” To effectively recruit mentors, the coordinator visits each of LACCD’s nine campuses and meets with department chairs to request their participation. This is a tremendous amount of work, but over time LACCD has developed a dedicated steering committee and a core group of “repeat” mentors. As the key person who recruits and secures mentors, the Coordinator must be well connected and respected. The fact that the Project MATCH coordinator “knows everybody” has been essential to the program’s success.</td>
</tr>
</tbody>
</table>
| Contact Person(s) | Gene Little, Director, Office of Diversity Programs, Los Angeles Community College District 213-891-2316 littleg@email.laccd.edu
Patrice Salseda, Compliance Officer/Project MATCH Liaison, Office of Diversity Programs, Los Angeles Community College District 213-891-2317 salsedpj@email.laccd.edu |
| Materials of Interest | Project MATCH Overview & History
Project MATCH Handbook (includes a review of the responsibilities of interns and mentors; assignments in preparation for Saturday sessions; and mentoring techniques) |
One of nine community colleges in the Los Angeles Community College District, Los Angeles Valley College (LAVC) was the first to develop its own regional recruitment plan. Before this, LAVC had been part of the centralized recruitment and applicant screening system operated by the district. The system allowed applicants to be considered for multiple jobs across the district as long as they completed and regularly updated an application form. Individual colleges were required to begin each search by going to the district office to review the appropriate candidate pool, which might include two hundred applications. In 2000, the District relaxed these requirements, and LAVC responded by developing its own recruitment and hiring process.

Claiming control of the hiring process energized the college at a time when a wave of retirements was creating a large number of openings. The college responded by convening a team of campus leaders who collaborated to develop the local recruitment plan. Members of the team included the LAVC compliance officer, academic senate leaders, and the Office of Academic Affairs. The team centered the new recruitment and hiring office in the Office of Academic Affairs and created a process that emphasized training and that actively engaged department chairs in recruiting their own faculty. Department chairs must now complete a recruitment plan that describes the department, lists professional journals where the position will appear, and identifies other activities that will be used to advertise the position. The plan is submitted to the Office of the Vice President of Academic Affairs.

LAVC also requires training for everybody who serves on a hiring committee. The two-and-a-half-hour training is repeated several times at the beginning of a hiring cycle and includes several topics: 1) review of the concept that a quality faculty selection process results in quality instruction for LAVC students, 2) introduction of each step in the faculty hiring process, 3) review of the faculty hiring handbook, which includes examples on how to conduct a search, and 4) review of each committee member’s role, including that of the equal opportunity representative.

It took several years to make the new process work, but the college “kept learning and getting better.” As a first step, the team distributed documents that helped guide department chairs in writing job announcements and conducting searches.
Developing a hiring process is not a one-time event. It contains many elements that require continual refinement. There is always room for improvement, and an ongoing assessment and evaluation process should be considered as a tool for continual program development and growth. “An effective hiring process flows from the recognition that the college owns the process and that the way we hire faculty, who we select, and how we go about it, shapes the future of the institution. Once one accepts that premise, then making it work becomes an integral part of the college operation.”

**Contact Person(s)**
A. Susan Carleo, Ph.D. Vice President, Academic Affairs, Los Angeles Valley College 818-947-2378 carleoas@lavc.edu

**Materials of Interest**
Los Angeles Valley College "Hiring Handbook for Selecting Faculty"
Los Angeles Valley College Recruitment Plan

**EVIDENCE OF IMPACT/SUCCESS**

The local recruitment plan took effect at a time when a wave of older faculty began retiring. With the new local recruitment and hiring process, the college hired sixty-seven new full-time faculty members, or 28 percent of the total faculty, over five years. Almost 40 percent of these new hires were from underrepresented groups. And whereas the retiring faculty reflected the student demographics of an earlier generation, the new hires reflect the increasingly Hispanic student population. In 1995, 16 percent of the faculty was from underrepresented groups; by fall 2000, this figure had increased to 23 percent, and a year later climbed to 28 percent. The most recent information about hiring suggests that the local recruitment plan continues to draw a more diverse group of faculty to the college. Of twenty-one probationary faculty members hired during the fall of 2001, nine (43 percent) were from historically underrepresented ethnic and racial minority groups.

The faculty has begun to take ownership of recruitment and hiring. When new positions open, department chairs collaborate with the vice president of academic affairs to develop a recruitment plan. Department members implement the plan by e-mailing professional groups, placing notices on list servers, advertising in professional journals and newsletters, and attending job fairs.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The only cost is the staff time spent developing the new process, delivering training to hiring committees, and working on marketing and recruiting for new positions (functions which before were carried out at the district level).

**Skills/Staffing:** The team learned on the job. The process got underway because key leaders at LAVC were in favor of replacing centralized hiring with a local recruitment plan.

**Environment:** Whereas LAVC created a new process, other colleges may be able to form teams that can review and make recommendations on improving aspects of the existing recruitment and hiring process at their own colleges. At LAVC, taking ownership of the process has made recruitment and hiring more participatory. Other colleges could achieve the same effect by giving faculty ownership of (some aspects of) the recruitment and hiring process. LAVC’s experience shows that people care about and are willing to invest their time and talent in a process that they help create.
Faculty Diversity Internship

Los Rios Community College District

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Recruitment &amp; Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF PROJECT</td>
<td>Internship</td>
</tr>
<tr>
<td>REGION</td>
<td>Northern</td>
</tr>
<tr>
<td>SIZE</td>
<td>Large</td>
</tr>
<tr>
<td>POPULATION</td>
<td>Medium</td>
</tr>
<tr>
<td>COST</td>
<td>High</td>
</tr>
<tr>
<td>TYPE OF COST</td>
<td>Ongoing Program</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

Los Rios Community College District’s Faculty Diversity Internship Program is thirteen years old. The program was launched to attract new faculty who would reflect the increasing diversity of the district’s student body. To participate, a candidate must be able to meet minimum qualifications for a faculty position in the district within no more than a year of entering the internship program. Most interns are graduate students who are halfway through their master’s degree programs. Others include high school teachers, district classified staff members who are enrolled in master’s degree programs, professionals interested in teaching, and others. The internship program recruits from Sacramento State University’s Community College Faculty Preparation Certificate Program. This twelve-unit program, which attracts a highly diverse group of participants, is almost always full and its students are ideal internship candidates.

Interns are recruited in the fall. The following spring, they are matched with an instructor-mentor from Cosumnes River College, Sacramento City College, Folsom Lake College, or American River College. With their instructor-mentor, interns develop a learning plan that includes classroom observation, lecturing, writing exams, grading, and other activities. The program is offered days, evenings, and weekends, which allows individuals holding traditional daytime jobs to participate. During the training period, interns meet monthly for workshops on topics related to teaching, such as technology in the classroom, learning styles, and diversity issues in the classroom. The district is considering expanding the internship program to two semesters, with workshops in the summer.

**EVIDENCE OF IMPACT/SUCCESS**

For the 2001–2002 program, 165 individuals applied, with 120 meeting minimum qualifications. Forty-five were interviewed and thirty-six selected to participate. Of these, twenty-five participants were from underrepresented groups. Twenty-seven students completed the program with two-thirds (eighteen) of participants from underrepresented groups. One-third of the completers were hired as adjunct faculty at Los Rios. Participants’ program evaluations are almost all very positive and during the spring 2002 semester the district plans to host panel discussions featuring faculty mentors.
IMPLEMENTATION REQUIREMENTS

Cost: The program costs about $70,000 a year. This includes a part-time coordinator, a trainer for the workshops, and an administrative assistant. The director of leadership development and employee relations for the district, who oversees the Faculty Diversity Internship Program, also devotes considerable time to planning and supporting internship interviews, mentorship recruitment and other program activities. The program pays interns $1,000 and mentors $500.

Skills/Staffing: The program needs a leader who is well connected to faculty and able to recruit good mentors. The program also needs a strong coordinator.

<table>
<thead>
<tr>
<th>Funding</th>
<th>The program is supported by faculty and staff diversity funds and with Partnership for Excellence funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>This is a great opportunity for those not quite ready for adjunct work to get a feel for teaching. Advertising is important. The interview committee should include senior faculty-mentors and the program coordinator.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Ryan Cox, Director Leadership Development &amp; Employee Relations, Los Rios Community College District 916-568-3063 <a href="mailto:coxr@losrios.edu">coxr@losrios.edu</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Internship application flyer and forms at program Web site: <a href="http://wserver.losrios.edu/sdaccts/humanres/public_html/internship/internship.htm">http://wserver.losrios.edu/sdaccts/humanres/public_html/internship/internship.htm</a></td>
</tr>
</tbody>
</table>
In response to an increasing need to hire new faculty, Pasadena Community College (PCC) trained an internal team of faculty members to recruit new talent from a variety of educational institutions. The three-person faculty teams, representing the diversity of PCC, were charged with recruiting graduating students and faculty. During the first year, eighty faculty members participated in the project with forty traveling together to conduct the recruiting sessions at institutions in the University of California and California State University systems. Some team members traveled as far away as Atlanta and Houston. The teams distributed outreach material about the college to prospective faculty members.

The project was launched in 1999-2000 and expanded the following year to include administrators and staff. Since there was less need for full-time faculty in 2000-2001 than in the previous year, PCC emphasized recruiting part-time faculty members. One faculty coordinator ran the project during the first year, but with the increased project scope, the 2000-2001 team had one coordinator each for faculty, administrators, and staff. The project continued in 2001-2002, and the implementation team hopes Partnership for Education funding will continue.

The project has had a positive impact on recruitment and hiring, staff development, and relationships with other institutions. According to the dean of human resources, 50 percent of the new full-time faculty members hired in 1999-2000 were from groups traditionally underrepresented in higher education. The following year, the number increased to 56 percent. Though the outreach effort did not immediately result in a significant increase in the number or diversity of strong faculty candidates, many faculty from the diversity teams sat on hiring committees and were active promoters of diversity in hiring. Their presence accounted for much of the project’s early success. Members of the internal diversity team have formed a core group of experienced outreach practitioners, which has helped deepen the culture of diversity on campus. The participants were excited about the project and many signed up for a second year. The enthusiasm that the project generated also
drew over forty faculty volunteers to staff tables and meet potential applicants at the annual Southern California Job Fair.

The majority of targeted institutions were excited and responsive to the college’s outreach teams. Especially strong connections were made when PCC faculty members participated in outreach targeting their alma mater. The visits also fostered new relationships between PCC faculty members and career services representatives at the host institutions. As a result, several institutions including UC campuses at Riverside, San Diego, and Berkeley, CSU Fullerton, and the University of Southern California sponsored a PCC contingent on a panel to address graduate students interested in community college careers. The activity also helped PCC understand that graduate students and high school teachers interested in part-time or full-time faculty positions at community colleges are often unaware of the degree path that will best prepare them for these positions. In particular, students seemed not to understand that a degree in education might not qualify them for many of the teaching positions.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** $40,000 for the first year of implementation. Most of this budget (71 percent) supported conferences, seminars, and workshops. The second largest item was $7,500 to support the salary and summer stipend of a faculty member who worked 10 percent time to coordinate the project.

**Skills/Staffing:** The first project coordinator was a full-time faculty member.

**Environment:** Support from the college president was very important. President Dr. Kossler’s statement in Colleague (July/August 1999) underscores the importance he places on hiring: "The most important thing that each past President contributed to Pasadena City College was the quality of the faculty members they hired...no single decision can so impact the quality of the institution." Overall, this project is most likely to work in colleges that already have achieved relatively widespread support for diversity. However, several participants noted that the experience of going out as part of a recruitment team in many cases contributed to increasing the participants’ commitment to diversity. Accordingly, this could also be considered as a "starter" activity for colleges that want to develop a core group of diversity activists.

**Other Special Conditions:** The initiative emerged when the college anticipated the retirement of a large number of faculty members, but could not afford to invest in a large-scale recruitment effort.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Internal Partnership for Excellence project funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>This project created multiple side benefits. It got people to talk about diversity in a way that is positive. Avoid spending funds on general career fairs in the eastern half of the United States because candidates are unlikely to come west.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Sandra Lindoerfer, Dean, Affirmative Action Office, H &amp; R, Pasadena City College 626-585-7550 <a href="mailto:solindoerfer@pasadena.edu">solindoerfer@pasadena.edu</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Partnership for Excellence proposals requesting support for the internal diversity team</td>
</tr>
</tbody>
</table>
DESCRIPTION

The Faculty Diversity Internship Program at Peralta Community College District began in 1994 with fifteen interns. Since then, the program has averaged ten to twelve interns each semester, and in the past few semesters has placed more than twenty interns at a time in academic and vocational programs in the district’s four colleges. The goal of the internship program is to give prospective faculty hands-on experience teaching in a community college, the support and guidance of a faculty mentor, and ongoing training on best teaching practices.

For internships in academic subjects, participants must be halfway through a master’s or doctoral program. Interns for vocational areas need six years of work experience and must be at least halfway through an A.A. degree, or they need four years of experience and must have completed at least half of a B.A. Applicants with the appropriate degrees but no community college teaching experience also qualify for the program. Interns may participate in the program for up to four semesters. Applications are accepted throughout the year and are retained if an applicant cannot be placed immediately. Interns come from the California Institute of Integral Studies, CSU Hayward, Golden Gate College, Holy Names College, JFK University, Mills College, New College of California, Phoenix University, San Francisco State University, St. Mary’s College, UC Berkeley, and the University of San Francisco.

The coordinator recruits prospective mentors by making presentations on four campuses to faculty groups (including at the annual retreat for faculty in vocational programs) and to managers. Mentors, who are full-time faculty, do not receive release time but assume an extra service class assignment. The intern and mentor together develop a course syllabus and a written learning plan. They co-sign a contract detailing responsibilities, and the mentor provides a written performance evaluation to the intern at the end of the semester.

First-term interns teach one class, and returning interns may teach up to 8.8 FTE. Following an orientation at the beginning of the semester, the interns attend a bi-weekly professional development seminar. These seminars focus on understanding special populations in a multi-cultural community, designing lesson plans for...
diverse learning styles, creating portfolios for assessments and reflection, using video to understand good teaching practice, developing strategies for reading and writing across the curriculum, motivating at-risk students, and preparing for a job search.

**EVIDENCE OF IMPACT/SUCCESS**

The Faculty Diversity Internship Program has been successful in a number of ways. Most interns become part-time faculty immediately. The internship program helps new faculty succeed in meeting the needs of students in a multi-cultural community. In addition to working with a faculty mentor, each intern attends bi-weekly seminars to discuss challenges, learn a variety of teaching strategies, and work individually with a consultant to design, implement, and evaluate lesson plans that incorporate the strategies introduced in the seminars. Several interns have become full-time tenure-track faculty, although not always with the Peralta District. One intern recognized that teaching in a community college was not the right career choice.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** There is no budget for the Faculty Diversity Internship Program. The vice-chancellor of human resources for the Peralta District reviews individual expenses. The coordinator is paid through general funds. Interns and mentors both receive remuneration from the general funds of their assigned college.

**Skills/Staffing:** The program coordinator has a .50 FTE position as faculty on special assignment.

**Environment:** The district has four colleges in which to place interns and is in an urban area with many four-year institutions as potential sources of interns.

**Other Special Conditions:** It is hard to recruit mentors because the faculty do not receive release time. This is an additional assignment beyond their full-time teaching load.

**Funding**

Most of the funding comes from general funds, with some from the faculty and staff diversity fund.

**Advice**

This program provides an excellent opportunity for prospective community college faculty to consider teaching as a career. Because most four-year colleges and universities do not train graduate students to teach, it is imperative that interns receive ongoing professional development.

**Contact Person(s)**

Edy Chan, Faculty Diversity Internship Program, Peralta Community College District 510-466-7312 echan@peralta.cc.ca.us

**Materials of Interest**

Program Web site: http://www.peralta.cc.ca.us/fdip/intern.htm

Program flyer and application form

Description of faculty mentor duties and responsibilities

Mentor and intern contracts and performance evaluation guide

Flyers about ongoing training seminars
The San Diego Community College District’s Affirmative Action Representative (AAR) Certification Training Program has prepared a cadre of faculty and staff members from each of the district’s colleges to serve as voting affirmative action representatives on hiring committees. The training includes orientation to affirmative action procedures and to the District’s affirmative action policies, procedures and goals. After completing the training, each new AAR receives a certification recognition letter. The AAR has been carefully and regularly documented and updated, most recently in 2002.

Whenever possible, the district’s Affirmative Action Office assigns an AAR from another college to a hiring committee. The AAR begins working with the hiring committee at the beginning of the paper screening and subsequently serves as a regular member of the interviewing committee. At the end of each interview, the AAR must sign off on a certification form confirming that the process was conducted according to AA/EEO approval procedures.

Each district college has a site compliance officer who devotes 20 to 40 percent time to compliance issues and training. The site compliance officers conduct regular training workshops for new AAR’s and for current AAR’s who need a refresher. Nobody can serve as an AAR without going through the training and being certified.

The district has received awards for its hiring process, and statistics show particular success in hiring Asian and Filipino part-time and full-time staff members. One faculty member commented that during the last hiring wave seven years ago, 70 percent of contract hires were from underrepresented groups.

**Implementation Requirements**

**Cost:** The program costs under $10,000, although this does not include the cost of the Site Compliance Officers at each campus who provide training and other support to the Affirmative Action Representatives.
Skills/Staffing: The training prepares AARs, who are faculty or staff members, to serve on the committees. If they need assistance they can consult with the campus compliance officers.

Environment: The student body has changed dramatically over the past decades, and the SDCCD leadership strongly supports efforts to diversify the faculty and staff so that faculty and staff demographics mirror those of the students.

<table>
<thead>
<tr>
<th>Funding</th>
<th>District funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Often the most important discussions and decisions are made during the paper screening, when committee members may come up with a set of very different scores for the same candidates. At this point, the AAR can really make a difference. According to some individuals, there is some concern regarding AAR committee members’ ability to cast a vote on a hiring committee at a campus other than their own. The concern may stem from a belief that these individuals will not familiar with the unique culture at another college or its particular campus climate and diversity.</td>
</tr>
</tbody>
</table>

Contact Person(s) | Joaquin Hernandez, Jr. Ed. D., Affirmative Action/Staff Development Manager, San Diego Community College District 619-388-6591 jhernand@sdccd.net
The Regional Internship Program was launched in 1994–1995 by a consortium of nine community colleges in southern California working in collaboration with San Diego State University. The mentorship program was designed to:

1. Implement a regional recruitment and placement program for prospective community college interns

2. Develop successful mentor relationships among the nine San Diego and Imperial Counties Community College Association colleges that support the development of twenty-four to twenty-seven interns and mentors each year

3. Provide training sessions that emphasize continuous quality improvement in instruction and counseling services and teaching strategies that work in a diverse classroom

Participants apply to the two-semester program in the early spring and indicate where among the nine colleges they would prefer to intern. Most applicants have completed a master's degree or are in their last year of graduate study. The program coordinator, who is located at Grossmont Community College, shares the applications with campus coordinators from the participating colleges. The applications are sorted based on applicants' preferences, subject areas of study, and personal profiles. The program gives special consideration to disciplines or areas where full-time openings are anticipated in the near future. The campus coordinators share applications with potential mentors at their colleges, and interviews are conducted at the individual campuses.

Once the selection process is completed, interns are matched with mentors who guide them through the internship experience. The program begins with a three-week summer "boot camp" where interns attend training for two hours a night for two nights each week. These sessions prepare the students to assistant teach in the fall. During the first eight weeks of the semester, the interns shadow their mentor and his or her colleagues. During the spring semester, the institute concentrates on "how to get hired," with activities that include mock interviews, networking, and writing a successful application. Working in groups, interns visit different colleges.
every other Friday to learn about hiring and job openings, meet and have lunch with faculty members, network, and attend presentations on various subjects of interest to potential and new college instructors.

**EVIDENCE OF IMPACT/SUCCESS**

This program has a formal evaluation that includes surveys of participant satisfaction, written questionnaires, and interviews with interns and mentors. The interns are contacted a year after completing the program to check on their employment status. Typically, there are about four times as many applicants as available slots. With 24 to 27 internships open each year, the number of applicants ranges from 85 to 105. Between 1994–1995 and 1999–2000, six cohorts totalling 133 interns participated; 67 percent were ethnic minorities, with Latino and African Americans each comprising 26 percent of participants.

A review of five cohort groups interning between 1994–1995 and 1998–1999 found that 20 percent of those who completed the program were hired as full-time teachers or counselors and that 40 percent were hired as part-time teachers or counselors. An additional 13 percent of program completers are employed in community colleges in non-teaching jobs. Among the 20 percent employed full-time, 90 percent are ethnic minorities.

One intern, who was recruited while a graduate student at San Diego State University, noted that participation in the program taught her many things she hadn’t known about employment opportunities with community colleges. Before her internship she had not considered community college teaching, but had assumed she would get a Ph.D. and then teach at a baccalaureate institution. However, the program provided lots of information about the culture at community colleges and once involved, she fell in love with community colleges. The participant is now a full time instructor and a mentor herself. Another participant also noted that, prior to participating in the program, she had not considered community college teaching as a career opportunity. She is now teaching full-time at one of the nine colleges in the consortium.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The program costs approximately $50,000 a year. This includes 60 percent release time for the program coordinator, stipends for mentors and students, books, and support for the site coordinators.

**Skills/Staffing:** The program needs at least one person in charge who can work (preferably) full-time to launch the program and build initial support among potential participants and mentors.

Time needs to be invested up front to assess the feasibility of implementation, to identify potential partners and to determine the best implementation strategy (for example, Is it better to work alone, with a few other campuses, or with the entire local region?). Questions that aspiring program developers should consider include: Who will run the program? Where will the money come from long term? Where will we recruit interns and mentors? What kind of hiring opportunities can be anticipated? and What does that tell us about the best recruits?

**Environment:** The program would be best implemented by colleges that expect to have a reasonable number of openings by the end of the two-semester program. The program also needs support from top administrators, because this makes identifying committed mentors easier.
<table>
<thead>
<tr>
<th>Funding</th>
<th>The program was originally funded by the state chancellor’s office with a grant that was scheduled to decline in size each year. The program is presently looking for an alternative source of funding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Take the time up front to plan the initiative. Put someone in charge of the program who can dedicate at least 60 percent of his or her time to program activities. Recognize that identifying mentors will be a challenge and plan accordingly.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Dr. A. S. McFarlin, Project Director, Grossmont College 619-644-7283 <a href="mailto:mcfarlin@cox.net">mcfarlin@cox.net</a></td>
</tr>
</tbody>
</table>
DESCRIPTION

During the past few years, the affirmative action chairperson (AAC) at Cosumnes River College has spearheaded a cultural competency training initiative for one hundred college faculty, staff, and managers. The premise of the cultural competency model is that individuals who want to become involved in promoting diversity on campus need to first look inside themselves to explore how they perceive individuals and groups who are "different." The cultural competency training, which the AAC describes as a process, begins with a two to three hour session in which fifteen participants talk about personal cultural experiences and perspectives, experiences that bothered them at work, and incidents where they felt they might have hurt somebody. The group maintains total confidentiality. Once communication and trust develops, group members attend and discuss plays with cultural themes. The trainer has identified three plays dealing with African American issues and with Hispanic and Asian stereotypes.

Cultural competency has also become a criterion in Cosumnes River College’s hiring requirements. In December 2001, the college provided one page of supplemental information to applicants with a definition of cultural competence and statistical information on student demographics. Applicants are advised to be ready to demonstrate evidence of cultural competence during the interview and teaching demonstration. Candidates have "to be explicit about the skills and potential they would bring to the college in terms of cultural competence." A companion memo to faculty on cultural competence and interviewing noted, "We need to consider the candidate’s demonstrated skills or potential to enhance the cultural competence of the college...Since we are concerned about developing a college that demonstrates cultural competency, we need to be explicit in the information that we give to candidates who are invited for an interview."

EVIDENCE OF IMPACT/SUCCESS

The trainer believes the cultural competency sessions have improved communication among participants. He also noted that the college president became a believer in the training after participating in a workshop.
IMPLEMENTATION REQUIREMENTS

Cost: Three members of the faculty were involved in planning and delivering the training. Each was given 20 percent presidential release time to work on the project.

Skills/Staffing: This type of project needs to be led by an individual who has experience facilitating confidential discussions about race and ethnicity. If no one can be found on campus, colleges may want to hire a consultant. There are advantages to both approaches. An inside person will be more familiar with campus diversity issues and may—if it is the right person—bring credibility to the project. An outside consultant, by bringing a nonpartisan perspective to the project, may offer a different kind of credibility.

<table>
<thead>
<tr>
<th>Funding</th>
<th>The project was supported by staff development funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>If you want to promote diversity on your campus you need to start by looking inside. The training should be conducted in small, intimate groups.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Hoyt Fong, Counselor and Affirmative Action Chairperson, Cosumnes River College 916-691-7420 <a href="mailto:fongh@crc.losrios.edu">fongh@crc.losrios.edu</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Cultural competency job announcements.</td>
</tr>
<tr>
<td></td>
<td>Human Resources Web site: <a href="http://www.losrios.edu/hr/job_openings.htm">http://www.losrios.edu/hr/job_openings.htm</a></td>
</tr>
</tbody>
</table>
De Anza College

A Hiring Process That Promotes Diversity

**DESCRIPTION**

De Anza’s hiring process draws strength from the college leadership’s commitment to advance campus diversity, and from the Academic Senate’s strong support of the campus diversity coordinator. De Anza’s Academic Senate can turn down a hiring committee if members find that its ethnic and gender composition is not balanced. As a result, division deans often informally review their recommendations for hiring committee members with the Academic Senate before they submit a formal request for approval. Further, the hiring process cannot get under way until the campus diversity coordinator or Administrator has signed off on the hiring committee. To ensure a smooth and coordinated process, administrators with new positions to fill consult with the Campus Diversity Office before the hiring process begins.

Once the hiring committee has been approved, the Diversity Office continues to monitor the committee’s progress through consultation with the trained equal opportunity representative who serves on the committee as a fully contributing member. This process was originally recommended by De Anza’s first diversity coordinator and later adopted by the Academic Senate in a set of detailed guidelines and requirements. In 1998, the Academic Senate adopted a position paper that explained how to interpret these instructions. The monitoring system allows the diversity coordinator to recommend that the president and the vice chancellor of human resources shut down the hiring process at any stage. Specifically, the diversity coordinator checks in with the committee at the following critical points: when a group of candidates has been selected for the first interview; then, when a smaller group of candidates proceeds to the second round of interviews; and finally, when the top rated candidates are recommended to the president of the college.

**EVIDENCE OF IMPACT/SUCCESS**

De Anza has in place a core group of faculty, administrators and staff who support and promote diversity. Strong leaders from this group strategically targeted and, over time, obtained positions on the Planning & Budget Committee, Curriculum Committee, Academic Senate, and College Council. From these positions they advocate for increasing diversity. The result has been that, in addition to the four individuals who are in paid positions that have diversity responsibilities (diversity coordinator, staff assistant, supervising administrator or dean of academic services, and cur-
riculum development facilitator), De Anza also has a growing group of faculty, staff, and administrators who work to support the diversity initiatives and rally for resources when necessary. These efforts have led to a tangible impact on hiring: between 1994 and 1998, 19 percent of De Anza's new faculty was Asian, 15 percent of full-time faculty hires were Hispanic, and 9 percent were African American.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** There is no cost associated with the development and implementation of this hiring process.

**Skills/Staffing:** The hiring process was shaped by a powerful coalition of campus leaders who also used their influence to create full-time positions that provide diversity leadership and monitor its implementation.

**Environment:** It is difficult to imagine that a process this strong could survive in a college that was not highly committed to and willing to invest in diversity. It is clear that at De Anza College, the combined efforts of the president, Academic Senate, vice presidents, district chancellor, and district vice chancellor catalyzed action.

| Funding | The hiring process requires a commitment of time and does result in financial incentives for faculty who periodically use the time spent on hiring committees as evidence for professional achievement awards that result in an incremental salary increase. Key leaders, such as the diversity coordinator and dean of academic services, are funded to promote diversity. For more information, please refer to the De Anza case study titled "Investing in the Office of the Diversity Coordinator."

| Advice | The highest priority is to secure funding for the full-time diversity coordinator position. It is important that the commitment be broad based and include the Academic Senate so that the Diversity Office does not become a scapegoat when a search needs to be shut down. The Diversity Office has been honest and bold in letting hiring committee members, including the deans who generally chair most of the hiring committees, know that the threat of a failed search is real. The college offers lots of training for equal opportunity representatives. It is also important that the diversity coordinator model an inclusive, collaborative, training-oriented, and non-threatening leadership style to engage faculty, staff, and administrators across the campus in owning the hiring process.

| Contact Person(s) | Marion Winters, Interim Diversity Coordinator, De Anza College 408-864-8739 wintersmarion@fhda.edu
Paul Setziol, Music Instructor and President of the Academic Senate, De Anza College 408-864-8512 ext 8512 setziolpaul@fhda.edu
Christina Espinosa-Pieb, Dean, Academic Services, De Anza College 408-864-8995 espinosapiebchristina@fhda.edu
Kim Chief Elk, Recruitment Officer, Foothill-De Anza Community College District 650-040-6216 chiefelkkim@fhda.edu

| Materials of Interest | "Foothill-De Anza Community College District Hiring Process Manual"
De Anza College Academic Senate: "Position Paper on the Confirmation of Faculty to Serve in the Faculty Search and Selection Process"
"Diversity in Teaching and Learning Hiring Process Manual, Selection/Screening Committee"
"Train the Trainers" retreat, prepared by the Center for the Study of Diversity in Teaching and Learning in Higher Education
De Anza College multicultural plan
De Anza College "Educational Master Plan 2005 – Pathways to Excellence"
Community Workshops
Los Rios Community College District

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Recruitment &amp; Hiring External Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF PROJECT</td>
<td>Training</td>
</tr>
<tr>
<td>REGION</td>
<td>Northern</td>
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<td>SIZE</td>
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<tr>
<td>POPULATION</td>
<td>Medium</td>
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<tr>
<td>COST</td>
<td>Low</td>
</tr>
<tr>
<td>TYPE OF COST</td>
<td>Ongoing Program</td>
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</tbody>
</table>

**DESCRIPTION**

In 2000, the Los Rios Community College District hosted a workshop for members of the local community featuring a forum on Los Rios’s image followed by a session on how to successfully apply for a job in the district. The president of the Board of Trustees, two board members and the presidents of three of the four district colleges attended the forum, which drew sixty participants and was held at a rented community hall. One hundred and twenty people attended the subsequent two-and-a-half hour session on how to apply for a job, where they learned about the district hiring process and participated in mock interviews.

In 2001, instead of sponsoring one large meeting off-campus, Los Rios hosted workshops at each of the colleges and at the district office. The workshops at the colleges gave community members an opportunity to familiarize themselves with the campuses and to meet local faculty and staff. The three-hour workshops included an overview of job listings, information, and applications. Attendees broke into groups with faculty and classified staff to explore the screening process, interview preparation and process, post-interview process, and second interviews. Each breakout session concluded with a Q&A session. Faculty from the host campus and classified staff served as experts at each session.

In 2002, there were five workshops for staff, faculty, and members of the community. Los Rios sent announcements about the event to 120 community organizations, with a letter encouraging community leaders to share the information with their constituents via newsletters, e-mail, or other announcements. Approximately forty people attended each session. The vast majority of participants were members of the local community interested in job opportunities at the colleges.

**EVIDENCE OF IMPACT/SUCCESS**

The workshop organizers collected evaluation forms at the end of each session and the feedback was overwhelmingly positive. More than 90 percent of respondents felt the information they gained “would be useful in applying for a position at Los Rios Community College District.” There is no information so far on how many workshop participants actually applied for a position, nor is there information document-
ing the demographic composition of participants. However, the workshops are popular with participants and they generate interest in jobs with the district. The contact people for each session received “lots of calls from participants afterwards,” and after each session, many participants stayed on to meet one-on-one with faculty, staff, and HR representatives.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The only major cost is the time spent by the people who plan and implement the event. It is a good idea to provide food, especially if the sessions are held in the evening.

The initiative can be implemented as a one-time activity, a project, or a program. Los Rios intends to make Pathways to Los Rios an ongoing program. If implemented as an ongoing program, the practice will require an initial investment and implementation funds. If implemented as a one-time activity, it will require a corresponding one-time outlay.

**Skills/Staffing:** The activity needs a coordinator who can identify and communicate with community agencies and leaders. The coordinator needs to choose the workshop location, format, and topics, considering, for example: where to host events, whether to focus solely on how to apply for a job, and what materials to distribute. The coordinator also needs to market the event, make sure college leaders attend to show their interest in involving and recruiting the community, determine how the event will be evaluated, and decide if there will be follow-up.

<table>
<thead>
<tr>
<th><strong>Funding</strong></th>
<th>The main expense was staff time to organize the event. The HR used its recruitment budget to pay for the food.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advice</strong></td>
<td>Proper advertising is important. Los Rios advertised in the local paper and sent announcements to local community groups.</td>
</tr>
<tr>
<td><strong>Contact Person(s)</strong></td>
<td>Ryan Cox, Director Human Resources &amp; Employee Relations, Los Rios Community College District 916-568-3063 <a href="mailto:coxr@losrios.edu">coxr@losrios.edu</a></td>
</tr>
<tr>
<td><strong>Materials of Interest</strong></td>
<td>Pathways to Los Rios handout packet</td>
</tr>
</tbody>
</table>
The college president established the campus climate committee at the College of Alameda in 1995. Its first charge was to develop the student equity plan required by the state chancellor. When the committee started, people had different ideas about what the mission should be and who to include, and different understandings about what improving the campus climate meant. The committee was in place for two years before it gelled and figured out what to do. It is now a standing committee in the college's shared governance structure and meets once a week. There are four faculty members, two classified staff, two students, and one administrator on the committee. The committee receives additional help from about fifteen volunteers.

The committee organizes a variety of events throughout the year and encourages faculty to create co-curricular student involvement in these activities, for example through assignments that require students to attend and write about an event. Integrating the events into the curriculum has contributed significantly to increasing student participation. During 2000-2001, the committee started an annual Unity Week that includes speakers, cultural presentations, book signings, and panels on issues of ethnicity, language, gender, and sexual orientation. In the spring of 2001, the committee organized a multicultural storytelling festival to promote the development of identity through storytelling. During Unity Week the committee sponsored an open mike storytelling session to show that people from different backgrounds and cultures share common basic emotions. In the minds of many participants, this was the best part of the Unity Week program; the stories, told by people from all ethnic backgrounds, were beautiful, emotional, and funny. The committee hosted three forums related to the events of September 11th, and committee members organized a phone tree to call the college’s Muslim students and encourage them to return to school after 9/11.

The committee also participates in Alamedans Against Hate, a program created by the City of Alameda’s Social Services Human Relations Board that includes the city’s police department and other agencies. The college sent the president of the student body and a member of the campus climate committee to the Museum of Tolerance on a trip sponsored by Alamedans Against Hate. In conjunction with the city, the college has designated its campus as a hate-free community.
**EVIDENCE OF IMPACT/SUCCESS**

The committee has fostered positive change at the college by bringing people together through activities and conversation. In the last five years, students have become more involved in the campus, unlike during the mid-1980s to 1990s, when people were more isolated, and celebrations for Kwanzaa, Cinco de Mayo, and Chinese New Year were sporadic and exclusive. Now, many faculty members attend these events and more are incorporating related activities into their courses. Because the committee had sponsored events and was a visible presence at the college, it had legitimacy and could quickly organize forums and the phone tree when the college needed to respond to the events of September 11th.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The committee operates with an annual budget of about $3,000, supplemented by considerable volunteer hours from faculty and staff.

**Skills/Staffing:** The committee is a volunteer effort.

**Environment:** Although part of an urban area, the college functions like a small town.

**Other Special Conditions:** The former president of the college (1995-2000) strongly supported the committee through personal example, policies, and funding. The current president continues that support.

<table>
<thead>
<tr>
<th>Funding</th>
<th>The president supports the committee’s activities with discretionary funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Diversity doesn’t do much good if people don’t talk to each other. At first the committee struggled with its identity and purpose, but members are now committed to working together. The committee’s strength is its diversity and the strong leadership of the chair.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Kerry Compton, Vice President for Student Services, College of Alameda 510-748-2204 <a href="mailto:kcompton@peralta.cc.ca.us">kcompton@peralta.cc.ca.us</a></td>
</tr>
</tbody>
</table>
In 1999, De Anza College established a position for a curriculum development facilitator (CDF). The purpose of this position is to have, on campus, an individual who can lead and support efforts to integrate diversity into the curriculum.

The job description for the CDF describes the key responsibilities as: "improve curriculum and pedagogy by working with the curriculum committee of the Academic Senate and other committees to ensure multicultural infusion into new courses; develop training programs to support initiatives to move toward multicultural infusion; develop and implement training programs for faculty; and link faculty with resources that support curriculum transformation."

The position is one of several tangible products that grew out of the work of a core group of faculty, staff, and administrators who have been advancing diversity on campus since 1994 in hiring, curriculum integration, staff development, budget, and other areas of the college. The group's first step was to build consensus around the idea that the college needed somebody to move curriculum integration forward. The group then helped the Curriculum Committee reach the decision that multicultural integration should be a required element in the course approval process. This placed the new curriculum development facilitator in a positive light as an expert who would help faculty meet this new requirement.

**EVIDENCE OF IMPACT/SUCCESS**

The first person to fill the new position was a respected and popular faculty member. This may have helped faculty acknowledge the CDF as a resource for training and technical assistance services. The position was supported by the College Council (which was chaired by the president for two years), following which an evaluation was to be conducted to assess funding for a third year. Since the position was established, twenty-five faculty members have participated in training sessions or worked independently with the CDF to integrate diversity into their courses. In 2001, the CDF helped faculty members integrate diversity into more than thirty courses. Particularly interesting projects include a course on golf in the Physical Education Department that now includes a history of exclusion in the world of golf.
**IMPLEMENTATION REQUIREMENTS**

**Cost:** The main expense is the cost of the curriculum development position. Additional expenses include stipends that support part-time faculty members (in particular) who participate in the training.

**Skills/Staffing:** The CDF must be able to get along with and gain the respect of a variety of faculty members. At De Anza College, the faculty member who held the position for the first two years and helped define the job responsibilities is returning to her much missed classroom, and the college is providing reassigned time for the third year until the evaluation is completed.

**Environment:** The college leadership, including the president, must be completely on board before this strategy is attempted. The groundwork was laid by building consensus that a position needed to be established. This required a great amount of leadership and persuasion. Two conditions made the development possible at De Anza. First, there was in place at the college a core group of diversity leaders from the faculty, staff, and the administration who were strategically positioned on key committees such as the Curriculum Committee, the Academic Senate, the College Council, and the Planning and Budget Committees. Second, the college leadership was very supportive of this—and other—diversity initiatives.

**Other Special Conditions:** This is an advanced strategy that should probably not be attempted unless a site has in place a strong coalition that in the past has shown its willingness to initiate, support, and advocate for diversity initiatives. One strategy that is less demanding than that used at De Anza would be to obtain grant funds to support the position for one to two years. This would then provide the opportunity for the CDF to demonstrate to faculty how integrating diversity into the curriculum can improve student interest, learning, and achievement.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Partnership for Excellence funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Showcase innovative examples of curriculum integration when possible.</td>
</tr>
<tr>
<td></td>
<td>It is important to be respectful of faculty members’ sense of expertise in their own disciplines. Much of the new curriculum and materials have been developed not by the CDF, but by discipline experts who have been trained by the CDF. Therefore, “To get started you need to identify key people in each division.” The CDF emphasizes that much of the important work occurs in the Curriculum Committee and through the curriculum resource people she has trained. Further, it is important to provide stipends, especially for part-time faculty attending training sessions. At this time, De Anza pays part-time faculty members $100 for their participation in the training sessions</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Christina Espinosa-Pieb, Dean, Academic Services, De Anza College 408-864-8995 <a href="mailto:espinosapiebchristina@fhda.edu">espinosapiebchristina@fhda.edu</a></td>
</tr>
<tr>
<td></td>
<td>Cynthia Kaufman, Curriculum Development Facilitator and Social Science/Women’s Studies Instructor, De Anza College 408-864-8995 <a href="mailto:kaufmancynthia@fhda.edu">kaufmancynthia@fhda.edu</a></td>
</tr>
<tr>
<td></td>
<td>Marion Winters, Interim Diversity Coordinator, De Anza College 408-864-8739 <a href="mailto:wintersmarion@fhda.edu">wintersmarion@fhda.edu</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Job description for curriculum development facilitator</td>
</tr>
<tr>
<td></td>
<td>Curriculum developed by De Anza math and golf instructors</td>
</tr>
<tr>
<td></td>
<td>There is a multicultural curriculum and pedagogy library at the De Anza campus</td>
</tr>
</tbody>
</table>
Fullerton College hired its first full-time director of campus diversity in December 2000. The following spring, the director formed a College Diversity Committee. The committee has proposed a comprehensive diversity program to create awareness and establish educational programs for students, faculty, staff, and community members. Fullerton College’s diversity program defines diversity broadly; it includes race, color, age, ethnicity, religion, gender, sexual orientation, physical ability, mental ability, other health impairments, and socioeconomic status. The diversity program aims to build a more unified and tolerant campus environment and to increase the appreciation and value of diversity. The program has goals related to promoting, creating awareness of, and educating people about issues of diversity, tolerance, and difference.

The college has a year-long series of events related to diversity. Informal monthly sessions on campus promote a more unified and informed campus community. Faculty, including new hires, staff, administrators, deans, and managers can attend day trips to the Museum of Tolerance. The program conducts diversity and human relations training for staff, administrators, managers, and faculty. Guest lectures and conferences are also part of the campus diversity program. College diversity programs must be prepared to forecast and address changes in demographics and to respond to unexpected events. For example, Fullerton College responded to September 11th with a series of faculty lectures during the spring semester on politics, geography, religions, and the treatment of women in the Middle East. The college sends the director of diversity, faculty members, and staff to the annual National Conference on Race and Ethnicity in Higher Education.

EVIDENCE OF IMPACT/SUCCESS

The college is making changes in its recruitment materials related to diversity. The Diversity Office is creating a campus-wide recruitment video to highlight and celebrate diversity. New faculty recruitment materials, which include ads, announcements, and brochures, highlight the college’s commitment to diversity. The college has begun a program of diversity training for administrators and staff and is creating its own version of Yosemite Community College District’s Beyond Tolerance Initiative.
IMPLEMENTATION

Cost: The Diversity Office has a $20,000 annual budget, plus the salary of the director of campus Diversity. The college has allocated $1,000 for new recruitment materials and $10,000 for a recruitment video highlighting diversity. The one-day trip to the Museum of Tolerance costs approximately $6,500 for thirty people, or $217 per person.

Skills/Staffing: A half-time administrative assistant supports the full-time Director of Campus Diversity. In addition, the Diversity Office works in coordination with the Cadena/Transfer Center to sponsor campus diversity events, speakers, and activities throughout the year.

Environment: Diversity, as one of the college's core initiatives, enjoys a strong commitment from the college leadership. It is through strong administrative leadership and a commitment of campus resources that Fullerton College has been able to establish a solid foundation for the program.

Other Special Conditions: Fullerton College continues to experience a major shift in demographics that, in recent years, has led to a student population with no ethnic group as a majority. Within the next ten years, the rapidly growing Latino population is expected to become the majority.

Funding

| District funds pay the salaries for the director of campus diversity and an administrative assistant. The $20,000 for the program and $10,000 for the recruitment video come from Partnership for Excellence funds; special funding from the administration pays for other items like marketing materials and speakers’ fees. |

Advice

| When creating a campus diversity committee, be sure to allot membership to the different campus constituencies (gay, lesbian, Asian, African American, Latino, management, faculty, disabled, associated students, etc.). |

Contact Person(s)

| Cindy Vyskocil, Director of Campus Diversity, Fullerton College 714-992-7720 Cvyskocil@fullcoll.edu |

Materials of Interest

| Office of Campus Diversity Web site: http://diversity.fullcoll.edu/ |
| Campus Diversity Committee "Mission, Goals, and Action Plan 2001-2003" |
| "Valuing Diversity" brochure |
DESCRIPTION

In 1961, Riverside Community College launched the country’s first community college program for the deaf when twelve hearing-impaired students enrolled in vocational courses and one full-time staff member was assigned to serve as their counselor, interpreter/tutor and instructor in language-oriented classes. In 1975, the college added a component to serve students with physical disabilities. Five years later, the program expanded again by adding a program for students with learning disabilities. In 2001, forty years after its inception, the Disabled Student Programs & Services (DSPS) had grown to include four offices on three campuses and a staff of 23 FTEs who provide a full range of services to more than fifteen hundred students a year. Over the years, DSPS has been at the leading edge of technology and it provides disabled students with a full and continuously updated range of adaptive technologies that can be accessed from labs on three college campuses. As a first step in using these technologies, students can visit the high tech center where an adaptive technology specialist and a lab aide will work with them to develop an individual adaptive technologies plan. They can then work one-on-one with the high tech center staff to learn how to use the adaptive technologies that will increase their self-reliance and help them fully participate in standard college coursework and activities.

In the past, students had to continue to go to the high tech center to use the adaptive technologies. In 2001, however, the DSPS received grant money that enabled them to network the adaptive technologies throughout the entire campus. As a result, students can now access adaptive technologies from any lab. As an example, with the new licenses that were purchased as part of the networking project, fifty-two students in eight different labs can simultaneously use the program WYNN 3.1, a literacy program that enables the user to have course materials read to them via a screen reader.

In addition to facilitating and enhancing learning opportunities for students with physical disabilities, the adaptive technologies also assist individuals with learning disabilities. Beyond this, ESL students, for example, may benefit from easy access to adaptive technologies that read text back to them and that introduce new and easy ways to use dictionaries and other references.
EVIDENCE OF IMPACT/SUCCESS

The program continues to expand with an estimated 10 percent annual increase in the number of students served. The wide range of services provided is contributing to increased enrollment of disabled students at the district and college levels, particularly among visually and hearing impaired individuals. The district’s strong DSPS Program has also resulted in articulation agreements with both high schools and baccalaureate institutions. RCCD thus serves as a bridge for students who graduate from a local K-12 school for the deaf and want to transfer to Gallaudet University in Washington DC, one of the country’s foremost baccalaureate institutions for the hearing impaired.

The high tech center is helping students feel more self-sufficient. A forty-three-year-old blind student said that after working one-on-one with high tech center staff he had, for the first time in his life, begun to use a range of adaptive technologies. These have made it much easier for him to learn and fully participate in classes.

IMPLEMENTATION REQUIREMENTS

Cost: The networking was accomplished with grant funds.

Skills/Staffing: The DSPS has strong leadership and a staff that works as a team. The coordinator is very skilled at “marketing,” she has pursued and secured grant funding for the program, and she has positioned the DSPS as a resource that is highly valued by students and faculty alike. As part of its services to faculty, the DSPS has developed a Faculty Handbook For Serving Students With Disabilities. The DSPS also has in place a MIS program that tracks all services the program provides, including, for example, the name of each student receiving services, the classes they take, the classrooms they use and the accommodations they require. In addition to helping the DSPS organize and allocate resources and track students, the data base systems enable the program to document and communicate the importance of its services to the wider campus community.

Environment: The DSPS enjoys strong support from faculty and administrators. The program’s student-centered approach and its efforts to serve as a resource for faculty have contributed to foster and continuously augment this positive relationship.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Mostly district and state funds. The networking was accomplished with a $53,000 Title V Grant from the state chancellor’s office. The program also has a workability grant from the state department of rehabilitation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>“Show people (administrators, grantors) what you can do and what you could do with more of it.” “Always stress that the students we serve are not disabled students, but rather community college students who happen to have a disability.”</td>
</tr>
</tbody>
</table>
| Contact Person(s) | Paula McCroskey, Coordinator, Disabled Student Programs & Services, Riverside Community College 909-222-8508 paula.mccroskey@rcc.edu  
Brian Brautigam, Alternate Media Specialist, High Tech Center, Riverside Community College 909-222-8187, brian.brautigam@rcc.edu  
Garth Schultz, Adaptive Technology Specialist, High Tech Center, Riverside Community College 909 222-8549, garth.schultz@rcc.edu |
| Materials of Interest | The RCCD DSPS Website is well organized, client-focused, and very inviting: http://www.academic.rccd.cc.ca.us/~counsel/dsps3/index.htm  
The Disabled Student Programs and Services Student Handbook (also available in large print, e-text and audio)  
The Faculty Handbook on Serving Students with Disabilities (available in hard cover as well as in large print, Braille, e-text, and audio tape) |
**Mainstreaming Disabled Student Services**

*Santa Barbara City College*

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**DESCRIPTION**

The Disabled Student Programs and Services (DSPS) at Santa Barbara City College are shaped and driven by a philosophy that promotes independence and integration. The goal is to prepare students to become self-advocates and to take every opportunity to teach them new life skills. Whereas in the past, a counselor may have made phone calls to other departments or to faculty members on behalf of a student-client, they will now teach students to make their own phone calls, set up their own appointment with faculty members, and write their own letters to administrators, physicians, landlords, and others. All human interaction provides an opportunity for education that goes way beyond the classroom, so the DSPS’s every interaction with its student-clients are designed with to help students learn how to become increasingly self-sufficient and, at the same time, increasingly a part of the world around them.

In the DSPS's interaction with other faculty, staff, and administrators, this approach means that DSPS participates in all relevant campus activities and that its team members take every opportunity to inform and educate others about disabled students and their perspectives and needs. The goal is to never have the DSPS appear like a segregated separate program and to have members of the DSPS team role-model mainstreaming through ongoing interaction and collaboration with their colleagues. Specifically, the DSPS team:

- Strategically identifies and assigns DSPS representatives to sit on the most important and influential college committees where they build relationships with other committee members and integrate into the general committee work the perspective and interest of disabled students.
- Designs positions that are shared between DSPS and other programs or that involve planning and continuous interaction with other student and faculty services. For example, one DSPS faculty member works 60 percent with DSPS and 50 percent as an assistive technology specialist in the faculty resource center. Another member of the DSPS team works with DSPS as a career counselor but spends all working hours in the career center.
- Participates in campus events. For example, a DSPS employee participated in a committee that planned career day and used the opportunity to make sure everybody relevant to DSPS was invited to the event and that DSPS students had ample opportunity to meet business participants. Similarly, during flex...
The shift to a self-advocacy model is a process that requires continuous monitoring and adjustment, but no funds except for what is needed to support an initial flex day or other staff involvement.

- Works out of a physical location that promotes constant interaction with other student services, assessment
- Coaches students to deal directly with faculty, thus making the learning opportunity for both the student and the faculty much greater than if the DSPS conducted the interaction on behalf of the student. Besides, DSPS says, faculty will remember much better their interaction with a student than with a DSPS counselor

**EVIDENCE OF IMPACT/SUCCESS**

DSPS's staff team fully embraces the principles of self-advocacy and integration. All DSPS student interactions and program policies and procedures reflect this philosophy. The self-advocacy model saves time! Instead of "doing things" for students, DSPS teaches students to do it for themselves. This becomes a time saver and allows the DSPS to invest more time to work on committees, build relationships with faculty, etc. Students continuously demonstrate that they are acquiring life skills. DSPS team members serve on seven key campus committees, including the Academic Senate, planning and resources, faculty enrichment, the teaching and learning committee, and the instructional technology committee.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The philosophical shift that the DSPS undertook is a process that requires commitment, passion, and a continuous investment of time and effort. The DSPS advises that other programs interested in replicating the self-advocacy model invest in staff planning and training, including a kick-off retreat that explores the philosophical differences between an enabling and a self-advocacy model of service delivery and operation. The DSPS also advises that a facilitator from outside the college run the retreat.

**Skills/Staffing:** The DSPS team includes nine full-time, one part-time, and over fifty hourly employees. Many were part of the group that participated in the original redesign that occurred ten years ago, and all are firmly behind the self-advocacy model. Candidates for DSPS jobs are informed of the self-advocacy philosophy that drives programs and services, and those hired are comfortable with the model.

**Environment:** Faculty and administrators are very supportive and view DSPS as a full partner in campus life. This impression is continuously validated and advances through DSPS team members’ participation in campus events, committees, and other activities. The DSPS also makes sure it communicates with the administration, including the president, vice presidents, and deans. They approach this task bearing in mind that they are dealing with individuals who will be most interested in their message if it is presented succinctly and with a college-wide perspective in mind.

| Funding | The shift to a self-advocacy model is a process that requires continuous monitoring and adjustment, but no funds except for what is needed to support an initial flex day or other staff involvement. |
| Advice | A good first step in preparing to change to a self-advocacy delivery model is to ask everybody who provides services to disabled students—from the front desk to the counselor and faculty member—how they could transform these interactions into learning opportunities. |
| Contact Person(s) | Janet Shapiro, Coordinator, DSPS, Santa Barbara City College 805-965-0581 X2364 Shapiro@sbcc.net |
Student Diversity Climate Survey

Shasta College

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Internal Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF PROJECT</td>
<td>Information Gathering</td>
</tr>
<tr>
<td>REGION</td>
<td>Northern</td>
</tr>
<tr>
<td>SIZE</td>
<td>Medium-Small</td>
</tr>
<tr>
<td>POPULATION</td>
<td>Low</td>
</tr>
<tr>
<td>COST</td>
<td>Low</td>
</tr>
<tr>
<td>TYPE OF COST</td>
<td>One-Time</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

Shasta and Feather River Colleges are completing a descriptive study of students’ perception of the campus climate at eight California community colleges: Shasta College, Feather River College, Los Angeles City College, City College of San Francisco, Porterville College, American River College, Gavilan College, and Lassen College. The study includes surveys and focus groups on students’ opinions on the treatment of disabled, female, ethnic, and other minority students on campus. The focus groups asked students to define diversity, an assignment that yielded surprisingly different results among the campuses. For example, at Shasta many students defined diversity only related to African American and Caucasian students but mentioned no other ethnic or racial groups. Other topics in the focus groups included student satisfaction with student services and the extent to which students believed that diverse perspectives were presented in the classroom. Participants in the focus groups were recruited with the assistance of each college’s student services center or program.

The findings, which will be disseminated to the participating colleges in spring 2002, are based on more than seventeen hundred completed surveys and three hundred pages of notes from ten focus groups. Shasta College will make the questionnaire and survey available to interested colleges, and a final report on the study will be disseminated statewide.

Focus groups and surveys can take the pulse of the campus climate. These tools may be especially useful for colleges that want to recruit and retain a more diverse student body, since the findings can help colleges understand how minority students currently experience the campus environment. This may reveal local issues that need to be addressed before a new recruitment effort begins. The tools may also be especially useful at colleges where the demographics of the student population are changing.

**EVIDENCE OF IMPACT/SUCCESS**

The project has increased information about how students from different underrepresented groups experience the campus climate, but the real impact will be measured by what colleges learn from the study’s findings and how they respond to
this information. Students indicated that they felt positive about the experience, and many said they thought it was great to be able to give their views and opinions. Student comments and opinions were organized into themes. College leaders can review the different themes to find student input for improvements in areas ranging from recruitment, enrollment, and student services to program review and strategic planning. Even when student feedback indicates that students believe the project coordinators have a good understanding of campus diversity issues, it may be useful to check in with students to see what they think. Often, the resulting findings will yield new or surprising information that may help colleges identify problems and emerging issues.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** Staff release time for a coordinator who can plan and conduct the focus groups, design and conduct the survey, organize and analyze the information, and present the findings.

**Skills/Staffing:** The focus group facilitators should be able to make participants feel comfortable. They should be able to explain why the focus groups are being conducted and how the findings will be distributed and used.

**Environment:** There are no special requirements. Individual colleges can replicate a smaller version of this project on their own campuses.

**Other Special Conditions:** The person or team conducting the survey and focus groups will need to work with faculty or student service coordinators to identify participants. If a survey is conducted, it is important to have support from the highest levels in the college so that instructors will allow distribution of the survey in classrooms.

<table>
<thead>
<tr>
<th>Funding Advice</th>
<th>State Chancellor's Office</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This kind of project can be useful to colleges that find students’ views and perceptions important and relevant, and that intend to use the information to guide, support, or improve institutional and strategic planning. Document everything and take the requirements for the protection of human subjects seriously. Pay special attention to timelines, the scheduling of focus groups, and the administration of surveys.</td>
</tr>
</tbody>
</table>

| Contact Person(s) | Victoria Hindes, Ed.D., Director of Grants & Title III, Shasta College S30-245-7338 vhindes@shastacollege.edu |
|-------------------| Jeanette Velasquez, Enterprise High School Jvelasquez@shastacollege.edu |

| Materials of Interest | Shasta College will make the questionnaire and survey available to interested colleges, and a final report on the study will be disseminated statewide. |
|-----------------------| Shasta College's campus diversity climate survey proposal to the State Chancellor's Office |
|                       | Final report on campus diversity climate survey proposal (available in fall 2002) |
|                       | Survey and focus group questionnaires |
Museum of Tolerance Training

Yosemite Community College District

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Internal Climate Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF PROJECT</td>
<td>Ongoing Program</td>
</tr>
<tr>
<td>REGION</td>
<td>Central</td>
</tr>
<tr>
<td>SIZE</td>
<td>Large</td>
</tr>
<tr>
<td>POPULATION</td>
<td>Low</td>
</tr>
<tr>
<td>COST</td>
<td>High</td>
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</table>

**DESCRIPTION**

The Museum of Tolerance is the educational arm of the Simon Wiesenthal Center in Los Angeles. It provides visitors a hands-on experience on the dynamics of racism and prejudice in America and the history of the Holocaust. The museum also runs a Tools for Tolerance for Professionals Program whose goal is to "support the creation and management of effective relationships, internal to organizations, and externally, in outreach efforts with community stakeholders. Programs are designed to enable participants to see their professional roles re-framed in new paradigms of personal responsibility and contributions." The museum offers a program customized for California community colleges, which the diversity director at Yosemite Community College District attended in 1998. The next year, the director accompanied eighteen staff, faculty, and administrators to the museum for a two-day program. Most members were from the quality staff resource team. Since then, the district leadership team and four trustees have attended the training, as have 90 percent of the staff in the Division of Humanities, Arts and Communication at Modesto Junior College (MJC) and many faculty and staff from other divisions at both MJC and Columbia College. More than 450, or about 30 percent, of the employees have participated in eighteen trips.

**EVIDENCE OF IMPACT/SUCCESS**

The Director of Human Resources didn't know what to expect from the first group to visit the Museum, but the trip was a profound experience, and participants returned very committed to the district's diversity goals. The group made a presentation to the trustees, which resulted in a District goal to have 100 percent of staff, faculty, and administrators attend the program. Adjunct faculty and students are also eligible to attend.

The diversity director feels that screening committee members have become more accepting and willing to talk openly about biases and diversity. To further stimulate such discussions, the district held a mandatory training session for people serving on faculty screening committees. Terry Roberts, a member of the Little Rock Nine, conducted the training session. The recently hired president for Modesto Junior College cited the Beyond Tolerance Initiative and the district’s commitment to diversity as a
factor in accepting the position. Participants’ experience at the Museum of Tolerance catalyzed the District’s Beyond Tolerance Initiative. The training has also affected the climate at Columbia College. Although it is smaller and more isolated, and has a more ethnically homogeneous student population than Modesto Junior College, Columbia has had considerable success in attracting a diverse leadership team. The district provides transportation between the Modesto and Columbia campuses for events.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The Museum of Tolerance training costs $600 per person for hotel, transportation, and training. Each trip costs about $7,000 and thus far the district has spent $270,000 to sponsor 450 participants.

**Skills/Staffing:** The human resources director organized the first group to visit the Museum of Tolerance in 1999 and has accompanied several other groups. Some staff time is needed to coordinate logistics. Limited staff time is required to maintain the program once it is set up.

**Environment:** A program of this scope requires strong support from the college leadership, and the chancellor’s personal commitment has been an important catalyst. In addition to the resources committed to the initiative, the chancellor showed support by accompanying several groups to the museum and by spearheading the Beyond Tolerance Initiative.

**Other Special Conditions:** This is an expensive program and requires firm commitment from and involvement by the district and college leadership.

<table>
<thead>
<tr>
<th>Funding Advice</th>
<th>District budget</th>
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<tbody>
<tr>
<td></td>
<td>For some Museum of Tolerance participants, the impact was primarily personal and extended to their children, spouses, and parents. For others, it affected the way they interact daily with colleagues. For many faculty, the goal became how to share this perspective with the thousands of students who would never travel to the Museum of Tolerance. New courses, seminars, and special events were created. Numerous staff development activities were offered and promoted with a new vigor.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Venesse Metcalf, Director of Human Resources, Yosemite Community College District 209-575-6900 <a href="mailto:metcalfv@yosemite.cc.ca.us">metcalfv@yosemite.cc.ca.us</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Museum of Tolerance and Beyond Tolerance Initiative brochures, program guides and examples of media coverage</td>
</tr>
<tr>
<td></td>
<td>Beyond Tolerance Initiative Web site <a href="http://www.yosemite.cc.ca.us/BeyondTolerance/">http://www.yosemite.cc.ca.us/BeyondTolerance/</a></td>
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</tbody>
</table>
New Department for Minority Group

City College of San Francisco

**CATEGORY**
Internal Climate
External Relations
Organizational Development

**TYPE OF PROJECT**
Ongoing Program

**REGION**
Bay Area

**SIZE**
Large

**POPULATION**
High

**COST**
High

**TYPE OF COST**
Ongoing Program

**DESCRIPTION**

In fall 1972, Instructor Dan Allen from City College of San Francisco’s English Department developed one of the first gay literature courses in the country. When Allen stepped down a few years later due to illness, another instructor, Dr. Jack Collins, expanded CCSF’s incipient gay and lesbian studies program to first two and then four courses. Among the initial offerings was a popular film class that attracted one hundred students. This, in the words of Dr. Collins, “impressed the college.” The high enrollment rates and the support of a gay CCSF board member paved the way for the establishment in 1989 of the first Gay and Lesbian Studies Department in the United States. (The name was changed to Gay, Lesbian and Bisexual Studies Department in 1996.) The initial courses were offered off campus at a San Francisco middle school. Almost three decades later, courses are offered at a middle school in San Francisco’s Noe Valley/Castro neighborhood. This places the department in a neighborhood with a high concentration of gay men and women and contributes to CCSF’s general philosophy of bringing locally appropriate educational opportunities into San Francisco’s diverse neighborhoods.

Since its inception, the department has sought to expand its reach through collaboration with other “mainstream” departments, such as labor studies and anthropology. The current list of offerings includes interdisciplinary courses in biology (The Biology of HIV), English (Selected Topics in Gay and Lesbian Literature), sociology (Dying and Death in Society), history (Lesbian and Gay American History), and other disciplines. In addition to adding expertise to the department’s faculty, these offerings also help build support for the Gay & Lesbian Studies Department among the rest of the CCSF faculty. The department is also developing new courses to meet the needs and interests of people of color.

The department’s enrollment has declined over the past several years from its peak in the late 1980s. The faculty interprets this trend as a reflection of local demographic changes and is responding by offering courses that address new issues of interest and concern to San Francisco’s gay, lesbian and bisexual communities, including older students who want more cultural courses and lesbian and gays of color who want education that addresses their particular situation and issues. In addition to course offerings, the department works closely with the School of Liberal Arts, which offers
counseling to students enrolled in the Gay, Lesbian and Bisexual Studies Department. During the coming years, the department hopes to offer more counseling and other support services to its students.

**EVIDENCE OF IMPACT/SUCCESS**

City College’s relatively early response to the educational needs and interests of San Francisco’s gay and lesbian populations increased the college’s visibility and credibility among one of the city’s most organized and vocal groups. The department responded to what Dr. Collins describes as “a hunger for culture,” and at its peak enrolled seven hundred students. The emergence of a Gay & Lesbian Studies Department has made gay, lesbian, and bisexual administrators, faculty, and staff feel even more comfortable about working at CCSF.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The initial cost was a stipend for the department chair. During the department’s first budget cycle, CCSF supported a small office, student work-study positions, and one full-time instructor. The department budget has grown to about $80,000 per year.

**Skills/Staffing:** The Gay and Lesbian Studies Department was conceived by a group of committed and highly organized faculty, administrators, and staff. The presence of supporters at all levels of the college (including the board) positively contributed to advancing plans first for courses and then for a department. Once the department had been established, faculty members were deeply committed not only to their individual courses but also to building the new department from the bottom up.

**Other Special Conditions:** The agenda to establish the Department was effectively advanced by the presence on the CCSF Board of Trustees of a gay board member who advocated that the college launch the nation’s first Gay and Lesbian Studies Department.

**Environment:** The department was launched in a city that is known for its diversity and large openly gay population.

| Funding | Because of their high enrollment, the initial courses more than paid for themselves. Indeed their ability to generate funds for the college was noted by CCSF decision-makers and helped pave the way for establishing the department. The department and its students have also been supported by a $50,000 endowment from Dan Allen, the program’s founder, who died some years ago. The endowment has paid for speakers and student scholarships. |
| Advice | “The development of a department contributes to establishing a whole academic field. It is very exciting to be part of this building process and to witness a continuing evolution that reflects the changing needs of the community.” |
| Contact Person(s) | Dr. Jack Collins, Chair, Gay, Lesbian and Bisexual Studies Dept, City College of San Francisco 415-239-3383 jcollins@ccsf.org |
In 1999, Hartnell College students took the lead in creating a diversity conference for the college and the Salinas Valley community. The purpose of the conference was: "to provide a map to our vast pool of diverse talent, energy and ideas. Through workshops we learn to recognize and appreciate the value of cultural differences and the strength it lends to our shared goals." The conference is one initiative used by Hartnell College to create a safe and supportive environment for its diverse student body, faculty, and staff. A second diversity conference was held in spring 2001.

Each two-day conference hosted on the Hartnell campus provided workshops, panel discussions, and guest speakers, and the events attracted to the Salinas Valley educators and other professionals from around the country. The spring 2001 conference featured actor James Earl Jones as the keynote speaker and accomplished poet and professor Dr. Lawson Inada from the University of Oregon. Workshop topics included: Healing Racism; Unity in the Community; Social Privilege and Social Marginalization; Putting Healing into Action; Equity and Excellence within the Context of Diversity; Homosexuality: History, Rights, and Issues; Disability Laws including the Experience of Students with Disabilities in Higher Education; and the Role of Local Organizations in Promoting Fairness and Diversity.

The Diversity Conference opened the door for continued educational activities and opportunities for faculty, staff, and students, and led to the Tools for Tolerance Initiative in the 2001–2002 academic year. Twenty-five Hartnell College faculty, staff, and students visited the Museum of Tolerance for two days of workshops, introspection, and discussions regarding their attitudes towards diverse cultures. The Tools for Tolerance Committee sponsored two days of flex activities on the inclusion of multiculturalism across the curriculum. The committee also sponsored a keynote address by Dr. Terrance Roberts, one of the Little Rock Nine and a consultant to the Museum of Tolerance. The event brought a deeper understanding of civil rights issues to the campus.
The student body is active and has a good relationship with the college president, the vice president of student services, the coordinator of student activities, and other faculty and staff leaders. The coordinator of student activities has been commended by the state chancellor’s office for her work on the diversity conference.

**IMPLEMENTATION**

**Cost:** The first Diversity Conference cost $15,000, the second, $30,000. The Student Senate raised all funds through student activities fees, community donations, and co-sponsorships.

**Skills/Staffing:** The coordinator of student activities plays the lead role in organizing the Diversity Conference. She is assisted by the entire fifteen-member Student Senate and by an advisory committee of five faculty and staff. The coordination and planning of each conference took six months.

**Environment:** The college president provides strong leadership for the college’s diversity goals, with full support from the trustees. Faculty, staff, and student leaders work diligently to make these goals a reality. The college is highly valued for its outreach to the community and for including many local alumni in its diversity activities.

<table>
<thead>
<tr>
<th>Advice</th>
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<tr>
<td>The organizing committee must create a safe environment for the presenters and participants.</td>
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<tr>
<th>Contact Person(s)</th>
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<tbody>
<tr>
<td>Irene Rasmussen, Coordinator of Student Activities, Hartnell College 831-755-6825 <a href="mailto:irasmuss@hartnell.cc.ca.us">irasmuss@hartnell.cc.ca.us</a>.</td>
</tr>
<tr>
<td>Celia Barberena, Vice President for Student Services, Hartnell College 831-755-6822 <a href="mailto:cbarbere@hartnell.cc.ca.us">cbarbere@hartnell.cc.ca.us</a></td>
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<th>Materials of Interest</th>
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<tr>
<td>Annual Diversity Conference program materials</td>
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The Beyond Tolerance Initiative evolved from the Yosemite Community College District’s staff development activities with the Museum of Tolerance. The initial group to attend the museum training returned with a commitment to share what they had learned with a broader audience, both on and off the campus. After visiting the museum, the dean of the Arts, Humanities, and Communications Division held a two-day retreat to talk about the experience with division members and about what they could do as artists and communicators. The division was one of the first to create programs to extend the museum experience and initiated a series of events to communicate the experience to students, staff, and the community. These included a storytelling festival with a tolerance theme, a production of the Diary of Anne Frank with colloquia, a visual arts exhibit, and musical performances. Division instructors have created courses with themes and subject matter related to tolerance. They invited a holocaust survivor to speak on campus, and co-sponsored a visit to the campus by members of the Holocaust Museum. The Division has also brought K-12 students to campus for events like the Diary of Anne Frank production. The division helped support a campus appearance of Maya Angelou that attracted twenty-five hundred people, with an additional six hundred viewing her speech on closed circuit television. The division has supported many cultural awareness events, like the Annual Ethnic Heritage Day, Disability Awareness Day, and the National Coming Out Day Celebration.

In August 2000, the Beyond Tolerance Initiative hosted Out of the Depths of Hate. This community event featured presentations by Rabbi Abraham Cooper and former Skinhead Mr. T. J. Leyden of the Museum of Tolerance, and a panel of local community leaders. It was co-sponsored by the City of Modesto, the Stanislaus County Board of Supervisors, and the attorney general’s Civil Rights Commission on Hate Crimes, and attended by twenty-five hundred student and community members. The district also co-sponsors an annual “Say ‘No’ to Hate Crime” rally and march in downtown Modesto plus many other community events.
Community members have come to see the college as a center of ideas and activism and regularly attend college diversity activities such as lectures by guest speakers, drama productions, and other events. Two years ago when the college sponsored the first anti-hate rally, attendance was modest; last year about fifteen thousand people attended. The initiative has also attracted attention beyond the district's service area. Recent candidates for college president were all aware of the Beyond Tolerance Initiative and identified it as a factor that had increased their interest in the college.

Instructors in the Arts, Humanities, and Communications Division who have attended the Museum of Tolerance trainings have talked a lot about the experience, its value, and what they learned. They have become more sensitive to issues of intolerance and have begun incorporating diversity themes into the division’s curriculum. The college is considering a special fund that could support new projects in curriculum or student services related to tolerance issues. The Associated Students have also played an increasingly active role in supporting and sponsoring diversity related activities. They also reach out and bring high school students to campus.

**EVIDENCE OF IMPACT/SUCCESS**

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**IMPLEMENTATION REQUIREMENTS**

**Cost:** Activities were supported with a $5,000 grant from the Modesto Junior College Foundation and a $3,000 grant from the MJC Academic Senate speaker’s fund. Major speaking events were funded through ticket sales.

**Skills/Staffing:** A special events committee comprised of administration, faculty, and classified staff organizes the logistics for each major event and provides the technical crew to run the event. The committee also includes members from the security, public relations, campus operations, media services, technical, theatre, and human resources departments.

**Environment:** The Division dean was a member of the college’s quality staff resource team and part of the first group to attend the Museum of Tolerance training. The chancellor is highly visible and provides strong leadership to the Beyond Tolerance Initiative.

**Other Special Conditions:** Approximately one-third of the division’s faculty members have attended the museum trainings.

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**Funding**

The Modesto Junior College Foundation gave the division a $5,000 grant to pursue special events in the arts to support the Beyond Tolerance Initiative. The Maya Angelou lecture sold out and the District generated $4,000, beyond the $28,000 cost of the event, to support other events. The district and the college president have also provided funds for events.

**Advice**

The Beyond Tolerance Initiative is no longer just a series of events but an initiative that is being woven into the fabric of the college. Not everyone will have the resources to send many people to the museum, so investigate alternatives to actually visiting. Also, laying the groundwork is important to keep people from feeling forced into participating, and therefore resisting.

**Contact Person(s)**

Jim Johnson, Dean of Arts, Humanities and Communications, Modesto Junior College 209-515-6081 johnsonj@yosemite.cc.ca.us

**Materials of Interest**

Beyond Tolerance Initiative brochures, program guides, examples of media coverage

Web site [http://www.yosemite.cc.ca.us/BeyondTolerance/](http://www.yosemite.cc.ca.us/BeyondTolerance/)
DESCRIPTION

In 1998, the new Chancellor of CCSF, Dr. Philip R. Day, Jr., proposed and spearheaded eight Listening Sessions that invited local constituents to provide input on the future development of CCSF. The Listening Sessions took place over three months and provided opportunities for 250 community leaders, public officials, business and industry executives, educators, alumni, students, and others panelists to address the question: What key directions should CCSF undertake in planning its future?

The panelists were organized into groups of six to eight individuals who shared a specific focus, for example, community organizations, workforce training and education leaders, or church community leaders. Each speaker made a five to seven minute presentation. To prepare for the event, each panelist received a position paper that provided background information on the college—its current challenges and opportunities and a general vision for the future.

Before the first session, the chancellor distributed a memo reminding all college personnel that the purpose of a listening session is “to listen.” This was the community’s opportunity to speak to the college about local educational needs and priorities. Each session lasted an entire afternoon or evening. The chancellor opened and closed each session. Joining him on each listening panel were other college representatives including faculty, administrators, and staff. At least one member of the CCSF Board of Trustees was present at each session.

EVIDENCE OF IMPACT/SUCCESS

The college invited 300 individuals to be panelists; 250 accepted, resulting in 35 hours of material with ideas and opinions from different constituent groups. Panelists were honored and excited to participate. Several mentioned that a large institution had never before asked for their input. The sessions resulted in a series of recommendations, many of which were very specific. The college transcribed each session and, after completing the sessions, translated the enormous amount of input and information into five to six major recommendations that were subsequently implemented. For example, the community recommended that the college conduct more outreach, particularly in minority and low-income neighborhoods. In
response, CCSF created a new position for a dean of recruitment and outreach. Other input and feedback has enabled the college to incorporate community views into its decision-making and strategic planning process.

CCSF has nine campuses in San Francisco, and each campus dean played a key role in organizing the session that took place in his or her neighborhood. The campus deans and their staff members had to conduct research and network to identify local community, business, and public leaders to invite. One dean, who came to the college just before the planning process began, said: "It was a great way for me and the college to get to know the community better."

**IMPLEMENTATION REQUIREMENTS**

**Cost:** Overall, this is an inexpensive activity. The main requirement is time to organize and coordinate the event. The dean of the Office of Research, Planning, and Grants served as the Listening Session coordinator. He worked with campus deans to identify themes for each panel and to develop lists of panelists. For listening sessions that are at the scale of the CCSF events, the coordinator, campus deans, and other organizers will need to dedicate a significant amount of time to plan and coordinate the events. The CCSF Listening Session coordinator recommends that the planning activities begin at least four months prior to the event. One campus dean also recommended a four-to-five-month planning period.

The size and complexity of CCSF, with nine campuses located in neighborhoods that have different priorities and are concerned about different issues, made listening sessions especially time consuming and increased the amount of staff time needed for planning. At a smaller institution or at colleges that have one or few locations the planning process and required staff time should be less demanding.

CCSF recommends serving refreshments at all sessions. After the listening sessions, the host college will need staff time to organize the transcripts and identify major themes in the material.

**Skills/Staffing:** The college’s top administrators should be involved in planning, with one person serving as coordinator and point person. All campus deans should be involved. One or more administrative assistants are needed to track and follow-up on invitations, schedule panelists, etc. The project requires leadership from people who are skilled at networking. A great deal of political savvy among the arrangers is also recommended.

**Other Special Conditions:** This activity may be especially useful when a new president or chancellor takes office. Listening sessions can also provide valuable input to the strategic planning process.

**Environment:** Listening sessions should only be attempted by colleges whose leadership is strongly in favor of the activity and willing to spend time getting involved in the planning and execution. The college CEO should introduce and be present throughout all sessions, thereby signaling to participants that the college leadership is interested in what they have to say.

<table>
<thead>
<tr>
<th>Funding</th>
<th>College general funds.</th>
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<tbody>
<tr>
<td>Advice</td>
<td>Be sensitive to local politics—make sure the college is not seen as being partial to any one group in the community. Also make sure that college participants understand they are attending to listen and not to debate. This is a highly cost-effective strategy and a great way to increase visibility. Listening sessions enable you to take the pulse of the local community.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Dr. Robert Gabriner, Dean, Research, Planning &amp; Grants, City College of San Francisco 415-239-3014 <a href="mailto:rgabrine@ccsf.org">rgabrine@ccsf.org</a></td>
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</table>
Collaboration between East Los Angeles College (ELAC) and seven of the fourteen smaller cities that the college serves has enabled ELAC to add to its original Monterey Park campus. ELAC has added two major satellites in Huntington Park and South Gate, and more than twenty smaller locations. The rationale for the physical expansion was that many local residents were "terrified of leaving their community and not inclined to travel to attend college." Therefore, in the words of ELAC President Moreno, "If we had sat down and waited for residents of Huntington Park to travel to Monterey Park, nothing would have happened." Instead, the college and the surrounding small cities raised sufficient funds to launch the Huntington Park campus in an old Edison building that was being remodeled. When this site became too small, South Gate, which is a high school during the day, was added. South Gate started with three to four hundred students and presently enjoys an enrollment of three to four thousand evening students.

The addition of new campuses was carried out with a minimum of red tape. According to Mayor Loya of Huntington Park, who played a key role in getting the community college into the community, the city saw a need for residents to have easy access to postsecondary education and workforce development programs. Mayor Loya (a city council member at the time of the initial expansion) and his fellow city council members approached the mayor, and the city made a financial commitment to the project. The elected officials then went to the college's board and persuaded them to match the city's contribution. Next, they approached city councils in the neighboring small cities and got them to invest in the project. "The whole thing was done in a month," Mayor Loya said, and attributed the achievement to the small size of the cities, which have legal authority to pursue such a project.

The college and the local city governments are committed to maintaining strong relations. The college leadership is invited to city events and the college in turn invites city council members to college events. For example, at the most recent ELAC graduation ceremony, which was attended by local mayors and city council members, the college recognized graduates who resided in each of the seven cities that had supported the college's expansion.
In a related effort to work with the local community, ELAC is strengthening its relationship with local high schools. The strategy is to work with one high school at a time, beginning with a site visit and course offerings at the site. The college likes to approach the high school counseling department first because "if the high school counselors don’t see you as a viable option, they won't refer students to you." A delegation from the high school visits the college and a meeting with the high school principal may follow. The college also has successfully employed high school counselors to work extra hours to refer students to the college.

**EVIDENCE OF IMPACT/SUCCESS**

The addition of strategically located satellites has had a substantial impact on increasing enrollment. Between 1994 and 2001, total enrollment doubled from fifteen to thirty thousand students. Although much of this increase is due to general population growth in the region, there is little doubt that the new campuses and additional satellite locations contributed substantially to the enrollment increase.

The close relationship that the college enjoys with neighboring city council members, mayors, and other community leaders has increased the college’s access to redevelopment and other city funds. Another benefit is the willingness of city council members to help the college identify suitable satellite locations. For example, the city council of Huntington Park worked hard to find an appropriate site for what subsequently became the Huntington Park campus.

**IMPLEMENTATION REQUIREMENTS**

**Skills/Staffing:** Both the college leadership and city and community leaders must be committed to collaboration. The president of the college was born in East Los Angeles and always saw the college as being part of the community. He has a history of being active in the community and of building relationships with local public, nonprofit, and private sector leaders. As president, he has hosted events like the swearing-in ceremony for a congresswoman and a speakers’ panel sponsored by a state senator. The local political leadership in the surrounding cities views the community college as an asset that they want to make available to their constituents. Led by the Mayor of the City of Huntington Park, the public leaders made college expansion a priority and rallied the resources to make community college courses available to local residents.

**Environment:** Since the cities surrounding the college are small, the city councils’ decisions to support the college’s expansion went relatively efficiently and smoothly. This is not to suggest that a similar strategy of collaboration could not work in an environment where one college dealt with a large city. However, a larger, more complex environment would probably require more politicking and positioning by that college.

<table>
<thead>
<tr>
<th>Funding</th>
<th>The cities used redevelopment and other funds to upgrade the facilities that host the ELAC’s satellite locations and to pay leasing and electrical costs during the first two years. Beginning in year three, the college assumed responsibility for these expenses, drawing on general funds to support the new sites.</th>
</tr>
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<tbody>
<tr>
<td>Advice</td>
<td>Know your community and what it needs, and set time aside to develop relationships with local elected officials. Get out there.</td>
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</tbody>
</table>
| Contact Person(s) | President Ernest H. Moreno, President, East Los Angeles College, 323-265-8663 morenoeh@laccd.cc.ca.us  
Maria Elena Yepes, Affirmative Action Officer, East Los Angeles College 323 265-8957 yepesme@elac.edu |
Community Surveys
Hartnell College

DESCRIPTION
Hartnell College regularly uses community surveys to assess community needs. The college uses multiple approaches to maximize response rates and to ensure that the respondent pool truly represents all segments of the community. This requires surveying the majority of the district’s residents, who are in Salinas, and residents in five small cities and half a dozen smaller communities throughout the rural county. Since the majority of residents in Hartnell’s district are Latino and many speak Spanish as their primary language, survey instruments and methodology are designed to accommodate a multilingual survey population.

In 1999, Hartnell conducted a survey of the postsecondary education and training needs in the central and southern parts of Salinas Valley. Representatives of the college’s faculty and administration worked with the central Salinas Valley public schools, cities, and businesses to develop the “Central Salinas Valley Educational Needs Assessment,” a survey of employers and residents in three central Salinas Valley towns. For the resident survey, the college developed a two-page questionnaire in English and Spanish, and distributed this with a letter from the president, a form to request additional information about the college, and a postage-paid return envelope. The college distributed nine thousand questionnaires in three towns using three methods: teams distributing surveys in each town; distribution through the public schools; and a mailing to all current Hartnell College students. The college conducted a similar project in the southern part of Salinas County, with local representatives involved in developing the survey procedures and questionnaires. The south county project distributed ten thousand surveys in King City and three smaller towns. These surveys were distributed through schools administrators, pastors, and large employers. Local newspaper subscribers, high school juniors and seniors, Hartnell College students, and parents of children in pre-schools also received surveys.

EVIDENCE OF IMPACT/SUCCESS
The total response rate for the central valley survey was 6 percent, with response rates in the three towns of 3 percent, 6 percent, and 15 percent. The surveys conducted door-to-door had the highest response rate. Thirty percent of the
respondents completed the Spanish version of the questionnaire. Approximately 9 percent of the surveys in the south county educational needs assessment were returned, with 11 percent of respondents completing the Spanish version. Person-to-person distribution of surveys to residents is effective for increasing response rates. This approach also allows those distributing the surveys to promote the college and answer questions, which in turn presents a positive image of the college and helps increase enrollment. The biggest disadvantage of the person-to-person approach is that it is very labor intensive to both organize and implement. For this reason, the college would probably only use this approach when the need for a high response rate is crucial.

**IMPLEMENTATION**

**Cost:** The south county survey cost $13,700 in labor and $4,340 in supplies; the north county survey cost $9,000 in labor and $5,230 in supplies.

**Skills/Staffing:** The survey method was labor intensive and involved twenty-five community volunteers and two supervisory personnel from the college. The survey instrument was designed by the college’s professional research and planning staff with input from community representatives.

**Other Special Conditions:** The survey was motivated by a request from influential community leaders for Hartnell to offer more classes in outlying parts of the county. The survey distribution and collection activities enjoyed broad cooperation from local organizations.

<table>
<thead>
<tr>
<th>Funding</th>
<th>District funds plus community donations</th>
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<tr>
<td>Advice</td>
<td>Using multiple approaches for a community survey is effective. It facilitates the collection of information from groups, such as Spanish-speaking, Latino farm workers, who might not otherwise respond to a survey. It also promotes community involvement. Be sure to have sufficient resources, including staff time. Also, involve the community in the entire process—development, implementation, and reporting.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Christopher Myers, Director, Institutional Research and Planning, Hartnell College 831-755-6972 <a href="mailto:cmyers@hartnell.cc.ca.us">cmyers@hartnell.cc.ca.us</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>&quot;Using Creativity and Multiple Approaches to Increase Survey Response Rates,&quot; a paper authored by Christopher Myers</td>
</tr>
</tbody>
</table>
Six years ago, Santa Ana College, in collaboration with the Santa Ana Unified School District and local nonprofit agencies, applied for a grant from the Pew Charitable Trusts to implement a community leadership initiative. The program was named the Pew Civic Entrepreneur Initiative (PCEI). Santa Ana was one of ten cities chosen in the nation to be part of this program. Since its inception, PCEI has selected twenty to twenty-five local community leaders to participate in a civic leadership-training program that is specially designed to serve emerging public sector entrepreneurs who, with additional education and training, can become even more effective at advancing community projects and causes. Participants have included a wide range of local leaders and activists—from housewives to police officers, and from nonprofit agency founders to social workers and students.

Participants in the year-long program attend a monthly seminar and two weekend retreats. The curriculum was developed specifically for the program by college faculty. It was formalized after a couple of years of testing and is currently offered as a college course. Seminar topics during the 2001–2002 session included: City of Santa Ana, History & Youth; Building Win/Win Partnerships; Conflict Resolution; Working with Diverse Communities; Local Policy Development; and Principles of Leadership. In addition to attending and successfully completing the course, participants are required to develop a project that will help youth in their own immediate community. The program features a range of speakers that in the past have included the mayor, school board members, law enforcement officers, congressional representatives, grass-roots activists, and other local elected officials and leaders. During the past few years, the program has asked its public sector partners to sponsor the monthly sessions. As a result, the district attorney’s office and other public agencies are playing host to the civic leader cohort.

**EVIDENCE OF IMPACT/SUCCESS**

When the Pew Charitable Trusts grant ended after three years, current students and alumni joined forces to advocate for a continuation of the program, which was renamed the Santa Ana Civic Leadership Initiative (SACLI). They met with the college leadership, including the president, to explain the benefits they had derived from
the program, and Santa Ana College responded by agreeing to institutionalize the program. They also requested continued support from other SACLI partners who agreed to host seminars and make other in-kind contributions.

To date, the program has graduated one hundred twenty civic leaders. Three have run for city office, and several are managing successful nonprofit projects, including initiatives they started while participating in the PCEI/SACLI. Several have been appointed to boards & commissions. It has become the custom for members of each cohort to remain in touch after completing the program, and those who have run for office have involved their fellow alumni in their campaigns. There are also examples of students who collaborated on community projects after meeting in the program, including four PCEI participants who, shortly after graduating from SACLI, served as founding members of a Latino youth leadership program. Several years later, the four SACLI students are still deeply involved in the program which, in many ways, offers young local Latinos the same opportunity to meet community leaders that the SACLI students enjoyed in their program. SACLI also hosts events that bring current students together with alumni, and the network-building of these activities may be one of the program’s most important achievements.

A participant evaluation report of SACLI conducted in 2002 and completed by 78 percent of eighteen graduates found that all participants either strongly agreed or agreed that participation in the program had enhanced their personal growth and development. All survey respondents agreed that they are more aware of community issues after completing the training and 65 percent of respondents strongly agreed or agreed that participation in SACLI made them more active in their community. All respondents said they will encourage others to apply to the program.

One PCEI program graduate, a female police officer, started a youth program in a crime-ridden mobile home park. The program rewarded youth for good behavior such as picking up trash, helping their neighbors and cleaning up. The police department collaborated with her, and the initiative has helped improve the neighborhood and the relationship between youth and police officers. The program also secured a donation of computers, which were awarded to neighborhood youth who performed well.

A second program graduate who loved to read to children got a bookstore to donate books.

The program grew so big that she moved from her house into an apartment building where she felt she could expand her operation, and the owner of the apartment complex subsequently donated an entire apartment to the program. With additional assistance from local grants, the program has a component where parents and children work on joint projects that range from homework to making tamales.

These programs have received state and national recognition as model programs.

**IMPLEMENTATION REQUIREMENTS**

**Cost:** The initial funding from the Pew Charitable Trusts was $40,000 for the first year and $20,000 for each of two subsequent years. Since then, the program has struggled financially. While the college continues to support a part-time student program specialist for approximately $15,000 a year, the SACLI has no additional funds except for in-kind contributions from SAC and partners.

**Skills/Staffing:** The program administrator and director were highly involved with the community as they collaborated with colleagues and external partners on developing the Pew proposal. In working with program participants, the director used her skills in program design and development to help the participants focus and realistically plan the required youth project and other community activities they are undertaking outside of the seminars.
**Environment:** Santa Ana College is located in a highly diverse community; the majority of the population is Hispanic/Latino and there is also a large population of Vietnamese and Cambodians.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Pew Charitable Trusts initially, and partnerships between Santa Ana College and local agencies, with in-kind contributions from SAC and partners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Although this is not an expensive program, funding is an issue, and it is hard to be continuously struggling to support project activities. Little things that have a symbolic impact, such as t-shirts with the program logo, have been cut. Much time is spent getting the community partners to host events, although this also has a positive effect as they become increasingly involved in the program.</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Participants in this program say that &quot;the program has built a network across the community,&quot; and that it &quot;is a good way for the college to bring in the community, including those who did not necessarily attend a college in the past.&quot; A former participant also noted that the program helped students focus on local issues, become knowledgeable about local resources, and meet local leaders. In the words of the program coordinator: &quot;This program has prepared and motivated many participants to engage in true grassroots community advocacy and activism.&quot; Veronica Perez, Santa Ana Civic Leadership Initiative, Santa Ana College 714-564-6363 <a href="mailto:perez_veronica@rccd.org">perez_veronica@rccd.org</a></td>
</tr>
<tr>
<td>Materials of Interest</td>
<td>Program Application Packet</td>
</tr>
</tbody>
</table>
DESCRIPTION
Santa Monica Community College has invited 150 representatives from the local community to sit on a general advisory board (GAB) that meets five times a year for breakfast. The GAB was developed twenty years ago, but for many years suffered from lack of attention. An enthusiastic administrator who works closely with the college president recently rebuilt it. Members include business owners, corporate representatives, public officials, and other neighbors. The breakfasts always include an introduction or status report on one or two college projects such as the nursing program or the new building campaign. Another standing item, and almost always the highlight, is an activity featuring students. This can be anything from a meeting with athlete/scholars to a presentation by students who participated in a prestigious all-tuition-paid science internship program in Washington DC. At each meeting, the college distributes material about the presentations and other material that would be of interest to the community representatives. Membership in the group is by invitation only, extended by the director of community relations on behalf of the Board of Trustees and the college president. There are no dues or fees.

EVIDENCE OF IMPACT/SUCCESS
The now-energized group draws about seventy-five participants to each session. The group provides a local network whose members can be rallied when the college needs community support. For example, the college brought members of the committee to Sacramento to talk to legislators about a bond issue. The members also signed a letter that was mailed to everybody in the community encouraging them to vote for another bond measure. On a smaller scale, the GAB members help to educate the community about the college when they talk to friends, customers, and neighbors.

IMPLEMENTATION REQUIREMENTS
Cost: The main expense is the time that the coordinator spends convening, coordinating, and supporting the group. Initially a lot of time is needed—about ten hours per week for three to four months—to identify and recruit good candidates, conduct meetings, and develop and shape the group. Afterwards, it is mostly maintenance, although it is important that each member feel appreciated and good about
his or her participation. Another minor cost is for breakfast catering. The advice is to be generous, as a good breakfast shows that the college appreciates people taking time to attend the event.

**Skills/Staffing:** The person who runs the group must be able to assess what kind of information and programs will be of most interest to community members. She must also take primary responsibility for continually “working the group.” The current coordinator came to the college with a deep understanding of the local community, which allowed her to quickly resurrect what was then an ailing GAB with only seventeen members.

**Environment:** The president must be on board before this is attempted. The president should at least occasionally attend the meetings to show his or her appreciation for the community participation.

| **Funding** | General funds. |
| **Advice** | This is an inexpensive way to “put a face on the college” and “attach the community to the college.” The breakfast sessions have “built a community of supporters who can serve as ombudsmen for the institution.” Further, many of those who begin their connection with the college through the general advisory board go on to specific and more personal involvements such as tutoring, inviting international students into their homes for Thanksgiving, or joining other college support groups. Make sure to stay clear and above local—any—politics. In the community there is a lot of political division around a number of issues. Santa Monica College works hard to be inclusive and never gets involved in disputes between GAB members outside of the committee. |
| **Contact Person(s)** | Judy Neveau, Director of Community Relations, Santa Monica College 310-434-4303 neveau_judy@smc.edu |
Appendix 1

References


Colby, A., and E. Foote. July. Creating and Maintaining a Diverse Faculty. ERIC Digest, ED 386261.


Foote, E. 1996. Achieving Administrator Diversity. ERIC Digest, ED 395616.


Lankard, B. A. 1994. Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest ED 368889.


Yee, J.A. 1988. Forces Motivating Institutional Reform. ERIC Digest ED 421179
Appendix 2
SURVEY ON DIVERSITY TOOLS & PRACTICES

THIS SURVEY SHOULD BE COMPLETED BY THE COLLEGE HUMAN RESOURCES DIRECTOR

BACKGROUND INFORMATION ABOUT THE COLLEGE

1. Name of District & College: ______________________________________________________

2. What best describes the community your college serves (approx. 30 mile radius or your service area)?
   ___Four or more ethnic groups comprise a large percentage of the population.
   ___Two to three ethnic groups comprise a large percentage of the population.
   ___One ethnic group comprises the vast majority of the population.

3. Total number of students currently enrolled (please include students enrolled in both credit and noncredit courses) ___________

4. What best describes the area surrounding the college
   ___Urban   ___Suburban   ___Rural

DIVERSITY IN HIRING

5. Please indicate for 1995 and 2000 the number of EMPLOYEES in each of the following groups:

<table>
<thead>
<tr>
<th># Employees</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian/Pacific Islanders</th>
<th>Caucasian</th>
<th>Native American</th>
<th>Other Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Gay/Lesbian (self identified)</th>
<th>Disabled</th>
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<tr>
<td>1995 FT Faculty</td>
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<td>1995 PT Faculty</td>
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<td>1995 Classified Staff</td>
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<td>1995 Administrators</td>
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<th># Employees</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian/Pacific Islanders</th>
<th>Caucasian</th>
<th>Native American</th>
<th>Other Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Gay/Lesbian (self identified)</th>
<th>Disabled</th>
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<td>2000 Classified Staff</td>
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6. HIRING PRACTICES

Please describe any promising or successful practices that your college has used to promote diversity in hiring (e.g. development of job description, recruitment, identification of hiring committee).

7. CAMPUS CLIMATE AND CULTURE

Please describe any promising or successful practices that your college has used to promote or demonstrate a commitment to diversity internally (e.g. curriculum development, student services, celebrations, values statements, professional development, newsletters).

8. PROMOTION OF DIVERSITY IN SURROUNDING COMMUNITY

Please describe any promising or successful practices that your college has used to increase community awareness of the importance of diversity (e.g. events, student activism and service, curriculum development, service learning, advisory committees with community or business participation, communication with elected officials, contracting for services).
9. BARRIERS TO DIVERSITY

Please describe the major barriers (if any) at your college to promoting diversity in hiring, or to demonstrating a commitment to diversity internally or in the community.

DIVERSITY TRENDS WITHIN THE COLLEGE.

10. Please indicate YOUR PERCEPTION of the progress your college has made in the past five years towards achieving diversity in the following areas: (Place an X in one column in each row.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Significant progress</th>
<th>Some progress</th>
<th>No progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring full time faculty</td>
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<tr>
<td>Hiring part-time faculty</td>
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<tr>
<td>Hiring classified staff</td>
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<tr>
<td>Hiring administrators</td>
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<tr>
<td>Projecting internally a commitment to diversity</td>
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<tr>
<td>Projecting externally a commitment to diversity</td>
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<tr>
<td>Increasing the diversity of the student body (credit AND noncredit)</td>
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<tr>
<td>Increasing the diversity of the Board of Trustees</td>
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</table>

IDENTIFYING DIVERSITY EXPERTS & PRACTITIONERS

11. Who at your college could provide more information about your college’s successful practices in promoting diversity?

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
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</table>

12. Is there anybody in the community – such as a business or community leader – who could give us their perspective on your college’s commitment to and successful promotion of diversity?

☐ Yes  ☐ No

If yes, please provide their name, affiliation and phone number

________________________________________________________________________

13. Do you know of other research conducted on promoting diversity that might help us identify best practices?

☐ Yes  ☐ No

If yes, who should we get in touch with (name and phone number or e-mail)?

________________________________________________________________________
14. **Which California community colleges do YOU think have achieved a very high level of diversity and what have they done that impresses you?**

- In hiring?
- In promoting diversity on campus?
- In promoting diversity in the community?

15. **Is there anyone else you can recommend that we talk with about diversity in community colleges or promoting diversity in the community?**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>Phone or e-mail</th>
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</thead>
<tbody>
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</tbody>
</table>

The survey is designed to help us identify a wide range of promising and successful diversity practices that we can examine in depth to assess their (potential) impact and replicability. We ask that you provide below your name and contact information so that we can reach you if your practices are identified as potential models for follow-up research.

Name_________________________ Title_________________________
Phone #:_______________________ E-Mail:_______________________

Thank you for your participation. Surveys will be analyzed and additional research conducted on what you have helped us identify. A report of the findings will be shared with you on the innovative practices and models that can be adapted and replicated by colleges across the state.

For information, e-mail Eva Schioring at Schioring@aol.com or Gail Waldron at gwaldron@pacbell.net.

PLEASE RETURN SURVEYS NO LATER THAN **April 6, 2001** TO:

Dr. Robert Gabriner
City College of San Francisco
50 Phelan Avenue, C306
San Francisco, CA 94112
Appendix 3

LIST OF SURVEY RECIPIENTS

Please find below a list of the offices/individuals who should be completing the surveys. Before returning the completed surveys to City College of San Francisco, we ask that you indicate with a check mark the responses that have been returned to you and are included in your return packet. Thank you very much:

- College President
- Director of Research & Planning
- Public Information/Marketing Director
- Academic Senate President
- Classified Senate President
- Student Government President
- Chief Student Services Officer
- Chief Instructional Officer
- Diversity Officer
- Affirmative Action Officer
Appendix 4
SURVEY REVIEW

COVER SHEET

This form will be placed on top of the survey packet that each college returns to CCSF.

<table>
<thead>
<tr>
<th>Response Submitted By:</th>
<th>Please indicate with a check mark those who responded</th>
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</thead>
<tbody>
<tr>
<td>1. President</td>
<td></td>
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<tr>
<td>2. Research &amp; Planning</td>
<td></td>
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<tr>
<td>3. Public Information/Marketing</td>
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<tr>
<td>4. Academic Senate</td>
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<tr>
<td>5. Classified Senate</td>
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<tr>
<td>6. Student Government President</td>
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<tr>
<td>7. Chief Instructional Officer</td>
<td></td>
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<tr>
<td>8. Diversity Officer</td>
<td></td>
</tr>
<tr>
<td>9. Affirmative Action Officer</td>
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<tr>
<td>10. Other, please identify</td>
<td></td>
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</tbody>
</table>

The following section is our summary assessment of what each college can contribute to the research:

RATING:

_______ Definitely include in next round of research

_______ Possibly include in next round of research

_______ No further review required

COMMENTS: (brief description of why a college should be included, or might possibly be included)

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

PROTOCOL FOR REVIEWING COMPLETED DIVERSITY SURVEYS

HUMAN RESOURCE SECTION

1. There is a high rate of improvement: (10% or more change between 1995 and 2000):

   in one area
   in several areas:
   in all or almost all areas

   The change could best be described as:

   a college that did not do well in diversity, improving markedly

   a college that was already doing well in diversity doing even better

   Comments:
RATING OF RESPONSE COMMON TO ALL PARTIES SURVEYED

6. Hiring

Original concept/idea:

- New and innovative
- Big (systems level) concept affecting entire system
- Contained concept affecting department or group of students or instructors
- Standard concept implemented in new way/ successfully

Other reason to investigate further, please describe in a few words:

Exemplary Hiring practice noted by

- 1 respondent
- 2-3 respondents
- more than 3 respondents

7. Campus Climate & Culture

Original concept/idea:

- New and innovative
- Big (systems level) concept affecting entire system
- Contained concept affecting department or group of students or instructors
- Standard concept implemented in new way successfully

Other reason to investigate further, please describe in a few words:

Exemplary internal marketing practice noted by

- 1 respondent
- 2-3 respondents
- more than 3 respondents

8. Promotion of Diversity in Surrounding Community

Original concept/idea:

- New and innovative
- Big (systems level) concept affecting entire system
- Contained concept affecting department or group of students or instructors
- Standard concept implemented in new way/ successfully

Other reason to investigate further, please describe in a few words:

Exemplary external marketing practice noted by

- 1 respondent
- 2-3 respondents
- more than 3 respondents
9. Indicate with a check mark and for each of the different practices the number of respondents who thought that their college had achieved “significant progress” in that particular area

<table>
<thead>
<tr>
<th>Practice</th>
<th>Significant progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring full time faculty</td>
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<tr>
<td>Hiring part-time faculty</td>
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<tr>
<td>Hiring classified staff</td>
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<td>Hiring administrators</td>
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<tr>
<td>Projecting internally a commitment to diversity</td>
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<td>Projecting externally a commitment to diversity</td>
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<tr>
<td>Increasing the diversity of the student body (credit AND noncredit)</td>
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<td>Increasing the diversity of the student body (noncredit)</td>
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<td>Increasing the diversity of the faculty</td>
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<td>Increasing the diversity of the classified staff</td>
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<td>Increasing the diversity of the administrators</td>
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<td>Increasing the diversity of the Board of Trustees</td>
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Comments:

Note: We will review information in Questions 10 and 11 only for those colleges our preliminary assessment identifies for additional investigation

12. Other Research on Diversity – Referrals
(the review of questions 12-14 will result in the generation of lists of experts and colleges. We will use the list as a guidance to identify individuals and colleges that we may want to contact for additional review.)

<table>
<thead>
<tr>
<th>Referral Submitted By:</th>
<th>Referral</th>
<th>Contact and other relevant info</th>
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</thead>
<tbody>
<tr>
<td>President</td>
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<tr>
<td>Research &amp; Planning</td>
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<tr>
<td>Public Information/Marketing</td>
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<td>Academic Senate</td>
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<tr>
<td>Classified Senate</td>
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<tr>
<td>Student Government President</td>
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<tr>
<td>Chief Instructional Officer</td>
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<td>Diversity Officer</td>
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<td>Affirmative Action Officer</td>
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</table>

13. CA Community Colleges that have achieved high level of diversity in three areas:

<table>
<thead>
<tr>
<th>CA Community College which are leaders in different diversity fields (please indicate name of college &amp; contact person)</th>
<th>Place an x in this column if the college excels in the human resource area</th>
<th>Place an x in this column if the college excels in the internal marketing area</th>
<th>Place an x in this column if the college excels in the external resource area</th>
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<tbody>
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</table>

14. References to other diversity experts

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<thead>
<tr>
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<th>Title and Phone #</th>
<th>Organization</th>
<th>Comment</th>
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Appendix 5

PHONE INTERVIEW PROTOCOL – INTERNAL AND EXTERNAL PRACTICES

College Description

- Small
- Medium Small
- Medium Large
- Large
- High Density
- Medium Density
- Low Density

Best Practice/Promising Outcome

- Internal Diversity Practices
- External Diversity Practices

Introduction

(may be best conveyed in an e-mail to the interviewee after scheduling a phone appointment)

Background

- The project – emphasize it was commissioned by the state chancellor’s office
- The goal
- The practice or achievement (could be quantitative improvements in hiring) that made us want to know more about their college
- The different methods we used to identify best practices and the method that pointed to their college (for example, peer recommendations and local example of national best practice)
- The methods we will use to disseminate the findings (don’t commit to Web site, but mention as an example) and the type of information that therefore is most important to us

Preliminary Questions

- Are they familiar with the practice
- What is their relationship to involvement in the practice?
  - They conceived the idea
  - They designed the project
  - They are implementing the project
  - Other
- Who else should we talk to at the college and beyond?

Interview

1. Please describe the practice/ tell us which practice(s) you used to achieve the improvement
2. What was the impetus for adopting/developing the practice?
3. When did you begin to implement this practice?
4. Would you say you are in the
   - Planning phase
   - Testing phase
   - Implementation phase
   - Post-evaluation improvement phase
5. Is the practice part of a larger effort, or a stand alone project?
6. Have you begun to see results yet? If yes, what kind of results? Are these the results you expected?
7. How are you measuring these results? Do you have in place an evaluation plan? If so, what are the key indicators you are monitoring and measuring?
8. How long did it take before you first started to see results?

9. What was required to get the project under way? In terms of internal support? In terms of financial resources?

10. In terms of skills and attitude, what kind of people should be involved in planning and implementing the practice?

11. Are there key people at the college (such as, for example, the President, Academic Senate President, etc) who must or ideally should support the practice?

12. Did you use outside consultants to plan or implement the project? If so, what did they bring to the table? Would you recommend them for others trying to replicate the practice?

13. On an annual basis, what does it cost to run the program?

14. Is the project scalable? Would it work if it was implemented on a smaller scale? On a larger scale?

15. Can you describe step-by-step how you launched the practice/project?

16. Would the project/practice be replicable by a college that is different from yours in terms of size and location?

17. What kind of problems did you run into during the planning/implementation phase?

18. (How) did you address these problems? Could somebody else who now tried to replicate the practice avoid them? How?

19. Would you be willing to talk with/provide technical assistance to colleagues from other colleges who are interested in replicating your model practice? What kind of resources would be required for you to be able to provide that kind of support?

20. If we develop a Web site, would you like to participate in describing your practice?

21. Are you aware of others who are implementing the same or similar practices? Who are they? What do you know of their projects?

22. What kind of advice would you give to somebody who is thinking of replicating the practice? What should they be most concerned about? What kind of indicators would you look at to determine whether their effort to replicate your project/practice has a good chance of succeeding?

23. Who else should we talk to about this practice? About other innovative practices at the college or beyond?

24. If we conducted a site visit to your campus, what could we learn about the project that we cannot explore on the phone?

For colleges that were placed on the list because of their track record in hiring staff, faculty or administrators

A: Explain the accomplishment that put them on our list (eg. Hiring of large number of Latino and African American staff members)

B: If we do not have the information from their survey, ask if they can provide us with updated hiring stats – especially in targeted area

C. Replace question 1 with question 1A: Are they aware of the improvement? If so, what kind of activities or strategies helped them achieve the improvement? Was it a deliberate effort?
Appendix 6
External Advisory Group Members

Jennifer Aries
Public Information Officer
Chabot-Las Positas Community College District

Dr. Carolyn Arnold
Director of Institutional Research
Chabot College

Kibakar Barua
Academic Senate for California Community Colleges

Kathy Bonilla
Public Information Officer
Fresno City College

Pauline Clarke
Director of Human Resources
San Jose/Evergreen Community College District

Dr. Darla Cooper
Director of Research and Planning
Ohlone College

The Honorable Mervyn M. Dymally
U.S. Congressman (retired)

Jane Enright
Vice Chancellor, Human Resources and Affirmative Action
Foothill—De Anza Community College District

Kate Favetti
Human Resources Officer
City and County of San Francisco

Dr. Toni Forsyth
Executive Director
Center for the Study of Diversity in Teaching and Learning in American Higher Education
Foothill—De Anza Community College District

Karen Furukawa
Director of Personnel
Santa Rosa Junior College

Ann Garten
Public Information Officer
El Camino Community College District

Ray Giles
Director, Special Projects
Community College League of California

Carol Green
Director, Human Resources
San Mateo Community College District

Larry Hardy
Director of Human Resources and Affirmative Action
Peralta Community College District

Donna Hatchett
District Director of Public Affairs
North Orange County Community College District

Susan Herney
Manager, College and Community Relations
Grossmont College

Barbara Lee
Director of Personnel Services
Lake Tahoe Community College District

Gene Little
Assistant Director, Affirmative Action
Los Angeles Community College District

Greg Marvel
Vice Chancellor, Human Resources & Organizational Development
Contra Costa Community College District

Stan Myles
Public Information Officer
Compton Community College District

Terri O’Connor
Director of Marketing and Community Development
De Anza College

Margaret Rumford
Administrative Dean for Human Resources
Marin Community College District

Gilbert Sanchez
Associate Vice Chancellor
San Jose/Evergreen Community College District

Tosh Shikasho
Faculty and Staff Diversity Specialist
California Community Colleges Chancellor’s Office

Sandra Trevisan
Public Information Officer
San Diego Miramar College

Louis Vong
Business Development
Tmp.worldwide
Mark Wallace
Marketing Coordinator
California Community Colleges Chancellor’s Office

Susie Williams
Director of Planning and Research
Los Rios Community College District

Laura Woodlief
Project Director
California Tomorrow

Fusako Yokotobi
Director of Personnel/Human Resources
Yuba Community College District

Rosemary Zins
Vice President, Institutional Advancement
Southwester Community College District

Panel of Diversity Experts

Neelam Canto-Lugo
Professor, Speech Department & Former Diversity Coordinator
Yuba College

Edith Conn
Professor of English & Coordinator, Multicultural Collaborative Learning Communities
Ventura College

Toni Forsyth
Executive Director, Center for the Study of Diversity in Teaching and Learning in Higher Education; & Professor, Department of English,
De Anza College

Ulysses Pichon
Chair, Reading Department
De Anza College

Marion Winters
Counselor; Interim Diversity Coordinator
De Anza College
Appendix 7
Phase Two Interviewees

Patrice Alceda
Office of Diversity Programs
Los Angeles Community College District

Les Allen
Director, Classified Recruitment
Long Beach Community College

John Alvaro
Santa Ana Civic Leadership Initiative participant

Celia Barbarena
Vice President for Student Services
Hartnell College

Maureen Bender
Humanities Instructor
Cosumnes River College

M. L. Bettino
Dean of Technology, Staff Development, and Distance Education
Cerritos College

Miguel Boscano
Classified Staff Representative to Campus Climate Committee
College of Alameda

Vicky Boydd
Disabled Student Services Specialist, Disabled Student Programs & Services
Riverside Community College

Brian Brautigam
Alternate Media Specialist, Disabled Student Programs & Services
Riverside Community College

Sue Carleo
Vice President, Academic Affairs
Los Angeles Valley College

Edy Chan
Faculty Diversity Program Coordinator
Peralta Community College District

Pam Chao
Professor of Sociology
American River College

Suzie Chock-Hunt
Vice President of Instruction
Los Rios Community College

Linda Clegg
English Department Faculty
Cerritos College

Melinda Coffman
Secretary to the Coordinator, Disabled Student Programs & Services
Riverside Community College

Jack Collins
English Instructor and Department Chair, Gay, Lesbian and Transgender Studies
City College of San Francisco

Mary Colman
San Diego and Imperial Counties Community College Association (SDICCCA) participant

Kerry Compton
Vice President for Student Services
College of Alameda

Ryan Cox
Human Resource Director Los Rios Community College District

Vic Crimsley
Vice President for Instruction
Hartnell College

Dan Crump
Librarian
American River College

Kay Devine
Compliance Officer
Los Angeles Valley College

Mary Ellen Dorado
Classified Senate President
Hartnell College

Cyndy Dowling
Diversity Office Administrative Assistant
De Anza College

Kim Chief Elk
Recruitment Officer
Foothill-De Anza Community College District

Christina Espinosa-Pieb
Dean, Academic Services
De Anza College

Jo Ann Fielder
Assistant Dean, Diversity
Santa Monica College

Hoyt Fong
Counselor and Affirmative Action Chair Person
Cosumnes River College
Sondra Frisch
Affirmative Action, Site Compliance Officer
San Diego Mesa College

Frank Garcia
Student
Riverside Community College

Dorothy Gelvin
Human Resources
Santa Monica College

Alan Glick
General Advisory Board Member
Santa Monica College

Hilda Gomez
San Diego and Imperial Counties Community College Association (SDICCCA) participant

John Grindel
Executive Dean, Technology and Development
Cerritos College

Larry Hardy
Associate Vice Chancellor, Human Relations
Peralta Community College district

Dr. Robert Harris
President
Lost Rios Community College District

Joaquin Hernandez, Ed.D.
Staff Development Manager
San Diego Community College District Office

Tonie Hilligoss
Sociology Instructor
Sacramento City College

Victoria Hindes, Ph.D.
Director of Grants and Title III
Shasta College

Veronica Hunnicutt
Dean, Southeast Campus
City College of San Francisco

Arthur Hopkins
City College of San Francisco Listening Session participant
San Francisco Resident

Daniel Ipson
Dean of Fine Arts
Hartnell College

Linda Jackson
Associate Director, Affirmative Action/ADA Coordinator
City College of San Francisco

Jim Johnson

Dean of Arts, Humanities, and Communications
Modesto Junior College

Donna Jones
Coordinator, Teaching Assistant Program
Cerritos College

Cynthia Kaufman
Curriculum Specialist and Social Science/Women’s Studies Instructor
De Anza College

Sandra O. Lindoerfer, Esq.
Dean, Human Resources
Pasadena City College

Gene Little
Director, Office of Affirmative Action Programs
Los Angeles Community College District

Stelvio Locci
President, Academic Senate
Hartnell College

Richard Loya
Mayor
City of Huntington Park

Roger Marheime
English Instructor and Director of Diversity Outreach Pasadena Community College

Leon Marzillier
Math Department
Los Angeles Valley College

Erlinda Martinez
Vice President, Student Services
Cerritos College

Rowena Matsunari
English Instructor and President, Minority Staff Association
De Anza College

Paula McCroskey
Coordinator, Disabled Student Programs & Services

Annjennette McFarlin
Project Director, SDICCA
Grossmont College

Venesse Metcalf
Director of Human Resources
Yosemite Community College District

Jean Miller
English Instructor and Puente Project Co-Coordinator
De Anza College
Judy Miner
Vice President, Instruction & Curriculum Co-Chair
De Anza College

Herb Rose
General Advisory Board Member
Santa Monica College

Dinah Minkler
Support Services Specialist, Disabled Student Programs & Services
Riverside Community College

Lucy Santiago
Santa Ana Civic Leadership Initiative participant
Rancho Santiago Community College District
Santa Ana College

Ernest Moreno
President
East Los Angeles College

Susan Sargent-Osorio
Interim Director of Support Services
Monterey Peninsula College

Dean Murakami
American River College Campus Vice President
Los Rios Community College District

Sallie Savage
Director of Human Resources
Hartnell College

Christopher Myers
Director, Institutional Research and Planning
Hartnell College

Janet Shapiro, Ph.D.
Coordinator
Disabled Student Programs and Services
Santa Barbara City College

Edgar Nandkishore
Director, Purchasing
Pasadena City College

Clara Starr
Director, Human Resources
City College of San Francisco

Judy Neveau
Director of Community Relations
Santa Monica College

Diana Sunday
Director, Research and Planning
Yosemite Community College District

Joann Newman
Human Resources Specialist, Academic Recruitment
Long Beach Community College

Beverly Tate
Coordinator of the College Diversity Initiative
Pasadena City College

Arturo Ocampo
Diversity Director
Evergreen Community College

Linda Umbdenstock
Administrative Dean of Planning
Long Beach Community College

Rod Patterson
Los Angeles Community College District

Dr. Edward Valeau
President & Superintendent
Hartnell College

Veronica Perez
Coordinator
Santa Ana Civic Leadership Initiative Rancho
Santiago Community College District
Santa Ana College

Dora Valenzuela
Dean, School of Liberal Studies
San Diego City College

Kathy Plum
Math Instructor and Academic Senate President
De Anza College

Laurie Vasquez
Disabled Student Programs and Services
Santa Barbara City College

Irma Ramos
Director of Human Resources and Staff Diversity
Long Beach Community College District

Jeanette Velasquez
Instructor
Enterprise High School

James Riggs
President
Columbia College

Doreen Villasenor
Diversity Committee Member
Fullerton College

Cindy Vyskocil
Director of Campus Diversity
Fullerton College
Carolyn Wilkins-Greene
Intercultural Studies Instructor and Vice President, Academic Senate
De Anza College

Palisa Williams Rushin
Dean, Arts & Humanities
Miramar College

Marion Winters
Diversity Coordinator
De Anza College

Maria Elena Yepes
Affirmative Action Officer
East Los Angeles College
# Appendix 8

## California Community Colleges Chancellor's Office

**Individual and District Recipients of Faculty and Staff Diversity Awards**

**1993 to 2001**

<table>
<thead>
<tr>
<th>Year</th>
<th>Individual</th>
<th>District</th>
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<tbody>
<tr>
<td><strong>1993</strong></td>
<td>Joaquin Hernandez</td>
<td>Fremont-Newark CCD (Northern)</td>
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<td></td>
<td>San Diego CCD</td>
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<td></td>
<td>Louis Watts</td>
<td>Victor Valley CCD (Southern)</td>
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<td>Contra Costa CCD</td>
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<td>Patricia Mollica</td>
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<td>Pasadena CCD (Special Award)</td>
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<td><strong>1994</strong></td>
<td>Arthur Cardoza</td>
<td>Gavilan CCD (Northern)</td>
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<td>Merced College</td>
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<td>Karen Furukawa</td>
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<td>Mt. San Antonio College</td>
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<td></td>
<td>Virginia Romero</td>
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<td>Cerritos College</td>
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<td>Butte College</td>
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<td><strong>1995</strong></td>
<td>Barbara Lee</td>
<td>Peralta CCD (Northern)</td>
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<td>Lake Tahoe Community College</td>
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<td>Donald F. Averill</td>
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<td>Glendale College</td>
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<td><strong>1996</strong></td>
<td>Ron Cataraha</td>
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<td>Rio Hondo CCD</td>
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<td>Patricia Demo</td>
<td>Imperial CCD (Southern)</td>
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<td>Shasta CCD</td>
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<td>Betsy Limebrook</td>
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<td>Saddieback CCD</td>
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<td>Nancy Yagi</td>
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<td>Redwoods CCD</td>
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<td>Beverly Shue</td>
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<td>Los Angeles CCD (Special Award)</td>
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<th>Year</th>
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<th>District</th>
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<td><strong>1998</strong></td>
<td>Ron Cataraha</td>
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<td>Marie Thompson</td>
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<td>Leo Middleton</td>
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<td><strong>2000</strong></td>
<td>Dr. Annjennette</td>
<td>Coast CCD (Southern)</td>
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<td>McFarlin</td>
<td>Grossmont College</td>
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<td>Irene Rasmussen</td>
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<td>E.J. Arismendi-Pardi</td>
<td>Orange Coast College (Special Award)</td>
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<td><strong>2001</strong></td>
<td>George Ow, Jr.</td>
<td>Pamela Fisher &amp; Yosemite CCD</td>
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<td>Community Leader</td>
<td>Cosumnes River College</td>
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<td>John W. Rice Diversity Award</td>
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