

DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY TOOLKIT:

Professional Learning and Mentoring A Guide and Toolkit for Trustees

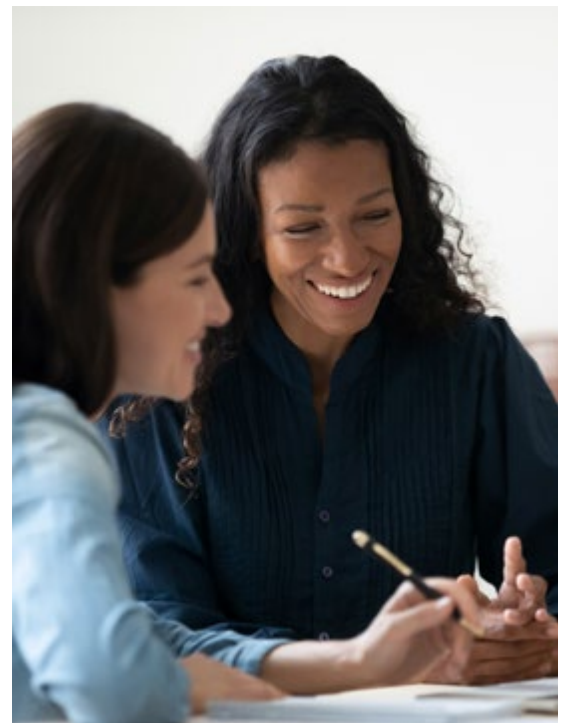
WHY?

Diversity, equity, inclusion and accessibility are a powerful tools that colleges can use to ensure success for all students. California's Community College student population is highly diverse. We must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. Trustee Boards are responsible to the students their district serves and have an important role in advancing the principles of diversity, equity, inclusion, and accessibility that leads to student success. In addition, Trustee Boards are responsible for setting goals, making policy, approving budgets, and the hiring and evaluation of the Chief Executive Officer. Working with the CEO, a Board ensures quality programs and services for all students.

Why Include Diversity, Equity, Inclusion and Accessibility in Professional Learning and Mentoring Programs?

Professional Learning reaches many members of the college community. It provides information, ideas to consider, and the beginnings of change in outlook for participants. It is a cost-effective way to reach many people and begin the change to a diversity/equity/inclusion/accessibility-focused community that supports student success.

Mentoring is a more personal process that reaches a small group of people at a time and takes place over longer timeframe, often for one year. The change in participants is usually profound and lasting. The change from mentoring often reverberates across the campus culture especially as times goes on and mentors and mentees disperse into all areas of campus.



WHAT CAN TRUSTEES DO?

Best practice is to include all employees in professional learning, and to include students and all employees in mentoring that has a diversity, equity, inclusion and accessibility focus.

- Create policy to establish mentorship and professional learning programs to advance diversity, equity, inclusion and accessibility.
- Support professional learning that informs cultural competence and inclusion.
- Ask CEO to report professional learning and mentoring program participation for each employee group (disaggregated by race, ethnicity, gender, disability status, etc.) and provide reports to the Board.
- Ask CEO to conduct periodic program evaluations of professional learning and mentoring programs, including an assessment of how well programs are achieving goals and reaching desired outcomes. Include a summary of participant feedback about the program quality
- Ensure mentoring programs effectiveness and sustainability by establishing clear goals and tracking progress and outcomes with data.
- Establish and fund an equity officer or similar position to develop and facilitate diversity, equity, inclusion and accessibility-focused professional learning and mentoring.
- Allocate funding for mentoring programs through the budgeting process.

1

Work with CEO to advance mentoring and professional learning programs with diversity, equity, inclusion and accessibility goals

2

Create policy that supports and funds professional learning and mentoring across all stakeholder groups

3

Set goals and request data to monitor progress

BEST PRACTICES

Mentoring Best Practices Programs for Faculty and Staff

ASCCC, Faculty Empowerment and Leadership Academy (FELA)

<https://asccc.org/faculty-empowerment-and-leadership-academy>

Bakersfield College

The **Faculty Diversification Fellowship Program** provides post-baccalaureate STEM students with a mentoring experience at a rural California community college. Fellows are immersed in ‘community college culture including best educational practices for teaching and supporting diverse students’ in an HSI institution.

<https://www.bakersfieldcollege.edu/employees/professional-development/faculty-diversification-fellowship/apply.html>

West Valley-Mission Community College District

The West Valley-Mission Community College District **Faculty Diversity Internship Program (FDIP)**, a paid internship, has proven to be an effective means of providing high quality learning opportunities for faculty interns and enhancing the educational needs of our multicultural students.

<https://www.wvm.edu/committees/diversity-eeo/fdip.html>

Professional Learning

Fresno City College

The **New Employee Equity Academy (NEEA)** is for all newly hired full-time and part-time faculty, classified professionals, and administrators. NEEA builds on previous campus efforts to provide onboarding and mentorship and now provides a more deliberate and comprehensive effort for all new FCC employees with foundational information, resources, and tools to foster student equity while orienting them to the equity-minded commitment and culture of the college.

<https://www.fresnocitycollege.edu/faculty-and-staff/resource-guide/student-equity.html>



North Orange Community College District

A listing of community resources committed to Diversity, Equity, Inclusion, Accessibility

<https://www.nocccd.edu/plans-policies-procedures/diversity-resources>

North Orange Community College District provide the Board of Trustees with an Annual Institutional Commitment to Diversity Report.

<https://www.nocccd.edu/plans-policies-procedures/diversity-reports#related-files>

Resources

Title V Regulations that address Professional Learning and Mentoring

Professional Learning for Board addressed in: Title V, Division 6, Chapter 4, Subchapter 2, Article 1, [Item #53005](#) District Advisory Committees.

Professional Learning and Mentoring addressed in: Title V, Division 6, Chapter 4, Subchapter 2, Article 2, [Item #53024](#).1 Strategies for Achieving Institutional Diversity.

Funding for DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY-focused Professional Learning/ Mentoring: Title V, Division 6, Chapter 4, Subchapter 2, Article 3, [Item #53030](#) Equal Employment Opportunity Fund Allocation.

Who creates/hires professional Learning activities: Title V, Division 6, Chapter 4, Subchapter 3, Article 2, [Item #53200](#) Definitions.

Internship Programs can be DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY mentoring: Title V, Division 6, Chapter 4, Subchapter 6, [Item #53501](#) Faculty Internship Programs, Purposes.

Minimum Qualifications of Mentors: Title V, Division 6, Chapter 4, Subchapter 6, [Item #53502](#), Minimum Qualifications and Requirements.

Possible Funding for Professional Learning and Mentoring: Title V, Division 6, Chapter 7, Subchapter 5, Article 1, [Item #56652](#), Eligible Programs and Services.

Chancellor's Office Equal Employment Opportunity page

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Institutional-Effectiveness/EEO-Equal-Employment-Opportunity>

- A Model EEO Plan can be found here:
<https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/modeleeoplan2022finala11y-V2.pdf>

Supporting Research

Female peer mentors early in college have lasting positive impacts on female engineering students that persist beyond graduation, Deborah J. Wu, Kelsey C. Thiem, November 11, 2022
<https://www.nature.com/articles/s41467-022-34508-x>

Learning and change through diversity, equity, and inclusion professional development: Academic librarians' perspectives, Keren Dali, Norda Bell, December 2021, Journal of Academic Librarianship
<https://www.sciencedirect.com/science/article/abs/pii/S0099133321001397>

How Diversity Makes Us Smarter: Being around people who are different from us makes us more creative, more diligent and harder-working, Katherine W. Phillips, October 1, 2014
<https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/?redirect=1>

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