DIVERSITY, EQUITY, INCLUSION AND ACCESSBILITY TOOLKIT:
Employee Evaluations and Exit Interviews
A Guide and Toolkit for Trustees

WHY?

Diversity, equity, inclusion and accessibility are 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 Accesibility in Exit Interviews and Faculty and Staff Evaluations?

Exit Interviews: To better understand why employees sometimes leave before retirement, set policy for an exit interview protocol. Findings will inform future decisions about areas where an improvement in diversity, equity, inclusion, and accessibility could improve employee retention, employee satisfaction, and student success.

Faculty and Staff Evaluations: Previous models of the employee evaluation process were largely silent on diversity, equity, inclusion, and accessibility criteria and yet it is well understood that employees who lack multicultural competencies are at a disadvantage in reaching students of diverse backgrounds. Increasing cultural competencies among existing faculty, staff, and administrators is an effective way of ensuring that students of diverse ethnic backgrounds are not left behind. Evidence of improvements in diversity, equity, inclusion, and accessibility competencies and where employees need additional support can best be collected through the evaluation process.
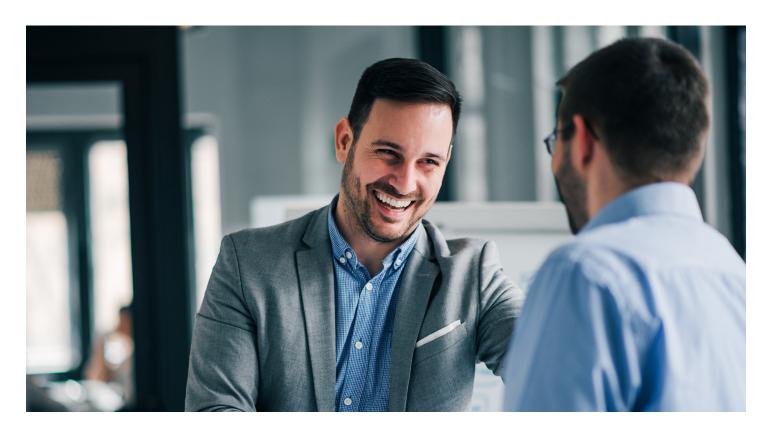
WHAT CAN TRUSTEES DO?

Work collegially with the CEO to foster a team culture regarding diversity, equity, inclusion and accessibility. Create an environment that encourages and supports diversity, equity, inclusion and accessibility for every student and employee on campus.

Action Items

1 Ask CEO to connect with all stakeholders to discuss how incorporating diversity, equity, inclusion and accessibility in evaluations will enhance student success and the success of the college.

2 Ask CEO to work with bargaining units to create mutually agreed upon evaluations with a diversity, equity, inclusion and accessibility focus.

3 Review exit interview data to identify and address areas for improvement.

4 Incorporate diversity, equity, inclusion and accessibility exit interview data as part of annual diversity, equity, inclusion and accessibility reports to the Board.

5 Review policy procedures and practices to ensure diversity, equity, inclusion and accessibility criteria are embedded and aligned with current regulations.

BEST PRACTICES

- Ask CEO to initiate a redesign of existing employee evaluations and procedures with diversity, equity, inclusion and accessibility criteria, to conduct information and training sessions, and to initiate discussions with bargaining units.

- Provide workshops and listening sessions so all employee groups can develop meaningful evaluations that include diversity, equity and inclusion and fosters the adoption of equity-minded and effective, culturally responsive practices to serve our diverse student population.

- Ask CEO to report on patterns and trends observed in exit interviews and provide disaggregated data about patterns specific to race, ethnicity, gender, and other characteristics.

- Ask CEO to develop a strategic plan to address areas for improvement.

- Share findings in participatory governance committees and with key stakeholder groups to increase transparency, gather additional context for findings, collect input on potential strategies, and encourage buy-in for efforts.

- Ask CEO to develop an exit interview handbook that includes model procedures for implementing exit interviews, model exit interview forms, and procedures to increase participation.

- Utilize ASCCC templates and models that aligns with local Senate hiring process.

Resources

Compton College Success and Retention Combined Dashboard
https://public.tableau.com/app/profile/compton.research/viz/SuccessandRetentionCombinedDashboard/SuccessandRetention

South Orange Community College District **EEO Plan and Exit Interview** process
https://www.socccd.edu/EEO

ACHRO Diversity, Equity, Inclusion and Accessibility Exit Interview and Model Procedures
https://achroeeo.com/diversity-equity-and-inclusion/

Title V Regulations that address Employee Evaluations, Tenure Review, and Exit Interviews

- **52510 – Definitions of key terms including Accessibility, Anti-Racism, Criteria, Cultural Competency, Diversity, and Inclusion:** Title 5, Division 6, Chapter 4, Subchapter 1
https://govt.westlaw.com/calregs/Document/I60BFBE80D9AA11ED8ABBD760BB5C67FE
- **53425 – Ability to Work with Diverse Individuals and Communities:** Title 5, Division 6, Chapter 4, Subchapter 5, Article 2.
https://govt.westlaw.com/calregs/Document/I6052A4D0D9AA11ED8ABBD760BB5C67FE
- **53601 – Chancellor's Publication of Diversity, Equity, Inclusion and Accessibility Competencies and Criteria:** Title V, Division 6, Chapter 4, Subchapter 7, Item #53601.
https://govt.westlaw.com/calregs/Document/IA4474930EAA611EEB250BA1B32E61DE7
- **53602 – Advancing Diversity, Equity, Inclusion and Accessibility in Evaluation and Tenure Review Processes:** Title V, Division 6, Chapter 4, Subchapter 7, Item #53602, Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes.
https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE
- **53605 – Classification-Specific Diversity, Equity, Inclusion and Accessibility Obligations:** Title V, Division 6, Chapter 4, Subchapter 7
https://govt.westlaw.com/calregs/Document/I615DFA50D9AA11EDA580D014AB594506

Supporting Research

5 Ways That College Campuses Benefit from Diversity, Equity and Inclusion Programs, Erica Jacqueline Licht, published in theconversation.com, September 12, 2023 (General overview with links to many research articles. A very good starting point.)
https://theconversation.com/5-ways-that-college-campuses-benefit-from-diversity-equity-and-inclusion-programs-208905

Diversity, Equity, and Inclusion in the Higher Ed IT Workforce, 2019, Dana C. Gierdowski and D. Christopher Brooks, August 5, 2019 (about who wants diversity, equity, inclusion and accessibility professional learning)
https://www.educause.edu/ecar/research-publications/diversity-equity-and-inclusion-in-the-it-workforce/2019/dei-training-benefits-underrepresented-groups

How Investing in DEI Helps Companies Become More Adaptable, David Michels, Kevin Murphy, May 5, 2023 (Harvard Business Review)
https://hbr.org/2023/05/how-investing-in-dei-helps-companies-become-more-adaptable

The Relationship between Faculty Diversity and Student Success in Public Community Colleges, James David Cross and Carol A. Carman, April 12, 2021
https://www.ccleague.org/wp-content/uploads/The-Relationship-between-Faculty-Diversity-and-Student-Success-in-Public-Community-Colleges-FOR-POSTING.pdf