



June 14, 2021

Dear California Community College Family,

A year ago, we launched the Chancellor's "Call to Action" during our system webinar and we followed up with a letter on June 5, 2020. The purpose of this letter is to update you on our progress and to add two important areas of focus to this work. As a system, we have grown more resilient and unapologetic about equitable student outcomes and the structural re-designs that we need to lead. Many of you have shared how meaningful the Call to Action has been to you and your community. It has provided you the momentum to strengthen your local implementation of the *Vision for Success* and an opportunity to engage every community member to learn and grow alongside you. We have accomplished much in the past year, yet our work is far from finished:

- 1. UPDATE: A System wide review of law enforcement officers and first responder training and curriculum.** The Chancellor's Office and system leaders are taking a hard look at the role our colleges play in the training of law enforcement officers throughout California and how policing occurs on our campuses. The Chancellor's Office has been assisted by college leaders and subject matter experts in establishing a landscape analysis of on-campus police activities and workforce education occurring on our campuses. Two key areas of the work ahead remain: 1) the impact of campus police culture and climate on student learning and success; and 2) the evolution of police academy trainings as delivered by 19 academies operated by California Community Colleges. Critical to this work has been ongoing engagement of stakeholders, including a new relationship with the Commission on Peace Officer Standards and Training (POST) that has resulted in a Chancellor's Office representative appointed to the commission's Advisory Committee. Concurrently, a task force comprised of students, law enforcement officials, college leadership, community members and others has been convened to consider the need for regulatory changes related to: community-based and evidence-based policing, campus policing data collection and reporting, policies for recruitment and hiring of campus police, removal of police officers found to be unsuitable for on-campus employment, and strategies for state-level support and resources to enhance campus efforts. It is anticipated that the input of the task force will be presented to the Chancellor's Office Fall 2021 and future action by the Board of Governors can be expected in early 2022. To learn more about this work, follow the Campus Policing Reform Tasks Force community in the [Vision Resource Center](#).



2. UPDATE: Campus leaders must host open dialogue and address campus climate.

Campus leaders across the system, at all levels, responded to the Call to Action by hosting and engaging in campus dialogue to assess their campus climates. College leaders and stakeholder associations hosted events, town halls, community circles, webinars, and listening sessions in their efforts to give voice to the experiences of marginalized and under-represented students and college personnel. System stakeholders have kept these efforts going by centering diversity, equity, and inclusion, as the driving theme for conferences and events, including designating time for colleges and regions to engage in action planning in support of the Call to Action. The Chancellor's Office has also actively engaged in supporting these efforts by hosting a "Courageous Leadership" [webinar series](#) that highlighted campus leaders from across the system that are leading their institutions in dismantling inequitable structures. The Chancellor's Office has also worked to make equity a more explicit component of the Guided Pathways efforts, hosting the first annual Pathways in Equity conference which introduced a variety of related resources and highlighted how colleges have led guided pathways reform with equity as the driver. Diversity, equity, and inclusion was also a primary theme of the Trustee Fellowship, hosted in partnership with the Aspen Institute and designed to engage trustees from across the system.

3. UPDATE: Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. Our system has begun to rally around improving classroom climate by adopting anti-racist classroom practices and curriculum. Campus leaders have been guiding classroom climate audit discussions and workshops in partnership with Chief Instructional Officers and faculty leaders. We also know that districts are discussing how to embed Diversity, Equity, and Inclusion (DEI) criteria into faculty and staff evaluation and tenure review processes. As a part of the DEI Implementation Workgroup, we are learning from districts that are leading this work and looking to develop a state model that can guide districts to integrate DEI in a meaningful way that will support faculty and staff and benefits our students. There are also emerging collaborations with the Academic Senate for California Community Colleges on an "Excellence in Teaching and Learning" initiative focused on promoting and supporting equitable classrooms system-wide. In partnership with the statewide California Community College Curriculum Committee (5C), a regulatory change to require an Ethnic Studies course as part of the minimum requirements for an Associate's Degree is in the process of [Board of Governors approval](#).



- 4. UPDATE: District Boards review and update your Equity plans with urgency.** In the last year, colleges have responded to the Call to Action with urgency in their efforts to review their equity plans, and more broadly, ensure equity is centered in every aspect of the planning and implementation processes. The Chancellor's Office partnered with the Center for Urban Education and released the results of the Student Equity Plan Review Report, an in-depth, racial equity focused analysis of the 2018 equity plans submitted by the colleges. The report reaffirmed the urgency for the colleges to: 1) clearly identify equity priorities using available local data to better guide activities and close equity gaps; 2) embed intentional equity inside and outside the classroom; 3) ensure transfer as a priority in the equity conversations; and 4) provide intentional professional development tied to clear outcomes.

Community colleges across our system are listening and acting. Robust conversations on tackling racial equity, designing a holistic support infrastructure to better serve the most vulnerable student populations are taking place on campuses across our system. Racial equity focus groups, equity planning committees, and student resource hubs, ranging from basic needs to educational supports, are appearing on more campuses. Simultaneously, colleges are working diligently and intentionally to provide more targeted resources for students, specifically ensuring adequate support for students during this pandemic. The Guided Pathways framework has facilitated the creation of conditions that allow the colleges to make long-lasting structural changes grounded in equity.

Although the colleges are not required to submit their next Student Equity Plans until 2022, advancing equity remains a constant priority. The Chancellor's Office is committed to shifting the Student Equity Plan process from a traditionally compliance-oriented process to an opportunity for districts and colleges to plan, evaluate and improve actions and outcomes.

- 5. UPDATE: Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.** The Diversity, Equity, and Inclusion (DEI) Implementation Workgroup organized to advance three of six key areas outlined in the Call to Action that are within the scope of the workgroup. This includes hosting open dialogue to address campus climate; auditing classroom climate to create inclusive classrooms and anti-racist curriculum; and shortening the time frame for the full implementation of the [DEI Integration Plan](#). The Chancellor's Office successfully advocated for additional resources to support DEI strategies and will continue to advocate for ongoing support to elevate and sustain this work.

Several key strategies have been completed or are near completion as outlined in



the DEI Integration Plan. Specifically, in partnership with system partners we are proud to say we have:

- Adopted a systemwide [DEI statement](#) and integrated the language into Title 5 regulations to codify a new mission for DEI.
- Partnered with the Chief Executive Officers of the California Community Colleges (CEOCCC) President Dr. Pamela Luster and California Community College Trustee (CCCT) Board President Adrienne Grey to encourage local boards to adopt and affirm their commitment to DEI through local board resolutions.
- Provided statewide [equivalency guidance](#) to ensure system equivalency processes are accessible and used as a tool for equity in hiring. The guidance memo was co-authored by the Academic Senate for California Community Colleges President.
- Provided a [legal opinion](#) on student participation in hiring committees as a method of diversification and representation of the student voice.
- Integrated strategies outlined in the Student Senate for California Community Colleges ([SSCCC](#)) [Anti-racism Student Plan of Action](#) into the DEI Integration Plan to represent the student voice.
- Embedded DEI into faculty and staff awards at the statewide level and are encouraging statewide associations to audit their award process and criteria.
- Continued to elevate DEI dialogue through the Chancellor's listening tour and the Black and African American Advisory Town Halls.
- The Board of Governors adopted a [resolution](#) to celebrate the diversity of the California Community College system through DEI Awareness Month hosted in April.
- Developed and disseminated a DEI communications plan that includes tools for colleges to engage in this work such as a [glossary of terms](#), a [video](#) summarizing a commitment to the work and a social media campaign.
- Created a [DEI webpage](#) dedicated to communicating with the system, guidance memos, and resources to help colleges move from compliance to empowerment in fostering an anti-racist campus climate.

The workgroup, which will sunset in 2022, are close to completion on DEI Integration Plan recommendations to: establish equity criteria and competencies for all community college employees through the evaluation and tenure review process; adopt amendments to Title V regulations governing Equal Employment Opportunity Plans; develop campus-wide cultural competency and implicit bias training through online modules; disseminate a model student grievance process in partnership with the SCCC for students to report incidents of discrimination, micro-aggressions and racism; and create additional professional development series, particularly for classified staff and part-time faculty.



6. UPDATE: Join and engage in the Vision Resource Center “Community Colleges for Change.”

The Vision Resource Center provides our system with a place for peer learning and sharing and tools to support professional development to drive institutional change, equity and student success. Since Chancellor Oakley's "Call to Action" was issued in June 2020, thousands of professionals have engaged in the "CCCs for Change" community on the VRC, gaining access to resources related to institutional racism, diversity, equity and inclusion.

You have been bold, but there is so much more work for us to do together. As we maintain momentum, we need to systematize our transformational change. This will require us to intentionally build and integrate an anti-racist campus culture into every districts, campus, department, classroom, professional meeting, convening, workgroup and committee. This will require all of us, including our students, Chief Executive Officers/Chancellors, Trustees, Academic Senates, faculty, classified staff, and labor partners to address these key issues:

- a) Colleges must evaluate their post-completion outcomes through an equity lens, recognizing the disproportionate impact the pandemic had on our students and, especially historically marginalized and minoritized students. This should include a review of the data related to transfer outcomes, employment outcomes, and wage gains. Using the disaggregated post-completion student outcomes, colleges should re-evaluate their policies, procedures, and practices for supporting and expanding access, exposure, and network building to strengthen equitable outcomes.
- b) Alignment of our investments and use of resources to our equity priorities. Through courageous and intentional leadership, we can re-envision our investments with equity at the forefront. This will mean working together to mobilize the right combination of resources that create welcoming, high-quality learning experiences leading students to success, especially students which data proves have long been left behind. Through resource equity, colleges can help every student live a life of their choosing— so that race and family income no longer predict their trajectory. We ask district and campus leaders to have the difficult conversations and integrate equity priorities into resource allocation decisions. Begin with the data and ask the tough question – which student population are being left behind? How are our structures perpetuating these results? Follow these critical discussions and analysis with strategies to coordinate resources to make an impact on Local Vision Goals which were intended to close racial equity gaps.

On behalf of our 2.1 million students and the 131 employees in the Chancellor’s Office, we thank you for joining us to learn, listen and act with urgency. Together we are a



stronger, more courageous, and creative community, and we will recover and help our students thrive.

In solidarity,

Eloy Ortiz Oakley, Chancellor

Marty Alvarado, Executive Vice
Chancellor of Educational Services &
Support

Paul Feist, Vice Chancellor of
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Dr. John Hetts, Visiting Executive of
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