

Diversity, Equity, Inclusion, and Accessibility Competencies and Criteria Recommendations

BACKGROUND

An educational excellence ecosystem requires an equity-centered teaching and learning system to support and remove barriers to student experiences and success. An important component of transforming our system's culture and establishing educational excellence, includes addressing employee evaluations and tenure review processes. Therefore, in collaboration with the DEIA Implementation Workgroup (previously named the DEI Implementation Workgroup), the Chancellor's Office has been working to implement the [DEI Integration Plan](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf) (https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf), create culture change, and establish the conditions for educational excellence. The DEI Integration Plan includes recommendations for embedding diversity, equity, inclusion, and accessibility (DEIA) competencies and criteria into the employee evaluation and tenure review processes. These recommendations are also in alignment with the [Vision for Success](https://www.cccco.edu/About-Us/Vision-for-Success) (https://www.cccco.edu/About-Us/Vision-for-Success) and the [Governor's Recovery with Equity Roadmap](https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf) (https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf) that call out the incorporation of "equity-centered practices into teaching and learning, grading, annual evaluations, and faculty review/tenure."

Over the course of six working sessions, a subgroup of the DEIA Implementation Workgroup tasked with developing DEIA competencies and criteria for employee evaluation and tenure review processes, developed a competency framework that is developmental in nature to support the continuous growth of all employees to become more aware and active in statewide diversity efforts. The subgroup engaged in learning sessions, including a faculty panel from the Academic Senate for California Community Colleges and a presentation from Los Rios Community College District, reviewed DEIA competencies and criteria from other higher education institutions, and participated in activities to draft a set of sample DEIA competencies and criteria. In partnership with the Chancellor's Office, the Success Center analyzed and categorized the subgroup's responses from the activities using thematic coding. Responses that shared a common theme were grouped together under an overarching thematic code, and a description was created for each thematic code. In addition, each competency and criteria was assessed as to whether it applies to faculty, staff (including administrators), or both employee types.

The subgroup met on multiple occasions to finalize the set of DEIA competencies and criteria that are listed in this document. This sample is meant to serve as a reference for districts/colleges as they engage in their own local process to develop and adopt a personalized set of DEIA competencies and criteria for their employee evaluation and tenure review processes. The process may include, but is not limited to, conducting a review of existing local evaluation and tenure practices, engaging with stakeholders, and implementing local processes that incorporate DEIA competencies and criteria in assessment. To support these local efforts, the Chancellor's Office is committed to creating

enabling conditions to assist with the local implementation of DEIA competencies and criteria by:

- encouraging diversity focused criteria in employee evaluations and tenure review,
- updating regulations as it relates to evaluation and professional development, and
- revising the EEO Plan Template to establish accountability in the tenure review and employee evaluations processes.

DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY COMPETENCIES AND CRITERIA

The purpose of establishing DEIA competencies is to define the skills, knowledge, and behaviors that all California Community College (CCC) employees must demonstrate to work, teach, and lead in a diverse environment that celebrates and is inclusive of diversity. During the evaluation and tenure review process, employees will be able to demonstrate they have met the DEIA competencies using concrete examples based on DEIA criteria provided in this document.

Diversity, Equity, Inclusion, and Accessibility Competencies Themes

Accessibility

Theme applies to both faculty and staff.

Recommended Description

- Provides students with a variety of learning modalities through pedagogy and/or curriculum that considers variability and diversity of learners.
- Applies universal design strategies within one's employment role to make instruction, employment opportunities, technology, campus services, programs, and facilities accessible, welcoming, and useable for students, employees, and community members of all abilities.
- Demonstrates a commitment to professional development opportunities to create more accessible classroom, campus, and working environments.
- Demonstrates an awareness and understanding of apparent and non-apparent/invisible disabilities, use of ableist language, and the intersection between disability, race, and other identities held.
- Demonstrates an awareness of potential barriers that policies, procedures, and/or practices may pose to people with differing abilities.

Cultural Competency

Theme applies to both faculty and staff.

Recommended Description

- Acknowledges that cultural and social identities are diverse, fluid, and intersectional.

- Demonstrates an ongoing awareness and recognition of racial, social, and cultural identities with fluency regarding their relevance in creating structures of oppression and marginalization.
- Demonstrates an understanding of the lived experiences of culturally diverse students, employees, and communities in the district and uses that understanding to contribute to student success, equity, inclusion, and accessibility.
- Seeks DEIA and anti-racist perspectives and applies knowledge to problem solving, policies, and processes to create respectful, DEIA-affirming environments (e.g., campus and classroom environments that are inclusive, accessible, promote equity, and affirm diversity).

Data

Theme applies to both faculty and staff.

Recommended Description

- Uses data to uncover inequitable outcomes measured through equity-mindedness that calls out racialized patterns in the data, policies, and practices to inform strategies to improve equitable student outcomes and success.

Diversity, Equity, Inclusion, and Accessibility (DEIA) & Mission

Theme applies to both faculty and staff.

Recommended Description

- Articulates the importance and impact of DEIA and anti-racism as part of the institution's greater mission.

Diversity, Equity, Inclusion, and Accessibility (DEIA) Pedagogy & Curriculum

Theme applies to faculty.

Recommended Description

- Promotes and incorporates DEIA and anti-racist pedagogy.
- Ensures and accommodates for diverse learning styles and utilizes holistic assessment methods.
- Participates in training to incorporate culturally affirming pedagogy.

Self-Improvement

Theme applies to both faculty and staff.

Recommended Description

- Demonstrates a commitment to continuous improvement as it relates to one's DEIA and anti-racism knowledge, skills, and behaviors to mitigate any harm caused (whether intentional or not) to minoritized communities.

Self-Reflection

Theme applies to both faculty and staff.

Recommended Description

- Engages in self-assessment of one's own commitment to DEIA and internal biases, and seeks opportunities for growth to acknowledge and address the harm caused by internal biases and behavior.

Diversity, Equity, Inclusion, Accessibility Criteria Themes

Accessibility

Theme applies to both faculty and staff.

Recommended Description

- Provides students or employees with written and/or electronic procedures on how to obtain additional support and resources for accommodation.
- Utilizes and provides students with universally accessible and useable electronic documents, resources, and technology.
- Demonstrates flexibility in delivery of instruction or services specific to one's role that is responsive to the needs and strengths of students impacted in various ways.
- Ensures students can access information and demonstrate their knowledge.
- Ensures that students who require accommodations receive equitable support in a timely manner.
- Takes action to regularly review policies, procedures, or practices to remove accessibility barriers to instruction, employment, technology, campus services, programs, facilities, and other areas to ensure inclusivity and access of people with a diverse range of characteristics.
- Strives to develop skills in the use of accessible technology and integrates into one's work practices and consults with campus and statewide accessibility resources to enhance this skill.

Connected to Mission

Theme applies to both faculty and staff.

Recommended Description

- Articulates the connection of DEIA and anti-racist efforts to the institution's mission and the *Vision for Success*.

Diversity, Equity, Inclusion, and Accessibility (DEIA) Environment

Theme applies to both faculty and staff.

Recommended Description

- Promotes and contributes to a diverse, inclusive, accessible, and anti-racist and anti-ableist environment for students, colleagues, and community members.

Employee Interactions

Theme applies to both faculty and staff.

Recommended Description

- Recruits, hires, and retains diverse faculty and staff from minoritized communities and diverse backgrounds, especially those adversely impacted.
- Introduces new employees to the institution and system's focus on DEIA and anti-racism and the expectations for their contribution.
- Promotes and contributes to a respectful, diverse, and equitable campus and work environment.
- Respects and acknowledges the diverse cultural and ethnic backgrounds of colleagues.
- Engages in supportive behaviors and attitudes to foster a positive and inclusive campus and work environment.
- Demonstrates the ability and willingness to communicate effectively with people of diverse backgrounds and experiences to create a collaborative community.
- Considers and includes diverse perspectives and opinions.
- Shows respect, compassion, and empathy for others.

Pedagogy/Curriculum

Theme applies to faculty.

Recommended Description

- Develops and implements a pedagogy and/or curriculum that promotes a race-conscious and intersectional lens and equips students to engage with the world as scholars and citizens.
- Develops and implements a pedagogy that promotes equitable access and diverse perspectives.
- Develops and implements a pedagogy that fosters an anti-racist and inclusive environment for minoritized students and their intersectional identities.
- Demonstrates an ability to teach culturally affirming pedagogy.

Professional Development

Theme applies to both faculty and staff.

Recommended Description

- Commits to a continuous cycle of self-growth and progress by participating in DEIA professional development and learning opportunities.
- Provides professional development and learning opportunities for students, faculty, and staff to participate in and advance DEIA and anti-racist strategies.

Self-assessment

Theme applies to both faculty and staff

Recommended Description

- Participates in a continuous cycle of self-assessment of one's growth and commitment to DEIA and acknowledgement of any internalized personal biases and racial superiority or inferiority, or ideas of normalcy.
- Demonstrates the implementation of DEIA and anti-racism practices in teaching and/or service in the evaluation process.
- Assesses student outcomes and progress to close equity gaps as outlined in the *Vision for Success*.

Service (e.g., service to the institution or community, or professional service)

Theme applies to both faculty and staff.

Recommended Description

- Advocates for and advances DEIA and anti-racist goals and initiatives.
- Leads DEIA and anti-racist efforts by participating in DEIA groups, committees, or community activities that promote systemic and cultural change to close equity gaps and support minoritized and marginalized groups.
- Contributes to student life on campus and supports diverse students beyond the classroom.
- Includes a DEIA and race-conscious pedagogy and/or curriculum in campus activities for students, faculty, and/or staff.
- Understands and applies asset-based student-centered practices and activities that recognize students' lived experiences, strengths, and capabilities and empowers students to take ownership of their learning experience (e.g., Competency Based Education, Credit for Prior Learning, etc.).
- Commits to the success of minoritized and marginalized students by providing specific opportunities to access educational pathways and opportunities for academic and career success (including academic and non-academic advising, mentorship).
- Develops and implements student programs and activities that incorporate a race-conscious and intersectional lens and equips students to engage with the world as scholars and citizens.

- Creates an inclusive and accessible learning and working environment by valuing differences among colleagues and students and recognizing the ideological disproportionate impacts on historically minoritized racial groups.
- Contributes to DEIA and anti-racism research and scholarship.