

# EXHIBIT A

## **Diversity, Equity and Inclusion 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 Diversity, Equity and Inclusion (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?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D) (<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D>), create a culture change, and establish the conditions for educational excellence. The DEI Plan includes recommendations for embedding DEI 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](https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf)) that calls out the incorporation of "equity-centered practices into teaching and learning, grading, annual evaluations, and faculty review/tenure processes."

Over the last six months, a subgroup of the DEI Implementation Workgroup tasked with developing DEI competencies and criteria for employee evaluations 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 diversity and equity efforts. The subgroup engaged in learning sessions, including presentations from the Faculty Association of California Community Colleges and Los Rios Community College District, reviewed DEI competencies and criteria from other higher education institutions, and participated in activities to draft a set of sample DEI competencies and criteria.

The subgroup met on multiple occasions to finalize the set of DEI competencies and criteria that are listed in this document. However, the subgroup acknowledges that this sample set of DEI competencies and criteria is not exhaustive nor truly "final," as it may be updated with further engagement, learning, and dialogue to ensure the continuous improvement of the evaluation and tenure review processes to support student success. However, this sample is a starting point, and it 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 DEI competencies and criteria for their employee evaluation and tenure review processes. Districts/colleges are strongly recommended to use these DEI competencies and criteria as a baseline to develop DEI competencies and criteria that strengthen the integration of equity-centered practices in local employee evaluation and tenure review.

The districts'/colleges' local process for embedding DEI competencies and criteria 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 DEI competencies and criteria and assessment. To support these local efforts, the Chancellor's Office is committed to creating enabling conditions to assist with the local implementation of DEI 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 evaluations processes.

## **DIVERSITY, EQUITY AND INCLUSION COMPETENCIES AND CRITERIA**

The DEI competencies provided in this document are meant 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 (See Table 1). During the evaluation and tenure review process, employees will be able to demonstrate they have met the DEI competencies using concrete examples based on DEI criteria provided in this document (See Table 2).

As aforementioned, the subgroup participated in activities to develop the DEI competencies and criteria. In partnership with the Chancellor's Office, the Success Center analyzed and categorized the subgroup's responses from 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 most common themes that emerged for DEI Competencies were Cultural Competency, Self-reflection, and Self-Improvement. The most common themes that emerged for DEI Criteria are Service, Self-assessment, and DEI Environment.

## **Diversity, Equity and Inclusion Competencies Themes**

### **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, and inclusion.

- Seeks DEI and anti-racist perspectives and applies knowledge to problem solving, policies, and processes to create respectful, DEI-affirming environments (e.g., campus and classroom environments that are inclusive, promotes equity, and affirms diversity).

### **Self-reflection**

Theme applies to both faculty and staff.

### **Recommended Description**

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

### **Self-improvement**

Theme applies to both faculty and staff.

### **Recommended Description**

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

### **Diversity, Equity and Inclusion Pedagogy & Curriculum**

Theme applies to faculty.

### **Recommended Description**

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

### **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 and Inclusion & Mission**

Theme applies to both faculty and staff.

### **Recommended Description**

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

## Diversity, Equity and Inclusion Criteria Themes

### **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 DEI and anti-racist goals and initiatives.
- Leads DEI and anti-racist efforts by participating in DEI groups, committees, or community activities that promote systemic and cultural change to close equity gaps and support minoritized groups.
- Contributes to student life on campus and supports diverse students beyond the classroom.
- Includes a DEI 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 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 learning and working environment by valuing differences among colleagues and students and recognizing the ideological disproportionate impacts on historically minoritized racial groups.
- Contributes to DEI and anti-racism research and scholarship.

#### **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 DEI and acknowledgement of any internalized personal biases and racial superiority or inferiority.
- Demonstrates the implementation of DEI 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*.

## **Diversity, Equity and Inclusion Environment**

Theme applies to both faculty and staff.

### **Recommended Description**

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

## **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.
- Develops and implements a pedagogy that fosters an anti-racist and inclusive environment for minoritized students.
- 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 DEI professional development and learning opportunities.
- Provides professional development and learning opportunities for students, faculty, and staff to participate in and advance DEI and anti-racist strategies.

## **Connected to Mission**

Theme applies to both faculty and staff.

### **Recommended Description**

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

## **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 DEI 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.

# EXHIBIT B





MEMORANDUM

May 5, 2023

**TO:** Chief Executive Officers  
Chief Human Resources Officers  
Chief Student Service Officers  
Chief Instructional Officers  
Academic Senate Presidents

**FROM:** Abdimalik Buul, Ed.D, Visiting Executive of Educational Excellence and Equal Employment Opportunity Program

**RE:** Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations

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The California Community Colleges Board of Governors (Board of Governors) has determined that community college employees should develop the professional skills, knowledge, and behaviors necessary to provide our diverse student population with the welcoming and inclusive campus environments that are necessary to student success and more equitable outcomes through the reduction of achievement gaps. This guidance is intended to assist community colleges in achieving these objectives.

## Summary

Adopted by the Board of Governors in September 2019, the [Diversity Equity and Inclusion Integration Plan](#) called for the Chancellor's Office and the Diversity, Equity, Inclusion, and Accessibility (DEIA) Implementation Workgroup to establish the enabling conditions for local districts and colleges to embed DEIA competencies and criteria for all California Community College (CCC) employees through employee evaluation and tenure review processes. On May 23, 2022, the Board of Governors took action to establish a DEIA competency and criteria framework that can serve as a minimum standard for evaluating all California Community College employees 2) by adopting regulations to enable colleges and districts to discuss and adopt the minimum skills, abilities, and knowledge, employees must possess or would need to acquire to teach, work, and lead at California Community Colleges.

The regulations were given final approval by the Department of Finance on March 17, 2023, and became effective April 16, 2023. Pursuant to title 5, California Code of Regulations, section 52010, community college districts should conform their policies and procedures to the regulatory requirements within one hundred and eighty (180) days of this effective date.

**Chancellor's Office, Educational Services & Support**

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The purpose of this memorandum is to provide information regarding the Evaluation and tenure review of district employees and the resources that are available to support districts and colleges with local implementation of these regulations.

A full-text copy of the approved DEIA Evaluation and Tenure Review regulations and DEIA competencies and criteria are attached to this memorandum.

## Background

### Integrating DEIA Competencies and Criteria

Several strategies in the DEIA Integration Plan recommend embedding diversity-focused criteria in employee evaluation and tenure review processes, as well as a diversity performance criterion in the local board self-evaluation process. These recommendations are in alignment with the [Vision for Success](#) and the [Governor's Recovery with Equity Roadmap](#) that calls out the incorporation of “equity-centered practices into teaching and learning, grading, annual evaluations, and faculty review/tenure processes.”

To advance efforts around these strategies, a subgroup of the DEIA Implementation Workgroup was tasked with developing DEIA competencies and criteria for employee evaluations and tenure review processes. The subgroup engaged in multiple learning sessions. The information from these learning sessions helped inform the Chancellor's Office and the subgroup's co-design of a [DEIA competencies and criteria](#) framework which provides sample activities relating to the skills, knowledge, and behaviors that California Community College employees must demonstrate or acquire to work, teach, and lead in a diverse community college environment committed to the success of all students. The DEIA competencies and criteria provide a starting point for community college districts to integrate evaluation and tenure processes at the local level.

The DEIA competency and criteria framework was intentionally designed as an example of how districts can develop a framework that is equity-centered and developmental in nature to support the continuous growth of all employees to become more aware, active, and effective in diversity efforts. It recognizes variety among employees and employee groups, including those that do not typically interact with students or who hold leadership positions.

The DEIA competencies are categorized into the following themes:

- Cultural Competency,
- Professional Self-Reflection,
- Professional Self-Improvement,
- DEIA Pedagogy and Curriculum,

- Data, and
- DEIA and Mission.

Within each theme is a non-exhaustive list of actions for employees to demonstrate their understanding, skills, behaviors, and commitment to engaging in equitable practices while working in the California community college system with the ultimate goal of increasing student success. Colleges and districts are strongly encouraged to reference these competencies and criteria as a baseline when they commence their work to embed DEIA competencies and criteria into their local employee evaluation and tenure review processes. Establishing a competency framework in the employee evaluation and tenure review process creates a developmental cycle for employees to demonstrate growth in skills, knowledge, and behaviors. Colleges and districts are encouraged to innovate and locally discuss the list of recommended DEIA competencies and criteria.

### **Integrating DEIA in Evaluation and Tenure Review Processes**

As the subgroup developed the DEIA competencies and criteria, it became evident that a review of existing regulatory language on employee evaluations and tenure review was needed. The review process was comprehensive, involving consultation with many stakeholder groups. The review process determined that the regulations indeed needed to be amended and new regulatory language needed to be proposed to make DEIA-focused competencies and criteria a minimum standard and a system-wide requirement. The DEIA Implementation Workgroup and the sub-workgroup, which represent a diversity of system stakeholder associations, took part in several stages of system consultation. The draft revisions to the regulations were then shared with additional key stakeholder groups including the Equal Employment Opportunity and Diversity Advisory Committee (EEODAC), state labor union leadership, and the Consultation Council. Each of these groups were invited to provide direct feedback on the proposed regulations. The [regulations](#) include terminology and definitions (e.g., academic employee, accessibility, diversity, etc.) in reference to required resources to help guide implementation and to establish a common understanding and expectations. The evaluation and tenure review regulations are intended to advance and strengthen equitable student outcomes by providing employees with measurable actions to support the diverse needs and learning variability of our students. The regulations were presented for first reading at the March 17, 2022, Board of Governors meeting and were approved by the Board at its meeting on May 23, 2022.

## Overview of Regulatory Changes

The following changes were made to subchapter 1, of chapter 4 of division 6 of title 5 of the California Code of Regulations:

- Sections [52510](#), [53425](#), [53601](#), [53602](#), and [53605](#) were added;
- Sections [53400](#), [53401](#), and [53403](#) were amended; and
- Section [53402](#) was repealed.

Notable changes are located in sections 52510 which provides a comprehensive list of working definitions for districts to consider. Furthermore, 53425 reinforces our systems commitment to work with diverse individual and communities' while 53605 articulates the specific DEIA obligations such as Educational and other Administrators shall include DEIA and anti-racist principles into existing policies and practices, funding allocations, decision-making, planning, and program review processes. This section also mentions faculty members employing teaching, learning, and professional practices that reflect DEIA and anti-racist principles, and in particular, respect for, and acknowledgement of the diverse backgrounds of students and colleagues to improve equitable student outcomes and course completion.

Section 53602 listed below guides The DEIA competencies and criteria used as a reference for locally developed minimum standards in community college district performance evaluations of employees and faculty tenure reviews as noted in 53601 (b):

53602 states the following:

**(a) District governing boards shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the locally-developed DEIA competencies or those published by the Chancellor pursuant to section 53601.**

**(b) The evaluation of district employees must include consideration of an employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility DEIA-related competencies that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.**

**(c) To advance DEIA principles in community college employment, districts shall:**

**(1) include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees;**

(2) ensure that evaluators have a consistent understanding of how to evaluate employees on DEIA competencies and criteria;

(3) set clear expectations regarding employee performance related to DEIA principles, appropriately tailored to the employee's classification;

(4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to support employee growth, development, and career advancement;

(5) ensure professional development opportunities support employee development of DEIA competencies that contribute to an inclusive campus and classroom culture and equitable student outcomes;

(6) ensure an evaluation process that provides employees an opportunity to demonstrate their understanding of DEIA and anti-racist competencies.

(7) include proposed or active implementation goals to integrate DEIA principles as a part of the district's Equal Employment Opportunity Plan required by section 53003.

These regulations impact all the employees of the educational ecosystem as 53605b mentions:

Educational and other Administrators shall include DEIA and anti-racist principles into existing policies and practices, funding allocations, decision-making, planning, and program review processes. These processes shall take into account the experience and performance of students and colleagues of diverse backgrounds, and work to close equity gaps in student outcomes and hiring(c) Staff members shall promote and incorporate culturally affirming DEIA and anti-racist principles to nurture and create a respectful, inclusive, and equitable learning and work environment. In conducting their duties, staff members shall respect and acknowledge the diversity of students and colleagues.

## Next Steps

The regulations became effective on April 16, 2023, and the next phase requires local implementation by community college districts. Districts are encouraged to begin the local implementation process of embedding DEIA competencies and criteria by engaging in conversations with stakeholders and conducting a review of their existing local evaluation and tenure review processes. Districts may utilize the [DEIA competencies and criteria framework](#) as a baseline for developing their own competencies.

The Chancellor's Office is committed to creating the enabling conditions to support districts with their local implementation efforts. In addition to developing the DEIA competency and criteria

framework and updating Title 5 regulations on evaluation and tenure review, the Chancellor's Office has also revised the [EEO Plan Template](#) to establish accountability in the evaluation and tenure review processes.

Additionally, the Chancellor's Office has published DEIA resources to assist with increasing awareness and understanding of DEIA efforts. They include the [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary](#) and two modules on cultural competency and implicit bias. These modules are available on the [Vision Resource Center](#). Everyone who completes these learning modules will receive a certificate of completion. The modules are:

- **“I Don't See Color, I Just See People: Becoming Culturally Competent”** - this module examines the way in which the U.S. educational system perpetuates inequity and introduces various frameworks that can be leveraged to promote cultural competence and improve students' experiences on campus.
- **“Playing Behind the Screen: The Implicit Bias in Our Colleges”** - this module introduces implicit bias and how it manifests on a college campus. The module offers strategies to address implicit bias at the institutional level to improve the educational outcomes for students and experiences for everyone on our campuses.

Lastly, the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) division will provide additional resources and opportunities for professional development, highlight California community colleges that have begun to embed DEIA into their evaluation and tenure review processes, and share scalable promising practices that contribute to inclusive and culturally sensitive working and learning environments that benefit all students.

Should you have any questions about this guidance, please email Dr. Abdimalik Buul at [abuul@cccco.edu](mailto:abuul@cccco.edu).

cc: Dr. Daisy Gonzales, Interim Chancellor  
Dr. Lizette Navarette, Interim Deputy Chancellor  
David O'Brien, Vice Chancellor, Government Relations  
Dr. Siria Martinez., Assistant Vice Chancellor, Student Equity & Success

**Attachments:**

- Final Title 5 Regulation Text for DEIA Evaluation and Tenure Review of District Employees, Effective April 16, 2023
- DEIA Competencies and Criteria Framework