



Guided Pathways



San Bernardino

Valley College

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Approved by the SBVC Academic Senate September 2020 as direction to the Guided Pathways Committee

1. Include student voices in the SBVC Guided Pathways effort. This includes:
 - a. asking the Associated Student Government for two student representatives on the committee
 - b. working with the Research and Planning office to collect data, perhaps both qualitative and quantitative, about our onboarding processes, career field guides, and other observations about how students interface with the college and what they want from the college in terms of support.
2. Engage the campus in mapping programs of study for OUR students. Possibly create student profiles, evaluate the availability of instructional and support services through a variety of lenses that reflect our student population.
3. Actively collaborate with the Academic Senate, Professional Development, and other existing structures of the college to create a cohesive plan that infuses both guided pathways and anti-racism/no-hate goals of the institution.
4. Evaluate career development tools currently on hand and inform the entire campus about the tools and resources available to students.
5. Evaluate and propose changes to the hiring processes of the district with a lens toward racial justice and equity.
6. Support and/or lead campus dialogue about culturally responsive andragogy.
7. Evaluate student success and support team models from other campuses and determine their effectiveness or appropriateness for our students.

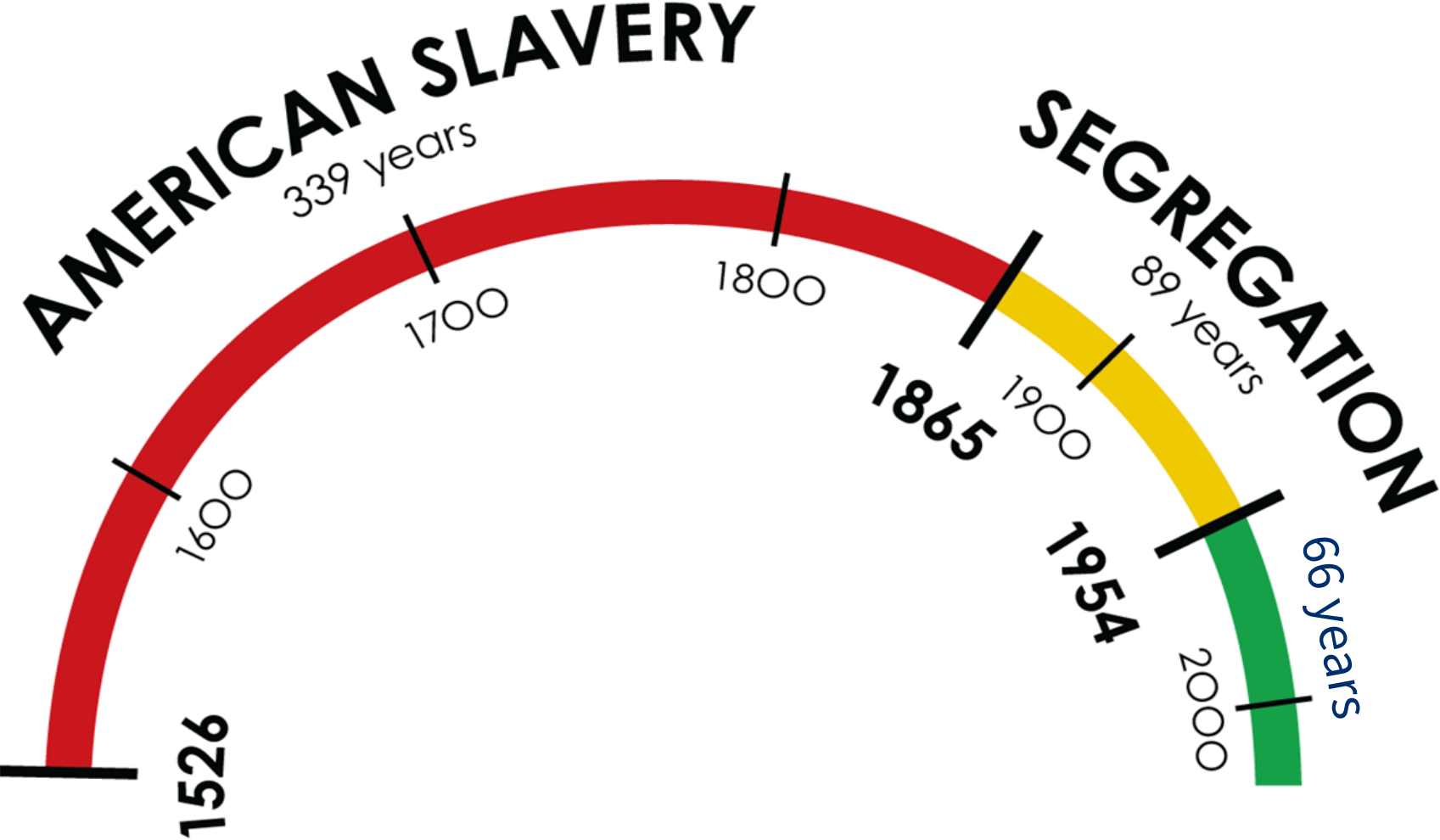


San Bernardino
Valley College

Equity in Hiring @SBCCD

FOUR PART FORUM

We are not in a post-racial society



Call for Action from the Academic Senate for California Community Colleges

1

Make agendas that include anti-racism/no-hate education.

2

Prioritize culturally responsive curricular redesign.

3

Acknowledge the college houses the biases and prejudices of its founding time.

4

Redesign the evaluation of hiring and evaluation processes.

5

Request services from the ASCCC about any of these topics [here](#).

6

Find the voices among your faculty missing in governance.

7

Create constructive ways students can express themselves.



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.



San Bernardino Community College District Strategic Goals

- Student Success
- Equity and Diversity
- Operational Efficiencies
- Facilities

June 11, 2020 Board
Resolution: Commitment
to Racial Justice and
Equity

Vision for Success

Goal 1:



Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:



Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:



Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.



Goal 4:



Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%—the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:



Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:



Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.





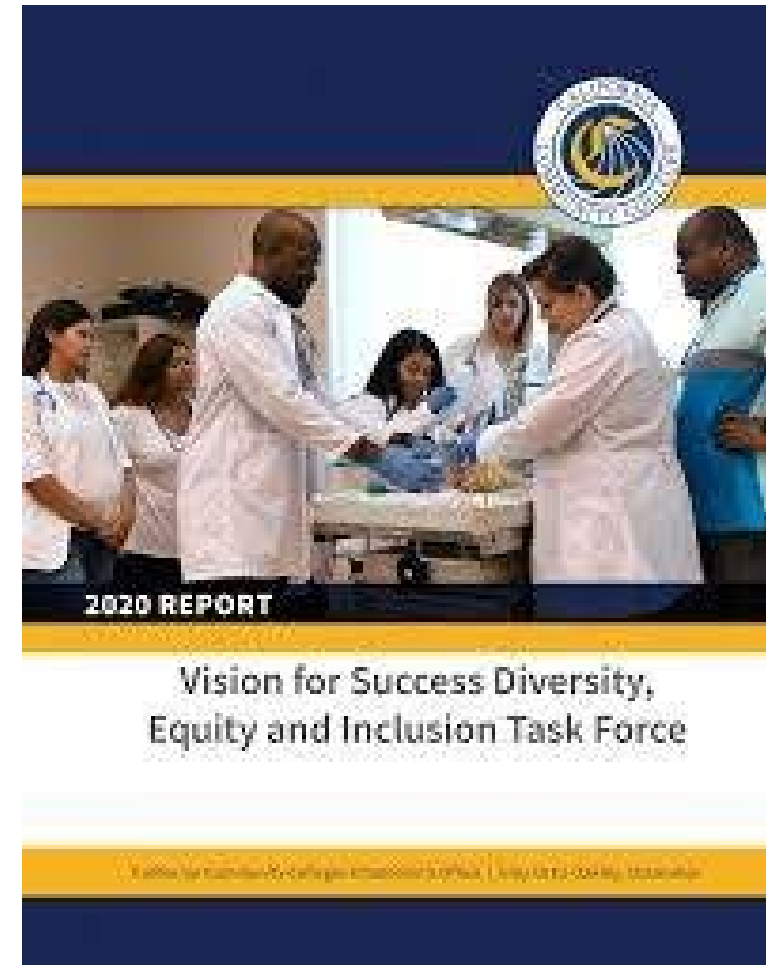
SBVC Resolution SU20.01

Resolved, That the SBVC Academic Senate will actively infuse the anti-racism/no-hate education by:

- *Integrating an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,*
- *Identifying how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,*
- *Encouraging all members of the educational community to regularly examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,*
- *Coordinating with organizations and concerned agencies which promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and*
- *Promoting a safe and inclusive environment for all;*

Vision for Success DEI Task Force Report

- **2016-17 FY:**
- 73% students of color
- 61% of tenured faculty are White
- 60% of non-tenured faculty are White
- 63% of classified staff are White
- 59% of College Senior Leadership are White





SBVC Data from 2017 EEO Report

Students Latinx: 68%

Students African-American: 12%

Administrators Latinx: 40%

Administrators African-American: 11%

Full-Time Faculty Latinx: 22%

Full-Time Faculty African-American: 22%

SB City: 65%

SB City: 14%

Staff: 50%

Staff: 13%

Part-Time: 20%

Part-Time: 9%

What we learned on November 12

1. Advertising is important as well as timing
2. Restructure job descriptions to highlight the values of the institution regarding DEI
3. Consider recommendation to HR regarding evaluation of diversity of the pool prior to convening the first level committee
4. Try internship programs to widen the pool of applicants when a position is available
5. Utilize prior work by EEO, Enrollment Management and Equity Committee, and Arts, Lectures, and Diversity Committee
6. Cultivate relationships with local employers, graduate schools, HBCUs, that may have potential new employees for SBCCD
7. Maintain relationships with our students on their educational journey for possible employment in the future
8. Consider mechanisms for classified staff to move into faculty ranks if they desire to do so
9. Our current contract structure does not align with expanding the diversity of our part-time faculty pool





What we learned on November 19

- Regular and ongoing unconscious bias training for all, not just committee members
- Revised diversity component in announcement and initial applicant screening
- Create better opportunities for adjunct pools and creating pathways for graduate students (internships, etc.)
- Campus equity committees should communicate with campus leadership and HR
- Review confidentiality regulations and create ways to ensure confidentiality is maintained
- Revise committee composition to value both discipline expertise as well as the ability to serve the diverse needs of our students
- Include students in hiring process for faculty
- Devise mechanisms that demand hiring committees consider the implications of paper screening criteria related to both minimum qualifications for faculty and potential impact on the diversity of the pool of applicants





What we learned on Dec. 3

- We lack consistency in our interview/screening process
- Student should be involved more in the process
- We are too much on the first MQ during the 1st level screening/interview process and neglecting the second MQ
- EEO training/DEI Professional Development should be institutionalized and not just during a recruitment
- We need to explore other ways to ensure the process is fair (blind screening, two-column scorecards – one for each MQ, etc.)
- Interview questions are being repeated, reused and not capturing what we need

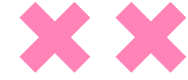




What we learned on Dec. 9

- The first screening committee should forward as many candidates as are qualified to the second screening between 0 and 5.
- The Board of Trustees should ask for aggregated hiring data once per year at a public meeting and not on the consent agenda.



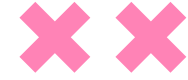


Summary of Changes to AP7210

1. Minimum qualifications:

For faculty and administrative positions, job requirements shall include (A) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (B) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the social and historical context of exclusionary practices in American Higher Education.





Summary of Changes to AP7210

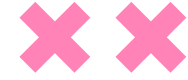
2. Human Resources

Human Resources will also evaluate the diversity of the pool of applicants to determine if further outreach is required before proceeding.

3. Inclusion of students on hiring committees

4. Revision to include the possibility of a guest lecture as part of the interview process





Not in AP7210 but Recommended

1. Holistic revision to job announcement and advertising beyond the usual places
2. Revise current EEO mandatory training to a more DEI professional development model
3. Screening criteria using a two column list – one for each of the minimum qualifications
4. Encourage the Board of Trustees to evaluate aggregate data on the diversity of our hiring processes in an open meeting not on consent
5. Empower Human Resources to ask questions of the first-level committee regarding impact on the diversity of the candidates and provide relevant information regarding how different choices of the committee will impact the diversity of any pool of candidates.



Next Steps



- Consult with Crafton Hills College about their progress
- Present to the Guided Pathways Committee changes to AP7210
- Deliver a recommendation to the SBVC Academic Senate re: changes to AP7210
- Create a separate policy to address part-time faculty hiring (AP7210A?)



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QUESTIONS?

