



Contra Costa Community College District

Diversity, Equity, Inclusion, Belonging:
Planning Framework and Resource Guide



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Part 1. Introduction and Context

Executive Summary

The Contra Costa Community College District's commitment to diversity, equity, inclusion, and belonging is tested in the wake of each local, national, and global episode of overt and covert societal and structural racism and exclusion. A literature review reveals insights into the crises facing communities and impacting the well-being of students and employees, which is summarized as the collective trauma of four pandemics: COVID-19, structural racism and racial violence, growing economic inequality, and climate catastrophes.

Watershed moments, such as those experienced in the last few years, can either polarize or unite individuals and communities. In her August 2023 article for the *New York Times*, author Astra Taylor emphasized the vital role of fostering connections, purpose, safety, respect, and dignity within our society. These values are crucial for addressing the polarization stemming from genuine and manufactured divisions that persist in our communities and institutions.¹

Unifying around authentic connection, community, and creating and cultivating a sense of belonging for students and employees may be fulfilled through structures that support ongoing reflection and meaningful dialogues around education and awareness, education reform, policy, representation, allyship, civic engagement, economic empowerment, media and culture, race and the respect and understanding of diverse cultures and peoples. In his book, *Safe Space Rhetoric and Race in the Academy: A Reckoning*, author and Diablo Valley College Dean of English and Equity Pedagogy Dr. James Noel, "...examines the presence of safe space rhetoric in academia and illustrates the ways that designating safe spaces can be a panacea for chronic institutional problems groups on campus may face."²

Recognizing the need to strengthen and support college diversity, equity, inclusion, and the sense of belonging efforts outlined in key plans and to align with Contra Costa Community College District Equal Employment Opportunity Plan goals, Interim Chancellor Mojdeh Mehdizadeh initiated the development of a *Contra Costa Community College District Diversity, Equity, Inclusion and Belonging: Planning Framework and Resource Guide*. Therefore, the resulting overarching framework and resource guide presented here establishes and builds upon a unifying structure that prioritizes diversity, equity, inclusion and belonging as central elements in Districtwide practices.

Consequently, the *Contra Costa Community College Diversity, Equity, Inclusion and Belonging: Planning Framework and Resource Guide* is a curated document with dual intent: first, to provide an overarching diversity, equity, inclusion and belonging framework that aligns with the *Contra Costa Community College District Strategic Plan 2020-2025* and the *Equal Employment Opportunity Plan 2023-2024* and to support college-level diversity, equity, inclusion and belonging efforts; and, second, to serve as a resource guide that work groups, departments, committees, and employees may consult to inform their work and to use freely for personal professional learning.

¹ Astra Taylor, "Insecurity's Insidious and Overwhelming Power Over All of Us." *New York Times*, August 20, 2023.

² James G. Noel, *Safe Space Rhetoric and Race in the Academy: A Reckoning*. 1st ed. (Lanham, Maryland: Lexington Books, 2023), Back cover.

Further, the *Contra Costa Community College Diversity, Equity, Inclusion, and Belonging: Planning Framework and Resource Guide* adopts and promotes the use of the CREED framework, which was developed by Dr. Alvin Tillery, a Professor at Northwestern University.³ The CREED framework is instrumental in advancing diversity, equity and inclusion within institutional structures and may also be parleyed as a change model and used as a guide to problem-solve or resolve conflict by coalescing stakeholders around a common purpose and shared objective.

The *Contra Costa Community College District Diversity, Equity, Inclusion and Belonging: Planning Framework and Resource Guide* is organized into five main sections:

Part 1: Introduction and Context;

Part 2: Literature Review, which explores the impact of four pandemics on the well-being of students and employees, features California Executive Order N-16-22 focused on “advancing equity and tackling inequities” and examines current trends and opportunities in postsecondary education;

Part 3: The CREED Framework, supporting college diversity, equity, inclusion and belonging efforts with connection to the *Contra Costa Community College District Strategic Plan 2020-2025* and alignment with the *Equal Employment Opportunity Plan 2023-2024*;

Part 4: The Contra Costa Community College Diversity, Equity, Inclusion and Belonging (DEIB) Work Group – Continuous Review and Advancement; and,

Part 5: Diversity, Equity, Inclusion and Belonging in Practice: Resources for Planning and Supporting Colleges’ Diversity, Equity, Inclusion and Belonging Work.

The Contra Costa Community College District is profoundly dedicated to upholding its purpose, mission, vision, and embodying its core values. It will solidify its commitment to advancing diversity, equity, inclusion, and belonging by establishing the inaugural Contra Costa Community College District Work Group directly accountable to the Chancellor’s Cabinet.



³ Alvin Tillery, "What Corporate Leaders Can Learn From The Civil Rights Movement – CREED." *Leading Diversity, Equity, and Inclusion* (lecture, n.d., Northwestern University, Evanston, IL, <https://csdd.northwestern.edu/about/news/2021/index.html>, October 29, 2021).

Chancellor’s Message

The *Contra Costa Community College District: Diversity, Equity, Inclusion, Belonging: Planning Framework and Resource Guide (4CD DEIB Planning Framework and Resource Guide)* began with reflection and inquiry on how best to strengthen and support Districtwide DEIB efforts. This project received support from the California Community College Chancellor’s Office Institutional Effectiveness Partnership Initiative and Partnership Resource Team (IEPI PRT) grant. I am grateful to the IEPI PRT members for sharing their time, knowledge, and expertise:

Institutional Effectiveness Partnership Initiative and Partnership Resource Team	
Dr. Rowena Tomaneng	President, San Jose City College
Bill McGinnis	Board Member, Butte College
Kristina Hannon	Vice Chancellor of Human Resources and Police, San Bernardino Community College District
Dr. Cathryn Wilkinson	Vice President, Academic Affairs, Hartnell College
Luis Enrique Flores	Senior Research Analyst, Merced College
Dr. Chad Redwing	Academic Senate President, Professor of Humanities, Modesto Junior College

Thank you to the Contra Costa Community College District Board of Trustees (4CD’s Trustees) for your continued support and engagement in advancing 4CD’s purpose, mission, vision, core values and strategic directions using the lens of diversity, equity, inclusion and belonging. Our collective journey has brought continuous learning through DEIB activities and specifically, the reading of the following books: *The Distance Between Us* by Reyna Grande; *The Sum of Us* by Heather McGee; and *The War for Kindness* by Jamal Zaki.

Thank you, too, to 4CD’s trustees for sharing their personal stories during the Diversity, Equity, Inclusion, and Belonging – *What Unites Us Is Far Greater Than What Divides Us* – Board Retreat. A primary take-away from the retreat demonstrated that we each lead based on our lived experiences and shared values.

Special thanks to the 4CD Innovation and Effectiveness Plan District Draft Group members for their participation and thoughtful discussions regarding diversity, equity, inclusion, and belonging frameworks and for sharing their talents and expertise to guide the development of the *4CD DEIB Planning Framework and Resource Guide*.



Overarching Message

“At the fall 2022, *All College Day*, I shared a simple message – for each of us to “practice kindness, caring and compassion towards our students and to one another.” Thank you to the faculty and staff throughout the Contra Costa Community College District for your many actions this past year to spread kindness, caring, and compassion. Our universe needs it.

At the fall 2023, *All College Day*, I shared my personal journey as an immigrant from Iran. I mentioned that as a student alumnus of Diablo Valley College, I remain indebted to the faculty and staff who so deliberately and intentionally made me feel that I belonged at DVC. I experienced a strong sense of belonging and it has made all the difference in my life. I appreciate, too, the warm welcome that each of our colleges’ faculty and staff extend daily to students and to one another. I offer my sincere appreciation and deepest gratitude for all that you do to create and cultivate a sense of belonging.

As we seek to find balance in our ever-shifting landscape to support our students in a variety of instructional and student support modalities, let us remain steadfast in making decisions and charting our future with a Diversity, Equity, Inclusion, and Belonging lens to fulfill our purpose, mission, vision, core values, and strategic directions, and collectively uphold our commitment to ensuring a “Student-Centered” focus. Thank you for your continued acts of kindness, caring and compassion towards our students and to one another.”

-Interim Chancellor Mojdeh Mehdizadeh



Contra Costa Community College District Leadership

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Chancellor's Cabinet

Mojdeh Mehdizadeh, Interim Chancellor
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 Susan E. Lamb, President, Diablo Valley College
 Dr. Pamela Ralston, President, Los Medanos College
 Dr. Micaela Ochoa, Executive Vice Chancellor Administrative Services
 Kelly Schelin, Interim Vice Chancellor, Education and Technology
 Ines Zildzic, Vice Chancellor, Facilities Planning and Support
 Dr. Jeffrey Michels, Associate Vice Chancellor, Chief Human Resources Officer
 Dr. Tony Wold, Associate Vice Chancellor, Chief Financial Officer
 Tim Leong, Director of Communications and Community Relations

Institutional and Effectiveness Plan District Drafting Group

District Office	Contra Costa College	Diablo Valley College	Los Medanos College
Dr. Emma Blackthorne	Christina Craig-Chardon	Vicki Ferguson	Jennifer Adams
Tim Leong	Dr. Mayra Padilla	Dr. Joseph Gorga	Rosa Armendariz
Dr. Sophia Lever	Dr. Agustin Palacios	Dr. Eric Handy	Abigail Duldulao
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			Dr. A'kilah Moore
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"Inclusion is not the absence of exclusion, it is the deliberate and intentional acts taken to provide a sense of belonging..." - Dr. Steve Robbins

Background

In March 2022, 4CD received support for the *Contra Costa Community College Diversity, Equity, Inclusion, and Belonging: Planning Framework and Resource Guide* from the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI). This initiative allows for a Partnership Resource Team (PRT) comprised of community college experts to guide the development of community college projects.

The development of the *4CD DEIB Planning Framework and Resource Guide* began with reflection and inquiry on how best to strengthen and support Districtwide diversity, equity, inclusion and belonging efforts underway at the District-level and at each of the three colleges – Contra Costa College, Diablo Valley College, and Los Medanos College.

The IEPI PRT conducted listening sessions with over 80 participants Districtwide, including students and external community members to learn more about diversity, equity, inclusion and belonging needs. The results of the listening sessions provided the basis for the Institutional Effectiveness Partnership Initiative Menu of Options – a list of activities and strategies for District and college consideration and that informed the development of the *4CD DEIB Planning Framework and Resource Guide*.

The *4CD DEIB Planning Framework and Resource Guide* is a curated document with dual intent: first, to provide an overarching diversity, equity, inclusion and belonging framework to unify and align with the *Contra Costa Community College District Strategic Plan 2020-2025* and college DEIB efforts and planning; and, second, to serve as a resource that departments, committees, employees may consult to inform their work and to freely use for personal and collective professional learning.

Importantly, the *4CD DEIB Planning Framework and Resource Guide* will be institutionalized and maintained by establishing the inaugural 4CD DEIB Work Group. This Work Group is being established in accordance with the *Contra Costa Community College District - [District Office Work Groups, 2023-2024](#)* guide which describes that, "Work Groups consist of managers and others with the same or similar job functions from different locations within 4CD. They meet regularly, focus on and resolve issues of interest to all sites and the success of all students." ⁴ The 4CD DEIB Work Group will consist of the Institutional and Effectiveness Plan District Drafting Group membership along with a representative from the Equal Employment Opportunity Committee. The Work Group will be chaired by a member of the Chancellor's Cabinet, with direct reporting responsibilities to the Cabinet. The *4CD DEIB Planning Framework and Resource Guide* is intended to be a dynamic document, subject to updates by the 4CD DEIB Work Group as new research, strategies and activities emerge.

⁴ Contra Costa Community College District (4CD), "District Standing Committees and Work Groups, 2023-2024," <https://www.4cd.edu/about/committees/dscw/2023-2024.pdf>.

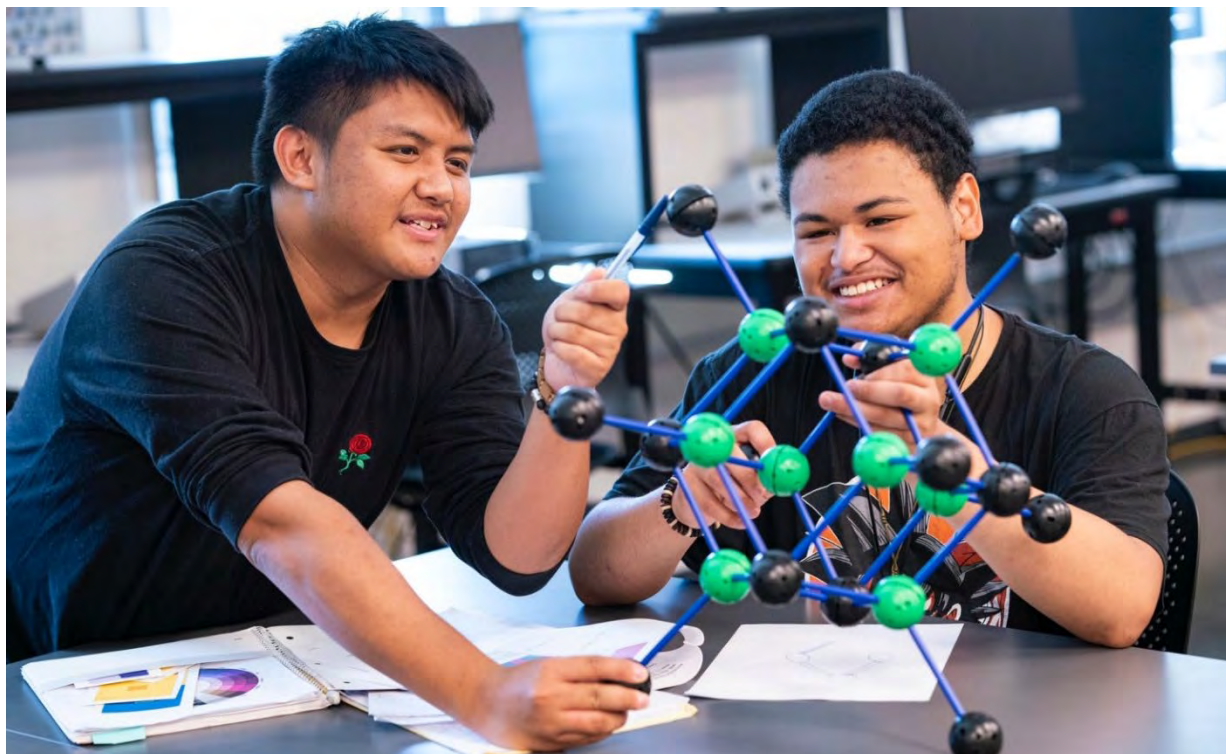
Acknowledgements

As noted previously, the development of the *4CD DEIB Planning Framework and Resource Guide* was influenced, by the findings of the Institutional Effectiveness Partnership Initiative and Partnership Resource Team (IEPI PRT) comprised of: Dr. Rowena Tomaneng, President, San Jose City College; Bill McGinnis, Board Member, Butte College; Kristina Hannon, Vice Chancellor of Human Resources and Police, San Bernadino Community College District; Dr. Cathryn Wilkinson, Vice President, Academic Affairs, Hartnell College; Luis Enrique Flores, Senior Research Analyst, Merced College; and Dr. Chad Redwing, Academic Senate President, Professor of Humanities, Modesto Junior College. The IEPI PRT held a total of nine virtual listening sessions with over 80 participants that included faculty, staff, and management.

A special acknowledgment goes to the 4CD members of the Institutional and Effectiveness Plan District Drafting Group (4CD I&EP DDG). They graciously dedicated their time, expertise, and provided invaluable input by incorporating the findings of the IEPI PRT to finalize the *4CD DEIB Planning Framework and Resource Guide*.

Contra Costa Community College District Institutional and Effectiveness Plan District Drafting Group

District Office	Contra Costa College	Diablo Valley College	Los Medanos College
Dr. Emma Blackthorne	Christina Craig-Chardon	Vicki Ferguson	Jennifer Adams
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		Dr. James Noel	Dr. Tanisha Maxwell
			Dr. A'kilah Moore
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Part 2. Literature Review and Planning Context | Pandemics, Implications for Change, California’s Response, Trends and Opportunities

4CD’s commitment to diversity, equity, inclusion, and belonging is tested in the wake of each local, national, and global episode of overt and covert societal and structural racism and exclusion. This abbreviated literature review reveals insights into the crises facing communities and impacting the well-being of students and employees and is summarized as the collective trauma of four pandemics: COVID-19, structural racism, and racial violence, growing economic inequality, and climate catastrophes. These converging crises precipitated opportunities to re-think long-standing assumptions and practices across many sectors, including government and higher education.

Thus, included in this section is California’s response to “advancing equities and tackling disparities” by establishing the first Racial Equity Commission focused on integrating equity principles across state departments.⁵ This section closes with trends and opportunities shaping postsecondary education and underscores the need for human-centered approaches in addressing issues related to diversity, equity, inclusion and belonging in support of the student experience.⁶



⁵ Office of Governor Newsom, “Governor Newsom Strengthens State’s Commitment to a California For All,” press release, September 13, 2022, <https://www.gov.ca.gov/2022/09/13/governor-newsom-strengthens-states-commitment-to-a-california-for-all/>.

⁶ EDUCAUSE, *2023 EDUCAUSE Horizon Report, Teaching and Learning Edition*, October 1, 2023, <https://library.educause.edu/resources/2023/5/2023-educause-horizon-report-teaching-and-learning-edition>.

COVID-19 Pandemic

On March 11, 2020, the World Health Organization (WHO) announced the disease caused by the new coronavirus would be known as COVID-19 and declared a world pandemic. To date, there have been nearly 7,000,000 worldwide deaths due to COVID-19.⁷ In the United States the number of deaths is 1,127,152 with California at 102,356 reported deaths due to COVID-19.⁸ Across the nation, the COVID-19 pandemic led to tens of millions of individuals losing their jobs, resulting in significant hardship for many.⁹

By the fall of 2022, California had reportedly recovered 101.1% of the 2,758,900 jobs lost during the pandemic.¹⁰ However, a significant portion of these jobs are classified as *essential*. Research indicates that *essential* jobs are not compensated commensurate with the value of the labor performed with many individuals having to work multiple *essential* jobs to survive.

The coronavirus pandemic adversely impacted organizations, and educational institutions moved quickly to pivot to remote instruction and student support services. College planning activities were partially, or fully, suspended with an immediate need to focus on issues directly related to supporting students using online platforms for instruction and student support services. Colleges responded by providing support to faculty and staff during the transition to online instruction and services, all while addressing the health and safety needs of employees and students. However, the pandemic also laid bare the existing digital inequities, which are expected to affect students for years to come. In its 2021 Horizon Report, EDUCAUSE noted that the gap will only widen between those who possess every digital advantage and those who struggle to access even the most basic devices and network necessities.¹¹ In addition, a May 2022 survey found that, "...80% of public schools reported stunted behavioral and socioemotional [student] development..."¹²

These findings emphasize the necessity for comprehensive strategies and resources to support students' holistic development and ensure equitable access to education and support services. It also underscores the importance of ongoing research, advocacy, and investment in addressing the multifaceted challenges faced by students in the wake of the pandemic.

⁷ WHO Health Emergency Dashboard (website) World Health Organization, <https://covid19.who.int/region/amro/country/us>.

⁸ "California coronavirus cases and deaths," USAFacts, <https://usafacts.org/visualizations/coronavirus-covid-19-spread-map/state/california/>.

⁹ "Effects of the coronavirus COVID-19 pandemic (CPS)," U.S. Bureau of Labor Statistics, [https://www.bls.gov/cps/effects-of-the-coronavirus-covid-19-pandemic.htm#:~:text=Of%20the%2018.1%20million%20people,the%20pandemic%20\(83%20percent\)](https://www.bls.gov/cps/effects-of-the-coronavirus-covid-19-pandemic.htm#:~:text=Of%20the%2018.1%20million%20people,the%20pandemic%20(83%20percent)).

¹⁰ Office of Governor Newsom, "California Fully Recovers All Jobs Lost to the Pandemic-Induced Recession, Creates More Than 20% of the Nation's New Jobs in October," press release, November 18, 2022, <https://www.gov.ca.gov/2022/11/18/california-fully-recovers-all-jobs-lost-to-the-pandemic-induced-recession-creates-more-than-20-of-the-nations-new-jobs-in-october/>.

¹¹ EDUCAUSE, 2021 EDUCAUSE Horizon Report, Teaching and Learning Edition, April 26, 2021, <https://www.educause.edu/>.

¹² National Center for Education Statistics, "More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development," press release, July 6, 2022, https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp#:~:text=Press%20Release%20%2D%20More%20than%2080,Emotional%20Development%20%2D%20July%206%2C%202022.

Structural Racism and Racial Violence

After a long series of vicious homicides of unarmed citizens, disproportionately black citizens, at the hands of both police and vigilantes, in May 2020, the murder of George Floyd sparked an international reckoning and brought into focus police brutality and recentered the conversation about the true number of lives lost due to structural racism and racial violence. The conversation for the first time in recent history brought forth a broader discussion with people from all races and ethnicities with a shared objective of combating racial justice and promoting systemic change.

Nevertheless, deep divides in public opinion regarding policing practices and systemic racism persist, as explained in a 2020 Public Policy Institute of California statewide survey, which revealed that 53% of adults said that police treated all racial and ethnic groups fairly “always” or “most of the time.”¹³ However, opinions diverged along racial lines with “fewer than two in ten African Americans and just over four in ten Asian Americans, compared to majorities of Latinos and whites, say their local police mostly or always treat all racial/ethnic groups fairly....”¹⁴ Moreover, with regard to public views about the overall status of race relations, Californians responding to a Public Policy Institute of California (PPIC) survey revealed that “the perception of worsening race relations has increased sharply among Asian Americans (38% to 55%), Latinos (45% to 57%), and whites (45% to 61%), but has changed less among African Americans (66% to 61%).”¹⁵ The COVID-19 pandemic also brought about a wave of violence and harassment aimed at Asian American and Pacific Islander populations, which, “[I]n an effort to detract from their own failures in handling the pandemic, some of our most senior government officials amplified ugly anti-Asian stereotypes and hate speech, drawing on a long and destructive history of racism in this country.”¹⁶ In sum, the research highlights the multiple aspects of significant social and educational challenges, connecting the impact of recurring racial violence, the ongoing effects of COVID-19, which carry significant implications for the emotional well-being of individuals in educational settings.

¹³ Mark Baldassare, Dean Bonner, Alyssa Dykman, and Rachel Lawler, “Changing Views of Police and Race Relations.” Public Policy Institute of California (blog), September 22, 2020, <https://www.ppic.org/blog/changing-views-of-police-and-race-relations/>.

¹⁴ Mark Baldassare, Dean Bonner, Alyssa Dykman, and Rachel Lawler, “Changing Views of Police and Race Relations.”

¹⁵ Ibid.

¹⁶ Mark Baldassare, “Confronting Anti-Asian Violence.” Public Policy Institute of California (blog), March 18, 2021, <https://www.ppic.org/blog/confronting-anti-asian-violence/>.

Growing Economic Inequality

As the PPIC noted in March 2023,

[T]he gap between high- and low-income families in California is among the largest in the nation—exceeding all but three other states in 2021 (the latest data available). Families at the top of the income distribution earned 11 times more than families at the bottom (\$291,000 versus \$26,000 for the 90th and 10th percentiles, respectively). In 1980, families at the top earned 7 times more than those at the bottom, and the current gap reflects 63% income growth for the 90th percentile, and 7% growth for the 10th percentile over four decades.¹⁷

Moreover, PPIC points out that African American or Black and Latino households comprise 56% of the families in the lowest 10th percentile in incomes, which reflects the persistent racial divide in respect to household income and wages.

Notably, as PPIC reports, in the years just prior to the COVID-19 pandemic (2016-2019), income inequality in California had been diminishing as incomes for families in the lowest percentile had increased by 23% between 2016 and 2019, while families at the 90th percentile increased by only 5%. Furthermore, low-income households were disproportionately impacted by pandemic-related job losses and continue to be impacted by inflation to greater degrees than middle- and upper-income families. For example, lower-income households spend substantially more (i.e., 69%) of their pre-tax income on food and transportation compared to the top 20% of households, which spent approximately 14% of their income on those same items.¹⁸

Access to higher education and the completion of programs of study also impacts economic gaps. As PPIC also observes, enrollments in higher education fell throughout the course of the pandemic; however, community college enrollments decreased substantially (i.e., 17%) compared to California State University system (6%) and the University of California, which experienced a 2% increase in enrollment between 2019 and 2022. Because of the strong correlation between college degrees and stable, living-wage jobs, which often provide health and retirement benefits, if this trend continues, fewer Californians will obtain college degrees, which “could exacerbate overall income inequality and widen gaps in income across racial and ethnic groups.”¹⁹

Thus, it is of paramount importance for 4CD to continue to build upon its efforts to increase outreach to low-income communities and people of color and to ensure the District and its three colleges provide environments that fully live into the shared values of diversity, equity, inclusion, and belonging.

¹⁷ Tess Thorman, Daniel Payares-Montoya, and Joseph Herrera, “Income Inequality in California.” Public Policy Institute of California Fact Sheet (March 2023): <https://www.ppic.org/publication/income-inequality-in-california/>.

¹⁸ Tess Thorman, Daniel Payares-Montoya, and Joseph Herrera, “Income Inequality in California.”

¹⁹ Daniel Payares-Montoya, Tess Thorman, and Joseph Herrera, “Declining Higher Education Enrollment Could Widen Inequality in California,” *Public Policy Institute of California* (blog), March 31, 2023, <https://www.ppic.org/blog/declining-higher-education-enrollment-could-widen-inequality-in-california/>.



Climate Catastrophes

The pandemic of climate change and resulting natural disasters, such as fires and floods, have also impacted the daily patterns of life in communities around the world, the nation, and the state, including housing availability and affordability, food costs, physical safety, and mental well-being. However, the disproportionate impact of climate change on people of color and low-income communities, sometimes described as the “climate gap,” stems from the intertwined forces of extreme climate changes, economic injustice, and structural racism, which impede many communities of color from preparing for and recovering from catastrophic weather and infectious disease events.²⁰ As California Community College Chancellor Daisy Gonzales remarked in 2021 about the impact of California’s wildfires, “[M]any of our students were already facing food and housing insecurity. The pandemic has only made it worse.”²¹

²⁰ Rochelle Morello-Frosch, and Osagie K. Obasogie, "The Climate Gap and the Color Line - Racial Health Inequities and Climate Change." *The New England Journal of Medicine*, (2023): 943-948, accessed March 9, 2023. <https://doi.org/10.1056/NEJMs2213250>.

²¹ Sara Weissman, "A Triple Crisis," Inside Higher Ed, August 31, 2021, <https://www.insidehighered.com/news/2021/09/01/community-colleges-struggle-california-fires>.

Implications for Change

The converging pandemics have brought to the forefront the need to reexamine, reimagine, and reconnect. In April 2020, Author Arundhati Roy noted that, "...historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next."²² Additionally, Dr. Gloria Ladson-Billings, University of Wisconsin-Madison, warns that it is critically important to take this [pandemic] opportunity to reimagine and rethink how best to move forward and to not necessarily rush to a "return normal" status. A rush to return to "normal" may not serve students or organizations well. Instead, pandemics offer an opportunity to reflect and to consider a "hard re-set" to inform and reform teaching and learning pedagogy that includes social and emotional learning for students as well as employees.²³

For higher education leaders, these crises offer a critical reminder that, as George Couros has noted, "...learning is relational. It is not simply a transfer of knowledge so the connections and the moments we have with each other are crucial to healing and growth."²⁴ This perceptive insight highlights key points made by Astra Taylor in her August 2023 article for the *New York Times*. In her article, she emphasized the importance of fostering connections, purpose, meaning, safety, respect, dignity and more as essential components of building a sense of community within our society. This, she asserts, is a crucial step in addressing and overcoming the polarization fueled by genuine and manufactured divisions that persist in our communities and institutions.²⁵

Additionally, as Mary Hinton, President of Hollins University commented in 2021, "[W]hile the pandemic response required campuses to quickly pivot and innovate, responding to systemic racism and injustice will require deeper and more difficult change: Our need to engage and improve our campuses as it relates to injustice is not a transactional process. It is transformational," she says. 'As a result, it will be inherently more difficult, important, and necessary.'²⁶

²² Arundhati Roy, "The pandemic is a portal," *The Financial Times*, April 3, 2020, accessed August 1, 2023. <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>

²³ Gloria Ladson-Billings (2021) "I'm Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture," *Equity & Excellence in Education*, 54:1, 68-78 (January 2, 2021), DOI:10.1080/10665684.2020.1863883.

²⁴ George Couros, "Learning is Relational," George Couros (blog), <https://georgecouros.ca/blog/archives/5358>.

²⁵ Taylor, Astra. "Insecurity's Insidious And Overwhelming Power Over All of Us." *New York Times* (New York), August 20, 2023. (Spring 2021), <https://www.scup.org/resource/trends-inside-higher-education-spring-2021/>.

California’s Response—Advancing Equity and Tackling Disparities

On September 13, 2022, Governor Newsom signed [Executive Order N-16-22](#) and appointed the first State Chief Equity Officer to lead the state’s first Racial Equity Commission for purposes of advancing equity and tackling disparities. The Governor took action to embed equity within state budget processes and require state agencies and departments to “analyze equity considerations when making requests for resources and those requests must include assessments of how proposed changes address inequities.”²⁷ Executive Order N-16-22 provides a list of 21 actions and requires that all state agency and department strategic plans for the next three-years must adhere to, in part, the following:

- A. develop or update strategic plans to reflect the use of data analysis and inclusive practices to more effectively advance equity and to respond to identified disparities with changes to the organization’s mission, vision, goals, data tools, policies, programs, operations community engagement, tribal consultation policies and practices, and other actions necessary to serve all Californians; and
- B. as part of the development or updating of strategic plans, engage and gather input from California communities that have been historically disadvantaged and underserved with the scope of policies or programs administered or implemented by the agency or department, and make the plans publicly available.

Further, “...state agencies and departments are required to embed equity analysis and considerations in their mission, policies, and practices.”²⁸ The Executive Order also articulates the need to advance equity and opportunity and address disparities in access and outcomes so that all Californians and California communities may thrive and prosper. The order “helps protect communities against hate violence and discrimination through accelerated actions, supports equitable investment of federal infrastructure funding, promotes inclusive and diverse workforce, and encourages contracting opportunities for California businesses in disadvantaged regions and communities.”²⁹ California’s Executive Order N-16-22 serves as a resource as districts and colleges develop and update plans with a focus on embedding diversity, equity, inclusion and creating and cultivating a sense of belonging.



²⁷ Office of Governor Newsom, “Governor Newsom Strengthens State’s Commitment to a California For All.”

²⁸ Ibid.

²⁹ Ibid.

California Education Code and Title 5, Section 51201

The California Education Code encompasses numerous sections that regulate and advance diversity, equity, and inclusion for faculty, staff, and students. This is exemplified in the Equity in Higher Education Act (Sections [66250-66293](#)), which sets forth mandates for California's higher education institutions. Moreover, Title 5, Section 51201, delineates key elements and acknowledgements for promoting diversity among faculty, staff, and the student population.

Title 5, Section [51201](#) Statement on Diversity, Equity, Inclusion in the California Community Colleges

Section 51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that 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.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

California Community Colleges Chancellor's Office

The California Community Colleges have a firmly established tradition of aligning with their mission to serve all students, and they have a notable history of developing programs and services specifically crafted to reach and support historically underserved and marginalized students. In 2017, the California Community Colleges Chancellor's Office (CCCCO) introduced the *Vision for Success* primarily relying on the implementation of the *Guided Pathways* framework that same year to improve student access, persistence, retention, and goal achievement. In 2022, the *Governor's Roadmap for California Community Colleges* emphasized the continued commitment to realizing the goals outlined in the *Vision for Success* plan. Collectively, these initiatives have provided an opportunity for community colleges to integrate and synchronize their diverse programs and services, thereby enhancing their ability to address student needs more effectively. This alignment with the student-centered funding formula underscores a strategic approach aimed at optimizing resources and support mechanisms to promote student success.

In July 2023, the CCCCCO introduced *Vision 2030: A Roadmap for California Community College Colleges (Vision 2030)*, which builds upon and expands the initiatives of the *Vision for Success* and the *Governor's Roadmap*. *Vision 2030* is centered on three Strategic Directions: Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and Implications for the Future of Learning, along with three goals: Equity in Success, Equity in Access, and Equity in Support. It emphasizes the importance of understanding the diverse needs of current students and tailoring student support services accordingly. Additionally, it offers a systematic approach to identifying various student cohorts, including high school students (via dual enrollment, early college programs, independent studies, GED, and alternative high schools), youth and adult learners (encompassing justice-involved youth and adults, foster youth, students with disabilities), and adult learners (involving ESL, veterans, students with dependents, working adults, and low-income adults).³⁰ Achieving the goals outlined in *Vision 2030* necessitates a concerted effort towards equity in the pursuit of these objectives.

³⁰ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-a-roadmap-for-California-Community-Colleges.pdf>

2023 Trends and Implications—Shaping the Future of Postsecondary Education

The *2023 EDUCAUSE Horizon Report – Teaching and Learning Edition*, emphasizes that, “[O]ur shared humanity has also become a key focal point within higher education, as faculty and leaders continue to wrestle with understanding and meeting the diverse needs of students and to find ways of cultivating institutional communities that support student well-being and belonging.”³¹ Further, the “need for more humanity at the center of everything we do” underscores the importance of human-centered approaches in addressing issues related to diversity, equity, inclusion and belonging in support of the student experience.³²

The 2023 EDUCAUSE report includes the following macro-level trends that will impact and shape the future of postsecondary teaching and learning.³³

Social Trends

Student demand for flexible and convenient learning modalities is increasing.

The focus on equitable and inclusive teaching and learning has expanded and intensified.

Microcredentials programs are gaining momentum and maturity.

Technological Trends

The potential for AI to become mainstream is growing.

The online versus face-to-face dichotomy is being disrupted.

Low- and no-code technologies that simplify complex processes are enabling more people to create digital content.

Economic Trends

Affordability and ROI are impacting potential students’ decisions to enroll in postsecondary education.

As funding for public higher education declines, institutions are expected to do more with less.

The need and demand for lifelong workplace learning is increasing.

³¹ EDUCAUSE, *2023 EDUCAUSE Horizon Report, Teaching and Learning Edition*, May 8, 2023, <https://library.educause.edu/resources/2023/5/2023-educause-horizon-report-teaching-and-learning-edition>.

³² EDUCAUSE, *2023 EDUCAUSE Horizon Report, Teaching and Learning Edition*.

³³ Ibid.

Environmental Trends

Climate change is increasingly impacting our daily lives.

Environmental issues are being integrated into academic programs and institutional operations.

Technology is behind the curve in reducing its environmental impact.

Political Trends

Governments are leveraging disinformation and propaganda.

Nationalism is rising across the world.

Political party conflict is increasingly blocking decision-making and action in the U.S. political system.



Part 3. The CREED Framework

The *4CD DEIB Planning Framework and Resource Guide* adopts and promotes the use of the CREED framework, which was developed by Dr. Alvin Tillery, a Professor at Northwestern University. This framework serves as a valuable tool for guiding efforts related to diversity, equity, inclusion, and belonging within the college community. The five pillars of the CREED framework are: *Common Purpose, Research, Equanimity, Empathy, Deliverables* and this model is deeply rooted in, "... a set of beliefs, principles, or opinions, that strongly influence or guide the way people live or work."³⁴ The CREED framework is instrumental in advancing Diversity, Equity, and Inclusion within institutional structures and it may be parleyed as a change model and used as a guide to problem-solve, resolve conflict and coalesce stakeholders around a common purpose.



Excerpted and used with permission from the CREED Model by Dr. Alvin Tillery, Professor, Northwestern University.

³⁴Alvin Tillery, "What Corporate Leaders Can Learn From The Civil Rights Movement – CREED."

3.1 CREED Background

For over three decades, Dr. Alvin Tillery, a Northwestern University Professor of Political Science and the Director of the Center for the Study of Diversity and Democracy, has dedicated his research to understanding the intricate dynamics of the 20th century civil rights movements. His research has primarily delved into American politics, political theory, and their profound influence on organizations and society.

Dr. Tillery's groundbreaking work led to the development of the CREED framework, which he initially conceived while studying the leadership of Reverend Dr. Martin Luther King, Jr. during the pinnacle of the civil rights movement and King's tireless efforts to dismantle racial oppression. Through his extensive work, he has uncovered a common thread among successful leaders who have harnessed emotional, rhetorical, and tactical skills to champion diversity, equity, and inclusion.³⁵ Dr. Tillery contends that the application of the CREED framework empowers leaders to drive change even in the face of formidable obstacles, as both Dr. King and President Harry Truman exemplified in their resolve to pursue civil rights advances in the face of extreme opposition.³⁶ Notably, while Truman was not initially aligned with civil rights advocacy, he recognized that, in the era of the Cold War, addressing the nations geopolitical challenges required unifying the country around its identity as a stronghold of equality and democracy in a time of escalating totalitarianism.

Dr. Tillery emphasizes that leaders who are dedicated to diversity, equity, and inclusion face challenges that, in comparison, are less formidable than the obstacles confronted by steadfast leaders like Dr. Martin Luther King, Jr. and President Harry Truman during their efforts to promote equity during the 1940s, 1950s and 1960s.³⁷ The present generation is well-positioned to further the legacies of these courageous leaders and to advance equity and justice in an increasingly diverse and polarized world.

Unifying around authentic connection and community, and creating and cultivating a sense of belonging for students and employees may be fulfilled through structures that support ongoing reflection and meaningful dialogues around education and awareness, education reform, policy, representation, allyship, civic engagement, economic empowerment, media and culture, race and the respect and understanding of diverse cultures and peoples. In his book, *Safe Space Rhetoric and Race in the Academy: A Reckoning*, author and DVC Dean of English and Equity Pedagogy Dr. James Noel, "...examines the presence of safe space rhetoric in academia and illustrates the ways that designating safe spaces can be a panacea for chronic institutional problems groups on campus may face."³⁸

³⁵ Alvin Tillery, "What Corporate Leaders Can Learn From The Civil Rights Movement – CREED."

³⁶ Ibid.

³⁷ Ibid.

³⁸ Noel, *Safe Space*. Back cover..

3.2 Five Pillars of CREED

The five pillars of the CREED framework—common purpose, research, equanimity, empathy, and deliverables—provide a fitting and relevant model, which reflects 4CD’s most deeply-held core principles and practices.

Moreover, as described below, CREED’s five pillars align with and support 4CD’s efforts to strengthen and build upon driving organizational change related to diversity, equity, inclusion and belonging (DEIB).

1. **Communicate a Common Purpose** around DEIB.
 - **Core Ideology**—identity, what 4CD stands for and why it exists.
 - **Envisioned Future**—what 4CD aspires to create or become, which will require it to change or refine its policies, procedures, practices and to clearly define its long-range objectives.
2. **Rely on Research** to support 4CD’s positions and actions around DEIB.
 - Use **data** and **scientific research** to understand factors impacting 4CD’s performance and to know where to put its efforts.
3. **Ensure Equanimity** to allow for broader perspectives about DEIB to be acknowledged and considered.
 - Cultivate an environment where all voices are respected and treated with value, practice objectivity, curiosity, and emotional neutrality.
 - **Include all stakeholders**—DEIB proponents and opponents - allow for and encourage open dialogue.
4. **Speak with and practice Empathy** to understand and share the emotional states of others.
 - Build the human connections needed to collaborate and coalesce around 4CD’s common DEIB purpose, which is embedded in 4CDs mission, vision, and core values.
5. **Define and communicate to stakeholders the Deliverables** that will result in the DEIB outcomes that 4CD intends to achieve.
 - Internal Deliverables include the actions, tasks, and milestones needed to drive 4CD’s DEIB outcomes.
 - External Deliverables are actions, tasks, and milestones that relate to meeting students’ needs.

3.3 Five Pillars of CREED and 4CD Strategic Planning Foundations – Purpose, Mission, Vision, and Core Values

The principles embedded in CREED's five pillars directly align with and support the core elements of the *Contra Costa Community College District Strategic Plan 2020-2025*. These include its articulated purpose, mission, vision, and core values, creating a cohesive framework that reinforces 4CD's commitment to its overarching goals and aspirations.

Purpose

To welcome all students, nurture their passion for learning, self-recognize their potential, and help them to achieve their academic and career goals.

Mission

To empower all students to fulfill their educational and career aspirations and thrive in the modern world.

Vision

To provide educational experience, support social justice, and contribute to the economic vitality for all our students and the surrounding community.

Core Values

Student-Centered	Access	Equity
Innovation and Excellence	Academic Freedom	Diversity and Inclusivity
Communication	Collaboration	Safety
Accountability	Integrity	Community Engagement

3.4 4CD Strategic Plan 2020-2025 —Core Values—Diversity, Equity, Inclusion and Belonging

Student-centered

We know that keeping the student experience central in all policy, program, process, and practice decisions is vital to advancing students' success. We recognize that every member of the 4CD community has a part to play in strengthening students learning and achievement and are dedicated to actively carrying out this role.

Access

We provide a bridge to opportunity that connects all students to excellent educational experiences and supports in alignment with their goals, including new and returning students, skill builders, career changers, and lifelong learners. This foundational commitment is vital to ensuring all members of the Contra Costa County community – particularly those historically underrepresented – know they have an educational home in 4CD.

Equity

We are committed to social justice and relentlessly work to ensure students' social and economic mobility. We believe all students can succeed and have high expectations for their potential, performance, and achievement. We act to identify student groups experiencing disproportionate impact, recognize unintended consequences of our beliefs and behaviors, disrupt inequitable systems and practices, and close achievement gaps.

Innovation and excellence

We hold ourselves to the highest standards, engaging students in excellent programs, practices, experiences, and supports. We know that while often challenging, adapting to change and embracing improvement are essential to addressing longstanding student success issues. We take strategic, data-driven action to increase outcomes for all our students, enhance our institutions' well-being and sustainability, and assess our effectiveness.

Diversity and inclusivity

We embrace and celebrate the remarkable diversity of all members of 4CD. We are committed to promoting an environment where all people can thrive and contribute by practicing mutual respect and cultural competency. We honor the experiences and perspectives of all individuals and practice inclusive decision-making.

Integrity

We are steadfast in promoting a culture where all people are intentional in their action, considerate of their impact, and dedicated to carrying out our collective values. Through regular reflection and use of evidence, we ensure our actions align with 4CD's goals and the best interests of students and hold each other responsible for fulfilling these commitments.

Academic freedom

We value the freedom of faculty and students to pursue knowledge without constraint and to explore the life of the mind and express observations in an open, responsible, and respectful academic environment. We know that in this environment, imaginations thrive, and intellectual skills develop.

Safety

We are uncompromising in our commitment to the physical, emotional, and intellectual well-being of every member of 4CD. We strive for students, faculty, staff, administrators, and community members alike to view the District and our colleges as secure spaces and trust that a threat to their security will be taken seriously and immediately addressed.

Community engagement

We regard connection with our surrounding community as essential to 4CD's success and are dedicated to being a good neighbor, collaborator, and partner. We know that when we work in concert with the Contra Costa County community, we are best able to share its values and more effectively respond to its needs.

Collaboration

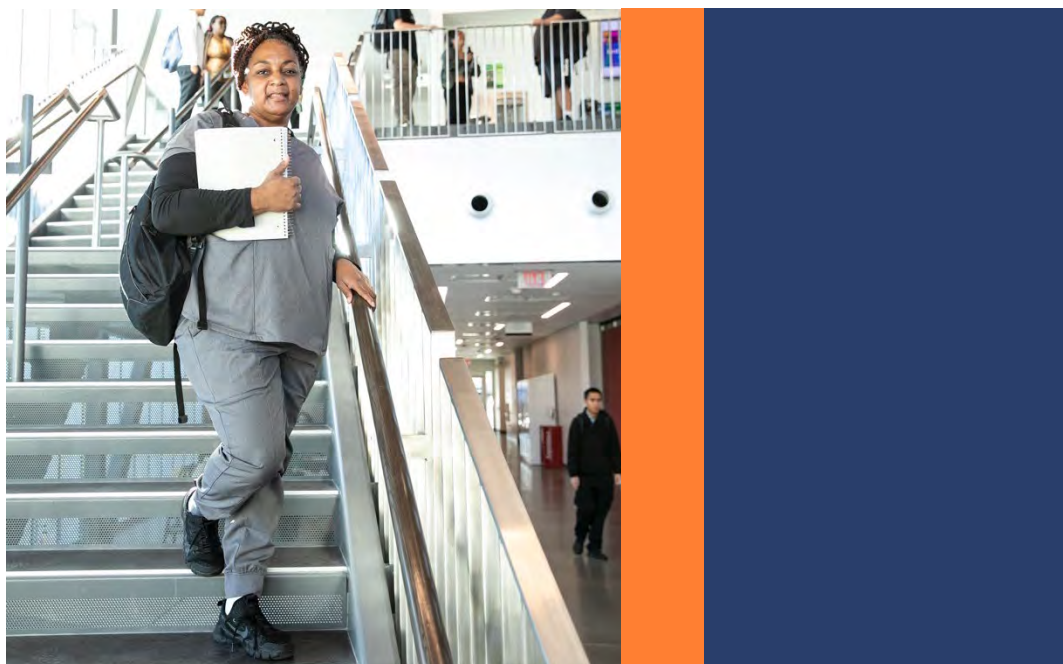
We promote unguarded cooperation across 4CD, our colleges, programs, and departments to facilitate a student learning experience that is cohesive and meaningful. We foster strong partnerships between 4CD, other educational segments, employers, and community organizations to ensure students can move seamlessly through their postsecondary journey and effectively into the workforce.

Accountability

We show our deep gratitude for Contra Costa County's faith and investment in our District and our colleges through the prudent stewarding of our financial, human, and environmental resources and through transparency with all stakeholders.

Communication

We know communication throughout 4CD, driven by our common interests and goals, and free of restrictions, is key to serving our students with increasing success. Open channels among leaders Districtwide enables us to make strategic decisions based on our long-term objectives.



3.5 Contra Costa Community College District Strategic Plan 2020-2025 and CREED Alignment

The purpose, mission, vision, and core values outlined by 4CD exhibit a robust correlation with CREED's five pillars and serve as foundational principles that underpin the District's Strategic Plan. These elements collectively reinforce 4CD's commitment to equity, diversity, inclusion and belonging, aligning its strategic direction with CREED's overarching principles and fostering a more inclusive and supportive educational environment.

1. Common Purpose

4CD Purpose, Mission, and Vision

- Purpose** To welcome all students, nurture their passion for learning, self-recognize their potential, and help them to achieve their academic and career goals.
- Mission** To empower all students to fulfill their educational and career aspirations and thrive in the modern world.
- Vision** To provide educational experience, support social justice, and contribute to the economic vitality for all our students and the surrounding community.

4CD Core Values

- Equity** We are committed to social justice and relentlessly work to ensure students' social and economic mobility. We believe all students can succeed and have high expectations for their potential, performance, and achievement. We act to identify student groups experiencing disproportionate impact, recognize unintended consequences of our beliefs and behaviors, disrupt inequitable systems and practices, and close achievement gaps.
- Diversity and Inclusion** We embrace and celebrate the remarkable diversity of all members of 4CD. We are committed to promoting an environment where all people can thrive and contribute by practicing mutual respect and cultural competency. We honor the experiences and perspectives of all individuals and practice inclusive decision-making.



2. Research

4CD Core Values

- Equity** We act to identify student groups experiencing disproportionate impact, recognize unintended consequences of our beliefs and behaviors, disrupt inequitable systems and practices, and close achievement gaps.
- Innovation and Excellence** We take strategic, data-driven action to increase outcomes for all of our students, enhance our institutions' well-being and sustainability, and assess our effectiveness.
- Integrity** Through regular reflection and use of evidence, we ensure our actions align with 4CD's goals and the best interests of students and hold each other responsible for fulfilling these commitments.

3. Equanimity

4CD Core Values

- Diversity and Inclusivity** We are committed to promoting an environment where all people can thrive and contribute by practicing mutual respect and cultural competency. We honor the experiences and perspectives of all individuals and practice inclusive decision-making.
- Collaboration** We promote unguarded cooperation across the District, our colleges, programs, and departments to facilitate a student learning experience that is cohesive and meaningful.
- Academic Freedom** We value the freedom of faculty and students to pursue knowledge without constraint and to explore the life of the mind and express observations in an open, responsible, and respectful academic environment. We know that in this environment, imaginations thrive, and intellectual skills develop.
- Community Engagement** We regard connection with our surrounding community as essential to 4CD's success and are dedicated to being a good neighbor, collaborator, and partner. We know that when we work in concert with the Contra Costa County community, we are best able to share its values and more effectively respond to its needs.

4. Empathy

4CD Core Values

Safety

We are uncompromising in our commitment to the physical, emotional, and intellectual well-being of every member of 4CD.

Integrity

We are steadfast in promoting a culture where all people are intentional in their action, considerate of their impact, and dedicated to carrying out our collective values.

5. Deliverables

4CD Core Values

Access

We provide a bridge to opportunity that connects all students to excellent educational experiences and supports in alignment with their goals, including new and returning students, skill builders, career changers, and lifelong learners.

Student-Centered

We know that keeping the student experience central in all policy, program, process, and practice decisions is vital to advancing students' success.

Accountability

We show our deep gratitude for Contra Costa County's faith and investment in our District and our colleges through the prudent stewarding of our financial, human, and environmental resources and through transparency with all stakeholders.



3.6 Contra Costa Community College District Equal Employment Opportunity Plan 2023-2024 and CREED Alignment

4CD's dedication to preparing students for an increasingly global society underscores the paramount importance of fostering an inclusive environment. This commitment is central to 4CD's *Equal Employment Opportunity (EEO) Plan for 2023-2024*. The plan not only emphasizes adherence to Title 5 regulations (Section 53000 and subsequent sections) in recruitment and hiring policies, but it also highlights the recruitment and retention of highly qualified classified professional, faculty, and managers who possess a deep understanding of and sensitivity to the needs of the student body it serves.³⁹ A pivotal element of 4CD's *Equal Employment Opportunity Plan 2023-2024* lies in the institution's unwavering dedication to diversity. This commitment is exemplified through the delineation of key implementation indicators, aligned with CREED's five pillars.

Common Purpose

Ensuring 4CD's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

Research

Conducting surveys of campus climate on a regular basis and implementing concrete measures that utilize the information drawn from the surveys.

Conducting exit interviews with employees who voluntarily leave 4CD, maintaining a database of exit interviews, analyzing the data for patterns impacting particular monitored groups, and implementing concrete measures that utilize this information.

Attempting to gather information from applicants who decline job offers to find out why, recording this information, and utilizing it.

Conducting longitudinal analysis of various employment events by monitored group status, such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

Identifying and adopting objective measures of success and periodically evaluating the EEO Plan and its components against them.

³⁹ Contra Costa Community College District, "Contra Costa Community College District (4CD) Equal Employment Opportunity Plan 2023-2024," <https://www.4cd.edu/gb/policies-procedures/hr/EqualEmploymentOpportunityPlan.pdf>.

Equanimity

Providing training on elimination of bias in hiring and employment.

Providing cultural awareness training to members of 4CD and/or college communities.

Encouraging 4CD staff members to serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

Maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

Empathy

Maintaining a variety of programs to support newly hired employees, such as mentoring, professional development, and leadership opportunities.

Addressing issues of inclusion/exclusion in a transparent and collaborative fashion.

Deliverables

Auditing and/or maintaining updated job descriptions and/or job announcements.

Training the Governing Board on the elimination of bias in hiring and employment at least once every election cycle.

Conducting timely and thorough investigations of all EEO complaints and all harassment and discrimination complaints.

Complying with the requirements of Government Code, Section 12950.1 (Stats. 2004, ch. 933 [AB1825]), including all forms of harassment and discrimination in the training.

Ensuring 4CD's publications and website convey its diversity and commitment to equal employment opportunity.

Encouraging community college students to become qualified for, and seek employment as, community college employees.

Informing graduate students in local colleges and universities about the benefits of employment at a community college.

3.7 Implementing CREED Through an Equal Employment Opportunity Initiative

In May 2023, 4CD took a significant step to reinforce its commitment to diversity, equity, inclusion and belonging by securing a \$300,000 grant from the CCCC for an EEO Innovative Best Practices project. The project is designed to accomplish two objectives: first, to actively recruit highly qualified historically underrepresented minorities (URM) into STEM programs, and secondly, to create opportunities for URM's to secure full-time faculty tenure positions.

The cornerstone of this initiative is the establishment of the 4CD Faculty Diversity Internship Program, fostering mentor-mentee relationships. Faculty members will design the program's curriculum to reinforce a culture of diversity, equity, inclusion, and a deep sense of belonging. The significance of diverse faculty representation in this context cannot be overstated. Research underlines that individuals can only aspire to roles and possibilities they can see reflected in themselves. Ensuring a diverse faculty within STEM programs is vital and representation plays a pivotal role in attracting and retaining Black, Indigenous, and People of Color in the fields of science and research but also sparking interest and active involvement.⁴⁰

This project signifies a purposeful and effective partnership that aligns this EEO grant project with the strategic directions outlined in the 4CD Strategic Plan and is aligned with the CREED planning framework. It also addresses concerns and focuses on a concerted effort to promote diversity among STEM faculty. Overall, this project is aimed at improving the student experience and fostering opportunities for 4CD employees.



⁴⁰Jenny Ijoma, Mahnue Sahn, and Kyeera N. Mack, et al. "Visions WIMIN: BIPOC Representation Matters," *Molecular Imaging and Biology*, (2022), 24:353-358, October 15, 2021, <http://doi.org/10.1007/s11307-021-01663-4>.

Part 4. 4CD DEIB Work Group- Continuous Review and Advancement

The institutionalization and oversight of the *4CD DEIB Plan and Resource Guide* will be formalized with the establishment of the inaugural 4CD DEIB Work Group. The Work Group's inception is a direct result of discussions that took place during the IEPI PRT visit. Members of the I&EP DDG recognized the need for a Districtwide structure to address DEIB-related matters, encompassing policies, procedures and practices that impact all college sites. It became evident that convening stakeholders for a collective examination and evaluation of these aspects through a DEIB perspective was essential for initiating the requisite changes that support the needs of historically underserved and marginalized students while improving the overall student and employee experiences.

Accordingly, the 4CD DEIB Work Group is being formed in direct response to the findings of the IEPI PRT visit and the request from members of the I&EP DDG. To ensure continuity and to preserve the work initiated by the I&EP DDG, the 4CD DEIB Work Group will consist of the I&EP DDG membership along with a representative from the EEO Committee. The group will be chaired by a member of the Chancellor's Cabinet, with a direct reporting responsibility to the Cabinet. The 4CD DEIB Work Group is set to commence spring 2024, at which point it will refine its charge and priorities.

Moreover, the 4CD DEIB Work Group will function as a platform to address the concerns raised during the IEPI PRT visit. The practices, strategies, and references in the Resource section empower the 4CD DEIB Work Group with essential information to focus their efforts on identified issues. For example, the IEPI PRT process underscored the importance of establishing clear and uniform DEIB terminology within 4CD. This shared vocabulary ensures that initiatives are coherent and measurable, ultimately fostering inclusivity and accountability. Consequently, it stands as an indispensable component of the workplace and community that values and supports diversity, equity, inclusion and belonging. To that end, the 4CD DEIB Work Group could start by reviewing the 4CD EEO Plan Glossary of terms, assess what terms are needed, and work through 4CD processes to initiate necessary updates with consideration of a communication protocol to ensure employees are informed. Appendix B (Diversity, Equity, Inclusion and Belonging Glossaries) includes three sources: the *4CD EEO Plan 2023-2025 Glossary of Terms*, the *Community College League of California's Commonly Used Terms*, and the *Harvard University Equity, Diversity, Access, Inclusion and Belonging Foundational Concepts & Affirming Language* guide. Combined, these glossaries serve as reference guides as the 4CD DEIB Work Group develops an expanded 4CD DEIB Glossary of Terms.

Additionally, to continue addressing ongoing concerns, the 4CD DEIB Work Group will need to assess and prioritize its efforts as it works towards effecting change or suggesting revisions to existing policies, procedures, and practices. The upcoming section, titled "DEIB-Related Issues, Key Areas of Focus, and Resolutions for the 4CD DEIB Work Group," presents a list of primary issues.

1. DEIB-Related Issues

Key Areas of Concentration and Resolution for the 4CD DEIB Work Group

Concerns: Need for Common DEIB Nomenclature

- Prospective Action(s)** Examine 4CD [EEO](#) Glossary of Terms
Examine College DEIB Glossaries
Examine other sources – refer to Appendix B.
- Prospective Solution(s)** Create a comprehensive DEIB Glossary, engage and communicate with stakeholders, provide consistent, ongoing employee training.

Concerns: Need for [Anti-Bullying](#) Policies

- Prospective Action(s)** Examine current or related anti-bullying policies – internal and external sources
[Reference](#) California Education Code and Title 5 Regulations
- Prospective Solution(s)** Initiate the development of a 4CD Anti-Bullying policy and follow the 4CD [DGC](#) processes for policy development, maintain communication with stakeholders, provide regular and ongoing training.

Concerns: Need for DEI Practices, Vision, Activities

- Prospective Action(s)** Examine current DEI/DEIB practices
Assess needs and establish areas of focus and priorities
- Prospective Solution(s)** Create or amend existing practices, strategies, and activities with a DEIB lens in support of students and employees – refer to Part 5, section 5.1 DEIB Models, Strategies and Activities.

Concerns: Assess existing policies and procedures using a DEIB lens with employees trained in DEIB; commence with a review of [BP 1023](#) and [BP 2059](#)

- Prospective Action(s)** Identify and assess existing policies and procedures that adversely affect students and employees of color
Research and recommend amendments
Immediate need to review BPs 1023 and 2059
- Prospective Solution(s)** Begin the process of formulating new policies or revising existing ones to enhance the experiences of both students and employees.

2. DEIB-Related Issues

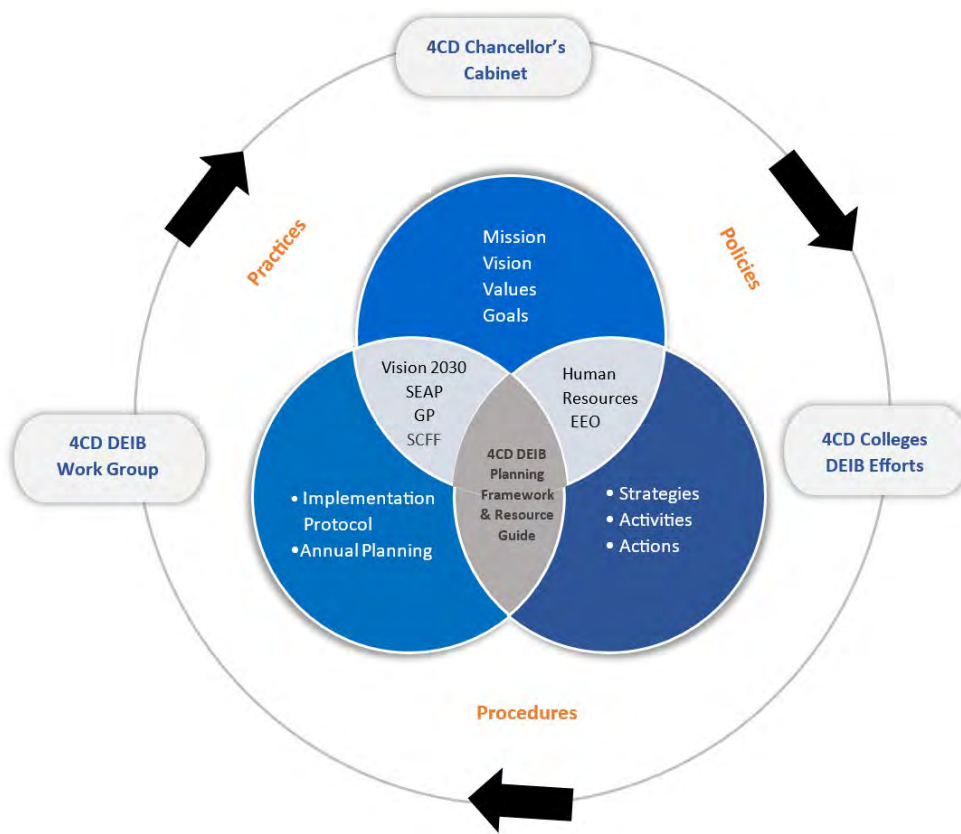
Key Areas of Concentration and Resolution for the 4CD DEIB Work Group – Continued

Concerns: *Employee DEIB Training*

- Prospective Action(s)** Assess the type of DEIB employee training needed
Assess if committee or departments may benefit from DEIB training
- Prospective Solution(s)** Implement mandatory DEIB training and enlist the services of professional consultants, as needed, to deliver the trainings – refer to Part 5, section 5.2 for a list of experts.

As noted, this list of five recurring concerns is not exhaustive. Ultimately, the 4CD DEIB Work Group must clarify its charge, pinpoint key areas of focus, and create an action plan towards the resolution of issues and concerns. The *4CD DEIB Planning Framework and Resource Guide* is intended to be a dynamic document, subject to updates by the 4CD DEIB Work Group as new research, strategies and activities become accessible.

Figure 2: 4CD DEIB Work Group—Relational Diagram



Part 5. Diversity, Equity, Inclusion and Belonging in Practice: Resources for Planning and Supporting Colleges' DEIB Work

The *4CD Diversity, Equity, Inclusion, and Belonging Plan and Resource Guide* serves as a vehicle for advancing the CREED framework, offering a comprehensive model to infuse diversity, equity, inclusion, and belonging into District and college planning policies, procedures, and practices. However, it is essential to acknowledge that each college will ultimately decide the degree to which it adopts elements of the plan and resources. This decision should stem from an assessment of the college's unique progress and specific DEIB needs.

Although college DEI offices have a central role in assessing the individual needs of each college and identifying the essential resources to enhance DEIB, departments and committees seeking to embed and advance DEIB in their work can also utilize the strategies and activities outlined in the available resources section. This approach allows each college to customize its responses to its unique needs while maintaining DEIB as a common and overarching objective across 4CD.

The resources available in Part 5. Diversity, Equity, Inclusion and Belonging in Practice: Resources for Planning and Supporting 4CD Colleges' DEIB Work offer fundamental information to support the DEIB plans and activities of 4CD and its three colleges. These resources are categorized into four key areas: 5.1 Models, Strategies, and Activities; 5.2 Professional Learning Organizations and Diversity, Equity, Inclusion and Belonging Professional Experts; 5.3 Diversity, Equity, Inclusion and Belonging Scholarly Resources; and 5.4 Implementation Guidance. It is essential to understand that these resources are not designed to be comprehensive or exhaustive. Instead, they serve as easily accessible starting points for exploring or expanding a variety of DEIB-related approaches, initiatives, activities, and professional development opportunities. It is worth noting that any descriptive content provided is either directly quoted or closely paraphrased from source websites and documents.



5.1 Diversity, Equity, Inclusion and Belonging- Models, Strategies, and Activities

(Appearing in Alphabetical Order)

American River College Institutional Equity Plan

General Description	This three-to-five-year plan is rooted in principles and values of equity, social justice, inclusion, and liberation, is centered on the goals of improving equity, access, and success at American River College (ARC).
Intended Purpose	The overarching goal of the plan is to improve the climate, so that the ARC community is in a better place in five years. Recognizing that this plan will not eliminate all systemic injustice (e.g., racism, sexism), it will identify those systems and norms in the organizational context; challenge the historical and societal forces; and seek to create methods to actively push against injustices.
Key Features	Recommendations are offered across the categories which follow and are delineated in detail in the plan. <ul style="list-style-type: none">• Understanding and improving campus climate• Creating an organizational structure focused on equity• Developing human resources• Creating an equity communication plan• Enhancing instruction• Enhancing physical spaces• Enhancing student support
Website	https://arc.losrios.edu/about-us/mission-vision-and-values/institutional-equity-plan

Clackamas Community College DEI Strategic Plan 2020-2023

General Description

This DEI Strategic plan is grounded in identified values, strategic themes, strategic priorities, and the goals and outcomes needed to help support the college's aspiration to create a cultural change. The Strategic Priorities and accompanying goals and objectives were identified through an inclusive and rigorous process of data collection from students, faculty, staff and administrators through, visioning, asset-mapping, a climate survey, and focus group engagements as part of the planning process.

Intended Purpose

This DEI Plan is intended to inform all strategic and operational planning aspects of leadership, organizational policy, procedure, practices and resources in the service of meeting its mission critical commitment to student and employee excellence and achievement.

Key Features

The plan has identified Student Success, Belonging, Empathy and Respect as guiding values related to Diversity, Equity, and Inclusion. Three Strategic Priorities with accompanying goals and objectives were developed to focus on the areas listed below.

1. Build the foundation needed to create and sustain a diverse, equitable and inclusive culture at CCC.
2. Eliminate equity gaps for students.
3. Align instructional culture with principles and practices of equitable and inclusive teaching and learning.

An implementation action chart is included in the document, Appendix D: Strategic Priorities, Goals, Objectives, and Action Chart.

Website

<https://www.clackamas.edu/docs/default-source/about-us/vision-initiatives/dei-strategic-plan.pdf>

University of Kansas (KU) RISE: Realizing Intersectional Standards of Excellence

General Description

RISE offers an action-oriented framework which helps advance equity and social justice and ensures that diversity, equity, inclusion, and belonging (DEIB) are integral to every part of KU's research, scholarship, teaching, service, community engagement, and support.

Intended Purpose

RISE is a more progressive and contemporary interpretation of the widely used Inclusive Excellence framework, that attends to simultaneous and inseparable facets of identities. This model seeks to raise the collective consciousness around systems of inequity which directly affect KU students, staff, and faculty who experience compounding oppressions based on overlapping social identities. Using an intersectional lens, RISE foregrounds diversity and human rights as a structural benchmark of excellence in KU's institutional life. RISE helps lay the foundation for intentional organizational change and community accountability.

Key Features

Four Priorities of Rise: 1) Recruitment and Retention; 2) Education, Research, and Scholarship; 3) Campus Climate and Infrastructure; 4) Community Engagement and Impact

A DEIB Education and Resource Portal provides easily accessed links to materials to support their efforts to realize intersectional standards of excellence, including those listed below.

- Trainings Modules (e.g., establishing a shared language and understanding of DEI concepts to name and confront bias and discrimination, supervision through an inclusive lens, SafeZone training to give allies the tools to make their spaces more accommodating and affirming for queer and trans students, exploring concepts of whiteness and privilege and how they shape office cultures that are oppressive to people with marginalized identities;
- Concepts and Definitions Guide; and,
- Faculty and Staff Resources to make classrooms, workplaces, and hiring committees more diverse, equitable, and inclusive.

Website

<https://diversity.ku.edu/RISE>

University of Michigan (U-M) Diversity, Equity, and Inclusion Strategic Plan

General Description

In fall 2016, the University of Michigan created a five-year diversity, equity and inclusion strategic plan, appointed the university's inaugural Chief Diversity Officer, and developed the Office of Diversity, Equity and Inclusion, which oversees the campuswide implementation of the unit plans. Progress is documented each year in an annual Progress Report, which is shared with the campus community each fall, as part of U-M's Diversity Summit. Timely updates, and a variety of resources for the university community and the public are posted on diversity.umich.edu.

Intended Purpose

The U-M DEI Strategic plan focuses upon three primary objectives: People (recruit, retain and develop a diverse community), Process (create an inclusive and equitable campus community), and Products (support innovative and inclusive scholarship and teaching, research and scholarship and service). The ultimate goal of the Plan's institutional change model is to create lasting cultural transformation that better infuses the principles of DEI into U-M's core mission and standard operating practice. In doing so, the goal is for the principles of DEI to be interconnected with the university's policies, practices, definitions, goals and metrics for innovation and excellence.

Key Features

U-M's Diversity, Equity and Inclusion Strategic Planning Toolkit is an online resource, which highlights information and insights from U-M's DEI Strategic Planning and Implementation process. The toolkit represents U-M's own efforts to share its model with many institutions of higher learning are striving to create their own DEI Strategic Plans.

Included on their toolkit webpage page (<https://diversity.umich.edu/dei-strategic-plan/building-an-institutional-plan/>) is a set of individual guides that cover key steps and processes involved in creating and sustaining an organization-wide DEI plan that may be adapted to other environments, including foundational components and signature initiatives.

Website

<https://diversity.umich.edu/about/>

Reimagining Equity and Diversity: A Framework for Transforming the University of Minnesota

General Description

The University of Minnesota overarching framework focuses on the urgent work of developing strategies, programs, and services that advance diversity and address the needs of diverse populations, especially those most affected by institutional and systemic inequity and exclusion.

Intended Purpose

This comprehensive institutional change model engages every aspect of the University's work across all campuses and with diverse external communities. Equity and diversity are systemic: they permeate the institution at all levels, and are fully integrated as core values, policies, and practices, with responsibility for diversity work shared across the entire University system.

Key Features

Four pillars support the strategic positioning: exceptional students, exceptional faculty and staff, exceptional organization, and exceptional innovation.

Eight priority areas stem from and directly align with one or more of the pillars: 1) develop leadership capacity around equity and diversity work across the system; 2) improve campus climate for diverse students, faculty, staff, and visitors; 3) support and strengthen University-wide pre-college and community outreach efforts; 4) engage internal and external communities in reimagining strategies for achieving the University's retention and success goals for diverse students; 5) engage internal and external communities in reimagining programs that support the recruitment, retention, and success of diverse faculty and staff; 6) engage faculty in reimagining University curriculum, pedagogy, and research to ensure inclusivity and accessibility throughout the academic enterprise; 7) support institutional assessment, accountability, and collaboration through the application of continuous improvement and universal instructional design principles and use of innovative metrics, technology, and communication tools; and 8) engage University alumni, donors, and other community partners and stakeholders in achieving equity and diversity goals.

Website

http://www.mcohs.umn.edu/wp-content/uploads/2014/07/ReimaginingED_Dec2009.pdf

University of the Pacific (UOP) DEI Framework of Excellence

General Description

University of the Pacific’s DEI Framework of Excellence is an institutional blueprint for DEI in higher education. Designed by Mary Lomax-Ghirarduzzi, UOP’s inaugural vice president for diversity, equity, and inclusion and chief diversity officer, this transformative framework is designed to integrate DEI into all aspects of campus life and operations.

Intended Purpose

The overarching purpose of the framework is to focus on changing the system by humanizing educational spaces and practices that embody a spirit of change and hope. The framework focuses on prioritizing policy and decision-making that demonstrates awareness of, and responsiveness to, the ways sociocultural forces related to race, gender, ability, sexuality, socio economic status, etc., and which either impede or propel students, faculty and staff.

Key Features

Four Framework Areas:

1. DEI as Policy (e.g., decision making, budget processes, recruitment/retention, procurement, investment, priority and goal setting)
2. DEI as Academic Excellence (e.g., inclusive classrooms, inclusive pedagogy, equitable assessment, diverse faculty)
3. DEI as Academic Innovation (in all areas; DEI not owned by specific discipline areas, but grounded in foundational areas of scholarship)
4. DEI as Community Engagement (e.g., multicultural/identity-affirming communities, local cities, business community, global community)
5. DEI as Student Success (e.g., belonging as being “seen, heard, and understood)

Regents integrate this work into their day day-to -day decisions, across all committees. For example, the Regents’ DEI priorities established in April 2022, which will move forward as institutional by committee chairs and VPs, included for example, increasing the diversity of vendors, diversifying staff and faculty, becoming an HSI.

Website

<https://www.pacific.edu/about-pacific/diversity-equity-inclusion>

5.2 Professional Learning Organizations and Diversity, Equity, Inclusion and Belonging Professional Experts

(Appearing in Alphabetical Order)

The resources in this section identify sources for professional learning specifically related to diversity, equity, inclusion, and belonging, including professional organizations and institutes as well as content experts. This is not intended to be an exhaustive directory, but rather a brief compendium of useful starting points for professional development and DEIB planning and support.

Note:  Indicates Professional Learning Organizations.  Indicates DEIB Content Experts.

 *Center for Organizational Responsibility and Advancement (CORA)*

General Description

CORA is a professional educational organization committed to training faculty, staff, and administrators to enhance their skills to better serve historically underrepresented and underserved students.

Intended Purpose

CORA provides professional development training for all educators to advance their teaching skills and enhance the learning experience of boys and college men of color with an explicit focus on racial equity in education.

Key Features

Popular Courses: CORA Allies Program, Best Practices for Teaching in the Community College, Unconscious Bias, Racial Microaggressions, Supporting Men of Color in Community College, Teaching Men of Color in Community College, Equity Minded Strategic Planning for Higher Education Institutions.

Certifications: The International Association for Continuing Education and Training (IACET) awards accreditation status to all CORA courses. The online training curricula offers Continuing Education Units (CEUs) to individuals seeking to acquire or maintain professional licenses and/or certifications.

Institutional Partnerships: Institutions can partner with CORA to make certificate programs available to small groups of educators or the entire campus community. Participants can enroll in the programs most relevant to their work.

Webinars: CORA offers webinars that are free to the public, recorded, and posted on the CORA website. Recent webinar topics included: Black Minds Matter (Five Part Series), Addressing Anti-Blackness on Campus: Implications for Educators and Institutions, Equity-Minded Student Services in the Online Environment, Responding to Racial Bias and Microaggressions in the Online Environment.

Website

<https://coralearning.org/>



Community College Equity Assessment Lab (CCEAL)

General Description

The Community College Equity Assessment Lab (CCEAL) is a national research laboratory under the Interwork Institute at San Diego State University, which helps community colleges surface and assess challenges to equity-centered institutional effectiveness, as well as develop problem-solving strategies and solutions.

Intended Purpose

CCEAL has developed the Institutional Assessment Package (IAP), a comprehensive set of rigorously validated tools, for assessing institutional efforts and examining factors that influence student success in community colleges. With a focus on equity-centered institutional effectiveness, IAP results directly inform institutional planning, practices, and professional development.

To complement the IAP assessments, CCEAL also provides qualitative inquiry through tailored focus groups to allow colleges to delve into defining and sensemaking with sub-groups and offers advisory and consulting services related to community college professional development and training, speaking engagements, and implementation strategy.

Key Features

The IAP, CCEAL's core offerings include:

- Student Survey - Community College Success Measure (CCSM) - an institutional-level needs assessment tool for identifying factors influencing the success of underserved students.
- Faculty Survey – Community College Instructional Development Inventory (CC-IDI) - an institutional-level inventory to inform professional development for instructional faculty who teach underserved students.
- Staff and Administration Survey - Community College Staff Development Inventory (CC-SDI) - An institutional self-assessment tool for determining staff's readiness to facilitate successful outcomes for underserved students.

Website

<https://www.cceal.org/>



Continuous Learning Institute—Dr. Al Solano

General Description

The Continuous Learning Institute is a comprehensive resource for practitioners in community colleges and open-access universities.

Intended Purpose

Founder and Higher Ed Coach at the Continuous Learning Institute, Al Solano: “I use my expertise in coaching, facilitation, training, and project management to support institutions of higher education to effectively plan and implement homegrown practices to improve student success and equity.”

Key Features

Practitioner-focused Blog (Sample Postings): Foundational Ingredient for Successful Equity Work, Blocking Student Success and Equity Work, Student Success Teams: Models to Consider, Implementation Challenge: The Three-Month Reality Check

Webinars and Podcasts (Sample Topics): Community College Student Journey: A Parent Perspective; Dr. Dayamudra Dennehy, ESL Faculty and Distance Ed Coordinator, City College of San Francisco, discusses the proliferation of artificial intelligence and unpacks equitable teaching practices; Maritez Apigo, English Faculty and Distance Education Coordinator, Contra Costa College, discusses how to create an equitable online learning environment.

Easy-to-navigate resources and tools: Guided Pathways Resources Page, Initiative Readiness Assessment Tool and Work Gap Analysis/Action Plan Tool, Why Colleges Struggle to Implement Priorities and What To Do About It, Assess 5E (Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate) Instructional Plan Template, Tools: Implementing a Student-Centered Funding Request Process.

Website

<https://www.continuous-learning-institute.com/>



Institute for Evidence-Based Change (IEBC) Caring Campus and Data Use

**General
Description**

IEBC is a nonprofit organization dedicated to helping education stakeholders — community colleges, universities, K-12 school systems, employers, and others — use coaching, collaboration, and data to make informed decisions and craft solutions that dramatically increase student success. IEBC is dedicated to helping shift our nation’s recognition of pervasive racism and inequities, which continue to result in the loss of life and the lack of opportunity.

Note: All three 4CD Colleges have implemented aspects of Caring Campus model and Ms. Irene Sukhu captures the essence of Caring Campus at Los Medanos College:

“The Caring Campus committee established behavioral commitments relevant to traditional face-to-face interactions and virtual spaces. However, Caring Campus is more than an initiative and acting out behaviors; it is a culture that creates belonging and connectedness by ensuring students feel welcomed and wanted. The hope is that students return to community college because they KNOW and BELIEVE that they belong here. As an employee who holds Caring Campus close to my heart (having been an LMC student myself), I hold myself responsible for being part of this vital work. Caring Campus is the catalyst for a caring future at the community colleges, especially at LMC.” – Irene Sukhu, Academic Scheduling Specialist, Senior

**Intended
Purpose**

IEBC engages in two core activities: Caring Campus and Data Use.

Caring Campus: IEBC coaches college faculty and staff to implement research-based behaviors that increase student connectedness, which leads to increased student success for all.

Data Use: IEBC helps educators and organizations make sense of data and turn it into useful, usable and actionable information for making decisions that lead to improvements in racial equity and increased student success for all.

Key Features

Caring Campus offers a coaching model, which is implemented differently for faculty and professional staff. For both groups, the Caring Campus coach provides their contact information to leadership and coaching participants and is available throughout the process for ongoing support. Both groups also work toward a final session intended to rollout behavioral commitments campus-wide. IEBC continues to follow-up with the college to assist with institutionalization.

IEBC created a three-part model for data use to support student success: analytics, human judgment and decision-making and organizational habits. This model addresses how to turn data into information and present it in ways that capitalize on what we know about how people process information for action and how organizations change.

IEBC offers both workshops and webinars. Sample topics from their most popular data workshops include, Data Use Demystified, Telling Your Story with Data, and How to Integrate Data into a Meeting.

Website

<https://www.iebcnow.org/>



The Diversity Movement (TDM)

General Description

TDM is an eLearning organization that began in 2019 and has grown into a full-service, product-driven consultancy, helping 100+ client organizations operationalize diversity, equity, and inclusion (DEI) as a business growth strategy.

Intended Purpose

A disruptor in the world of diversity training vendors, the team of experts leverages the intersection of education, coaching, technology, and analytics to help organizations build thriving and sustainable workplace cultures.

Key Features

Drawing on their expertise in DEI as well as extensive backgrounds in journalism, human rights, and data analytics to help clients achieve transformative change, TDM offers:

Consulting—organizational assessments, creating comprehensive action plans, training diversity leaders and teams, establishing or revitalizing DEI councils and employee resource groups, board diversity, and inclusive hiring strategies.

Training—inclusive leadership sessions, multicultural competency training, professional development training for managers, virtual privilege walks, inclusive communication sessions, LGBTQ+ inclusion sessions, and more.

Education/Certification— virtual and in-person sessions, digital learning courses and microlearning as well as diversity certifications for those who lead DEI within their organizations (i.e., The Diversity Leader’s Intensive and Certified Diversity Executive (CDE)[®]; a digital content hub and TDM Library with thousands of award-winning resources to support employees’ DEI journeys, no matter their role.

Website

<https://thediversitymovement.com/>



The Equity Learning Institute

General Description

Founded by Paul Gorski, the Equity Learning Institute is an online destination for education and training on diversity, equity, and inclusion issues.

Intended Purpose

“Equity literacy” includes: 1) a commitment to deepening individual and institutional understandings of how equity and inequity operate in organizations and societies, and (2) the individual and institutional knowledge, skills, and will to vigilantly identify inequities, eliminate inequities, and actively cultivate equity.

Key Features

Customized Professional Learning and Workshops (samples)—Racial Equity Facilitator Training (10-hour facilitator-led online training), Antiracist Institute for Educational Leaders (six-hour summer program to prepare racial justice leaders).

Customized Online Professional Learning (samples)—Self-Paced Online Equity Learning Modules and Courses (e.g., Understanding Equity and Inequity, Learning to Be a Threat to Inequity)

Policy, Procedure, and Handbook Analysis—Seven-layered process of identifying DEI concerns in context, and providing recommended revisions.

Equity Visioning and Strategic Planning—facilitation and technical support for the development of an intentional equity vision, common organizational equity language, and equity initiatives around well-defined principles and goals.

Equity Facilitator Training—“Train the trainer” professional learning sequences designed to prepare teams to lead professional learning on DEI.

Equity Coaching and Leadership Support—coaching for faculty hoping to strengthen their equity pedagogy practice, and career or support coaching for DEI professionals.

Websites

<https://equitylearninginstitute.com/>
<https://www.paulgorski.org/>



The RP Group—Research, Planning & Professional Development For California Community Colleges

General Description

The RP Group, officially established in 1992, was founded with the primary mission of championing and facilitating the utilization of data and empirical evidence to shed light on the efficacy of policies and practices in California's community colleges.

Intended Purpose

The RP Group provides an extensive array of resources related to planning, research, evaluation, and technical support. Furthermore, it actively engages in independent research, takes a leadership role, and has made substantial contributions to the field of research pertaining to student success.

Key Features

The RP Group's website offers a carefully curated collection of studies and resources rooted in data-driven principles. It provides valuable policy insights and opportunities for collaboration with The RP Group on specialized research and professional development initiatives. The RP Group is committed to providing open access to its projects, studies, articles, and presentations, and organizes annual conferences.

Website

<https://rpgroup.org/>





General Description

Founded in 2005 by Alison Park (pronouns: she/her), Blink Consulting designs and delivers tailored, comprehensive support that includes DEI strategic planning; DEI assessment and assessment design; professional growth for boards, administrative leadership teams and full faculty/staff; cultural competency articulation and assessment; leadership coaching; and workshops for students as well as families. Blink has collaborated with over 100 schools to advance ownership and accountability for DEI throughout their communities.

Intended Purpose

Blink Consulting designs equity and inclusion into processes, which support communities to enact, integrate and own DEI in institutional design and their everyday practice. Grounded in institutional mission and core values, strategic framing ensures the integrity, sustainability, and priority of DEI initiatives and work. Blink asks schools and organizations to strive not just for what they can realistically achieve, but what is aspirational and impactful for all—not just some—in their communities.

Key Features

Sample Blink Consulting services:

- DEI auditing and fluency rubrics;
- DEI Strategic Planning and Integrated implementation of DEI programs, policies and initiatives;
- DEI curriculum inventories and scope and sequencing;
- Education: with boards, administration, faculty, staff, families and students to advance understandings, language, skills and tool; and,
- Workshops, retreats, and Professional Learning Communities.

Website

<https://www.rethinkingdiversity.com/blink-consulting>



Dr. Gina Ann Garcia

General Description

Dr. Gina Ann Garcia is a scholar activist, author, speaker, and professor in the School of Education at UC Berkeley. Her research centers on issues of equity and justice in higher education with an emphasis on understanding how HSIs embrace and enact an organizational identity for serving minoritized populations. She explores the experiences of administrators, faculty, and staff at HSIs and the outcomes of students attending these institutions. As an equity-minded scholar, she tends to the ways that race and racism have shaped institutions of higher education.

Dr. Garcia lives and works on the ancestral lands of the Ohlone, Muwekma, and Confederated Villages of Lisjan Territories. Source: native-land.ca

Intended Purpose

Dr. Gina Garcia offers keynotes and training workshops on a variety of topics related to HSIs, race and racism, and “servingness” (a concept that Garcia, Núñez, and Sansone (2019) argue is a multidimensional and conceptual way to understand what it means to move from simply enrolling Latinx students to actually serving them. Dr. Garcia also produces a HSI-centered podcast, “¿Qué pasa, HSIs?” and publishes a blog, which can be accessed via the website below.

Key Features

Sample Keynote Topics:

- Advancing Racial Justice at HSIs
- Becoming HSIs
- Centering Student Voices at HSIs
- Defining Servingness in Practice at HSIs

Sample Training Workshops:

- Assessing Servingness in Practice at HSIs
- Developing Social Justice Curriculum in HSIs
- Transforming HSIs

Website

<https://www.ginaannarcia.com/>



Dr. Frank Harris III

General Description

Dr. Frank Harris III is an expert in student equity, institutional effectiveness, and student success, as well as a professor of postsecondary education, and co-director of the Community College Equity Assessment Lab at San Diego State University (SDSU). Dr. Harris is best known for his expertise in racial [in]equity in postsecondary education and has made important contributions to knowledge about college student development and the social construction of gender and race in college contexts. His work prioritizes populations that have been historically underrepresented and underserved in education.

Intended Purpose

Dr. Harris provides colleges and universities with workshops, keynote addresses, coaching, and guidance related to student equity, student success, and institutional transformation. He has worked with more than 100 postsecondary institutions, community organizations, and nonprofits on equity-related efforts.

Key Features

Sample Topic Areas:

- Educators' Perspectives on Student Equity: A Taxonomy and Strategy for Change
- On Becoming an Anti-Racist Institution: Implications for College and University Educators
- Strategic Planning for Equity
- Advancing Equity in a Climate of Resistance: Aligning Culture and Strategy
- Advancing Equity to Achieve Student Success: Recognizing the Critical Role of Classified Professionals
- Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity

Website

<https://drfharris3.com/>



RSS Consulting (Dr. Regina Stanback Stroud, CEO)

General Description

RSSC CEO, Dr. Stanback Stroud, served more than 35 years as an educator and leader in California community colleges. Dr. Stanback Stroud is highly regarded for her work on student equity and diversity; education/industry collaboratives; economic empowerment and anti-poverty strategies; community workforce and economic development; and regional and state educational policy.

Intended Purpose

RSS Consulting is dedicated to supporting individual and institutional leadership in an equity framework and through an equity lens – with a focus on disrupting systemic racism prevalent in societal institutions including economic and educational systems.

Key Features

RSSC offers coaching and mentorship, guidance and strategic advice on meeting ultimate standards of leadership and creating high performing teams.

DEI Professional Development: RSSC offers a wide range of Diversity, Equity, and Inclusion Professional Development academies, institutes, and workshops to help organizations develop racial and equity literacy in the workforce.

DEI Consultation: Race related challenges, incidents, and occasions require us to be both proactive and responsive to interrupt, interrogate and mitigate the matters at hand. RSSC supports leaders in addressing such matters in the institution, among the employees and in the community.

Safe-Space Training: RSSC's Safe Spaces Trainings provide institutions and organizations the tools necessary to create safe zones for their LGBTQIA+ students, employees and community members.

Community Relations: RSSC offers guidance and support navigating community relations to address, resolve, and repair conditions of community marginalization, exclusion and disenfranchisement – and to cultivate and/or restore credibility and trust within the community.

Website

<https://www.rssconsulting.org/>

5.3 Diversity, Equity, Inclusion and Belonging Scholarly Resources

The readings included in this collection of sources are organized into two general thematic categories: Studies of Race, Structural Racism, and Related Topics, and Addressing Structural Racism, Racial Bias, and Discrimination, and Facilitating Change. This is not an exhaustive catalog of DEIB books, but rather a compilation of relevant background monographs and recently published DEIB scholarship. This Suggested Reading list should be updated annually to incorporate new scholarship and perspectives.

1. Studies of Race, Structural Racism, and Related Topics

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 10th Anniversary Ed. New York: The New Press, 2020.

Anderson, Carol. *White Rage: The Unspoken Truth of Our Racial Divide*. New York: Bloomsbury Publishing USA, 2016.

Banaji, Mahzarin R. *Blindspot: Hidden Biases of Good People*. New York: Delacorte, 2013.

Bandelet, Asha and Khan-Cullors, Patrisse. *When They Call You a Terrorist: A Black Lives Matter Memoir*. New York: St. Martin's, 2018.

Bayoumi, Moustafa. *This Muslim American Life: Dispatches from the War on Terror*. New York: New York University Press, 2015.

Bennet, Lerone, Jr. *Before the Mayflower: A History of Black America*. New York: Penguin Books, 1984.

Baker, Carolyn L. *An Unintentional Accomplice, A Personal Perspective on White Responsibility*. Chicago: University of Chicago Press, 2020.

Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, 6th ed. Lanham: Rowman and Littlefield, 2021.

Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.

David, Gabrielle and Forbes, Sean Frederick. *What Does it Mean to be White in America?: Breaking the White Code of Silence, A Collection of Personal Narratives*. New York: 2Leaf Press, 2016.

DeGruy, Joy. *Post Traumatic Slave Syndrome*. Portland, Oregon: Joy DeGruy Publications, 2017.

Flynn, Holmberg, Warren, and Wong. *The Hidden Rules of Race: Barriers to an Inclusive Economy*. New York: Cambridge University Press, 2017.

Forman, James, Jr. *Locking Up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017.

Grandison, C. Paul. *The Racial Hierarchy: Anti-Blackness Culture and Anti-Black Racism. The Causes and Consequences*. Self-published, 2020.

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5.4 Implementation Guidance

As each college’s plan encompasses its unique mission, vision, and value commitments, it is of paramount importance to ensure alignment between respective goals, objectives, and activities and the planning of human capital needs and fiscal resources. Through their annual planning processes, each college must evaluate whether the strategies and activities outlined in their plans are appropriately designed and adequately funded. It is worth noting that research has demonstrated that 80 percent of plans fail, and goals remain unattained unless there is a continuous cycle of review, communication, evaluation, funding. Consequently, the guidance provided in this document offers practical suggestions and recommendations for the colleges to consider as they develop and implement their respective key plans, along with the DEIB-related initiatives and activities that are part of those plans.

1. Successful Plan Implementation: The Top Ten Considerations

1. *Ownership*

Action

Designate a leader for the planning process.

Inaction

Lack of ownership is the most common reason a plan fails. If stakeholders do not have a stake in the plan or responsibility for the plan, it leads to “business as usual” and frustration.

2. *Communication*

Action

Establish communication procedures that offer a clear explanation of the plan’s purpose and significance and ensure that regular updates are shared with stakeholders.

Inaction

Lack of communication results in stakeholders not knowing or understanding the importance of the plan or understand how or why they should contribute.

3. *Overwhelming Plan*

Action

Create a streamlined and precise plan with well-defined, achievable objectives that can be quantifiably measured.

Inaction

If the goals and activities generated are too numerous because tough choices to eliminate non-critical actions are not made, stakeholders will not know where to begin.

4. *Meaningful Planning*

Action

Craft a purposeful mission, vision, and values statement accompanied by relevant goals and objectives that genuinely address the college’s needs.

Inaction

If the mission, vision, values and corresponding goals and objectives are “too lofty or fluffy” or “meaningless” the plan will be viewed as a “check the box” activity and will not result in stakeholder buy-in.⁴¹

5. *Integrated Planning*

Action

Incorporate plans throughout the institution and identify the necessary human capital, technology, facility and financial resources.

Inaction

Lack of integrated planning will result in stakeholders viewing the plan as separate and detached from institution’s annual planning processes.

6. *Mired in Day-to-Day Operations*

Action

Recognize the increased workload for leaders and make appropriate preparations.

Inaction

Leads with multiple and competing priorities will likely be mired in day-to-day operations and lose sight of their role and responsibilities to the plan.

7. *Establish Implementation Agreements*

Action

Integrate an implementation plan agreement into the institution’s annual planning processes.

Inaction

If the plan is not discussed as part of the institution’s annual planning processes, it will be viewed as an end to itself.

⁴¹ Patrick Sanaghan, Ed.D. *How to Implement Your Campus Strategic Plan*, (Doylestown, PA: Courageland, 2021), 92.

8. Progress Reports

- Action** Ensure there is tracking, monitoring and issuance of progress reports to all stakeholders.
- Inaction** If there is no method to track progress, or progress updates only include what is viewed as “easy,” the institution loses critical momentum points.

9. Accountability

- Action** Accountability and a strong presence are driving forces behind plan implementation. Apart from the plan project Lead, make sure that every aspect of the plan (goal, objective, activity, measure, and data source) has a designated owner.
- Inaction** Lack of accountability leads to a failed plan.

10. Empowerment

- Action** While accountability serves as a powerful motivator, stakeholders must also possess the requisite authority, responsibility and resources to implement and assess the plan’s goals and objectives.
- Inaction** Lack of empowerment leads to a lack of interest, motivation, and resistance to the plan.



2. Why Colleges Struggle to Implement Priorities and What To Do About It (Continuous Learning Institute)

In the Preface to the above referenced guide on plan implementation, Al Solano writes,

“this resource has an unabashedly practitioner-based focus on why colleges struggle to implement priorities, mandates, projects, strategies, and activities, as well as considerations of how to overcome those struggles...There are no silver bullets in education—the work of education is about continuous improvement. My goal is to provide the necessary visuals and language to explain why colleges struggle along with practical approaches to address the challenges. In the end, the devil is in the details with the suggested approaches in this resource. It takes an enormous amount of hard work, innovation, and exceptional leadership from across the campus to bring all of the suggested approaches together to get results for students.⁴²

In sum, Solano identifies six general reasons, listed below, for the lack of implementation of equity-based priorities and offers practical strategies for addressing each of these key challenges.

- Factor #1: Lacking a Culture of Kindness (or Not Prevalent)
- Factor #2: Unproductive Committee Structure
- Factor #3: Lacking a Student-Centered Framework
- Factor #4: Silos, Silos, Silos
- Factor #5: Lack of Faculty Teaching Preparation
- Factor #6: Effective Leadership Challenges

⁴² Al Solano, “Why Colleges Struggle to Implement Priorities & What to Do About It,” Continuous Learning Institute (2020 Al Solano), https://s3.amazonaws.com/kajabi-storefronts-production/sites/84681/themes/2357781/downloads/2XctQmloRpedxKHKbKWK_Dr._Al_Guide.pdf.

3. Summary: Why Colleges Struggle to Implement Priorities and What to Do About It

Six Factors <i>Why Colleges Struggle to Implement Priorities</i>	Weak Structure & Support Issue	Approaches Learn...
1. Lacking a Culture of Kindness (or Not Prevalent)	Support	Four strategies to be kind
2. Unproductive Committee Structure	Structure	A process to improve the committee structure
3. Lacking a Student-Centered Framework	Structure	How to leverage student journey frameworks
4. Silos, Silos, Silos	Structure	How student services and instruction can effectively collaborate
5. Lack of Faculty Teaching Preparation	Structure and Support	How to continually improve instructional practices
6. Effective Leadership Challenges	Support	<p>Note: This section has the most approaches because leadership is the lynchpin.</p> <ul style="list-style-type: none"> • Five questions to answer before launching priorities • The three-month reality check • To recognize the doer vs. inputter dynamic • To avoid the term “best practices” • To understand the difference between data-driven and data-informed decision making • To lead with kindness

Source: Continuous Learning Institute (2020 Al Solano), https://s3.amazonaws.com/kajabi-storefronts-production/sites/84681/themes/2357781/downloads/2XctQmloRpedxKHKbKWK_Dr_AI_Guide.pdf.

Appendix A. Colleges' Mission, Vision, Values

A1 Contra Costa College

Mission

CCC is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education. The College fosters transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes. CCC offers associate degrees, certificates, transfer preparation, and career educational opportunities aimed at helping students achieve their economic and educational goals, as well as courses designed to support lifelong learning.

Vision

CCC strives to provide a high-quality education that transforms student lives in an atmosphere that celebrates academic achievement, diversity, community, and innovation.

Values

- ❖ Growth to help students learn and to improve the economic and social vitality of communities through education;
- ❖ Inclusion of diverse opinions, ideas, peoples, and traditions;
- ❖ Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified professionals, and all managers alike; and
- ❖ Integrity in all facets of our college interactions and operations.



Contra Costa College embraces and celebrates the multitude of intersectional identities in our community and aspires to extend a welcoming, culturally affirming, inclusive environment to all. Belonging goes beyond visibility; it is rooted in the curriculum, practices, policies, and procedures of the college. CCC has committed to a shared vision of student success that prizes student-focused, equity-centered, data-informed decision making, influenced by the wisdom, culture, and life experiences of its community.

Kimberly R. Rogers, Ph.D., President, Contra Costa College

A2 Diablo Valley College

Mission

DVC is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students to transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning.

Vision

At DVC, we empower and transform ourselves and our community through educational excellence, equity, and inclusion.

Values

- ❖ **Excellence:** DVC is dedicated to the highest standards of excellence.
- ❖ **Student Learning:** DVC is dedicated to ensuring students meet their goals by learning the knowledge and skills required to complete their program, advance to the next level of their education and career and to make positive contributions to our community.
- ❖ **Equity:** DVC is dedicated to institutional and inclusive excellence.



Cultivating diversity, equity, inclusion and belonging isn't just a goal for us; it's the very essence of our community college's mission. In the rich diversity of Diablo Valley area, we recognize that our strength lies in embracing the unique backgrounds, perspectives, and experiences of our students, faculty, and staff. Together, we work toward creating empowerment and opportunity, where every voice is not only heard but celebrated. Through our commitment to these initiatives, we hope to create an educational environment where every individual feels seen, valued, and experiences a true sense of belonging.

Susan E. Lamb, President, Diablo Valley College

A3 Los Medanos College

Mission

LMC provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

Vision

LMC will be a leader in providing innovative, dynamic, and equitable educational experiences, support service, and career opportunities that empower students and transform our community.

Values

❖ **Excellence * Respect * Diversity * Integrity * Responsiveness**

❖ **Goals:** Strengthen a culture of equity, diversity, inclusion, and racial justice; increase and maximize opportunities for students; increase opportunities that will prepare students to enter high-demand and living-wage jobs; to better support students...expand and deepen the educational, workforce, and community partnerships; effectively utilize resources to meet the needs critical to the College mission.



Diversity, equity, inclusion, and belonging are the core of the open-door mission of community colleges, and Los Medanos College is deeply committed to ensuring that our diverse students, faculty, and staff experience a welcoming sense of inclusion and meaningful belonging. Equity grounds our work to create opportunities for success and transformation. In short, DEIB is the foundation of what we do and who we are.

Pamela Ralston, Ph.D., President, Los Medanos College

Appendix B. Diversity, Equity, Inclusion, and Belonging Glossaries

The listening sessions conducted by the IEPI PRT underscored the necessity for a glossary addressing diversity, equity, inclusion, and belonging (DEIB). The 4CD DEIB Work Group is set to examine the current glossaries at both the District and college-levels while actively seeking to broaden and standardize the terminology related to diversity, equity, inclusion, and belonging.

A recommended action is to incorporate an evaluation of the 4CD EEO glossary, as well as a reference to the Community College League of California. Notably, the latter provides an extensive compilation of terms relevant to community colleges and higher education, with the diversity, equity, inclusion, and accessibility terminology starting on page 27. Additionally, the report includes the Harvard University Glossary for Diversity, Inclusion, and Belonging (DIB) terms. All reports are hyperlinked and will be included in the 4CD DEIB Plan and Resource Guide report.

Contra Costa Community College District Equal Employment Opportunity [Plan](#) 2023-2024

Community College League of California Commonly Used [Terms](#)

Harvard University – [Equity, Diversity, Access, Inclusion and Belonging Foundational Concepts and Affirming Language](#)

Appendix C. Executive Department State of California, Executive Order N-16-22

WHEREAS California is the largest and most diverse state in the nation, shaped by the contributions of all its residents, including California Native Americans, communities of color, immigrants, and descendants of immigrants who call our golden state home, and welcomes all people to pursue bold dreams and renews the California dream for every new generation; and

WHEREAS California has a strong history of fighting for freedom and civil rights for all people; and

WHEREAS California leads the nation in confronting the climate crisis and building community resilience through equity and opportunity, including supporting communities that experience the greatest social and health inequities from climate change; and

WHEREAS California continues to march towards equality and to address our nation's and our State's historical wrongs, including through recognition of gay marriage in San Francisco; placing a moratorium on the death penalty in California; advancing immigrant equity and inclusion; protecting access to reproductive health care; compensating survivors of state-sponsored sterilization; ending sub-minimum wage employment; and recently forming the Truth and Healing Council and the Reparations Task Force; and

WHEREAS California has also demonstrated a fundamental commitment to prosperity and opportunity for all, including, but not limited to, advancing policies around health care for all; historic financial investments to advance educational equity; age-friendly communities; actions to further gender equity with the leadership of the First Partner; and the creation of a State Chief Equity Officer to provide statewide leadership and consultation on diversity, equity, inclusion, and accessibility regarding state operations, procurement, information technology, and human resources; and

WHEREAS the State has invested to improve language access across the spectrum of health and human services programs, and to increase participation of Californians who are non-English or limited-English speakers in California's public hearings and meetings, and will continue to work with agencies and departments to improve the delivery of language access and accessibility; and

WHEREAS despite this progress, continued work remains to attain our shared goals of providing equal opportunity for all and addressing persistent disparities in outcomes; and

WHEREAS state government can take additional concrete steps to address existing disparities in opportunities and outcomes and advance equity by designing and delivering state services and programs, consistent with federal and state constitutional requirements, to address unequal starting points and drive equal outcomes so all Californians may reach their full potential and lead healthy and rewarding lives; and

WHEREAS agencies and departments within my Administration can and should take additional actions to embed explicit analysis of equity considerations in policies and practices, including by analyzing demographic and geographic gaps in outcomes and access to funding and services, developing and consistently utilizing data analysis tools and practices to understand gaps in access to services and programs or outcomes from state

programs, and reviewing community engagement strategies with a focus on Californians who reside in communities that have historically been underserved and marginalized; and

WHEREAS the Department of Finance is the State's chief advisor on fiscal policy and leads the annual budget process; and at my direction, the Department is requiring an analysis of equity considerations in budget change proposals through which all agencies and departments must obtain approval for changes in the level of service, and changes in funding sources for authorized activities or to propose new program activities not currently authorized, to improve the evaluation of any proposal's impact on Californians; and

WHEREAS a state workforce that reflects the diversity of the people of California is integral to our State's success in serving and responding to the needs of a diverse California population, and recent investments to ensure that positions in state government are attractive and available to Californians from all backgrounds will advance this goal; and

WHEREAS the Infrastructure Investment and Jobs Act, passed by Congress and signed into law in 2021, provides an opportunity for partnership with California small businesses, disadvantaged business enterprises, Tribal governments, community-based organizations, and nonprofit organizations to support more investment in economically and socially disadvantaged communities from this federal funding to modernize crucial infrastructure and accelerate our clean transportation progress; and

WHEREAS the State can improve outcomes and deliver better services by making its procurement policies simpler, faster, and more human-centered for buyers and vendor partners; and

WHEREAS the Targeted Area Contract Preference Act (TACPA) is a tool designed to stimulate economic growth and opportunities in disadvantaged zones throughout the State, and raising awareness of its benefits will increase opportunities for California-based companies to operate eligible worksites in these disadvantaged zones and employ Californians experiencing high unemployment or poverty; and

WHEREAS California's Civil Rights Department is the state agency charged with enforcing the Fair Employment and Housing Act; Unruh Civil Rights Act; Disabled Persons Act; Ralph Civil Rights Act, and other civil rights laws; adopting regulations to implement civil rights laws; providing dispute resolution services to people who believe they are the victim of discrimination; and providing community conflict resolution around discriminatory practices; and

WHEREAS California has advanced critical investments to respond to increased hate violence including establishing the Commission on the State of Hate in the Civil Rights Department to study hate in California, develop anti-hate resources for law enforcement and others, and make recommendations to better protect civil rights; to fund the "California versus Hate Resource Line and Network" to support survivors of hate incidents and crimes with culturally competent resources and services; and to improve the State's ability to understand and act to address economic and health impacts of hate, including through community engagement and sharing of anti-hate resources; and

WHEREAS California's Civil Rights Department is charged with publishing an annual report of pay data provided by private employers of 100 or more employees with at least one employee in California, to encourage employers to self-assess and voluntarily address pay disparities among demographic groups and to allow the Department to effectively enforce equal pay and anti-discrimination laws; and

WHEREAS the Office of Data and Innovation was recently reorganized to empower all state agencies and departments to drive better services, decisions, and outcomes through the use of data, user-centered design, and technology; and

WHEREAS data-driven goals and indicators are vital for state agencies and departments to measure opportunities and outcomes for all communities and to support public engagement and accountability in an efficient, effective, secure, and responsible manner; and

WHEREAS accelerating these actions and investments, including many achieved in partnership with the Legislature, and ensuring that agencies and departments explicitly consider equity and adoption of inclusive practices when developing strategic plans will strengthen the State's service to Californians and further collective efforts to improve opportunity by addressing disparities for underserved and marginalized communities; and

WHEREAS state agencies and departments and other governmental entities can benefit from having access to expertise, data tools, methodologies, and practices as they review programs and practices to further racial equity and achieve more equitable outcomes.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California do hereby issue the following Order to become effective immediately:

IT IS HEREBY ORDERED THAT:

1. All agencies and departments subject to my authority shall, for any strategic plans applicable during the 2023-24, 2024-25, and/or 2025-26 fiscal years:
 - a. develop or update the strategic plan to reflect the use of data analysis and inclusive practices to more effectively advance equity and to respond to identified disparities with changes to the organization's mission, vision, goals, data tools, policies, programs, operations, community engagement, tribal consultation policies and practices, and other actions as necessary to serve all Californians; and
 - b. as part of the development or updating of the strategic plans, engage and gather input from California communities that have been historically disadvantaged and underserved within the scope of policies or programs administered or implemented by the agency or department, and make the plans publicly available.
2. The Department of Human Resources (CalHR) shall undertake the following actions:
 - a. by July 1, 2023, report and analyze existing detailed state employee data and collect new data including race/ethnicity, gender identity, sexual orientation, age, and number of employees with a disability; and
 - b. by December 31, 2023, design, develop, test, and maintain an anonymous hiring system in the Examination and Certification Online System (ECOS) for job applicants; and
 - c. by December 31, 2023, collect hiring and vacancy data from agencies and departments subject to my authority, to identify critical hard-to-fill positions, and create new pathways and/or apprenticeship opportunities for new and existing employees to qualify for these positions.

3. By November 15, 2022, all agencies and departments subject to my authority shall, to the extent that they apply for federal Infrastructure Investment and Jobs Act (IIJA):
 - a. develop and submit to the State's Infrastructure Coordinator action plans to increase access to the grant or contract selection process for small business and disadvantaged business enterprises for all federal IIJA funded contracts; and
 - b. develop and submit to the State's Infrastructure Coordinator action plans to meaningfully engage with tribal governments, nonprofits, and other community organizations to increase access to IIJA funding opportunities.
4. With respect to the Target Area Contract Preference Act (TACPA):
 - a. by September 30, 2022, the Department of General Services shall develop a training module for all agencies, departments, boards, and offices on the effective implementation of TACPA; and
 - b. by December 31, 2022, relevant contracting and programmatic staff at all agencies and departments subject to my authority shall complete the training described in subparagraph a.
5. By September 30, 2023, the California Health and Human Services Agency and the Government Operations Agency shall develop recommendations to improve language and communications access to state government services and programs.
6. The Civil Rights Department shall:
 - a. by September 1, 2023, increase utilization of dispute resolution services by 20% and analyze available data of complaints making use of dispute resolution services; and
 - b. by January 1, 2023, implement a robust anti-hate strategy by:
 - i. launching community conflict resolution services funded by the 2022-2023 Budget Act; and
 - ii. establishing the CA v. Hate Resource Line and Network; and
 - iii. launching the Commission on the State of Hate; and
 - c. by February 1, 2023, review existing regulations implementing non-discrimination protections in state programs and activities and initiate rulemaking as appropriate based on that review; and
 - d. by June 1, 2023, expand upon its existing efforts to collect, analyze, disseminate, and enforce pay data reporting requirements by providing employers, when feasible, a graphical report of their pay data to facilitate self-assessment and correction of unjustified pay disparities, and conducting new analyses of collected pay data to identify disparities by job category, region, and industry.
7. By June 30, 2023, the Office of Data and Innovation, in consultation with agencies subject to my authority, shall develop a set of statewide data and service standards and practices to support agencies and departments to identify and address disparities in government operations and services, including but not limited to, standards for collecting and managing race and ethnicity data, metrics for measuring

and tracking equity in state services and programs, and service delivery standards to support equity. This will include best practices to address sensitivities around data collection.

8. The Governor's Office of Planning and Research (QPR) shall create a Racial Equity Commission (commission), as follows:

- a. The commission shall consist of eleven members who are California residents. My Administration shall appoint seven of the commission members. Additionally, OPR shall request that the Senate Committee on Rules appoint two members and that the Speaker of the Assembly appoint two members; and
- b. Members will be appointed for a term of two years. Vacancies shall be filled in the same manner that provided for the original appointment; and
- c. My Administration shall appoint, and the other appointing authorities are requested to appoint, individuals who have demonstrated expertise and meet criteria in at least one of the following areas:
 - i. analyzing, implementing, or developing public policies that impact racial equity as it relates to at least one of the following areas: broadband, climate change, disability rights, education, food insecurity, housing, immigration, land use, employment, environment, economic security, public health, health care, wealth, policing, criminal justice, transportation, youth leadership, agriculture, the wealth gap, entrepreneurship, arts and culture, voting rights, and public safety that may have an impact on racial equity or racial disparities; and
 - ii. developing or using data or budget equity assessment tools; and
 - iii. providing technical assistance in developing and implementing strategies for racial equity, including, but not limited to, guidance on employee training and support, development of racial equity programming, and assistance to organizations and departments on changing policies and practices to improve racial equity outcomes; and/or
 - iv. being a member of or representing an equity-focused organization that works with an impacted community whose lived experience will inform the work of the commission, including, but not limited to, members of the disability, immigrant, women's, and LGBTQ communities; and
- d. My Administration also shall consider, and the other appointing authorities are also requested to consider, the expertise of the other members of the commission and make appointments that reflect the cultural, ethnic, racial, linguistic, sexual orientation, gender identity, immigrant experience, socioeconomic, age, disability, and geographical diversity of California; and
- e. Commission members shall serve without compensation, but they may be reimbursed for necessary, pre-approved expenses incurred in connection with their duties, consistent with Government Code section 11009; and
- f. The commission shall be staffed by OPR; and

g. The commission shall have the authority to:

i. hold hearings and perform acts that may be necessary to carry out the commission's duties; and

ii. engage with advisers or advisory committees when the commission determines that the experience or expertise of advisers or advisory committees is needed for commission work; and

h. Relying upon publicly available information and data, the commission shall develop resources, best practices, and tools for advancing racial equity as follows:

i. in consultation with private and public stakeholders, as appropriate, develop a statewide Racial Equity Framework. The Racial Equity Framework shall be approved by the commission, submitted to the Governor and the Legislature on or after December 1, 2024, but no later than April 1, 2025, and posted to the commission's internet website. The Racial Equity Framework shall set forth the following:

1. methodologies and tools that can be employed in California to advance racial equity and address structural racism; and

2. budget methodologies, including equity assessment tools, that entities can use to analyze how budget allocations benefit or burden communities of color; and

3. processes for collecting and analyzing data effectively and safely, as appropriate and practicable, including disaggregation by race, ethnicity, sexual orientation and gender identity, disability, income, veteran status, or other key demographic variables and the use of proxies; and

4. summaries of input and feedback from stakeholder engagements; and

ii. upon request by a state agency, provide technical assistance on implementing strategies for racial equity consistent with the Racial Equity Framework; and

iii. engage stakeholders and community members, including by holding quarterly stakeholder meetings, to seek input on the commission's work, as described; and

iv. engage, collaborate, and consult with policy experts to conduct analyses and develop tools, including by building on and collaborating with existing bodies, as appropriate; and

v. promote the ongoing, equitable delivery of benefits and opportunities by:

1. providing technical assistance to local government entities engaging in racial equity programming, upon request from the local government; and

2. encouraging the formation and implementation of racial equity initiatives by local government entities, including cities and counties; and

i. the commission shall prepare an annual report that summarizes feedback from public engagement with communities of color, provides data on racial inequities and disparities in the State, and recommends best practices on tools, methodologies, and opportunities to advance racial equity. The report shall be submitted to the Governor and the Legislature and shall be posted publicly on the

commission's internet website. The first annual report shall be completed on or after December 1, 2025, but no later than April 1, 2026, and annually thereafter.

IT IS FURTHER ORDERED that, as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 13th day of September 2022.

GAVIN NEWSOM, Governor of California

ATTEST: SHIRLEY N. WEBER, PH.D., Secretary of State

Appendix D. Contra Costa Community College District Institutional Effectiveness Partnership Initiative Partnership Project Chronology

Institutional Effectiveness Partnership Initiative
 Partnership Resource Team (IEPI PRT)
 Institutional and Effectiveness Plan District Drafting Group (I&EP DDG)

Key Items and Meetings

March 2022	Interim Chancellor Mojdeh Mehdizadeh – initiates IEPI PRT Request
August 2022	I&EP DDG Formed and Notified of IEPI Process
September 2022	4CD BOT DEI Survey IEPI PRT Visit #1 – Listening Sessions with over 80 participants Districtwide, including external members and students
October 2022	IEPI PRT Issues Menu of Options
December 2022	I&EP DDG Meeting IEPI PRT Visit #2
January–February 2023	I&EP DDG – Review of SIV
March 2023	IEPI Project Funded
April–May 2023	I&EP DDG DEIB Planning Retreat <i>Theme: What Unites Us is Far Greater Than What Divides Us</i> EEO Grant – Innovations Project <i>(Using the Diversity, Equity, Inclusion, and Belonging approach to cultivate diversity within STEM – this project initiates a STEM Faculty Mentor program.)</i>
June–August 2023	Draft 4CD DEIB for I&EP DDG Review Draft 4CD DEIB Work Group
July 22, 2023	4CD BOT Retreat – DEIB Focus <i>Theme: What Unites Us is Far Greater Than What Divides Us</i>
September 2023	I&EP DDG Survey I&EP DDG Meeting – Review of 4CD DEIB Plan and Resource Guide
October 2023	I&EP DDG Meeting
November 2023	IEPI PRT Visit #3
January 2024	BOT Meeting: <i>4CD DEIB Plan and Resource Guide</i> 4CD DEIB Work Group initiates its regular meeting schedule

Contra Costa Community College District Governing Board

Fernando Sandoval, President
John E. Márquez, Vice President
Rebecca Barrett, Secretary
Andy Li, Trustee
Dr. Judy E. Walters, Trustee
Ivan Hernandez, Student Trustee

As we seek to find balance in our ever-shifting landscape to support our students in a variety of instructional and student support modalities, let us remain steadfast in making decisions and charting our future with a Diversity, Equity, Inclusion, and Belonging lens to fulfill our purpose, mission, vision, and core values, and collectively uphold our commitment to ensuring a “Student-Centered” focus. Thank you for your kindness, caring and compassion towards our students and to one another.

Mojdeh Mehdizadeh, Interim Chancellor

Contra Costa College embraces and celebrates the multitude of intersectional identities in our community and aspires to extend a welcoming, culturally affirming, inclusive environment to all. Belonging goes beyond visibility; it is rooted in the curriculum, practices, policies, and procedures of the college. CCC has committed to a shared vision of student success that prizes student-focused, equity-centered, data-informed decision making, influenced by the wisdom, culture, and life experiences of its community.

Kimberly R. Rogers, Ph.D., President, Contra Costa College

Cultivating diversity, equity, inclusion and belonging isn't just a goal for us; it's the very essence of our community college's mission. In the rich diversity of Diablo Valley area, we recognize that our strength lies in embracing the unique backgrounds, perspectives, and experiences of our students, faculty, and staff. Together, we work toward creating empowerment and opportunity, where every voice is not only heard but celebrated. Through our commitment to these initiatives, we hope to create an educational environment where every individual feels seen, valued, and experiences a true sense of belonging.

Susan E. Lamb, President, Diablo Valley College

Diversity, equity, inclusion, and belonging are the core of the open-door mission of community colleges, and Los Medanos College is deeply committed to ensuring that our diverse students, faculty, and staff experience a welcoming sense of inclusion and meaningful belonging. Equity grounds our work to create opportunities for success and transformation. In short, DEIB is the foundation of what we do and who we are.

Pamela Ralston, Ph.D., President, Los Medanos College



This project was supported by the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative, guided by the Partnership Resource Teams and developed with the Institutional and Effectiveness Plan District Drafting Group in consultation with representatives from the Collaborative Educational Leadership, LLC, and Integrated Academic Solutions, LLC.

