

## Promoting Diversity PowerPoint Presentation Script

### SLIDE 1

What is your college doing to promote diversity? Most of us can answer that question. But what is the college in the next county doing? Many of us don't know. Who is doing something really innovative and who could we call upon to find out more about them? Most of us don't know.

**CLICK (to slide 2)**

### SLIDE 2

I'm here today to introduce a "Users Guide to Diversity Practices in California Community Colleges." City College of San Francisco developed this manual to increase awareness of innovative diversity practices and to connect diversity practitioners across the state. The manual's short title is "We Could Do That", and I think many of you will say just that about at least one of the 30 projects featured in the manual. I know that was my response when I first looked at the case studies. (or could say... was the response of City's College's Chancellor when he... )

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### SLIDE 3

California community colleges have both the opportunity and some would argue the responsibility to become leaders in diversity. The reason – as we all know -- is that the vast majority of students of color come to us for their college education. In 2000, 65% of first-time African-American college freshmen enrolled in a community college. This was almost three times as many as those who went to the State Universities and eight times as many as those who went to the Ucs. The same year, 47% of Asian college freshmen came to us. And for Latinos, the community college is THE postsecondary institution that counts. In 2000, we served 72% of Latino college freshmen.

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### SLIDE 4

And if building capacity to serve an increasingly diverse student population is important now, let's look ahead a few years. In 2010 more than half of California's 5 year olds will be Latinos. 12 to 14 years down the line these kids will be ready for college. And where are they going to go? The answer, most likely, is to the local community college.

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### SLIDE 5

So how do we respond? What are we doing now? What do we need to do in the future? How do we address diversity in ways that go beyond the ethnic festivals, the sensitivity training sessions and all the other interventions that – although they certainly have their merit – don't fully address the challenge of diversity.

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### SLIDE 6

The manual I am introducing here today was developed to answer some of these questions. It features 30 projects that promote diversity in ways that are innovative and replicable. Now, what does innovative

mean here? Not necessarily something earth shattering, but projects that go beyond traditional practices. And what does replicable mean? Not that every project can be replicated by any college since each has its own implementation requirements. But all projects are based on concepts and use implementation strategies that can be adapted and replicated by others. The case studies are presented with the user in mind. They are brief but give you the information you need to decide if you want to learn more.

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#### **SLIDE 7**

So what kind of information does the users' guide provide? Each case study begins with a brief description of the project. This example shows a description of Hartnell College's community survey. The description explains that the college uses surveys to assess community needs. For example, in 1999 they conducted a survey of the postsecondary education and training needs in the Salinas Valley by distributing 9000 questionnaires in both English and Spanish. The survey was designed by researchers at the college with community input. Community representatives also played a key role in getting the surveys completed and back to the college.

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#### **SLIDE 8**

The description is followed by what a section called "evidence of impact/success." This information is based on answers that CCSF researchers got when they asked the practitioners "how do you know this works?" In the Hartnell case the college cited response rates to the surveys and mentioned that they got the highest response rate when they went door to door. They added that this approach also allowed those distributing the surveys to promote the college and answer questions. This helped convey a positive image of the college.

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#### **SLIDE 9**

Next is "implementation requirements" which includes information about the cost, skills and other conditions needed to implement each project. The Hartnell survey cites costs of \$13,700 for labor and \$4,300 in supplies for conducting the South County survey. The skill/staffing requirements explain that the survey method was labor intensive and involved two college staff members supervising 24 community volunteers. The last implementation requirement is "Other Special Conditions." Here the Hartnell case study notes that influential community leaders requested this survey, and both the survey distribution and collection enjoyed broad collaboration from local organizations.

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#### **SLIDE 10**

The manual has a section that explains where the money came from. The Hartnell project, as you can see here, was funded by district funds and community donations.

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### **SLIDE 11**

Finally, the case study has a section with advice from the practitioner. With the benefit of hindsight, what would they do differently or be especially careful about? What kind of advice would they offer to a colleague who was interested in replicating their project?

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### **SLIDE 12**

Each case study concludes by identifying a contact person who can add much more information. This person has agreed to serve as the project liaison and he or she is probably not just willing, but even eager to share their expertise with you.

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### **SLIDE 13**

At this point, you are probably wondering where the information came from.

The research part of the project had three phases. The first was data collection to identify promising practices. City College's researchers approached this in several ways. First, they designed and distributed a survey of diversity practices to all the community colleges in the state. Some of you probably saw this survey or perhaps even responded to it. The survey, which was sent to 8-10 people at each college, asked respondents to identify promising practices at their own college.

The survey also asked for peer recommendations, and the researchers learned that most colleges know little about what others are doing.

CCSF's researchers used hiring data from the state chancellor's office to identify colleges that have made progress in diversifying their full and part-time faculty, administrators and staff. And they consulted with experts and identified projects that have won diversity awards.

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Next, they analyzed this data and used the findings to come up with a list of possible model projects.

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The third research phase involved phone interviews with a number of people associated with each project. Each person was chosen because they could provide a different perspective. So the researchers spoke with project directors, coordinators, participants, community stakeholders, mayors, workshop participants, students and many others. The range was wide – as is the range of the projects covered in the manual.

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### **SLIDE 14**

I want to say one more thing about the projects that are included here. They are all examples of best practices. But they are not the ONLY best practices in California's community colleges. There are many more innovative and effective projects out there and the manual is just a first step in capturing a broad range of promising practices. So if your excellent diversity practice is not included, it may be because

you did not complete City College's survey. Or, it may be for a number of other reasons that have nothing to do with how good your project is and much to do with the limitations of CCSF's funding.

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**SLIDE 15**

Let's look at how the manual is organized. First, it is broadly divided into three categories of diversity practices: recruitment and hiring, internal climate and external relations. Recruitment and hiring are covered in the first set of case studies followed by internal climate and finally external relations.

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**SLIDE 16**

In considering how people would want to use the manual, CCSF realized that different groups of users would be interested in different types of projects. To make it easier for everybody to find the information that is most useful to them, they classified the projects in six ways.

type of project  
cost  
type of cost  
region  
size  
population

Miniguides allow the user to search for projects in each of these six categories. Here's an example of how it works. Say your college doesn't have a lot of money and you want to search the manual for projects that don't require a large budget.

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**SLIDE 17**

First you go to the "cost" miniguide where you can look up all the projects that are low cost. For the purpose of this project, low means that you need less than \$10,000 to get started.

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Next, you skim through the project titles till you find something of interest

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**SLIDE 18**

Let's say "Cultural Competency" catches your attention, and you decide to look up this case study.

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**SLIDE 19**

You go to page 55 and find that the Cultural Competency project is implemented at Cosumnes River College. You can read about the project and decide if you want to call the contact person for more information.

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## **SLIDE 20**

There are lots of ways you can use the manual. If you are a practitioner of diversity, you could:

- Review case studies on topics that interest you, for example, internship programs, diversity surveys or training related activities
- Compare what others are doing to what you're doing on your own campus
- Involve your colleagues in the review process
- Call or visit the contact persons listed in the manual

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## **SLIDE 21**

If you are a decision-maker, you could

- Ask key people on your campus to review the case studies
- Host sessions to discuss the findings
- Assign people to get more information about the most interesting case studies
- Put the Diversity Study on the agenda for the next FLEX Day
- Engage the college and community in a discussion of some of the practices
- Host a Powerpoint presentation on the project – you could even show the one I am presenting right now since City College makes it available to anyone who wants to use it.

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## **SLIDE 22**

So after all this research and analysis what does the big picture look like? What patterns emerged? City College found five themes that ran through the projects.

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## **SLIDE 23**

The first theme is that many colleges are expanding traditional recruitment methods. They are taking action to grow their own labor force in ways that range from internships programs to innovative joint advertising strategies and community workshops that teach local residents to apply for college positions.

For example, in Southern California, nine community colleges are growing their own faculty through a joint internship program. The two-semester program recruits applicants from nearby universities and matches about 25 of them with faculty members or administrators in their field. The interns begin by observing and assisting in a classroom and then move on to teaching. They attend a Summer Program that prepares them to be effective in the classroom. Other professional development activities include many that introduce the interns to individual faculty. For example twice a month interns visit one of the participating community colleges and meet with local leaders and faculty members. They might learn about job openings or meet people who will later be in a position to hire them.

Los Rios Community College District uses community workshops to grow its own staff. The workshops feature presentations and activities that prepare members of the local community to complete a college job application and prepare for a college interview.

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## **SLIDE 24**

The second theme is that colleges are increasingly positioning themselves as active partners in the local community. Some use community surveys, listening sessions, or community meetings to solicit input on community needs. Others have established satellite locations to bring educational opportunities directly to low-income and other underserved neighborhoods. Instead of waiting for residents to travel across the city to enroll, the colleges go to them. Several of the colleges have worked hard to develop programs in different neighborhoods that reflect local residents' educational needs and interests.

An example is City College of San Francisco's Listening Sessions which invited 250 community leaders, public officials, educators and other stakeholders to participate in a forum on the question "How should City College of San Francisco plan its future?" Each participant got about five minutes to make a presentation. Before the event, they had all received a position paper with background information on the college. City College recorded all nine sessions and translated the enormous amount of information that was generated into five major recommendations that were later adopted and implemented.

Another example is East LA's successful effort to work with the local city government to identify and support satellite locations in low income neighborhoods.

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## **SLIDE 25**

The third theme is that several colleges are using diversity projects to grow diversity advocates. Typically, these initiatives begin by bringing faculty, administrators, and staff together for a specific project. In each case, the group members not only developed the project but then continued as campus diversity advocates. Interestingly, projects that attracted the most committed diversity activists and those that included individuals with little previous involvement in diversity issues achieved similar outcomes.

For example, a few years ago, Pasadena City College trained its faculty members to recruit new faculty at graduate programs.

After the training, forty participants went out in teams to host recruitment sessions at CSU and UC campuses, and in places as far away as Atlanta and Houston.

The experience of working together to recruit new and diverse talent had a strong impact on the team members. Most of them turned into diversity advocates and their votes on hiring committees have helped diversify the faculty.

The Yosemite Community College District has for years sponsored staff training at the Museum of Tolerance in LA. These trips have brought faculty members and staff together across disciplines. After visiting the museum, participants see each other again in related workshops, discussion groups and at campus events. The visits have helped build community and they have created strong diversity advocates on campus.

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## **SLIDE 26**

The fourth theme is funding. In considering how the projects were funded, it is clear that Partnership for Excellence funds played a critical role in launching many strong initiatives. Grants from the state chancellor's office helped pilot diversity projects that have been integrated and funded by the sponsoring institutions. However, as external funding dwindles even highly successful programs might not stay

afloat. Several people who were interviewed for the project expressed this concern. But the projects described in the manual come with a wide range of price tags. Having limited funds is an obstacle, but it doesn't have to mean that you can't try anything new.

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**SLIDE 27**

The final theme is evaluation, or rather the lack thereof. Even among these model projects the evaluation component is weak. The lack of hard data unfortunately undermines the projects' credibility and makes it more difficult to build a case for additional or continued funding. Anybody who wants to replicate one of the projects should therefore include a thorough and well-thought-out evaluation— even if the original project does not have one.

The importance of evaluation is illustrated by one of the few projects in the manual that collected data on its performance. A southern California internship project documented that it served 133 interns between 1994 and 1999. Of these, 67% were from underrepresented groups. 20% of the interns who completed the program became full time teachers or counselors and 40% were hired as part-time teachers. Another 13% have non-teaching jobs at the colleges.

This project's data provides compelling proof of its ability to recruit a diverse group of participants and prepare them for college teaching jobs.

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**SLIDE 28**

City College is giving a series of powerpoint presentations about this project around the state. At each session, they distribute the "We Could Do That" manual. They are also sending copies to all the California community colleges, and to the UC and CSU Chancellors, local and state politicians and state-wide organizations that are working to advance diversity. Additionally, they plan to distribute the manual through the American Association of Community Colleges and other national organizations

They are also developing an interactive website that will make it easy for users to look up information. The website will also enable users to communicate on-line with the contact people for each project.

Finally, as I said earlier, this project captures only SOME of the innovative and replicable projects that colleges all over the state have developed. City College hopes that other projects will surface and that they will be able to regularly update the website with new information. One idea is for a group of diversity experts to review proposed new entries annually and recommend new projects to add to the Website. Another goal is to create a way for practitioners to discuss projects on-line so that individuals who are replicating a project can communicate with others who have already been through the process.

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**SLIDE 29**

If you have any comments or questions about the manual contact \_\_\_\_\_ at this address, phone number or email address. Also, don't forget that you can get a copy of this powerpoint presentation