

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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LEGAL AFFAIRS DIVISION

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To: Vincent Stewart, Vice Chancellor for External Affairs
Fr: Thuy Thi Nguyen, Interim General Counsel
Cc: Erik Skinner, Deputy Chancellor
Date: December 13, 2015
Re: *AA to MA Faculty Diversity Pathway Initiative*

Per your request, this memorandum describes the preliminary concept of the *AA to MA Faculty Diversity Pathway* initiative.

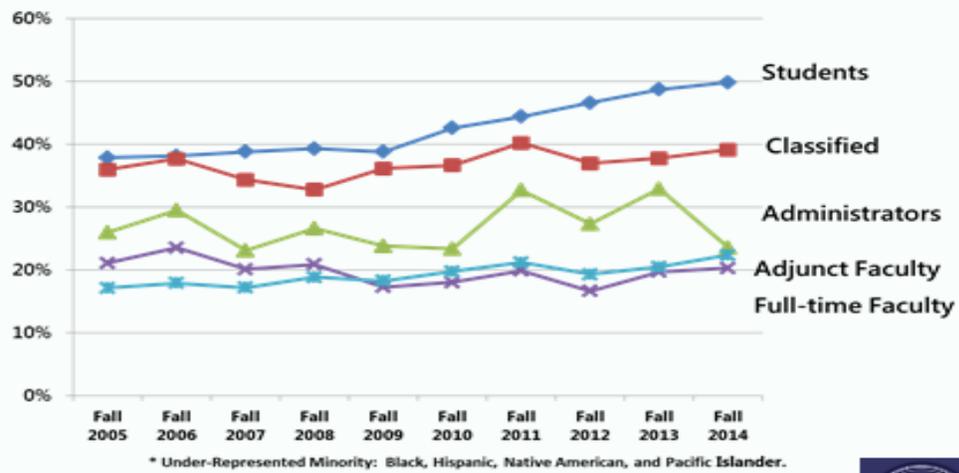
We are beginning the process of establishing a partnership with the Academic Senate of California Community Colleges and inviting strategic partners to design and implement this statewide program. Funding is needed, both for program implementation and student scholarship/loan forgiveness.

CHALLENGES AND OPPORTUNITIES

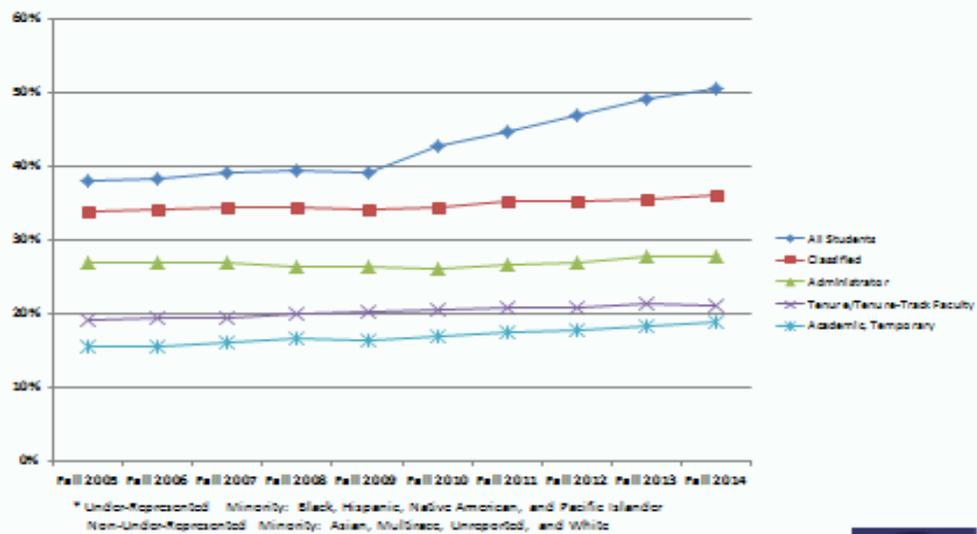
The concept was triggered from the work around Equal Employment Opportunity and statewide efforts to diversify faculty in light of significant state funding for full-time faculty hiring.

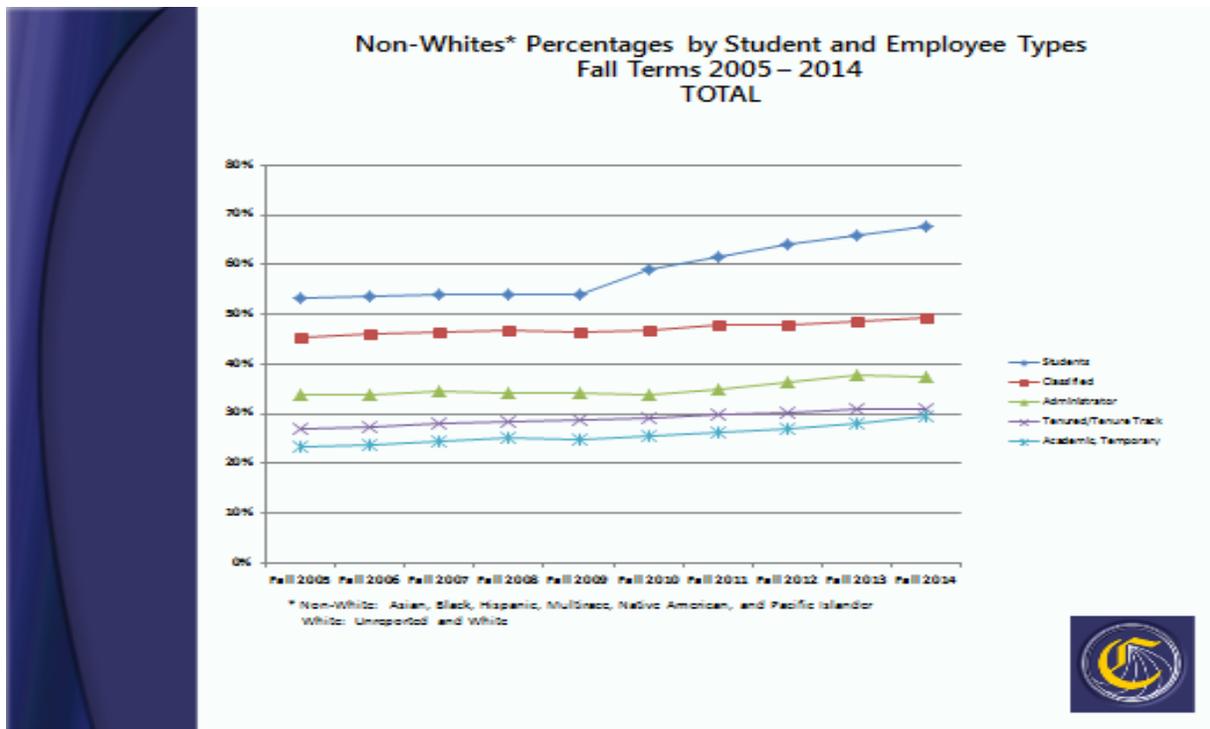
For the past ten years, only 20% (approximately) of faculty (full-time and part-time) are from underrepresented minority background.

Under-Represented Minority* Percentages by Student and Employee Types
Fall Terms 2005 - 2014
FIRST-TIME HIRES



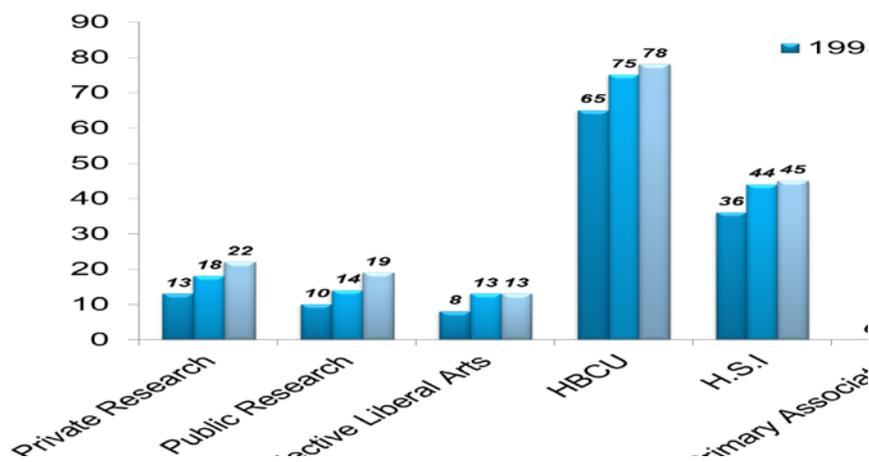
Under-Represented Minority* Percentages by Student and Employee Types
Fall Terms 2005 - 2014
TOTAL





While efforts are being made to address institutional barriers to equal employment opportunities, data also shows the lack of minority graduates, nationally, and raises concerns around the ability to increase the pool of diverse candidates for faculty, staff, and administrative positions in California Community Colleges.

Percent of Graduate Degrees Conferred to Minorities by Sector



* Source – 2015 DIVERSE MAGAZINE, ISSUES IN HIGHER EDUCATION, VOL. 32, NO. 13, Page 16.

One of the best ways to recruit underrepresented minority students into the teaching profession is within the California community colleges themselves. California community colleges are more racially diverse than the State of California, and have some of the best practices for workforce training.

STATE LAW & RESEARCH

California Education Code, Section 87100 requires “a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Title 5, Section 53024.1 states that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.”

Studies show the gains in institutional effectiveness with a diverse workforce. Studies also prove the educational benefits of a diverse faculty workforce. For instance, a study of a California community college showed the achievement gap closing by 20-50% when taught by minority instructors. (Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. American Economic Review, 104(8): 2567-2591.)

California Education Code, Section 87108 establishes the Equal Employment Opportunity Fund and states that the Fund could be used for various EEO activities, including “[a]ctivities designed to encourage community college students to become qualified for, and seek, employment as community college faculty or administrators.” Last year and this year, the state allocated only \$767,000 and the funds are used to run a statewide job registry and job fairs, and various EEO activities by the 72 college districts.

A Master’s Degree is the minimum qualification to hold most faculty and administrative positions in California community colleges.

California Education Code, Section 69618 establishes the “Graduate Assumption Program of Loans for Education” to “encourage persons to complete their graduate educations and serve as faculty at an accredited California college or university”. We believe this program has not been funded since the early 2000s.

BASIC PROGRAM DESIGN CONCEPT

The purpose of the program is to prepare students for graduate school and the teaching profession while they are enrolling in California community colleges. The program could be modeled after the *Community College Pathway to Law School* initiative (a.k.a., 2+2+3) whereby

24 community colleges, 6 undergraduates, and 6 law schools signed a memorandum of understanding to establish a diversity pipeline to prepare community college students for entrance into law schools.

Students in the *AA to MA Faculty Diversity Pathway* Initiative would receive mentorship and employment while matriculating at the California community colleges. The students would be hired as campus-wide tutors, “embedded peer tutors” (within their class), instructional aides, and teaching assistants. Faculty members would serve as mentors.

If the students meet certain G.P.A. requirements and successfully transfer to a 4-year university, the students would be provisionally guaranteed admission into graduate schools participating in the program. The goal would be to establish articulation agreements between community colleges and graduate schools.

Students would continue to receive opportunities to be employed as tutors and instructional assistants at the 4-year universities.

Students would also receive loan forgiveness under the Graduate Assumption Program of Loans for Education, and be required to teach at a California community college for at least 3 years.

FUNDING NEEDS

Funding is needed to:

1. Develop the program;
2. Implement statewide;
3. Provide internships: tutors, “embedded peer tutors” (within a class), instructional aides, and teaching assistants;
4. Provide stipends for faculty to serve as mentors; and
5. Provide loan forgiveness for graduate school education.

It is difficult to provide an exact amount of funding needed. The *Community College Pathway to Law School* initiative estimated a need of approximately \$5 million to \$6 million for 3 years to run the program. We would anticipate a similar amount would be needed to implement the *AA to MA Faculty Diversity Pathway* for the next three years.