

# LEFT OUT

HOW EXCLUSION IN CALIFORNIA'S COLLEGES  
AND UNIVERSITIES HURTS OUR VALUES, OUR  
STUDENTS, AND OUR ECONOMY

**TOOLKIT**



MARCH 2018



# TOOLKIT

The “Next Steps Toolkit” is an inquiry process for individual campuses wanting to make sense of statewide data on higher education leadership within their local contexts. The toolkit draws on data, process, and benchmarking tools as well as structured inquiry activities modeled in the Center for Urban Education’s Equity Scorecard™. The Equity Scorecard brings together education practitioners—administrative leaders, faculty, and staff—to investigate issues of educational equity. CUE helps two- and four-year colleges as well as state higher education systems to identify problems, develop interventions, and implement equity goals to increase retention, transfer, and graduation rates for historically underrepresented racial/ethnic groups. Since its founding, more than ninety colleges and universities in ten states have partnered with CUE to use the Equity Scorecard™ and learn about the concept of “equity mindedness” that is the foundation for institutional responsibility.

The “Next Steps Toolkit” provides an inquiry protocol to help institutions collect and analyze data on the state of racial/ethnic equity in campus leadership. The toolkit guides campus teams through a process of collecting demographic data on key leadership positions such as academic senate members, vice presidents, presidents, and trustees. Teams are encouraged to identify equity gaps in representation, unpack policies and procedures leading to those gaps, and look into institutional values and beliefs that are contributing to inequities. Finally, the toolkit asks campus leaders to reflect on their pathways to leadership and how their racial/ethnic and gender identities impacted those pathways. This reflective process not only allows campuses to define steps to leadership positions, but also to identify problem areas where professional development, mentoring structures, and other programs can address the inequities revealed through data collection. The ultimate goal of the Next Steps Toolkit is to inspire action among practitioners to bring about local change that will have statewide, even nationwide effects.



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# NEXT STEPS TOOLKIT: CAMPAIGN FOR COLLEGE OPPORTUNITY REPORT

This report presents UC, CSU, and CCC faculty and leadership by race, ethnicity, and gender. The Center for Urban Education (CUE) believes that such data can make a marked difference in the educational outcomes of student groups who have been historically subject to inequity by enabling administrators, faculty, and staff to engage in a five-step reform process:

- 1) Review institutional data, disaggregated by race, ethnicity, and gender, from an equity-minded perspective.
- 2) Identify the areas in which institutional inequities occur.
- 3) Use the data as a prompt for examining how the institution's own policies and practices are producing these inequities.
- 4) Take action to change these policies and practices so that they better support equity.
- 5) Continue to collect data, disaggregated by race, ethnicity, and gender, in order to assess the revised policies and practices, and, if necessary, revise them further in order to ensure equitable outcomes.

These steps reflect CUE's Equity Scorecard process, aimed at developing an institution's capacity both to identify and to reduce race- and ethnicity-based inequities occurring within the institution. More specifically, the Scorecard process seeks to train administrators, faculty, and staff, to investigate—via collaborative, data-driven inquiry and evaluation—the impact of an institution's policies and practices on the educational experiences of people of color. The following toolkit provides equity-minded inquiry processes and protocols for institutions to use as they respond to the inequities chronicled in this report.

## WHAT DOES EQUITY LOOK LIKE?

CUE uses a numerically distinct definition of equity—parity in representation and outcomes for each minoritized racial and ethnic group. Representational equity means proportional participation in all levels of an institution including full professorships, academic senates, and leadership. Outcome equity means parity in such educational outcomes as graduation rates. Research has shown that students of color experience better academic outcomes when taught by faculty of color and that representational equity at all campus levels increases feelings of belonging for students of color (Antonio, 1999; Milem, 2001; Villegas and Irvine, 2010; Benitez et. al., 2017; Chapa, 2006; Hurtado & Carter, 1997; Harris and Wood, 2013). This body of research shows that representational equity in faculty and leadership is a promising step towards outcome equity for California's Asian American, Native Hawaiian, and Pacific Islanders, African American, Latinx, students in higher education.

## INQUIRY PROTOCOL FOR RESPONDING TO THE "LEFT OUT" REPORT

When faced with data that reveals ongoing opportunity disparities by race, ethnicity, and gender, it can be tempting to move to assumptions to explain these disparities away. A more productive process would be to continue asking questions about these data and create structured opportunities for productive discussion and further data collection in your unique context. What follows is a brief protocol to think through what may be preventing the proportional inclusion of African AANHPI, American, and Latinx professionals in leadership and faculty positions in the UC, CSU and community colleges. While the protocol focuses on academic senate leaders in particular, it can be easily translated to track the pathway to leadership of Boards of Trustees, Presidencies, or any other key leadership role.

## STEP ONE

### FORM A CAMPUS COMMITTEE TO ASSESS THE STATE OF RACIAL/ETHNIC AND GENDER EQUITY IN CAMPUS LEADERSHIP

This protocol is best used in a community setting in which a cross-functional team attempts to understand the report and seeks out further information to better address issues of inclusion in leadership within their own campus or leadership body. By engaging in reflective process and further inquiry, that team can then generate and implement next steps for addressing existing racial, ethnic, and gender disparities in the leadership bodies under analysis.

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#### Who should be on your cross-functional team?

Aim for no more than 10 individuals. Include campus leadership, key academic senate representatives, faculty who are campus leaders but not members of the academic senate, and representatives from your campus equity office / committee. Include representatives from as many academic departments as possible too.

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## STEP TWO

### COLLECT DISAGGREGATED DATA SHOWING RACIAL/ETHNIC AND GENDER REPRESENTATION AND CONVENE THE COMMITTEE TO REVIEW IT

The table at right shows how disaggregated data can be presented to examine the state of racial/ethnic and gender equity in campus leadership representation. Note that the campus leadership data is broken down to include representation from Calixample Community College's Academic Senate, Senior Leadership, and Local District Board of Trustees.

The table uses **yellow highlights** to indicate percentage-point gaps between between -3.0 and -10.0 in size relative to the campus's overall student racial/ethnic and gender representation. **Pink highlights** represent negative percentage-point gaps greater than -10.0. Black highlights represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented compared to overall student enrollment.

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#### What additional data could be collected?

Depending on your campus, also include the racial/ethnic and gender representation of campus presidents, presidents of local district boards of trustees, student trustees, and system leadership.

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## Student Enrollment Compared to Campus Leadership Representation by Race/Ethnicity and Gender

	Student Enrollment, Fall 2017 Census (Comparison)		Campus Leadership					
			Academic Senate		Senior Leadership		Local District Board of Trustees	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
African American Male	564	2.8%	1	2.0%	0	0.0%	1	10.0%
African American Female	675	3.4%	2	4.0%	1	20.0%	0	0.0%
AANPHI Male	1,356	6.7%	1	2.0%	0	0.0%	0	0.0%
AANPHI Female	1,526	7.6%	1	2.0%	0	0.0%	0	0.0%
Latinx Male	3,918	19.5%	3	6.0%	1	20.0%	0	0.0%
Latinx Female	4,933	24.5%	2	4.0%	0	0.0%	1	10.0%
Other Male	391	1.9%	1	2.0%	0	0.0%	1	10.0%
Other Female	457	2.3%	0	0.0%	0	0.0%	0	0.0%
Unknown Male	495	2.5%	0	0.0%	0	0.0%	0	0.0%
Unknown Female	435	2.2%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic Male	2,568	12.8%	22	44.0%	2	40.0%	4	40.0%
White Non-Hispanic Female	2,787	13.9%	17	34.0%	1	20.0%	3	30.0%
TOTAL	20,103	100.0%	50	100.0%	5	100.0%	10	100.0%

At Calixample Community College, **Latinx females** are experiencing the greatest equity gaps in representation among the campus’s Academic Senate, Local District Board of Trustees, and Senior Leadership. **Latinx males** and, to a lesser extent, AANPHI males and females, are also experiencing gaps in the Local District Board of Trustees and Senior Leadership representation. In contrast, White Non-Hispanic males and females are overrepresented in all three leadership bodies.

### MODEL QUESTIONS FOR DISCUSSION AND INQUIRY

While the statewide data is very troubling, it can often feel daunting to address issues around racial, ethnic, and gender inclusion beyond our immediate spheres of influence. To begin to build clear pathways to leadership for AANHPI, African American, and Latinx higher education professionals, local inquiry and interventions are a promising first step. With that in mind, when convening a campus leadership equity team have them 1) read the *Left Out* report and 2) review institutional data to identify the racial/ethnic

and gender groups experiencing the greatest gaps in leadership representation on their campus.

When discussing campus data, use equity-minded questions to understand the institution’s role when unpacking the emergence and sustained-existence of inequities. Avoid deficit-minded questions that seek to place the blame on individuals, and especially individuals from historically underserved racial/ethnic groups. For example, equity-minded questions seek:<sup>1</sup>

<b>To name equity-gaps</b>	What does our local academic senate look like in regards to race, gender, and ethnicity? Which groups are over and under-represented?
<b>To clarify and unpack processes and structures</b>	How are academic senate representatives selected? And what is it about this process that is producing underrepresentation for Latinx faculty and overrepresentation for White faculty?
<b>Data that’s close(r) to practice</b>	How many people, by race/ethnicity and gender, start the process of becoming academic senate representatives? Where along the way are they lost and are there racial/ethnic patterns to when candidates are lost?
<b>To identify institutional actors and their roles</b>	Are there formal mechanisms in which faculty and/or staff encourage potential academic senate representatives to aspire to this role?
<b>To understand existing data practices</b>	What data do we currently collect on the racial, ethnic, and gender identities of our local academic senate members and leaders? Are we currently monitoring those data for disproportionate representation? If not, how can we embed this practice into regular data analyses?

<sup>1</sup> For the sake of this example, the following questions focus on Calixample’s Academic Senate, the leadership body in which Non-Hispanic White Males and Females are the most overrepresented

## STEP THREE

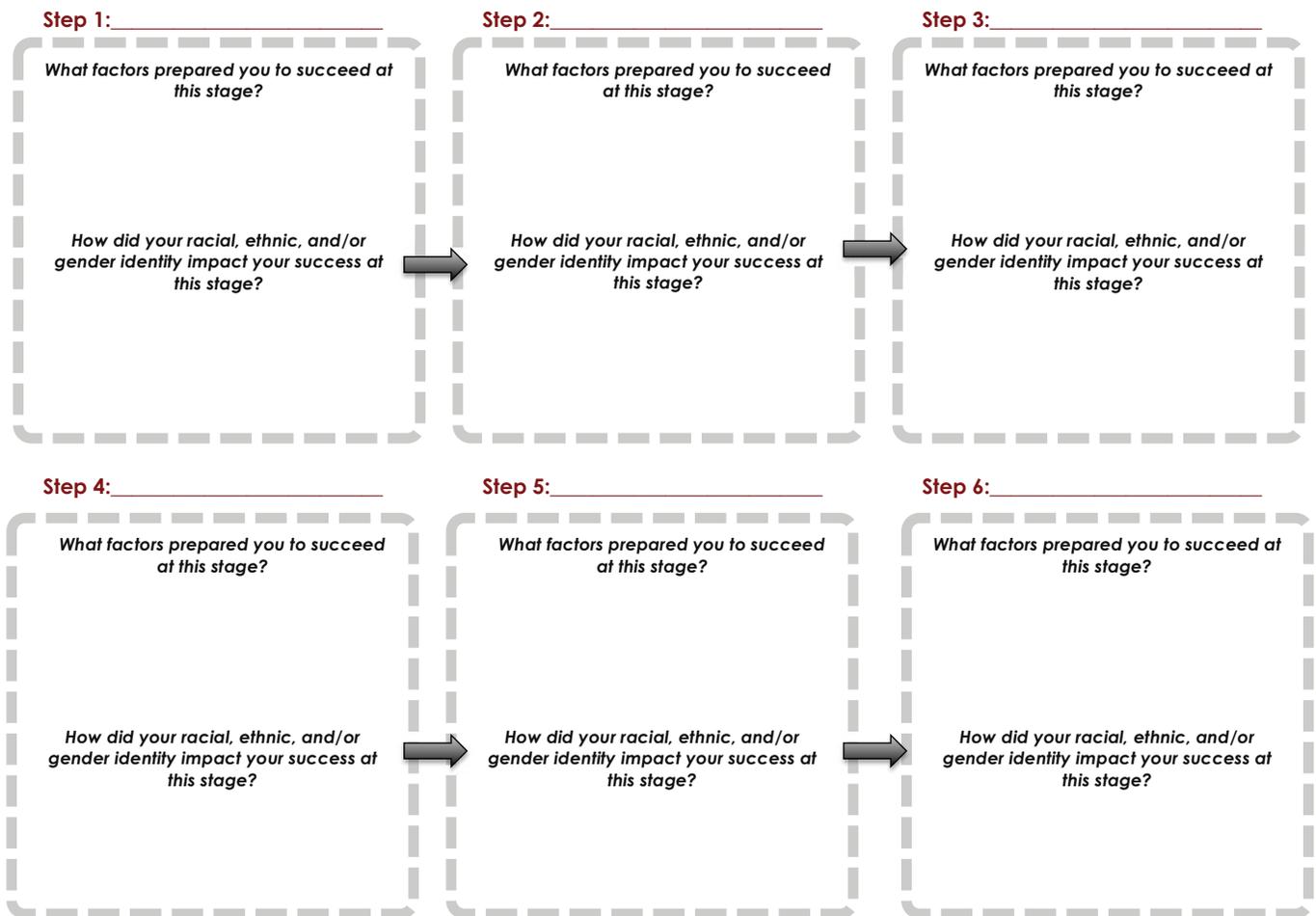
### INQUIRE INTO INSTITUTIONAL PROCESSES THAT LEAD TO INEQUITABLE RACIAL/ETHNIC REPRESENTATION AMONG CAMPUS LEADERSHIP

#### Reflective Protocol for Academic Senate Leaders

The following process map is designed for current academic senate representatives to reflect on their pathway to leadership through a race and gender conscious lens. By working individually on this map and then discussing the results with a team of other senate members who have taken an interest in increasing diversity and inclusion, academic senate leaders can begin to identify the pathway to their positions and obstacles or hindrances that may be faced by African American, Latinx, and AANHPI faculty.

#### Leadership Pathway Map

This protocol asks current academic senate leadership to analyze the pathway they took to their positions. The purpose of the map is to think about how racial, ethnic, and gender identity impacted that process.



## Reflection Questions

1. What steps towards senate leadership are common across multiple participants' maps? What support structures are currently in place that are working well at each step?
2. Who will take on institutionalizing routine data collection of senate demographic data and convening stakeholders to make recommendations?
3. What programs currently exist to ensure that African American, Latinx, and AANHPI faculty have structured support along pathways to leadership and senate membership? What points in the process map would benefit from structured, race-conscious leadership training?
4. If we have statewide senate representatives on our campus, what pathway did they follow to achieve their leadership roles? How might we mentor African American, Latinx, and AANHPI faculty and provide a coherent pathway to academic senate leadership on our campus and beyond?
5. How might the lack of proportional representation by African American, Latinx, and AANHPI faculty in leadership be impacting the success of our students in these groups? Our campus racial climate?



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