

The State of the State (note abbreviation ASCCC = Academic Senate for California Community Colleges)

- **Area B, Foothill College, March 27, 10:00-3:00**
Guests in Attendance: Chancellor Eloy Ortiz Oakley; ASCCC President John Stankas
RSVP to Tristan Frazier
- **Plenary April 16-18, Oakland Marriott**
Sold out, but pay attention to resolutions and give us your opinions

- **Guided Pathways**

The Scale of Adoption Assessment (SOAA) was submitted last week. This form, which is certified by the Academic Senate President and College President, is both our statement of what we are doing and not doing to move to a Guided Pathways framework, and it is (supposed to be) a tool for us, to facilitate institutional self-reflection, to collaborate cross-functionally and gauge how we compare to system-wide efforts. A PDF of the document is now available on the AS website. Please read it. You will note that it contains descriptions of our GP work as well as some critical reactions to some of the prompts. I was the main presenter for a webinar on the SOAA put on by the ASCCC Guided Pathways Task Force earlier today. We at the ASCCC GPTF have become aware that members of the Chancellor's Office are monitoring our webinars and correcting what we say after we go off the air. I have no idea what is being done with that information.

Two examples from the SOAA (there are more) that stand in strong tension—contradiction is not too strong a word—with other assurances from the Chancellors Office, to wit, 1) that there are undecided students, skill building students, lifelong learners, etc., and 2) that what we do that is GP is subject to local selection, and local interpretation:

Pillar 3. Staying on the Path

Practice A

“Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.”

Practice C

“Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.”

Also note that The Campaign for College Opportunity, as I have noted before, in policing AB 705 and Guided Pathways implementation throughout the state.

- **Faculty Diversification**

I have been doing a deep dive into faculty diversification. Here’s what I’ve found out. Note that, in my view 1) diversity should first and foremost be seen at the level of the individual, and that 2) there are many kinds of diversity besides skin color, ethnicity and race. But for the purposes of policy and action, many of the ways people are diverse simply cannot be recruited for, like religion and sexual orientation. For this reason, the efforts of the ASCCC principally center on the human variation we can race or ethnicity.

Dr. Chong said on PDA Day that SRJC has increased its faculty diversity by 53% over the course of his tenure. This is a correct statistic, but what exactly does it count? It counts only full time faculty, and it is a measure of the ratio of “white” full time faculty to “non-white, all.” So . . .

In 2011-12 our full time faculty was 83% white, against 17% combined African American, Latinex, Native American, Asian, and all others including mixed and unknown. According to fall 2019 datamart data, we are now (note pre-ERI) at about 73% white, 27% non-white, other and unknown, which is an improvement of 10 percentage points, or 53% which is the difference between 17% and 27% (I’m rounding the numbers up), which is good.

The percentage of full-time faculty state-wide is slightly under 60%. Statewide we are roughly 60-40 white to non-white faculty. New hires state-wide of tenure track faculty who identified themselves as belonging to traditionally underrepresented groups increased by 10% between 2014 and 2016. Below is my own chart, still in development, comparing three SRJC groups to our county demographics according to the US Census:

	Sonoma County¹	FT Faculty	Adj. Faculty	Admin²
White	62.8%	72.9%	82.4%	71.43%
Latinex	27.2%	11%	7.23%	8.57%
Asian	4.17%	8.13%	4.55%	14.29%
Black/African American	1.46%	0.11%	1.75%	-----
Mixed	3.53%	-----	0.82%	2.86%
American Indian/Alaskan Native	0.464%	0.11%	0.82%	-----
Pacific Islander/Native Hawaiian	0.187%	-----	0.35%	-----
Other/Unknown	0.228%	3.6%	2.10%	2.86%

As we continue to debate and form hiring policies and scheme about faculty diversification, let’s keep the above in mind. Whites, and even more so Asians are overrepresented compared to the

¹ <https://datausa.io/profile/geo/sonoma-county-ca#demographics>

² https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

community in which we live, Latinex people and African Americans remain significantly underrepresented, and the whitest employee population we have is adjunct faculty.

This is just information. Interpretation and application will follow in due or course.

Eric Thompson