

Cypress College  
BLACK LIVES MATTER TASK FORCE  
RECOMMENDATIONS REPORT

*July 2020*

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*Prepared by*  
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**To:** Dr. JoAnna Schilling  
**From:** Black Lives Matter Task Force  
**Date:** July 30, 2020

The mission of the Black Lives Matter Task Force (BLMTF) in conjunction with the Black Faculty and Staff Association (BFSA) is to examine white supremacy and institutional racism and their impact on Black faculty, staff, and students.

We, the Black Lives Matter Task Force, understand the deep racial history and trauma caused by the culture of white supremacy and believe that to achieve racial and social justice, we must acknowledge it as the primary root cause of institutional racism, structural racism, and white privilege.

As educators, at Cypress College it is important to be self-reflective and intentional as we commit to the fight for racial and social justice. Our efforts will require bold changes in the policies, protocols, and procedures on our campus. It is our expectation that these recommendations will contribute greatly to correcting the implicit and explicit biases in the structure and governance of Cypress College which could also be mirrored across the district.

On June 18, 2020, Dr Schilling made a remarkable request to the Black Faculty and Staff Community to recommend how to combat racism at the college. In response to the request, the Black Faculty and Staff Task Force formed six committees to come up with recommendations. This comprehensive report is a product of many meetings in multiple formats: town hall and Zoom meetings, webinars, email correspondence, and conference calls conducted over the Summer of 2020. Moreover, Dr. Schilling's approval of a Black Lives Matter Oversight Task Force will aid in the implementation of these recommendations. This collaborative process is the beginning of healing for Black faculty, staff, and students at Cypress College and signifies a paradigm shift in the campus culture.

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## **CYPRESS COLLEGE LEGACY PROGRAM**

**Sub-Committee Members:** Dr. Annette Letcher- Chair, LaRon Armstead, Ashley Berry, Tonya Cobb, Erin Landry, Fola Odebunmi, Regina Rhymes

### **Recommendations:**

#### **1. Legacy Program Space**

- a) **We recommend that a dedicated space be provided for students to include computer stations, copier, meeting rooms, offices, flat screen TVs, lounging areas, pantry, and storage facilities.** It is well documented that Black Students who feel they belong, tend to seek out campus spaces and resources to a greater extent, thus furthering their academic success. A sense of belonging guards students from stress and improves their mental health. *Spring (February) 2021*

#### **2. Legacy Program Budget**

- a) **We recommend \$80,000-\$120,000 to be allocated as a line item on the budget; thereby allowing the program to have protective status.** Currently, our primary source of funding comes from Student Equity & Achievement (SEA), but this funding fluctuates dependent upon campus state allocations. A line item reflects prioritization and value of the program for the college. *September 2020*

#### **3. Expansion of Legacy Personnel**

- a) **We recommend hiring essential team members within the next three years:** director, coordinator, full-time counselor, administrative staff, and three-five student workers. We are addressing the growing needs of Black students, in addition to the future growth of the program. *Fall 2023*

#### **4. Black Faculty and Staff Representation**

- a) **We recommend hiring Black full-time and part-time faculty in Communications, English, Math, and Philosophy.** These core courses are related to the Golden Four requirements for graduation from the community college. An important aspect of quality education is an accurate representation across all fields. Cypress College should commit to diversifying faculty by hiring Black faculty in order for Black students to feel represented in the classroom. Failure to address the issues of underrepresentation of Black faculty on campus hinders diversification of the learning environment and deprives students of the opportunity to have mentors and role models that are a reflection of their race and ethnicity. In addition, having a diverse faculty creates opportunities for all students to be exposed to diverse perspectives (Letcher, 2014). *Fall 2020*

- b) **We recommend hiring Black full-time and part-time faculty in Science, Technology, Engineering, and Math (STEM).** Currently, there is no representation of Black faculty in these disciplines on our campus. *Spring 2021*
- c) **We recommend hiring a Black therapist to be available on campus to offer counseling that addresses the mental health issues of Black students.** A therapist who specializes in trauma as it relates to racism. This trauma can be correlated with mental health issues which can affect Black students' social experiences and academic performance. The impact of discrimination, racial profiling and microaggressions, as well as institutional racism can create feelings of marginalization and isolation which can be harmful to the mental health of Black students. *Fall 2020*

## 5. Process of Resource Allocation

- a) **We recommend a process for the allocation of food and emergency funds for Black students impacted by COVID-19** (Legacy, Guardian Scholars, EOPS/CARE). Simplify and prioritize the process so that student needs will be met in a timely manner. *Fall 2020*
- b) **We recommend funding to be allocated for food insecurities.** Specifically, for Black students in special programs (Legacy, Guardian Scholars, EOPS/CARE). Consider food purchases in the form of gift cards, e.g., Stater Bros, Ralphs, Trader Joes. *Fall 2020*
- c) **We recommend funding to be allocated for housing insecurities in special programs** (Legacy, Guardian Scholars, EOPS/CARE). Reference EFMP for Cypress College. *Spring/Fall 2021*
- d) **We recommend the purchase of laptops, portable modems (Coolpad-surf), and subscriptions to hotspots (portable or otherwise) to bridge the digital divide.** This is especially important in the era of COVID-19 where colleges have made the transition to remote and online learning. Black students are often at a disadvantage when it comes to the access of technology and this equipment is needed in order for students to achieve academic success in online learning environments. *Fall 2020*

## 6. General

- a) **We recommend a designated space for a Black Student Union/Resource Center.** Black student union organizations help students achieve academic excellence and develop leadership skills. These organizations promote positive images for Black students and aid them in becoming a central part of the campus community. *Spring 2021*

- b) **We recommend a follow through on the technical theater design lab designated for Fine Arts** awarded by the Strong Workforce Grant (2018-2019) to faculty member Donny Jackson.

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## **COLLEGE/DISTRICT/COMMUNITY RELATIONS**

**Sub-Committee Members:** Fola Odebunmi- Chair, Ashley Berry, Dr. Ernie Bridges, Tonya Cobb, Erin Landry, Dr. Annette Letcher, Regina Rhymes

### **Recommendations:**

#### **1. Hiring Committees**

- a) **We recommend that there be Black Faculty Staff (BFS) representation on hiring committees now and in the future (specific outreach to Blacks).** This participation on the hiring committee will bring about a more equitable process.  
*Fall 2020*
- b) **We recommend outreach to qualified Black candidates,** invite them to apply by publishing job announcements in major publications, on websites, as well as Black organizations e.g., A2Mend, Umoja, Historically Black Colleges and Universities (HBCUs), fraternities, sororities, and alumni associations. In addition, seek out recommendations from the Black Lives Matter Oversight Task Force.  
*August 2020*
- c) **We recommend that Black staff be appointed to chair hiring committees** and assist in creating the composition of those committees. *August 2020 ongoing*

#### **2. Professional Development**

- a) **We recommend** BFS approval before professional development information is distributed regarding Black Lives Matter. *August 2020*
- b) **We recommend board, administration, divisions, and departments require annual anti-racist training that everyone must attend.** This training can be held during the beginning of the semester for students, faculty, and staff. Studies show diversity in education, particularly on college campuses, improves intellectual engagement, self-motivation, citizenship, cultural engagement, and academic skills like critical thinking and problem-solving. By educating everyone on campus, we become more aware of bias, microcosms, and issues of racism.  
*January 2021*
- c) **We recommend providing a list of speakers/professionals who should be teaching obligatory anti-racist training to staff and faculty.** The list of topics will be germane to the current racial and social justice issues. The qualified speakers will be experts in the areas of racial and social justice (upon approval by BFS). *August 2020/On-going*

### 3. Shared Governance Representation

a) **We recommend appointing one Black voting member on the following Cypress College Shared Governance committees:**

1. Academic Senate *October 2020-February 2021*
2. President's Advisory Cabinet (PAC) *September 2020*
3. Planning & Budget Committee (PBC) *September 2020*
4. Student Equity & Achievement Committee (SEAC) *September 2020*
5. Distance Education Committee *September 2020*
6. Campus Technology Committee *September 2020*
7. Full Time Faculty Hiring Committee *September 2020*
8. Professional Development *September 2020*

b) **We recommend appointing one Black voting member to the following District Shared Governance committees:**

1. District Consultation Council (DCC) *September 2020*
2. District Curriculum Coordinating Committee (DCCC) *September 2020*
3. Districtwide Enrollment Advisory Committee (DEMAC) *September 2020*
4. Institutional Effectiveness Coordinating Council (IECC) *September 2020*
5. Technology Coordinating Council (TCC) *September 2020*
6. Council on Budget and Facilities (CBF) *September 2020*

### 4. Black Lives Matter Oversight Task Force

a) **We recommend the creation of a Black Lives Matter Oversight Task Force.**

This task force will be created to follow up on the implementation of all the recommendations of the sub-committees with the college president, campus, and district. *August 2020*

### 5. Policy Changes

a) **We recommend reviewing the process for appointing members to hiring committees. Hiring candidates on contract employment should not be considered.** In addition, the immediate supervisor of the contracted employee should not be on the hiring committee so that there is less chance for internal bias and conflict of interest in the hiring process. *August 2020/Ongoing*

b) **We recommend that administrators/deans know the protocol (AP 3505 Sections 5.0 and 6.2) for hate crimes and are following it.** The knowledge and application of this policy will eliminate white supremacy. *Fall 2020*

## 6. District Recommendations

- a) **We recommend creating a paid position specifically for Cypress College that focuses on Black issues (Black faculty, Black staff, and Black students).** This position functions like an ombudsman (district/union position)- floating position that addresses different issues and concerns. *Fall 2021*
- b) **We recommend making the Office of Diversity and Compliance more visible via digital newsletter/announcement (monthly – quarterly).** Thereby increasing awareness and engagement of the campus community in diversity, equity, and inclusion (DEI) issues. *October/November 2020*
- c) **We recommend that the Chancellor use the data and recommendations from the Office of Diversity and Compliance.** This action will create a better racial climate for Black faculty, staff, and students across all three campuses. *August 2020/Ongoing*
- d) **We recommend that additional hours be allocated to the Office of Diversity and Compliance Faculty Fellows.** It is essential to have maximum 20 hours for the ongoing DEI working demands for each campus and the district. *August 2020*

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## **DOCUMENTS, LANGUAGE COMPLIANCE AND POLICY**

**Sub-Committee Members:** Virgil Adams, III- Chair, Dr. David Mosely Booze, Dr. Kimberley H. Stiemke, Adrienne Williams, Ray Williams

### **Recommendations:**

#### **1. Student Evaluations of Faculty**

- a) **We recommend that student evaluations of faculty be revised to include a category to address diversity, equity, and inclusiveness of the faculty during the Tenure process and all Tenured Faculty evaluations. *Immediate implementation based on Academic Senate and PAC approval***

#### **2. The Evaluation of Faculty, Managers, and Staff**

- a) **We recommend that the evaluation of faculty, managers, and staff include demonstrated knowledge and application of Diversity, Equity, and Inclusiveness in job performance. *Immediate implementation based on Academic Senate and PAC approval***

#### **3. Human Resources Training of Diversity, Equity, and Inclusiveness**

- a) **We recommend human resources training on diversity, equity, and inclusiveness as a requirement in the orientation of all employees, as well as mandatory ongoing continuing education (every 3 years) after completing the probationary period. *Immediate implementation based on Board of Trustees PAC approval***

#### **4. All Managers, Directors, Deans and President's Executive employees**

- a) **We recommend that all managers, directors, deans, and President's Executive employees undergo training on methods needed to address the presence of racial, ethnic bias, and discrimination complaints specifically germane to Black related issues when reported or observed in their official capacity. *Immediate implementation based on Board of Trustees PAC approval***

#### **5. Training and Education**

- a) **We recommend that training and education must include efforts to ensure adherence via sanctions; not limited to, but including verbal, written, remediation, suspension, and termination for non-compliance. *Immediate implementation based on Board of Trustees PAC approval***

## 6. The implementation of Anti-Racism Language

- a) **We recommend the implementation of Anti-Racism language** as a requirement in the Cypress College catalog which can be included on syllabi, identical to the statement on the policy on Sexual Harassment and Disabled Student Services. *Immediate implementation based on Academic Senate, PAC approval*

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## **CURRICULUM**

**Sub-Committee Members:** Daniel Lind- Chair, Virgil Adams, Donny Jackson, Erin Landry

### **Recommendations:**

In order to accurately educate Cypress students, we recommend that all Division Deans and Department Chairs vet their courses and SLOs to ensure the accurate and equitable incorporation of Black people/people of color in all lessons surveying history, significant social/political contributions, or the study of creative works. It is critical that our diverse students see that people of all backgrounds have had valuable impact on their areas of study. We therefore have the following recommendations for our colleagues who have not implemented these changes already:

- A. History Professors- we ask that you make sure all ethnicities are equally represented in your curriculum, and that perspectives and contributions of Black people are included.
- B. English Professors- we ask that you equally include works and analysis of Black authors.
- C. Fine Arts Professors- we ask that you equally showcase and credit the creative contributions and history of Black artists.
- D. Performing Arts Professors- we ask that your events actively make room for Black artists to be equally featured on stage, and behind the scenes.
- E. Science, Technology, Math, and Engineering (STEM) Professors- While these courses are lab and theory based, when applicable, we ask that you actively work to cite and utilize research findings and achievements made by Black people, within your various areas of study.
- F. Sociology Professors- As you often deal with work that cites statistics and these can paint Black people in a negative light, we ask that this information contains an explanation of the obstacles that face these groups. We also recommend that statistics and research that shows little to no inclusion of Black people, be actively sought after in order to document their experiences. Lastly, we ask that trauma brought on by discrimination and racism be discussed in Psychology curriculum, as to better serve mental health awareness amongst our students.

We do not make these recommendations with any intent of being accusatory or to imply that our programs have not done any of this work, but rather as a response to a historical nation-wide lack of inclusion that we hope to correct here at Cypress College. We hope this document serves as an agreement amongst our colleagues to enact and maintain positive change.

The following timeline contains the main points of concern from the BLMTF Curriculum Subcommittee regarding the recent national conversation on anti-racism, and the experiences of Black students, faculty and staff at Cypress College. We strongly feel that the

following actionable changes must be implemented immediately to ensure the campus community that Cypress College is dedicated to promoting inclusivity, cultural awareness and respect for racial/ethnic diversity across the curriculum.

**1. Guaranteed Diversity, Inclusion and Accurate Representation in All Applicable Courses**

- a) **We recommend that all courses that focus on race/ethnicity in the United States that are currently listed in the catalog, for all academic departments, be offered at least ONCE EVERY ACADEMIC YEAR IF NOT EVERY SEMESTER.** *Given that the fall schedule has already been published, to be implemented beginning Spring 2021*
- b) **We recommend that courses focusing on race/ethnicity in the United States still be allowed to be taught regardless of low-enrollment.** Even though Deans have been given the authority to cancel classes that don't meet the minimum enrollment criteria, these courses should not be held to the same standard as other courses in terms of enrollment due to the sensitive and often discussion-driven nature of the course content. These courses still need to be allowed to "run" regularly to expose students to issues regarding race, ethnicity and the struggles for social justice. *To be implemented beginning Fall 2020*
- c) **We recommend that courses focusing on race/ethnicity in the United States be offered regularly during the summer sessions,** especially if those courses have been coded for Distance Education, regardless of alleged course "popularity." *To be implemented beginning Summer 2021*
- d) **We recommend that Deans recognize that ALL courses focusing on race/ethnicity in the United States should be offered regularly for the good of the ENTIRE student population as opposed to the student populations whose experiences those courses may cover. We recommend that Deans encourage their faculty to develop future courses in this area.** It has been shown, year after year, that students regardless of race/ethnic background have taken these courses, not only to fulfill a degree, graduation, and/or transfer requirement, but due to general, sincere interest in the subject matter. *To be implemented immediately*
- e) **We identify the current courses that focus on race/ethnicity in the United States to be the following:**

**AJ 160 C** Community and the Justice System  
**ANTH 121 C** Native North America  
**ATC 182 C** Cultural Tourism  
**COMM 120 C** Intercultural Communication  
**DANC 101 C** Multicultural Dance in the U.S.

**ENGL 208 C** Asian American Literature  
**ENGL 250 C** *Latino/a/x Literature (new course)*  
**ENGL 255 C** *African-American Literature I (has NEVER been offered)*  
**ENGL 256 C** African-American Literature II  
**ETHS 101 C** American Ethnic Studies  
**ETHS 101HC** Honors American Ethnic Studies  
**ETHS 129 C** Introduction to African-American Studies  
**ETHS 130 C** African-American History I  
**ETHS 131 C** African-American History II  
**ETHS 150 C** Introduction to Chicana/o Studies  
**ETHS 151 C** Chicana/o History I  
**ETHS 152 C** Chicana/o History II  
**ETHS 153 C** Chicana/o and Latina/o Contemporary Issues  
**ETHS 159 C** *Introduction to Native American Studies (new course)*  
**ETHS 160 C** Native American History I  
**ETHS 161 C** *Native American History II (new course)*  
**ETHS 170 C** Introduction to Asian Pacific American Studies  
**ETHS 171 C** Asian Pacific American History  
**ETHS 235 C** American Social Justice Movements  
**HS 277 C** Cultural Awareness and the Health Care System  
**HIST 275 C** History of California  
**HUSR 295 C** Cross-Cultural Criminology  
**INDS 200 C** *Introduction to Global Citizenship Studies (new course)*  
**INDS 201 C** *Global Citizenship Issues (new course)*  
**KIN 249 C** Sport and United States Society  
**KIN 281 C** Health and Social Justice  
**MKT 205 C** Multicultural Markets in the U.S.  
**MUS 113 C** History of Jazz  
**MUS 114 C** History of Hip Hop-Rap  
**POSC 209 C** Urban Politics  
**PSY 131 C** Cross-Cultural Psychology  
**REC 102 C** Recreation Leadership and Diverse Groups  
**SOC 290 C** *Sociology of Contemporary Race and Ethnic Relations (new course)*  
**THEA 107 C** Diversity in American Theater  
**THEA 107HC** Honors Diversity in American Theater

## **2. All Employees Must Be Held Responsible for Cultural Competency, and Inclusive Content in Course Work**

- a) **We recommend that a discussion take place** between members of the Black Lives Matter Task Force and United Faculty President, regarding revisions to the NOCCCD Full- Time Faculty Contract to ensure that full-time faculty are required to attend anti-racism workshops during FLEX days. *We recommend this discussion to take place before the beginning of the Fall 2020 semester*

- b) **We recommend that revisions** be made to tenure-track and tenured faculty evaluations (from students as well as from peer faculty/management) to address lack of cultural competency and/or racial insensitivity in the classroom. *We recommend this discussion to take place before the beginning of the Fall 2020 semester*
- c) **We recommend that the College administration publish an anti-racism pledge that reflects the College's dedication to promoting inclusivity, cultural awareness, and respect for racial/ethnic diversity.** On June 2, a quotation from President JoAnna Schilling was published on Instagram, stating her position on racial/social inequities in society. A similar statement should be published as an official college anti-racism pledge that is posted prominently on the college website, as well as around the campus in locations such as:
- Admission and Records Financial Aid EOPS Veterans Center  
Counseling Center Transfer Center Student Center College Marquee (if not the actual pledge, at least the statement "Black Lives Matter")

**We recommend** that this be done immediately, *prior to the start of the Fall 2020 semester*

### 3. Ethnic Studies Requirement for all Degree-seeking students

Currently, the state has not mandated that students are required to take an Ethnic Studies or related course. A bill (AB-1460) has been approved by the California legislature that CSU students be required to take an Ethnic Studies course, but this bill is waiting to be signed by Governor Newsom. At Cypress College, students are required to take a course that satisfies the **Social Justice, Equity, and Sustainability (formerly Cultural Diversity)** requirement if they are planning to earn an Associate's (AA or AS) degree. However, students who are seeking to attain an Associate's Degree for Transfer (ADT) are not required to take courses that satisfy a college's local graduation requirement. For this reason:

- a) **We recommend that counselors strongly recommend that students seeking to attain an ADT degree take a course that focuses on race/ethnicity in the United States.** As most of these courses satisfy general education transfer requirements in humanities, social sciences, and/or fine arts, counselors should be encouraging students to include these courses in their general education plan. *Implemented immediately*
- b) **We recommend this change to be implemented immediately,** as counselors are currently advising students in planning their course schedule for the Fall 2020 semester. *Implemented immediately*

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## **BLACK STUDENT FUNDING (INSECURITIES)**

**Sub-Committee Members:** Dr. Deidre Porter- Chair, Dr. Temperence Dowdle, Donivan Howard, Wesley McCurtis

### **Recommendations:**

#### **1. Create Emergency Grants and Scholarships for Black Students**

- a) **We recommend emergency grants and scholarships be made available** beginning in spring 2021 for Black students attending Cypress College. In order to raise the funds for these grants and scholarships, the Cypress College Foundation Office will host a campaign for Black students (**Name: TBD**) by soliciting all donors (both on and off campus) to generously donate to this cause. This will be an annual fall fundraiser/campaign for Black Students. *Fall 2020*
- b) As stated in its **Mission Statement**, “Cypress College is dedicated to supporting the success of our students, fostering diversity, enriching society, and contributing to the economic development of our community and beyond.” With this in mind, Cypress College wants to ensure that Black students, in particular, are provided every opportunity to succeed. In light of the disproportionately negative impact that the pandemic has had on Black communities, this campaign was created to assure that Black students attending Cypress College would be given assistance to weather any hardships they may encounter as a result.
- c) **We recommend a special web page, which is currently being created.** It will be located on the Cypress College website to direct all potential donors to participate in the Black student campaign. *Ongoing*
- d) **We recommend Fundraising Accounts** be housed in the Cypress College Foundation Office. *Ongoing*
- e) **We recommend** Emergency Grants to aid Black students, who are negatively impacted by immediate hardships and insecurities. *Need based*
- f) **We recommend scholarships** to aid Black students, who are transferring or have met certain criteria TBD by the subcommittee. *Merit based*  
To be implemented fall 2020 (Funds raised)/spring 2021 (Funds disbursed) - *Ongoing*

#### **2. Duplicate the Cypress College Foundation process for obtaining Emergency grants and Scholarships for Black students at Fullerton College, NOCE, and NOCCCD**

- a) **We recommend the Cypress College Foundation Office create** a template for other district entities to use as a guide to make these resources available for all Black students within NOCCCD. *To be implemented Fall 2021 – Ongoing*

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## **HIRING, RECLASSIFICATIONS, AND PROMOTIONS**

**Sub-Committee Members:** Renée Ssensalo-Chair, Dr. David Mosely Booze, Dr. Arnette Edwards, Dr. Annette Letcher, Dr. Queen Peterson

Black Faculty and Staff Association and the Subcommittee/Task Force focused on Black Representation on District, Cypress College, Fullerton College, and North Orange Continuing Education on Hiring Committees. We are reviewing the current policies and procedures of the “Constituency Groups” that are on each hiring committees in the District, i.e. DMA (Management Representation), CSEA (Classified Representation) Academic Senate (Faculty Representation).

### **Recommendations:**

#### **1. Representation on Hiring Committees**

- a) **We recommend that in order to have Black Representation on each hiring committee in the District, the Black Faculty and Staff Association should be a Districtwide Constituency Group.** Currently, there is nothing in the hiring policies and procedures of BP-Board Policy or AP-Administrative Procedure stating how Black Representation is assured on hiring committees. Based on all the current North Orange County Community College Diversity Reports/ Identified Areas of Underrepresentation dated (12-2019) for Cypress College, Fullerton College, and North Orange Continuing Education, there are several Areas/Departments that do NOT have any Black Representation as Directors/Managers (Temporary and Permanent), Faculty (Full and Part Time) and Classified employees. These areas also include NOCCCD Human Resources Department. North Orange County Community College District continues to hide under the umbrella of “Diversity, Equity, and Inclusion which of course has so far resulted in no Black Representation. *Fall 2020/Ongoing*
- b) **We recommend that District, Cypress, Fullerton, and North Orange Continuing Education** restructure and change the current policy and replace it with one that will enhance, promote and ensure Black Representation. *Fall 2020*
- c) **We recommend continued meetings** with the Office of Diversity to change the language to bring about the results mentioned in recommendation 1b above. *Ongoing*
- d) **We recommend having fewer managers and faculty members on hiring committees** to make room for a representative(s) of the Black Faculty and Staff Association. Another way of doing this is to have one or more representative(s) of the managers and/or faculty on hiring committees overlap by also representing Black Faculty and Staff Association.

- e) **We recommend being able to choose** faculty from other disciplines to be on hiring committees (like some Tenure Review committees are allowed). *Ongoing*

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## References

Letcher, A. (2014). *Diverse perspectives: African American faculty perceptions of organizational culture at community colleges* (Doctoral dissertation, California State University, Fullerton).