



## FACCC STATEMENT ON INCLUDING CULTURAL COMPETENCE IN FACULTY EVALUATIONS

The proposal to include cultural competence in the criteria for evaluations of faculty members is not new but has gained increasing momentum. In 2016, the California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* included a provision to incorporate diversity into employee evaluation and tenure review (California Community Colleges Chancellor's Office, 2016, p. 25). The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan also expresses the need to include diversity-focused criteria in evaluations (California Community Colleges Chancellor's Office, 2019). The Student Senate for California Community Colleges *Anti-Racism: A Student Plan of Action* calls for inclusion of an element of cultural competence and anti-racism in faculty evaluations (Student Senate for California Community Colleges, 2020).

The Faculty Association of California Community Colleges, or FACCC, recognizes the value and importance of a culturally competent faculty body. The 2019 *Literature Review on Faculty, Staff, and Student Diversity* compiled by the Board of Governors Diversity, Equity, and Inclusion Task Force summarizes evidence that a diverse faculty improves the retention and success of a diverse student population (California Community Colleges Diversity Taskforce, 2019). However, matters involving the evaluation of faculty, and indeed of any employee body, can be sensitive and complicated. Therefore, while FACCC does not oppose and under the correct circumstances could endorse the inclusion of cultural competence in faculty evaluations, and indeed in the evaluation of all community college employee groups, FACCC does express some cautions in terms of how such a change to faculty evaluation processes should be achieved and the conditions that would be necessary to make that change effective.

### **FACCC offers the following cautions regarding proposals to include cultural competence in faculty evaluations:**

- Language regarding faculty evaluations is in nearly all cases included in the collective bargaining agreement of community college districts in California. Therefore, any change to the faculty evaluation process, including the inclusion of cultural competence in the evaluation criteria, must be negotiated with the local bargaining unit. FACCC therefore urges that any mandate or guidance involving this issue be broad enough to allow for and respect local negotiation processes and in fact urges that an effort to include cultural competence in the evaluation criteria come in the form of an incentive rather than a mandate.
- Any inclusion of cultural competence in evaluations must be done in a way that is productive, not punitive. Faculty whose cultural competence is found to need improvement should be encouraged to learn and improve, not

punished as if they are in some manner deficient or insufficient.

- Under Education Code §87663 (a), most faculty evaluations take place on a three-year cycle. This practice has proven effective and sufficient, and the frequency with which faculty evaluation processes are administered should not be altered.

**FACCC strongly recommends that the following conditions be satisfied as a part of any agreement to include cultural competence in faculty evaluations:**

- Definitions of “cultural competence” and related terms such as “cultural humility” or “cultural fluency” are an issue of ongoing discussion and development throughout the state. However, before cultural competence is included in faculty evaluations, a locally agreed-upon definition of “cultural competence” and the expectations for demonstrating it are necessary. This definition should be developed and accepted as a part of each district’s collective bargaining process and might be based upon guidance such as the *Diversity, Equity, and Inclusion Glossary of Terms* published by the California Community College Chancellor’s Office. The same clarity is necessary for any other terminology related to the inclusion of such concepts in evaluations. Faculty should not be evaluated in this area or any other without a clear definition of expectations and criteria for satisfactory performance.
- Before any faculty member is evaluated regarding cultural competence, both the evaluatee and the evaluators should be given professional development training on the meaning of cultural competence and ways in which it can be demonstrated and assessed. Since such training will be necessary for all faculty and indeed all college staff and administrators if this requirement is applied to all, funding must be allocated to develop and administer such training.
- Whatever the manner in which cultural competence is to be included in faculty evaluations, including as a reflective process for the evaluatee, local forms used in the evaluations process should be revised to clearly indicate the inclusion of cultural competence and the expectations involved.
- If cultural competence is included as an aspect of faculty evaluations, it should also be included in the evaluation process for all other employee groups.

## **References**

California Community Colleges Chancellor’s Office. (2016). *EEO & Diversity Best Practices Handbook*. <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Programs/EEO-Equal-Employment-Opportunity/2016-EEO-and-Diversity-Handbook-ADA.pdf?la=en&hash=ABD9C5013015B9A80C29CEECBE8D410CE545DDE3>.

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Student Senate for California Community Colleges (2020). *Anti-Racism: A Student Plan of Action*. <https://studentsenateccc.org/news-events/newsroom/newsroom.html/article/2020/09/06/ssccc-anti-racism-a-student-plan-of-action>.