THE RSCCD DIVERSITY REPORT

Committed to Diversity, Equity, Inclusion

April 2021

SANTA ANA COLLEGE

RANCHO SANTIAGO
Community College District

Santiago Canyon College

RSCCD ODEI
OFFICE OF DIVERSITY, EQUITY, & INCLUSION

TITLE IX AND CIVIL RIGHTS

Table of Contents

OUR MISSION

The mission of ODEI is to advance efforts to integrate diversity, equity, and inclusion into our academic and employment tapestry and escort all learners within DEI into a transformational experience that more effectively readies them to engage the world with a renewed understanding. The praxis of the blueprint upon which the Office of Diversity, Equity, and Inclusion was founded provides a myriad of learning opportunities for all. Ultimately, the learner will be set upon an educational pathway of paramount importance to achieve academic excellence, create and sustain a culture that celebrates diversity, is equitable and inclusive throughout the organization, and afford every stakeholder a voice.

OUR VISION

The vision of ODEI is to reinforce the Board of Trustees' core values of diversity, equity, and inclusion by recognizing the importance of diverse viewpoints, equitable learning, and promoting the richness of our cultures. ODEI aims to espouse these values to attract and retain diverse individuals, to listen, to educate, and to advance professional and personal development.

RSCCD promotes diversity, equity, and inclusion through our projects, curriculum and programs. We are dedicated to creating an equitable and inclusive workplace where employees can feel welcomed and accepted. We aim to foster a creative and innovative workplace where all employees feel a sense of belonging.

DEMOGRAPHICS – WHO WE ARE

STUDENTS

Credit and Noncredit (All) As of Fall 2020	SAC	SCC	RSCCD
Total Unduplicated headcount	**28,840**	**16,424**	**43,559**
Ethnicity			
African American	1.32%	2.07%	1.60%
American Indian/Alaska Native	0.31%	0.72%	0.46%
Asian	11.65%	8.36%	10.37%
Filipino	1.01%	1.53%	1.17%
Latino	58.00%	50.80%	55.37%
Multi Race	1.26%	2.98%	1.83%
Pacific Islander	0.35%	0.77%	0.52%
White	13.21%	29.63%	19.14%
Other/Not Reported	12.89%	3.13%	9.55%
Gender			
Female	56.07%	45.58%	51.94%
Male	43.58%	53.84%	47.63%
Other/Not Reported	0.35%	0.58%	0.43%

*Office of Institutional Effectiveness, RSCCD Research Data Warehouse, Fall 2020

- Notification and publication of the EEO plan (the plan is available on the district's website under the Human Resources division);

- The training required for screening/selection committees;

- Analysis of the district workforce data;

- Continue to work with the Southern California Community College School Districts to look at Best Practices for Diversity in Hiring;

- Continuing to review board policies and administrative regulations;

- Identifying and analyze barriers that may impact underrepresented group in the recruitment process; and

- Other measures deemed necessary to further equal employment opportunity.

We collect data from various sources and translate statistical data and analysis into useful information and insights that drive hiring. Using quantitative tools to influence qualitative decision making, we develop, monitors, and disseminates EEO, affirmative action and diversity metrics, analyses, and reports. In collaboration with HR, ODEI and EEO presentations and workshops educate the RSCCD community on patterns in recruitment and retention by variables such as race, ethnicity, and gender. Information on these presentations and workshops can be found on the Diversity Initiates Page. https://www.rsccd.edu/Departments/Diversity-Initiative/Pages/default.aspx

Recruitment and Retention

Beginning in 2015, the State Chancellor's Office modified the allocation formula for the EEO funds to increase compliance with Title 5 requirements. The EEO fund allocation model provided districts who met the EEO program criteria $50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. In 2015, only 35 of the 72 districts met the multiple methods criteria, RSCCD received the $50,000 allotment to continue our efforts in increasing the diversity of our employees. In 2018, all districts met the 9 multiple methods criteria to receive EEO fund allocations. Our allocation for 2019 was $45,000, and we continued to use these funds in our efforts to increase the diversity of our employees. In 2020, our EEO fund allocation was $ 50,000.

In collaboration with HR, we are working on improving our recruitment processes. When we look at hiring, we're also thinking about geographic and socioeconomic diversity in addition to racial and cultural diversity. We are creating training and workshops to help mitigate bias and plan to improve how we assess candidates by training hiring committees, an HR assigned EEO Monitor and improve interview questions to ensure consistent, competency-based interviews every time. Enhancing workplace awareness provides managers and employees greater familiarity of EEO Programs, practical understanding of employee responsibilities, strategies to reduce workplace discrimination, and applicable knowledge of the benefits of EEO. We're also shifting our focus from "culture fit" to "culture add" when evaluating candidates.

CLASSIFIED

Report Year	2016	2017	2018	2019	2020
N	40	36	25	30	0
Female	67%	67%	48%	47%	0%
Male	33%	33%	52%	53%	0%
African American	10%	0%	4%	7%	0%
Amer. Indian/Alaskan	3%	0%	0%	0%	0%
Asian	18%	19%	32%	20%	0%
Filipino	8%	3%	4%	3%	0%
Hispanic	33%	47%	32%	37%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	3%	0%	0%	0%
White	30%	28%	28%	30%	0%
Unknown	0%	0%	0%	3%	0%

MANAGEMENT

Report Year	2016	2017	2018	2019	2020
N	17	15	14	8	0
Female	59%	73%	64%	25%	0%
Male	41%	27%	36%	75%	0%
African American	6%	13%	43%	25%	0%
Amer. Indian/Alaskan	0%	7%	0%	0%	0%
Asian	6%	0%	0%	25%	0%
Filipino	6%	0%	0%	0%	0%
Hispanic	18%	40%	14%	25%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
White	59%	40%	43%	25%	0%
Unknown	6%	0%	0%	0%	0%

ODEI INITIATIVES 2019-2020

Guided by the principles set forth by the Chancellor, the Office of Diversity, Equity and Inclusion set out to address structural racism as directed by Resolution 2010. The ODEI initiatives include the following:

Formation of the Diversity and Inclusion Group (DIG) – An Affinity Group is the working group of employees who share in the vision and mission of diversifying the workplace with program development, improving working conditions and identifying emerging trends in diversity training. This group created the modules to ensure the training reflects each distinct college.	GOAL #1	
We used data to inform and design the diversity, equity, and inclusion efforts. Building assessment tools imbedded in the training modules. Looking at our data over time, we're able to analyze and validate our methods, ensuring that we continue to drive progress.	GOAL #1, 4	
We formed two advisory groups consisting of community leaders and student leaders. These two groups advise on ODEI initiatives and the trajectory of our work.	GOAL 1,3	
Collaboration with Human Resources to build a plan to increase underrepresented talent in our workforce. As a result, we intentionally focus our efforts on hiring, progression and retention to increase representation for underrepresented communities. First, we created an EEO Monitor group to ensure fair and equitable hiring practices within committees.	GOAL #5	
We conducted a Climate Poll to assess the perceptions of diversity, equity and inclusion among the workforce.	GOAL #2	
We created two training academies to begin the work of developing emotional intelligence and cultural competency among our employees. **ODEI Diversity Training and Management's Edge**	GOAL #3,4	
We launched the **Rancho Academy** - a 10-week program that widens our talent pool and ensures that underrepresented aspiring employees are ready for a career in California Community Colleges.	GOAL #5	

Institutional Training for Managers

Management training is essential to organizational success. In an effort to foster good management skills, the Office of Diversity, Equity and Inclusion has created training modules that focus on improving an individual's skills as a leader and manager. Courses include topics on technical skills, conceptual skills and interpersonal skills. Each course contains elements that emphasize soft skills, such as communication and empathy, which enable better teamwork and more cooperative relationships among employees. Courses are divided into two categories, Community College Management and Organizational Management/Leadership Learning. Course topics include:

Academic Senate and Shared Governance	Building Teamwork
Unions, Associations and CBAs	Emotional Intelligence
CCCO Funding Allocation	Best Practices in Organizational Leadership
Financial Aid in Community Colleges	Adaptive Leadership
Federal and State Laws in Community Colleges	Crisis Management
Enrollment and Student Services	Interpersonal Communication Skills
Fundraising in Community College	Great Leadership Traits
Higher Education Legislation and Impact	Effective Hiring and Interviewing
Labor Law in Community College	Racial, Social and Cultural Competency
Organizational Management and Leadership	Building Teamwork

RECOMMENDATIONS FOR 2021-2022

Our curricula and approach are tailored to reflect the needs of our employees. We have developed the following plan for 2021-2022:

1. Create the ODEI Center for Excellence which includes a staff of coordinators, recruiters and DEI thought partners.
2. Define a bold and comprehensive strategy and key solutions that will be offered as part of the Diversity, Equity, and Inclusion practice. Ensure that this strategy is grounded in proven research, best practices, and data.
3. Take overall responsibility for DEI learning and development utilizing adult learning principles, pedagogy and assessment. Collaborate with the senior leadership at the Colleges in order to take full ownership for initiatives and programs.
4. Maintain awareness of global issues and trends in diversity, equity and inclusion and use emerging information to educate the workforce.
5. Coach and mentor hiring managers, human resources, and senior leadership on diversity issues and trends. Leads development of staff to support a strong focus on inclusion in the workplace.
6. Keep current on diversity programs and developments by developing and maintaining strong networks with others in the field (such as professional associations and educational groups, and professional development efforts).
7. Evaluate, monitor, measure and report the learning and development activities throughout the organization to promote continuous improvement through needs analysis, developing plans and identifying the right resources and materials, identifies and adjusts accordingly.
8. Develop metrics and evaluation systems to ensure that strategic goals of the organization are achieving a desired return on investment.
9. Develop coaching strategies, implement dialogue that address specific concerns and issues, and oversee resolution of conflicts relating to diversity and/or cross-cultural training and leadership development initiatives and activities.
10. Collaborate with Human Resources on EEO training, Lighthouse, DEI curriculum topic development. Support campus-wide initiatives that engage and promote DEI with faculty, staff and students. Ensure the DEI delivery team is effectively upskilled to deliver internally facilitated DEI development solutions.

FACULTY AND STAFF PERCEPTION OF DIVERSITY ASSESSMENT REPORT

Committed to Diversity, Equity, Inclusion and Cultural Competency

Narges Rabii-Rakin, Ed.D.
Chief Advisor for Academic and Diversity Programs
RSCCD Office of Diversity, Equity and Inclusion

Charles H.F. Davis III, Ph.D.
Equity Consultant & Assistant Professor
Center for the Study of Higher and Postsecondary Education,
University of Michigan

Christine Umali Kopp, Psy.D.
Professor & Department Chair, SCC Psychology Department
Faculty Program Facilitator, RSCCD Office of Diversity, Equity &
Inclusion

INTRODUCTION

In February 2021, the RSCCD Office of Diversity, Equity and Inclusion, in collaboration with the Office of Research, Planning & Institutional Effectiveness, administered a diversity perceptions survey to District faculty and staff.

The assessment instrument was designed to measure how District faculty and staff perceived and experienced diversity and inclusiveness of the District Office, Santa Ana College, Santiago Canyon College, Orange Education Center and Centennial Education Center. In addition to quantitative data, the survey collected qualitative feedback to further identify areas of opportunity for RSCCD to improve its culture of inclusion and sense of belonging. All data was collected on a voluntary and anonymous basis.

The project was designed to address concerns related to faculty and staff perceptions of diversity, equity and inclusion throughout the District. There were three overall goals of the survey. The first goal was to collect information on the views of the workforce as related to the climate surrounding diversity, equity and inclusion. The second goal of the survey was to assess and better understand how members of the RSCCD workforce perceive the current state of diversity and inclusion as part of the District's ongoing effort to improve our culture. The third goal was to assess the workforce's knowledge and evaluation of District resources and procedures when responding to instances of discrimination and harassment.

This report describes the results of the 2021 RSCCD Diversity and Inclusion Perception Survey administered by the Office of Diversity, Equity and Inclusion with the assistance of the District's Office of Research, Planning & Institutional Effectiveness. This report includes a description of the design and methodology used to conduct the survey as well as findings from the assessment. For this report we have included descriptive information for selected tables.

parties accountable nor provided a safe, timely, and transparent process for reporting discriminatory behavior.

Additionally, respondents were provided space to offer anonymous qualitative feedback, which yielded 100 open-ended comments. A discourse analysis of the comments revealed the following themes:

1. Improving racially equitable hiring processes and procedures for minoritized groups other than Hispanic, particularly related to Black, Indigenous, Asian and Pacific Islander faculty and staff.

2. Addressing pay disparities between full-time and part-time faculty.

3. Recognizing the specific impact of anti-Black racism.

4. Broaden DEI focus to explicitly address gender and sex-based discrimination as well as anti-LGBTQ policies and practices.

5. Complete revision of existing processes and structure to create fair and safe bias and discrimination incident reporting.

6. Responding to claims of reverse discrimination, aggrieved entitlement, and racial fragility of White faculty and staff.

METHODOLOGY

Data for this assessment were primarily derived from the 2021 RSCCD Diversity, Equity and Inclusion Climate Survey. This instrument was developed by the Office of Diversity, Equity and Inclusion and revised in consultation with Dr. Charles H.F. Davis III to assess RSCCD faculty and staff perceptions and experiences with issues related to diversity, equity, and inclusion. The assessment consisted of a total of eleven items across two primary sections: 1) faculty and staff perceptions of diversity and professional equity, and 2) faculty and staff perceptions of institutional commitments to student diversity, equity, and inclusion.

The RSCCD Diversity and Inclusion Perception Survey was launched at both colleges and satellite campuses on February 2, 2021 and closed three weeks later on February 19, 2021. All RSCCD faculty and staff were offered the opportunity to participate in the survey. Email invitations to participate in the survey were sent to all District email addresses from the Office of Diversity, Equity and Inclusion (ODEI). Each email included a unique link to the online survey and was signed by The ODEI Chief Advisor for Academic and Diversity Programs, Dr. Narges Rabii-Rakin. The ODEI sent three reminder emails, also signed by Dr. Rabii-Rakin, to prompt completion of the survey before the deadline. **A total of 651 respondents participated in the survey**.

Following data collection, survey data were descriptively analyzed in the aggregate as well as through performing racially disaggregated data analysis across survey items. The disaggregated analysis offered insight to, if and where racial disparities in perceptions and experiences exist and in what areas potential equity interventions may be needed in the future.

LIMITATIONS

The primary limitation to the assessment findings was the overall response rate, which limits the statistical power and confidence level of the results being statistically generalizable. The relatively low response rate may be linked to the date of the survey administration and frequency of competing surveys related to effects of COVID-19. Respondents may also have been less likely to complete the survey as this was the first survey from the Office of Diversity, Equity, and Inclusion.

Nevertheless, a larger number of respondents completed the perceptions survey than other surveys administered by the Office of Research, Planning, and Institutional Effectiveness. Further, theoretical and analytical generalizations about faculty and staff experiences, especially among those Faculty and Staff of Color, can be drawn through existing research on campus and workplace climate.

Additionally, since the survey occurred during the COVID-19 partial shutdown, which forced the District to primarily shift to remote education and services, data regarding discrimination specifically targeting individuals of Asian and Pacific Islander descent may be underreported. With the increase in hate crimes toward members of these communities in the U.S., it is important to consider that related instances of discrimination might be experienced and observed to a greater extent as we return to face-to-face interaction across the District.

Table 1. Respondents by Employment Status

STATUS	%	N
Full-Time Faculty	31%	203
Part-Time Faculty	26%	168
Full-Time Classified	25%	166
Part-Time Classified	8%	52
Confidential/Supervisory/Management	10%	62
	TOTAL	651

*All percentages are rounded to the nearest whole percent

Table 2. Respondents by Race

RACE	%	N
Asian or Asian American	12%	77
Black or African American	4%	23
Hispanic or Latinx/a/o	34%	220
Native American or Indigenous	2%	13
Pacific Islander or Alaskan Native	0%	3
White	42%	276
Prefer not to answer	12%	79
Other	1%	9
	TOTAL	700

*All percentages are rounded to the nearest whole percent

Furthermore, the survey inquired about respondents' employment within the District. As reflected in Table 3, most respondents were employed at one of the colleges, with Santa Ana College at 44% (n=286) followed by Santiago Canyon College at 34% (n=221). With regard to length of employment, nearly half of all respondents indicated being employed with the District for 10 or more years (see Table 4). Respondents were also asked to report their disability status, the majority of whom indicated they did not identify as living with one or more disabilities (see Table 5).

Experiences with Diversity and Inclusion

The preliminary analysis of survey data reflects a combination of both positive and negative experiences of employees as they relate to diversity and inclusion within the District. These reflected some areas that the District is seen as addressing effectively and others that need improvement. Additionally, perceptions across race groups were not always consistent.

On the aggregate, respondents generally "agreed" or "strongly agreed" with the perception that the District is compositionally diverse and representative of diverse racial and ethnic identities among faculty and staff (see Table 6). However, racially disaggregated data reveal differences between racial groups regarding this perception.

Although most Asian or Asian American, Hispanic or Latinx/a/o, and White respondents "agreed" or "strongly agreed" that the District's commitment to diversity was represented in diverse hiring, Black faculty either "disagreed" or "strongly disagreed" with this sentiment (see Table 7).

Further, while the majority of White and Hispanic or Latinx/a/o respondents "agreed" or "strongly agreed" that their racial group was well-represented in the District, nearly 90% of Black respondents either "disagreed" or "strongly disagreed" with this statement, and more than 50% of Asian or Asian American respondents reported "neutral" or "disagreed" with their racial group being adequately represented across the District.

Experiences with Harassment and Discrimination

The survey also asked respondents if they experienced and/or observed harassment or discrimination within the District. Although more than three-quarters of survey respondents (77%) reported not having personally experienced discrimination within the District, nearly half (40%) of respondents answered "Yes" to having witnessed instances of discrimination (see Table 8).

Differences across race groups were also revealed by the data collected. Additionally, the data consistently showed that most respondents did not report an experienced or observed act of discrimination in the District. These points are reflected in the data below.

- Nearly half of Black respondents (46%) reported experiencing discrimination in the District. However, 80% of those respondents indicated they did not report the experience.

- While 22% of all respondents answered "Yes" to having experienced discrimination, more than 90% of those respondents indicated they did not report the experience.

- Of the 40% of respondents who witnessed discrimination, 59% indicated they did not report the experience.

Furthermore, most respondents felt that the District's stated commitment to diversity and inclusion was not consistently reflected in its follow through of related policies. Nearly 60% of all respondents perceived the District to have policies that actively discourage discriminatory behavior.

Yet, nearly two-thirds of respondents also reported a perception that the District neither enforced the policies to hold employees accountable nor provided a safe, timely, and transparent process for reporting discriminatory behavior.

Table 7. Perceptions of Compositional Diversity and Interactions Across Difference by Race

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
Race	32	99	97	210	93	531
Asian or Asian American	3.7%	18.5%	20.4%	48.1%	9.3%	54
Black or African American	0.00%	46.7%	20.0%	33.3%	0.00%	15
Blank	8.3%	8.3%	19.4%	40.3%	23.6%	72
Hispanic or Latinx/a/o	8.7%	25.5%	12.1%	35.6%	18.1%	149
Other	11.3%	11.3%	26.4%	34.0%	17.0%	53
White	2.7%	17.0%	19.7%	42.0%	18.6%	188
Total	6%	19%	18%	40%	18%	100%

Table 8. Experiences and Reporting of Harassment and Discrimination

	Yes		No		N
I have personally experienced racial/ethnic discrimination in the District.	22.16%	117	77.84%	411	528
I have previously reported a personal experience of discrimination to the District.	8.47%	45	91.53%	486	531
I have witnessed or been told about incidents of discrimination in the District.	40.99%	216	59.01%	311	527
I have reported an incident of discrimination I witnessed.	8.88%	47	91.12%	482	529
				Total	533

Table 9. Experiences and Reporting of Harassment and Discrimination by Race

Continued…		Yes	No	N
I have reported an incident of discrimination I witnessed.	Asian or Asian American	11.8%	88.2%	51
	Black or African American	20.0%	80.0%	15
	Blank	10.0%	90.0%	70
	Hispanic or Latinx/a/o	10.0%	90.0%	150
	Other	9.1%	90.9%	55
	White	5.9%	94.1%	188
	Total	8.9%	98.1%	100%

OPPORTUNITIES AND RECOMMENDATIONS

Regularly Administer Perceptions Surveys

The RSCCD Diversity and Inclusion Perception Survey should be administered regularly, perhaps on a biennial schedule, and used to continuously identify areas to improve the District climate.

Regular assessment will support the District's efforts to improve trust between District leadership and District employees as well as measure improvements in faculty and staff members' appraisals of the District's commitment to diversity, equity, and inclusion.

The District would also benefit from expanding the analyses to highlight overlapping areas of inequity, particularly those related to gender, sexual identity, and ability status.

Future Comprehensive Climate Assessment

The survey findings and themes from the anonymous comments suggest a need for closer exploration of the RSCCD campus and workplace climate. Further examination of District working and learning environments offers an opportunity to be better prepared to respond to the challenges of poor workplace climate while actively working to determine its long-term commitment to inclusive excellence.

In particular, a qualitative climate assessment would offer greater insight into *how* systemic inequity manifests within the District and in what specific ways it is experienced by District staff, and faculty across differences.

Such an assessment would also provide a depth of insight to the survey findings. For example, a qualitative study could help the District understand *why* the majority of survey respondents did not report their experiences with and observations of discrimination.

The findings might also explain the specific reasons why two-thirds of respondents felt the District does *not* consistently enforce discrimination policies nor does it provide a reporting process that feels safe and supportive.

Finally, the various themes emerging from the anonymous comments could also be investigated to understand other areas of inequity and what interventions may be most effective for addressing those inequities.

Table of Contents

CALIFORNIA EDUCATION CODE, SECTION 87100 LEGISLATIVE FINDS & DECLARATIONS

(a) The Legislature finds and declares all of the following:

(1) In fulfilling its mission within California's system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A workforce that is continually responsive to the needs of a diverse student population 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.

(b) It is the intent of the Legislature to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12936.1 of the Government Code, except as otherwise provided in section 12940 of the Government Code. Every aspect of personnel policy and practice of the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

TITLE 5, SECTION 53026 COMPLAINTS – VIOLATION OF EQUAL EMPLOYMENT OPPORTUNITY REGULATIONS

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require the district provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of Chapter 10 of this division.

PLAN COMPONENT 2: DEFINITIONS

ADVERSE IMPACT: A statistical measure (such as those outlined in the Equal Opportunity Commission's Uniform Guidelines on Employee Selection Procedures) applied to the effects of a selection procedure that demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940.

CHANCELLOR'S OFFICE: means the California Community College's Chancellor's Office.

CULTURAL COMPETENCY: encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Cultural" therefore refers to more than simply race and ethnicity

IN-HOUSE OR PROMOTIONAL ONLY RECRUITMENT/HIRING: Only existing District employees are allowed to apply for a position. Pursuant to Title 5, section 53021(b)(1), in-house or promotional only recruitment shall not be used to fill any vacancy for any position except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or services of interim appointments exceeds two years in duration. Pursuant to Title 5, section 53021(b)(2), where in-house or promotion only recruitment is utilized, all District employees shall be afforded the opportunity to apply.

JOB CATEGORY: The job categories used for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, section 53004(a) are (1) Classified Clerical, (2) Classified Manager, (3) Classified Service and Maintenance, (4) Classified Skills Crafts, (5) Classified Technical, (6) Educational Administrator, (7) Full-time Faculty, and (8) Adjunct Faculty.

MONITORED GROUPS: A group identified in Title 5, section 53004(b) for which monitoring, and reporting is required pursuant to section 53004(a). For the purpose of this Plan, Monitored Groups are Men, Women, Alaskan/American Indians, Asians, Pacific Islanders, African-Americans, Hispanics, Caucasian, persons with disabilities.

PERSON WITH A DISABILITY: Any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a "disability" is "limited" if the condition makes the achievement of the major life activity difficult.

REASONABLE ACCOMMODATION: The efforts made on the part of the District in compliance with Government Code Section 12926.

SCREENING OR SELECTION PROCEDURES: Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physicals, educational, and work experience requirements, interviews, and review of application forms.

SIGNIFICANTLY UNDERREPRESENTED GROUP: Any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the service area demographic for that group.

Reference: Title 5, sections 53001 and 53021

PLAN COMPONENT 3: POLICY STATEMENT

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the

A good faith effort is one that is honest and taken with sincere intent. Rancho Santiago Community College District shall make a continuous good faith effort to comply with all the requirements of its Plan.

PLAN COMPONENT 5: HUMAN RESOURCES COMMITTEE

The District's Human Resources Committee is the participatory governance committee charged with the planning, evaluation and assessment of issues related to human resources. As such, this committee serves an evaluative and advisory role to the administration and the board of trustees with regard to human resources issues including but not limited to the operation of the EEO Plan. As one of the District's standing participatory governance committees, the Human Resources Committee shall function as the District's Equal Employment Opportunity Advisory Committee. The committee shall assist in the implementation of this plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide recommendations for plan revisions as appropriate. The committee also has the following responsibilities:

- Evaluate the effective use of human resources
- Review human resources policies and procedures and recommends changes
- Evaluate workplace safety and emergency preparedness plans and procedures
- Evaluate policies and procedures related to employment equity
- Monitor diversity of RSCCD employees
- Monitor compliance using human resources metrics such as:
    - Full-time/Part-time Faculty ratio
    - Full-time Faculty Obligation
    - Classified staffing ratios
    - Turnover ratios and recruitment activities
- Develop recommendations to ensure ongoing compliance with human resources requirements
- Plan and evaluate professional development activities

The committee consists of the following individuals:

- Presidents from each college (two total)
- Vice Presidents of Academic Affairs from each college (two total)
- Two Academic Senate Representatives from each college (four total)
- One Classified Representative from each college and one Classified Representative from the district (three total)
- President of FARSCCD
- Representative from Fiscal Services
- Representative from Recruitment
- EEO Officer
- Vice Chancellor of Human Resources or designee

Below are links to the District's Board of Trustees' Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment:

Board Policy: **3410 Nondiscrimination**

Administrative Regulation: **3410 Nondiscrimination**

Board Policy: **3430 Prohibition of Harassment**

Administrative Regulation: **3430 Prohibition of Harassment**

Administrative Regulation: **3435 Discrimination and Harassment Investigations**

Administrative Regulation: **3425 Title IX (9) Sexual Harassment**

Board Policy: **3420 Equal Employment Opportunity**

Administrative Regulation: **3420 Equal Employment Opportunity**

PLAN COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the District to EEO is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement shall be posted in the Office for Diversity, Equity & Inclusion and Human Resources' websites and shall be in all employment announcements and recruitment materials. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, RSCCD Chancellor, College Presidents, administrators, the academic senate presidents, union representatives and members of the Human Resources Committee. When appropriate, the Plan may be distributed by campus bulletins or e-mail.

The notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.

2. The availability of the Plan on the District website, at the Office of the Chancellor and College Presidents, and the Office for Diversity, Equity & Inclusion and Human Resources Department.

PLAN COMPONENT 8: TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on EEO (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

Persons serving in the above capacities will be required to receive training within the 24 months prior to service. This training is a requirement in order to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

- Executive/Administrative/Managerial;
- Faculty and other Instructional Staff;
- Professional Non-faculty;
- Secretarial/ Clerical;
- Technical and Paraprofessional;
- Skilled Crafts;
- Service and Maintenance.

Similarly, the gender, ethnic group identification, and disability of those who have applied for employment in each of the job categories listed above will be tabulated.

No less than annually, the Human Resources Committee shall review these data and evaluate the effectiveness of the District's recruitment and selection processes as a means of ensuring equal employment opportunity and improving the diversity of the workforce.

The EEO Officer shall also monitor initial and qualified applicant pools for employment on an ongoing basis. The EEO shall use this data to evaluate the District's progress in implementing the Plan, and to provide data needed for the reports required by the Plan. Data shall be maintained year-to-year and longitudinal analysis shall be conducted where there is at least three years of data to review, or sooner if the EEO Officer concludes that there is sufficient data for the analysis to be meaningful. The District shall administer an exit survey for all voluntary and involuntary resignations and include this data in the annual data analysis and report. In order to encourage self-reporting by employees and applicants, each applicant and employee shall be requested to identify their gender, ethnic group identification, and whether or not they are disabled. The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decision; and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).
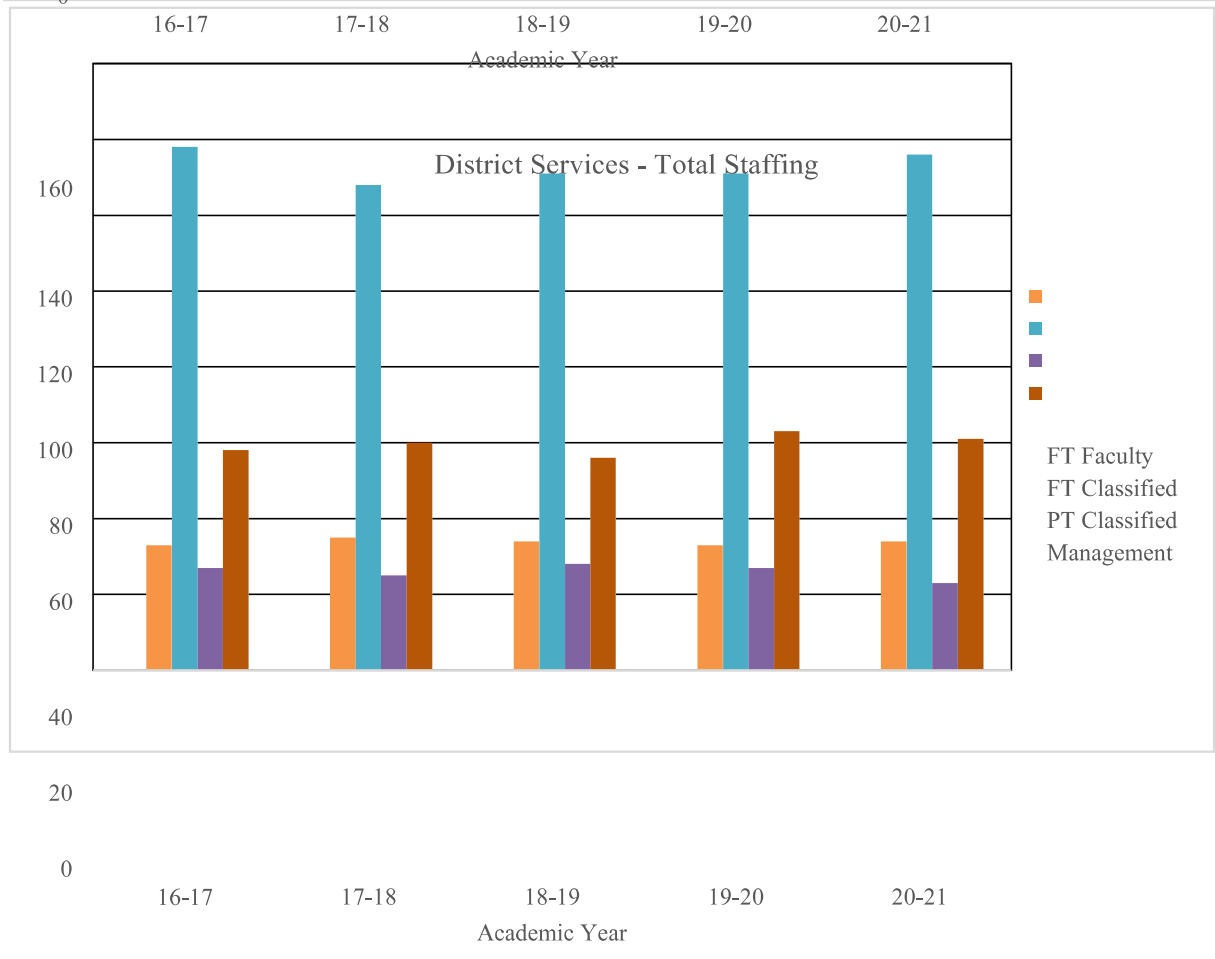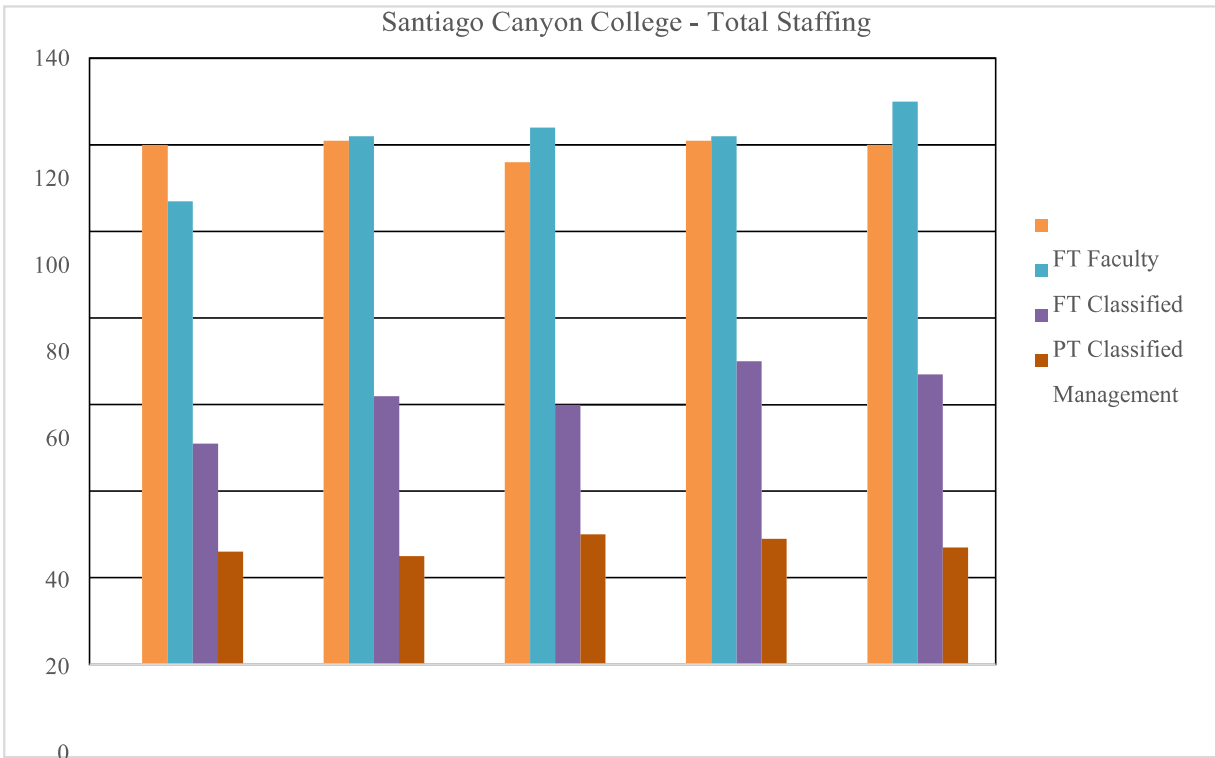
PLAN COMPONENT 12: DISTRICT WORKFORCE CHARTS

Introduction

As a public educational agency, the Rancho Santiago Community College District is required to comply with a myriad of statutes, regulations and accreditation standards with regard to its human resources. These regulatory requirements and standards provide the framework for the District's human resources planning. The RSCCD Human Resources Committee is one of five participatory governance committees that play an integral role in the district's institutional planning process. The Human Resources Committee is the participatory governance body that is responsible for the initial development, review and evaluation of this Human Resources & Staffing Plan. In addition to its role in institutional planning, the Human Resources Committee is also responsible for the initial review of existing, modified, or new personnel policies and administrative regulations.

The District's resource allocation model provides the three operational units, Santa Ana College, Santiago Canyon College and District Services with the authority to determine its appropriate staffing levels, assignments and organizational structures. Although the Board of Trustees is the ultimate authority with regard to all human resource matters, significant authority is delegated to the operational units through the Chancellor. Consequently, each of these operational units also utilizes planning processes for its particular human resources and staffing needs.

Human resources administration is a centralized responsibility of District Services and operational aspects such as recruitment, classification, labor relations, compensation and employee benefits are managed centrally based upon the provisions of the applicable collective bargaining agreements and board policy.

Santiago Canyon College - Total Staffing

Legend:
- FT Faculty
- FT Classified
- PT Classified
- Management

140
120
100
80
60
40
20
0

Academic Year: 16-17, 17-18, 18-19, 19-20, 20-21

District Services - Total Staffing

Legend:
- FT Faculty
- FT Classified
- PT Classified
- Management

160
140
120
100
80
60
40
20
0

Academic Year: 16-17, 17-18, 18-19, 19-20, 20-21

.

Part Time Faculty

Legend: African-American, American Indian/Alaskan Native, Asian, Hispanic/Latinx, Multi-Ethnicity, Pacific Islander, Other, Caucasian

Classified Staff

Legend: African-American, American Indian/Alaskan Native, Asian, Hispanic/Latinx, Multi-Ethnicity, Pacific Islander, Other, Caucasian

Administrators by Ethnicity

Legend: African-American, American Indian/Alaskan Native, Asian, Hispanic/Latinx, Other, Caucasian
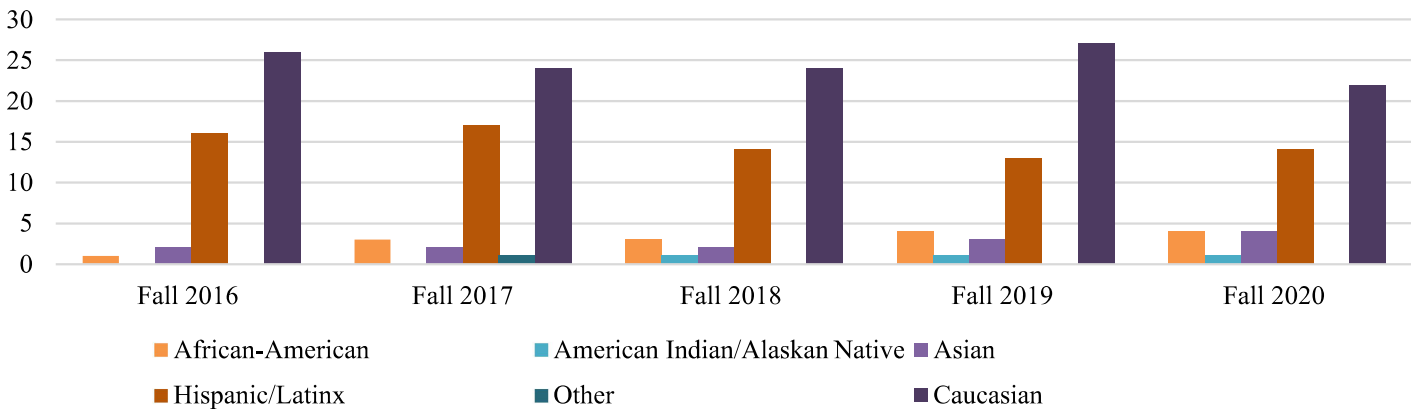
PLAN COMPONENT 13: OTHER WAYS TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, the District will do the following:

Ongoing efforts in EEO and diversity and equity:

1. Support the efforts of the college curriculum committees to include diversity and multiculturalism in their instructional offerings.
2. Ensure college/district publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
3. Ongoing annual EEO, Diversity, and sensitivity workshops.
4. Update the district's diversity, equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website to create more clear and transparent reporting.
5. Institutionalize April as "Celebration of Diversity" Month, including hosting diversity forums, cross-cultural events and promoting cultural celebrations throughout the District and the colleges.
6. Publicize www.rsccd.edu/report to inform community of District reporting forms to ensure all complaints filed under this chapter and all harassment and discrimination complaints filed thoroughly and in a timely manner. Take appropriate corrective action in all instances where a violation is found.
7. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for District employees.
8. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
9. Collaborate with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
10. The District will continue and expand employee professional growth and development opportunities.

Off-boarding of employees:

1. The District will implement exit interviews with employees who voluntary leave the District.
2. The District will create a database of exit interview, analyze the data for patterns which impact particular monitor groups, and implements measures that utilize this information.

Recruitment:

1. Regularly train EEO monitors for service on screening committees in order to ensure compliance with District policies, procedures and the requirements of this plan.
2. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, gender and ethnic characteristics of community college students.

PLAN COMPONENT 14: GRADUATE ASSUMPTION PROGRAM FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist

Our Advisory Board

	Thai Viet Phan **Santa Ana City Councilperson**	"The creation of RSCCD's Leadership, Equity, Advocacy & Diversity Advisory Board demonstrates the District's commitment to not only attracting and educating a diverse student body, it also values the development, hiring, and promotion of a diverse faculty that reflects the student community. I am proud to be a part of this fantastic Advisory Board and to take part in promoting equity and inclusion in higher education in Orange County."
	Fred Calhoun, Ed.D. **NAACP, Orange County Chapter President**	"It is most appropriate that educators take a serious look at various methodologies that will provide effective diversity among students, faculty, and administrators. Lay people, from the community, may want to be involved in this historic undertaking. Perhaps the appropriate staff at the state level will realize the importance of the mission and provide needed support to this historic endeavor. This effort is designed to be evaluated constantly to determine the effectiveness, which is standard procedure. I have observed that the mission is off to a great start. The Rancho Santiago Community College District has displayed outstanding will, skill, and determination in embarking on an effort that will have a tremendous impact on the lives of people and generations yet unborn. My congratulations are extended to all the people involved in this endeavor. The outstanding planning and hard work will change the life chances of so many people. Thank you for letting me play a small role in this large and well thought out mission. Rewards will come through seeing the opportunities made possible for students and personnel."
	Richard M. Ramirez, Ed.D. **Los Amigos of Orange County**	"It is very rare for the administrative leadership of public post-secondary education institutions to advocate change. The primary reason for such rarity is structural design, which prohibits such activity, as administrative leaders are held responsible to a Board of Trustees, who are elected officials. However, I want to believe that both internal and external circumstances, which were caused by the lack of diversity, the lack of equitable and inclusive processes in all structural aspects of a post-secondary institution, ultimately obligated public officials and administrators to take the lead in affecting constructive change relative to diversity, equity and inclusion. Upon learning about the RSCCD DEI Plan and being invited to be a member of the DEI Advisory Committee, I was very excited about the cited DEI goals, as I viewed the planned activities as very much on-target."

Charles H.F. Davis, PhD

Director for the Center for Higher and Postsecondary Education at the University of Michigan

Former Chief Strategy Officer and Director of Research for the USC Race and Equity Center

Luis Chavez,

Senior Director, Career Ladders Project

In this moment of crisis, disruption and hardship, this is the exact moment we need to be the architects of change to collectively and unapologetically dismantle the deep systemic and structural racism that exists in policy, practice and "...the way we have always done it." What this moment has revealed to us is the opportunity to be the leaders that our communities and students need. In this era of disruption, I see leaders working with compelling community partners to take hold of institutions and, with the courage to change, pushing for institutional self-interrogation.

I am proud to come back to one of my first educational career stops in my community college journey. I began at Santa Ana Campus as a transfer center advisor providing transfer planning support for all students and worked with the Puente Program in the early 1990s. After learning more about Rancho Santiago Community College District's Office of Diversity, Equity and Inclusion from the Chief Advisor, Dr. Narges Rabii-Rakin, I am even more hopeful about what can be accomplished. With its impactful mission and distinguished advisory board members, I am truly humbled by the invitation to join this college-community partnership to "advance efforts to integrate diversity, equity and inclusion into our academic and employment tapestry and escort all learners into a transformational experience that more effectively readies them to engage the world with a renewed understanding." I'm ready to serve again! Let's get to work!

Student Advisory Board

2020-2021

Edith Gil Corona
Jose Salazr
Ben Colin
Rani Labanieh
Jajaira Larios
Virna Bolang

IDENTITIES & PERSPECTIVES SERIES

And Still I Rise:
A Panel on Resilience, Feminism and Empowerment

Friday, March 19
10:00-11:30 a.m.

Virtual
via Zoom

cccconfer.zoom.us/j/92170721194

ID: 921 7072 1194

RSCCD ODEI — OFFICE OF DIVERSITY, EQUITY, & INCLUSION

Investing in Our People Initiative

rsccd.edu/odei

Spoken Word Performance

Imani Cezanne

2020
Woman of the World
Poetry Slam Champion

2020
Ruth Lilly & Dorothy
Sargent Rosenberg
Fellowship Finalist

Imani Cezanne is a highly acclaimed writer, performer, teaching artist, and poetry slam coach. Rooted in her experiences as a young Black woman, Imani Cezanne's work digs deep into the silenced themes of race, gender, sexuality, and privilege to become a catalyst for social justice and change. While all are welcome to enjoy her work, Imani writes for Black people, Black readers and is committed to the liberation of all oppressed people.

Panelists

Anna Marie Cruz
Anna Marie Cruz is a community economic development leader and since 2012, has been assisting minority small business owners to access the resources they need to succeed. Anna Marie is also the founder of Entrepinayship, which advances entrepreneurship as a vehicle for self-determination.

Dr. Michelle Smith Macchia
Michelle Smith Macchia is an Assistant Professor of Professional Practice at Rutgers University Graduate School of Education. Dr. Smith Macchia supervises and teaches clinical interns in the GSE's Urban Social Justice Teacher Education Program.

Pazienza Toro
Pazienza Andromeda Toro is a physicist, educator, and LGBTQ+ advocate. She brings the unique perspective of a queer, transgender, and Colombian woman to both science and secondary education, and uses it to promote intersectional change in feminism.

Moderated by Dr. Christine Umali Kopp

BLACK STUDENT SUCCESS WEEK

UNAPOLOGETICALLY SUPPORTING
BLACK STUDENTS ON CAMPUS AND IN THE COMMUNITY

Black Student Success Week will share research insights and innovative approaches for improving student success among Black and African American students at California's Community Colleges.

Join the daily Black Hour webinars from **12:00-1:00pm all week.**

ZOOM Registration Link:
https://linktr.ee/cablackstudents

VIRTUAL ADVOCACY DAY
THURSDAY, APRIL 29TH

For information, contact the following:

SCC: Casares_Diana@sccollege.edu

SAC: Hubbard_Vaniethia@sac.edu

APRIL 26	Follow the Money: Unapologetically Supporting Black Students
APRIL 27	The ADT Journey for African American Students
APRIL 28	Black Leadership in Higher Education
APRIL 29	Legislative Briefing
APRIL 30	Faculty Diversity

Black Student Success Week is organized in collaboration with the following partners: A2MEND, Umoja Community Education Foundation, the Campaign for College Opportunity, California Competes, The Education Trust-West, the Equity Avengers, the Academic Senate for California Community Colleges, the Community College League of California, and the California Community Colleges Chancellor's Office.

SANTA ANA COLLEGE

RSCCD ODEI OFFICE OF DIVERSITY, EQUITY, & INCLUSION

Santiago Canyon College

RSCCD ODEI
OFFICE OF DIVERSITY, EQUITY, & INCLUSION

FACTS AT A GLANCE

RSCCD STUDENTS MAKING AN IMPACT IN:

HEALTH CARE **PUBLIC SAFETY** **DIGITAL FIELDS** **BUSINESS & LAW** **STEM FIELDS** **EDUCATION**

2019-20 SAC AND SCC STUDENTS WERE AWARDED:

4,993 AA/AS DEGREES

4,652 VOCATIONAL CERTIFICATES

3,414 SUCCESSFUL TRANSFERS
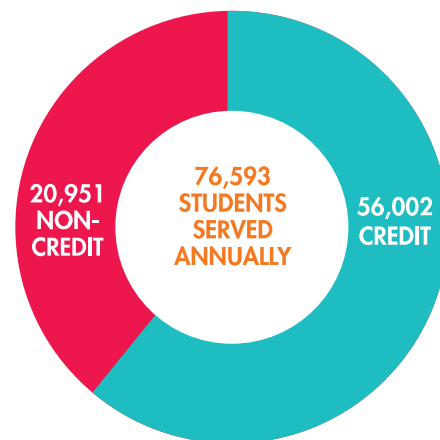
IN-STATE ENROLLMENT FEES: **$46** PER UNIT

76,593 STUDENTS SERVED ANNUALLY

20,951 NON-CREDIT

56,002 CREDIT

IN THE HEART OF ORANGE COUNTY

Serving Anaheim Hills, Orange, Santa Ana, Villa Park, and portions of Anaheim, Costa Mesa, Irvine, Fountain Valley, Garden Grove, and Tustin.

** RSCCD **

CONTINUING EDUCATION

is rated first among California community colleges Comprehensive Adult Student Assessment Systems Learning Gains.

Santiago Canyon College

SANTA ANA COLLEGE

RANCHO SANTIAGO Community College District

RSCCD EMPLOYEES

Rancho Santiago Community College District

Gender and Ethnicity Breakdown of New Hires, 2016-2020

Report Year	2016	2017	2018	2019	2020
N	350	365	320	346	66
Female	55%	58%	51%	52%	42%
Male	44%	41%	49%	48%	58%
African American	7%	4%	6%	5%	3%
Amer. Indian/Alaskan	1%	1%	0%	0%	0%
Asian	14%	13%	10%	14%	11%
Filipino	3%	1%	2%	2%	0%
Latinx	25%	29%	25%	30%	27%
Mixed race	0%	0%	1%	1%	0%
Pacific Islander	0%	1%	0%	0%	2%
Caucasian	47%	48%	54%	46%	56%
Unknown	3%	3%	3%	2%	2%

Rancho Santiago Community College District

Gender and Ethnicity Breakdown of Classified New Hires, 2016-2020

Report Year	2016	2017	2018	2019	2020
N	40	36	25	30	0
Female	67%	67%	48%	47%	0%
Male	33%	33%	52%	53%	0%
African American	10%	0%	4%	7%	0%
Amer. Indian/Alaskan	3%	0%	0%	0%	0%
Asian	18%	19%	32%	20%	0%
Filipino	8%	3%	4%	3%	0%
Latinx	33%	47%	32%	37%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	3%	0%	0%	0%
Caucasian	30%	28%	28%	30%	0%
Unknown	0%	0%	0%	3%	0%

Rancho Santiago Community College District

Gender and Ethnicity Breakdown of Full-Time Faculty New Hires, 2016-2020

Report Year	2016	2017	2018	2019	2020
N	10	14	10	15	2
Female	70%	71%	40%	80%	50%
Male	30%	29%	60%	20%	50%
African American	0%	7%	10%	20%	50%
Amer. Indian/Alaskan	0%	0%	0%	0%	0%
Asian	0%	21%	20%	20%	0%
Filipino	0%	0%	0%	0%	0%
Latinx	20%	21%	10%	27%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
Caucasian	50%	29%	30%	33%	50%
Unknown	30%	21%	30%	0%	0%

RSCCD
ODEI
OFFICE OF DIVERSITY, EQUITY, & INCLUSION

Chancellor's Welcome

It is a pleasure to welcome you to the Rancho Academy at Rancho Santiago Community College District. We encourage you to take the next step in advancing your academic career by enrolling in this unique opportunity. We live and work in a thriving global society where the diversity of our students and our community are celebrated assets. As a cohort of the Rancho Academy, you will join a global community of students, faculty and staff who seek learning and sharing knowledge in collaboration through a broad racial and cultural lens. As a valued member of the Rancho community, we are here to support your learning, research, networking and future career success in the California Community College system.

Vision & Mission

Rancho Santiago Community College District (RSCCD) is stalwart amongst community colleges in California, and strives to enliven the principles that were etched by its founders. As such, RSCCD agrees with the essential nature of growth and evolution. In an effort to ensure positive growth is a standard, it is necessary to evaluate the character of its evolution.

As a Hispanic Service Institution (HSI) the District is committed to the goal of advancing diversity, equity and inclusion. Our plan is to focus on recruitment and retention of diverse faculty, students, and staff. The foundation for our diversity goals communicates the critical role that all individuals contribute the creating a more inclusive culture within our organization.

The Rancho Academy is one of the initiatives that addressed the institution that will:

- develop young leaders so that they understand the California community college system
- mentor cohort members and build a community of knowledgeable professionals
- champion the graduates with community colleges around California
- and celebrate when graduates accept their future positions on a campus

www.rsccd.edu/odei

Diversity, Equity, and Inclusion Glossary of Terms

The purpose of the Diversity, Equity and Inclusion (DEI) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEI Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity, and inclusion.

DEI TERMS

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color. [1]

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti -racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist. [2]

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups. [3]

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices. [4]

---

[1] Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. The Vermont Connection 32, 78-88.; Reason, R., Millar, E.A., & Scales, T.C. (2005). Toward a model of racial justice ally development. Journal of College Student Development, 46(5), 530-546.

[2] Kendi, I.X. (2019). How to be an antiracist. One World.

[3] Kendi, I.X. (2019). How to be an antiracist. One World.

[4] Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from https://dictionary.apa.org/bias.   ; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. Educational Leadership, 74(3), 10-15.; Moule, J. (2009). Understanding unconscious bias and unintentional racism. Phi Delta Kappan (January), 320-326.

change is a new method of operating and reorientation of one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.[10]

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures o ther than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.[11]

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.[12]

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at -risk or high-need,

---

[10] Gibson, D.E. & Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. Journal of Social Work in Long-Term Care, 2(1/2), 11-34.;Kanter, R.M., Stein, B.A., & Jick, T.D. (1992).The challenge of organizational change. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.),Social change and modernity(pp. 256-277). University of California Press.

[11] Denboba, D. (1993).MCHB/DSCSHCNGuidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs. U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012)Cultural competence: A primer for educators. Wadsworth Cengage Learning.; Rothman, J.C. (2008).Cultural competence in process and practice: Building bridges. Pearson.

[12] Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. Journal of Intercultural Communication, (15).

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students. [18]

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity- minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented. [19]

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language, or religious traditions. [20]

Gender: Is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/men). [21]

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them). [22]

Implicit Bias: Bias that results from the tendency to process information based on or unconscious associations and feelings, even when these are contrary to one's conscious declared beliefs. [23]

[18] 101: Equity gaps in higher education. (2019). Higher Learning Advocates. Retrieved August 14, 2020, from https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-i-nhigher-education/.

[19] Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. Association of American Colleges & Universities.; Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity minded action to close equity gaps. Peer Review, 19(2), 5 8.

[20] Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. Journal of Cultural Diversity, 13(2), 68 67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. British Medical Journal, 309, 327-328.

[21] Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? Journal of Applied Physiology, 99(3), 785 787. https://doi.org/10.1152/japplphysiol.00376.2005

[22] Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). Teaching Tolerance. Retrieved August 14, 2020, from https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender- identity-gender-expression.

[23] Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. Advances in Physiology Education, 44(3), 286 294. https://doi.org/10.1152/advan.00164.2019

of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.[28]

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.[29]

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.[30]

Minoritized: Describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.[31]

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.[32]

---

[28] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post- industrial societies. Frontiers in Psychology, 9, 812.

[29] Chang, R.S. (1999). Disoriented: Asian Americans, law, and the nation-state. NYU Press.; Feagin, J.R., & Porter, A. (1995). Affirmative action and African Americans: Rhetoric and practice. Humboldt Journal of Social Relations, 21(2), 81-103.; Harris, C.I. (1993). Whiteness as property. Harvard Law Review, 106(8), 1707-1791.; Jackson, R.L., & McDonald, A. (2019). The violence of white entitlement and the hypocrisy of earned merit. Departures in Critical Qualitative Research, 8(4), 64-68.

[30] Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. The Journal of Negro Education, 69, 60-73.

[31] Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), Culture centers in higher education: Perspectives on identity, theory, and practice (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. The Review of Higher Education, 36(1), 9-29.

[32] Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020) Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity Peter Lang Publishing.

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it. [37]

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.[38]

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice —or racial equity — goes beyond "anti-racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.[39]

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and
privileges on the basis of race.[40]

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse

---

[37] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[38] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[39] National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf.

[40] Cole, N.L. (2019). Defining racism beyond its dictionary meaning. ThoughtCo. Retrieved August 05, 2020, from https://www.thoughtco.com/racism-definition-3026511; Pacific University Oregon. (2019). Equity, Diversity & Inclusion Glossary of Terms. Retrieved August 06, 2020, from https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms.

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege.[46]

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.[47]

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.[48]

Cooperative. Retrieved August 31, 2020, from
https://vtechworks.lib.vt.edu/bitstream/handle/10919/89206/UndeservedStudentsHEduc.pdf?sequence=.1

[46] Cabrera, N.L. (2017). White immunity: Working through some of the pedagogical pitfalls of "privilege." The Journal of the National Conference on Race and Ethnicity in American Higher Education,3(1), 78-90.

[47] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from
https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.

[48] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from
https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.