



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**

**HUMAN RESOURCES COMMITTEE**

**May 12, 2021**

**Via Zoom, <https://cccconfer.zoom.us/j/99186872615>**

Meeting ID #991-8687-2615

3:30 – 5:00 p.m.

**AGENDA**

- |  |        |
|--|--------|
| 1. Welcome   | Winter |
| 2. Approval of Minutes – <b>ACTION</b><br>a. April 14, 2021 Meeting  | Winter |
| 3. RSCCD Equal Employment Opportunity (EEO) Plan – <b>ACTION</b>   | Winter |
| 4. RSCCD Equal Employment Opportunity Fund Multiple Method Allocation Certification Form Fiscal Year 2020-2021 – <b>ACTION</b> | Winter |
| 5. Proposed 2021-2022 HRC Meeting Schedule – <b>ACTION</b>   | Winter |
| 6. Board Policy 7120 – Infusing Equity in Our Hiring Process – <b>UPDATE</b>   | Winter |
| 7. Other   |        |

**Next Meeting:**

Wednesday, June 9, 2021

3:30 – 5:00 p.m.

**The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.**



**HUMAN RESOURCES COMMITTEE**  
**Via Zoom – District Office**  
**3:30 – 5:00 p.m.**  
**Meeting Minutes for April 14, 2021**

Members Present: Dr. Jeffrey Lamb, Nancy Tanner, Zina Edwards, Alistair Winter, Denise Salcido, Jarek Janio, James “Jim” Isbell, Jonae Varela, Martin Stringer, Scott Howell, René Beiza, John Zarske, and Jean Estevez

Members Absent: Maria Garcia

1. Welcome
  - a. Meeting was called to order at 3:33 p.m.
2. Approval of Minutes – March 10, 2021 Meeting

It was moved by Dr. Lamb, seconded by Mr. Stringer to approve minutes.
3. RSCCD Equal Employment Opportunity (EEO) Plan

Ms. Estevez presented the draft of the RSCCD EEO Plan which she partnered with Dr. Rabii to modify the plan to the level of other community colleges by adding similar language, providing charts related to EEO and equitable hiring, other ways to further equal employment opportunity and the Graduate Assumption Program for Education.
4. Board Policy 7120 – Infusing Equity in Our Hiring Processes

Dr. Lamb disclosed that Board Policy 7120 will be going for review at the Board Policy Committee and asked if HRC would be the start point to review the policy to ensure the District’s commitment to diversity. Ms. Estevez replied that council is reviewing and comparing board policies and administrative regulations against local community colleges. It was suggested the committee could review the board policy language from Mt. San Antonio College and Los Angeles City College and come back with any suggestions.
5. Other

Dr. Lamb questioned the role between the District and college professional development committees and HRC. Discussion ensued. It was suggested that future trainings be better coordinated between the campuses, continuing education and Human Resources. Ms. Estevez will reach out to the respective professional development committees.

In addition, Dr. Lamb discussed about Form I and Form II forms (minimum qualifications through equivalency) and asked for an opportunity to update these forms. Discussion ensued. Mr. Zarske suggested he will inform the Academic Senate Presidents to begin the review process, possibility create a committee and later meet with Human Resources.

Next HRC Meeting:

Wednesday, May 12, 2021  
Via Zoom, 3:30 – 5:00 p.m.

Meeting Adjourned at 4:32 p.m.

Minutes Approved: \_\_\_\_\_

# 2021-2024

## EQUAL EMPLOYMENT OPPORTUNITY PLAN

Committed to Equity, Diversity, and Cultural Competency (DRAFT)



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## PLAN COMPONENT 1: INTRODUCTION FROM THE CHANCELLOR



We are living through unprecedented times as our community once again faces race and equity challenges that we, as a nation, have failed to resolve.

It is incumbent of us to come together in solidarity and not only acknowledge the social and civil unrest that plagues our nation but actively and consciously address the voices demanding change, that we have allowed to be silenced for too long.

Rancho Santiago Community College District is committed to the principles of equal employment opportunity and has implemented an aggressive plan to ensure all qualified candidates for employment and our employees have equitable access to employment opportunities.

Through intentional program development, training and promulgation, both district and community wide, the District will promote a climate that enhances the scaffolds of inclusive thought and equality.

The District is dedicated to an environment free of discrimination on the basis of age, ethnicity, ancestry, national origin, race, physical disability, mental disability, parental status, pregnancy, gender, gender identity, gender expression, marital status, medical condition, genetic information, religion, sexual orientation, veteran status, military status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Our district will make strides to ensure communities that are overlooked, will see the vulnerability of those who overlooked them as expressed by Paulo Freire, Pedagogy of the Oppressed so that trust can begin to build.

We aim to create environments that foster cooperation, collaboration among employees, democracy, acceptance, and free expression of ideals that conform to federal and state laws. At the Rancho Santiago Community College district, you can trust that dismantling walls to build bridges is our primary focus.

### Legal Authority

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a); and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan. In addition to the Title 5 requirements, there are a number of standards and requirements (accreditation standards, board policies, administrative regulations) which influence and shape the manner in which the District manages its human resources. This plan has been designed to move beyond the basic compliance elements dictated by Title 5 and provide a comprehensive planning document which will be a viable planning tool for the District and its colleges.

Two Board Policies (BP 3420 and BP7100) primarily reflect the District's commitment to equal employment opportunity and the continued development of a diverse workforce. A third policy BP 7120) prescribes the framework for the District's recruitment and selection processes. The administrative regulations associated with that policy delineate the procedures that are followed for various employee groups.

### CALIFORNIA CODE OF REGULATIONS TITLE 5, SECTION 53003(A) – DISTRICT PLAN

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

## 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

**DIVERSITY:** A condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race ethnicity, religion, and sexual orientation.

**EQUAL EMPLOYMENT OPPORTUNITY (EEO):** 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 in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnicities and other groups protected from discrimination by Title 5, Section 53000 et seq.

**EQUAL EMPLOYMENT OPPORTUNITY and the HRC COMMITTEE:** Acts as an advisory body to the Equal Employment Opportunity Officer and the District to promote understanding and support of EEO policies and procedures.

**EQUAL EMPLOYMENT OPPORTUNITY PLAN (Plan):** A written document in which the District's workforce is analyzed, and which specifies plans and procedures for ensuring equal employment opportunity.

**EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT: (EEO Policy Statement):** Statement by the Board confirming its commitment to EEO.

**EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS:** All the various methods by which EEO is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, section 53006.

**ETHNIC GROUP IDENTIFICATION:** Group identity is obtained through voluntary self-identification by employees and applicants for employment as follows, based on the definitions from the Equal Employment Opportunity Commission. American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains Tribal affiliation or community attachment.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Biracial or Multiracial:** A person who identifies with two or more racial groups.

**Black or African-American:** A person having origins in any of the original peoples of the Black racial groups of Africa.

**Latino:** A person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins, regardless of race.

**Pacific Islander:** A person having origins in any of the original peoples of Hawai'i, Guam, Samoa, or other Pacific Islands.

**White:** A person having origins in any of the original peoples of Europe, The Middle East, or North America.

1 For purposes of EEO-6 reporting, the federally established demographic category is "Hispanic or Latino" or "Hispanic/Latino." RSCCD refers to this group as "Latino" for purposes of internal reporting. The "Latino" category also includes employees who identify predominantly as Chicano/a.

**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



selection, termination, training, or other terms and treatment of that person on the basis of their 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.

## **PLAN COMPONENT 4: DELEGATION OF RESPONSIBILITY, AUTHORITY, & COMPLIANCE**

### **Responsibility**

It is the policy of the District that all employees promote and support the Equal Employment Opportunity Plan (the Plan). Equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth as follows:

### **Board of Trustees**

The Board of Trustees (Board) is ultimately responsible for proper implementation of the EEO Plan at all levels, of District and college operations, and ensuring equal employment opportunity as described in the Plan.

### **Chancellor**

The Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's EEO Plan and Programs. The Chancellor shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Chancellor or designee shall evaluate the performance of all managerial staff members who report directly to him or her on their ability to follow and implement the EEO Plan.

### **Equal Employment Opportunity Officer**

Rancho Santiago Community College District has designated the Equal Employment Opportunity (EEO) Officer to be the day-to-day implementation of the Plan. The EEO Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq., which includes ensuring that applicant pools and selection procedures are properly monitored. The EEO officer is also responsible for training all hiring committees on the elements of this Plan.

### **Equal Employment Opportunity and the Human Resources Committee**

The District has established the Human Resources Committee (HRC). This committee acts as an advisory body to the Vice Chancellor of Human Resources, EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The HRC and the EEO Officer assist in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

### **Agents of the District**

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of the Plan.

### Good Faith Effort

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

## PLAN COMPONENT 6: COMPLAINTS

### Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations<sup>1</sup> have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's office, the decision of the District in complaints pursuant to Section 53026 is final.

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the EEO officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Chancellor. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion.

### Complaints Alleging Unlawful Discrimination or Harassment (Section 59300)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. A student, employee, or member of the public who believes discrimination or harassment has occurred may file a complaint orally or in writing, within one year of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint. Employment complaints should be filed within 6 months of the date of the alleged discrimination or the date on which the complainant knew or should have known of the facts underlying the complaint.

The District will undertake efforts to informally resolve any charges including, but not limited to, investigating the allegations and resolving the conflict amongst the parties. The District will advise the complainant that they do not need to participate in an informal resolution of the complaint, as described above, and that they may file a formal complaint. In the case of employment cases, the District will advise the complainant that they may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, they should file the complaint using the forms located on [www.rscdd.edu/report](http://www.rscdd.edu/report). All complaints should be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Any District employee who receives a harassment or discrimination complaint shall notify the District's Human Resources Office immediately.

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.

## **PLAN COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZERS**

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information. The EEO Officer will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The EEO Officer will maintain a list of organizations which will receive this notice. Written notice may include mailings and electronic communications.

## **PLAN COMPONENT 10: INSTITUTIONAL COMMITMENT TO DIVERSITY**

The District acknowledges that various approaches are required to fulfill its mission of ensuring EEO and the creation of a diverse workforce. EEO means all qualified individuals have a fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas welcoming to all people.

The District will promote learning opportunities and personal growth in the area of diversity and establish and maintain the desired academic and working environment. The District's diversity programs may include, but are not limited to, the following activities:

1. Conducting campus climate surveys of faculty, staff, administrators, and students.
2. Presenting guest speakers on diversity topics and issues relevant to District employees.
3. Highlighting the District's EEO and diversity policies in job announcements and in recruitment, marketing and other publications.
4. Maintaining the Office for Diversity, Equity & Inclusion website, promoting diversity events and informing faculty and staff about diversity and EEO programs, policies, and practices.
5. Providing continuous diversity/equity and EEO training opportunities for faculty, staff, and administrators.
6. Encourage, develop and support mentor programs for faculty and staff that serve to develop leadership potential in faculty, staff and students from underrepresented and diverse groups.
7. Conducting outreach to student, professional, community and other organizations that represent the diverse community the District serves.

## **PLAN COMPONENT 11: ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL**

Each year the District's Human Resources Office will survey all employees with respect to gender, ethnic group identification, and disability. The survey shall identify men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities in the following job categories:

- 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).

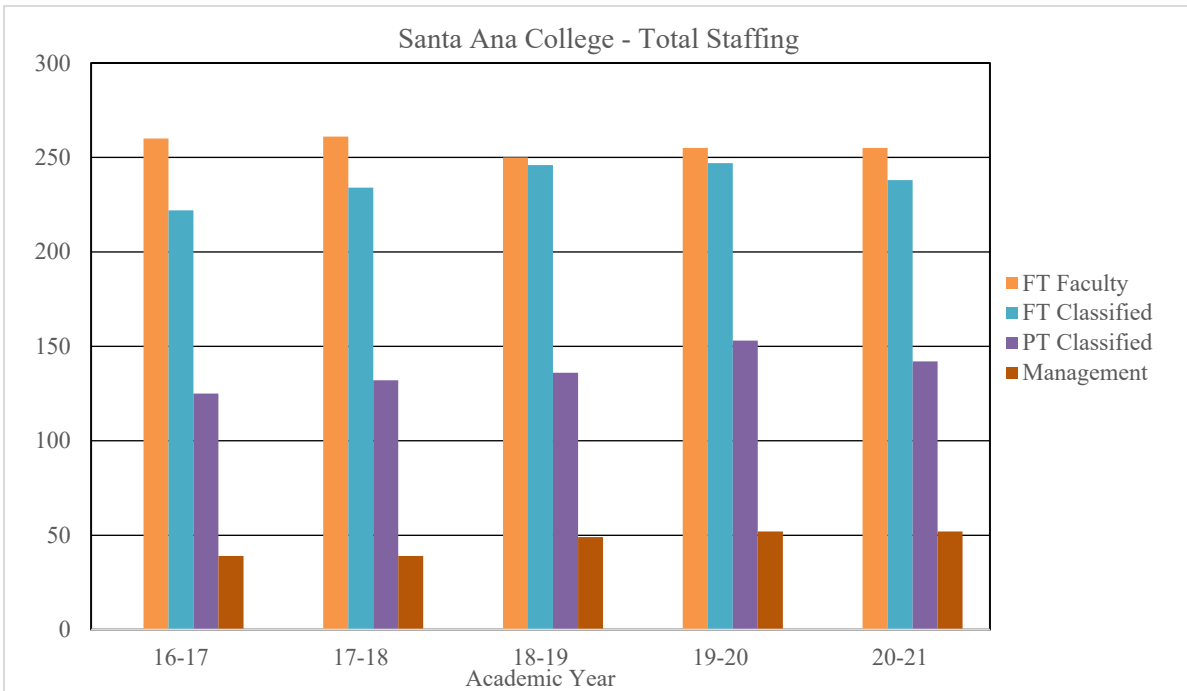
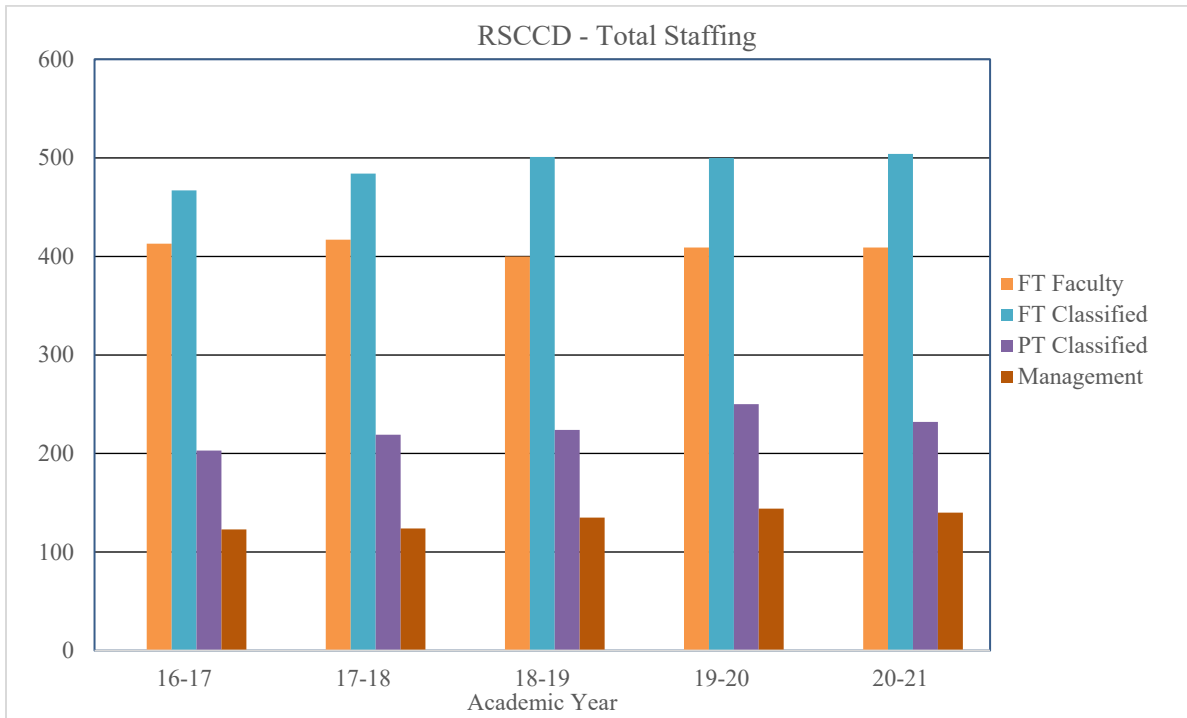
## PLAN COMPONENT 12: DISTRICT WORKFORCE CHARTS

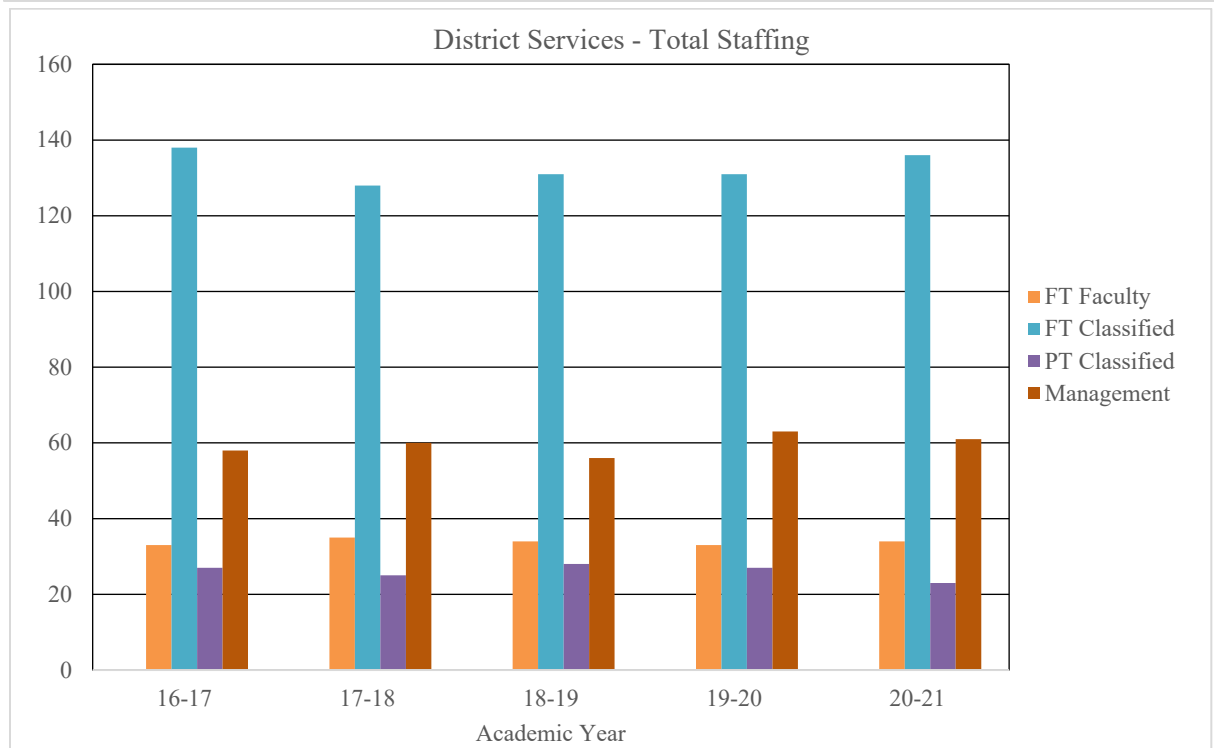
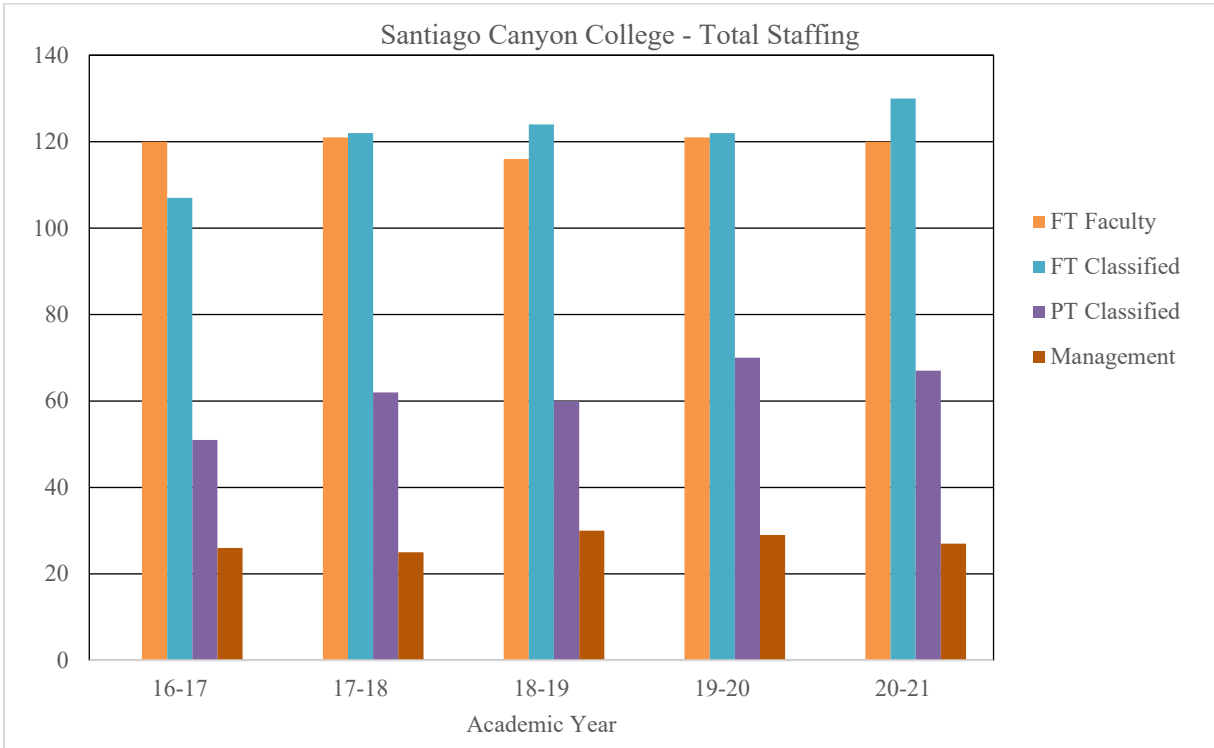
### Introduction

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.

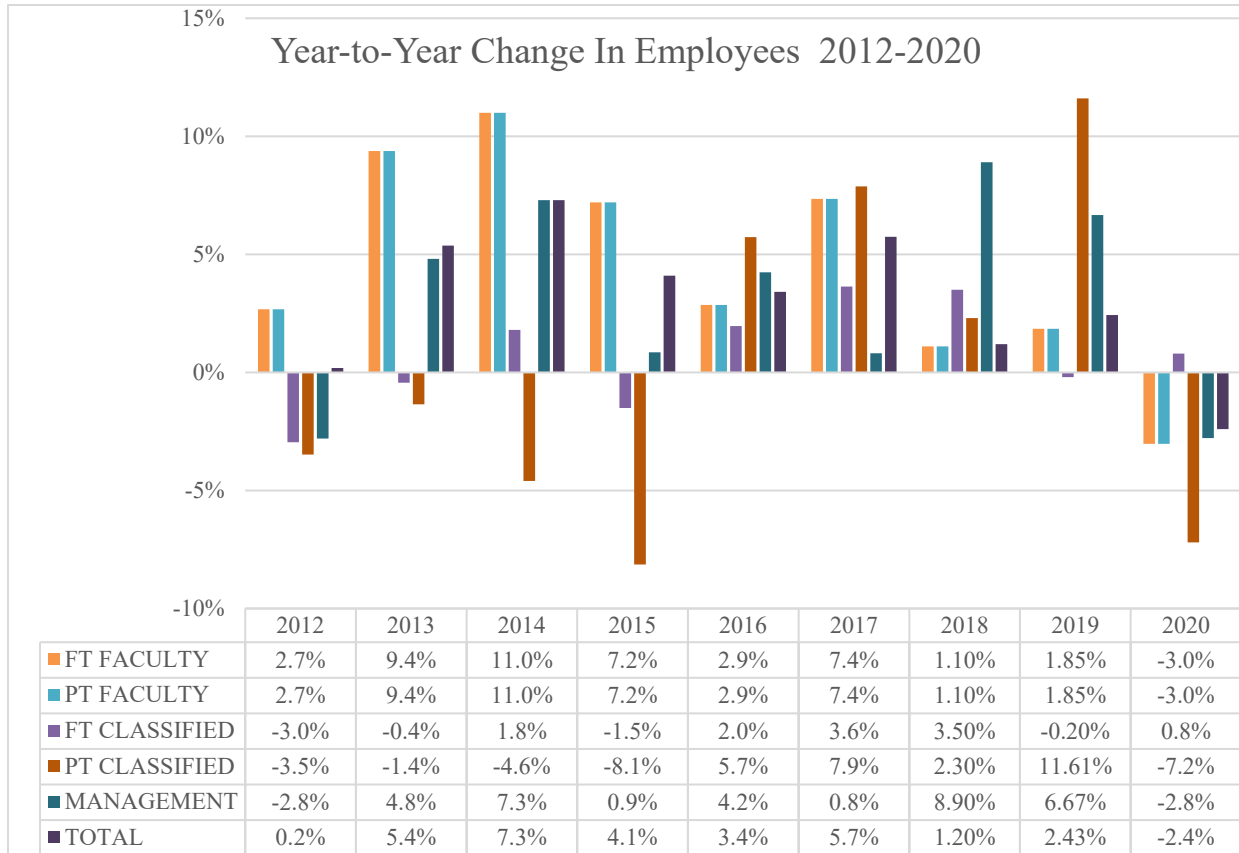
Human resources administration is a centralized responsibility of District Services and operational aspects such as recruitment, classification, labor relations, compensation and employee benefits are managed centrally based upon the provisions of the applicable collective bargaining agreements and board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



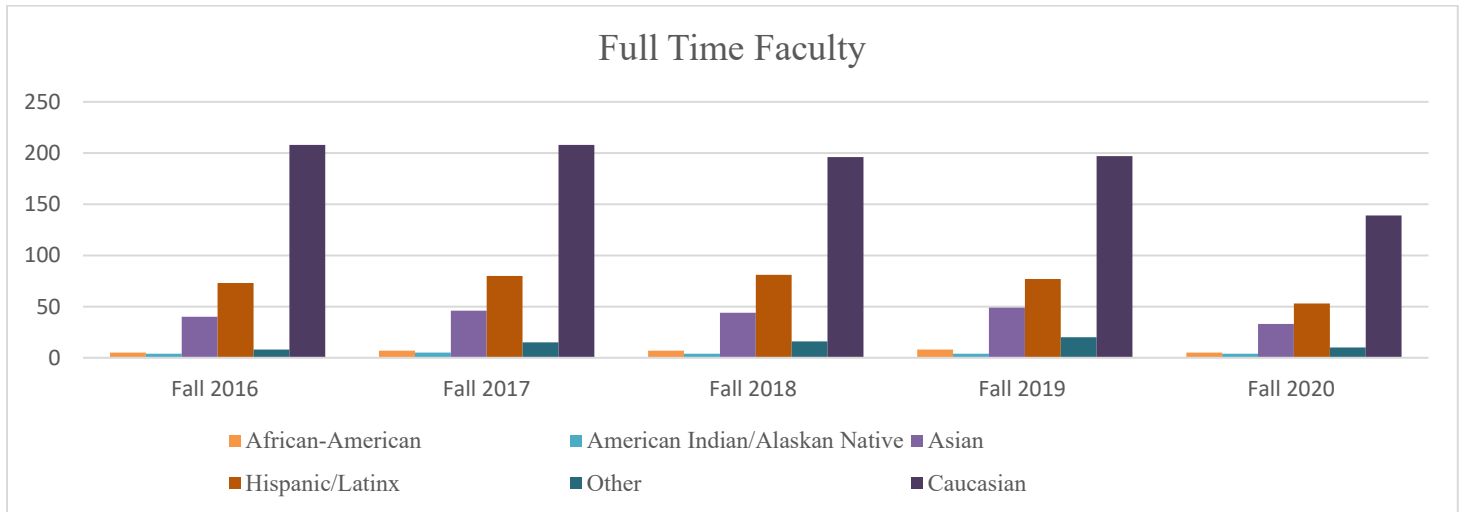




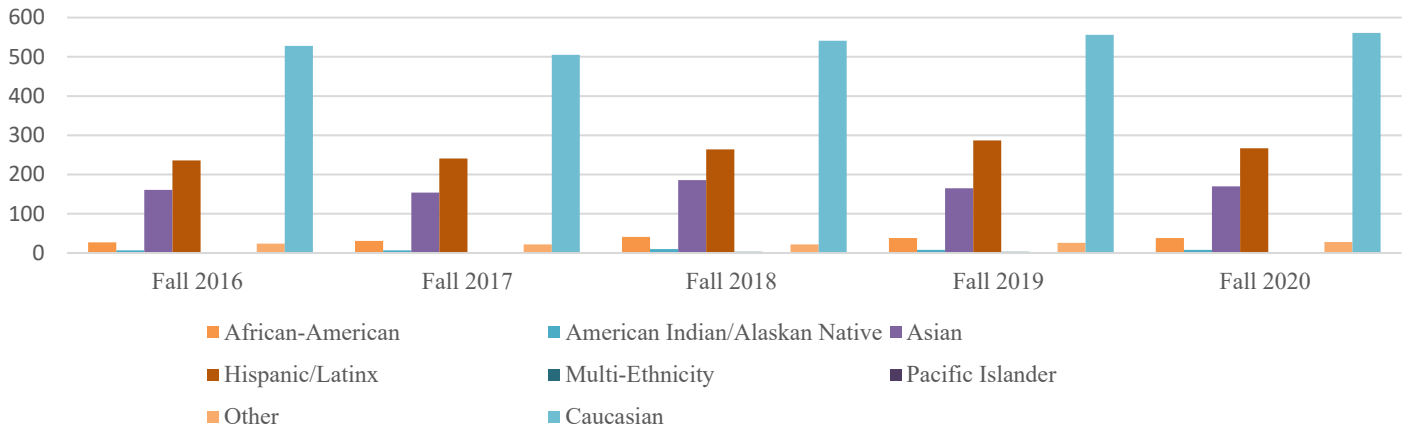
Number of Employees



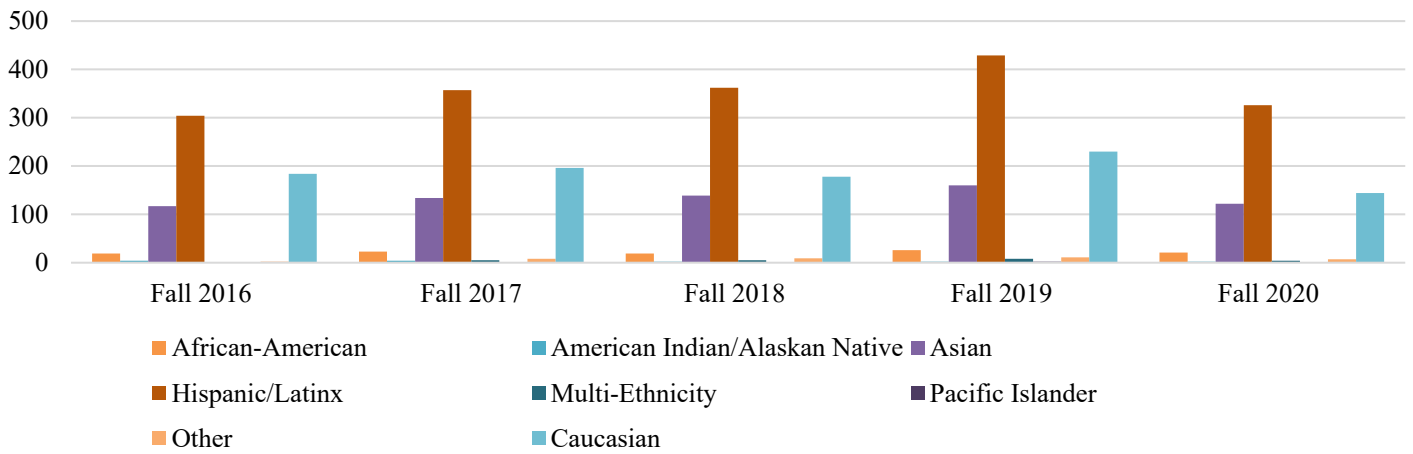
Staff Diversity



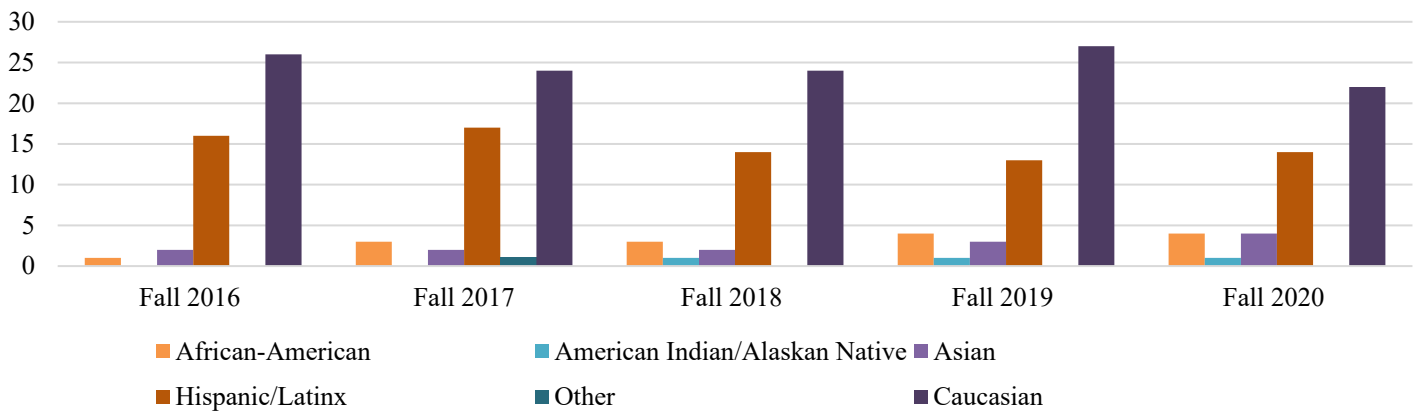
### Part Time Faculty



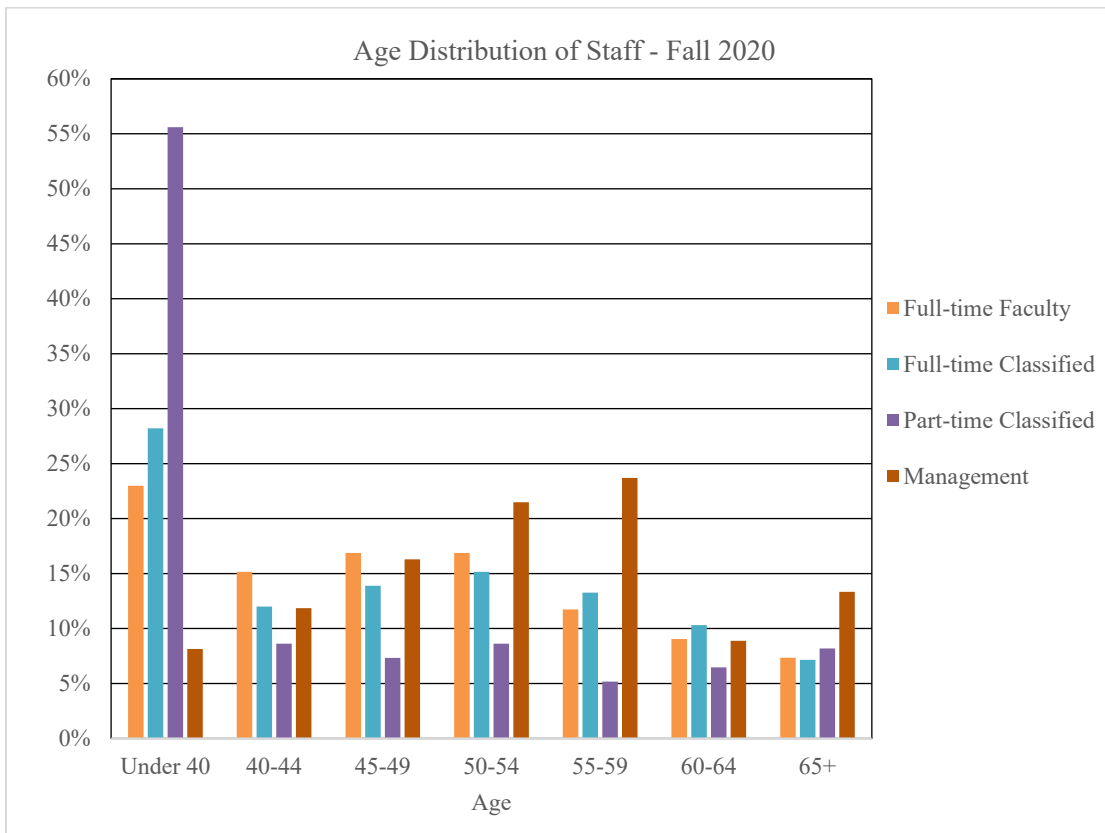
### Classified Staff



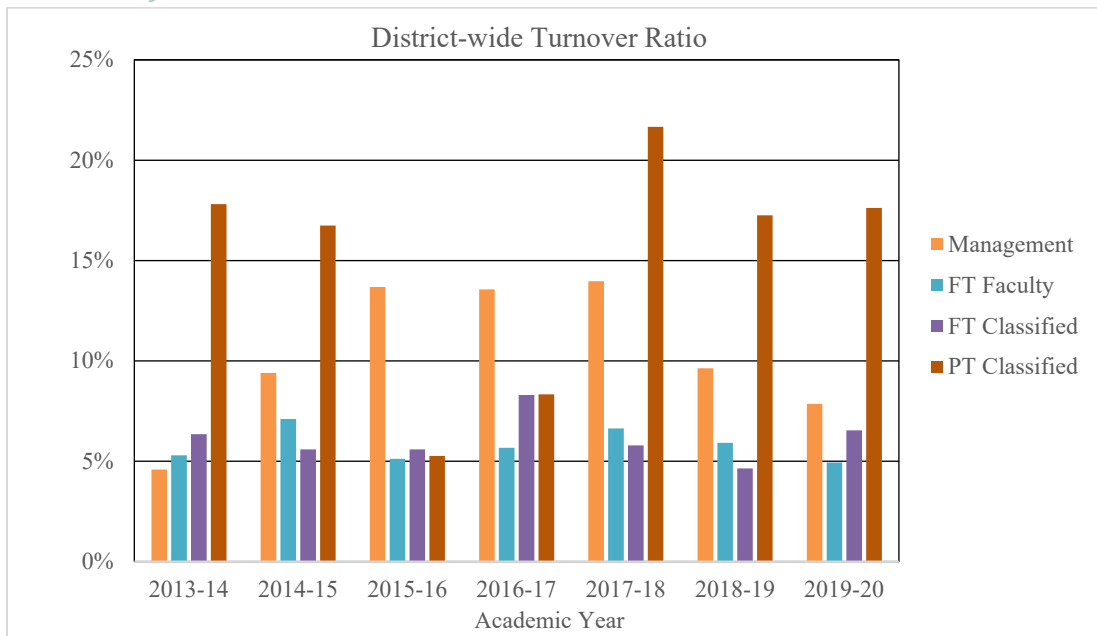
### Administrators by Ethnicity



### Age Distribution and Turnover



### Management and Classified Turnover



## PLAN COMPONENT 13: OTHER WAYS TO FUTURE 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.rscdd.edu/report](http://www.rscdd.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 voluntarily 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

them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

**Fiscal Year 2020-2021**

**District Name:** \_\_\_\_\_

**Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).**

- Yes
- No

**The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)**

- Yes
  - Method 2 (Board policies and adopted resolutions)
  - Method 3 (Incentives for hard-to-hire areas/disciplines)
  - Method 4 (Focused outreach and publications)
  - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
  - Method 6 (Consistent and ongoing training for hiring committees)
  - Method 7 (Professional development focused on diversity)
  - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
  - Method 9 (Grow-Your-Own programs)
- No

***I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.***

***Chair, Equal Employment Opportunity Advisory Committee***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Human Resources Officer***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Executive Officer (Chancellor or President/Superintendent)***

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***President/Chair, District Board of Trustees***

***Date of governing board's approval/certification:*** \_\_\_\_\_

Name: \_\_\_\_\_ Title: ***President/Chair, Board of Trustees***

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

***Fiscal Year 2020-2021***

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

**Nine (9) Multiple Methods**

***Mandatory for Funding***

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

***Pre-Hiring***

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?**

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2020-2021***

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1





Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**

***Fiscal Year 2020-2021***

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #4 (Focused outreach and publications)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4



**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6



**Does the District meet Method #7 (Professional development focused on diversity)?**

**Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7



**Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2020-2021*

**Does the District meet Method #9 (Grow-Your-Own programs)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

If more space is needed for your explanations, you may attach an additional file. ATTACH FILE





**EQUAL EMPLOYMENT OPPORTUNITY  
ACCOUNTABILITY CERTIFICATION FORM  
FISCAL YEAR 2019-2020**

District Name: Rancho Santiago CCD

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have timely complied with all of the following:

(1) The district has recorded and reviewed the required data regarding qualified applicant pools.

- Yes  
 No

(2) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan.

- Yes  
 No

(3) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of division 6 of title 5.

- Yes  
 No

---

*I certify that this accountability report is complete and accurate.*

**Please Print:**

**Name:** Tracie Green

**Title:** Vice Chancellor, Human Resources

**Phone:** 714 480 7489

**Email:** Green\_tracie@rscdd.edu

**Signature:** 

Digitally signed by Tracie Green  
Date: 2020-12-30 15:55:37-08:00

**Date:** 12/29/2020



Equal Employment Opportunity Fund  
**District Expenditure Report**  
*Fiscal Year 2019-2020*

**District Name:** Rancho Santiago CCD

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 22,194
(b) 2019-2020 Allocation	\$ 50,000
(c) 2019-2020 Expenditures (Same total listed below in column 1)	\$ 32,563
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$ 39,631

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials	1,938		1,938
5000 Other Oper. Exp. & Svcs.	30,625		30,625
6000 Capital Outlay			
7000 Other Outgo			
<b>Totals</b>	32,563		32,563

*I certify that this expenditure or local report is complete and accurate. Please Print:*

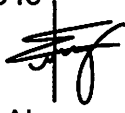
**Name:** Erika Almaraz

**Title:** Fiscal Services Manager

**Phone:** (714) 480 7349

**E-Mail Address:** Almaraz\_Erika@rscdd.edu

**Signature:**



**Date:** 12-29-2020

**Prepared by:** Erika Almaraz

**Contact Phone No:** (714) 480 7349

## **RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**

### **Unexpended Allocations**

Rancho Santiago CCD has approximately \$39,631 left in unexpended funds from the 2019/2020 year. The main reason for the unexpended funds was due to the COVID 19 pandemic, which impacted District operations from early March 2020, with still nearly 40% of the academic year left. As a result of the pandemic, the 'stay at home' order and future budget concerns, the District decided to suspend current hiring processes and limit spring 2020 hiring. This restriction significantly reduced the level of advertising, travel reimbursement, training opportunities and other EEO related expenses.

Normal District operations would have expected increased levels of recruitment in the Spring months with faculty and administrative recruitment for the new academic year. However, this did not occur this year because of the pandemic. Additionally, the total allocation of EEO Funds of \$45,000 was received with an additional allocation of \$5000 at the end of February 2020. We were unable to use the total allocation because of the reasons stated above.

Furthermore, the District operated a Supplemental Retirement Process (SRP) in September 2020, and as a result we had a significant number of retirees. Currently due to the pandemic and in order to make budget savings we have not filled these positions. We anticipate once the State of Emergency ends and normal campus operations resume that up to 50% of the positions vacated due to retirement will be recruited, we expect this to be late 2020/21 and into 2021/22 fiscal year.



Equal Employment Opportunity Fund  
**District Performance Report**  
*Fiscal Year 2019-2020*

**District Name:** Rancho Santiago CCD

**USE WHOLE DOLLAR AMOUNTS**

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$ 24,615	\$ 7,450 District Funds	See attached
3. Professional development on equal employment opportunity.	\$ 3,495	\$ 5,725 District Funds	See attached
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	See attached
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$ 4,453	\$ 1,498 District Funds	See attached

**Print Name:** Tracie Green

**Phone:** (714) 480 4789

**Signature:**   
Tracie Green (Dec 30, 2020 16:33 PST)

**Prepared by:** Alistair Winter

**Print Title:** Vice Chancellor, Human Resources

**E-Mail Address:** green\_tracie@rsccd.edu

**Date:** 12/29/2020

**Contact Phone No:** (714) 480 7490

# RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

## PERFORMANCE INDICATOR(S)

### DESCRIPTION OF ACTIVITIES

#### 2. OUTREACH AND RECRUITMENT:

For 2019-2020 fiscal year, the Rancho Santiago Community College District (RSCCD) Human Resources Department posted one hundred thirty-nine (139) job openings, which included sixteen (16) faculty positions and two (2) management positions. Due to the COVID-19 pandemic and the California State of Emergency, the District suspended spring hiring from March 2020, this reflected a reduction of 40% of our normal annual recruitment cycle. The total number of applicants who submitted applications to job openings, during the fiscal year 2019-2020 was five thousand eight hundred ninety-nine (5,899). A reduction of three thousand forty-seven (3,047), or 34% less from the previous fiscal year. Of the total of five thousand eight hundred ninety-nine (5,899), three thousand nine hundred ninety-nine (3,999), or 68% of the applicants were identified from diverse groups, three thousand four hundred ninety-eight (3,498) or 59% were female, 1% were nonbinary, three hundred and twenty-eight (328) or 5% did not identify their ethnicity and one hundred and twenty-three (123) or 2% of the applicants did not identify their gender.

The screening committees recommended eight hundred sixty-two (862) qualified applicants for first level interview, approximately 15% of the total applicant pool. Five hundred eighty-two (582) or 68% of the qualified applicants were from the diverse groups and four hundred eighty-six (486) or 56% were female.

The District filled one hundred forty-seven (147) job openings (16 management, 32 faculty and 99 classified) as compared to one hundred seventy (170) from the previous fiscal year. Of those hired, one hundred thirteen (113) or 77% were from diverse groups and eighty-eight (88) or 60% were female.

The above demographic data showed consistency in attracting diverse applicants in the hiring process from the diverse groups, of the total applicants 68% were selected for interviews and 77% were hired.

On June 30, 2020, the total number of ongoing employees of the District was 1,284 (136 full-time management, 405 faculty and 743 full-time and part-time ongoing classified).

From the 98% that identified their ethnicity, eight hundred thirty-six (836) or 65% are from diverse groups compared to eight hundred and three (803) or 57% of 1,392 employees in 2009.

The District acquires several advertising subscriptions with various advertising agencies such as Job Elephant, ChronicleVitae.com, Chronicle of Higher Education, Higheredjobs.com and InsideHigherEd.com. We advertise in widely used websites for academic positions such as Community Colleges.AcademicKeys.com, CCC.JobsNow.com, ccjn.org, CCJobs.com and EDJoin.org. We received 18% of total applications from EDJoin.org. We also acquire advertising in diversity posting websites such as WomenAndHigherEd.com, VeteransinHigherEd.com, BlacksInHigherEd.com, NativeAmericansinHigherEd.com, AsiansInHigherEd.com, HispanicsinHigherEd.com, LGBTinHigherEd.com, and DisabledinHigherEd.com. In addition, the District submitted the job opportunities listings to Veterans' Employment and Training Service (VETS) receiving one hundred fourteen (114) applications from veterans.

The RSCCD Employment website is linked to CCC Registry website where we post all our job openings and e-mail prospective applicants from their database. We received a significant number of applicants through our postings in the CCC Registry website, six hundred twenty-nine (629) or 11% of the total number of our applicants, two (2) candidates were successful and offered employment by RSCCD.

For 'hard to reach' disciplines and specialized positions the District advertise in discipline related publications and websites as identified by recruitment staff and/or requested by the hiring department. As well, we have memberships in different professional organizations/associations such as CASBO, ACCCA.org that provides free advertising through their membership.

On December 7, 2019, RSCCD participated with six other local Southern California CCDs in the City to Sea Community College Faculty Job Summit which attracted over 1000 registrants. The job fair held at the Anaheim Majestic Hotel offered engaging workshops such as teaching demonstration, application, resume and cover letter, impression management, mock interviews, and diversity, equity and inclusion. In addition, it gave the opportunity for the attendees to meet and greet with existing faculty members and engage in Q&A with human resources professionals, administrators, and faculty. Each attendee was



given the opportunity to have a professional head shot taken for their social media profile.

3. PROFESSIONAL DEVELOPMENT ON EEO:

The District maintained membership in ACHRO/EEO and Southern 30 consortia to keep current with the new regulations and legal updates relating to human resources and equal employment opportunity. The District continues to liaise, adopt and share best practices in diversity with other colleges/districts. The District offers all management employees and HR personnel the opportunity to attend workshops/webinars presented by Liebert Cassidy Whitmore (LCW) through the Southern 30 California Community College Districts Employment Relations Consortium. Including specific training on EEO, such as 'Diversity in Community College Employment: Effective and Lawful EEO Hiring and Succession Planning'. The District offered EEO/Diversity/Unconscious bias training in three separate days (two training sessions each day), in order for employees to participate in future screening committees, three hundred ninety-six (396) employees attended over the six sessions. All screening committee members must have attended this training within the previous two years to be eligible to serve on a screening committee.

One Human Resources Technician attended the ACHRO 2019 Human Resources Leadership Academy. The Vice Chancellor and the Assistant Vice Chancellor of Human Resources, the District Administrator of Institutional Equity, Compliance and Title IX, the Director of Employment Services, Equity and Diversity and a Human Resources Technician all attended the 2019 ACHRO/EEO Fall Institute which offered various workshops and trainings in EEO.

4. ACCOMODATIONS:

During this fiscal year 2020-2021, ninety-two (92) applicants indicated that they were disabled or required a reasonable accommodation during the hiring process, two (2) candidates were successful and offered employment by RSCCD. The District provided interpreters to applicants with hearing and speech disabilities and wheel chair accessible facilities during interviews. The recruitment staff also accommodated a number of applicants with visual impairment to take the clerical skills evaluation. Additionally, there were some screening committees that conducted their interviews virtually through Skype and/or Zoom platform.

5. OTHER:

The District provides an applicant travel reimbursement program where applicants for faculty and administrative positions who traveled three hundred (300) miles or more from the District are reimbursed half of their travel and lodging expenses up to three hundred (\$300) dollars for the first interview. Finalists for executive positions received full reimbursement for travel for their final interviews. This fiscal year, fifteen (15) applicants received reimbursement for their travel expenses totaling just under six thousand (\$6,000) dollars.

# THE RSCCD DIVERSITY REPORT

Committed to Diversity, Equity, Inclusion  
and Cultural Competency  
April 2021



# THE RSCCD DIVERSITY REPORT

Committed to Diversity, Equity, Inclusion  
and Cultural Competency  
April 2021



**Dr. Narges Rabii-Rakin**  
*Chief Advisor for Academic and Diversity Programs*  
Office of Diversity, Equity and Inclusion



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## INTRODUCTION

Empowered by Rancho Santiago Community College District Board of Trustees Resolution 20-10, the Office of Equity, Diversity, and Inclusion (ODEI) was commissioned to design initiatives that emphasize positive, equitable, and inclusive employment experiences for all our employees. These initiatives are an integral part of the success of Rancho Santiago Community College District (RSCCD) ODEI works diligently with a cross-section of District employees, committees, and employee resource and affinity groups to identify barriers that affect historically marginalized groups from achieving their career goals.

As one of the oldest community college districts in California, RSCCD is stalwart amongst institutions of higher education and strives to enliven the principles that were etched by its founders. Motivated by a drive to provide cutting-edge learning and socially conscious programming, RSCCD agrees with the essential nature of growth and evolution.

In an effort to ensure substantive development is a standard, it is necessary to evaluate the character of educational implementation to guide the direction of the goals and outcomes the district seeks to achieve. ODEI is primarily focused on developing and building a more inclusive organization for our students, faculty, staff and the bevy of learners residing outside of our campus boundaries as related to:

- Race
- Color
- Religion or creed
- National origin or ancestry
- Sex (including gender, pregnancy, sexual orientation, and gender identity)
- Age
- Physical or mental disability
- Veteran status
- Genetic information
- Citizenship

Developing successful diversity programs includes analyzing the impacts of our national history in today's environment, so we can make changes for tomorrow to ensure equity is achieved in our campuses, district and ultimately communities, today.

The regulatory framework supporting the districts efforts are found in Title 5 section 5302 4.1, Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD Board Policy 3420 – Equal Employment Opportunity (EEO) and Administrative Regulations 7100 – Commitment to Diversity.

## 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 to afford every stakeholder a voice.



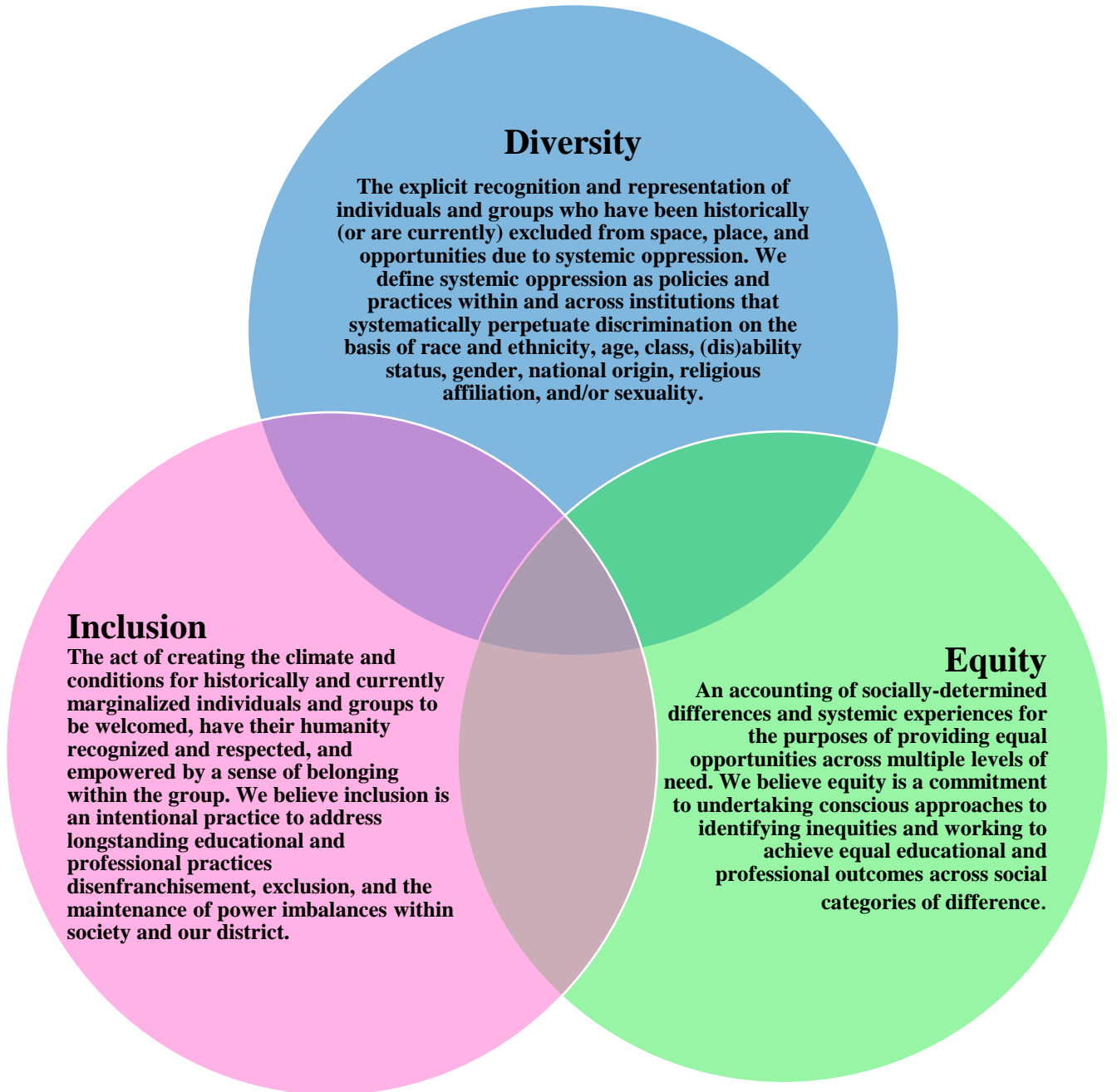
## OUR VISION

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. Our aim is to foster a creative and innovative workplace where all employees feel a sense of belonging.



# DIVERSITY, EQUITY AND INCLUSION DEFINED





## DEMOGRAPHICS – WHO WE ARE

### STUDENTS

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

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

# EMPLOYEES

## Rancho Santiago Community College District Employee Gender and Ethnicity, Fall 2020

	FT Faculty		PT Faculty		FT Classified		PT Ongoing Classified		Administrator/ Supervisory/ Confidential		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
Female	62%	257	47%	965	61%	307	58%	131	61%	79	<b>52%</b>	<b>1739</b>
Male	38%	156	53%	1079	38%	194	42%	94	39%	51	<b>48%</b>	<b>1574</b>
Other/Not Reported	0%	0	<1%	2	1%	3	<1%	1	0%	0	<b>&lt;1%</b>	<b>6</b>
African American / Black	2%	10	3%	65	2%	12	2%	5	9%	12	<b>3%</b>	<b>104</b>
Amer. Indian/Alaskan	1%	4	1%	15	<1%	1	<1%	1	2%	3	<b>1%</b>	<b>24</b>
Asian	12%	49	12%	242	18%	90	16%	36	12%	15	<b>13%</b>	<b>432</b>
Filipino	2%	9	2%	36	3%	17	4%	8	3%	4	<b>2%</b>	<b>74</b>
Hispanic/ Latinx	28%	114	24%	499	51%	256	58%	132	34%	44	<b>31%</b>	<b>1045</b>
Pacific Islander	0%	0	<1%	8	<1%	1	<1%	1	0%	0	<b>&lt;1%</b>	<b>10</b>
Caucasian	51%	210	55%	1125	24%	123	18%	40	39%	51	<b>47%</b>	<b>1549</b>
Not Reported	4%	17	3%	56	1%	4	1%	3	1%	1	<b>2%</b>	<b>81</b>
<b>TOTAL</b>	<b>100%</b>	<b>413</b>	<b>100%</b>	<b>2046</b>	<b>100%</b>	<b>504</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	<b>3319</b>

\*Employee Data -ITS Report Repository PE0100, Fall 2020

## DATA DRIVES PLANNING

The RSCCD Equal Employment Opportunity (EEO) Plan is reviewed annually, and if relevant policies undergo legislative changes, the plan will be updated. The EEO plan outlines the Boards' policies and administrative regulations on EEO, the Commitment to Diversity, Recruitment, and Hiring. The plan outlines:

- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations;
- The Human Resource Committee also serves as the EEO advisory committee and is one of the districts' participatory governance committees;

- 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.

# FACULTY

**Rancho Santiago Community College District  
Gender and Ethnicity Breakdown of Full-Time Faculty *New Hires*,  
2016-2020**

Report Year	2016	2017	2018	2019	2020
<b>N</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>15</b>	<b>2</b>
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%
Hispanic	20%	21%	10%	27%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
White	50%	29%	30%	33%	50%
Unknown	30%	21%	30%	0%	0%

**Rancho Santiago Community College District  
Gender and Ethnicity Breakdown of Part-Time Faculty *New Hires*,  
2016-2020**

Report Year	2016	2017	2018	2019	2020
<b>N</b>	<b>283</b>	<b>300</b>	<b>271</b>	<b>293</b>	<b>64</b>
Female	53%	56%	51%	52%	42%
Male	47%	43%	49%	48%	58%
African American	6%	3%	4%	3%	2%
Amer. Indian/Alaskan	1%	1%	0%	0%	0%
Asian	15%	12%	8%	12%	11%
Filipino	3%	1%	2%	2%	0%
Hispanic	24%	27%	25%	29%	28%
Mixed race	0%	0%	1%	1%	0%
Pacific Islander	0%	1%	0%	0%	2%
White	48%	52%	58%	49%	56%
Unknown	2%	3%	2%	2%	2%

## CLASSIFIED

**Rancho Santiago Community College District**  
**Gender and Ethnicity Breakdown of Classified *New Hires*,**  
**2016-2020**

<b>Report Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>N</b>	<b>40</b>	<b>36</b>	<b>25</b>	<b>30</b>	<b>0</b>
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

**Rancho Santiago Community College District**  
**Gender and Ethnicity Breakdown of Management New Hires,**  
**2016-2020**








<b>Report Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>N</b>	<b>17</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>0</b>
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 GOALS 2019-2020

1. Commit to diversity, equity, inclusion and accountability to foster a connected culture through equal employment opportunity, unbiased hiring practices and employee engagement.
2. Cultivate a sense of belonging in an effort to afford all employees and students the opportunity to employ their skills and abilities to successfully navigate a diverse society.
3. Eliminate the disparities that historically impact enrollment, retention, persistence, graduation and transfer rates.
4. Create and launch diversity education, training, workshops and professional development for all employees.
5. Foster a diverse talent pipeline.

## 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:

<p>Formation of the Diversity and Inclusion Group (DIG) –</p> <p>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.</p>	<p>GOAL #1</p>	
<p>We used data to inform and design the diversity, equity, and inclusion efforts.</p> <p>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.</p>	<p>GOAL #1, 4</p>	
<p>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.</p>	<p>GOAL 1,3</p>	
<p>Collaboration with Human Resources to build a plan to do 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.</p> <p>First, we created an EEO Monitor group to ensure fair and equitable hiring practices within committees.</p>	<p>GOAL #5</p>	
<p>We conducted a Climate Poll to assess the perceptions of diversity, equity and inclusion among the workforce.</p>	<p>GOAL #2</p>	
<p>We created two training academies to begin the work of developing emotional intelligence and cultural competency among our employees.</p> <p><b>ODEI Diversity Training and Management's Edge</b></p>	<p>GOAL #3,4</p>	
<p>We launched the <b>Rancho Academy</b> - a 10-week program that widens our talent pool and ensures that underrepresented aspiring employees are ready for a career in California Community Colleges.</p>	<p>GOAL #5</p>	

## Training for All Employees

Our DEI training follows an integrated approach which includes online training, assessments and live moderated discussions. The training will be rolled out in phases to allow for deeper analysis and engagement. In addition to the training programs, we have developed other initiatives that include allyship, mentorship and networking. We work closely with our RSCCD stakeholder community on the development of policy regarding civil rights and diversity and inclusion. Through committees consisting of DEI, we harness the ideas and perspectives needed to develop legally sound policy for the District.

2020-2021 DEI Modules	2021-2022 DEI Modules	2022-2023 DEI Modules
<ul style="list-style-type: none"> <li>● Examining Worldview</li> <li>● Building Emotional Intelligence</li> <li>● Attitude Formation: Unconscious and Implicit Bias</li> <li>● Microaggressions</li> <li>● LGBTQIA Competency</li> <li>● Anti-Racism</li> <li>● Forms of Privilege</li> <li>● History of Racism and White Supremacy in America</li> <li>● The Brain and Race</li> <li>● Inclusive Pedagogy (part 1)</li> </ul>	<ul style="list-style-type: none"> <li>● Racism- Individual vs. Institutional/Structural, Systematic</li> <li>● How to be an Anti-Racist</li> <li>● Discrimination- The Cost of Oppression</li> <li>● Racial and Gender Microaggressions</li> <li>● Individual and Collective Accountability</li> <li>● Building Anti-Racism</li> <li>● Restorative Justice</li> <li>● Allyship</li> <li>● Inclusive Pedagogy (part 2)</li> </ul>	<ul style="list-style-type: none"> <li>● Prejudice in the Workplace</li> <li>● Decolonizing Leadership Models in Higher Education</li> <li>● Creating Inclusive Working Climates</li> <li>● Equitable Hiring Practices</li> <li>● Developing Inclusive Racial, Social and Cultural Competency</li> <li>● Cultural Diversity in a Just and Equitable Society</li> <li>● Inclusive Pedagogy (part 3)</li> </ul>
<p>Launch Date: November 2020</p>	<p>Launch Date: October 2021</p>	<p>Launch Date: September 2022</p>



## Institutional Training for Managers

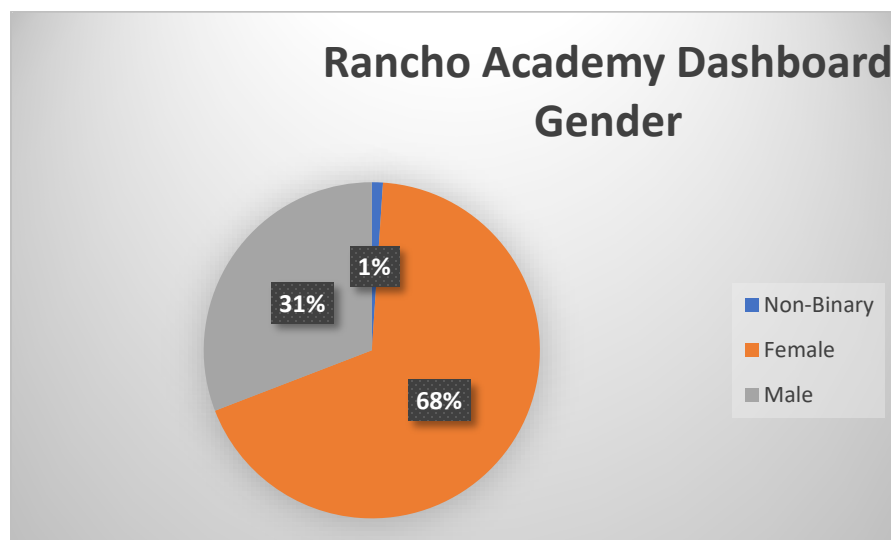
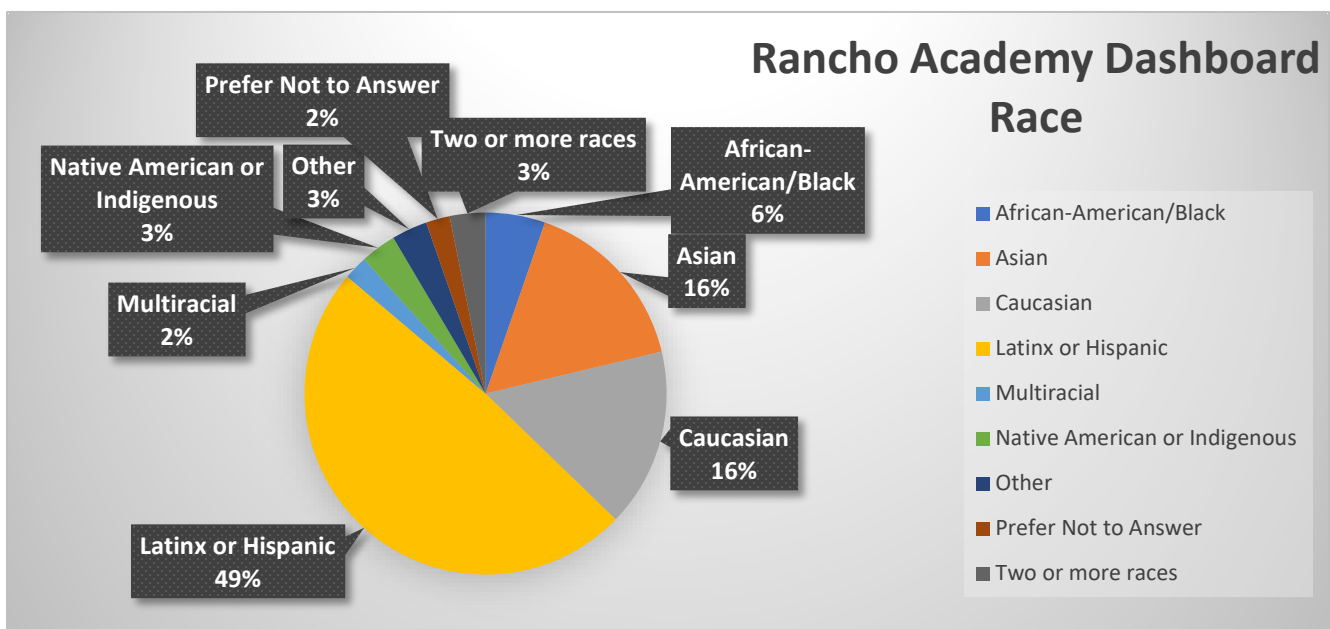
Management training is essential to organizational success. In an effort to foster good management skills, the Office of Diversity, Equity and Inclusion has created training modules that focus on improving an individual's skills as a leader and manager. Courses include topics on technical skills, conceptual 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

## Pipeline Development – The Rancho Academy

RSCCD is committed to building an inclusive educational community that is reflective of those with whom we teach, engage and collaborate. To encourage a robust applicant pool of candidates seeking employment, ODEI, established **The Rancho Academy**, in order to broaden the spectrum of skills-building in an effort to create cohorts of potential employees whose understanding and application of diversity principles will be elevated above the average candidate. This initiative is supported by the Board of Trustees efforts to recruit and prepare cohorts who seek a career in the California Community College system.

Through specialized trainings, mentorship and career development, future employees and leaders will efficaciously be challenged and encouraged to expand the dimensions of knowledge on careers in the California Community College system.



## 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.

## APPENDICIES

1. The ODEI Advisory Board
2. ODEI Events
  - a. A sample collection of the events launched in 2019-2020
3. Diversity Award Criteria
  - a. The award recognizes one employee for exceptional work in promoting DEI throughout RSCCD
4. Diversity Analytics Dashboard
  - a. A brochure of RSCCD and the community we serve
5. Rancho Academy Brochure
  - a. The marketing brochure for the Rancho Academy- a pipeline for fostering new talent
6. DEI Terms List
  - a. The DEI terms list as defined by the CCCCCO

## Our Advisory Board

 A portrait of Thai Viet Phan, a woman with long dark hair and glasses, wearing a bright red blazer over a white top, standing outdoors against a brick wall.	<p><b>Thai Viet Phan</b> <b>Santa Ana City</b> <b>Councilperson</b></p>	<p>"The creation of RSCCD's Leadership, Equity, Advocacy &amp; 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."</p>
 A portrait of Fred Calhoun, Ed.D., a man with glasses wearing a dark suit, white shirt, and patterned tie.	<p><b>Fred Calhoun, Ed.D.</b> <b>NAACP, Orange County</b> <b>Chapter President</b></p>	<p>"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.</p> <p>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."</p>
 A portrait of Richard M. Ramirez, Ed.D., an older man with white hair, wearing a brown jacket over a white collared shirt.	<p><b>Richard M. Ramirez,</b> <b>Ed.D.</b> <b>Los Amigos of Orange</b> <b>County</b></p>	<p>"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."</p>



**Michael Chennault**  
**Director of the Office of**  
**the Ombudsman at**  
**UCI and UCI Health**



**Tammy Tran**  
**Senior Manager at**  
**Southern California**  
**Edison for Community**  
**Engagement**  
**and**  
**Executive Director**  
**VIET Alliance to Combat**  
**Human Trafficking**



**Douglas Haynes, Ph.D.**  
**Vice Chancellor for**  
**Equity, Diversity &**  
**Inclusion**  
**and**  
**Director, UCI**  
**ADVANCE Program**



**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

Rudy Francisco



Rudy Francisco is one of the most recognizable names in Spoken Word Poetry. Rudy Francisco has shared stages with prominent artists such as Gladys Knight, Jordin Sparks, Musiq Soul Child, and Jill Scott. Ultimately, Rudy's goal is to continue to assist others in harnessing their creativity while cultivating his own.

Rudy Francisco is the author of "Helium." He is also an Individual World Poetry Slam Champion, a National Poetry Slam Champion and appeared on NBC's "The Tonight Show" starring Jimmy Fallon.



Dr. Damien Robinson



This conversation with Dr. Robinson will explore the nuance of Black experiences in this country and how perseverance, struggle, success, intellect and creative ingenuity have developed into an undeniable super power that has shifted the landscape of the world.

Dr. Damien Robinson is a strategic leader and education advocate who has devoted his life's work to creating pathways to quality degrees and career development for underrepresented students. With over 15 years of leadership experience, he has served a diverse array of student populations across the K-12 to College pipeline.

Dr. Robinson is currently a Senior Consultant at JONES where he provides training in the areas of leadership development, diversity and inclusion, organizational development and executive coaching. He holds a B.S. in Psychology from Howard University, M.A. in Counseling from San Diego State University and Ed.D. in Education Leadership from San Francisco State University.

## Join Us! Wednesday

February 24, 2021

12:00 pm – 1:30 pm

### Spoken Word Performance

by Rudy Francisco

### The Beauty in Our Blackness: Exploring the Super Powers of Our Melanin

by Dr. Damien Robinson

*Virtual  
Performance*  
via Zoom

[cccconfer.zoom.us/j/92418394417](https://cccconfer.zoom.us/j/92418394417)



# 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](https://cccconfer.zoom.us/j/92170721194)

ID: 921 7072 1194



Investing in Our People Initiative

[rscdd.edu/odei](https://rscdd.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

# CHANCELLOR'S TOWN HALL



**Sheryl White, Psy.D.**

Dr. Sheryl White, a cultural psychologist and organization development consultant, brings over 25 years of experience facilitating consensus building, positive engagement dynamics, and planned change commitments. Since 2008, she has been an executive leader at the Neighborhood House Association, one of San Diego county's largest multi-purpose human services agencies. White has served as a thought-partner with a cross-sector of leaders around the globe facilitating ethical, strategic, and critical decision-making; inspiring compassionate leadership; advancing equity and inclusion; and fostering positive culture transformation.

## Cultural Humility and Compassionate Engagement

*with Sheryl White*

**Friday, March 26  
11:30 a.m.-1:00 p.m.**

*Virtual*  
via Zoom

[cccconfer.zoom.us/j/91619902499](https://cccconfer.zoom.us/j/91619902499)



**Investing in Our People Initiative**

[rsccd.edu/odei](https://rsccd.edu/odei)

# 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.



# Annual RSCCD Board of Trustees Diversity Award Criteria

## Overview:

The Rancho Santiago Community College District Award will recognize one staff or faculty member who demonstrates diversity and inclusion through exemplary leadership. RSCCD will recognize the accomplishments of someone who expands the concept of diversity and equity throughout the higher education community. This award shall be given to someone who supports activities, programs, and projects that encourage others to get involved in diversity efforts intra-departmentally and throughout the institution.

## Eligibility:

- Candidates must be currently employed by RSCCD, either full-time or part-time
- Candidates primary job responsibilities must not be directly related to diversity and inclusion
- Candidates can self-nominate or be nominated by a colleague

## Criteria for selection:

- A cover letter on why you should be nominated for this award
- 1-2-page CV or resume
- A personal statement (limit of 1000 words) describing accomplishments related to diversity
- Demonstrates RSCCD 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

## Selection Process:

The Chancellor and Board of Trustees will grant the annual award.

## Award:

Winner will receive a \$1,000 award and achievement will be publicized throughout the RSCCD community.



RSCCD STUDENTS MAKING AN IMPACT IN:

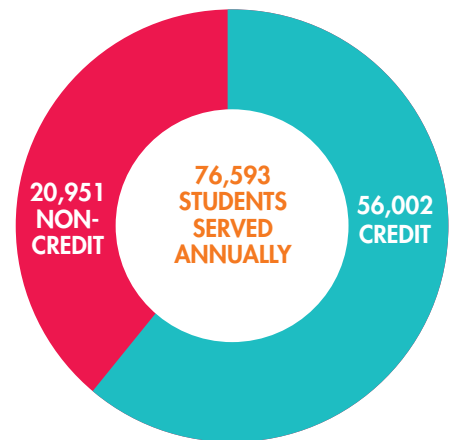


2019-20 SAC AND SCC STUDENTS WERE AWARDED:

**4,993** AA/AS DEGREES

**4,652** VOCATIONAL CERTIFICATES

**3,414** SUCCESSFUL TRANSFERS



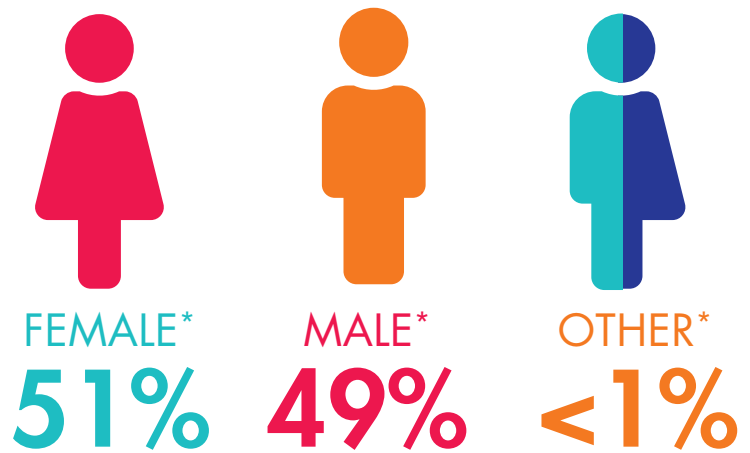
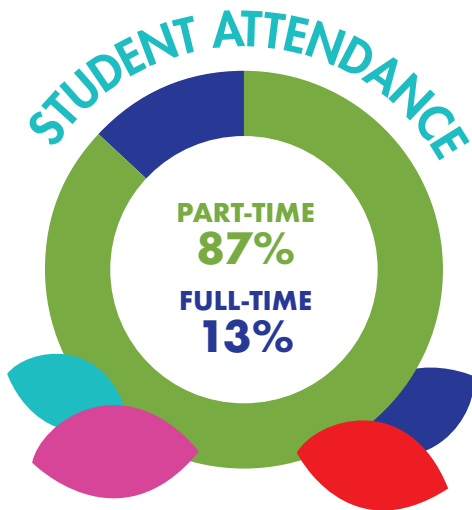
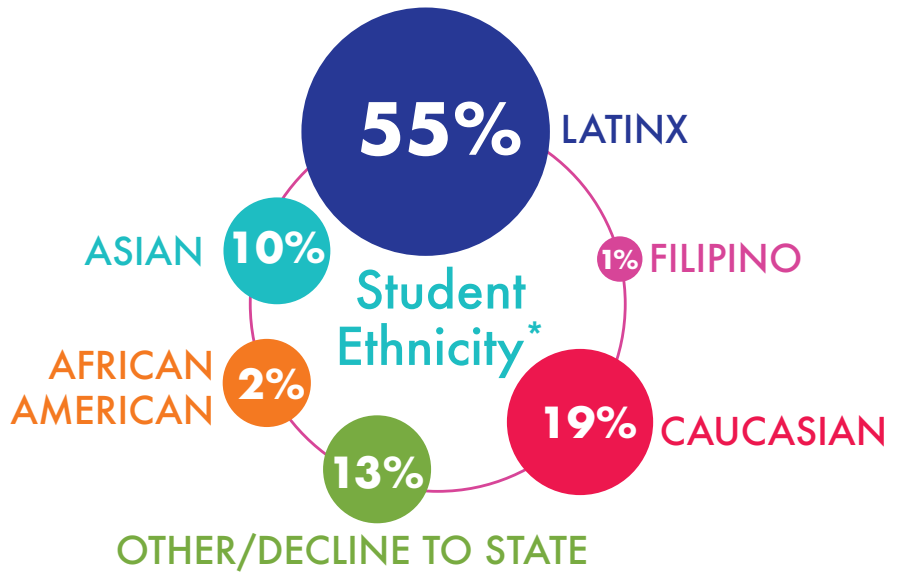
IN-STATE ENROLLMENT FEES: **\$46** PER UNIT

**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.



\*All RSCCD Students as of Fall 2020

## DISTRICT FAST FACTS

Rancho Santiago Community College District (RSCCD) is one of the largest of California’s 72 community college districts based on the number of credit and noncredit students. (Source: California Community Colleges Chancellor’s Office Data Mart)

The college district serves a population of more than 768,000 residents and encompasses 24 percent of Orange County’s total area (193 square miles).

Santa Ana College (SAC) on 63 acres and Santiago Canyon College (SCC) on 82 acres are one of the oldest and one of the newest campuses respectively among the state’s 114 two-year public colleges.

For the fourth consecutive year, the Chronicle of Higher Education listed SCC as one of the “Great Colleges to Work For.”

As fiscal agent of the Los Angeles/Orange County Regional Consortia (LAOCRC), RSCCD has become a regional leader in Career Technical Education enabling the district to develop stronger relationships with industry.

**District Leadership:** Marvin Martinez, Chancellor

**Board of Trustees:** Tina Arias Miller, Ed.D. • David Crockett • John R. Hanna • Zeke Hernandez • Lawrence “Larry” R. Labrado • Sal Tinajero • Phillip E. Yarbrough

# RSCCD EMPLOYEES



**Rancho Santiago  
Community College District**

Gender and Ethnicity  
Breakdown of New Hires,  
2016-2020

Report Year	2016	2017	2018	2019	2020
<b>N</b>	<b>350</b>	<b>365</b>	<b>320</b>	<b>346</b>	<b>66</b>
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
<b>N</b>	<b>40</b>	<b>36</b>	<b>25</b>	<b>30</b>	<b>0</b>
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
<b>N</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>15</b>	<b>2</b>
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 EMPLOYEES CONT.



## Rancho Santiago Community College District

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

Report Year	2016	2017	2018	2019	2020
<b>N</b>	<b>283</b>	<b>300</b>	<b>271</b>	<b>293</b>	<b>64</b>
Female	53%	56%	51%	52%	42%
Male	47%	43%	49%	48%	58%
African American	6%	3%	4%	3%	2%
Amer. Indian/Alaskan	1%	1%	0%	0%	0%
Asian	15%	12%	8%	12%	11%
Filipino	3%	1%	2%	2%	0%
Latinx	24%	27%	25%	29%	28%
Mixed race	0%	0%	1%	1%	0%
Pacific Islander	0%	1%	0%	0%	2%
Caucasian	48%	52%	58%	49%	56%
Unknown	2%	3%	2%	2%	2%



## Rancho Santiago Community College District

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

Report Year	2016	2017	2018	2019	2020
<b>N</b>	<b>17</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>0</b>
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%
Latinx	18%	40%	14%	25%	0%
Mixed race	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%
Caucasian	59%	40%	43%	25%	0%
Unknown	6%	0%	0%	0%	0%



## Rancho Santiago Community College District

Employee Gender  
and Ethnicity  
Breakdown,  
Fall 2020

Demographics	FT Faculty	PT Faculty	FT Classified	PT Ongoing Classified	Administrator/ Supervisory/ Confidential	Total
<b>N</b>	<b>413</b>	<b>2046</b>	<b>504</b>	<b>226</b>	<b>130</b>	<b>3319</b>
Female	62%	47%	61%	58%	61%	52%
Male	38%	53%	38%	42%	39%	48%
Other/Unknown	0%	<1%	<1%	<1%	0%	<1%
African American	2%	3%	2%	2%	9%	3%
Amer. Indian/Alaskan	1%	1%	<1%	<1%	2%	1%
Asian	12%	12%	18%	16%	12%	13%
Filipino	2%	2%	3%	4%	3%	2%
Latinx	28%	24%	51%	58%	34%	31%
Pacific Islander	0%	<1%	<1%	<1%	0%	<1%
Caucasian	51%	55%	24%	18%	39%	47%
Unknown	4%	3%	1%	1%	1%	2%





# 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



# RANCHO ACADEMY

To encourage a robust applicant pool of candidates, the Rancho Santiago Community College District has established The Rancho Academy which aims to develop a diverse pool of future community college educators and leaders through specified trainings, mentorship and career development. This initiative aims to recruit and prepare cohorts who seek a career in the California community college system.

If you are interested and meet the eligibility criteria, we invite you to apply.

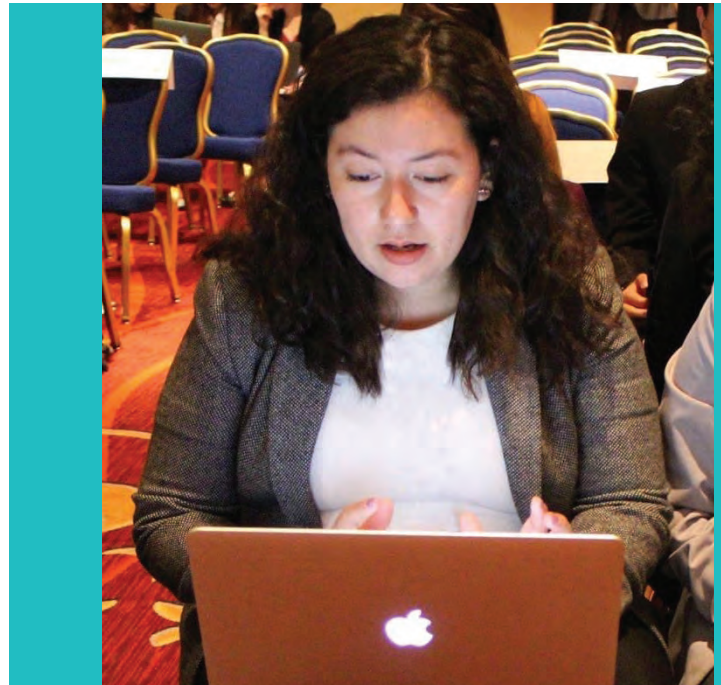
## Eligibility Criteria:

- Authorized to work in the USA
- A graduate student or recent (MA, MS, Doctorate) graduate (2 years or less)
- Highly motivated in seeking a career in the California Community College system and meets the Minimum Qualifications in academic or vocational subject area as specified by the 2018 Chancellor's Office Minimum Qualifications Handbook: [asccc.org/sites/default/files/Minimum\\_Qualifications2018.pdf](http://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf)
- Less than one year (1) of paid professional administrative, teaching, counseling or library services experience
- Commitment to completing the synchronous and asynchronous training program (10 weeks) and active engagement with the assigned mentor
- Complete all follow-up sessions as directed by the program

## Expectation:

Complete the synchronous and asynchronous 10 week training program which includes: engagement with the assigned mentor; various modules on the California Community College System, and two (2) professional development workshops.

Complete all components as directed by the program.



# CAREER DEVELOPMENT

## For now

Get paired with an exceptional mentor familiar with the community college experience who can help with:

- Navigating the California Community College system
- Curriculum vitae development
- Interviewing Tactics

## For always

Gain access to The Matrix, a career placement tool and join the exclusive database of Rancho Academy graduates that showcases your accomplishment and credentials to ALL California community colleges looking to hire YOU in the future.

# How To Apply

Fill out the Rancho Academy application

Using Adobe (pdf), in one (1) document, upload the following:

- Unofficial Transcripts
- A letter of interest that includes areas of interest, research, TA teaching/counseling experience, veterans status (if applicable) and any community service
- A current resume and three professional references with current contact information

Visit us at [RSCCD.edu](http://RSCCD.edu)

Due to the popularity of this program, it is the applicant's responsibility to ensure that all materials and documents are accurate and uploaded correctly and the applicant meets the eligibility criteria. Please direct qualifying disability accommodation requests under the Americans with Disabilities Act (ADA) to [ranchoacademy@rscdd.edu](mailto:ranchoacademy@rscdd.edu).

## 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.<sup>1</sup>

**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.<sup>2</sup>

**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.<sup>3</sup>

**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.<sup>4</sup>

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<sup>1</sup> 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.

<sup>2</sup> Kendi, I.X. (2019). How to be an antiracist. *One World*.

<sup>3</sup> Kendi, I.X. (2019). How to be an antiracist. *One World*.

<sup>4</sup> 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.

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.<sup>5</sup>

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.<sup>6</sup>

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.<sup>7</sup>

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.<sup>8</sup>

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.<sup>9</sup>

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural

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<sup>5</sup> Ally vs. co-conspirator: What it means to be an abolitionist teacher [Video]. (2020). C-SPAN. <https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher>.; Stoltzfus, K. (2019). Abolitionist teaching in action: Q & a with Bettina L. Love. ASCD Education Update, 61(12).

<sup>6</sup> Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Psychological Science*, 21(3), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 20(4), 444-446.

<sup>7</sup> Annamma, S.A., Jackson, D.D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education*, 20(2), 147-162.

<sup>8</sup> Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Association*, 62(3), 465-480.; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick, A. (1991). The new racism. *American Journal of Political Science*, 35(2), 423-447.

<sup>9</sup> Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), *Recapturing Anthropology: Working in the Present* (pp. 137–162). Santa Fe: School of American Research Press.; Culture. (n.d.) American Sociological Association. Retrieved September 3, 2020, from <https://www.asanet.org/topics/culture>.

change is a new method of operating and a 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.<sup>10</sup>

**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 other 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.<sup>11</sup>

**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.<sup>12</sup>

**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,

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<sup>10</sup> 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.

<sup>11</sup> Denboba, D. (1993). *MCHB/DSCSHCN Guidance 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.

<sup>12</sup> 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).

underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.<sup>13</sup>

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.<sup>14</sup>

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.<sup>15</sup>

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.<sup>16</sup>

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.<sup>17</sup>

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<sup>13</sup> Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematising deficit thinking. Higher Education Research and Development, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). The evolution of deficit thinking: Educational thought and practice. RoutledgeFalmer

<sup>14</sup> 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>.

<sup>15</sup> 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>.

<sup>16</sup> 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>.; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>.; Spicker, P. (2006). Liberty, equality, fraternity. Bristol University Press & Policy Press

<sup>17</sup> Equity. (n.d.). National Association of College and Employers. Retrieved August 10, 2020, from <https://www.nacweb.org/about-us/equity-definition/>.; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

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

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 (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.<sup>19</sup>

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.<sup>20</sup>

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/man).<sup>21</sup>

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).<sup>22</sup>

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

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<sup>18</sup> 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-in-higher-education/>.

<sup>19</sup> 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.

<sup>20</sup> 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.

<sup>21</sup> 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/jappphysiol.00376.2005>

<sup>22</sup> 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>.

<sup>23</sup> Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gualdo, 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>.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.<sup>24</sup>

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.<sup>25</sup>

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as ‘structural racism’, ‘systemic racism’, etc.).<sup>26</sup>

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered “in poverty.” Household incomes that are below 50% of their poverty threshold are considered “severe” or “deep poverty.” Low income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.<sup>27</sup>

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point

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<sup>24</sup> Gilson, C. B., Gushanas, C. M., Li, Y., & Foster, K. (2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities*, 58(1), 65–81. <https://doi-org.ezproxy.losrios.edu/10.1352/1934-9556-58.1.65>

<sup>25</sup> Subcultures and sociology intersectionality. (n.d.). Grinnell College. Retrieved August 14, 2020, from <https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/intersectionality/>.

<sup>26</sup> Clair, M., & Denis, J.S. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences*, 19, 857-863.

<sup>27</sup> Center for Poverty Research. (2017). How is poverty measured in the United States? The University of California at Davis, CA. Retrieved August 7, 2020, from <https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>.



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

**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.<sup>29</sup>

**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.<sup>30</sup>

**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.<sup>31</sup>

**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.<sup>32</sup>

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<sup>28</sup> 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.

<sup>29</sup> 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.

<sup>30</sup> 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.

<sup>31</sup> 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.

<sup>32</sup> 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.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.<sup>33</sup>

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.<sup>34</sup>

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.<sup>35</sup>

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.<sup>36</sup>

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<sup>33</sup> Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from <http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf>.

<sup>34</sup> Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.), *The Wiley Encyclopedia of race, ethnicity, and nationalism*. <https://doi.org/10.1002/9781118663202.wberen398>.

<sup>35</sup> 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>.; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1), 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M. (1947). *The theory of social and economic organization*. Translated by A. M. Henderson and T. Parsons. New York: Oxford University Press.

<sup>36</sup> Allport, G. W., Clark, K., & Pettigrew, T. (1954). *The nature of prejudice*. Addison-Wesley.

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.<sup>37</sup>

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.<sup>38</sup>

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.<sup>39</sup>

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.<sup>40</sup>

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

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<sup>37</sup> 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>.

<sup>38</sup> 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>.

<sup>39</sup> 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>.

<sup>40</sup> 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>.

racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.<sup>41</sup>

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.<sup>42</sup>

Structural Racism: Is the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.<sup>43</sup>

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."<sup>44</sup>

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.<sup>45</sup>

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<sup>41</sup> Chang, R.S. (1999) *Disoriented. Asian Americans, law, and the nation-state*. NYU Press.; Lawrence, K., & Keleher, T. (2004). Structural racism [Conference session]. Race and Public Policy Conference. <https://www.racialequitytools.org/resourcefiles/Definitions-of%20Racism.pdf>.

<sup>42</sup> 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>.

<sup>43</sup> 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>.

<sup>44</sup> 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>.

<sup>45</sup> Bragg, D.D., Kim, E., Rubin, M.B. (2005). Academic pathways to college: Policies and practices of the fifty states to reach underserved students [Paper presentation]. Association for the Study of Higher Education Annual Meeting, Philadelphia, PA, United States.; Green, D. (2006). Historically underserved students: What we know, what we still need to know. *New Directions for Community Colleges*, 2006(135), 21-28. [doi.org/10.1002/cc.244](https://doi.org/10.1002/cc.244); Rendon, L.I. (2006). Reconceptualizing success for underserved students in higher education. *National Postsecondary Education*

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.<sup>46</sup>

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.<sup>47</sup>

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.<sup>48</sup>

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

<sup>46</sup> 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.

<sup>47</sup> 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>.

<sup>48</sup> 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>.



**Rancho Santiago Community College District**  
**Proposed 2021 – 2022 Human Resources Committee Meetings**

Human Resources Committee meetings are normally held the second Tuesday of the month from 3:30 – 5:00 p.m. Meetings are not schedule during the months of July and August.

**FALL 20201**

September 8

October 13

November 10

December 8

**SPRING 2022**

January 12

February 9

March 9

April 13

May 11

June 8

*The schedule may be subject to change under certain circumstances.*