POWER CONSULT

INTERNAL EQUITY REPORT SNAPSHOT

RECOVERING WITH EQUITY

Introduction

IN THE SPRING OF 2021, CAÑADA COLLEGE LAUNCHED AN EFFORT TO DETERMINE HOW THE COLLEGE COULD EFFECTIVELY INCORPORATE EQUITY, INCLUSION, AND ANTI-RACISM IN ITS NEW, 5-YEAR EDUCATIONAL MASTER PLAN (EMP) FOR 2022-27. THE COLLEGE COMMISSIONED RACIAL AND EQUITY CONSULTING FIRM ÁSE POWER CONSULT LLC (ÁPC) TO CRITICALLY EXAMINE THE IMPACT OF RACIAL AND CULTURAL BIAS ON INSTITUTIONAL SYSTEMS. AS PART OF THIS EXAMINATION, ÁSE POWER CONSULT WOULD PROVIDE RECOMMENDATIONS ON HOW THE COLLEGE CAN INTEGRATE INTERNAL STAKEHOLDER DATA REPRESENTED IN THIS REPORT TO FURTHER THE COLLEGE'S GOAL OF BECOMING AN ANTI-RACIST INSTITUTION.

THE RESULTS OF ÁPC'S ASSESSMENTS REVEALED A NEED FOR A MORE CONSISTENT COMMITTED ACTION PLAN FOR DIVERSITY, EQUITY, AND INCLUSION (DEI) INTEGRATIONS ACROSS MULTIPLE SYSTEMS WITHIN THE COLLEGE. THE REPORT ALSO UNCOVERED A SINCERE COMMITMENT FROM EMPLOYEES AND STAFF TO FOSTER A CAMPUS ENVIRONMENT WHERE EMPLOYEES AND STUDENTS FEEL SAFER, INCLUDED, AND REPRESENTED. ALTHOUGH RESPONDENTS IDENTIFIED MULTIPLE DEI BARRIERS ACROSS INSTITUTIONAL SYSTEMS, THEY ALSO IDENTIFIED VARIOUS PROGRAMS AND INITIATIVES ON CAMPUS THAT PROVIDED ACCESSIBLE AND EQUITABLE OPPORTUNITIES FOR HISTORICALLY MARGINALIZED GROUPS.

METHODOLOGY

METHOD 1

Listening Sessions

ÁPC conducted two listening sessions for students, two for faculty, and two for classified staff. These sessions provided participants with an opportunity to practice empathic connection and reflect upon the various ways in which they perceived they are seen, heard, and represented on campus as members of their racial and cultural group. A listening session is an empathy-centered conversation tool that allows stakeholders to provide greater insight into how Cañada College can generate DEI resources across multiple platforms and departments. Listening sessions were not video recorded to practice a higher level of safety.

METHOD 2

Cultural Audit

ÁPC worked with representatives from administration, faculty, and staff to develop an anonymous survey of all employees to assess how racial and cultural bias impacts diverse stakeholders within the College. The audit was guided, in part, by the Bloomsburg University Campus Climate Survey and an additional assessment created by the Minority Inclusion Project. Consisting of 32 questions, the instrument consisted of primarily multiple-choice and Likert scale components. Students were not surveyed as part of the cultural audit since they were surveyed by the National Assessment of Collegiate Campus Climates (NACCC) in the spring of 2021.

METHOD 3

Internal Equity Scan

The final evaluation method was an internal equity scan, which involved reviewing Cañada College's existing efforts to create a culture of equity and anti-racism that achieves equitable educational outcomes for students, classified staff, and faculty. To complete this scan, Áse Power Consult worked with administrators, classified staff, faculty, and students to identify individuals from each constituency from diverse backgrounds to participate in 20-40 minute interviews. 27 individuals participated in the scan, and we conducted a single group interview with the Student Services Planning Council.

KEY FINDINGS

Key Findings

Bias interactions, both implicit and explicit, significantly impact the working environment of Cañada College employees.

- 71.6% of all administration, faculty, and classified staff experienced bias interactions during their tenure.
- Nearly half of all employees believe that system barriers exist within the College or department.

Perception of diversity, equity, and inclusion varies among work classifications.

- Classified staff is nearly 24% more likely to confirm bias experiences than faculty and over 30% more likely than administration.
- Faculty and administrators were more likely than classified staff to positively view the College's provisions to individuals with physical, mental, and medical disabilities.
- Classified staff unanimously agree that the College requires an improved process for resolving race, culture, ethnicity, gender/gender identity, access, and inclusion-related issues. In contrast, only 19.6% of all other employees concur.

Race and ethnicity dramatically alter the climate of employment at Cañada College.

- Affecting as much as 35% of the total employment base, racial/ethnicity bias was reported by nearly half of all members experiencing partialities in their tenure.
- White/European Ancestry/Non-Hispanic employees are least likely to perceive biases of any kind. Conversely, 75% of Hispanic/Latino/a/x and 65% of multi-racial or biracial employees have been subject to prejudicial treatment.
- 28.3% of non-white employees believe that the College offers protection or interventions for racial and cultural biases.
- White/European Ancestry/Non-Hispanic employees are over 30% less likely than all other races/ethnicities to feel pressured to perform beyond their scope of employment.
- Less than half of all non-White/European Ancestry employees feel as if Cañada College is taking the necessary steps to become anti-racist.

Gender and sexual orientation differences create varying experiences at Cañada College.

- Gender identity is the second leading cause of discrimination amongst the employment base.
- As much as 100% of all non-binary and 75.4% of all female employees have been exposed to discrimination, only 61.1% of males fall within the same category.
- Homosexual and pansexual identifiers are 26.2% more likely to be subject to partialities than other sexual orientations. (Gender identities and sexual orientation were explicitly referenced within the cultural audit assessment.)
- Females are nearly 25% less likely than male and non-binary employees to positively view verbal and written language inclusivity.

Communication of diversity, inclusion and equity-related issues needs improvement.

- Employees are commonly unaware of interventions to prevent or address discriminatory acts on campus.
- Just over 30% of all administrators, faculty, and staff feel there is transparency in recruiting and retaining a diverse employment base.
- Less than one-quarter of all employees believe that DEI-related onboarding efforts for new faculty and staff are sufficient.
- The vast majority of administration, faculty, and staff are unaware of any attempt to gather feedback from existing faculty, staff, or students.

LISTENING SESSIONS

KEY FINDINGS

Students

- The initial listening session for students revealed a desire for more connections on the physical and virtual campus. Additionally, students indicated a need for more investment in cultural sensitivity and competency when students of color, specifically Black students with intersecting racial/ethnic identities, speak to their individual and collective experiences as people of color.

Key Takeaways:

- Re-examine early access opportunities for students and develop accountability protocols for addressing explicit and implicit bias.
- Invest in opportunities for students to reflect on racial and culturally biased experiences with each other.
- Invest in opportunities for students to build community connections and student ambassadors to learn how to navigate the College's systems.

Classified Staff

Approximately 17 classified staff members attended the first listening sessions; we estimated 15 full-time staff and 2 part-time staff members attended. Participants in the first session expressed a need for more transparency and accountability within the administration. Approximately 5-10 classified staff members attended the second session. The second session investigated how the College's mission, vision, and values resonate with classified staff experiences. Classified staff members expressed concerns regarding the negative impact of increased work and how the lack of safe spaces for underrepresented minority (URM) groups impacted their capacity to remain motivated in the workplace. Black identified staff members shared deeply about the impact that the killings of unarmed black people had on their sense of psychological and physical safety.

Key Takeaways

- Due to high administrator turnover, there is an implication of general distrust of the administration's ability to deliver on projected goals and build meaningful connections with classified staff.
- Respondent listening session and internal equity scan data revealed a sincere commitment to cultivating lasting connections with each other and an expressed commitment to providing services for students despite financial and staffing shortages.
- Several classified staff members identifying as Black, Indigenous People of Color (BIPOC), specifically as Black in America, expressed deep concerns over the sincerity of the College's commitment to providing a sustained budget and staffing support for incoming programs like UMOJA. Classified staff expressed concerns about the College's commitment to investing in authentic strategies that increase realistic access points between Black communities and Cañada College.

Faculty

Approximately 10-20 faculty members attended the first listening session. It is important to note that administrators were present in breakout rooms for the first faculty listening session, potentially impacting responses. Faculty members communicated needs and concerns echoed by classified staff, such as the need for more staff, cross-departmental and administrative representation from underrepresented minority groups, and psychologically safe spaces to express concerns and build community connections with colleagues.

- Faculty maintain general respect for colleagues and appreciate the capacity of faculty members to problem solve amid multiple outside barriers such as Covid-19, virtual learning barriers, and a lack of supportive resources for students that require more accommodations and financial support.
- Respondents have a sincere commitment to student safety, which was expressed across listening sessions. Faculty members expressed concerns over providing students from URM groups with the support needed to succeed on their terms within the collegiate system. Faculty defined specific support efforts as language accommodations, accommodations for students with disabilities, flexibility in classroom assignment deadlines, increased access to faculty and counseling services office hours, and supportive social systems such as housing, child care, mental health, immigration services, and financial aid.
- Respondent's listening session data revealed a sincere desire for connecting with colleagues to build community and provide professional and personal support if needed.

INTERNAL EQUITY SCAN

Key findings by the internal system assessed are listed below.

Professional Development

Several classified staff identified uncompensated labor and inequitable scheduling of professional development opportunities as a significant barrier. Staff expressed frustration with professional development opportunities that didn't align with classified staff schedules. Several respondents across classifications desired mandatory cultural competency and anti-racism training for all Cañada College employees.

Key Takeaways

- Employees expressed general satisfaction with Cañada College's anti-racism training and learning anti-racism goals.
- Employees desired increased access to cultural competency workshops and anti-racist workshops. Several respondents wanted the workshops maintained through the year or semesters.
- Employees expressed concerns that professional development training would be less impactful if anti-racism and cultural competency training were not operationalized across the College's systems.
- Respondents expressed the need for dedicated staff responsible for developing the College's Flex Day and professional development planning and coordination.

The term "several" references 6 or more respondents.

KEY FINDINGS

Key findings by the internal system assessed are listed below.

Participatory Governance, Communication, and Administration

We combined participatory governance and communication administration under the same institutional system due to the high occurrence of employee responses that referenced or combined the three systems.

Key Takeaways

- Several student leaders described participatory governance as a productive system. However, student leaders did indicate that participatory governance could be improved by developing more access points for the general student population to participate in the participatory governance process.
- A majority of classified staff and faculty members interviewed expressed a desire for participatory governance to operate with less bureaucratic procedures.
- Several employees indicated participatory governance could benefit from integrating anti-racist and anti-bias standards in the decision-making process.
- Regarding communication and administration, most respondents expressed a need for centralized information hubs that provide updates regarding Covid-19 protocols and DEI integrations.
- Regarding communication and administration, respondents expressed a need for a more equitable approach to recruitment, retention, and overall facility management.

Comprehensive Finding

Comprehensive results from the internal equity scan revealed a need for immediate addressing of employee concerns regarding low worker bandwidth due to understaffed programs and the need for clear transparent communication from administration.

Respondents expressed a need for more community-building activities and opportunities for employees and students to practice safety in psychologically safer spaces, particularly for Black, Indigenous, and Latino/a/x with intersecting racial/cultural identities, members of LGBTQIA+, People with Disabilities and Veterans. These racial and cultural groups were mentioned repeatedly across internal systems as groups in need of affinity spaces.

Results also revealed a general appreciation for attempts made by the College to promote a more diverse, equitable, and inclusive campus culture. However, the lack of sustained commitment to funding programs, anti-racist and anti/bias training, and employee needs has significantly impacted employee and student morale. The College has an opportunity to collaborate with employees and students to determine the best strategies for authentically recovering with equity across all internal systems.

I am no longer accepting the things I cannot change. I am changing the things I cannot accept.

Angela Davis

SHORT-TERM RECCOMENDATIONS

The recommendations offered in this report are based on data captured from the listening sessions, cultural audit, and internal equity scan assessments administered by Áse Power Consult. Short-term recommendations are opportunities to reflect on moving forward with equity-centered diversity, access, and inclusion integrations within 6 to 12 months.

- **Recommendation 1-Restorative Practice:** Prioritize repairing trust with classified staff, students, and faculty. Train an employee to facilitate conversations centered on restorative practices and restorative justice on campus to rebuild trust between employees and administrators. Dedicate time to investing in rebuilding or sustaining trust and transparency with faculty, classified staff, and students through frequent listening sessions, surveys, check-ins with groups that support marginalized students and employees on campus.

- **Recommendation 2-Affinity Spaces:** Prioritize affinity spaces for historically marginalized groups on campus. Provide opportunities for individuals currently leading affinity spaces on campus to receive additional training facilitating anti-racist and anti-bias conversations. Prioritize creating affinity spaces for Black/African Americans, the Latino/a/x community, the LGBTQIA+ community, Veterans, People with Disabilities, New Migrants, and Dreamers. These groups were mentioned repeatedly as needing spaces to practice physical and psychological safety while learning how to navigate the College's systems.

- **Recommendation 3-Virtual and Covid-19 safe in-person community building:** Fostering communal spaces for employee and student connection is vital to growing a positive campus culture. Invest in regular zoom community-building events centered on keeping people connected during the pandemic. Solicit feedback from the Associated Students of Cañada College (ASCC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.

- **Recommendation 4-White Accountability:** Prioritize investment in sustained training for disrupting dominant group cultural practices on campus, specifically investing in the development of White Accountability Cohorts. Develop dedicated spaces that help white identified employees learn how to practice individual and collective accountability in dismantling white supremacy systems and spaces.

- **Recommendation 5-Racial/Cultural Bias Incident Accountability:** Coordinate with the Policy, Training, and Compliance Director to develop or clarify the protocol for addressing implicit or explicit bias occurring on campus that does not warrant district-level investigation. Create a page outlining the protocol for reporting bias and the discrimination reporting process for individuals not seeking a district-level investigation.

- **Recommendation 6-Equitable Scheduling:** Collaborate with Classified Staff, Academic Senate, and the ASCC to develop a more equitable approach to scheduling meetings, training, and events on campus.

- **Recommendation 7-Champion Equitable Work Commitments:** Commit to disrupting the normalization of unpaid work and overtime specifically for part-time employees. Explore how the administration and employees can align on a strategy for developing a more equitable workload for employees, specifically classified staff. Consider offering flexible work schedules and encourage flexible deadlines for departments impacted by staff shortages.

- **Recommendation 8-Communication:** Dedicate resources and time to simplifying and streamlining information to effectively relay Covid-19 updates, DEI integrations, and other campus-related opportunities and resources. Incorporate employee and staff suggestions for achieving better communication and develop a communication plan that outlines the specific methods the College will utilize to improve communication. Invest in peer-to-peer communication technologies as an additional tool to communicate shifting college updates.

- **Recommendation 9-Financial Aid and Student Services:** Identify opportunities for collaboration with Financial Aid and Supportive Resources. Schedule frequent strategizing sessions with employees and student leadership connected to student services. Determine the best strategy for correcting ineffective methods for helping students and employees access resources on campus. Consider the following actions: (1) Conduct an examination of the efficacy of access points on the College's website; troubleshoot office hours availability as it relates to registration, (2) Invest in a marketing campaign that communicates a clear path to services for individuals in need of social service support such as housing security resources and immigration support. (3) Invest in building relationships with community programs and organizations committed to providing resources to historically marginalized groups. Leverage resources of these groups to compensate for services the College does not currently have the infrastructure to support (4) Provide employees with introductory training on integrating asset-based language, which prioritizes the strengths of historically marginalized groups.

- **Recommendation 10-Centralize Anti-Racism and Cultural Equity Task Forces:** Collaborate with various anti-racism task forces, affinity groups, and programs that provide services for historically marginalized groups. Explore opportunities for cross-collaboration on the achievement of task force and committee goals.

- **Recommendation 11-Early Access Opportunities:** Develop a plan to investigate potential inequities within early access programs. Create a student and employee advisory committee dedicated to addressing identified issues and creating policies and protocols that redress power imbalances.

LONG-TERM RECCOMENDATIONS

The recommendations offered in this report are based on data captured from the listening sessions, cultural audit, and internal equity scan assessments administered by Áse Power Consult. Long-term recommendations are opportunities to reflect on moving forward with equity-centered diversity, access, and inclusion integrations within 12 + months.

- **Recommendation 1-Hire a Diversity, Equity, and Inclusion Director:** Hire a DEI Director dedicated to training employees and students in anti-racist and culturally competent practices. Invest in providing the infrastructure the DEI director would need to accomplish DEI goals. Resources required include but are not limited to (1) a dedicated DEI budget, (2) adequate support staff, (3) dedicated spaces, and (4) clearly outlined support from administrative leadership.

- **Recommendation 2-Re-imagine Participatory Governance:** Develop a steering committee dedicated to examining the efficacy of the participatory governance system. Continue to gather research on employees' significant issues with the participatory governance process. Develop think tanks composed of employees from different classifications to begin brainstorming ideas on making the process more streamlined and accessible. Identify suggestions most supported by employees as tactics to streamline the participatory process and experiment with implementing recommendations through consistent prototyping, testing, and evaluation.

- **Recommendation 3-Cultural Competency-Anti-Racism Training:** Develop a DEI and cultural competency training calendar informed by URM group input on campus. Ensure that most offered training is accessible to all employees regardless of classification. Develop a plan for incorporating DEI and cultural competency training materials into learning modules or toolkits for professional development or student enrichment in the future.

- **Recommendation 4-Champion DEI Funding Campaigns:** Collaborate with the Grants Development and Management Office to design a capital campaign to expand grant-funded programs that support URM programs. Collaborate with programs and committees in need of funding to develop a viable strategy for securing funding from diverse funding streams. Increase funding for departments, centers, and faculty that offer social justice, critical race theory, genderqueer, ethnic, and gender studies classes and workshops. Once funding is secured, work with programs and committees to determine an equitable budget allocation.

- **Recommendation 5-Power Redressing:** Dedicate time and resources to identifying and redressing power imbalances across college systems. Publicly claim accountability for any implicit or explicit biased system impacting underrepresented minority groups and communicate the plan to redress that harm. Publicly report goals and progress.

- **Recommendation 6-Bias Reporting:** Implement a campus-wide hate and bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that collected data on incidents are disseminated for analysis, policy improvements, and prevention.

- **Recommendation 7-**Employee Equity: Develop a plan to draft a policy that pays employees for their intellectual and emotional labor, time, and effort spent on equity, access, diversity, and inclusion work in addition to their positions at the college.

- **Recommendation 8**-Review, Revisit and Re-implement: Racial and Cultural institutional change takes time. Commit to constantly assessing the efficacy of new initiatives, programs, and policies through qualitative and quantitative metrics. If projected goals are not achieved celebrate the efforts of those who worked towards achieving the goal and include them in a process of assessing what elements need re-imagining. Don't be afraid to re-implement a plan that isn't working, it is more important to revise a DEI integration or strategy as opposed to completely abandoning it.

RESPONDENT RECCOMENDATIONS

The comments below reflect suggestions made by employees and students to move Cañada College towards equitable outcomes. Respondent recommendations are vital to fostering an inclusive and equitable campus environment. Continue to invest in opportunities for employees and students to provide insights on how the College can recover with equity in 2022 and beyond. Áse Power Consult received explicit permission from respondents to list their names and titles with their statements. Respondents who did not want their names or titles referenced are listed as anonymous.

- Develop a "shadow program to connect administrators to students to deepen their understanding of students' school and personal lives. I know the higher up you go, the less contact you have with students. I need it to be not our student leaders. I don't want you to shadow them because those are ideal students, right?" (Anonymous)

- "Full-time faculty [should] partner with a couple of adjunct faculty to keep them informed [and] support them... . It would be great if full-time faculty could build a bridge with adjuncts. Even if [it's] just check-ins or something at Flex Day."-Gonzalo Arrizon, Retention Specialist & Adjunct English Instructor

- "There's not really an area [on Flex Day request for proposal link] where it's kind of like, 'I have ideas for Flex Day but feel you don't have resources, let us know here' kind of thing. I think that would be cool." (Anonymous)

- "What I do appreciate though, is that a couple of Student Services Planning Council meetings ago, we were put into breakout rooms and were given a sheet where we were asked, 'how do you practice anti-racism and equity as an individual in your role, as your program or service together, and how does that connect to the institution.' So I thought that was really great. And it also gave us an opportunity to offer suggestions to what Student Services programs can and should be doing to further operate as an equity-minded entity." (Anonymous)

- "We've got our new compliance officer... she does an incredible Unconscious Bias workshop... she makes you go inside yourself – and she makes you take inventory so that you can make a connection to how you hold biases and how you need to be conscious of them...I don't know if that's a requirement for onboarding. I know it's a requirement if you wanna do a hiring committee. But I would need it to be a requirement of working at this college, [and] in this district." (Anonymous)

- "There was also talk recently of possibly having a faculty professional development coordinator and a staff professional development coordinator, so the staff needs could be more appropriately met by that person." (Anonymous)

- "I'm using the impact grids that Jeremiah Sims developed over at College of San Mateo that's part of the Ideal program..... the impact grid has been helpful to me as kind of a rubric grid to break out into pieces of this program and really analyze the equity aspect and look at where things are kind of not working."-David Reed, Dean of Academic Support and Learning Technology

- "I've recently started the Black staff and faculty monthly lunch, and then there's a colleague at Skyline who had been wanting to do something like that, so she and I discussed doing something that could be district-wide and also include administrators... maybe doing something twice a year for Black faculty and administrators to get together."-Lezlee Ware, Professor of Political Science and UMOJA Program Coordinator.

- "CSM is hiring an ombudsperson specifically to deal with the gap in reporting between overt issues and issues that should/could be reported but are not. That position reports directly to the president and is charged with making sure issues get addressed. Since we won't be getting that or anything similar in the near future, it is a matter of the next best option." (Anonymous)

- "If we had an equity slash PD person since they are very integrated anyway...I don't know if anybody's written up a position description and entered it into our system."
  -David Meckler, Professor of Music, Cañada College, former CIETL Coordinator

- "We need to hold on to our current retention specialist... we need him [to be full-time]...looks like he'll be 50% UMOJA ....but that needs to be just solidified, which shouldn't be a guessing game whether he's staying here, you know, it should be like he's hired...permanently."-Lezlee Ware, Professor of Political Science and UMOJA Program Coordinator

- "Give the [Classified] President 5,000.00, give the [Classified] Vice President 2,000.00 give the [Classified] Secretary 1,000.00, and the other officers 500.00." -Jeanne Stalker, Program Services Coordinator

- “If you are a decision-maker you need to be trained in anti-racism, period. I don’t understand how we expect...to move forward without it. You have tenured faculty, what is the deadline for them to get on board? ... What is the deadline for people to get on board? When do you start removing people for not being willing to do the work?" (Anonymous)

Glossary

This glossary of terms provides definitions for terms used in the Internal Equity Snapshot. The definitions provided are not meant to be absolute. Culturally competent terms should always be evolving to ensure that people and practices are identified with respect and compassion.

- **Empathic Connections-** Àse Power Consult defines empathy as the ability to process and understand the feelings of others. When people practice empathic connection they participate in the process of connecting to another person's or community's emotional experience. This link provides higher-level information about the term: Resource.

- **Racial Group-** Sociology uses and critiques the concepts of race and ethnicity, connecting them to the idea of majority and minority groups and social structures of inequality, power, and stratification. "Race" refers to physical differences that groups and cultures consider socially significant, while "ethnicity" refers to shared cultures, such as language, ancestry, practices, and beliefs. The sociological perspective explores how race and ethnicity are socially constructed and how individuals identify with one or more. (American Sociological Association)

- **Cultural Group: "**A cultural group is defined simply as a collection of individuals who share a core set of beliefs, patterns of behavior, and values. The groups may be large or small, but they are identified by their ways of thinking and behaving. All cultural groups are marked by intragroup variation. Many factors of diversity impact culture, including, but not limited to: ethnicity, country of origin, language, gender, race, physical appearance, age, religion, sexual identity, disability, education, and social class or status**."** (Georgetown University Center of Child and human development)

- **URM- Underrepresented Minority Group:** The definition of an Underrepresented minority is far from being crystal clear. However, the URM designation is relatively consistent among schools. Underrepresented Minority can be defined as a group whose percentage of the population in a given group is lower than their percentage of the population in the country. At Penn State, as well as many colleges and universities, underrepresented minorities are generally considered to include: Hispanic/Latinos, African Americans, Native Americans, Native Hawaiian/Pacific Islanders, and those of two or more races. International students generally fall into a separate category of their own. (Penn State College of Agricultural Sciences)

- **Bias interactions-** Implicit or explicit bias incidents occurring between individuals or groups. "Social psychology scholars have conceptualized bias as either implicit or explicit. Explicit bias refers to the prejudice beliefs or attitudes one has towards a person or group on a conscious level. Explicit attitudes are feeling and thoughts that one deliberately believes and can consciously document. Implicit biases are prejudices, beliefs, or attitudes towards a person or group that are not within the margins of awareness, and are thus, unconscious. Implicit bias can be difficult to acknowledge and control because it exists beyond one's conscious thoughts or feelings. Implicit bias can undermine our explicit intentions or openly-held beliefs. (Advance Geo Partnership)

- **White/European Ancestry/Non-Hispanic:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (US Census Bureau) This link provides higher-level information about the term Non-Hispanic: Resource.

- **Non-binary:** People whose gender is not male or female use many different terms to describe themselves, with non-binary being one of the most common. Other terms include genderqueer, agender, bigender, and more. None of these terms mean exactly the same thing – but all speak to an experience of gender that is not simply male or female. (National Center for Transgender Equality)

- **Pansexual:** Pansexual | Describes someone who has the potential for emotional, romantic, or sexual attraction to people of any gender though not necessarily simultaneously, in the same way, or to the same degree. Sometimes used interchangeably with bisexual. (Human Rights Campaign)

- **Restorative Practice:** Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Though new to the social sciences, restorative practices have deep roots within indigenous communities throughout the world."-iiRP Graduate School. (iiRP GraduateSchool)

- **Restorative Justice:** An emerging global social movement with many traditions and approaches embraces community empowerment, participation, and accountability to address harm and strengthen relationships**.** (School of Leadership and Educational Sciences)

- **Historically Marginalized Groups:** Individuals, groups, and communities that have historically and systematically been denied access to services, resources, and power relationships across economic, political, and cultural dimensions as a result of systemic, durable, and persistent racism, discrimination, and other forms of oppression. Historically Marginalized Populations are often identified based on their race, ethnicity, social-economic status, geography, religion, language, sexual identity, and disability status. (North Carolina Department of Health and Human Services)

- **Affinity Groups:** A group of people who choose to meet to explore a shared identity such as race, gender, age, religion, and sexual orientation. These groups can be further broken down into smaller groups within the two major affinities (e.g., African American men/women, bi/multi-racial, etc.) (Utah Division of Multicultural Affairs)

- **Latino(a)(x)** Latinx refers to a person with origins in Latin America. The recent term was intended to be gender-inclusive, replacing the Spanish words Latino or Latina. Latinx is used only in English and mostly by non-Latinx people. According to the Pew Research Center, only 23% of those identifying as Latina, Latino, or Hispanic have heard of the term and only 3% actually use it to describe themselves. (Diverse Issues in Higher Education)

- **LGBTQIA+:** Acronym encompassing the diverse groups of lesbian, gay, bisexual, transgender, transsexual, queer, intersex, and asexual populations and allies/alliances/associations. (Utah Division of Multicultural Affairs)

- **Dominant Groups:** The classic sociological definition of a dominant group is a group with power, privileges, and social status. Another related definition is a social group that controls the value system and rewards in a particular society. (The Inclusion Solution)

- **Dreamers:** In the last few years the term "DREAMer" has been used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. The term DREAMer originally took its name from the bill in Congress, but it has a double meaning about the undocumented youth who have big hopes and dreams for a better future. (Anti-Defamation League)

THANKYOU

ÁSE POWER CONSULT