Proposal Title: Funding for Diversity Committee Speakers, Events and Conference Attendance

Originator and Position: Willie Hamilton, Co-chair Diversity Committee; Tamara Smith, Committee member

Area Dean: Dr. Carlos Lopez

Campus: San Jacinto Campus

Area Vice President: Brandon Moore

Budget Account Code: Click here to enter text.

*Total Amount Requested: $50,000

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.

Please check:

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<th>One-Time Funding:</th>
<th>On-Going Funding:</th>
<th>Safety:</th>
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1.) For what are you asking?  2.) Why is the request timely and important?  3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

The Diversity Committee is requesting $50,000 to invite prominent speakers to the college and provide funding for members of the committee to attend diversity conferences. Given the increasing diversity of the student population of the college and the community the college serves, the college needs to do more to raise the level of cultural, religious, ethnic and gender awareness and understanding, promote acceptance of various cultural, religious and ethnic groups and encourage cooperation among and between various cultural, religious, and ethnic groups. The need to do this was identified as the reason why the Diversity Committee was formed 15 years ago. We are the ONLY committee designed to meet the majority of the mission statement, ccs, and CLOs of numerous departments. The committee has never had adequate funding to fulfill this mission and is now requesting adequate funding to do so. Each semester, faculty chairs noted in our Senate reports the need for additional funding to expand and maintain Diversity events on campus. Even though Dr. Schultz added funds for this year, the Committee needs to secure additional monies just to maintain their regular events and offer new ones.
Section I – Program Review and Learning Outcomes - 20 points possible

1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). **Link to Program Review**

Since the committee is not an academic department, it does not have a CPR, but in the annual report of the committee to the Academic Senate, we have identified increased funding as a need. Many of the Diversity Committee events support institutional goals and the college’s mission statement. We overlap with requirements to meet Title IX with our sexual assault awareness month events and do so from our own budget and not the institution’s general fund.

All of the Diversity events meet one or more of the following stated “Values” in the College’s Mission Statement:

Excellence – We challenge students with high standards for learning and critical thinking, which we model with action.

Collaboration – We believe that the best results can be achieved through effective communication between employees, students, industry and the communities we serve.

Relationship – We nurture a caring community built on positive interactions and a genuine concern for the welfare of others.

Relevance – We pursue educational experiences that have meaningful applications in a local and global context, today and tomorrow.

Access – We promote a network of support that improves learning opportunities, removes barriers to a quality education and ensures the rights of all students.

Leadership – We empower people throughout the college community to support and facilitate positive change.

Diversity – We respect and embrace the power of sharing our differences in thought, opinion, culture and background to optimize our collective strength.

Integrity – We believe in being true to our core values by acting honestly and consistently in ways that demonstrate our character and moral commitment to “doing the right thing”.

In addition, Diversity events support departments at the college that award the largest number of AA Degrees-Liberal Arts and Social and Behavior Sciences-and the increasing number of departments that are offering transfer degrees.

Finally, Diversity events support, enable, and materialize the college’s professed dedication to student success and institutional pride and organizational culture.
2.) How will this request help improve student learning in the course and/or program (12 points)? **Link to Learning Outcomes**

All of the events sponsored by the Diversity Committee support multiple disciplines as we seek to raise awareness of the diversity of the human experience in hopes of limiting intolerance and discrimination within our community and world. Our events support the Learning Outcomes for all of the Humanities and Behavioral/Social Sciences, and many of our events support Child Development, the sciences, Nursing, EMS, and the arts in all forms. Further justification for this request comes from the stated Core Competencies (formerly Institutional Learning Outcomes). All Diversity events address one or more of the following CCs:

- **Communication:** The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies.
- **Critical Thinking:** The student will reason and think critically.
- **Social Awareness:** The student will demonstrate societal awareness.
- **Responsibility:** The student will display personal and civic responsibility.

| □ | 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion. |
| □ | 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources. |
| □ | 3. Refine staffing plan and process |
| □ | 4. Improve fiscal responsibility that is sustainable for the long term |
| □ | 5. Identify sustainability strategies to improve efficiencies in processes district-wide |
| ☒ | 6. Expand and improve student involvement in campus life |
| ☒ | 7. Promote quality of institution through enhanced communication within the community (internal/external) |
| ☒ | 8. Enhance the overall campus life experience |
| □ | 9. In an effort to serve students build bridges between instructional services, student services and administrative services |
| ☒ | 10. Increase the College’s visibility, value and recognition in the service area |
2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

Goals 6 and 8: The college needs to expand the programs and events that it provides during the college hour. This funding will allow the committee to invite speakers during this time.
Goals 7 and 10: It is important that the college provide programs and events that the community can enjoy. Increased funding for speakers will give the committee an increased ability to coordinate activities with its community partners.
Goal 8: As the student population of the college becomes more diverse, it is important that students learn to interact with each other in a positive way. Our intent is to invite speakers to promote this.
Goal 10: By inviting prominent speakers to the campus, we will enhance the visibility and prominence of the college in the community, Riverside County, and the nation.
Goal 6: Invited speakers will improve the campus climate making it more attractive for underrepresented groups to apply for admissions and staff and faculty positions. Increased funding for speakers will also allow the committee to address the needs of disabled students.
Goals 6, 7, 8, 10: Increased conference funding will help committee members carry out the committee’s mission.

Section III – Alignment with Institutional Plans - 15 points possible

Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points). Link to Plans

Pages 24 and 25 of the Educational Master Plan points to the growing diversity of the student population in particular at the San Jacinto campus. The Hispanic population of each campus and in particular the San Jacinto campus is going to continue to grow with slower growth projected for Asian, Native America, and African American populations.

“The Menifee Valley Campus and the San Jacinto Campus differ significantly. The former enrolls a higher percentage of Asian, Native American and White persons, and a lower percentage of African American and Hispanic persons.
While these differences are significant, it is possible that they are reflections of residence within the District rather than the ability of the campus to attract minority students.
It is possible that the majority of the African American population lives in the eastern portion of Riverside County. Forty-two percent of the population in Riverside County is of Hispanic origin. At the Menifee Valley Campus, however, only 25 percent of the students are Hispanic, with only a slightly higher percentage evident at the San Jacinto Campus. This situation requires study, and special attention should be given to language, developmental and transfer courses needed by these populations. During the next decade, both campuses will undoubtedly see the Hispanic category as the majority on campus.
The numbers in the “other” category, which includes all of the other centers and also the
Banning/Beaumont Center, are notable. The percentage of Asian students is higher than in any other category, both nationally and statewide. On the other hand, the percentage of African American students is the lowest in the entire range. The percentage of Hispanic students is higher than any other percentage in that range. The percentage of White students (23 percent) is the lowest in the entire classification. While an explanation for these numbers is beyond the scope of this study, it is obvious that the other centers are drawing from a different population than the Menifee Valley and San Jacinto campuses. With the possible exception of the Hispanic population, the District appears to be serving the needs of minority populations very well.

Pages 35 and 36 also point to the increasing diversity of the college and the need for cultural and intellectual activities in the district.

“The changing diversity in the four Service Areas in order to determine and meet local educational needs
The opportunity to provide intellectual and cultural activities in the District.”

Furthermore, as one of the largest standing committees of Academic Senate, we represent the most diversified voices of faculty, staff, and community members with our programming across the entire district. We cannot expand further to the other locations without more funding keeping those campuses non-inclusive of the college experience and simply satellites with partial service.

Section IV – Goals and Measurable Outcomes – 30 points possible

1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

1. Raise the cultural, gender, and ethnic awareness of the student population. 2 Improve campus climate for various cultural, religious, gender and ethnic groups. 3. Promote the acceptance of various cultural, ethnic and religious groups. All of the above will help the college recruit and retain underrepresented students and attract underrepresented applicants for staff and faculty positions.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.
The number of students and members of the public who attend the speaking events. Attendance will be taken at these events and the numbers in attendance will gradually increase over time.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

The events and programs of the Diversity Committee connect to the following CLOs of the four departments that make up Human Societies/Social Sciences. All of these departments touch upon issues of race, ethnicity, culture and gender in several of their classes and the impact that the larger society has on these issues. They all connect to the mission of the Diversity Committee: **In our commitment to the furthering of knowledge and fulfilling our educational mission, the MSJC Diversity Committee seeks a campus and community climate that embraces, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures, in the curriculum, and in local communities. Our commitment to work toward an environment that values diversity requires that we create, promote, and maintain activities and programs that further our understanding of individual and group diversity. We will also develop and communicate policies and promote values that discourage intolerance and discrimination. It is the belief of this committee that the concept and dimensions of diversity should be advanced and incorporated into each aspect of the college experience, including student life, the curriculum, teaching, programs, staffing, personal training practices, research, community service events, etc. Dimensions of diversity shall include, but are not limited to, the following: race ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.**

**PS 101**: Demonstrate an understanding of American government and politics and California government and politics; Participate in community and political organizations beyond the end of the class. **PS 103**: Analyze and critique the theory and practice of the politics and government of the United States as it impacts ethnic minorities; Examine and analyze the strategies and tactics used by ethnic groups to attempt to gain political power in America and critique their effectiveness; Participate effectively in ethnic based political and community based organizations. **History 106**: Students will be able to identify the origins and influence of major world-wide trends on post-1900 history; Students will be able to relate past historical developments to current political, social, economic and diplomatic issues. **History 111 and History 112**: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early U.S. historical identities (including but not limited to Colonization, Industrialization, American Revolutions, Constitution, Slavery); Students will be able to differentiate historical experiences of diverse peoples as defined by race, social class, gender, sexuality, and status of servitude; Students will be able to relate past historical developments to current political, social, economic and diplomatic issues; Students will be able to connect portions of US history to events and developments in other parts of the world. **History 115**: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological, changes and how they affect modern U.S. historical identities; Students will be able to understand the cultural institutions that determine the material circumstances of women’s lives as well as analyze how cultural and gendered norms and ideals impact diverse women’s lives. (Including but not limited to: religion, law, medicine, patriarchy, hetrononormativity, etc.; Students will be able to relate trends and developments in US women’s history to trends and developments in women’s history in other parts of the world. **History 121**: Discern between stereotypical ideas about indigenous societies/nations of California and accurate information about those societies/nations. **History 124**: Students will assess and analyze the interrelationship of
economical, political, psychological, technological, geographical, and sociological, changes and how they affect post-war American identities. (Including but not limited to Cold War, Civil Rights Movement, Women's Rights Movement, and Economic changes; Students will be able to differentiate amongst the experiences of diverse peoples as their positions are affected by race, social class, gender, and sexuality in Post-War America. History 160: Students will be able to relate trends and developments in general US history and world history to trends and developments in Black history; Students will be able to relate historical developments to current political, social, and economic issues relevant to Black Americans; Students will be able to relate historical developments to current political, social, and economic issues relevant to Black Americans. Psychology 112: Analyze the relationship between gender and various socialization agents; Evaluate various social institutions as sites for the perpetuation of inequalities based on race/ethnicity, nationality, sex/gender, sexual orientation, and social class through content analysis of various literary and media artifacts. Sociology 106: Analyze the relationship between race/ethnicity, sex/gender, social class, sexual orientation, and the social world; Sociologically analyze the depiction of diverse minority groups in various media genres; Interpret and compare various critical and multicultural perspectives on race/ethnicity, sex/gender, social class, and sexual orientation.

Section V – Implementation Plan – 10 points possible

What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? The co-chairs of the Diversity Committee

2.) What are the projected start and end dates (2 points)? August, 2016 with no end date.

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)?
Facilities Department, Political Science, History, Psychology and Sociology Departments

4.) When will the outcomes be measured (2 points)? 1. At the end of each event. 2. A report to the committee on conference attendance

5.) How will you measure the desired outcomes (2 points)? 1. The number of students and members of the community who attend the events. 2. Information gained by committee members from attending conferences and the ideas they bring back to the committee and to the college in general.

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We cannot detail items that we will use the money for at this time. This depends on our level of funding.

For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4XXX
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.

Object Code 5XXX
Services: Speakers and conference attendance. Amount requested: $50,000
Services: Click here to enter text.. Amount requested: Click here to enter text.
Services: Click here to enter text.. Amount requested: Click here to enter text.

Object Code 6XXX
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.

(S2) Subtotal from Non-Personnel Requests: Click here to enter text.

Total Proposed Budget (sum subtotals (S1) and (S2) above): $50,000
3. Secondary Effects (if this proposal is approved)

If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position:  

Click here to enter text.

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location?  

Click here to enter text.

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs?  

Click here to enter text.

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future.  

This will not be automatically funded. A new RAP must be completed in the future.

Fiscal Year:  

Click here to enter text.  

Anticipated need:  

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Estimated amount:  

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Fiscal Year:  

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