



Diversity, Equity, and Inclusion Committee Charter

Mission

Clackamas Community College strives to address, explore, educate, learn about, and respond to the diversity of the human experience.

We prepare our students to successfully understand diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others.

We create an inclusive, equitable, culturally competent, and supportive environment where students and employees model behavior that enriches our community.

Purpose

The Diversity, Equity, and Inclusion Committee will guide and hold the institution accountable in the integration of diversity, equity, and inclusion into all aspects of the work at Clackamas Community College.

Guidelines for Interaction

- Be present and respect the space
- Share your experiences, use “I” statements
- Assess your safety and use your discernment
- The stories of others are theirs to share, maintain confidentiality and trust among the group
- Step up, step back
- If you experience yourself making judgements, ask yourself where did those feelings come from
- Consider and address the impact of actions rather than focusing on your intentions
- Consider your privilege
- Acknowledge pain or offense in the moment using “ouch” and have the option to discuss it or not at that time
- Confront, critique, and challenge your discomfort

Definitions

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, political beliefs, and cultures.

- Diversity means more than just acknowledging and/or tolerating difference. It’s a set of conscious practices that seek to understand and appreciate the interdependence of humanity, cultures, and the natural environment.

Equity: Ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic oppression.

- Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
- Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.

Inclusion: Ensuring that people of all backgrounds, identifies, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

Cultural Competence: An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Meeting Schedule

The second and fourth Fridays of each month from 9:30am-11am.

Scope

The committee will guide the work of diversity, equity, and inclusion at our institution through the following:

1. Assessing the implementation of the Diversity, Equity, and Inclusion Strategic Plan
2. Monitoring the development, implementation, and evaluation of standards for cultural competence for students and employees
3. Providing input on institutional policies and procedures to address diversity, equity, and inclusion issues
4. Focus on institutional policies and procedures to address diversity, equity, and inclusion issues and make recommendations when appropriate
5. Evaluating and recommending solutions where institutional inequities exist
6. Informing and consulting with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives

7. Ensuring the maintenance and dissemination of best practices for diversity, equity, and inclusion in institutional policies, teaching, training, hiring, and retention of students and employees
8. Serving as a resource for guidance and consultation regarding diversity, equity, and inclusion issues for students and employees
9. Disseminating information about ongoing professional development training around diversity, equity, and inclusion for students and employees
10. Seeking regular feedback from students and employees to inform decision-making and understand opportunities for improvement
11. Sharing the work of the committee with the college community

Committee Creation

In February and March 2017, the Diversity Taskforce requested feedback on the above statement from the following groups: Associated Student Government, Classified Association, College Council, Department Chairs and Directors, Executive Team, Faculty Senate, Human Resources. The Diversity Taskforce worked to obtain campus input on important areas of diversity or equity for the college community. In addition to feedback from specific groups, a survey was created and sent to the entire campus (students, staff, and faculty) to determine the top three areas that Clackamas should focus on related to diversity and equity. The areas are listed above as the purpose of the committee.

Based on campus feedback, college administration formed the Diversity, Equity, and Inclusion Committee which was convened for the first time in fall term 2017. The committee's scope also incorporated requirements of Oregon House Bill 2864 around cultural competency training for college employees.

The DEI Committee engaged in a strategic planning process between January 2019 and May 2020.

Subcommittees

Subcommittees are aligned with priorities and goals identified in the 2020 DEI Strategic Plan. A list of subcommittees and descriptions are available on the DEI webpage. Subcommittees create an opportunity for members of the college community to engage in implementation of the DEI Strategic Plan. Inquiries about subcommittees should be directed to diversity@clackamas.edu.

Relationship to Other Committees

Presidents Council, College Council, Access, Retention and Completion (ARC) Committee, Institutional Standards and Procedures (ISP) Committee, Organizational Learning Committee

Membership

The Diversity, Equity and Inclusion Committee includes 17 members with the following roles and membership structure:

Chair Positions

- 2 Co-chairs serving staggered 2-year terms (i.e. 1 new co-chair selected each year). Co-chairs are appointed by the President at the end of the academic year, with new chair beginning the following academic year. Co-chairs must be appointed from within the DEI Committee, having served at least one year on the committee.
- Co-chairs who serve at the same time cannot be from the same employee type (Admin/Confidential, Classified, Faculty).

Appointed Positions

- Appointed positions are employees serving two-year terms, which may be renewed. Terms are staggered.
- Representatives are selected through an application process and appointed by the College President.
 - 2 Classified Association representatives (one appointment each year)
 - 2 Full-time Faculty representatives (one appointed each year)
 - 2 Part-time Faculty representatives (one appointed each year)
 - 1 Admin/Confidential representative (appointment in odd years)

Assigned Positions

- Assigned positions are employees and students identified by department leads based on position. Depending on the department, these individuals may serve for a longer time period:
 - 1 College Relations and Marketing representative
 - 1 Disability Resources Center representative, or a representative with knowledge of ADA compliance
 - 1 Human Resources representative
 - 1 Associated Student Government (ASG) student representative (one-year term)
 - 1 Multicultural Center student representative (one-year term)

At-Large Positions

- At-Large positions are employees serving two-year terms, which may be renewed. Terms are staggered, appointing two representatives in even years and one in odd years.
- Selected through an application process and appointed by the President.
- Positions are for individuals from systemically non-dominant populations.
 - 3 At-large representatives

Application Process

- Applications are updated annually by the Co-chairs and President.
- Completed applications are submitted electronically to diversity@clackamas.edu.
- Applications will be reviewed by the Co-chairs and President.
- All final decisions and appointments will be made by the President.

Committee Member Expectations/Commitment

- Membership terms are limited with the option for renewal. The DEI Committee year coincides with the CCC academic year (September to June).
- Members are expected to commit at least six hours per month to the DEI Committee. The committee meets twice a month, plus subcommittee meetings, and events.
- Attend DEI Committee meetings and be prepared to engage. Meetings are the second and fourth Fridays of the month from 9:30am-11am.
- Members are expected to join a subcommittee and meet with their subcommittee outside of DEI Committee meetings. Subcommittee leads report back to the DEI Committee, and share information from the DEI Committee with their subcommittee members.
- Members are expected to participate and attend DEI Committee-sponsored events, trainings, and retreats whenever possible.