Diversity, Equity, and Inclusion Committee Charter

Mission

Clackamas Community College strives to address, explore, educate, learn about, and respond to the diversity of 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 strive to create an inclusive, equitable, culturally competent, and supportive environment where students and employees model behavior that enriches our community.

Our mission is in alignment with the College's mission to cultivate equitable, innovative, and responsive education, as well as the values of learning, equity, student success, community, and belonging and the strategic priorities (listed on the same webpage link).

Purpose

The Diversity, Equity, and Inclusion Committee will guide and support the institution in the integration of the college's values of equity and belonging into all aspects of the work at Clackamas Community College.

The Diversity, Equity, and Inclusion Committee will support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in fulfilling the duties under Oregon Revised Statute 350.375, Cultural Competency Requirements at Public Universities and Community Colleges.

As part of the work of the Diversity, Equity, and Inclusion Committee, they will also support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in their mission to guide in the integration of the College's values of equity and belonging into all aspects of the work at Clackamas Community College.

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Guidelines for Interaction

1) Stay engaged.
2) Speak your truth responsibly.
3) Listen to understand.
4) Be willing to do things differently and experience discomfort.
5) Expect and accept non-closure.
6) Maintain confidentiality.

*From the Center for Equity and Inclusion: https://www.ceipdx.com/

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.

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

A) Improving equity involves increasing justice and fairness within:
   a. The procedures and processes of institutions and systems
   b. The distribution of resources
B) Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
C) Equity differs from equality.

Inclusion: Ensuring that all people are valued within an organization. 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. Inclusion is not a place of "arrival", but an ongoing practice within every area of an institution.

Cultural Humility: 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 (ORS 350.375).

Cultural Humility: An ongoing process that includes:

1) Self-reflection and ongoing lifelong learning and development
2) Recognize and challenge power imbalances
3) Institutional accountability

*From the documentary *Cultural Humility: People, Principles, and Practices*

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 Revised Statute 350.375 around cultural competency training for college employees.

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

In June 2021, a Chief Officer was hired in the inaugural Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office.

In 2022, the Diversity, Equity, and Inclusion Committee was restructured to include the four (above) sub-committees, who help support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office, along with the work required in ORS 350.375.

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Scope

The Diversity, Equity, and Inclusion Committee will support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and needs of the Oregon Revised Statute 350.375 by guiding the work of diversity, equity, and inclusion at CCC. Work related to diversity, equity, and inclusion is the responsibility of everyone at the college and will regularly be consulting with other departments, employees, and students. This work will happen in the following four sub-committees:

1) Communication & Webpage
2) Events & Learning
3) Policy Review & Reporting
4) Student Engagement

See "Sub-Committees" for scope of work in each sub-committee.

Sub-Committees

Sub-committees are aligned with priorities and goals identified in the 2020 DEI Strategic Plan – they create an opportunity for members of the college community to engage in implementation of the DEI Strategic Plan. The following are the list of sub-committees and their scopes of work:

Communications & Webpage:

1) Work collaboratively across departments to communicate clearly to new and current faculty, staff, and administrators the institution's commitment to meeting cultural competency standards in professional development. (ORS 350.375).
2) Collaborate with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives. (ORS 350.375)
3) Provide ideas and messaging best practices for updating the Cougar LEAP Office and DEI Committee webpages.
4) Curate and share information about ongoing professional development training around diversity, equity, and inclusion for students and employees. Share the work of the committee with the college community.

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Events & Learnings:

1) Providing continuing training and development opportunities that foster the ability of the institution's faculty, staff, and administration to meet cultural competency standards. (ORS 350.375)
2) Supporting college events focused on diversity, equity, and inclusion through event coordination, volunteering, marketing.

Policy Review & Reporting:

1) Identify institutional inequities and recommend actionable solutions through the college-wide strategic planning process.
   a. Propose institution-wide goals to improve cultural inclusion for students, and employees from diverse backgrounds, in accordance with ORS 350.375.
2) Submit a biennial progress report to the CCC board on achieving these cultural inclusion goals (ORS 350.375).
3) Recommend and monitor mechanisms to assess cultural competency standards for students and employees (ORS 350.375).
4) Develop, implement, evaluate, and promote the new Strategic Equity Resource, The Cougar Pause.
5) Provide input and make recommendations for institutional policies and procedures related to equity, and inclusion.
6) Serve as a consultative resource on equity and inclusion issues for students and employees.

Student Engagement

1) Seek regular feedback from students and employees to inform decision-making and understand opportunities for improvement. (ORS 350.375)
2) Partner with students to better understand their barriers, respond to their needs, and increase access to their education.

Relationship with Other Committees and Councils

A) Members of the Diversity, Equity, and Inclusion Committee also sit on the following committees and councils:
B) Presidents Council
C) Access

D) Retention and Completion (ARC) Committee
E) Institutional Standards and Procedures (ISP) Committee
F) Organizational Learning Committee Membership

Membership:

Overview

Membership will include representation from the following roles at CCC. Numbers reflect the minimum number of people per CCC role:

A) 2 Classified representatives, one of which is an ACE member (dues paying) elected by Association of Classified Employees (ACE) as the Diversity Representative (one appointed each year)
B) 2 Full-time Faculty representatives (one appointed each year)
C) 2 Associate Faculty representatives (one appointed each year)
D) 1 Admin/Confidential representative (appointed every other year)

Assigned Positions

Assigned positions are employees and students identified by department leads based on their CCC position. Numbers reflect the minimum number of people per CCC role. Depending on the department, these individuals may serve longer:

A) 1 College Relations and Marketing representative
B) 1 Disability Resource Center representative, or a representative with knowledge of ADA compliance
C) 1 Human Resources representative
D) 1 Associated Student Government (ASG) student representative (one-year term)
E) 1 Multicultural Center student representative (one-year term)
F) 1 Multicultural Center Coordinator
G) 1 Foundation representative

Membership Options

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The Diversity, Equity, and Inclusion Committee has two options for membership, as follows:

Co-Lead Positions

A) Co-Lead positions are approximately 6-8 hours per month.
B) Co-Lead positions co-lead a sub-committee and represent the DEI Committee at other college groups. Co-Leads serve as liaisons between the sub-committee and the larger DEI Committee.
C) Terms are generally for two academic years, except for the Association of Classified Employee Designee who serves on a year-by-year basis and is designated by ACE. Terms are staggered, appointing two representatives in even years and one in odd years.

Team Champion Positions

A) Team Champion positions are approximately 4-6 hours per month.
B) Team Champions attend the monthly sub-committee meetings. All-DEI Committee monthly meetings are optional.
C) Terms are generally for two academic years.

Terms

The Diversity, Equity, and Inclusion Committee coincides with the CCC academic year (September through June). Membership terms are limited with options for renewal.

Application Process

Members are selected through the following process:

1) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee put out an open call for prospective members to apply for open positions.
2) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee host an information session open to anyone at the College.
3) Prospective members submit an interest form.

4) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee invite all who completed an interest form to the DEI Committee.

Meeting Schedule

The full DEI Committee meets on the second Friday of each month from 9:30-11 a.m. Sub-committees are in charge of scheduling their own sub-committee meeting times, although they often use the fourth Friday of the month. The Leap Office Program Manager can help with scheduling as needed.

Midterm Departures/Replacements

A) If a committee member is unable to complete a full term, they will work with the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion co-chairs to fill the position.
B) If needed, a mid-year recruitment process as described above will take place.
C) Committee members who enter midterm are encouraged to apply for the next opening to complete one full term after their replacement term.

Committee Member Expectations/Commitment

A) Attend DEI Committee meetings and be prepared to engage in discussion, and volunteer for projects and tasks. This consists of approximately two meetings per month on Zoom.
B) All-DEI Committee monthly meetings are on the second Friday of the month from 9:30-11a.m.
C) Sub-Committees are in charge of scheduling their own sub-committee meeting times, although often they use the fourth Friday of the month. The LEAP Office Program Manager can help with scheduling as needed.
D) Membership terms are limited with the option for renewal.
E) The Diversity, Equity, and Inclusion Committee year coincides with the CCC academic year (September to June).
F) Members are expected to commit at least six to eight hours per month to the Diversity, Equity, and Inclusion Committee.
G) Members are expected to represent the Diversity, Equity, and Inclusion Committee on other college groups.

H) Co-leads report back to the Diversity, Equity, and Inclusion Committee in the large monthly Diversity, Equity, and Inclusion Committee meetings, and share information from the Diversity, Equity, and Inclusion Committee large monthly meetings with their sub-committee members.

I) Members are expected to participate and attend Diversity, Equity, and Inclusion Committee-sponsored events, training, and retreats whenever possible.

Notes

Monthly Diversity, Equity, and Inclusion Committee Meeting:

Notes are taken in each monthly, large Diversity, Equity, and Inclusion Committee meeting. Notes are taken by:

1) The Equity and Inclusion Coordinator
2) Executive Assistant to the Vice President
3) If none of the above are available, another Diversity, Equity, and Inclusion Committee member who is willing and able.

Notes are stored on the Diversity, Equity, and Inclusion Committee Teams folder under the general channel in the files section.

Sub-Committee Meetings:

1) Notes are taken by a sub-committee member.
2) Notes are stored on the appropriate sub-committee channel in a place that all sub-committee members can easily find.

Quarterly Reports:

The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office works with the Diversity, Equity, and Inclusion co-chairs to write quarterly reports.

Quarterly reports are stored in the following two places:

A) On the Diversity, Equity, and Inclusion Committee Teams folder under the general channel in the files section.

B) Clackamas Community College's internal Diversity, Equity, and Inclusion Committee webpage: https://webappsrv.clackamas.edu/committees/DEI/.

Reporting Out

Per Oregon Revised Statute 350.375, the Policy Review & Reporting sub-committee works with the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office to provide biennial reports to the CCC board regarding the institution's progress toward achieving the goals.

Additionally, all members of the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee are expected to regularly share out about the ongoing work of the Diversity, Equity, and Inclusion Committee in any meetings and groups that are appropriate.