Clackamas Community College

DEI Strategic Planning Development Progress Report

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Progress Report

Introduction

Clackamas Community College (CCC) holds an unwavering commitment to meaningfully address, explore, educate, and respond to the diversity of the human experience through the development and implementation of the College's diversity, equity, and inclusion (DEI) strategic plan. The College is uniquely positioned to advance its institutional strategies and goals which close student equity gaps and prepare them to understand diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others. The College strives to create an inclusive, equitable, culturally competent, and supportive environment where the institutional culture models behavior that enriches the community, region, and the State of Oregon.

Background and Context

Post-secondary reform continues to present challenges and opportunities at national and local levels and community colleges play a central role in serving as critical economic drivers of communities and regions across the country. For example, CCC serves one of the largest counties in the state of Oregon, Clackamas County, with over 1,893 square miles of coverage including the base and foothills area of Mt. Hood. Its service area includes an estimated population size of 412,672 people, according to 2017 US Census data, representing a 29% increase from 2010. In accordance with CCC's 2012 accreditation self-study report, Clackamas County is approximately 65% urban, 10% suburban and 25% rural, resulting in diverse needs, interests, and skill levels among the community. Clackamas County has diverse economic growth and development which influences the College's program offerings, including agriculture, timber, manufacturing and commerce and strong growth and development in metals, machinery, healthcare, high tech, logistics, forestry, food and beverage processing, renewable energy, nursery/agriculture, tourism and software development. CCC served over 25,000 students in the 2017-2018 year. The College's strong academic programs position students to secure jobs that cultivate living security and help drive the local and regional economy.

However, notable national data and best practice experts such as the Gates Foundation, The Aspen Institute, Institute for Higher Education Policy (IHEP), and the Community College Research Center (CCRC) strongly convey significant and chronic equity, access, and completion gaps of students seeking and/or earning a post-secondary degree in order to thrive in a 21st century global economy. For example, Department of Education IPEDS data capture a 21% cohorted graduation rate for 2017-2018 (the total number of students in the 2014 adjusted cohort was 768 with a total of 161 completers within 150% of normal time to complete)[1]. Expediting the need for comprehensive change is critical as the student debt crisis peaked for the very first time at $1.521 trillion in the first quarter of 2018, according to the Federal Reserve[2]. Now more than ever, there is a demonstrated need for community colleges to address pervasive institutional equity challenges and barriers that impair and/or prohibit students from doing their best work.

DEI Strategic Planning and Development Process

CCC recognizes and affirms the agency and need to advance equity for the betterment of students. Accordingly, in spring of 2018, the Diversity, Equity, and Inclusion Committee (which had been established at the outset of the 2017-18 academic year) determined a need for a college-wide DEI strategic plan. Dr. Tim Cook, CCC President, was approached soon after his inauguration in summer 2018, and he

subsequently charged the campus community with the development and implementation of such a plan. In collaboration with key campus stakeholders, DEI Committee members developed and finalized a request for proposals (RFP) to select consultants who would support, guide, and facilitate the development of the DEI strategic planning process for CCC. Consultants were selected in December 2018 and DEI strategic planning development work commenced in January 2019. To date, CCC has made significant progress in advancing DEI practices and will continue to increase these efforts to foster student success and achievement. The campus community continues to develop purpose, clarity, and direction to position the College to launch a comprehensive strategic DEI plan beginning in winter 2020. To fully realize its investment and commitment to DEI for future success, CCC has engaged in an inclusive college-wide DEI strategic planning process resulting in students and employees generating and refining emerging themes and strategic priorities for the College—which align the College with national and regional best practices, and guides short and long-term decision-making toward providing greater value in transforming the College experience for the betterment of students. In March 2019, contracted consultants, Global Leadership Solutions, LLC and Transcend Consulting Group, LLC, worked closely with the DEI Committee to connect with key stakeholders and to provide the context and framework for assessing the current state of DEI at CCC, and environmentally scanning strengths and opportunities for the College to expand and advance DEI practices. This foundation layer was a critical step to set the stage for strategic asset mapping and visioning in April 2019.

Strengths-Based Strategic Planning and Inclusive College Engagement
In April 2019, 131 participants including students and employees—engaged in four, 3-hour interactive development sessions which offered opportunities to acknowledge and affirm the College's strengths and assets, while chartering a direction for the future to better serve diverse students. This experience represented a critical first step in collectively identifying and developing a desired future, as well as articulating important values and priorities that inform the strategic planning process and in setting strategic goals and outcomes for the College. Additionally, participants were asked to co-cultivate DEI definitions, vision, value statements, and institutional priorities, which resulted in the following iterative draft choice for input and feedback.

<center>DEI DEFINITONS, VISION, VALUES AND STRATEGIC THEMES</center>

Draft Definitions
National best practice language was used to shape and influence prompts for the definition development of the terms "diversity, equity, and inclusion" within the context of higher education and CCC. We view diversity as a spectrum of personal and social identities, and these intersections are framed in what Arredondo & Glauner[3] describe as personal dimensions of identity—all of which connect to a multicultural experience and context.

> **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, and political beliefs[4].

> **Equity.**
> Ensuring that everyone has support and access to the resources needed to be successful and striving to identify and eliminate barriers that have prevented the full participation of some groups.
> - Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Inclusion. Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members[6].

Draft Vision Statements
- To engage all students in an inspiring, transformational journey to success.
- Create life-changing opportunities and advance equity through inclusive excellence, mentorship, and learning.
- To create and affirm a culture of curiosity, critical thinking, and embracing diversity to prepare students and the college community to engage and lead in a culturally and globally diverse world.

Draft Shared Values
- **Belonging.** Clackamas Community College strives to address, explore, educate, learn about and respond to the diversity of the human experience.
- **Empathy**. Clackamas Community College prepares our students to successfully understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy and a deeper appreciation of others.
- **Respect**. We create an inclusive, equitable, culturally competent and supportive environment where staff, faculty, students, and administrators model behavior that enriches our community.
- **Student Success.** We affirm and prioritize equity and inclusion of academic and student success principles and practices.

Strategic Themes
The strategic planning and development process—including the data and information extracted and analyzed from visioning sessions, survey data, focus groups, and key relevant historical documents—has produced emerging strategies for consideration to drive strategic plan goals, indicators, and outcomes for CCC. They are as follows:
- Eliminate student equity gaps.
- Implement shared definitions of diversity, equity and inclusion.
- Increase DEI-related communication, training and professional development.
- Strengthen recruitment, hiring, onboarding, and retention practices which address and advance DEI.
- Develop, implement, and assess culturally responsive pedagogical practices to support student success.
- Build capacity for all employees to prioritize DEI work.

Additional data affirms and supports emerging strategic themes generated from the collective efforts of the campus community to identify the desired future state of CCC with reference to DEI. These themes are critical components for the development of the College's strategic plan and additional input and feedback sessions will be used to "pressure test" and refine these emerging strategies.

VISIONING SESSIONS VALUES AND PRIORITIES SUMMARY

Clackamas Community College, as part of the Diversity, Equity, and Inclusion (DEI) Strategic Planning process, held four (4) visioning sessions in two days. Three 3-hour sessions were held for employees and a single two-hour session was held for students, totaling 131 participants.

The following analysis summary focuses on the themes generated from the collective efforts of the participants in each group to identify the desired future state of Clackamas Community College with reference to DEI. Overarching themes were identified as important by each participant group. Participants in each session voted on all the critical ideas proposed, working in groups of five or six.

While there were many innovative and valuable ideas shared regarding values and priorities, the following summary captured below received the most endorsement. These themes emerged in analysis of the data as important elements for the development of values and priorities that will inform the development of the strategic plan goals and outcomes, along with additional sources of information through environmental scanning.

Values
Empathy, empowerment, engagement and accountability stand out as important values.

Priorities
Priorities that appear important to the participants included:
- DEI needs to be infused and central to the institutional mission, values, priorities, strategic and operational planning, and outcome assessments.
- DEI should be practiced so it is sustainable and visible in all the College does.
- Reduction of barriers to college entry, especially cost of college.
- Treatment of employees as equally respected regardless of their classifications or degrees.
- Providing students of all background support that allows them to succeed and reach their potential.
- Diversity of employees should mirror or match student diversity at the College.

Climate
The College climate was desired to be:
- Safe, welcoming, inclusive, and visually representative of diversity and inclusion for all.
- A place where people could openly and respectfully discuss challenging topics related to DEI, power, and privilege.

Student Experience
The desired student experiences included:
- Elimination of equity gaps in achievement between students of color and White students; retention, completion, time to completion.
- An easy to navigate campus with clear directions.
- A sense of belonging and empowerment.

Faculty/Staff Experience
The desired faculty/staff experience included:
- Respect and equal treatment regardless of role on campus.
- Greater representation of diversity among administrators and leaders.
- Mentoring and relational support for diverse faculty and staff groups.

Success and Achievement
The desired success/achievement experience included:
- Overwhelming support of a dedicated, well-resourced DEI office that could be central to the support for DEI work at the College.
- A strong desire for collaboration across campus communities and structures, and fewer silos.

Additional feedback and input will be sought from DEI committee and subcommittee members, as well as College and community stakeholders to refine the qualitative data set generated through the visioning sessions.

SURVEY ANALYSIS SUMMARY

The campus climate survey was part of the discovery and environmental scan process designed to create a baseline understanding of conditions and issues related to DEI at CCC. Survey development began in January 2019, and the survey was deployed to students, faculty, staff, and administrators during April 2019. This survey was developed collaboratively with the College DEI Committee, Office of Institutional Research, and CCC College Leadership.

Survey Design
The CCC Campus Climate survey consisted of 98, 5-point Likert Scale items, with 1 = Strongly Agree and 5 = Strongly Disagree. Forty-two general survey items were created for all survey participants regardless of their role at the College. Additionally, specific items were created for participants based on their college role, as follows:
- Students received 12 additional items
- Faculty and Staff received 29 additional items
- Faculty received an additional 2 items related to instruction
- Administrators received 12 additional items

Survey items were constructed to assess participants' experience in the following categories:
1. **Climate**. Eight (8) items assessed college climate in terms of institutional level commitment to DEI as reflected through leadership; policies, procedures, and practices; recruitment of diverse students and employees; policies and practices for handling treatment concerns; and fostering a spirit of open dialogue and teamwork.
2. **Belonging**. Nine (9) items assessed sense of welcome, safety, reflection of identity and cultural isolation at the College.
3. **Engagement**. Nine (9) items assessed value of opinion, safety, and freedom to discuss identity and political opinions, exchange of ideas, inclusion in the decision-making process, communication, and trust between the College and the participant.
4. **Conduct**. Five (5) items in this category assessed treatment concerns; observation of bias and discrimination; feeling discriminated against; and identity concerns.
5. **Access & Success**. Eleven (11) items to assess access to resources, administration, services, and professional development as well as a feeling of having an impact on campus.
6. **Classroom**. Twelve (12) items assessed student experiences related to access and comfort in approaching faculty and staff who can serve as mentors and role models, addressing concerns and questions related to DEI, class participation and evaluation, and identity and cultural needs in the classroom.
7. **Working.** Twenty-nine (29) items assessed faculty and staff   work experiences related to DEI-specific professional development offerings; comfort in office and department settings; comfort

with supervisor; cultural isolation; establishing credibility; comparative effort to achieve comparable results; access to mentors; career advancement; mission alignment; capacity; governance participation; involvement with institutional decision-making and communication; and collegiality.
8. **Faculty.** Two (2) items assessed faculty experiences related to teaching and learning.
9. **Administration**. Twelve (12) items assessed administrator experiences related to skill and confidence in applying equity-based practices; alignment of resources, policies, procedures and practices with DEI principles; strategic decision-making; implementation of best practices; involvement and inclusion in decision-making and governance; preparation and information quality to improve processes and implement change.
10. **Shared Thoughts**: An open-ended question was included for participants to share any additional information not asked in the survey items.

Limitations
It is important to point out that due to the small number of participants in some of the demographic categories caution is recommended in interpretation of the data. As a result, in some instances, data has not been disaggregated across all roles, status, or identity categories to maintain the confidentiality of participants. Results are reported as percentages as well as numerically in terms of distribution, whereby the number of participants for the selected responses were too small.

Survey Participation
The survey was disseminated electronically to all students, faculty, staff, and administrators. A total of 520 participants returned their surveys, including 17 participants who elected not to identify their role at the College. The survey included demographic categories related to participants' roles, status, and identities. Participant breakdown is given in percentages as well as numbers by role at the College as follows:

Type	Students	Faculty	Classified	Administrators	Confidential
Full-time	34% = 168	11% = 63	17% = 95	5% = 28	1.45% = 8
Part-time	18% = 89	6% = 30	4% = 22	-	-

Key Findings from Survey
Overall, CCC is collectively focused and committed to advancing DEI throughout the entire college experience for the betterment and success of students. Coupled with this commitment is an overall perception that CCC is a welcoming and safe place to work, learn, and grow, and that the College fosters collective respect, teamwork, and cooperation. These overall attitudes represent strengths—all of which will be critical to engaging productive conversations that will ultimately lead to DEI goal and outcome setting for the College. The student experience generally supports the overall responses regarding CCC climate—that faculty, staff, and peers are inclusive and that faculty have expressed a strong desire and commitment to advancing their own understanding of DEI. Students generally feel supported in seeking help from staff and faculty, and their insights, perspectives and opinions are welcomed and valued throughout their college-going experience.

There are some areas of concern that will need to be fully addressed throughout the development of the DEI strategic plan. A significant population of students, faculty, and staff of color feel culturally isolated at CCC. In both the quantitative and qualitative data, students and employees of color reflect that this is

largely due to a significantly low population of students and employees of color to begin with and that it is exceedingly difficult to develop a sense of community and belonging in the absence of people who represent their identities at the College. Additionally, a significant population of employees of color reflected that they avoid certain college spaces because they do not feel safe or welcome. Moreover, a significant population of students and employees of color reflected their intent to leave the College due to subtle and/or overt acts of discrimination or not feeling safe or welcome. Employees also observe structural and leadership challenges in addressing overall climate concerns, including acknowledgement of an unproductive shared governance system, a misalignment of mission, values, and goals addressing DEI throughout the College, and a demonstrated need to assist, support, and guide campus leadership through effective planning and shared decision-making. Students also echoed these concerns throughout their college-going experience at CCC.

Qualitative Response Summary

A total of 123 participants added comments to the "Shared Thoughts" item in the survey. It is important to remember that these are individual comments that offer an opportunity for further inquiry and dialogue to understand the needs and perceptions of the College community. These comments can be categorized as the following:

1. **Leadership Practices**. A number of comments indicate a lack of satisfaction with the College's leadership practices that hinder inclusion and input into the decision-making processes; and communication and focus of the College resources and attention as not being strategic and sustainable when it came to DEI related initiatives. There was also a perception that managers and supervisors need training so they can manage and operate more inclusively and equitably. Some departments feel they are not visible to the administration and are forgotten.

2. **HR Hiring Processes.** Multiple comments indicate a perception that HR hiring processes are not satisfactory, especially when it comes to increasing faculty and staff diversity on campus. There is also a perception that committee recommendations are often not taken into consideration during the hiring decision process by the hiring authorities.

3. **Access.** Related comments indicate a perception that students with disabilities feel they do not get the appropriate attention and consideration for their needs and accommodations, including instructors who may appear insensitive to these concerns. Additionally, that it can be a challenge to receive accommodations from some instructors, as well as navigate the physical aspects of the campus. A need for more gender-neutral bathrooms was also mentioned. Additional comments include challenges related to parenting and travel that create hardships for students when instructors are not sensitive to these life situations faced by students.

4. **Identity Related Discussions.** Inclusion comments indicated a perception that there is discomfort in discussion of gender identity issues, and that transgender individuals feel less welcome to discuss issues in detail with others. Individual comments about hearing rude speech against mental illness and disability in classrooms were also indicated.

5. **Bias against Christian and Conservative Identities.** Multiple comments referred to the relative perception of bias against Christian and Conservative identity, and a perception that the College has a liberal bias, including the politics of instructors.

6. **DEI Related Issues and Efforts.** There are mixed feelings about DEI-related issues and efforts. Some comments indicate a fear of identity politics which would create divisiveness, while others feel that there needs to be more effort put in this area. A couple of comments focused on concerns about not prioritizing DEI-related efforts for resource allocation in a tight budgetary environment. Also, some commented that the College does a poor job at responding to issues or opportunities presented to them when it comes to encouraging, supporting, and framing constructive

conversations around racial justice in particular. Leadership and the community as a whole view these issues in a vacuum and not in an intersectional, constantly evolving framework. There is reluctance to frame the work as "justice", and that "DEI" has become simply another initiative instead of a fully-realized shift in how to operate as an institution.

7. **Employee Status Inequality.** There were multiple comments that indicate a perception that different employee classifications are not viewed with equivalent respect and attention, particularly classified employees and part-time faculty. There were comments that there are pay and benefits inequity between different employee categories. There is the perception that there is a strong gender-bias on campus, and that women seem to occupy more of the low paying, non-benefitted jobs with limited opportunity for professional development and advancement.

8. **Safety.** There were comments on psychological and physical safety related to transit and employee and student experiences of feeling bullied and sexually harassed.

The CCC DEI climate survey can prove useful in creating a baseline understanding of strengths, as well as areas of continued improvement to advance DEI practices. Accordingly, this survey provided the College a climate assessment needed to formulate goals and success indicators (outcomes). College-wide insights and perspectives from students and employees create opportunities to build upon the College's strengths and address challenges. The College is in a unique position to operationalize and implement its commitment to DEI and model an inclusive and equitable community that supports the success and achievement for students and employees.

FOCUS GROUPS

Survey data results summarized above were used to generate probing and clarifying questions for more intensely focused conversations with key campus stakeholders. In May 2019 consultants worked closely with the DEI Committee to develop, finalize, and facilitate a total of 12 focus groups—five focus groups were designated for students, and 7 focus groups were designated for employees. Each focus group represented a broad spectrum of compositional diversity, based upon key trends emerging from diverse groups and their overall experiences at CCC. Focus group representation was as follows:

Student Focus Groups
Students of Color
LGBTQIA+ Students
Open Student Session (including anyone interested in making CCC more equitable, inclusive, and diverse)
Veteran Students
Students with Disabilities

Employee Focus Groups
Open Faculty/Classified Staff Session (including anyone interested in making CCC more equitable, inclusive, and diverse)
Open Administrative Confidential
Administrators/Confidential of Color
LGBTQIA+ Classified Staff/Faculty
LGBTQIA+ Admin/Confidential
Classified Staff/Faculty of Color

DEI Committee Focus Groups
DEI Committee (this blends students and employees)

Limitations
Due to the significantly lower number of participants in focus group discussions compared to survey participants and expressed concerns regarding anonymity, raw data from focus group participants will not be provided. Rather, a focus group summary will be provided for each focus group type identifying key trends and patterns.

Focus Group Summary Results
Each focus group allowed for up to 8 people participating in an interactive facilitated group interview experience. These focus group discussions were designed to gather feedback and suggestions from participants to help create a more inclusive and equitable environment for all members of the community, especially those with diverse identities. Focus groups allowed for in-depth information-gathering from specific population group participants to understand their unique needs and experiences.

Students
Student focus group participants demonstrated a range of responses, providing insights and perspectives regarding the state of diversity, equity, and inclusion at CCC. Students articulated a positive experience overall. However, through shared dialogue students realized similar minimizing and discriminatory experiences both inside and outside of the classroom. The following summary provides provocative feedback for CCC to consider to advance DEI work for the betterment of students:

- In a demographic context where diverse students are not represented, students felt deep appreciation, excitement, and "instant happiness" when diverse students, specifically students of color, were present in class.
- Students echoed both frustration and indifference toward faculty who have openly perpetuated microaggressions and discriminatory acts in the classroom. These instances were perpetuated by both students and/or faculty and these behaviors are severe and pervasive at CCC. Stated examples include a class where a faculty member discussed standards of beauty in media but presented only white images with no framing or intersectionality and a student treated differently by a faculty member who reinforced stereotypes and assumptions about the student by stating to the student, "If you improve your English speaking, your writing will improve." The student was born and raised in the United States, and is a person of color.
- Students echoed shared sentiments of teaching material not being culturally relevant and/or textbooks and course materials being outdated. Depending upon the faculty member, when students reflected this observation, faculty would often "skate over" the issue and position the critique as unimportant.
- Students are often told by staff and faculty with power and authority that they are allowed to speak their mind, so long as they are not being "disruptive". The way in which "disruption" has been interpreted and operationalized varies and is highly dependent upon racial and gender intersectional identities. In other words, those students who are male and a person of color are often disproportionately and suspiciously observed, confronted by authorities on campus and are told in different ways to not be disruptive or that they do not belong.
- While many students found themselves cultivating a sense of belonging through affinity student groups and clubs, many students found themselves needing to self-advocate where faculty and staff were not supportive or having to advocate on their own behalf.
- Students echoed a demonstrated institutional need for faculty and staff DEI training, including exposure and awareness, coupled with a more coordinated community response to address situations of concern, including management and appropriate referrals for students to get meaningful assistance, guidance, and support in order to both feel safe and to advance their success.

Classified Staff
Representing a significant portion of the workforce, CCC classified staff are continuing to raise the importance, significance, and relevance of DEI efforts and are excited and engaged in the DEI strategic planning and implementation process. As such, diverse gender representation from classified staff narrated both opportunities and challenges facing the College, including a demonstrated institutional need to offer, provide, and in some areas mandate DEI onboarding, training, and professional development opportunities for employees. Classified staff—many of whom are longstanding employees—narrated significant positive attitudinal changes toward LGBTQIA+ and gender non-conforming students and employees. However, classified staff expressed concerns that the majority of staff and faculty at CCC are predominately white. The following are key highlights from these discussions with CCC classified staff:
- Significant changes to college-wide human resources policies and procedures have deeply and profoundly impacted LGBTQIA+ employees with domestic partners. There continue to be significant barriers presented when accessing and navigating human resources-related processes, including (but not limited to), substantiation of domestic partners and access to health insurance needs and inquiries.
- Classified staff often heard from diverse students positive remarks and sentiments toward the CCC experience, but some do not feel safe or comfortable navigating the campus community. These insights were shared amongst most classified staff with an added observation of seeing more and more transgender and gender non-conforming students who are more "out" regarding their gender identity.
- In thinking about gender identity and expression, there appears to be a significant collective disconnect and lack of understanding as to the importance and relevance of sharing pronouns connected to one's gender. Tied to this understanding of equity reveals a prevailing heterosexist and heteronormative narrative of lived experience and identity, whereby assumptions generally go unchallenged for fear of retaliation and overall levels of safety.
- Passive and active resistance from supervisors, co-opted with reluctance, has left a widely felt and shared impact of minimization, oppression, and discrimination by classified staff. This has been especially felt with the development of Employee Resources Groups, along with engaging DEI training and professional development opportunities where the absence of authority/supervisor support undermines classified staffs' ability to learn, grow, and adapt to the changing needs of CCC's diverse student population.
- Classified staff sentiment strongly suggests and demonstrates the need for rigorous DEI training and professional development for administrators. Classified staff noted the need for anti-bias, LGBTQIA+/Safe Colleges, and consistent DEI training for managers and leaders.

Faculty
Focus group participation with faculty provided unique and meaningful insights and perspectives—all of which have a profound impact on the teaching and learning dynamic with diverse students at CCC. Faculty's intersections captured adjunct and full-time status and their own personal identity to the extent that they felt safe and comfortable in disclosing, including (but not limited to), people of color, gender identity, and LGBTQIA+ faculty members. Overall, while faculty members felt hopeful about the vision and direction of DEI work for CCC, the overall sentiment echoed was one that lacked trust and power-sharing with administrative leadership, coupled with more of a collective faculty voice reflecting awareness and agency to address inequities from both a student and faculty perspective. The following summary trends capture this representation:
- Many of the initial insights and perspectives shared by faculty directly pointed to the observation that the majority of adjunct and full-time faculty are white. Within specific departments there is a high prevalence of white female faculty. The observations were part of a larger critique and desire to call out the lack of diversity at CCC (i.e., predominately white, cisgender, heterosexual) and to

carefully examine college recruitment and hiring practices from a DEI lens, including consistent and regular implicit bias training for hiring committees.

- From a faculty perspective, DEI work across the campus community is generally well received, and there is new energy, insights, and ideas that are transforming teaching philosophies, learning outcomes, and various culturally responsive pedagogical practices. But, there are also responses from collective faculty that the work is too overwhelming, not equitable (specific to workload responsibilities), and that there is institutional initiative fatigue. Shared faculty focus group voices articulated that where there has been or could be DEI progress, advocacy, and advancement, faculty are being "blocked" by administrative leadership—a group of individuals with a significant amount of power, privilege, and influence and who are the biggest perpetrators of oppression, minimization, avoidance, and discrimination.
- There was an expressed demonstrated institutional need for an Office of Equity and Inclusion, and that this office be part of Administrative Leadership. This office and position (i.e., Chief Diversity Officer) would play a significant role in mobilizing the campus to integrate DEI strategies and practices throughout the college experience with a specific focus and emphasis on implementing equitable hiring practices and strengthening culturally responsive pedagogy for adjunct and full-time faculty.

Administrators

A number of strengths, opportunities, and challenges were presented with all of the administrator focus groups—some of which detailed significant and pervasive frustration on shared governance roles and alignment, barriers to capacity building (structural, organizational, and relational), hiring and onboarding practices, training and professional development, and overall passive resistance and general reluctance in advancing DEI at CCC. The following highlighted insights offer a unique and specifically leadership perspective:

- There is little to no support established for administrators of color—all of whom are significantly less represented in this employee category than their white administrator colleagues College-wide.
- Administrators believe that there may be a mismatch in talent acquisition, including (but not limited to) a transparent understanding of baseline requirements, education/higher education experience, and hiring decision-making based upon unknown criteria, including "goodness of fit".
- There is general consensus that administrators—a significant majority who identify as white—lack the training, skills, and competencies to effectively drive DEI strategies, goals, and outcomes, and are that they are unable to integrate additional mission critical initiatives toward that end (i.e., strategic enrollment management, guided pathways, etc.). There is a demonstrated institutional need to increase consistent leadership and practice integration to ensure DEI and inclusive excellence become part of the daily habits at the leadership level.
- Operationally and with appropriate vetting of DEI planning and conversation, administrators need opportunities to identify and take ownership of DEI work through management, supervision, and the execution of work plan goals and outcomes at the unit level.
- Administrators observe and affirm the need to address roles, charges, and authority of shared governance structures across the college. As captured by DEI Committee members who also represented administrators as an employee type, there are inherent and pervasive structural challenges (many of which are restrictive) that don't permit the DEI Committee and their charge to integrate with other shared governance structures throughout the campus community.

DEI Committee and Subcommittee Members

DEI Committee and Sub-Committee focus group participants represented a range of experiences and sentiments which reflected their commitments and responsibilities to advancing DEI principles, strategies, and practices for CCC. The collective energy from DEI Committee and Subcommittee members

demonstrated the difficult and oftentimes thankless challenge of competing work duties/commitments with the duties, responsibilities, and tasks that come with DEI Committee and Subcommittee membership. For example, several employees who were excited and feeling empowered by the work decided to step down from the DEI Committee because the workload was not manageable. Experiences like these were echoed by several members of the DEI Committee. Critical trends in their responses include:

- While making tremendous progress, DEI Committee members feel that they collectively lack the skills and competencies to meaningfully and productively advance DEI for CCC. Additionally, they have often felt alone in their work with little clarity regarding charge, authority, and scope from administrative leadership.
- For DEI Committee members who are people of color, there is an absence of gratitude, compassion, and a presence of historical amnesia with the campus community in efforts to advance DEI practices. For example, members have felt exploited and have experienced "battle fatigue", and there continues to be a pervasive "fragility" that exists within and throughout DEI Committee dynamics. There is also a real and pervasive fear of retaliation as DEI Committee members often struggle with complicated dilemmas of speaking out, while balancing the perception of not being seen as inclusive.
- As a shared governance structure, there are inherent and pervasive structural challenges (many of which are restrictive) that don't permit the DEI Committee and their charge to integrate with other shared governance structures throughout the campus community.
- There is a demonstrated want, need, and desire to fully participate and engage in deeper psycho-educational (mandatory) training and team-building to further the DEI Committee's influence, capacity, and facilitation skills—to provide opportunities for students and employees to identify and take ownership of DEI strategies, practices, and action. Accordingly, there is an expressed desire to identify and prioritize investments through the College's budget development process, including (but not limited to) faculty and classified staff collective bargaining sessions.
- While there were expressed sentiments of hope and excitement in the DEI vision and direction building for the College, there is a significant lack of trust and belief that College leadership have the ability to lead with equity.

PLANNING PROCESS SUMMARY AND NEXT STEPS

DEI Strategic Planning Process Summary

CCC continues to demonstrate commitments to advance its DEI capacity building through several key takeaways which emerged from the strategic planning and development process in its entirety. Generally speaking, there is collective consensus regarding the following opportunities and challenges:

- CCC possesses significant collective energy, excitement, and willingness to learn, grow, and develop in advancing DEI.
- A significant amount of work is currently being produced to advance DEI across the college, and this work needs to continue to be a priority.
- There is a demonstrated institutional need and desire to prioritize DEI values and practices for the betterment of students.
- Students clearly conveyed in their conversations that CCC embodies a "students first" policy.
- There is a prevailing fear that the institution as a whole will not prioritize DEI work from a funding and resources perspective. Employees are acutely concerned that DEI will not be meaningfully and productively integrated into their work as there appears to be historical precedence of CCC taking on similar DEI work and falling short in execution of its goals and outcomes campus-wide.
- There is anticipated resistance and reluctance for some employees and students who do not embrace or affirm DEI values, goals, and outcomes campus-wide.
- There is strong consensus and desire to provide all faculty the needed professional development opportunities and training to integrate DEI into course curriculum and learning outcomes.

- Employees would like to learn more through reading materials, resources, websites, and critical conversations to advance their own understanding of DEI.

Next Steps

DEI Committee members, with support and guidance from contract consultants, will continue to refine vision, values, definitions, and strategic priorities with CCC students and employees. As these areas are widely shared and vetted, roles and expectations for operational units as well as shared governance structures will bring clarity toward DEI advancement. The next stages for the development of the strategic plan will include (but are not limited to) as follows:

- **Operational and Shared Governance Input and Feedback Opportunities.** DEI Strategic Plan Subcommittee members will share status updates and current progress of DEI strategic plan development with campus leaders and key stakeholders throughout the campus community. This process will include inquiries and responses that allow for campus leaders to identify and own core elements of the strategic plan and to incorporate overarching goals and indicators into unit work plan development and sequencing.
- **DEI Open House.** In collaboration with campus leadership, the DEI Committee will host an Open House in October 2019 to showcase campus-wide DEI efforts, including the development of the DEI strategic plan. Events and activities will include open sessions and dialogue regarding DEI strategic plan development updates, and more structured sessions on DEI data and student success and performance data.
- **Reflection Opportunities on Vision, Values, Definitions, Goals and Indicators.** Several reflections, input, and feedback sessions will take place throughout the duration of fall quarter 2019 to allow for students, faculty, and staff to provide input and feedback on DEI strategic plan development efforts and the production of the final DEI strategic plan.

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APPENDIX A
Detailed Survey Analysis

DETAILED SURVEY ANALYSIS

The summary of results is arranged across the nine areas of assessment in terms of key areas of strength and opportunities. The survey items include both positive and negative statements. Items garnering 50 – 69% with agree and strongly agree responses are included in areas for continued growth, while items receiving less than 50% of agree or strongly agree responses are included in the areas for special attention category.

Overall College Experience
The overall college experience represents a strength of the College. This includes (but is not limited to) commitment to DEI, a welcoming and safe place, and a college that fosters teamwork, cooperation, and strong collaborations.
1. **College community is committed to DEI**. Ninety percent (n=387) of participants agreed or strongly agreed that they are committed to DEI. Due to the small n in the following categories, results are presented as a percentage.
    - By race the lowest agreement at 57% for those who identified as "other".
    - By sexual orientation the lowest agreement at 57% was for those who identified as "other".
    - By gender the lowest agreement at 65% for those who did not answer the gender identity question.
2. **College is perceived as a welcoming and safe place**. Eighty-five percent (n=364) of participants agreed or strongly agreed that they felt welcomed and 82.5% (364) indicated that they felt safe at the College. Due to the small number of respondents in the following categories, results are presented as a percentage.
    - By race the lowest agreement at 36% for those who preferred not to answer the race identifier.
    - By sexual orientation the lowest agreement at 57% was for those who identified as "other".
    - By gender the lowest agreement at 40% for Transgender males and 47% for those who did not answer the gender identifier.
3. **College fosters a spirit of teamwork and cooperation.** Seventy-one percent (n= 315) of all respondents agreed or strongly agreed. Due to the small number of participants in the following categories, results are presented as a percentage.
    - By race the lowest agreement at 32% for those who preferred not to answer the race identifier.
    - By sexual orientation the lowest agreement at 43% was for those who identified as "other".
    - By gender the lowest agreement at 31% for those chose No Answer for their gender identifier.
4. **College is a respectful place.** Seventy-nine percent (n=342) of participants felt they were treated with respect.
5. **College encourages learning and growth.** Seventy-seven percent (n=322) of all participants felt their learning and growth was encouraged.

Student Experience
The student experience in the classroom and on campus is an overall strength of the College. This includes their perception of instructors, the ability to seek help from instructors they could relate to more and feel valued.
1. **Class participation.** Eighty-two percent (n=155) of student participants felt comfortable participating in class.
    - By sexual orientation the lowest agreement at 50% was for those who identified as Transgender Male. The number of participants were very small for this group.

- By disability status the lowest agreement at 70% for those who identified as having a disability.

2. **Instructor commitment to DEI.** Seventy-three percent (n=139) of student participants felt that their instructors' commitment to DEI was demonstrated in behaviors and teaching, while 7% disagreed with this.

3. **Seeking help.** Seventy-two percent (n=136) of student participants felt comfortable seeking help from instructors of different cultural backgrounds. Due to the small number of participants, the disaggregated data are presented as percentages below.
    - By race the lowest agreement at 69% for those who identified as two or more races.
    - By sexual orientation the lowest agreement was for those who identified as Queer at 66% and 33% for those who identified as Lesbian.
    - By gender the lowest agreement at 50% for those who identified as Transgender Female.
    - By disability status the lowest agreement at 54% for those who preferred not to answer status and 59% for those who answered yes to status.

4. **Opinions valued.** Seventy-three percent (n=138) of student participants felt their opinions were valued in the classroom. Due to the small number of participants, the disaggregated data are presented as percentages below.
    - By race the lowest agreement at 50% for those who identified as Black.
    - By sexual orientation the lowest agreement at 66% for those who identified as Lesbian and Queer.
    - By gender the lowest agreement at 40% for nonconforming and 50% for Transgender Female.

Faculty and Staff Experience

1. **Supervision climate.** An area of strength identified by employees, both faculty and staff, 70% (n=131) felt they could discuss with their supervisors their concerns without fear of retaliation.
    - By race the lowest agreement at 53% for those who preferred not to answer the race identifier and 66% for those with two or more races.
    - By sexual orientation the lowest agreement at 40% for those who identified as Lesbian.
    - By gender the lowest agreement at 54% for those who chose "No Answer" for the gender identifier.

Identified Areas of Concern

The following identified areas that require special attention for Clackamas Community College as a reflection of survey respondents' opinions include:

Overall College Experience

1. **Cultural isolation of diverse identity group members**. Although only 14% (n=61) felt culturally isolated at the College. There is feeling of cultural isolation for racially diverse members of CCC. The number of respondents was not reported because the sample sizes were too small for these categories.
    - By race, 60% for Asians, 33% of American/Alaska Natives, 32% of bi/multiracial, 26% of Latinos reported feeling isolated.
    - By gender identity, 40% for those who identified as "other" and 27% for those who chose No Answer for the identifier.
    - By sexual orientation, 20%, 22% and 20% for those who identified as Gay, Lesbian, and Pan Sexual respectively.

2. **Avoidance of college spaces.** Sixteen percent (n=68) of participants indicated that they avoided certain spaces on campus because they felt uncomfortable in those spaces.

- By role, 21% for Administrators and Confidential combined, 35% of students, 26% for Classified, and 21% of   Faculty.
- By race, the highest agreement was 61% for those who chose prefer not to answer as their identifier.
- By sexual orientation, 20% Gay, Asexual, and Pansexual, respectively, and 24% of those who prefer not to answer.
- By gender identity, 40% Transgender Male, and 35% of those who chose "No Answer" identifier.

3. **Intent to leave the College due to discomfort.** Fifteen percent (n=63) of participants have considered leaving because they do not feel welcome. It should be noted that the following percentage figures represent a low number of survey responses, and therefore should be analyzed with caution.
     - By role, 24% of full-time and 16% of part-time Classified, 21% of full-time and 17% of part-time Faculty, 17% of Administrators and Confidential combined, and 8% of full-time and 10% of part-time students,
     - By race, 21% of Hispanic/Latinos, 20% Asian, and 45% of those who prefer not to answer.
     - By sexual orientation, the highest agreement at 66% for those who identify as Lesbians, and 20% for Pan Sexual, 48% for those who identify as Asexual.
     - By gender identity, 54% for those who chose "No Answer" as their identifier, 50% who identified as "other", and 30% as Female.
4. **Addressing concerns.** Forty-six percent (n=206) of all participants agreed or strongly agreed that the policy and procedure to address issues of discrimination, prejudice and unfair treatment were easy to understand.
5. **Ineffective governance system.** Only 30% (n= 56) of participating faculty and staff felt that governance system was used effectively for decision making compared to 40% of Administrators and Confidential combined.
6. By role, 30% of full-time and 25% part-time faculty, 32% of full-time and 29% of part-time classified,
7. **Lack of alignment of mission, values and goals across organization.** Forty percent (n=75) of faculty and staff agreed or strongly agreed that there is alignment of mission, values and goals across the College compared to 34%(n= 11) of participant administrators and confidential combined. By role, 40% of full-time and 41% of part-time faculty, 40% of full-time and 41% of part-time classified agreed or strongly agreed
8. **Quality of organizational planning.** Twenty-two percent (n=41) of faculty and staff felt that adequate preparations were made to support change in organization. Compared to 31%(n=10) of participating administrators and confidential combined. Agreement by role was; 15% of full-time and 21% of part-time faculty, 22% of full-time and 35% of part-time Classified.
     - Similarly, 21% (n= 40) of participating faculty and staff felt that quality information was used consistently to improve college processes. Compared to 31% (n=10) of administrators and confidential combined, who agreed or strongly agreed. By role, 23% of Classified full time and part time, respectively, 18% of participating full-time and 26% of part time faculty agreed or strongly agreed.

Faculty/Staff Experience
1. **Work harder than peers.** Thirty percent (n=56) of participating faculty and staff felt they have to work harder than peers to establish credibility.
     - By role at the College, the highest agreement 49% for Admin/Confidential and 36% of full-time and 29% part-time Classified, 11% of full-time and 29% part-time faculty.

- By race, the highest agreement, 61% for those who chose prefer not to answer as their identifier.
- By sexual orientation, the highest agreement at 66% for those who identify as Lesbians, and Pan Sexual, 48% for those who identify as Asexual.
- By gender identity, 54% who chose "No Answer" as their identifier, 50% who identified as "other", and 30% as Female.

2. **Barriers to career development**. Sixteen percent (n=30) felt they had barriers to career advancement due to identity.
    - By role at the College, 23% for Classified full-time and 22% for Classified part-time.
    - By race, 100% for Black, 30% for those who prefer not answer the identifier, 25% for "other".
    - By sexual orientation, 50% for "other", 33% for Pan Sexual and 25% for Queer.
    - By gender identity, 100% "other", and 16% Female.

DEI related strategic decision and resource alignment. Only 23% (n=6) of participating administrators agreed that resource allocation decisions were aligned to improve DEI. Similarly, only 27% (n= 7) of participating administrators agreed that policies and procedures are evaluated and aligned with DEI principles. Thirty-eight percent (n=10) of participating administrators felt that the executive team paid attention to DEI issues when making strategic decisions about the direction of the College. Thirty-eight percent (n=10) of administrators agreed that they had implemented DEI best practices in their units and/or departments.

Continued Growth and Development

1. **Overall College Experience**
    - **Celebration of identities**. Forty-one percent (n=189) agreed or strongly agreed that their identities were celebrated at the College.
    - **Leadership commitment to DEI**. Fifty-nine percent (n=270) of participants either agreed or strongly agreed that College leadership was committed to DEI and this commitment was demonstrated in its policy, procedures and practices.
    - **Opportunity for input and feedback**. Sixty-three percent (n=278) of participants agreed that the College provided opportunities for input and feedback and 57% (n=246) of participants agreed or strongly agreed that they felt included in discussions and decisions that impacted their experience at the College.
    - **Opinions.** Sixty percent (n=261) of participants agreed or strongly agreed that their opinion was valued, while 28% neither agreed nor disagreed. Fifty-seven percent (n=250) of participants agreed that they felt safe discussing DEI issues but only 47% (n=206) felt they could freely express their cultural and political opinions.
    - **Resources for DEI.** Fifty-eight percent (n=244) felt they had resources to increase their DEI related competence.
    - **Access to Administrators.** Fifty-nine percent (n=245) felt they had easy access to administrators to discuss ideas and concerns while 50% felt comfortable discussing their ideas with administrators.
    - **Reporting Concerns.** Fifty-seven percent (n=250) knew where to go if they had concerns about bias, discrimination or unfair treatment. Twenty-eight percent indicated that they knew someone who had reported a concern about bias, discrimination or unfair treatment.
2. **Student Experience**
    - **Access to faculty & staff.** Sixty-two percent (n=115) of participating students felt they had access to faculty and staff who could help address their concerns about identity and DEI.

3. **Faculty Experience**
   - **Governance, college communication and decision-making.** Fifty-seven percent (n=41) of participating full-time faculty felt there were processes in place for them to be involved with planning and decision making.
   - **Facilitating DEI related discussion in the classroom.** Fifty-one percent (n=25) of participating full-time faculty felt comfortable facilitating DEI related discussion in their classroom.
4. **Administrator Experience**
   - **Improve equity minded leadership competence.** Sixty-three percent (n=17) of administrators agreed that they had the competence to be an equity minded leader while 7% disagreed.

Survey Items with Highest Standard Deviations
Items with significant differences in responses based on demographic identity are presented below. These items had the highest standard deviation of all survey items, which means that there were significant differences in how participants answered the below items based on their identity group.

Questions with Highest Standard Deviation	SD
I have observed acts of discrimination, bias, or unfair treatment at this College	1.32
In the past year, I know of others who have reported a concern about bias, discrimination or unfair treatment to the College	1.23
I feel comfortable discussing diversity, equity and inclusion issues in the classroom	1.24
I have to work harder than my peers to get the same grades	1.23
I have enough time to get my work done in a reasonable time frame	1.23

Survey item: I have observed acts of discrimination, bias, or unfair treatment at this College
This item was administered to all participants. A total of 429 participants answered this item. Of those respondents, 32% (137) agreed or strongly agreed with this statement, while 51% (220) disagreed or strongly disagreed with the statement. The rest (17%) were neutral.
The percentage of participants who <u>agreed or strongly agreed</u> with this statement were:
   - By role, 48% for Administrators compared to 16% for Part-time students.
   - By race, 80% for Asian compared to 33% for White.
   - By sexual orientation, 66% for Queer, 60% for Pan Sexual, and 50% for Lesbian, compared to 32% of Heterosexual.
   - By gender identity, 80% for Transgender Male, 50% for "other", and 33% for Female compared to 27% for Male.

Survey item: In the past year, I know of others who have reported a concern about bias, discrimination or unfair treatment to the College
This item was administered to all participants. Of the 415 participants who answered this item, 29% (118) agreed or strongly agreed with this statement, while 53% (221) disagreed or strongly disagreed with the statement. The rest, 18% (74), were neutral. When disaggregated:
   - By role, highest agreement at 88% for Confidential compared to 9% for Part-time students.
   - By race, highest agreement at 50% for Asian and American/Alaska Natives compared to 27% for Whites and 20% for Black participants.
   - By sexual orientation, highest agreement at 70% for Lesbian participants.

● By gender identity, highest agreement at 40% for Non-conforming participants.

Survey item: I feel comfortable discussing diversity, equity and inclusion issues in the classroom
This item was administered only to students. 189 full time and part time students answered this item. Sixty-four percent (123) of the students agreed or strongly agreed with this item, with 20% (39) disagreed or strongly disagreed and 14% (26) were neutral. When disaggregated:
● By race, highest agreement at 100% for Asian, Asian Pacific Islanders and Black, 80% for Hispanic/Latino, compared to 64% for White students.
● By sexual orientation, highest agreement at 100% for Pan sexual and 91% of Asexual respectively compared to 60 % for heterosexual students.
● By gender identity, highest agreement at 80% for Non-Conforming, 71% for Females compared to 54% for Males.

Survey item: I have to work harder than my peers to get the same grades
This item was administered only to students, with 188 full time and part time students who answered this item. Only 18% (34) of the students agreed or strongly agreed with this item, with 58% (109) disagreed or strongly disagreed and 24% (45) were neutral. However, 37% (10) of students with a disability agreed or strongly agreed with this item compared to only 13% (22) for students who did not identify as a student with a disability.

Survey item: I have enough time to get my work done in a reasonable time frame
This item was administered only to faculty and staff. 189 participants answered this item. 47% (89) agreed or strongly agreed with this item, with 38% (72) disagreed or strongly disagreed and 14% (27) were neutral. However, 61% (11) of faculty and staff with disability disagreed or strongly disagreed with this item compared to only 46% (70) for those who did not identify as having a disability. Among faculty 52% (29) of Full-time faculty disagreed or strongly disagreed with this item while only 28% (7) of Part time faculty disagreed or strongly disagreed with this item.