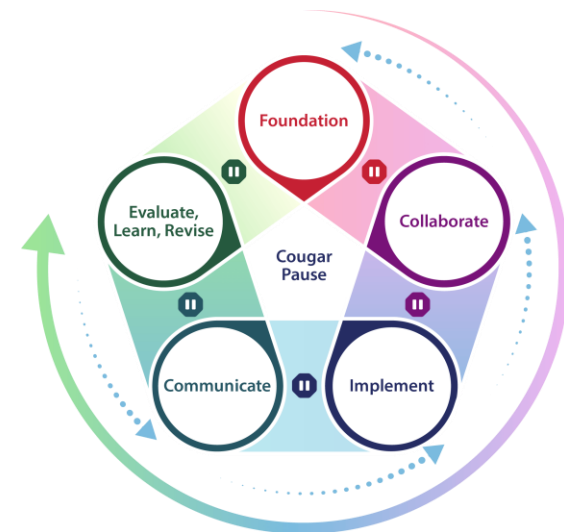# The Cougar Pause

A Strategic Equity Resource for Planning, Decision Making, and Conscious Reflection

The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office

Introductions

- Name

- Department/Role

- **Choose your cat:** What's your level of readiness to engage in conversations about equity work?

Education that Works

Today's Objective

- Introduce new Cougar Pause tool
- Foster curiosity
- Create excitement
- Share ideas

Education that Works

Interim Equitable Decision-Making

Interim Equitable Decision-Making Framework

This framework is adapted from Clark College's Equitable Decision-Making Tool from the B.U.I.L.D. Training Program. It has been adopted as an interim framework for Clackamas Community College by the Diversity, Equity and Inclusion Committee.

B.U.I.L.D. TRAINING PROGRAM
Broadening Understanding, Intercultural Leadership and Development

■ QUESTIONS TO ASK

Purpose:
What is the intended outcome of the decision?
What is the clear, defined reason and need for making the decision?
What negative impacts does the current situation have on Systemically Non-dominant (SND)* or other potentially impacted groups?
How is this decision data-informed?
What data was used to make the decision? *Data can be both qualitative and quantitative.*
How is your data specifically measuring impacts on systemically non-dominant groups*? *i.e. through disaggregating data to explore impact*
How does this decision align with CCC's mission?
How does this decision align with CCC's values?
How does this decision align with CCC's Diversity, Equity, and Inclusion Strategic Plan?

Power and Privilege:
How have you reflected on how your own power and privilege might affect this decision?
What are the power dynamics involved and how have they been addressed?
How has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:
Who are the key stakeholders?
Who should be consulted or engaged and how are we reaching them?
Who is left out of the decision-making process?
Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?
Has adequate time been given to meaningfully incorporate all voices in this decision?
What is being communicated, to whom, and how?
Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?
Has there been consensus on minimum requirements to meet the goal?

Impact:
What is the desired impact of the decision?
Which student groups does this decision impact and how?
Which employee groups does this decision impact and how?
How does this decision impact Black, Indigenous, and People of Color (BIPOC)?
In what ways does this decision have disparate impact on any groups?
How will this decision reduce disparate impacts on systemically non-dominant groups*?
Which departments will be impacted by this decision and how?
Who will benefit from this decision? Who will be burdened?
How have you considered all impacts both internally and externally? *Campus climate, environment, geographic area, service district/community, morale, budget, relationships*
If you are unsure whether you have considered all impacts, what will you do to become informed?
Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
How has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:
How have you considered if this decision is being rushed in any way?
Is there a better time for this decision? Describe rationale.
Which alternatives have you considered for this decision?
Which different cultural perspectives have you considered?

Long-Term Effects:
How did you consider and incorporate lessons learned from similar decisions made in the past?
What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? Longer-term?
What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?
What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:
What strategies will be used to ensure this decision continues to have the intended impact(s)?
What circumstances might change down the road that would render the decision ineffective or detrimental in the future?
How will you measure effectiveness? How will data/feedback be collected equitably and inclusively? *Qualitative and Quantitative*

Broader Questions to Ask:
How have you interrupted bias and White Supremacy Culture** in the decision-making process?
How have you led with racial equity in your decision-making?
How will you mitigate the impacts discovered using the Framework?

■ RESOURCES AND DEFINITIONS TO SUPPORT EQUITABLE DECISION-MAKING

Systemically Non-Dominant Groups*

People with Disabilities
• Mobile and Physical Accessibility
• Invisible disabilities
• Neurodiversity

Black, Indigenous, and People of Color (BIPOC)
Disaggregate historically underrepresented:
• Black/African-American
• Pacific Islander
• Native American
• Latinx
• Asian

People from the LGBTQ+ Community
Disaggregate historically underrepresented:
• Transgender individuals

Jenkins, D. (2018). A Critical Lens to Rethinking Power, Privilege and Inequity Language: "Systemically Dominant" and "Systemically Non-Dominant." Share the Flame, LLC: Camas, WA, www.shareflame.com.

Other Identities Marginalized and/or Targeted for Contempt

CCC Student and Employee Groups
• International students
• ESOL (English for Speakers of Other Languages)
• Immigration status

• Employment status
• Students/employees in rural areas
• GED
• Certificate/Degree-seeking
• Continuing Education
• First-generation college students
• Nontraditional college students
• Working students
• Caretakers (children or others)
• Part-Time
• Full-Time
• Fully online students
• Current or past involvement with the criminal justice system
• People with resources insecurities
• Veterans
• Athletes
• Prospective students
• Physical health
• Mental health
• Trauma survivors
• Kaleidoscope Employee Resource Group
• Employees of Living Color Employee Resource Group

Other Identities to Consider:
• Age
• Disability status

• Educational background
• Ethnicity/Culture
• Family status
• Foster youth
• Gender expression *(visible signals of gender such as hair, clothing, and pronouns)*
• Gender identity *(such as: non-binary, transgender, pronouns)*
• Geographic region
• Home/Houselessness
• Language proficiency/Use of English
• Learning style *(such as: visual, auditory, experiential)*
• Nationality/Citizenship
• Position and level in the hierarchy
• Race
• Relationship/Marital status
• Religion/Spirituality
• Sex assigned at birth *(such as: male, female, intersex)*
• Sexual orientation
• Size/Appearance/Athleticism
• Skin color
• Socio-economic status
• Veteran status
• Work style
• Years of experience
• Personality/social style *(such as: introvert vs. extrovert)*

Equity vs. Equality
Equality: Giving everyone the SAME, regardless of the need.
Equity: Giving everyone what they need.

White Supremacy Culture**
This framework was built to address and challenge the systems outlined in White Supremacy Culture. Some of the themes are listed below, visit the link above to read more about each of these themes, how they show up in our culture, and ways to challenge them.

• Perfectionism
• Sense of Urgency
• Defensiveness
• Only One Right Way
• I'm The Only One

• Quantity over Quality
• Worship of the Written Word
• Paternalism
• Either/Or Thinking
• Power Hoarding

• Fear of Open Conflict
• Individualism
• Progress is Bigger, More
• Objectivity
• Right to Comfort

Additional Resources
Gender Unicorn: Learn more about gender identity, gender expression, sex assigned at birth, and physical and emotional attraction.
DEI Strategic Plan Glossary

The Diversity, Equity and Inclusion Committee is seeking feedback on this interim framework. To provide feedback on the framework, visit bit.ly/DEIinterimframework

Clackamas Community College

Agenda

- What the tool is & what it isn't
- Part 1: Read Through
- Part 2: Discussion
- Part 3: Breakout Group Activity
- Part 4: Next Steps

Education that Works
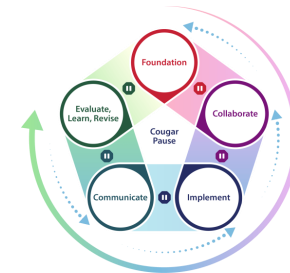
What is the Cougar Pause?

WHAT IT IS	WHAT IT ISN'T
A resource to gather information from people impacted by the systems that govern our culture, norms and access to power and resources.	A solution to end racism or all discriminatory practices.
An invitation to pause and be more intentional rather than defaulting to ingrained habits and patterns of thinking.	A linear, simple, quick checklist to be 'checked off.'
A resource for mindset shifts, growth, and continuous improvement.	A tool for passing judgment.

Education that Works

Read Through
(10 minutes)

Cougar Pause Summary Visual Framework
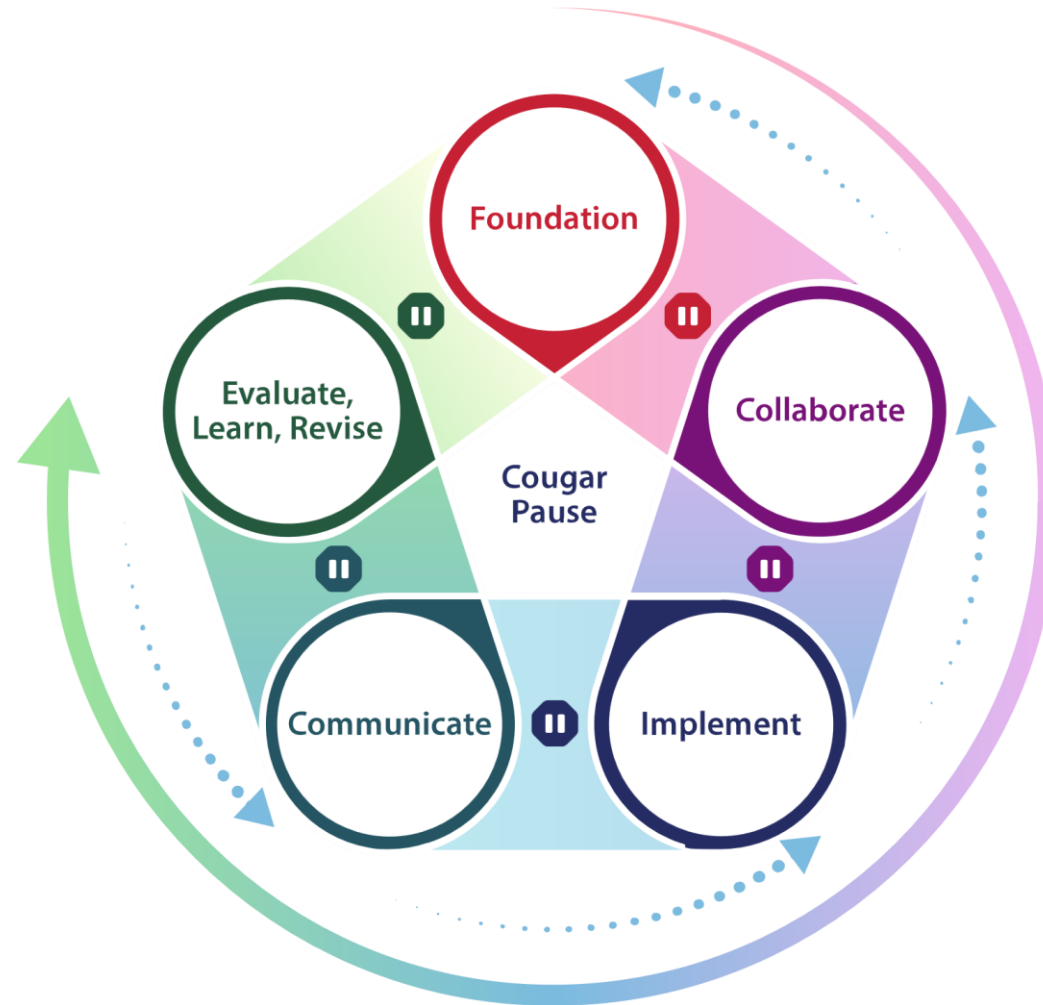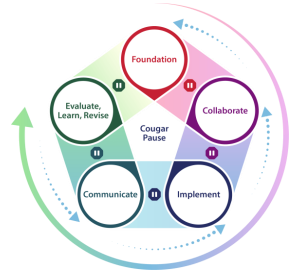
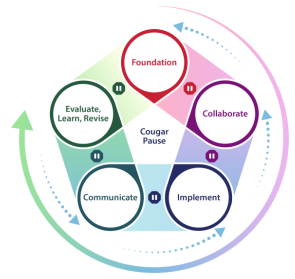# Cougar Pause Detailed Visual Framework
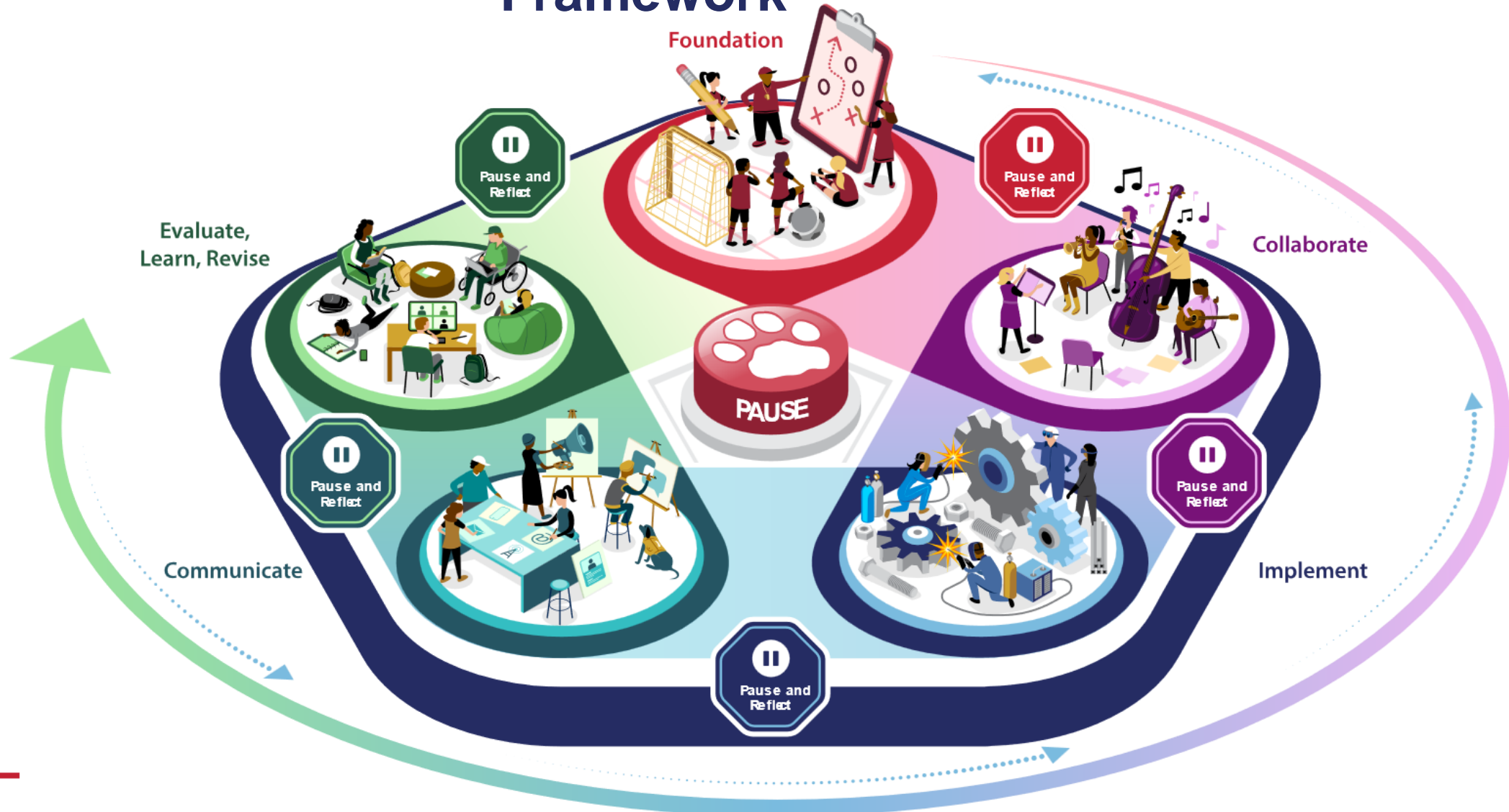
Discussion

Discussion:

- What were the most striking or noticeable features of the equity strategic tool?

- What did you find the most challenging or confusing?

Education that Works

Breakout Group Activity: Practicing the Pause

Breakout Group Activity: Foundation Phase Exploration

Instructions

1. Break into groups

2. Group selects a scenario together

3. Engage with "foundation" section of the tool & work through questions collaboratively as a group

4. Be prepared to share 1-2 key insights with the larger group
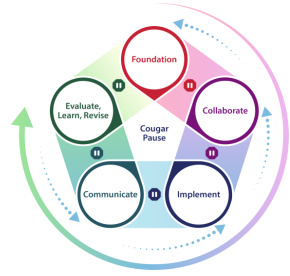
Tips:

• Embrace exploration, not completion – this is not a race!

• The act of articulating your thoughts is more valuable than perfection.

• If you get stuck, make a note and move on to the next question.

Education that Works

Scenarios

Breakout into groups, followed by large group discussion, 15 minutes

Basic Needs

You have begun noticing a growing number of students struggling to meet basic needs such as stable housing and food security. You've submitted Student of Concern Forms for individual cases, but you're starting to recognize a broader trend this year compared to previous years.

Teaching

As an instructor you want to rework the academic integrity section of your syllabus because students have shared with you that the complex, legalistic language is confusing.

Food Pantry

The Food Pantry has observed a decline in student engagement during the transition from the fall to winter term. Many students have expressed that transporting food items on public transportation becomes more challenging due to winter weather conditions.

Professional Development Opportunities

HR is searching to broaden professional development opportunities for administrative assistant and administrative coordinator roles across the college.

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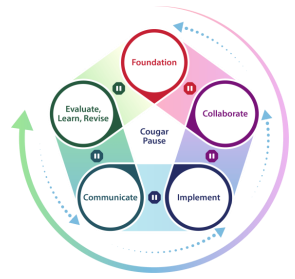
Scenario Discussion

- Share 1-2 key takeaways from your group practice

- **Consider:**
  - How did it feel getting started?
  - Did your group get stuck on a particular question?
  - Were you able to move through any questions with ease?
 - What parts require more research or collaboration?

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Next Steps
Diving Deeper & Building Our Skills

Accessing Materials

- All digital & printable materials for the Cougar Pause are available for download on the myClackamas Diversity, Equity, & Inclusion Committee site

- Login to myClackamas > Committees > Complete Committee List > Diversity, Equity & Inclusion Committee > Additional Documents

- Find a step-by-step guide on how to get materials printed through the college's duplication services
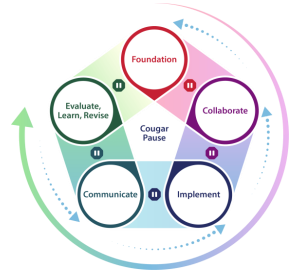
Diversity, Equity and Inclusion Committee

Additional Documents:

Filename
CCC Land and Labor Acknowledgments.pdf
Cougar Pause Desktop Wallpaper Detailed.png
Cougar Pause Desktop Wallpaper Simple.png
Cougar Pause Duplication Order Instructions.pdf
Cougar Pause Framework Map in Greyscale.pdf
Cougar Pause Framework Map.pdf
Cougar Pause Question Cards (7 x 5 in).pdf
Cougar Pause Worksheet with Appendix (for print).pdf
DEI Committee Charter updated 1.23.2023.pdf
Guidelines for Interaction 12-28-21.pdf
Identity Groups Resource List.pdf
The Cougar Pause Worksheet (Digital Accessible).docx

Education that Works
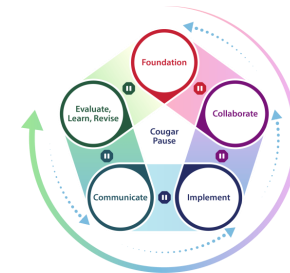
60-Minute Drop-In Sessions

Have questions about using the Cougar Pause or need a thought-partner to navigate a challenge? Drop in for an informal session for CCC faculty and staff—no sign-up needed & come and go at any time. Bring your materials and collaborative spirit!

December	Virtual via Zoom	Tuesday, December 2nd	1-2pm
	Virtual via Zoom	Wednesday, December 3rd	9-10am

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Support Request Form

Need additional help outside of the drop-in sessions?

We're here to support you. If you'd like more individualized guidance, please let us know by filling out a **Support Request Form here,** or by scanning the QR code.

Experience Survey

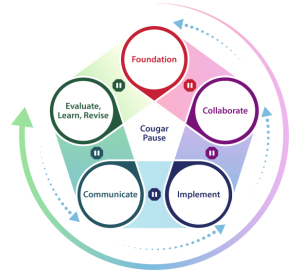**Want to share your experience using the Cougar Pause?**

We'd love to hear from you. Tell us your story by completing our **Experience Survey here,** or by scanning the QR code.
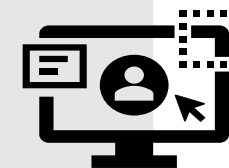
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Important Takeaways

- This is not linear

- Be open-minded

- Expect non-closure

- Moving from "what if's" to "we can"

Thank You!

Feedback?

Questions?

Email: diversity@clackamas.edu

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