**Instructional Standards & Procedures**

[**DEI Framework Application Tool**](https://docs.google.com/document/d/1K52j9asdKu4jizwDse6VA7QlMc465d9QSXGs76ZH9Dc/edit)

***Example: Using*** [***ISP 195 Study Away Policy***](https://www.clackamas.edu/docs/default-source/about-us/accreditation-and-policies/institutional-and-student-services-policies-and-procedures/instruction-and-courses/isp-195-study-away-policy.pdf?sfvrsn=5e519d68_1)

**Part A: Preparation for use of the equity framework**

*Review the questions below and consider how they impact the ISP under review.*

1. **Purpose**:
   1. What is the intended outcome of the decision?
   2. What is the clear, defined reason and need for making the decision?
   3. What negative impacts does the current situation have on Systemically Non-dominant (SND)\* or other potentially impacted groups?
   4. How is this decision data-informed?
   5. What data was used to make the decision? Data can be both qualitative and quantitative.
   6. How is your data specifically measuring impacts on systemically non-dominant groups\*? i.e. through disaggregating data to explore the impact
   7. How does this decision align with CCC’s mission?
   8. How does this decision align with CCC’s values?
   9. How does this decision align with CCC’s Diversity, Equity, and Inclusion Strategic Plan?
2. **Power and Privilege**:
   1. How have you reflected on how your own power and privilege might affect this decision?
   2. What are the power dynamics involved and how have they been addressed?
   3. How has everyone in the decision-making process voiced their concerns and have those concerns been addressed?
3. **Consulted and Informed**:
   1. Who are the key stakeholders?
   2. Who should be consulted or engaged and how are we reaching them?
   3. Who is left out of the decision-making process?
   4. 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?
   5. Has adequate time been given to meaningfully incorporate all voices in this decision?
   6. What is being communicated, to whom, and how?
   7. Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?
   8. Has there been consensus on minimum requirements to meet the goal?
4. **Impact**:
   1. What is the desired impact of the decision?
   2. Which student groups does this decision impact and how?
   3. Which employee groups does this decision impact and how?
   4. How does this decision impact Black, Indigenous, and People of Color (BIPOC)?
   5. In what ways does this decision have a disparate impact on any groups?
   6. How will this decision reduce a disparate impacts on systemically non-dominant groups\*?
   7. Which departments will be impacted by this decision and how?
   8. Who will benefit from this decision? Who will be burdened?
   9. How have you considered all impacts both internally and externally? Campus climate, environment, geographic area, service district/community, morale, budget, relationships
   10. If you are unsure whether you have considered all impacts, what will you do to become informed?
   11. Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
   12. How has accessibility been considered? i.e., digital, physical accessibility
5. **Consider Alternatives**:
   1. How have you considered if this decision is being rushed in any way?
   2. Is there a better time for this decision? Describe rationale.
   3. Which alternatives have you considered for this decision?
   4. Which different cultural perspectives have you considered?
6. **Long-Term Effects**:
   1. How did you consider and incorporate lessons learned from similar decisions made in the past?
   2. What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? Longer-term?
   3. What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?
   4. What is your plan to revisit this decision to ensure equitable outcomes?
7. **Continuous Improvement**:
   1. What strategies will be used to ensure this decision continues to have the intended impact(s)?
   2. What circumstances might change down the road that would render the decision ineffective or detrimental in the future?
   3. How will you measure effectiveness? How will data/feedback be collected equitably and inclusively? Qualitative and Quantitative
8. **Broader Questions to Ask**:
   1. How have you interrupted bias and White Supremacy Culture\*\* in the decision-making process?
   2. How have you led with racial equity in your decision-making?
   3. How will you mitigate the impacts discovered using the Framework?

**DEI Framework, Fall, 2021**

**Part B: Identification of key framework elements that apply to the ISP**

*List the question numbers that the subcommittee members felt were important to ask while reviewing the ISP. If an entire section seems to apply, feel free to use the section number instead of listing all questions. Document any discussion within the group around why specific questions or sections felt important to include (indicate the question/section number followed by a short explanation of why it felt important).*

**Example 1.1: Since these are policies, all policies should have a clearly defined outcome.** (*Comments from Jen)*

**1.4 & 1.5** - Are the types of folks that take advantage of each type of trip recorded anywhere for data collection purposes and to know what types of people go on these trips (especially the longer overnight trips). Do we know if participants in these trips tend to be overrepresented by certain students or community members (for instance, how many students receiving Pell grants participate in international trips)? It would be hard to know if our trips have barriers to access for specific populations without first knowing which populations are taking advantage of the resource.

**2.2** - The power dynamic I see here is the need for VP approval, but no clarity around how that decision is made. Does the Global Learning handbook cover anything about what types of trips might be denied and why or is there any information elsewhere to help folks understand the administrative decision-making process? Is the phrase in the policy, “Clackamas Community College supports such learning experiences,” strong enough to suggest active help from administrators or is further language required?

**3.3 & 3.4** - The decision-making process doesn’t seem to involve students or the community here. Is that ok?

**3.6** - Perhaps some clarity around how the decision on whether to approve or deny will be communicated would be good to add to the policy if it does not exist elsewhere.

**4** - The ISP addresses the process/procedure for getting trips approved, and it looks like the impacts are equitable. I wonder, though, how often BIPOC students are aware of these opportunities in the first place. Should we have a process/procedure for communicating these opportunities to students to make sure everyone has access?

**Part C: Ensuring alignment of the ISP and the DEI framework**

*Document discussions within the group related to how the subcommittee addressed the questions/sections listed in Part B. When possible, indicate whether the discussion led to changes in the ISP, recommendations for other changes in policy, a rich discussion around the question/section but no changes to the ISP, or some other outcome (please describe other outcomes).*

**Example 1.1: Upon review of the policy, the intended outcome did not appear to align with the title of the policy, so the group recommended the policy name be changed to reflect the intended outcome.** (*Comments from Tory)*

**2.2 & 3.6** - Page 5 of the Study Abroad handbook has criteria to be used by the VP for approval. There is no information to support Deans/Directors for approval of trips. Add text to direct deans/directors to VP criteria.

**3.3 & 3.4** - Could be beneficial to find out how students are made aware of study abroad opportunities. Are any special steps taken to share information with students, are they informed about possible scholarships that can help offset costs?

**1.5, 1.6 & 4** - Do we have any systems in place that can collect participation information already (these are probably listed as classes and if so, can we gather data based on folks that have registered in the past and then use that initial information instead of relying on anecdotal information)? We could then compare against the overall demographics for the college and see if there are any disparities present.