



Diversity, Equity, and Inclusion Committee Charter

Mission

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

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

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

Purpose

The Diversity, Equity, and Inclusion Committee will assist the institution in developing a comprehensive strategic diversity plan focusing on the following three categories:

- Diversity Training for Employees
- Hiring/Retention of Diverse Staff
- Diversity in Student Body

Guidelines for Interaction

- Stay present and on topic
- Own what you say and don't generalize
- Only speak for yourself
- If you experience yourself making judgements, ask yourself where did those feelings come from
- Consider the impact of actions rather than focusing on your intentions
- Consider your privilege
- Don't always assume good intentions – assess your safety and use your discernment
- "Ouch" – the ability to acknowledge pain or offense in the moment, and have the option to discuss it or not at that time
- Confront, critique, and challenge your discomfort
- Why am I talking and why am I not talking?

Definitions

Diversity: 1) The condition of having or being composed of differing elements especially the inclusion of different types of people, in a group or organization.

2) Diversity means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

(Queensborough Community College <http://www.qcc.cuny.edu/diversity/definition.html>)

Equity: Ensuring that everyone has the support and access to the resources needed to be successful including but not limited to: fair and just distribution of resources, just decision-making and involvement in decision-making processes, shared power and involvement of communities most affected by inequities, and clear pathways to accessing necessary resources and support when inequities are identified. Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.

Inclusion: Ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their community(ies). Inclusion requires people to value and respect diversity. (adapted from the definitions list)

Cultural Competence: A congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Association of Research libraries <http://www.ala.org/acrl/standards/diversity>)

Institutional Inequities: Policies, practices, and procedures that work to the benefit of a group of people and to the detriment of others. Institutional inequities can be either intentional or unintentional.

Standards: An idea or instrument used as a measure, norm, or model in comparative evaluations to ensure accountability.

Meeting Schedule

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

Scope

The committee will develop a comprehensive strategic plan using the elements below:

1. Develop, implement, and evaluate standards for cultural competence for students, staff, faculty, and administration
2. Focus on institutional policies and procedures to address diversity, equity, and inclusion issues and make recommendations when appropriate
3. Evaluate areas where institutional inequities exist
4. Inform and consult with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives
5. Maintain and disseminate best practices for diversity, equity, and inclusion in institutional policies, teaching, training, hiring, and retention of students, staff, faculty and administration
6. Provide a resource for guidance and consultation regarding diversity, equity, and inclusion issues for students, staff, faculty, and administration
7. Disseminate information about ongoing professional development training around diversity, equity, and inclusion for students, staff, faculty, and administration
8. Seek regular feedback from students, staff, faculty, and administration to inform decision making and understand opportunities for improvement
9. Share the work of the committee with the college community

Committee Creation

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

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

Relationship to Other Committees

Cultural Arts Committee, Global Learning Committee, and Presidents Council

Membership

The Diversity Committee will include at least:

- Two Classified Association representatives
- Three Full-time Faculty Association representatives
- One Part-time Faculty Association representative
- One student representative
- One representative from Human Resources
- One Administrative/Confidential representative
- One Leadership Cabinet representative
- One representative from the Disability Resource Center, or a representative with responsibility for ADA compliance
- One representative from Veteran's Services