



Diversity, Equity and Inclusion Strategic Plan 2020-2023



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Letter from the President

Dear College Community,

To fully realize CCC's Mission "To serve the people of the college district with high-quality education and training opportunities that are accessible to all students..." we must work together toward an inclusive and diverse campus community. A place where everyone feels like they belong.

It's because of this belief that Clackamas Community College developed this Strategic Diversity, Equity, and Inclusion Plan, the first in our college's history. This plan is the culmination of more than a year's work by the Diversity, Equity, and Inclusion Committee and numerous inputs from the college community. Thank you, Jaime Clarke and Klaudia Cuevas for co-chairing this work and the members of the DEI committee who put in countless hours ensuring this document will provide a roadmap for the institution to move forward in this important work.

Now the work begins. It will take intentional efforts by the entire college to achieve these goals. This is not a plan that will sit on a shelf, it is a living plan that will allow the college to achieve its mission of being accessible to all. I ask you to join us in this work and together we will work toward a college that is inclusive, welcomes all voices and allows everyone to achieve their dreams.

Dr. Tim Cook
President, Clackamas Community College



Executive Summary

Clackamas Community College (CCC) recognizes and affirms the agency to advance equity for the betterment of students, employees, and in the greater community. CCC embarked on the development and implementation of an institutional Diversity, Equity and Inclusion Strategic Plan in fall quarter 2018. The Diversity, Equity, and Inclusion Committee was formally charged to lead this effort. The College hired consultants to support this work in winter quarter 2019. The College community, under the leadership of the DEI Strategic Planning team, executive leadership of Dr. Tim Cook, President, and the College's Leadership Cabinet, participated in a year-long process to generate the DEI Strategic Plan.

This effort resulted in identifying values, strategic themes, strategic priorities, and goals and outcomes necessary to help support the College's aspiration to create a cultural change informed by the Diversity, Equity and Inclusion (DEI) Framework. This DEI Framework is expected to inform all strategic and operational planning aspects of leadership, organizational policy, procedure, practices and resources in the service of meeting its mission critical commitment to student and employee excellence and achievement.

The plan offers insight into the current strengths and areas for improvement for the College as related to Diversity, Equity, and Inclusion. The Strategic Priorities and accompanying goals and objectives have been identified through an inclusive and rigorous process of data collection from students, faculty, staff and administrators through, visioning, asset-mapping, a climate survey, and focus group engagements as part of the planning process.

The plan has identified Student Success, Belonging, Empathy and Respect as guiding values related to Diversity, Equity, and Inclusion. Three Strategic Priorities with accompanying goals and objectives were developed to focus on the following areas:

- 1. Build the foundation needed to create and sustain a diverse, equitable and inclusive culture at CCC.**
- 2. Eliminate equity gaps for students.**
- 3. Align instructional culture with principles and practices of equitable and inclusive teaching and learning**

The recommendations outlined in the DEI Strategic Plan are expected to be fully implemented over a three-year period, ending in 2023. A successful implementation of the DEI Strategic Plan is expected to create the desired cultural changes necessary for achieving the vision of a College that supports student and employee success, in an equitable and inclusive manner.



SECTION 1: Introduction

■ SOCIAL CONTEXT OF DIVERSITY, EQUITY AND INCLUSION EFFORTS

Equity and inclusion efforts are a response to the growing recognition of the diversity of our nation. Simultaneously, they are also a response to the growing awareness that our nation's social institutions, including those of higher education, have been designed and maintained without that recognition. As a result, the services that we, as Clackamas Community College, aim to provide have been aligned to fit the needs of only a portion of the people in our community. Likewise, the culture of the college represents only a portion of our community. This Diversity, Equity, and Inclusion Strategic Plan (hereafter referred to as "DEI Strategic Plan" or "Strategic Plan") is an acknowledgment of our responsibility as a social institution to allay those disparities. Likewise, necessarily, this plan is a commitment to change.

Change is rarely comfortable; however, change is a necessary component of growth and development. Since social institutions are composed of individuals, institutional change must occur on the individual plane as well. For many of us holding multiple social identities that have been privileged by the status quo of institutions, equity and inclusion efforts can feel alarming, frightening, and even invasive at the personal level. Our very own sense of value may feel threatened. For many of us who hold even one social identity that has been a primary target of systemic oppression, equity and inclusion efforts can be experienced as misguided, more damaging than if the issue simply had been left alone, and even "far too little, far too late".

Consequently, equity and inclusion initiatives tend to be accompanied by disparate, but equally intense responses. How we proceed from this nearly inevitable swirl of emotional responses as individuals will determine how well we function as an institution. Further complicating such initiatives, their introduction is not into an environment of equal power distribution. Social institutions run according to a hierarchy of power. Power and privileged social identities often combine at the top levels of our nation's social institutions.

As a result, this three-year plan which aims to create a strong foundation from which to begin building an equitable and inclusive community college, prioritizes the role and responsibility of leadership as its first objective. College leadership is committed to lead this transformation with their exemplification and embodiment of the courage required to allow this transformation to occur on an individual level in order to ensure institutional growth and development. The Clackamas Community College [Code of Ethics](#) offers common, unifying ground for all employees of the college to engage in this fundamental college-wide initiative together:

To perform our jobs in a way that fosters personal growth and academic excellence, recognizes the inherent goodness of all people, models personal and academic integrity, respects diversity, and shows concern for the needs and feelings of others.

With this plan, Clackamas Community College commits fully to building on the groundbreaking and preparatory work that has been accomplished during the previous three years.

■ A DEI STRATEGIC PLAN FOR CLACKAMAS COMMUNITY COLLEGE

Clackamas Community College 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 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.

The Diversity, Equity, and Inclusion (DEI) Committee presents this three-year Strategic Plan to the college as a path to become a more equitable and inclusive institution. The goals and objectives of each strategic priority outline the steps needed to be successful in this effort. It is critical to note two conditions regarding this plan. First, this work does not stop after three years; it must continue beyond the steps outlined in this document. Second, the components of this work will evolve and new objectives and action steps will be identified as the plan unfolds.

The DEI Strategic Plan aligns the college's structure with the corresponding strategic themes, institutional objectives, and measurable indicators for each outcome. Strategies are identified and are then broken down by objective and into measurable action items. Each action identifies campus partners, leads, and evidence of action item progress. Campus partners are organizational units, programs, committees, and task forces. Leads are individuals with responsibility and authority for convening the campus partners, and ensuring full participation and engagement from participants and reporting back on action item progress.

■ RECENT HISTORY OF DIVERSITY, EQUITY, AND INCLUSION AT CLACKAMAS COMMUNITY COLLEGE

In the 2015-2016 academic year, Clackamas Community College (CCC) initiated a Diversity Task Force to continue and make more sustainable the efforts of various prior diversity committees. One of the recommendations of this Task Force was to establish a permanent committee that was properly situated to create true institutional change, with both meaningful representation and authority. Around the same time, the State of Oregon passed HB2864, which required public institutions of higher education to establish a process for establishing cultural competency standards for the institution's employees. Thus, in October 2017, the college formalized the Diversity, Equity and Inclusion (DEI) Committee to set about the desired systemic change across the institution, while also meeting state-mandated obligations of equity and inclusion.

In its first year, the DEI Committee focused on developing its charter document, establishing subcommittees, preparing its members to engage in equity work, and finding ways for employees and students to get involved. The committee also spent time considering how to truly integrate its mission with the fabric of the college, and concluded that there was a need for a college-wide DEI Strategic Plan.

■ DEI STRATEGIC PLANNING AND DEVELOPMENT PROCESS

Dr. Tim Cook, CCC President, was approached in summer 2018 by the DEI Committee with the request to embark on a DEI Strategic Plan. Dr. Cook agreed with the need for such a plan, and subsequently charged the campus community with its development and implementation, led by the DEI Committee. 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 planning process. Consultants Global Leadership Solutions, LLC, and Transcend Consulting Group, LLC, were selected in December 2018 and DEI strategic planning development work commenced in January 2019. To support development of the Strategic Plan a new Strategic Plan Subcommittee was established.

Visioning sessions

In April 2019, 131 participants, including students and employees, engaged in four, 3-hour interactive visioning sessions with the consultants which offered opportunities to acknowledge and affirm the college's strengths and assets while charting a direction for the future to be a more diverse, equitable, and inclusive institution. This experience collectively identified a desired vision, as well as articulated important values and priorities that informed and influenced the strategic planning process.

Campus climate survey

Also in April 2019, a campus climate survey was disseminated electronically to all students and employees by Institutional Research on behalf of the consultants to create a baseline understanding of conditions and issues related to DEI at the college. A total of 520 responses were received. Analysis and results of this survey are contained in the [*DEI Strategic Plan Progress Report*](#).

Focus groups

In May 2019, thirteen focus groups were conducted by the consultants to gather feedback and suggestions to help create a more inclusive and equitable environment for all members of the community, especially those from systemically underserved and underrepresented populations. Focus groups allowed for in-depth information-gathering from specific population group participants to understand their unique needs and experiences.



■ DRAFTING THE PLAN AND ONGOING COLLEGE ENGAGEMENT

Feedback from the visioning sessions, campus climate survey, and focus groups was used to develop a [*DEI Strategic Plan Progress Report*](#), which was shared with the college community in September 2019. Throughout the previous summer, the Strategic Plan subcommittee outlined a set of strategic priorities, goals, and objectives that emerged from the Progress Report and the data that informed it. In October 2019, nine feedback sessions with over 100 participants were held by the DEI Strategic Plan subcommittee to seek input on both the Progress Report and the elements of the Strategic Plan that had been drafted so far.

The DEI Strategic Plan subcommittee members, with support from the consultants, continued to refine the definitions, vision, values, strategic priorities, goals, objectives, and action items throughout the fall and winter terms. The Strategic Plan subcommittee shared updates and progress of the DEI Strategic Plan development with campus leaders and many key stakeholders, including employee associations and leadership groups, major campus committees, student government, and various college departments -as well as providing updates to the DEI Committee. These engagements helped to set expectations for operational units and provided many input and feedback opportunities, helping to ensure that the plan would be supported by the entire college community. This work would not have been possible without the collaboration from so many campus partners.

The Strategic Plan subcommittee would like to recognize the many collaborators who made the creation of this plan possible. (Specific contributors are recognized in Appendix A). We also look forward to future collaborations throughout the community which will make the implementation of this plan successful.



SECTION 2: Strategic Plan

■ DEFINITIONS

For the purposes of this document, the following four terms are defined as overarching guidance for this work. A complete list of terms is located in the Glossary (Appendix A).

Cultural Competency: An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientation, veteran statuses and other characteristics that recognize, affirms and values the work, and preserves the dignity of individuals, families and communities (HB 2864, 79th Oregon Legislative Assembly (2017)).

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, political beliefs, and cultures.

- Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand and appreciate the interdependence of humanity, cultures, and the natural environment.

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

- Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
- 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 communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

■ VISION STATEMENTS

- To engage all members of the college community in inspiring and transformational growth.
- Advance equity through inclusive excellence, mentorship, and learning to create life-changing opportunities.
- Create and affirm an inclusive culture of curiosity and critical thinking.
- Embrace diversity to prepare students and employees to engage and lead in a culturally diverse world.

VALUES

Throughout the early stages of qualitative data collection, particularly the visioning sessions, a set of values shared by the college community emerged. These were identified in the [DEI Strategic Plan Progress Report](#), and later honed by the DEI Committee to illustrate how we “walk the walk” and help to set our priorities as an institution.

- **Student Success.** We affirm and prioritize our students, both collectively and individually. Our shared commitment to their experiences anchors our work and our role as educators.
- **Belonging.** We strive to address, explore, educate, learn about, and affirm the diversity of the human experience.
- **Empathy.** We prepare ourselves and our students to successfully understand and engage with diverse perspectives and backgrounds by teaching and practicing critical thinking, compassion and a deeper appreciation of others.
- **Respect.** We create an inclusive, equitable, culturally competent, and supportive environment where the college community models behavior that enriches our world.

STRATEGIC THEMES

The strategic planning and development process—including the data and information extracted and analyzed from visioning sessions, survey data, focus groups, and 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 college community to identify the desired future state of the college with reference to diversity, equity, and inclusion. These themes are critical components for the development of the college’s strategic plan and additional input and feedback sessions were used to “pressure test” and refine the strategies.

■ STRATEGIC PRIORITIES, GOALS, OBJECTIVES, AND ACTIONS

The strategic priorities stemmed from the strategic themes and are purposefully grouped in the following manner: establishing a foundation for diversity, equity, and inclusion work at the college, removing barriers for students, and enhancing teaching and learning within the institution.

Strategic Priority 1: Build the foundation needed to create and sustain a diverse, equitable, and inclusive (DEI) culture at Clackamas Community College

Foster a shared understanding of the connection between a diverse, equitable, and inclusive culture to student and employee success

Goal 1.1: Create a diverse, equitable, and inclusive workforce

Objective 1.1.1: Strengthen the DEI Committee's and college leadership's ability to lead diversity, equity, and inclusion efforts

- **Action 1.1.1.1:** Complete a baseline assessment of the learning needs of the DEI Committee and college leadership
- **Action 1.1.1.2:** Develop a learning program to address needs identified from the baseline assessment
- **Action 1.1.1.3:** Establish ongoing foundational training for DEI Committee members and college leadership

Objective 1.1.2: Grow all employees' cultural competency and empower employees to incorporate DEI principles into their work

- **Action 1.1.2.1:** Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles
- **Action 1.1.2.2:** Create and implement an annual DEI workshop required for all college employees in order to reinforce the college's commitment to cultural competency, set organizational expectations, and grow shared understanding of cultural competency
- **Action 1.1.2.3:** Build capacity to implement equitable and inclusive teaching practices (See Strategic Priority Goal 3.2)

Objective 1.1.3: Ensure the employees of the college reflect the diversity of the students we serve

- **Action 1.1.3.1:** Address bias in talent acquisition processes by implementing a "search advocate model" (See Appendix A for description)
- **Action 1.1.3.2:** Ensure job descriptions are inclusive and gender neutral
- **Action 1.1.3.3:** Institute hiring matrices for all full-time and part-time talent acquisition processes

Objective 1.1.4 Create connection and sense of belonging for all employees

- **Action 1.1.4.1:** Expand onboarding processes to ensure all employees feel welcome and have the information needed to succeed at the college
- **Action 1.1.4.2:** Create a Clackamas-centered Leadership Development Program to provide employees opportunities to learn leadership skills to become successful leaders at the college
- **Action 1.1.4.3:** Develop internal mentorship and job shadow programs to create a support system for new employees to learn how the college operates
- **Action 1.1.4.4:** Review existing employee recognition practices
- **Action 1.1.4.5:** Provide ongoing support for Employee Resource Groups

Goal 1.2: Ensure Clackamas Community College's organizational structures sustain a diverse, equitable, and inclusive environment

Objective 1.2.1: Empower the forthcoming Office of Diversity, Equity, and Inclusion to coordinate, synergize, and enhance DEI-related efforts

- **Action 1.2.1.1:** Collaborate with the DEI Committee, DEI subcommittees, and college leadership to provide oversight for the execution of the DEI Strategic Plan
- **Action 1.2.1.2:** Review the existing DEI Committee structure and recommend changes to the Committee and subcommittees as needed to successfully support DEI work at the college
- **Action 1.2.1.3:** Advise college leadership on DEI strategies, processes, and learning activities in collaboration with the Center for Teaching and Learning (CTL)

Objective 1.2.2: Develop a DEI framework designed for Clackamas Community College

- **Action 1.2.2.1:** Establish a DEI Framework Team to create the DEI framework
- **Action 1.2.2.2:** Provide the DEI Framework Team with the necessary resources and training to develop the framework
- **Action 1.2.2.3:** Provide training on the DEI framework to the college community
- **Action 1.2.2.4:** Facilitate and track usage of the DEI framework

Objective 1.2.3: Implement the DEI framework by integrating it into planning efforts across the college

- **Action 1.2.3.1:** Utilize the DEI framework in the college's strategic planning work to ensure alignment between DEI and college strategic priorities/goals
- **Action 1.2.3.2:** Require departments and divisions to set measurable goals for their respective areas to increase the use of diversity, equity, and inclusion principles through the assessment process (instructional and service areas)
- **Action 1.2.3.3:** Require departments and divisions to set measurable goals for their units to increase the use of diversity, equity, and inclusion principles through the annual Unit Planning and Budget Request process

Objective 1.2.4: Establish an ongoing assessment cycle to monitor and evaluate the college's progress in achieving diversity, equity, and inclusion goals

- **Action 1.2.4.1:** Develop and implement a reporting schedule for the DEI Strategic Plan initiatives
- **Action 1.2.4.2:** Establish and document assessment methodologies for DEI Strategic Plan initiatives
- **Action 1.2.4.3:** Develop a communication plan to uphold transparency and accountability to the college community
- **Action 1.2.4.4:** Create a final report to the college community summarizing results and positioning the college for subsequent diversity, equity, and inclusion work

Objective 1.2.5: Revise the Shared Governance Processes to incorporate the DEI framework

- **Action 1.2.5.1:** Utilize the DEI framework to review and assess the college's Shared Governance processes
- **Action 1.2.5.2:** Revise the college's Shared Governance processes to align with equitable and inclusive principles and practices

Objective: 1.2.6: Revise the policy review process to incorporate the DEI framework

- **Action 1.2.6.1:** Incorporate the use of the DEI framework in the creation and review of student-centered policies
- **Action 1.2.6.2:** Incorporate the use of the DEI framework in the creation and review of employee-centered operational policies

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- **Action 1.2.6.3:** Create and revise instructional policies and procedures to prioritize equitable and inclusive teaching practices (See Strategic Priority Goal 3.1)

Goal 1.3: Establish funding resources for DEI strategic and operational initiatives

Objective 1.3.1: Establish ongoing funding to support DEI operations

- **Action 1.3.1.1:** Institute initial and ongoing funding for the Office of Diversity, Equity and Inclusion
- **Action 1.3.1.2:** Establish an annual funding process for DEI Committee operations
- **Action 1.3.1.3:** Allocate funds needed for DEI Strategic Plan reporting and assessment activities

Objective 1.3.2 Establish ongoing funding for college-wide learning opportunities

- **Action 1.3.2.1:** Allocate funds for diversity, inclusion, and equity-centered training and annual DEI workshops
- **Action 1.3.2.2:** Ensure pay parity for all employees to be able to participate in college-wide learning opportunities

Objective 1.3.3: Update the Unit Planning and Budget Request Process to incorporate DEI principles

- **Action 1.3.3.1:** Ensure two representatives from the DEI Committee are on the college's Budget Advisory Group (BAG) to ensure practice of DEI-informed budgeting principles, priorities, and decision-making
- **Action 1.3.3.2:** Utilize the DEI framework to revise the Unit Planning and Budget Request process to enable departments to request funding for DEI specific activities
- **Action 1.3.3.3:** Implement a revised Unit Planning and Budget Request process to enable departments to request funding for DEI-specific activities



Strategic Priority 2: Eliminate equity gaps for students

Identify and address systemic challenges and barriers to recruitment, retention, and completion, particularly for underrepresented and underserved students

Goal 2.1: Increase awareness of student achievement gaps

Objective 2.1.1: Begin work to serve underrepresented and underserved students more directly and effectively

- **Action 2.1.1.1:** Identify underrepresented and underserved student populations at the college

Objective 2.1.2: Identify enrollment patterns and demographic characteristics of students not entering, persisting, or completing

- **Action 2.1.2.1:** Analyze existing student data for student enrollment patterns and demographic characteristics
- **Action 2.1.2.2:** Identify students in need of greater support based on key enrollment patterns and demographic characteristics

Objective 2.1.3: Add capacity for data collection and data-informed decision-making

- **Action 2.1.3.1:** Establish data metrics in alignment with other college-wide planning efforts to address equity gaps in the areas of student entry, retention, and completion work
- **Action 2.1.3.2:** Develop data tools that disaggregate data to highlight inequities in student progress and outcomes
- **Action 2.1.3.3:** Implement communications tools to convey the importance of data to guide decision-making to advance equity and student success

Goal 2.2: Improve sense of belonging for our diverse student body

Objective 2.2.1: Advance programs, policies, procedures, protocols, and practices to more directly and effectively serve underrepresented and underserved students

- **Action 2.2.1.1:** Conduct a comprehensive review of co-curricular support for students, assessing existing staffing structures; the student governance model; student engagement activities; policies, procedures, and protocols; identity-based clubs; and other co-curricular activities
- **Action 2.2.1.2:** Analyze co-curricular support results and compare with peer institutions and best practices
- **Action 2.2.1.3:** Make recommendations to improve co-curricular supports based on findings
- **Action 2.2.1.4:** Implement recommendations and establish communication tools to clearly outline the college's actions which target students' sense of belonging

Objective 2.2.2: Explore opportunities to provide cultural competency training for students

- **Action 2.2.2.1:** Assess the new student online orientation modules using the DEI framework and develop recommendations
- **Action 2.2.2.2:** Implement recommendations to the new student online orientation
- **Action 2.2.2.3:** Identify additional options for co-curricular delivery of cultural awareness and competency training to students at-large, including activities, workshops, and seminars, both in-person and online
- **Action 2.2.2.4:** Incentivize student participation in co-curricular cultural awareness delivery where possible and appropriate
- **Action 2.2.2.5:** Develop new and enhance existing training for students in leadership roles, including volunteer, paid, and tuition-waiver positions, which focus on cultural awareness and competency
- **Action 2.2.2.6:** Explore integration of cultural awareness and competency into coursework

Goal 2.3: Reduce barriers for recruiting and onboarding underrepresented and underserved students

Objective 2.3.1: Identify and address barriers in recruiting and onboarding underrepresented and underserved students

- **Action 2.3.1.1:** Identify a means to assess current college recruitment and onboarding practices, programs, and services to identify barriers for underrepresented and underserved students
- **Action 2.3.1.2:** Assess current barriers for recruiting and onboarding underrepresented and underserved students
- **Action 2.3.1.3:** Inform the college regarding current barriers and recommend evidence-based practices, programs, and services to address barriers in recruitment and onboarding of underrepresented and underserved students
- **Action 2.3.1.4:** Implement recommendations

Objective 2.3.2: Support outreach to allies in the high schools, such as affinity groups and advocates, to attract underrepresented and underserved students

- **Action 2.3.2.1:** Evaluate current high school outreach and recruitment strategies
- **Action 2.3.2.2:** Identify and collaborate with affinity groups and allies to advance outreach and recruitment activities
- **Action 2.3.2.3:** Determine necessary resources to support new and strengthen existing outreach and recruitment activities
- **Action 2.3.2.4:** Implement outreach and recruitment activities in area high schools
- **Action 2.2.2.5:** Assess the effectiveness of new outreach and recruitment activities

Objective 2.3.3: Expand recruitment and re-engagement practices to target underrepresented and underserved adult learners

- **Action 2.3.3.1:** Develop a recruitment and re-engagement plan for underrepresented and underserved adult learners
- **Action 2.3.3.2:** Identify necessary resources to support new recruitment and re-engagement activities
- **Action 2.3.3.3:** Implement the new recruitment and re-engagement plan
- **Action 2.3.3.4:** Assess the effectiveness of new recruitment and re-engagement activities

Objective 2.3.4: Increase awareness of community partners and organizations to address barriers to entry and onboarding for underrepresented and underserved students

- **Action 2.3.4.1:** Gather information from college departments to identify community partners and organizations with whom they work
- **Action 2.3.4.2:** Create and maintain a list of community partners, organizations, and resources to be shared with college employees and students
- **Action 2.3.4.3:** Develop communication tools for sharing available community resources
- **Action 2.3.4.4:** Implement the communication tools to share community resources

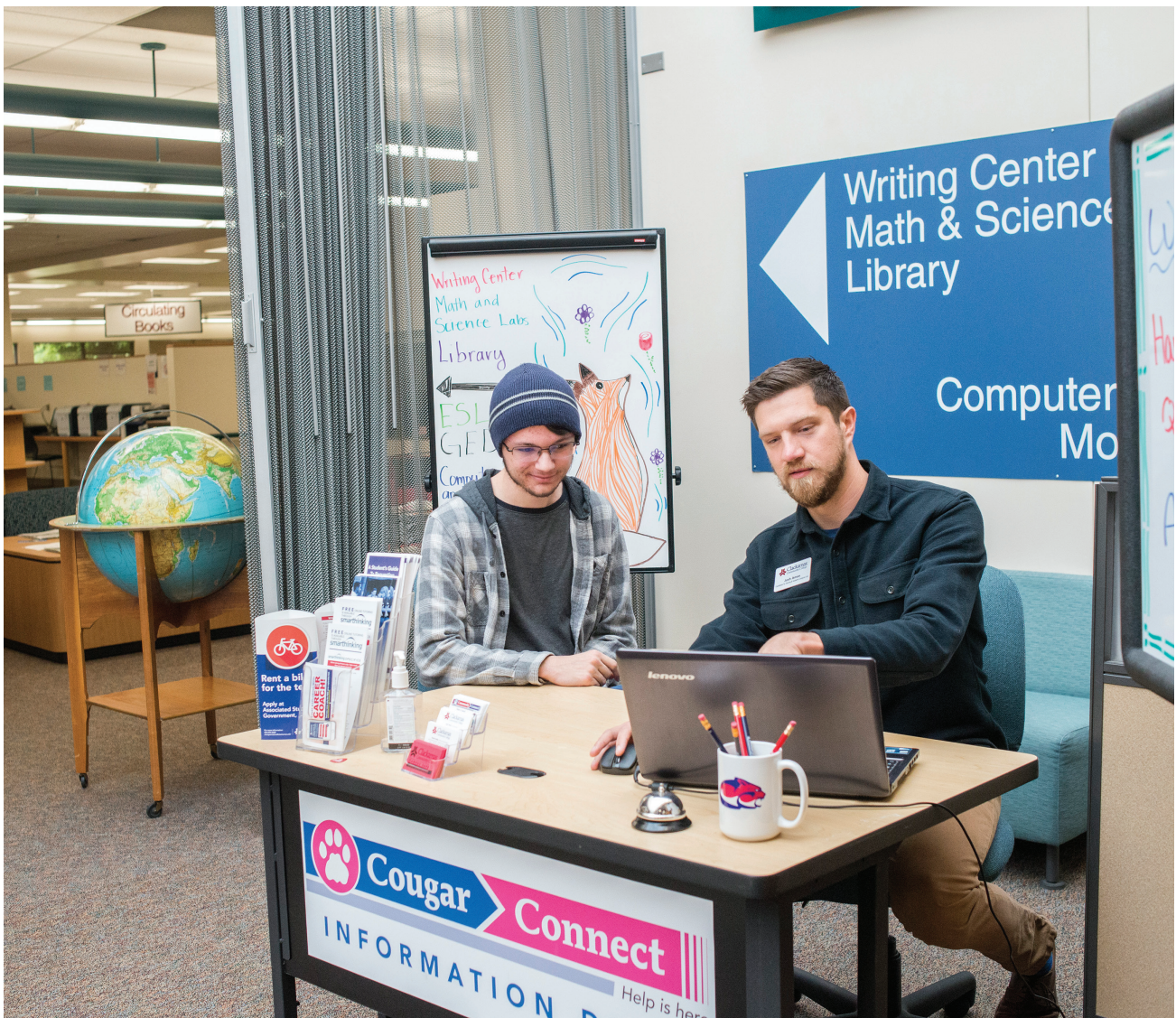
Goal 2.4: Increase retention and completion for underrepresented and underserved students

Objective 2.4.1: Leverage data to inform and address sources of student attrition

- **Action 2.4.1.1:** Identify a means to assess current college processes to identify barriers to retention for underrepresented and underserved students
- **Action 2.4.1.2:** Assess current barriers to student retention
- **Action 2.4.1.3:** Present the college with current barriers and recommend evidence-based strategies to increase student retention rates for systemically underrepresented and underserved students
- **Action 2.4.1.4:** Begin implementation of recommendations to increase student retention

Objective 2.4.2: Identify and address barriers to student completion

- **Action 2.4.2.1:** Identify a means to assess current barriers to student completion for underrepresented and underserved students



Strategic Priority 3: Align instructional culture with principles and practices of equitable and inclusive teaching and learning

Supported by research and data, transform teaching practices, communications, course resources, learning outcomes, and learning environments both inside and outside the classroom in order to authentically support, respect, and serve our diverse student population

Goal 3.1: Create and revise instructional policies and procedures to prioritize equitable and inclusive teaching practices that align with the DEI Framework.

Objective 3.1.1: Develop a set of guiding principles for the creation and revision of instructional policies and procedures that are consciously equitable and inclusive

- **Action 3.1.1.1:** Identify a faculty-led research team to study equitable and inclusive instructional policies and procedures
- **Action 3.1.1.2:** Invite broad contributions with guided feedback sessions, sharing and discussing the research with stakeholders in the college community
- **Action 3.1.1.3:** Develop a set of Guiding Principles for Equitable Policies
- **Action 3.1.1.4:** Deliver the set of Guiding Principles for Equitable Policies to the DEI Committee and the Guided Pathways Task Force

Objective 3.1.2: Evaluate existing instructional policies and procedures using the Guiding Principles for Equitable Policies

- **Action 3.1.2.1:** Identify all committees or manuals where instructional policies reside
- **Action 3.1.2.2:** Build faculty-led instructional policy assessment work groups
- **Action 3.1.2.3:** Examine existing instructional policies using the Guiding Principles for Equitable Policies, and perform a gap analysis of policies
- **Action 3.1.2.4:** Report recommendations to the appropriate groups

Goal 3.2: Build institutional capacity to implement equitable and inclusive teaching practices

Objective 3.2.1: Use research to develop a set of best teaching practices in support of equitable and inclusive teaching and learning

- **Action 3.2.1.1:** Form a faculty-led research team to study the best practices for equitable and inclusive teaching and learning
- **Action 3.2.1.2:** Develop and share a list of applied professional development opportunities where innovative and culturally responsive teaching practices are proving to reduce inequities and foster student success
- **Action 3.2.1.3:** Participate in a selection of those applied professional development opportunities and document findings
- **Action 3.2.1.4:** Share the research and fieldwork with the college through guided feedback sessions and record responses from our community
- **Action 3.2.1.5:** Synthesize a list of equitable and inclusive “best teaching practices”

Objective 3.2.2: Evaluate teaching and learning practices to identify barriers and opportunities to be more equitable and inclusive

- **Action 3.2.2.1:** Identify a means to measure faculty awareness and use of teaching and assessment practices that support equitable and inclusive instruction
- **Action 3.2.2.2:** Assess faculty awareness

Goal 3.3: Create and support instructional materials, resources, spaces, and environments that promote equitable and inclusive teaching and learning

Objective 3.3.1: Use research to develop a Standard for Equitable and Inclusive Instructional Materials to guide decision-making and resource allocation for instructional materials, resources, spaces, and environments

- **Action 3.3.1.1:** Identify a research team to gain expertise related to development of equitable and inclusive instructional materials
- **Action 3.3.1.2:** Assemble a reading list regarding materials and equitable and inclusive teaching and learning, including anti-racist and anti-bias instruction
- **Action 3.3.1.3:** Identify key training and professional development opportunities with equitable and inclusive instruction and develop a list of schools to visit where the conscious alignment between materials and instruction is supporting equitable and inclusive teaching and learning
- **Action 3.3.1.4:** Participate in professional development opportunities and visit selected schools with a coalition of administrators, faculty, and students to strengthen understanding of and commitment to the conscious alignment between materials and equitable and inclusive instruction
- **Action 3.3.1.5:** Share the research and fieldwork with the college through guided feedback sessions to discover and record responses to the ideas gained from the research
- **Action 3.3.1.6:** Use the research from readings, professional development opportunities, school visits, and feedback sessions to develop a Standard for Equitable and Inclusive Instructional Materials (SEIIM)
- **Action 3.3.1.7:** Publicize and implement use of the SEIIM throughout the college community

Objective 3.3.2: Assess existing materials, resources, spaces, and environments using the Standard for Equitable and Inclusive Instructional Materials

- **Action 3.3.2.1:** Locate existing data from classroom audits or space adjacency work
- **Action 3.3.2.2:** Identify a faculty-led materials assessment team to assess our existing materials (such as desks, chairs, and computers) and spaces (such as classroom design) based on the existing data and using the SEIIM to identify needs and areas for improvement
- **Action 3.3.2.3:** Share relevant portions of the SEIIM through guided feedback sessions to discover how the college community, particularly students, can imagine integrating these ideas meaningfully at the college
- **Action 3.3.2.4:** Begin a DEI Materials Needs Assessment and provide recommendations
- **Action 3.3.2.5:** Identify a faculty-led virtual assessment team to assess our existing environments (such as online spaces, LMSs)



SECTION 3: **Implementation Recommendations**

■ IMPLEMENTATION RECOMMENDATIONS

As emphasized in the introduction, the intent of this plan is to establish the foundation within the next three years in order to build from it in subsequent years with future strategic plans. Each goal within this Strategic Plan ends with objectives that point toward the future. Diversity, equity, and inclusion work is process work; it is not a task that can be checked off at the end of a time frame. Consequently, to succeed, it must be approached as a collaborative effort rather than as a completion-oriented effort.

Diversity, equity, and inclusion work is supported by and supports other culturally transforming work occurring simultaneously at CCC, such as Guided Pathways, Assessment, a refinement of our Shared Governance model, and the evolving collaborative models and methods. All of these efforts are motivated by an institutional interest in serving our students more systematically, consistently, intentionally, directly, and overall, more effectively. These multiple efforts contain overlap on which the college must capitalize in order to affect this cultural shift.

Specifically, DEI initiatives introduce an elemental cultural change to social institutions in order to transition from an exclusive environment to a diverse, equitable, and inclusive one. This type of change affects people on the personal level as well on all the various institutional levels. Thus, in order to grow as an institution, the adjustments are both personal and institutional. College leadership is committed to guiding this work. Likewise, every employee throughout the hierarchy of power must be willing to experience discomfort and to be self-reflective in that discomfort. Only then will we have the ability to acknowledge when we have intimidated or dismissed others based on the dominant position of our own social identities.

Members of our community have experienced a life-time of harm caused by systemic oppression within institutions. That experience includes Clackamas Community College. Diversity, equity, and inclusion process work involves moving us all toward an understanding of how it feels to be someone who has been systematically trivialized and targeted for negation, disdain, and/or violence. When we unknowingly or knowingly repeat these patterns of oppression, we inflict pain upon those who hold social identities that have been historically marginalized or degraded. For this reason, the bulk of the responsibility to create a safe learning environment rests with those who hold social identities that have been privileged over others. An effective approach to learning through this effort is to listen deeply first, reflect empathetically second, and ask clarifying questions third. However, this endeavor requires humility and compassion from each of us. Everyone must be willing to acknowledge when they have not exhibited humility or compassion and have diminished the possibility of a safe learning environment.

Equitable and inclusive social institutions are in the making. Clackamas Community Colleges has an opportunity to do this work and to do it well. We are fortunate to be living in a time when dignity, access, and opportunity, are being extended to the diverse spectrum of humanity. Such transformations are neither quick nor easy. They require willing hearts and minds, fortitude, patience, forgiveness and self-forgiveness, compassion, and above all, an active seeking of wisdom from the individuals in our community. In order to succeed in this endeavor, the Diversity, Equity, and Inclusion Strategic Plan requires that the college prioritize the following integral supports:

- **A cultural “Growth Mindset”**
- **Safe learning environments**
- **Effective leadership**
- **An understanding and valuing of process**
- **Sustainable, sufficient operating budget**
- **Sufficient capacity and clear expectations**
- **Timely and transparent communication**
- **Education and training opportunities for all college employees**
- **College-wide collaborative efforts**
- **Integration into established structures, systems, and processes**
- **Cooperation among concurrent initiatives**
- **Quarterly progress reviews**
- **Institutional commitment**
- **An ability to sustain difficult and uncomfortable conversations**



CONCLUSION

As we begin this work, we have a platform of strengths that prepare the college to implement this foundational plan as demonstrated from our assessments gathered through the survey, focus groups, and feedback sessions:

- The college possesses significant collective energy, excitement, and willingness to learn, grow, and develop in advancing DEI.
- Students clearly conveyed in their conversations that CCC embodies a “students first” culture.
- A significant amount of work has been and is currently being produced to advance diversity, equity, and inclusion at the college even though systematic institution-wide involvement and expectations have not yet been established.
- There is a demonstrated institutional desire to prioritize DEI values and practices for the betterment of students.
- Employees would like to learn more through reading materials, resources, websites, and critical conversations to advance their own understanding of DEI.

Likewise, the evaluation of our starting point has illuminated some primary concerns that are immediately and directly met within this three year Strategic Plan which entails a commitment to future strategic plans:

- There is a prevailing fear that the institution as a whole will not prioritize DEI work with funding and resources.
- Employees are acutely concerned that DEI will not be meaningfully and productively integrated into their work based on historical precedence of the college taking on similar DEI work and falling short in execution of its goals and outcomes.
- Employees’ faith in leadership regarding this work is wavering.
- Many employees expressed fear that the entrenchment of the status quo of the institution and their power to instigate repercussions will prevent this work from occurring.

As college leadership rises to assuage the above concerns, all employees are in a position to rise to the call of this plan and off-set the remaining salient concerns from the perspectives gathered in the planning process:

- There is anticipated resistance and reluctance for some employees and students who do not embrace or affirm DEI values, goals, and outcomes.
- The college, as a community, is not seen by all as a safe environment in which to have the conversations required to advance an inclusive and equitable culture which respects diversity.

How we respond to these concerns is vital to the success of the college. Clackamas Community College, as an institution of higher learning, deserves our willingness to embrace this effort. The college’s students, future students, and the greater community it serves deserve our intentional willingness to engage fully in this endeavor. Lastly, we owe it to each other to examine our position in relation to this work and to each other, and to welcome the opportunity for our own growth as colleagues and individuals. We will learn much in the following three years. As the plan is implemented, new resources, realizations, needs, and strategies will emerge. If our growth outstrips this plan within the next three years, it will be adjusted to meet the needs of the college, its students, and its employees as illuminated by our process.

Again, we have a grounding commonality at the base of our differences and at the base of this effort. Diversity, equity, and inclusion are written in the heart of Clackamas Community College’s mission; we cannot advance as an institution of higher learning without advancing this work:

To serve all people of the college district with high-quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve.



Section 4: Appendices

■ APPENDIX A: LIST OF COLLEGE COLLABORATORS

The development of this document included a wide variety of engagement with individuals, departments, divisions, committees, associations, and other groups. The DEI Strategic Plan subcommittee would like to recognize the many collaborators, who made the creation of this plan possible. The list below recognizes the commitment to diversity, equity, and inclusion across the college.

Associations

- Associated Student Government
- Classified Association
- Faculty Senate

Committees

- Access, Retention, and Completion
- College Council
- Diversity, Equity, and Inclusion Committee and Subcommittees
- Instructional Standards and Procedures

Departments

- Admissions and Recruitment
- Center for Teaching and Learning
- Human Resources
- Institutional Research and Reporting
- Office of Education Partnerships
- Student Life and Leadership

Other groups

- Academic Foundations and Connections Division
- Directors and Department Chairs
- Guided Pathways Task Force
- Institutional Effectiveness and Planning Division
- Leadership Cabinet
- Presidents' Council
- Strategic Enrollment Management Task Force
- Strategic Priority Three Workgroup
- Vice Presidents' Meeting

■ APPENDIX B: GLOSSARY OF TERMS

Campus partners - partners are organizational units, programs, committees, and task forces supporting the implementation of the DEI Strategic Plan

Cisgender - A gender identity for those of us who feel like they “fit” the sex-gender assignment given at birth

Clackamas Centered Leadership Development Program - an internal program focused on providing employees opportunities to learn leadership skills to be successful leaders at CCC

Classism - A system of power which privileges people in the middle and upper socio-economic brackets, based on both middle-class cultural behavior and economic security

College leadership - all administrators including managers, directors, deans, associate deans, vice presidents, and president

Compulsory - an idea so thoroughly dominant throughout the culture and society that it feels “natural”

DEI Committee - a CCC committee charged to assist the institution in developing a comprehensive strategic diversity plan focusing on the following three categories: diversity in the student body, hiring and retention of diverse staff, and diversity training for employees. Chartered in 2017.

DEI Framework - an overarching support structure that provides instructional and service areas across the college flexibility and tools to ensure all practices, decisions, and systems consider impact on CCC’s systemically underserved and underrepresented groups

Difference - the concept of pure difference where aspects of practice, thought, and existence are not the same; this should be distinguished from the traditional notion of “difference” as a comparison to and as a “lacking” against a standard or normative idea

Discrimination - making distinctions in treatment based on group characteristics, both physical and cultural

Dominant - socially and culturally empowered with the implication that the experiences and voices of others outside your privileged social identity are not equal in value

Employees - all individuals who work at CCC, which include student workers, part-time classified staff, full-time classified staff, part-time faculty, full-time faculty, confidential employees, and administrators

Entitlement - the conditioned belief (often subconscious) that one naturally and rightfully has dominance over others based on social identity/ies, leading to an inability to recognize exploitation and objectification; also, the sense that privileges, access, or benefits one receives at the expense of others are, instead, an equal playing field

Equitable and inclusive teaching - teaching and learning practices that are based in equity and inclusion (see Section 2 for definitions of equity and inclusion)

Exploit - to make use of another person without recognition of their equal dignity nor their full humanity

Faculty - all part-time and full-time faculty

Feminism - a movement to end sexism, sexist exploitation, and sexist oppression

Feminist theory - the critical, reflective practice of developing awareness about women’s experiences and points of view, producing observations, analyses, and recommendations in order to contribute to the well-being of humanity

Gender - a term commonly used to indicate the social construct of one’s sex

Gender fluid - not relating to a “fixed” or permanent gender identity

Gender identity - one's assigned identity in regards to their perceived sex

Gender queer - not relating to a binary ("either-or") gender identity

Guiding Principles for Equitable Policies - principles that apply the DEI Framework to the instructional areas of the college

Hegemony - the dominance of certain social groups over others

Homophobia - fear, distrust, and/or hatred of people who exhibit same-sex sexual orientations and preferences

Ideology - a system of ideas, doctrine, or ways of thinking

Institutional - when ideologies are spread through the dominant social structures of a culture; social institutions include systems of media, government, education, religion, politics, penal codes, and enforcement (legal punishment), healthcare, and family (structure and legitimacy)

Institutional bias (systemic bias) - when the designs, processes, and perspectives "normalized" in and by our social institutions are built from exclusionary principles (e.g. systemic racism, sexism, classism)

Implicit bias - also known as internalized bias, when our culturally inherited biases shape our perceptions, often beneath our awareness

Intersectionality - the interactions of multiple systems of oppression as experienced by one who holds more than one oppressed identity within a given society

Leads - individuals with responsibility and authority for convening campus partners, and ensuring full participation and engagement from participants for Strategic Plan implementation

LGBTQQIA+ - lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual; + notes that more marginalized identities may be recognized and added

Marginalized - to be placed on the sidelines of a culture; owning a perspective not taken into account by social institutions, laws, values, and media images, and thus not taken into account by the hegemony

Matrix of privilege - the interconnections of multiple systems of privilege, often subconsciously experienced by one who holds more than one privileged identity within a given society

Misogyny - an underlying disdain and/or disrespect for women's points of view, values and experiences

Objectification - treating a human being as an object rather than an individual with equal insight, value, and dignity

Oppress - to restrict another's expression and/or their very being by use of one's privilege, power, and/or authority

Organizational Learning Committee - a CCC committee charged with organizing the institution's major professional development activities, particularly inservice events

Patriarchy - the manifestation and institutionalization of male dominance over women

Power - ability to influence and/or control others through social identity and/or institutional status, privileges, and/or authority

Prejudice - assumptions based on hearsay, stereotypes, tradition, or habit

Privilege - access or advantages granted to some person or group based on social identity and denied to others

Professional development - meetings, events, workshops, trainings, conferences, and instruction-led activities

that enhance the employee's knowledge, skills and abilities to advance diversity, equity and inclusion for the betterment of students, employees, and the greater community

Pronoun relation - the recognition that trans, gender queer, and gender fluid people might not fit the pronouns given by society; less recognized pronouns include they/their and sie/hir

Queer - narrowly, a reclaimed pejorative (a word used as a slur in the past) that now can mean any sexuality other than "straight" heterosexuality; more broadly, a reclaimed word to indicate identity of one who does not align with current hegemonic gendered beliefs, values, behaviors, and actions

Race - a social construct created in order to disenfranchise people of color

Racism - a system of power and ideologies which privileges the social identity of whiteness over other social racial identities

Search advocate model - a program developed out of Oregon State University that seeks to enhance diversity, equity and inclusion in talent acquisition processes through the training and support of Search Advocates (individuals trained as talent acquisition process advisors who identify and promote practices that advance DEI and minimize the impacts of cognitive and structural biases)

Sexism - harmful attitudes, beliefs, and actions that are founded upon gender assumptions; specifically, practices that subordinate women, compromise men's emotional well-being, contribute to homophobia, and alienate trans people

Sexual orientation - a person's predisposed sexual attraction in regards to sex-gender identities

Sexual preference - a person's autonomous choices in regards to their sexual partners' sex-gender identities and expressions

Transgender - a term to indicate individuals who do not relate to their biological sex identification given at birth; sometimes used more specifically to indicate people whose expression changed from male to female or female to male

Transphobia - fear, distrust, and/or hatred toward people who are transgender or exhibit expression beyond their socially assigned gender identity

Transsexual - a term to acknowledge one's use of surgical and/or hormonal means to transition from one binary sex to another; this term is not a general term and must be used to describe an individual only when requested by that individual

Underrepresented students - the demographic makeup of groups of students who are not proportionately represented when considering their makeup in the surrounding community and local and national migration trends, but are impacted by systemic policies and practices that prevent their access to the college, college programs, and/or college services

Underserved students - groups of students who, sometimes as a result of being part of underrepresented groups, do not have equitable access or opportunities to success due to systemic and institutionally embedded policies and practices that uphold oppression; this may manifest as exclusion, or conversely overrepresentation or tracking of students to specific programs (e.g. developmental education)

Xenophobia - fear, distrust, and/or hatred toward foreigners or people from different cultures

Social identities marginalized and/or targeted for contempt

Age (E.g. elders and elderly)

Ethnicity (E.g. non-European)

Familial structure (E.g. non-nuclear, foster, chosen)

Gender (E.g. transgender, female)

Houselessness (Chronic and temporary)

Immigrants (Documented and undocumented)

Learning ability (E.g. dyslexia)

Mental health (E.g. bipolar)

National origin (E.g. Mexican)

Physical ability (E.g. deafness, blindness, non-ambulatory)

Race (E.g. people of color)

Re-entering felons (the systemic barriers to reintegration)

Religious and spiritual beliefs (E.g. Muslim, and within academia, often any non-secular belief including Christianity)

Single fathers (marginalized)

Single mothers (targeted for contempt)

Sex (E.g. female)

Sexual orientation (E.g. gay and lesbian)

Socio-economic class (E.g. non-middle or upper class)

Veterans (PTSD, transitioning back to society, civilian life)



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■ APPENDIX D: STRATEGIC PRIORITIES, GOALS, OBJECTIVES, AND ACTION CHART

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
1	SP1	1.1	1.1.1	1.1.1.1: Complete a baseline assessment of the learning needs of the DEI Committee and college leadership	External person/ organization determined by College President	DEI Committee, college leadership	6/13/2020
1	SP1	1.1	1.1.1	1.1.1.2: Develop a learning program to address needs identified from the baseline assessment	OLC, CDO	CDO, HR, DEI Rep, DEI PDS	9/30/2020
3	SP1	1.1	1.1.1	1.1.1.3: Establish ongoing foundational training for DEI Committee members and college leadership	OLC		6/30/2023
1	SP1	1.1	1.1.2	1.1.2.1: Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles	OLC	DEI PDS	12/12/2020
1	SP1	1.1	1.1.2	1.1.2.2: Create and implement an annual DEI workshop required for all college employees in order to reinforce the college's commitment to cultural competency, set organizational expectations, and grow shared understanding of cultural competency	OLC		6/12/2021
1	SP1	1.1	1.1.2	1.1.2.3: Build capacity to implement equitable and inclusive teaching practices	See Strategic Priority Goal 3.2		
1	SP1	1.1	1.1.3	1.1.3.1: Address bias in talent acquisition processes by implementing a "search advocate model"	HR	DEI HRS	12/31/2020
1	SP1	1.1	1.1.3	1.1.3.2: Ensure job descriptions are inclusive and gender neutral	HR	DEI HRS	12/31/2020
2	SP1	1.1	1.1.3	1.1.3.3: Institute hiring matrices for all full-time and part-time talent acquisition processes	VP InSS	HR	6/30/2022
1	SP1	1.1	1.1.4	1.1.4.1: Expand onboarding processes to ensure all employees feel welcome and have the information needed to succeed at the college	HR	DEI HRS, CTL, OLC	6/30/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP1	1.1	1.1.4	1.1.4.2: Create a Clackamas-centered Leadership Development Program to provide employees opportunities to learn leadership skills to become successful leaders at the college	OLC	HR	6/30/2022
3	SP1	1.1	1.1.4	1.1.4.3: Develop internal mentorship and job shadow programs to create a support system for new employees to learn how the college operates	OLC	HR	6/30/2023
2	SP1	1.1	1.1.4	1.1.4.4: Review existing employee recognition practices	DEI HRS	HR	6/30/2022
1	SP1	1.1	1.1.4	1.1.4.5: Provide ongoing support for Employee Resource Groups (ERGs)	DEI Committee	ERGs	6/30/2021
1	SP1	1.2	1.2.1	1.2.1.1: Collaborate with the DEI Committee, DEI subcommittees, and college leadership to provide oversight for the execution of the DEI Strategic Plan	CDO		6/30/2021
1	SP1	1.2	1.2.1	1.2.1.2: Review the existing DEI Committee structure and recommend changes to the Committee and subcommittees as needed to successfully support DEI work at the college	CDO	DEI Committee	12/12/2020
3	SP1	1.2	1.2.1	1.2.1.3: Advise college leadership on DEI strategies, processes, and learning activities in collaboration with the Center for Teaching and Learning	CDO	CTL	6/30/2023
1	SP1	1.2	1.2.2	1.2.2.1: Establish a DEI Framework Team to create the DEI framework	DEI Committee		6/13/2020
1	SP1	1.2	1.2.2	1.2.2.2: Provide the DEI Framework Team with the necessary resources and training to develop the framework	External person/ organization determined by College President		9/30/2020
1	SP1	1.2	1.2.2	1.2.2.3: Provide training on the DEI framework to the college community	DEI Committee		3/1/2021
1	SP1	1.2	1.2.2	1.2.2.4: Facilitate and track usage of the DEI framework	DEI Committee	CDO	6/30/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
1	SP1	1.2	1.2.3	1.2.3.1: Utilize the DEI framework in the college's strategic planning work to ensure alignment between DEI and college strategic priorities/goals	Dean of IEP	Coraggio Group, DEI Framework Team	6/12/2021
2	SP1	1.2	1.2.3	1.2.3.2: Require departments and divisions to set measurable goals for their respective areas to increase the use of diversity, equity, and inclusion principles through the assessment process (instructional and service area)	Assessment Coordinators	IEP, college leadership	11/30/2021
2	SP1	1.2	1.2.3	1.2.3.3: Require departments and divisions to set measurable goals for their units to increase the use of diversity, equity, and inclusion principles through the annual Unit Planning and Budget Request process	Vice Presidents	BS, IEP, IR	11/30/2021
1	SP1	1.2	1.2.4	1.2.4.1: Develop and implement a reporting schedule for the DEI Strategic Plan initiatives	DEI Committee		12/31/2020
1	SP1	1.2	1.2.4	1.2.4.2: Establish and document assessment methodologies for DEI Strategic Plan Initiatives	DEI Committee		12/31/2020
1	SP1	1.2	1.2.4	1.2.4.3: Develop a communication plan to uphold transparency and accountability to the college community	DEI Committee		5/30/2020
3	SP1	1.2	1.2.4	1.2.4.4: Create a final report to the college community summarizing results and positioning the college for subsequent diversity, equity, and inclusion work	DEI Committee		6/30/2023
1	SP1	1.2	1.2.5	1.2.5.1: Utilize the DEI framework to review and assess the college's Shared Governance processes	Presidents' Council		6/30/2021
2	SP1	1.2	1.2.5	1.2.5.2: Revise the college's Shared Governance to align with equitable and inclusive principles and practices	Presidents' Council		6/30/2022
2	SP1	1.2	1.2.6	1.2.6.1: Incorporate the use of the DEI framework in the creation and review of student-centered policies	ISP Committee and ARC Committee	President's Council, DEI Framework Team	6/30/2022

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP1	1.2	1.2.6	1.2.6.2: Incorporate the use of the DEI framework in the creation and review of employee-centered operational policies	College Services	President's Council, DEI Framework Team	6/30/2022
1	SP1	1.3	1.3.1	1.3.1.1: Institute initial and ongoing funding for the Office of Diversity, Equity and Inclusion	President		9/1/2020
1	SP1	1.3	1.3.1	1.3.1.2: Establish an annual funding process for DEI Committee operations	President	CDO	9/1/2020
1	SP1	1.3	1.3.1	1.3.1.3: Allocate funds needed for DEI Strategic Plan reporting and assessment activities	CDO	IR	12/31/2020
1	SP1	1.3	1.3.2	1.3.2.1: Allocate funds for diversity, equity, and inclusion centered training and annual DEI workshops	CDO	HR, CTL, OLC	11/30/2020
1	SP1	1.3	1.3.2	1.3.2.2: Ensure pay parity for all employees to be able to participate in college-wide learning opportunities	President	HR	9/1/2020
1	SP1	1.3	1.3.3	1.3.3.1: Ensure two representatives from the DEI Committee are on the college's Budget Advisory Group (BAG) to ensure practice of DEI-informed budgeting principles, priorities, and decision-making	Dean of Business Office		9/28/2020
2	SP1	1.3	1.3.3	1.3.3.2: Utilize the DEI framework to revise the Unit Planning and Budget Request process to enable departments to request funding for DEI specific activities.	Unit Planning and Budget Request Work Group		9/1/2021
2	SP1	1.3	1.3.3	1.3.3.3: Implement a revised Unit Planning and Budget Request process to enable departments to request funding for DEI specific activities	Unit Planning and Budget Request Work Group		5/30/2022
1	SP2	2.1	2.1.1	2.1.1.1: Identify underrepresented and underserved student populations at the college	IR	DEI Committee	6/1/2020
1	SP2	2.1	2.1.2	2.1.2.1: Analyze existing student data for student enrollment patterns and demographic characteristics	IR	ARC Committee, GP Taskforce	3/1/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
1	SP2	2.1	2.1.2	2.1.2.2: Identify students in need of greater support based on key enrollment patterns and demographic characteristics	IR	ARC Committee, DEI Committee, GP Taskforce	6/1/2020
1	SP2	2.1	2.1.3	2.1.3.1: Establish data metrics in alignment with other college-wide planning efforts to address equity gaps in the areas of student entry, retention, and completion work	IR	ARC Committee, DEI Committee, GP Taskforce	6/1/2020
1	SP2	2.1	2.1.3	2.1.3.2: Develop data tools that disaggregate data to highlight inequities in student progress and outcomes	IR	ARC Committee, DEI Committee, GP Taskforce	9/1/2020
1	SP2	2.1	2.1.3	2.1.3.3: Implement communications tools to convey the importance of data to guide decision-making to advance equity and student success	GP Taskforce	ARC Committee, CRM, DEI Committee, IR	3/1/2021
2	SP2	2.2	2.2.1	2.2.1.1: Conduct a comprehensive review of co-curricular support for students; assess existing staffing structures; the student governance model; student engagement activities; policies, procedures, and protocols; identity-based clubs; and other co-curricular activities	Student Life & Leadership	ARC Committee, ASG, Multicultural Center	9/1/2021
2	SP2	2.2	2.2.1	2.2.1.2: Analyze co-curricular support results and compare with peer institutions and best practices	Student Life & Leadership	ARC Committee, ASG, Multicultural Center	12/1/2021
2	SP2	2.2	2.2.1	2.2.1.3: Make recommendations to improve co-curricular supports based on findings	Student Life & Leadership	ARC Committee, ASG, Multicultural Center	3/1/2022
1	SP2	2.2	2.2.2	2.2.2.1: Assess the new student online orientation modules using the DEI framework and develop recommendations	ARC Committee	Admissions & Recruitment, CRM, GP Taskforce	6/1/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP2	2.2	2.2.2	2.2.2.2: Implement recommendations to the new student online orientation	ARC Committee	Admissions & Recruitment, CRM, GP Taskforce	6/1/2022
2	SP2	2.2	2.2.2	2.2.2.3: Identify additional options for co-curricular delivery of cultural awareness and competency training to students at-large, including activities, workshops, and seminars, both in-person and online	ARC Committee	ASG, Multicultural Center, Student Life & Leadership	9/30/2022
2	SP2	2.2	2.2.2	2.2.2.4: Incentivize student participation in co-curricular cultural awareness delivery where possible and appropriate	InSS Deans	Department Chairs, Directors, Faculty, Student Life & Leadership	9/30/2022
3	SP2	2.2	2.2.2	2.2.2.5: Develop new and enhance existing training for students in leadership roles, including volunteer, paid, and tuition-waiver positions, which focus on cultural awareness and competency	HR	ASG, Student Life & Leadership	9/30/2022
3	SP2	2.2	2.2.2	2.2.2.6: Explore integration of cultural awareness and competency into coursework	CTL	ARC Committee, DEI Committee, GP Taskforce	12/1/2022
2	SP2	2.3	2.3.1	2.3.1.1: Identify a means to assess current college recruitment and onboarding practices, programs, and services to identify barriers for underrepresented and underserved students	ARC Committee	GP Taskforce, IR	10/1/2021
2	SP2	2.3	2.3.1	2.3.1.2: Assess current barriers for recruiting and onboarding underrepresented and underserved students	ARC Committee	GP Taskforce, IR	3/1/2022
3	SP2	2.3	2.3.1	2.3.1.3: Inform the college regarding current barriers and recommend evidence-based practices, programs, and services to address barriers in recruitment and onboarding of underrepresented and underserved students	GP Taskforce	ARC Committee, CRM, DEI Committee	10/1/2022
1	SP2	2.3	2.3.2	2.3.2.1: Evaluate current high school outreach and recruitment strategies	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, IR, OEP	8/1/2020

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
1	SP2	2.3	2.3.2	2.3.2.2: Identify and collaborate with affinity groups and allies to advance outreach and recruitment activities	Admissions & Recruitment Lead	CRM, OEP; High Schools	10/1/2020
1	SP2	2.3	2.3.2	2.3.2.3: Determine necessary resources to support new and strengthen existing outreach and recruitment activities	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM OEP	11/1/2020
2	SP2	2.3	2.3.2	2.3.2.4: Implement outreach and recruitment activities in area high schools	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, OEP	9/1/2021
3	SP2	2.3	2.3.2	2.3.2.5: Assess the effectiveness of new outreach and recruitment activities	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, IR, OEP; High Schools	10/1/2022
1	SP2	2.3	2.3.3	2.3.3.1: Develop a recruitment and re-engagement plan for underrepresented and underserved adult learners	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, Community Education	9/1/2020
1	SP2	2.3	2.3.3	2.3.3.2: Identify necessary resources to support new recruitment and re-engagement activities.	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, Community Education	11/1/2020
2	SP2	2.3	2.3.3	2.3.3.3: Implement the new recruitment and re-engagement plan	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, Community Education	9/1/2021
3	SP2	2.3	2.3.3	2.3.3.4: Assess the effectiveness of new recruitment and re-engagement activities	ARC Access & Recruitment Subcommittee	Admissions & Recruitment, CRM, Community Education, IR	10/1/2022
1	SP2	2.3	2.3.4	2.3.4.1: Gather information from college departments to identify community partners and organizations with whom they work	OEP	ARC Committee, GP Taskforce, Workforce Development	12/1/2020

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
1	SP2	2.3	2.3.4	2.3.4.2: Create and maintain a list of community partners, organizations and resources to be shared with college employees and students	OEP	ARC Committee, GP Taskforce, Workforce Development	3/1/2021
1	SP2	2.3	2.3.4	2.3.4.3: Develop a communication tools for sharing available community resources	OEP	ARC Committee, CRM, GP Taskforce, Workforce Development	6/1/2021
2	SP2	2.3	2.3.4	2.3.4.4: Implement the communication tools to share community resources	OEP	ARC Committee, CRM, GP Taskforce, Workforce Development	9/1/2021
1	SP2	2.4	2.4.1	2.4.1.1: Identify a means to assess current college processes to identify barriers to retention for underrepresented and underserved students	ARC Committee	GP Taskforce, IR	3/1/2021
2	SP2	2.4	2.4.1	2.4.1.2: Assess current barriers to student retention	ARC Committee	GP Taskforce, IR	10/1/2021
3	SP2	2.4	2.4.1	2.4.1.3: Present the college with current barriers and recommend evidence-based strategies to increase student retention rates for underrepresented and underserved students	GP Taskforce	ARC Committee, CRM, DEI Committee	10/1/2022
3	SP2	2.4	2.4.1	2.4.1.4: Begin implement of recommendations to increase student retention	GP Taskforce	ARC Committee, CRM, DEI Committee	11/1/2022
3	SP2	2.4	2.4.2	2.4.2.1: Identify a means to assess current barriers to student completion for underrepresented and underserved students	ARC Committee	GP Taskforce, IR	10/1/2022
1	SP3	3.1	3.1.1	3.1.1.1: Identify a faculty-led research team to study equitable and inclusive instructional policies and procedures	ISP Committee	ARC Committee	1/1/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP3	3.1	3.1.1	3.1.1.2: Invite broad contributions with guided feedback sessions, sharing and discussing the research with shareholders in the Clackamas community	Guiding Principles for Equitable Policies Research Team	Research Team, CTL, DEI Committee, GP Taskforce	12/1/2021
2	SP3	3.1	3.1.1	3.1.1.3: Develop a set of Guiding Principles for Equitable Policies	Guiding Principles for Equitable Policies Research Team	Research Team and ISP Committee	6/1/2022
2	SP3	3.1	3.1.1	3.1.1.4: Deliver the set of Guiding Principles for Equitable Policies to the DEI Committee and the Guided Pathways Task Force	Guiding Principles for Equitable Policies Research Team	Research Team and ISP Committee	6/1/2022
3	SP3	3.1	3.1.2	3.1.2.1: Identify all committees or manuals where instructional policies reside	ISP Committee	ARC Committee and Faculty	12/1/2022
3	SP3	3.1	3.1.2	3.1.2.2: Build faculty-led instructional policy assessment work groups	ISP Committee		3/1/2023
3	SP3	3.1	3.1.2	3.1.2.3: Examine existing instructional policies using the Guiding Principles for Equitable Policies, and perform a gap analysis of policies	Instructional Policy Assessment Work Group	Instructional Policy Assessment Workgroups and ISP Committee	6/1/2023
3	SP3	3.1	3.1.2	3.1.2.4: Report recommendations to the appropriate groups	Instructional Policy Assessment Work Group	Instructional Policy Assessment Workgroups, DEI Committee, and ISP Committee	6/1/2023
1	SP3	3.2	3.2.1	3.2.1.1: Form a faculty-led research team to study the best practices for equitable and inclusive teaching and learning	CTL	CTL	1/21/2021
1	SP3	3.2	3.2.1	3.2.1.2: Develop and share a list of applied professional development opportunities where innovative and culturally responsive teaching practices are proving to reduce inequities and foster student success	Teaching Practices Research Team	Teaching Practices Research Team	3/1/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP3	3.2	3.2.1	3.2.1.3: Participate in applied professional development opportunities and document findings	Teaching Practices Research Team	Teaching Practices Research Team and CTL	12/1/2021
2	SP3	3.2	3.2.1	3.2.1.4: Share the research and fieldwork with the college through guided feedback sessions and record responses from our community	Teaching Practices Research Team	Teaching Practices Research Team, CTL, DEI Committee, GP Taskforce, and Curriculum Committee	3/1/2022
2	SP3	3.2	3.2.1	3.2.1.5: Synthesize a list of equitable and inclusive "best teaching practices"	Teaching Practices Research Team	Teaching Practices Research Team and CTL	6/1/2022
3	SP3	3.2	3.2.2	3.2.2.1: Identify a means to measure faculty awareness and use of teaching and assessment practices that support equitable and inclusive instruction	IR	IR and CTL	9/1/2022
3	SP3	3.2	3.2.2	3.2.2.2: Assess faculty awareness	IR	IR and CTL	12/1/2022
1	SP3	3.3	3.3.1	3.3.1.1: Identify a research team to gain expertise related to development of equitable and inclusive instructional materials	CTL	CTL	12/1/2020
1	SP3	3.3	3.3.1	3.3.1.2: Assemble a reading list regarding materials and equitable and inclusive teaching and learning, including anti-racist and anti-bias instruction	Instructional Materials Research Team	Instructional Materials Research Team and CTL	6/1/2021
1	SP3	3.3	3.3.1	3.3.1.3: Identify key training and professional development opportunities with equitable and inclusive instruction and develop a list of schools to visit where the conscious alignment between materials and instruction is supporting equitable and inclusive teaching and learning	Instructional Materials Research Team	Instructional Materials Research Team and CTL	6/1/2021

Year	Strategic Priority	Goal	Objective	Action	Leads	Campus Partners	Target Date
2	SP3	3.3	3.3.1	3.3.1.4: Participate in professional development opportunities and visit selected schools with a coalition of administrators, faculty, and students to strengthen understanding of and commitment to the conscious alignment between materials and equitable and inclusive instruction	Instructional Materials Research Team	Instructional Materials Research Team and CTL	12/1/2021
1	SP3	3.3	3.3.1	3.3.1.5: Share the research and fieldwork with the college through guided feedback sessions to discover and record responds to the ideas gained from the research	Instructional Materials Research Team	Instructional Materials Research Team and CTL	3/1/2021
3	SP3	3.3	3.3.1	3.3.1.6: Use the research from readings, professional development opportunities, school visits, and feedback sessions to develop a Standard for Equitable and Inclusive Instructional Materials (SEIIM)	Instructional Materials Research Team	Instructional Materials Research Team	12/1/2022
3	SP3	3.3	3.3.1	3.3.1.7: Publicize and implement use of the SEIIM throughout the college community	College Leadership	College Leadership	1/1/2023
3	SP3	3.3	3.3.2	3.3.2.1: Locate existing data from classroom audits or space adjacency work	Dean IEP and Dean Campus Services	CTL	12/1/2022
3	SP3	3.3	3.3.2	3.3.2.2: Identify a faculty-led materials assessment team to assess existing materials (such as desks, chairs, and computers) and spaces (such as classroom design) based on the existing data and using the SEIIM to identify needs and areas for improvement	CTL	Dean IEP and Dean Campus Services	12/1/2022
3	SP3	3.3	3.3.2	3.3.2.3: Share relevant portions of the SEIIM through guided feedback sessions to discover how the college community, particularly students, can imagine integrating these ideas meaningfully at the college	Materials Assessment Team	Materials Assessment Team and CTL	5/1/2023
3	SP3	3.3	3.3.2	3.3.2.4: Begin a DEI Materials Needs Assessment and provide recommendations	Materials Assessment Team	Materials Assessment Team and CTL	6/1/2023
3	SP3	3.3	3.3.2	3.3.2.5: Identify a faculty-led virtual assessment team to assess existing online environments (such as Moodle)	Dean IEP	CTL	12/1/2022

