Umpqua Community College
2020-2023 Diversity, Equity, and Inclusion Plan

Introduction

The Diversity, Equity, and Inclusion (DEI) Plan for Umpqua Community College affirms our institution's values of fostering a caring learning environment that promotes scholarship, innovation, and the success of all students and a campus climate that reflects a deep appreciation and acceptance of diversity. UCC is committed to helping each individual to achieve their education goals and attain academic success. These goals can be best achieved through 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 orientations, veteran statuses, and other characteristics in a manner that recognizes, affirms, and values the worth and preserves the dignity of individuals, families, and communities. It is our hope that this plan will help empower every member of the Umpqua Community College community with the tools and knowledge to authentically manifest these goals and values.

As adaptability, accommodation, and flexibility sit at the heart of DEI, the UCC Diversity, Equity, and Inclusion Plan is intended to embrace change and anticipate new and fluctuating challenges. The needs of our campus population will grow, and we must accept the dynamics of a diverse, everchanging community. The Inclusion, Diversity, and Equity Action Leadership (IDEAL) Committee will review, update, and revise this document annually as needed, under direction and advisement from the relevant parties in the UCC community. Any changes will be made in a systematic way, informed by results of work completed, new regulations, new information, and campus needs. As a result, this living document shall reflect changes in policy or procedure and remain open for campus discussion.

Purpose of Plan

As guided by HB 2864, the Diversity, Equity, and Inclusion (DEI) Plan for Umpqua Community College is designed to effect positive change by utilizing principles of diversity, equity, and inclusion to guide decision-making, policy, and practice in all units of the College's operations.

Definitions

- **Cultural Competency:** An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultural backgrounds (See diversity definition) in a manner that recognizes, affirms, and values the worth and preserves the dignity of individuals, families, and communities.

- **Diversity:** The entire range of human differences including but not limited to: race, ethnicity, gender, gender identity, sexual orientation, age, socio-economic status,

physical ability or characteristics, physical or mental disability, neurodiversity, veteran status, religious or ethical value systems, national origin, language backgrounds, and political beliefs.

- **Equity:** The condition that exists when every member of the community receives access to the necessary resources, based on individual attributes and experiences, to achieve success.

- **Inclusion:** The act of mindful involvement and empowerment, where the inherent worth and dignity of all people are recognized, a sense of belonging is sustained, and diverse voices and experiences are valued.

Guiding Principles

The following principles guide our work and are derived from *America's Unmet Promise: The Imperative for Equity in Higher Education,* written by K. Witham, L.E. Malcom-Piqueux, A.C. Dowd, and E.M. Bensimon (2015).

1. Because language is imbued with political and social meaning, we examine the language we use related to diversity in order to achieve equitable practices.

2. We disaggregate relevant data to reveal the story behind the data, thereby making the data understandable and actionable for reducing equity gaps.

3. Our actions are guided by equity-mindedness:

   - We are color-conscious, not color-blind.

   - We are aware that stereotypical assumptions disadvantage people.

   - We are committed to identifying inequality and expanding equity.

   - We are aware that while racism is not always overt, racialized patterns permeate policies and practices in higher education.

4. We do not treat all individuals the same but instead accommodate differences in aspirations, life circumstances, ways of engaging in learning, and ways of participating in college.

5. We enact equity by engaging in a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness; we dig into data deeply, purposefully, and systematically in order to effect continuous improvement.

6. We embed equity into the core of our work in multiple ways:

   - We do not view student success as a matter of individual characteristics; instead, we incorporate best practices to promote success for all students.

   - We understand that individuals with greater needs should receive greater resources.

   - We make the pursuit of equity a normal practice that is evident in how problems and solutions are defined, implemented, and evaluated.

Goals, Outcomes, Actions, and Measures of Success

Goal 1: Campus practices and decisions are framed by principles of diversity, equity, and inclusion.

- Outcome: The College has an inclusive and equitable campus culture that is welcoming and supportive of diverse constituents.
    - Action 1: Provide training and resources to provide employees and students the skills to question assumptions, recognize inequities, interrupt stereotypes and microaggressions, and apply an equity lens to college operational and student-led functions (e.g., hiring, allocating resources, setting strategic priorities, scheduling classes, offering support services, creating student engagements, etc.).
    - Action 2: Examine policies and procedures for equity.
- Measurement
    - Output Measures
        - 80% of full time employees participate in three or more trainings per year (Note: Trainings will be developed both for campus-wide use and for specific units or functions, and recommended trainings can be met through official college offerings as well as self-study. Part time employees will also be invited to many training opportunities.)
        - More than 50% of credit-seeking students participate in at least one training per year.
        - Provide a variety of current and relevant resources and ensure access.
        - 100% of policies and procedures scheduled for annual review are analyzed for equity.
    - Outcome Measure
        - 80% of employees and students indicate through a climate survey that the College's application of an equity lens has created a welcoming and supportive culture.
- Responsibility: IDEAL Committee and College Council

Goal 2: Teaching and learning experiences are infused with principles of diversity, equity, and inclusion.
- Outcome: Equity gaps in early momentum, retention, and completion are minimized or eliminated.
    - Action 1: Infuse DEI concepts into at least one major content course (in addition to a general education course) in every program of study to the meet the "culture" universal learning outcome. (Culture ULO: Analyze and respond to cultural and individual differences between individuals, communities, and global societies.)
    - Action 2: Infuse inclusive teaching strategies in at least two courses in every program of study.

- o Action 3: Select textbooks and other instructional materials that are equitable and reflective of diverse people.
  - o Action 4: Include sensitivity language statements and behavior guidelines in each course syllabus to encourage students to be respectful, sensitive, and open-minded.
  - o Action 5: Provide annual training for faculty on inclusive teaching strategies, review of instructional materials for bias and diversity, and analyzing disaggregated data related to the equitable outcomes institutional indicator.
  - o Action 6: Identify specific courses and points within program curricula that need to be modified in order to minimize or eliminate achievement gaps among student groups.
- Measurement
  - o Output Measures:
    - ➢ 80% of academic programs identify content course(s) (in addition to a general education course) that emphasizes DEI concepts.
    - ➢ 80% of academic programs identify at least two courses per program that infuse inclusive teaching strategies.
    - ➢ 80% of academic divisions select textbook/instructional materials with a goal of enhancing equity and diversity.
    - ➢ 80% of syllabi include sensitivity and behavior guidelines.
    - ➢ 80% of faculty participate in annual trainings/Inservice offerings on one or more of the following: inclusive teaching strategies, instructional material review, and analyzing disaggregated data.
    - ➢ 50% of programs with identified achievement gaps make curricular modification.
  - o Outcome Measure
    - ➢ Student achievement gaps for early momentum, retention, and completion for disaggregated groups (racial/ethnic groups, Pell, veterans, and accommodations) are statistically insignificant.
- Responsibility
  Faculty, in collaboration with the IDEAL Committee

Annual Report

The Diversity, Equity, and Inclusion Coordinator will collaborate with the College President on the compilation of an annual report on Umpqua Community College's progress toward compliance with HB 2864 (Cultural Competency) and toward meeting the goals established in this UCC DEI Plan. The report is due to the Board of Education at the December board meeting.