# Board of Education Report

## College Submission for ORS 350.375

Oregon Revised Statute (ORS) 350.375 outlines the requirement for public institutions of higher education to develop, implement, and report on activities that advance equity, inclusion, and student success. Attached is the College's official ORS 350.375 Submission Report, which describes how the institution is meeting the expectations of the statute.

For the upcoming Board Work Session, the Cougar LEAP Office will highlight one of the actions from the report, and the Workforce Development Services Department will share how they use the College's Strategic Equity Resource to support their work.

We encourage Board members to provide comments or ask questions regarding the report or the presentation.

**ORS 350.375 - Cultural Competency at Post-Secondary Institutions Report**

**Date submitted**: Friday, February 6th, 2026

**Report submitted by**: Casey Layton

**Title**: Chief Culture and Impact Officer

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The following document summarizes Clackamas Community College's commitment to meeting expectations of ORS 350.375, Cultural Competency at Post-Secondary Institutions.

| SECTION 1 | | | |
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| **February 6, 2026, Requirements** | | | |
| # | Text from Legislation | Status (met, in development, unmet) | Institutional Summary |
| 2(c) | Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards. | Met | **Snack & Learn Sessions**<br>The Snack and Learn series, created and hosted by the CCC DEI Committee, offers accessible learning opportunities for all employees. These concise sessions cover a range of topics, including:<br>o Supporting first generation college students<br>o Supporting Pell Grant eligible students and students facing economic challenges<br>o Ease of access to services |

|  |  |  | o BIPOC experiences and resources: advancing belonging for students and employees (coming in March 2026)<br><br>We have moved to prioritizing internal expertise by making these events panel-style, where employees share about the topic and how it relates to their area of campus. Our focus on internal employees serves to empower them to share their knowledge, build deeper connections across the College, and foster a collaborative learning environment. This approach not only strengthens our community but also enhances professional development.<br><br>We then follow up each event with a resource guide to be shared via email with session participants.<br><br>**Professional Development Learning Session: Gender Identity in the Workplace**<br>The Cougar LEAP Office worked with an outside consultant to co-create this work, which explored gender, how it impacts our social structures, and our responses (consciously and unconsciously) in our workplace. We discussed thinking beyond the gender binary, the impacts of gender on our other identities, and tools to support people with various gender identities. This session was offered twice for the full College (once virtually and once in-person), and another session was offered for members of our executive team.<br><br><br>**Diversity, Equity, & Inclusion Committee**<br>In fall 2025, the Cougar LEAP Office recruited 11 new members to the DEI Committee, which now has a total of 50 members. Each recruitment consists of campus-wide outreach to encourage employees to learn about the DEI committee in an information session. Information sessions consist of information about:<br>• A brief overview of history of DEI at CCC<br>• DEI Committee mission and purpose<br>• How the DEI Committee operates |

- DEI Committee structure
- Membership commitments
- How the DEI Committee relates back to CCC's values, strategic plan, and ORS 350.375

After attending an information session, Participants can sign up to join the DEI Committee and select their sub-committee preferences:

- Communications & Webpage
- Events & Learning
- Policy Review & Reporting
- Student Engagement

Any employee who wants to join the DEI Committee will be given a spot; there is no "cap" on number of members.

The mission of the DEI Committee is:

CCC strives to address, explore, educate, learn about, and respond to the diversity of the human experience. We prepare our students to successfully understand diverse perspectives and backgrounds by teaching critical thinking, empathy, and deeper appreciation of others. We strive to create an inclusive, equitable, culturally competent, and supportive environment where students and employees model behavior that enriches our community. Our mission is in alignment with the College's mission to cultivate equitable, innovative, and responsive education, as well as the values of learning, equity, student success, community, and belonging and the strategic priorities.

The purpose of the DEI Committee is:

The Diversity, Equity, and Inclusion Committee will guide and support the institution in the integration of equity and belonging into all aspects of the work at Clackamas Community College.

The Diversity, Equity, and Inclusion Committee will support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in fulfilling the duties under Oregon Revised Statute 350.375 Cultural Competency Requirements at Public Universities and Community Colleges.

As part of the work of the Diversity, Equity, and Inclusion Committee, they will also support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in their mission to guide in the integration of equity and belonging into all aspects of the work at Clackamas Community College.

**Professional Development and Performance Management**
The College is committed to fostering a culturally competent workforce. We offer a variety of professional development opportunities, either in-house or through funding for external workshops, seminars, and online courses, that focus on topics such as implicit bias, intercultural communication, and inclusive leadership. An example of professional development opportunities included CCC participating in the planning committee for the Northwest Public Employee Diversity Conference (NWPEDC). This participation and funding allowed the college to send 16 participants to the conference, where attendees learned about topics like conflict management and accountability from a lens of cultural competency. Additionally, CCC offered spots to DEI Committee members to attend the Northwest Equity Summit put on by Partners in Diversity.

During an overhaul of the performance review process, a focus on cultural competency was prioritized and woven into the work. Human Resources and the Cougar LEAP Office collaborated on definitions and rubrics around cultural competency, materials included information and learning on bias in performance reviews, and training is offered around the performance review process and best practices around culturally competent review writing.

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| | | | These initiatives are aligned with our institutional values of equity and belonging and are integrated into employee performance goals to encourage ongoing learning and growth.<br><br>**Cougar LEAP Office Signature Cultural Events**<br>The Cougar LEAP Office as mentioned in other areas of this report, plans and hosts or sponsors signature events throughout the year aimed at raising awareness to the specific experiences of Black, Indigenous, People of Color and LGBTQIA+ community. The office is looking to expand these offerings to create more opportunities for learning, celebrating and building relationships.<br>These events also help to support Calls to Action outlined in the Coalition of Communities of Color "Cultivating a Culture or Belonging Report" that CCC sponsored and funded. This report was a multi-year research justice study published in 2024 that outlined six calls to action, for organizations in Clackamas County.<br><br>To read the report or learn more about it, see the [Coalition of Communities of Color webpage](#) where you can download a free copy. |
| 2(d) | Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds. | Met | **Cougar Pause**<br>The Cougar Pause is a Strategic Equity Resource designed to increase our chances of making good decisions that lead to more equitable outcomes. It is meant to take out the guesswork of what equity looks like in action. It consists of a set of critical questions that individuals or work teams can ask themselves while navigating decisions, both big and small. These questions prompt users to pause in their thinking and broaden their perspectives, leading to greater awareness about where we have choice and ability to confront disparate results. |

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| | | | The Cougar Pause is:<br><br>• A resource to gather information from people impacted by the systems that govern our culture, norms, and access to power and resources.<br><br>• An invitation to pause and be more intentional rather than defaulting to ingrained habits and patterns of thinking.<br><br>• A resource for mindset shifts, growth, and continuous improvement.<br><br>The Cougar Pause is not:<br><br>• A solution to end all racism or all discriminatory practices<br><br>• A linear, simple, quick checklist to be "checked off"<br><br>• A tool for passing judgement<br><br>The Cougar LEAP Office did a soft launch in spring 2025 and a formal launch in fall 2025. The soft launch included focus groups with part-time faculty and part-time staff to learn more about how they learn about information.<br><br>Note that the Cougar Pause tool was the next iteration of the Interim Equitable Decision-Making framework, which is still available to use if preferred.<br><br>The Cougar LEAP Office has held:<br><br>• 9 *Introduction to the Cougar Pause* workshops with 115 attendees from July 23, 2025 – January 30, 2026.<br><br>• 7 Cougar Pause drop-in sessions with 36 attendees from October 15, 2025 – January 14, 2026. |

| | | | Introduction workshops focus on learning about the tool, while drop-in sessions allow time to practice using the tool with peers. Note that the number shared includes attendees, not the number of people, as some people have attended more than one session.<br><br>Additionally, as part of the Shared Governance DEI Community of Practice, members are liaisons to other Shared Governance groups. As liaisons, they are being trained to feel confident utilizing the Cougar Pause in their Shared Governance groups. The Cougar LEAP Office is also training members of the Shared Governance Councils in the *Introduction to the Cougar Pause* workshop. |
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| 2(e) | Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation. | Met | **<u>Reporting</u>**<br>The Cougar LEAP Program Manager and Program Coordinator, led by the Chief Culture and Impact Officer, work with various college committees, work groups and departments to gather data (both quantitative and qualitative) to support the information that is outlined in this report. |
| 2(f) | Recommend mechanisms for assessing how well the institution meets cultural competency standards. | Met | **<u>Policy Review & Reporting – DEI Committee:</u>**<br>The Policy Review & Reporting subcommittee prioritized building out new tools to capture equity and belonging in practice. First they wanted to build a survey after some discussion they are now transitioning into using the Campus Climate Survey and the feedback that the Cougar LEAP Office is collecting from the Cougar Pause, including stories of how it was used, what worked, and what can be improved. The Policy Review & Reporting subcommittee will review the data from those two areas and use that to set new goals on different ways to sustain cultural competency at the institution.<br><br>**<u>Cougar Pause Experience & Support Surveys</u>** |

| | | | The Cougar Pause Experience Survey is a way for the Cougar LEAP Office to collect stories about participants' experience using the Cougar Pause, including what stood out, how it felt to use it, and the impact it had on their work. While no one has utilized this yet, the Cougar LEAP Office plans to do a larger request for this in Spring 2026 so the Office can gather stories from the academic year.<br><br>The Cougar Pause Support Request Form is a way for CCC employees to reach out to the Cougar LEAP Office about the Cougar Pause when they need additional support. While employees can email the Cougar LEAP Office, this survey allows the Office to collect information in one place about where people are getting stuck and how to better teach about the Cougar Pause. The Cougar LEAP Office has had six employees reach out from October 16, 2025 – February 3, 2026. Five of the six requests were for the Cougar LEAP Office do an *Introduction to the Cougar Pause* workshop and the other was for support using the Cougar Pause for budget analysis.<br><br>**<u>Campus Climate Survey</u>**<br>The Fall 2024 Campus Climate Survey underwent a full factor analysis, resulting in a refined set of six questions focused on organizational support for DEI learning.<br><br>According to the Fall 2024 Climate Survey Scale Development and Validation report prepared by Ashley Sears, Director of Institutional Research and Reporting (December 2025),<br>"Overall, employees see DEI learning and expectations as present and reasonably strong."<br><br>Building upon these findings, the DEIC Policy and Reporting Subcommittee is exploring ways to further analyze the data and integrate these results as a key input in shaping new strategic goals related to Equity and Belonging. |

| | | | **Cougar LEAP Office Evaluations** |
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| | | | The Cougar LEAP Office offers anonymous program evaluations for all cultural events and learning opportunities (trainings) put on by the office. The Cougar LEAP Office then uses this information to update and better programs and learning opportunities, and to create new opportunities based on the showcased needs. |
| | | | Between August 1, 2025, and January 30, 2026, 34 participants completed the post-workshop survey. Overall, the results show that the workshop was highly effective in deepening understanding, building connections, and strengthening participants' readiness to act. |
| | | | Most attendees reported learning something new or gaining a deeper understanding of the topic, underscoring the workshop's relevance and clarity. Participants also indicated that the session helped them build or strengthen relationships, suggesting that the format encouraged meaningful interaction and dialogue. |
| | | | In addition, many participants left feeling more prepared to take courageous action related to the topic, demonstrating that the workshop supported not only learning but also confidence and personal agency. A strong majority also reported knowing where to access relevant resources afterward, positioning them for continued engagement. |
| | | | Finally, the workshop received exceptionally strong endorsement, with nearly all respondents indicating they would recommend it to others. This level of enthusiasm reflects a positive overall experience and reinforces the workshop's impact across learning, connection, and empowerment. |
| | | | What people shared about the Cougar LEAP Office events and workshops: |
| | | | *Question: What went well in this session?* |

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|  |  |  | • "Sharing experiences and building a new trust and understanding with each other." |
|  |  |  | • "The speakers made it feel so non bias. They did a good job of making me feel like anything I say matters. I got a great understanding of the actual deep meaning of stereotyping and how dangerous it can be. I have always felt so bad and guilty when I stereotype people because it feels so intrusive and to have it confirmed to me that it's neurological and uncontrollable was so good to hear. Also to hear that it can be worked on is amazing." |
|  |  |  | • "I like how each person had a voice and were able to communicate and follow up with their answers…. Loved that" |
|  |  |  | • "I think it's healthy to talk about the hard topics. I think even if you're someone who doesn't want to talk about it, I think it's healthy to bring these things to light and show why they're relevant and important." |
|  |  |  | • "Dynamic group conversations. I think the instructors did a good job creating safe space and encouraging thoughtful engagement" |
|  |  |  | • "Greater understanding of listening, different types of conflict, conflict as a positive opportunity for growth." |
|  |  |  | • "The Leap office did a great job explaining and developing the [Cougar Pause] tool." |
| 2(g) | Ensure that the institution clearly communicates to new faculty, staff and administrators the | Met | **Webpage & Communications Sub-committee Meetings** <br> The new college-wide website launched in summer 2024 and the new Cougar LEAP website did a full makeover, launching in January 2026. To prepare for |

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| institution's commitment to including meeting cultural competency standards in professional development. | | this launch, the Communications & Webpage Sub-Committee and the Cougar LEAP Office, led by the Web Lead & Digital Marketing Specialist of the College Relations and Marketing team, collaborated to enhance the Cougar LEAP Office page. As of January 2026, there is new and updated content, improved visuals, and a clear differentiation between the Cougar LEAP Office from the DEI Committee. Key factors outlined on the Cougar LEAP webpage are upcoming cultural events, how to get involved with the various DEI initiatives at the college, and highlighted resources to support greater student access.<br><br>**Training for New Hires**<br>The College transitioned the former synchronous orientation to an online eLearning module to enhance accessibility for diverse employees with varying job responsibilities, locations, and schedules. This digital shift ensures consistent and timely delivery of essential information. The online module includes information about the college's values of equity and belonging, including opportunities for learning and employee engagement. |

End of report.  Appendices begin on next page

Clackamas Community College

**Appendix #1: Diversity, Equity, & Inclusion Committee Charter**

**Mission**

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

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

We strive to create an inclusive, equitable, culturally competent, and supportive environment where students and employees model behavior that enriches our community.

Our mission is in alignment with the College's mission to cultivate equitable, innovative, and responsive education, as well as the values of learning, equity, student success, community, and belonging and the strategic priorities (listed on the same webpage link).

**Purpose**

The Diversity, Equity, and Inclusion Committee will guide and support the institution in the integration of the college's values of equity and belonging into all aspects of the work at Clackamas Community College.

The Diversity, Equity, and Inclusion Committee will support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in fulfilling the duties under Oregon Revised Statute 350.375, Cultural Competency Requirements at Public Universities and Community Colleges.

As part of the work of the Diversity, Equity, and Inclusion Committee, they will also support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office in their mission to <u>guide in the integration of the College's values of equity and belonging into all aspects of the work at Clackamas Community College</u>.

### Guidelines for Interaction

1) Stay engaged.
2) Speak your truth responsibly.
3) Listen to understand.
4) Be willing to do things differently and experience discomfort.
5) Expect and accept non-closure.
6) Maintain confidentiality.

*From the Center for Equity and Inclusion: https://www.ceipdx.com/

### Definitions

*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.

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

   A) Improving equity involves increasing justice and fairness within:
      a. The procedures and processes of institutions and systems
      b. The distribution of resources
   B) Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
   C) Equity differs from equality.

**Inclusion**: *Ensuring that all people are valued within an organization. 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. Inclusion is not a place of "arrival", but an ongoing practice within every area of an institution.*

**Cultural Humility:** 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 (ORS 350.375).

**Cultural Humility:** An ongoing process that includes:

   1) Self-reflection and ongoing lifelong learning and development
   2) Recognize and challenge power imbalances
   3) Institutional accountability

*From the documentary *Cultural Humility: People, Principles, and Practices*

## 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 committee's scope also incorporated requirements of Oregon Revised Statute 350.375 around cultural competency training for college employees.

The DEI Committee engaged in a strategic planning process between January 2019 and May 2020.

In June 2021, a Chief Officer was hired in the inaugural Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office.

In 2022, the Diversity, Equity, and Inclusion Committee was restructured to include the four (above) sub-committees, who help support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office, along with the work required in ORS 350.375.

## Scope

The Diversity, Equity, and Inclusion Committee will support the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and needs of the Oregon Revised Statute 350.375 by guiding the work of diversity, equity, and inclusion at CCC. Work related to diversity, equity, and inclusion is the responsibility of everyone at the college and will regularly be consulting with other departments, employees, and students. This work will happen in the following four sub-committees:

1) Communication & Webpage
2) Events & Learning
3) Policy Review & Reporting
4) Student Engagement

See "Sub-Committees" for scope of work in each sub-committee.

**Sub-Committees**

Sub-committees are aligned with priorities and goals identified in the 2020 DEI Strategic Plan – they create an opportunity for members of the college community to engage in implementation of the DEI Strategic Plan. The following are the list of sub-committees and their scopes of work:

**Communications & Webpage:**

1) Work collaboratively across departments to communicate clearly to new and current faculty, staff, and administrators the institution's commitment to meeting cultural competency standards in professional development. (ORS 350.375).
2) Collaborate with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives. (ORS 350.375)
3) Provide ideas and messaging best practices for updating the Cougar LEAP Office and DEI Committee webpages.

4) Curate and share information about ongoing professional development training around diversity, equity, and inclusion for students and employees. Share the work of the committee with the college community.

**Events & Learnings:**

1) Providing continuing training and development opportunities that foster the ability of the institution's faculty, staff, and administration to meet cultural competency standards. (ORS 350.375)
2) Supporting college events focused on diversity, equity, and inclusion through event coordination, volunteering, marketing.

**Policy Review & Reporting:**

1) Identify institutional inequities and recommend actionable solutions through the college-wide strategic planning process.
   a. Propose institution-wide goals to improve cultural inclusion for students, and employees from diverse backgrounds, in accordance with HB 2864.
2) Submit a biennial progress report to the CCC board on achieving these cultural inclusion goals (HB 2864).
3) Recommend and monitor mechanisms to assess cultural competency standards for students and employees (HB 2864).
4) Develop, implement, evaluate, and promote the new Strategic Equity Resource, The Cougar Pause.
5) Provide input and make recommendations for institutional policies and procedures related to equity, and inclusion.
6) Serve as a consultative resource on equity and inclusion issues for students and employees.

**Student Engagement**

1) Seek regular feedback from students and employees to inform decision-making and understand opportunities for improvement. (ORS 350.375)
2) Partner with students to better understand their barriers, respond to their needs, and increase access to their education.

**Relationship with Other Committees and Councils**

A) Members of the Diversity, Equity, and Inclusion Committee also sit on the following committees and councils:
B) Presidents Council
C) Access
D) Retention and Completion (ARC) Committee
E) Institutional Standards and Procedures (ISP) Committee
F) Organizational Learning Committee Membership

## Membership:

**Overview**

Membership will include representation from the following roles at CCC. Numbers reflect the minimum number of people per CCC role:

A) 2 Classified representatives, one of which is an ACE member (dues paying) elected by Association of Classified Employees (ACE) as the Diversity Representative (one appointed each year)
B) 2 Full-time Faculty representatives (one appointed each year)
C) 2 Associate Faculty representatives (one appointed each year)
D) 1 Admin/Confidential representative (appointed every other year)

**Assigned Positions**

Assigned positions are employees and students identified by department leads based on their CCC position.  Numbers reflect the minimum number of people per CCC role. Depending on the department, these individuals may serve longer:

A) 1 College Relations and Marketing representative
B) 1 Disability Resource Center representative, or a representative with knowledge of ADA compliance
C) 1 Human Resources representative
D) 1 Associated Student Government (ASG) student representative (one-year term)
E) 1 Multicultural Center student representative (one-year term)
F) 1 Multicultural Center Coordinator
G) 1 Foundation representative

**Membership Options**

The Diversity, Equity, and Inclusion Committee has two options for membership, as follows:

Co-Lead Positions

A) Co-Lead positions are approximately 6-8 hours per month.
B) Co-Lead positions co-lead a sub-committee and represent the DEI Committee at other college groups. Co-Leads serve as liaisons between the sub-committee and the larger DEI Committee.
C) Terms are generally for two academic years, except for the Association of Classified Employee Designee who serves on a year-by-year basis and is designated by ACE. Terms are staggered, appointing two representatives in even years and one in odd years.

<u>Team Champion Positions</u>

A) Team Champion positions are approximately 4-6 hours per month.
B) Team Champions attend the monthly sub-committee meetings. All-DEI Committee monthly meetings are optional.
C) Terms are generally for two academic years.

**Terms**

The Diversity, Equity, and Inclusion Committee coincides with the CCC academic year (September through June). Membership terms are limited with options for renewal.

**Application Process**

Members are selected through the following process:

1) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee put out an open call for prospective members to apply for open positions.
2) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee host an information session open to anyone at the College.
3) Prospective members submit an interest form.
4) The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee invite all who completed an interest form to the DEI Committee.

**Meeting Schedule**

The full DEI Committee meets on the second Friday of each month from 9:30-11 a.m. Sub-committees are in charge of scheduling their own sub-committee meeting times, although they often use the fourth Friday of the month. The Leap Office Program Manager can help with scheduling as needed.

Midterm Departures/Replacements

A) If a committee member is unable to complete a full term, they will work with the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion co-chairs to fill the position.
B) If needed, a mid-year recruitment process as described above will take place.
C) Committee members who enter midterm are encouraged to apply for the next opening to complete one full term after their replacement term.

Committee Member Expectations/Commitment

A) Attend DEI Committee meetings and be prepared to engage in discussion, and volunteer for projects and tasks. This consists of approximately two meetings per month on Zoom.
B) All-DEI Committee monthly meetings are on the second Friday of the month from 9:30-11a.m.
C) Sub-Committees are in charge of scheduling their own sub-committee meeting times, although often they use the fourth Friday of the month. The LEAP Office Program Manager can help with scheduling as needed.
D) Membership terms are limited with the option for renewal.
E) The Diversity, Equity, and Inclusion Committee year coincides with the CCC academic year (September to June).
F) Members are expected to commit at least six to eight hours per month to the Diversity, Equity, and Inclusion Committee.
G) Members are expected to represent the Diversity, Equity, and Inclusion Committee on other college groups.

H) Co-leads report back to the Diversity, Equity, and Inclusion Committee in the large monthly Diversity, Equity, and Inclusion Committee meetings, and share information from the Diversity, Equity, and Inclusion Committee large monthly meetings with their sub-committee members.

I) Members are expected to participate and attend Diversity, Equity, and Inclusion Committee-sponsored events, training, and retreats whenever possible.

**Notes**

Monthly Diversity, Equity, and Inclusion Committee Meeting:

Notes are taken in each monthly, large Diversity, Equity, and Inclusion Committee meeting. Notes are taken by:

1) The Equity and Inclusion Coordinator
2) Executive Assistant to the Vice President
3) If none of the above are available, another Diversity, Equity, and Inclusion Committee member who is willing and able.

Notes are stored on the Diversity, Equity, and Inclusion Committee Teams folder under the general channel in the files section.

Sub-Committee Meetings:

1) Notes are taken by a sub-committee member.
2) Notes are stored on the appropriate sub-committee channel in a place that all sub-committee members can easily find.

Quarterly Reports:

The Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office works with the Diversity, Equity, and Inclusion co-chairs to write quarterly reports.

 Quarterly reports are stored in the following two places:

A)  On the Diversity, Equity, and Inclusion Committee Teams folder under the general channel in the files section.
B)  Clackamas Community College's internal Diversity, Equity, and Inclusion Committee webpage: https://webappsrv.clackamas.edu/committees/DEI/.


**Reporting Out**

Per Oregon Revised Statute 350.375, the Policy Review & Reporting sub-committee works with the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office to provide biennial reports to the CCC board regarding the institution's progress toward achieving the goals.

Additionally, all members of the Cougar Leadership, Education, & Advocacy for Progress (LEAP) Office and Diversity, Equity, and Inclusion Committee are expected to regularly share out about the ongoing work of the Diversity, Equity, and Inclusion Committee in any meetings and groups that are appropriate.