

Interim Equitable Decision-Making Framework



This framework is adapted from Clark College's Equitable Decision-Making Tool from the B.U.I.L.D. Training Program. It has been adopted as an interim framework for Clackamas Community College by the Diversity, Equity and Inclusion Committee.



B.U.I.L.D. TRAINING PROGRAM

Broadening Understanding, Intercultural Leadership and Development

■ QUESTIONS TO ASK

Purpose:

What is the intended outcome of the decision?

What is the clear, defined reason and need for making the decision?

What negative impacts does the current situation have on Systemically Non-dominant (SND)* or other potentially impacted groups?

How is this decision data-informed?

What data was used to make the decision? *Data can be both qualitative and quantitative.*

How is your data specifically measuring impacts on systemically non-dominant groups*? *i.e. through disaggregating data to explore impact*

How does this decision align with CCC's [mission](#)?

How does this decision align with CCC's [values](#)?

How does this decision align with CCC's [Diversity, Equity, and Inclusion Strategic Plan](#)?

Power and Privilege:

How have you reflected on how your own power and privilege might affect this decision?

What are the power dynamics involved and how have they been addressed?

How has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:

Who are the key stakeholders?

Who should be consulted or engaged and how are we reaching them?

Who is left out of the decision-making process?

Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?

Has adequate time been given to meaningfully incorporate all voices in this decision?

What is being communicated, to whom, and how?

Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?

Has there been consensus on minimum requirements to meet the goal?

Impact:

What is the desired impact of the decision?

Which student groups does this decision impact and how?

Which employee groups does this decision impact and how?

How does this decision impact Black, Indigenous, and People of Color (BIPOC)?

In what ways does this decision have disparate impact on any groups?

How will this decision reduce disparate impacts on systemically non-dominant groups*?

Which departments will be impacted by this decision and how?

Who will benefit from this decision? Who will be burdened?

How have you considered all impacts both internally and externally? *Campus climate, environment, geographic area, service district/community, morale, budget, relationships*

If you are unsure whether you have considered all impacts, what will you do to become informed?

Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?

How has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:

How have you considered if this decision is being rushed in any way?

Is there a better time for this decision? Describe rationale.

Which alternatives have you considered for this decision?

Which different cultural perspectives have you considered?

Long-Term Effects:

How did you consider and incorporate lessons learned from similar decisions made in the past?

What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? Longer-term?

What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?

What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

What strategies will be used to ensure this decision continues to have the intended impact(s)?

What circumstances might change down the road that would render the decision ineffective or detrimental in the future?

How will you measure effectiveness? How will data/feedback be collected equitably and inclusively? *Qualitative and Quantitative*

Broader Questions to Ask:

How have you interrupted bias and White Supremacy Culture** in the decision-making process?

How have you led with racial equity in your decision-making?

How will you mitigate the impacts discovered using the Framework?

RESOURCES AND DEFINITIONS TO SUPPORT EQUITABLE DECISION-MAKING

Systemically Non-Dominant Groups*

People with Disabilities

- Mobile and Physical Accessibility
- Invisible disabilities
- Neurodiversity

Black, Indigenous, and People of Color (BIPOC)

Disaggregate historically underrepresented:

- Black/African-American
- Pacific Islander
- Native American
- Latinx
- Asian

People from the LGBTQ+ Community

Disaggregate historically underrepresented:

- Transgender individuals

*Jenkins, D. (2018). A Critical Lens to Rethinking Power, Privilege and Inequity Language: "Systemically Dominant" and "Systemically Non-Dominant." *Share the Flame, LLC: Camas, WA, www.shareflame.com.*

Other Identities Marginalized and/or Targeted for Contempt

CCC Student and Employee Groups

- International students
- ESOL (English for Speakers of Other Languages)
- Immigration status

- Employment status
- Students/employees in rural areas
- GED
- Certificate/Degree-seeking
- Continuing Education
- First-generation college students
- Nontraditional college students
- Working students
- Caretakers (children or others)
- Part-Time
- Full-Time
- Fully online students
- Current or past involvement with the criminal justice system
- People with resources insecurities
- Veterans
- Athletes
- Prospective students
- Physical health
- Mental health
- Trauma survivors
- Kaleidoscope Employee Resource Group
- Employees of Living Color Employee Resource Group

Other Identities to Consider:

- Age
- Disability status

- Educational background
- Ethnicity/Culture
- Family status
- Foster youth
- Gender expression (*visible signals of gender such as hair, clothing, and pronouns*)
- Gender identity (*such as: non-binary, transgender, pronouns*)
- Geographic region
- Home/Houselessness
- Language proficiency/Use of English
- Learning style (*such as: visual, auditory, experiential*)
- Nationality/Citizenship
- Position and level in the hierarchy
- Race
- Relationship/Marital status
- Religion/Spirituality
- Sex assigned at birth (*such as: male, female, intersex*)
- Sexual orientation
- Size/Appearance/Athleticism
- Skin color
- Socio-economic status
- Veteran status
- Work style
- Years of experience
- Personality/social style (*such as: introvert vs. extrovert*)

Equity vs. Equality

Equality: Giving everyone the SAME, regardless of the need.

Equity: Giving everyone what they need.

White Supremacy Culture**

This framework was built to address and challenge the systems outlined in [White Supremacy Culture](#). Some of the themes are listed below, visit the link above to read more about each of these themes, how they show up in our culture, and ways to challenge them.

- Perfectionism
- Sense of Urgency
- Defensiveness
- Only One Right Way
- I'm The Only One
- Quantity over Quality
- Worship of the Written Word
- Paternalism
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort

Additional Resources

[Gender Unicorn](#): Learn more about gender identity, gender expression, sex assigned at birth, and physical and emotional attraction.

[DEI Strategic Plan Glossary](#)

The Diversity, Equity and Inclusion Committee is seeking feedback on this interim framework. To provide feedback on the framework, visit bit.ly/DEIinterimframework