

## People speak out on Diversity Plan

Last week's forum provided all of us with the opportunity to see and hear the many sides of a complex issue: diversity on the CCC campus. As an informal "representative" of the Alternative Programs, I've been asked to provide written comments for our department.

As you know, our students, those attending the TCAP, TLC, VOP, YPOP, and AHSD programs, are very much a part of campus life at CCC. It would be hard to find a more diverse group in terms of age, social and economic background and ethnic origin. Nevertheless,

this group of students does not, at present, enjoy representation in ASG, nor are they provided opportunities to participate in on-campus clubs or sports. In short, these students are being left out.

While this oversight is not intentional on the part of the college, it is one that ought to be rectified in order to bring this diverse group into the CCC community.

Within our at-risk population are a number of students who could make a significant contribution to the diversity of CCC campus life through participation in the activities offered to mainstream students.

We think that involving these at-risk students could benefit

them and the college in at least two important ways: 1. by helping to make these students "stakeholders" in the CCC community, as many of us have come to realize, "buy-in", often changes attitudes and behaviors in a positive way. 2. by encouraging students to view the college as a lifelong learning resource which supports their educational efforts and continues to offer the opportunity for personal and professional growth.

Thank you for the chance to air these views. The forum was a great start!

Eric Faucher,  
Alternative Programs

*Diversity section written and compiled by  
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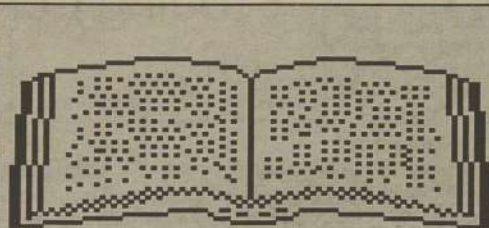
Dear Editor:

The recent forum on diversity revealed the level of hostility toward gay men and lesbians at Clackamas Community College. If ever there were a need for communicate and understanding, as the "Diversity Plan" proposes, surely now it is clear. How painful it was to hear members of the faculty and student government call homosexuals immoral and perverse, an condemn an educational policy because of their personal beliefs. They can express their reli-

gious and personal beliefs; it seems equally just that we should be able to exercise our basic rights. At least now we know where some people stand. Still others stand for the dignity, morality and humanity of racial and sexual minorities.

For the support and courage of those members of the college community who believe in providing a campus climate tolerable to gays and lesbians and bisexuals, we thank you.

GALAB



Definitions taken from  
Oxford Universal Dictionary  
(Oxford University Press, 1981)

**Diversity:** Variety

**Diverse:** Different kinds

**Diversify:** To introduce variety into, to vary

**Policy:** The course or general plan of action adopted by a government or party or person

**Plan:** A meathod or way of proceeding thought out in advance

**WICHE definitions of**

**Diversity:** A phenomenon of varied perceptions based on culture, religion, or gender

I feel Joe Uris did a great job moderating the Diversity Forum. Similarly, the one of the best parts of the Forum was the way President Keyser and Academic Deans sat through every single minute. Nothing could have been more appropriate. Their very presence said -- in the loudest, truest language there is, action -- that listening to everyone's feelings and ideas on the Diversity Plan was the most important thing there was to do that day.

Conversely, I feel those members of the Administration who walked out before the end of the Forum did immeasurable harm to the ideals of participation and tolerance which this institution espouses. Words that are contradicted by actions are a cruel hoax.

American colleges have prided themselves on being a free and open marketplace, bazaar some would say, of ideas. This tradition is based on a firm belief that good ideas will inevitably crowd out poor ideas when placed in an atmosphere of vigorous, critical

thinking. It is critical that all senior members of the faculty and administration to attend sessions such as last Thursday's and do what it takes to be sure they can participate fully in them.

Fortunately, there seemed to be few senior members of the administration who didn't follow the President's lead, so the session was successful.

No one can say they were not heard on this issue. Now the College can start moving forward with finalizing the plan and then starting all over again with determining how to implement it.

In my opinion, the Diversity Plan is so vague and general it could mean almost anything or nothing.

What matters then is how it is implemented. This same process of open, honest discussion and debate of a rough draft should be followed in determining the implementation of the Plan. We have nothing to fear from those who dissent from this purpose or its particulars because they can be persuaded to abide by any reasonable plan. What we should fear are those

zealots -- on any side of this or any other topic -- who refuse to debate the issues.

Perhaps for the next phase we should be more explicit in laying out the process for the implementation plan's drafting and adoption so those who have concerns will know where and when to get involved.

It seems as though most of the dissension was based on a lack of knowledge or expressed a concern about a lack of opportunity to get involved.

I also feel we should try to involve night-time and non-traditional students in future forums and policy debates. Perhaps they will not want to come, but they should be invited and given a meaningful opportunity to participate.

Whatever the particulars of the plan may be, I also feel that we need to create and protect not only ethnic and racial diversity within CCC, but also intellectual diversity such that our students will be fully prepared for the larger world they will be entering upon graduation.

Dave DeMarkey

## Diversity Plan Chronology

OCT. '93 - MAY '94:  
WICHE involved in  
personalized evaluation  
of CCC campus

AUG. '95: By end of 8th  
week summer session, a  
"rationale" will be written  
and distributed to faculty  
during inservice

OCT. '93: Involvement  
with WICHE begins

MARCH '95: 3rd draft (2nd  
revision) established

JUNE '95: Deadline for input

OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.
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NOV. '94: presented  
rough draft to faculty

FEB. '95: 2nd draft (first  
revision) established

JUNE '95: Final meeting on  
the Diversity Plan

SEPT. '95: During Fall  
inservice, staff will be  
invited to participate in  
planning proces for imple-  
mentation of The Plan

JUNE - OCT. '94: 3  
regional meetings of  
consortium with  
WICHE to come up  
with a written plan

APRIL '95: First all-campus  
Forum held

*This page edited by Chad Pattenon*