

# Various opinions surge through campus

... was to keep it (The  
... for deliberation and  
... and to keep it in  
... through the end of this  
... they have set a Diversity  
... to review all the  
... that have come in... so  
... very deliberately, as  
... review all the com-  
... We have received five

... versity here," he said.  
Whether people view the fo-  
rum positively or negatively, no  
one can argue that increased  
knowledge has continued to  
spread, along with increased  
opinions and confusion.

Kay Davis, English instruc-  
tor and core planning team mem-  
ber, wanted people to understand  
the amount of work involved  
in putting together The  
Plan.  
"People think that some of  
this was done lightly... People  
think it was done without hav-  
ing other people involved and  
people think it was done in a  
short period of time.

"I mean, we had meeting af-  
ter meeting after meeting where  
all we did was debate, and these  
(meetings) lasted two and three  
hours. We went months like that.  
"We picked one tiny word to  
define. And then we'd have five  
drafts of that. Then we'd meet  
again and we'd add another word.

"I think the thing that both-  
ers me the most is that people  
think that this was done by a very  
select group of people, which it  
wasn't.... It's not been a secret,  
and it's not been anything that's  
been done in a hurry," Davis ex-  
plained.

Despite Davis's comments  
about the input process being  
open, others still feel that the  
planning was too exclusive.

"Communication with the  
committee has been difficult and  
criticism of The Plan has met with  
a narrow groupthink process --  
consensus thinking at its worst --  
which tends to view any criticism  
as reactionary and obstructionist,"  
Orrelle stated.

"The answer to changes in  
social attitude is through educa-  
tion, not changes in policy," he  
continued.

"I think the major problem  
with the plan is not with the plan  
itself, but rather the kind of atti-  
tude of the people implementing  
it," Crooks said.

"When you get that 'group  
thing' going, people aren't look-  
ing for outside ideas. There seems  
to even still be members of the  
original team displaying hostility  
towards other people's ideas com-  
ing in and it just seems kind of  
ironic. If it's a diversity plan you

shouldn't have that kind of fear  
of other people's ideas," Crooks  
said.

"I see it when I'm in those  
meetings, the stereotyping of  
those people who are against The  
Plan. They've (those who oppose  
The Plan) been called 'gut level  
reactionaries,' a member of the  
planning team said that. It's like  
their opinions should be disre-  
garded. That's downplaying the  
thought that went into their re-  
sponses to the plan.

"To just dismiss their opin-  
ions and ideas as 'gut level reac-  
tionary' is not taking into account  
the validity of the ideas that are  
being brought forth," he added.

Despite people's reactions  
against a select committee repre-  
senting the entire campus to de-  
velop a plan, Uris reminds people  
that there was a specific process  
that the planning team followed.

"I think that most of that con-  
cern has less to do with the plan  
itself, than the idea somebody on  
the top is imposing something on  
everybody else. In other words it's  
seen as a 'they, us, them' kind of  
thing. I would just remind people  
that there really was a committee  
that represented a lot of different  
elements of the instructional and  
administrative community that

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## Student Opinions on Diversity

"There are other issues that are more im-  
portant that have been ignored by the fac-  
ulty, such as budgets and student aid."  
Erin McRue.

"I want to clarify, first of all, my view that  
there is a difference between a diversity  
plan and diversity itself. Having said that,  
that is why I am against this plan, because  
as the Forum showed, the students had not  
been represented and their opinions taken  
into account...At the Diversity Forum, I  
was shocked at the attitude of the school  
staff who was presenting the plan...the  
comments given by people, he (the moder-  
ator) seemed to keep bouncing criticism  
off by going to other people who had com-  
ments."  
name withheld by request

"The plan to require 'Diversity Classes'  
implies that I am intolerant and need to be  
reformed. The fact is, I am VERY TOL-  
ERANT and do not need to be reformed.  
No one needs to teach me to be tolerant, or  
to act as a human being should. This in-  
sults me, and my intelligence."  
Steven Moore

"I believe that I am a diverse person. I don't  
hold any stereotypes of people of other  
races or genders. I would feel insulted if I  
had to go through anything that would  
'teach' (or try to teach) me to be diverse."  
Jennifer Howcroft.

your guys'  
sexism and  
you're all  
equally.,"

-Dean Darris  
Political Science Instructor

...ements already which  
...helpful," Keyser said.  
...Painter, assistant dean  
...resources, said the fo-  
...the need for such a  
...CC.  
...the forum accomplished  
...cemented in my mind  
...that we really need di-

...sified, and students. The goal  
...the committee is to:

- ...increase "minority" student  
...ruitment by 5% per year
- ...increase graduation rate of  
...minorities by 1% per year
- ...Strategies:
- ...recruit minority community  
...ers and students to work with  
...on advisory committee to  
...velop recruitment, academic,  
...social support programs
- ...remaining strategies developed  
...committee:
- ...focus minority work recogni-  
...scholarships on recruitment,

...establish stronger in-district  
...with high schools  
...recruit from outside district

- ...4 - Decrease number of eth-  
...religious, and sexual orien-  
...conflict incidents each year.
- ...Strategies:
- ...develop a "code of conduct" for  
...campus
- ...establish hate free zone pro-  
...for the campus (as at West-  
...Washington)

- ...5 - While maintaining the  
...ge's commitment to hire the  
...most qualified" applicant, recruit  
...hire ethnic minority staff in  
...categories consistent with the  
...ge's Affirmative Action Plan.
- ...federal reporting purposes,  
...is considered to be part of  
...Portland Metro Area.)
- ...Strategies:
- ...establish a pool of part-time  
...to support departments

- ...who hire minorities (i.e., the first  
...term the money will come from  
...this fund with the departments  
...picking up subsequent terms from  
...their own part-time dollars)
- ...b) leave job announcements open  
...until sufficient minority appli-  
...cants have been applied
- ...c) increase recruitment of minor-  
...ity and staff positions
- ...d) research techniques used by  
...other colleges to recruit minority  
...staff
- ...\* e) investigate potential faculty  
...exchanges with other community  
...colleges for a term or a year (mi-  
...nority preferred)
- ...\* Some minority staff at the other  
...five colleges have shown interest  
...in this and endorsed the idea.
- ...f) investigate a "grow your own"  
...program (perhaps used in con-  
...junction with (a) above)
- ...g) have the Human Resources  
...Dept. collect applications from all  
...open positions to form a pool of  
...minority instructors which will be  
...sent on to appropriate depart-  
...ments for part-time positions (see  
...(a) and (f) above)
- ...\*\* h) redesign the college phone  
...book to include information on  
...language skills and cultural/travel  
...interest (i.e., combine information  
...found in several booklets into the  
...campus phone book)
- ...\*\* i) establish and use a set of  
..."standard" questions regarding  
...diversity/cultural issues for all  
...positions openings (these would  
...be in addition to the committee  
...questions)
- ...\*\* We recommend these strate-  
...gies be done immediately.

## Current Draft 3-17-95

The following diversity plan ad-  
dresses three issues: campus and  
community involvement, student  
success and diversity, and staff  
diversity.

Included in this document are the  
rationale, history, data, defini-  
tions, and visions for the diver-  
sity plan. Each of the following  
goals and strategies is to be con-  
sidered a work-in-progress and  
subject to revision and updating  
as deemed necessary. Where  
known and appropriate, the group  
most responsible for the goal has  
been added in parentheses.

### Goal 1 - Campus and Commu- nity Involvement

- \* Establish a diversity advisory  
committee that includes commu-  
nity, administration, faculty, clas-  
sified, and students. The goal of  
the committee is to:
- a) Involve ASG and student par-  
ticipation in all phases
- b) Increase minority student re-  
cruitment
- c) Increase graduation rate of mi-  
norities
- d) Investigate topics of exchange  
with other institutions for faculty  
and students

Strategies: Recruit minority com-  
munity leaders and students to  
work with staff on advisory com-  
mittee to develop recruitment,  
academic, and social support pro-  
grams. (Student Services track-

ing, High School Relations; ex-  
isting agency and community  
partnerships, etc.)

### Goal 2 - Student Success and Diversity

- \* Identify and/or develop at  
least 10 courses with diversity  
content
- a) clarify/define criteria for "di-  
versity content"
- b) Examine existing courses for  
current "diversity content" and  
compile a list of current classes  
which address the issue of diver-  
sity (department level)
- c) Contact other institutions for  
courses and content in such  
courses which demonstrate/sat-  
isfy/fulfill/address issues of diver-  
sity (department and division lev-  
els)
- d) Investigate the possibility/re-  
quirement of one "diversity con-  
tent" class in all AA degrees and  
certificates and determine the  
most efficient method of this in-  
clusion (Curriculum Committee,  
Instructional Council, and depart-  
ment level)
- e) Pursue grant monies and/or  
release time for faculty to develop/  
modify classes to meet "diversity  
content" criteria; investigate pos-  
sibility of student credit for re-  
search on course development

### Goal 3 - Campus Climate

- \* Provide opportunities to in-  
crease tolerance, communication  
and understanding among people  
with differing beliefs, racial back-  
grounds, genders, religions, cul-

tures, and sexual orientations.

- a) form a working committee of  
students and staff to examine  
campus climate and develop op-  
portunities to learn how to sup-  
port and value differences among  
people
- b) research "Diversity Awareness  
Programs" used in other institu-  
tions to heighten awareness and  
respect of varying value and back-  
grounds among students and staff
- c) develop a variety of educational  
events about diverse backgrounds  
and cultures (i.e. speakers, enter-  
tainment, in-services, campus-  
wide forums, etc.) to encourage  
learning among students, staff  
and community members

### Goal 4 - Staff Diversity

- \* Recruit and hire ethnic mi-  
nority staff consistent with the  
college's Affirmative Action Plan  
while maintaining the college's  
commitment to the "best quali-  
fied" applicant.
- a) increase recruitment of minor-  
ity candidates for all college po-  
sitions
- b) research techniques used by  
other colleges to recruit minority  
staff

- \* Encourage and recognize bi-  
lingual and sign language skills  
of existing staff (develop a cam-  
pus directory).
- \* Provide increased opportuni-  
ties for staff diversity training.
- a) determine nature of training for  
instructors and staff and secure  
courses and instructors