

CGCC Board Policy Screening Tool

High level scanning tool

Purpose: to systematize a review of all CGCC Board policies

Instructions:

1. Use *Screen 1* and *Resource 1* to highlight issues, concerns, and collaborators
2. Use *Screen 2* and *Resource 2* to identify and highlight potential equity-based updates
3. Fill out the recommendations on Page 4 of this tool

Color Coding: Red Yellow Green

Policy Number: _____

Is policy legally required? ___Yes ___No

If no, proceed to Screen 1

Screen 1:

Is policy legally advised? ___Yes ___No

If yes by whom? _____

| Examine: | Answer: to the best of your ability, from what you know |
|--|---|
| What areas of the college are impacted by this policy? | |
| Which students, employees, and community members are impacted by this policy | |
| What are the intended consequences of this policy? | |
| What are the potential unintended consequences of this policy? | |
| Using <i>Resource 1</i> , what needs to be updated? | |

Resource 1:

[CGCC Equity Lens Decision Tool](#)

Does the policy need re-writing? Proceed to **Screen 2**:

Screen 2:

| Examine: Using <i>Resource 2</i> | Answer: to the best of your ability, from what you know |
|--|---|
| Who benefits from this decision or policy? Who may potentially be harmed? | |
| What data are available? What questions do you have about available data? | |
| Who is represented and who is not represented? | |
| Have we solicited and received input from as many people as possible who will be affected by this issue? | |

Resource 2:

■ 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.sharetheflame.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

Recommendation 1:

- Consider revision
- Definite revision
- Requires a deeper dive, potentially legal
- No revision, this policy wording is legally required
- Does an AP need to be constructed or revised?

Recommendation 2:

Choose one or more of the following groups for review if policy wording is not legally required:

- Equity Action Committee
- Foundation and/or Marketing
- Human Resources
- Instructional Council
- Curriculum Committee
- Leadership Council
- President's Council
- Student Services

Footnote: latest update: _____