

EQUITY, INCLUSION, AND DIVERSITY (EID) COMMITTEE

Charge/Responsibilities

In recognizing that there is a moral imperative for the CBE and the business community at large to become more equitable, inclusive, culturally competent, antiracist, socially just, and ultimately more diverse (see Appendix XX for definitions of these terms), the CBE EID Committee aims to honor the lived experience of CBE's BIPOC (Black, Indigenous, and People of Color) students and other stakeholders as well as those of any and all historically marginalized, oppressed, and underrepresented groups. The committee's role is to engage members of the CBE community in ongoing examination of the state of CBE's culture and shepherd the college through the process of making essential changes to any norms, policies, systems, structures, practices, and behaviors that result in inequity, exclusion, social injustices, and consequently a lack of diversity. More specifically, the committee shall:

- 1) Review CBE EID-related deficiencies and opportunities, and implement trainings, events, and programs to strengthen CBE culture in these respects.
- 2) Provide consultation and expertise to CBE leadership and all other CBE community members regarding EID, antiracist, and social justice implications of existing and proposed policies and practices within the College.
- 3) Research, develop, propose, and advocate for new EID, antiracist, and social justice-oriented policies and initiatives within the CBE, including but not limited to those pertaining to:
 - the curriculum (e.g. content, pedagogy, research/internship experiences);
 - the attraction, hiring, and retention of diverse faculty, staff, student, volunteer (e.g., guest speakers, advisory board members), and other CBE stakeholder populations;
 - the fostering of related knowledge and skills in all members of the College.
- 4) Establish, revise, and regularly review metrics that capture our effectiveness as a college in creating a more equitable and inclusive culture.

EID Committee Membership and Meeting Practices

The committee consists of CBE faculty (tenure track and non-tenure track) and staff members and three CBE students. All members are voting members. Each department shall have at least one faculty representative on the committee and the CBE staff shall have at least one representative; faculty and staff members shall self-nominate, and each constituent group may develop its own process for ensuring representation. Non-tenure-track faculty members shall be compensated as specified in the CBA, with either university-level funding or in consultation with the CBE Dean's Office, or a combination. EID Committee work shall be recognized as a legitimate use of staff members' time. To ensure the centering of representative issues, the committee will seek out diverse perspectives through involvement of members of other CBE stakeholder groups and other groups on Western's campus.

The student members of the committee shall be two CBE Student Advocates (determined by the Student Advocates) and one CBE senator (determined by the CBE senators). There shall be five CBE student advocates who are CBE student employees hired and supervised by the committee for a term of one academic year. Meeting attendance counts toward their hours. Annual funding for CBE Student Advocates shall be provided by the CBE Dean's Office.

Committee members are not required to be experts in or experienced with EID work, but they must be committed to the committee's charge, have an interest in EID, cultural competence, antiracism, and/or social justice work, and also regularly pursue ongoing self-education and professional development with regard to EID, cultural competency, antiracism, and/or social justice knowledge and competency. Members must also serve on at least one EID subcommittee. (Subcommittees will be formed or disbanded as needed at the discretion of the full committee.) The committee welcomes any and all members who accept and intend to meet these expectations.

The term of service for faculty and staff members is two years, with approximately half of the terms expiring each year. The term of service for students is one year. There are no term limits for any members.

Two of the committee's faculty or staff members shall chair the committee. A co-chair term is 2 years. For continuity, the committee will elect one co-chair each year such that there is one newly elected co-chair in a given year and one returning co-chair. There are no term limits for co-chairs.

The committee shall typically meet at least five times per quarter during the academic year. Meeting notes shall be taken and submitted to Policy Council for informational and record-keeping purposes.

Appendix XX – EID Definitions

Definitions

The following definitions are provided to clarify the committee's purpose and work.

Equity – Equity in an organization exists when everyone has support and access to the resources they need to be successful, and when barriers that prevent the full participation of individuals from communities most impacted by systemic oppression are identified and eliminated.

Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of societal and institutional root causes of outcome disparities.

Equity differs from equality. Equality refers to treating everyone the same irrespective of differences in needs, circumstances, and resources. But diverse communities have diverse needs, and privileges and obstacles are not distributed equally within diverse communities. Equitable policies and systems both accommodate as well as remediate these differences.

Inclusion¹ – As an experience, inclusion is the degree to which individuals feel they are esteemed members of the group or organization, their full participation is encouraged, and they

¹ Bell, M. P., Özbilgin, M. F., Beaugard, T. A., & Sürgevil, O. (2011). Voice, silence, and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual, and transgender employees. *Human resource management, 50*(1), 131-146; Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance, 39*(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management, 31*(2), 212-236; Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management, 37*(4), 1262-1289; Shore, L. M.,

are fully a part of a system's formal and informal processes. The experience of inclusion follows when one's concurrent needs for belongingness and uniqueness are met.

As a practice, inclusion involves providing equal opportunity for members of historically marginalized, oppressed, and/or underrepresented groups (relative to members of non-marginalized groups) to fully participate in, contribute to, and access valued resources within an organization. It also involves leveling the playing field, supporting individuals in their efforts to be fully engaged at all levels of the organization, and encouraging them to be authentically themselves. Practices that foster belongingness at the expense of an individuals' uniqueness (e.g., assimilation efforts) are not truly inclusive, nor are practices that honor individuals' uniqueness but fail to promote systemic equity and belonging.

Diversity² – A group-level characteristic that refers to observable (e.g., sex, race, age, physical ability) and non-observable (e.g., gender identity, culture, cognition, education, citizenship status) demographic differences among members. Diversity focuses on categories of difference that, independently or intersectionally, have a perceived commonality within a given cultural or national context and that impact potentially harmful or beneficial outcomes irrespective of individuals' competencies, capabilities, or qualifications.

Cultural Competence³ – 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.

Antiracism⁴ – Racism is a marriage of formal and informal policies and ideas that produces, normalizes, and sustains racial inequities between racial groups. Antiracism is a process of eliminating racism through the identification and change of formal and informal systems, organizational structures, policies, practices, and attitudes. Being antiracist requires action; it is not the same as being passively “not-racist”.

Social Justice⁵ – The practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups. (Allyship entails leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others' less represented voices.)

Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176-189.

² Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion?. *Human Service Organizations: Management, Leadership & Governance*, 39(2), 83-88; Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage; Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774; Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), 212-236

³<https://www.oregonlaws.org/ors/350.375>.

⁴ <https://www.penguin.co.uk/articles/2020/june/ibram-x-kendi-definition-of-antiracist.html>;
<http://www.aclrc.com/antiracism-defined>

⁵ Lewis & Clark College ABC's of Social Justice: <https://www.lclark.edu/live/files/18474-abcs-of-social-justice>.