

PCC Foundation Board Statement on Equity, Diversity and Inclusion

This statement establishes a framework by which the Portland Community College Foundation (PCCF) Board of Trustees and staff commit to minimizing bias and harm as factors affecting student success, particularly anti-Blackness, Indigenous erasure, and other forms of racism, often manifested in socialized whiteness, and other forms of oppression based on culture, language, national origin, immigration status, religion, gender, sexuality, age, and ability.

Consistent with its mission and values, PCCF seeks to promote learning and work environments that welcome, respect, and value diversity, and are intentionally anti-racist and justice-oriented. This looks like addressing and reducing entrenched educational inequities, like historic and persistent achievement gaps, and institutional racism and white supremacy cultures that especially harm Black, Indigenous, and people of Color students and other historically underserved and systematically excluded student populations¹. Providing the support and opportunities for students to thrive and removing barriers to learning, participation, and success while raising the achievement and self-determination of all students is a top priority.

The seven commitments below will guide the PCCF Board of Trustees and staff to be accountable for these values and goals.

The PCCF Board of Trustees and staff make the following commitments towards:

Equitable Access: The Foundation shall strive to make available to every student, as well as to prospective students, equitable access to resources enabling high-quality learning, culturally relevant instruction and support, facilities, and other educational or basic needs resources.

Equitable Benchmarks of Success: The Foundation shall support creation of equitable pathways to success, by which all students may achieve their academic goals through equitable support, clear guidance to persist, and an unwavering commitment to completion for students from all racial, cultural, and socioeconomic groups.

Racial and Social Equity Analysis: The Foundation shall survey our policies, programs, professional development, and procedures to ensure the promotion of racial equity by applying

¹ Examples of historically underserved and systematically excluded student populations include but are not limited to: first-generation; low-income; students of color; older students; marginalized sexual orientations, gender identities, and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

racially-conscious systems of analysis, such as Critical Race Theory (CRT) and other critical frameworks of social equity. All applicable new policies, programs and procedures will be developed using a racial equity analysis approach. Trustee, volunteer and staff professional development will supply the tools to both analyze and implement such systems in daily practices.

A Welcoming Environment: The Foundation shall create a culture of belonging and inclusivity that reflects and supports the diversity of our students, partners, vendors and learning community by assuring the cultural proficiency of all staff, trustees, and volunteers.

Workplace Equity: The Foundation shall actively assess our workforce and Board to be balanced and reflect the diversity of the student body. The Foundation shall work to provide resources to recruit, employ, support, and retain a workforce, Board, and volunteers that includes racial, gender, and linguistic diversity, considers disabilities, as well as culturally competent administrative, support, and Trustees and volunteers.

Intentional Partnerships: The Foundation shall actively partner with PCC, donors, vendors, foundations, agencies, and organizations which have demonstrated a commitment to diversity, equity, and inclusion in their internal operations and in the populations they serve.

Affirmation Of Our Diverse Community: The Foundation shall provide outreach and materials that authentically reflect the diverse cultural and experiential frames of students and staff, and demonstrate understanding and appreciation of the lived experiences that each member brings into our learning ecosystem.

PCCF Operational Definitions (adapted from OR [HB 2864](#) and [PCC Diversity Definitions](#))

1. **Diversity** -- a quality of environment that respectfully engages both the individual and sociocultural differences that comprise the complexity of our current social and historical context: race, ethnicity, socioeconomic status, gender, sexuality, belief systems, ability status, and age, along with their intersections.
2. **Equity** – a cultural quality of fairness which includes decisive, concrete, and sustained action to address the systemic marginalization of certain groups (historical legacies of oppression based on race, gender, and socio-economic status, for example) that continues to limit their access to and participation in all aspects of society, including higher education.
3. **Racial Equity** – a cultural ideal where race does not determine or predict the distribution of resources, opportunities, and burdens for group members in education and society. Racial equity is one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation.
4. **Social Equity** – a cultural ideal where socially marginalized groups have the same status, access, opportunities and outcomes--including equitable access to education.
5. **Inclusion** -- active and intentional application of diversity and equity within every facet of society (including higher education) where individuals connect. It requires the identification and removal of barriers (e.g. physical, procedural, visible, invisible, intentional, unintentional) that inhibit participation and contribution, as well as the empowerment and integration of persons and groups regarding decisions directly impacting them.

6. **Cultural Proficiency** -- understanding of how institutions and individuals respond respectfully and effectively to people from all races and ethnic backgrounds, cultures, languages, abilities, religions, sex and gender identities, sexual orientations, and other characteristics in a manner that recognizes, affirms and supports positive qualities of life (including success within post-secondary educational institutions).
7. **Anti-Blackness** -- racist oppression, in action, policy, and history, that specifically targets, denigrates or stands in opposition to Black individuals, families, and culture.
8. **Anti-Racist** -- Not an identity category, antiracism means to stand against and work to eliminate all forms of racist policies and systems.
9. **Whiteness** -- the system of privileges and advantages afforded to those perceived as white in the U.S. (and across the globe) through government policies, media portrayal, and decision-making power structures supportive of white supremacy culture (operating within corporations, schools, judicial systems, etc.).
10. **White Supremacy Culture** -- is the widespread ideology baked into the beliefs, values, norms, and standards of our groups (many if not most of them), our communities, our towns, our states, our nation, teaching us both overtly and covertly that whiteness holds value, whiteness is value. ([Link to Resource](#))
11. **Critical Race Theory (CRT)** - critical race theory recognizes that racism is not just the result of individual bias or prejudice, but also embedded in social structures and institutions. It aims to understand and challenge how racism operates in various aspects of society, such as law, education, housing, employment, and criminal justice.
Key principles and concepts include:
 1. Intersectionality: Recognizing that race intersects with other social identities, such as gender, class, and sexuality, and that these intersections create unique experiences and forms of discrimination.
 2. Social construction of race: Understanding that race is not a fixed, biological category, but a social construct that has been shaped and defined throughout history.
 3. Interest convergence: The idea that racial progress is more likely to occur when the interests of marginalized racial groups align with the interests of those in power.
 4. Counter-storytelling: Challenging dominant narratives and seeking to uplift the experiences and perspectives of marginalized communities that have historically been silenced or ignored.
 5. Permanence of racism: Arguing that racism is not a problem of the past, but a persistent and ongoing feature of society that requires ongoing analysis and action.

About Portland Community College Foundation (PCCF): PCCF makes resources available in support of Portland Community College (PCC), an indispensable resource in our region's efforts to ensure and preserve access to higher education and success for all students, particularly students of color, first-generation college students, low-income students, and other historically underserved and systematically excluded student populations. PCCF thrives as a learning community when it draws its strength from the many talents and experiences of those who come here to learn, to teach, to work and to support. Working with the Northwest Commission on Colleges and Universities (NWCCU)'s Standards for Accreditation and PCC's Yes to Equitable Student Success (YESS) model and its efforts to measure equitable opportunity through education, PCCF strives to model diversity, equity and inclusion (DEI) in its policies, decision-making processes, and culture of education.