



SBCTC
DIVERSITY, EQUITY, AND INCLUSION (DEI)
STRATEGIC PLAN FOR EDMONDS COLLEGE
2022-24

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1 | DEI STRATEGIC PLAN: OVERVIEW

A. Overview

SB 5194 requires community and technical colleges (CTCs) to create diversity, equity, and inclusion (DEI) strategic plans. Beginning July 30, 2022 and every two years thereafter, CTCs must submit DEI strategic plans to the State Board for Community and Technical Colleges (SBCTC). SBCTC is available to review draft DEI strategic plans prior to submission.

As noted in the legislation, the inclusive process of developing a DEI strategic plan must include students, faculty, and staff, and colleges are encouraged to utilize findings from their campus climate assessments to inform their DEI strategic plans.

Community and technical colleges received an initial allocation of \$125,000 for FY21-22 to support the creation of the DEI strategic plans and other initiatives in SB 5194. Funds must be used in the year received (one-time rollover allowed through FY22-23). Subsequent allocations will be disbursed every year in the amount of \$62,500 without rollovers.

2 | DEI STRATEGIC PLAN:

A. Equity, Mission, Vision, and Values Statements: Include your college's mission, vision, and values statements that align with the equity initiatives at your college.

[About Edmonds College](#)

Our Mission: Teaching | Learning | Community

Our Core Themes: Guided by innovation, equity, inclusion, and a global perspective we are committed to...

- Academic Excellence
- Student Success
- Community Engagement

Our Vision: Transforming lives through exemplary, nationally recognized educational and career pathways

Our Values: The Board, employees, and students of our college value:

Collaboration and Communication

- We promote respectful collaboration, communication, and interaction among students and employees.
- We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.

Responsibility and Accountability

- We manage our resources with efficiency and integrity to ensure the long-term health of the college.

- We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.

Innovation and Creativity

- We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
- We explore, create, and evaluate in order to improve.

Diversity, Respect, and Inclusion

- We celebrate the individuality and diversity of our students and colleagues, as well as the diversity of our college, community, nation, and world.
- We require equity and mutual respect.

B. Planning Process: Describe the inclusive process for developing the DEI strategic plans to include students, faculty, and staff.

Student Success Plans: Faculty and staff of color developed three student success plans (Black/African American, Indigenous and Latinx). Each group met several times over the course of two years. They reviewed and discussed the data, concerns related to student success and used the college's Comprehensive Plan framework to outline their work. The college's Comprehensive Plan focuses on six areas: Access, Success, Community Engagement, Capacity and Operational Excellence, Entrepreneurial Hub, and Anytime, Anywhere. DEI strategies, action items, and metrics are woven throughout all six Comprehensive Plan goals.

Campus Climate Assessment Survey: Faculty and staff assisted with finalizing the questions for our Campus Climate Assessment survey. A diverse group of students that included members of student leadership provided input into the climate survey questions. Their input was also critical to finalizing questions for the survey.

5194 & 5227 Let's Talk Sessions: During the 2021-22 academic year, the campus community was invited to participate in several workshops to assist them with understanding [5227 - Diversity in Higher Education](#) and [5194 - Equity & Access in Higher Education](#). During the sessions, employees had an opportunity to ask questions and provide feedback. The Board of Trustees and the President's Leadership Team were also updated on the two new laws and our next steps as a college.

The Diversity, Equity and Inclusion Council (DEIC), which consists of faculty, staff and a student representative, and charged by the President of the College, and led by the Vice President of Equity, Inclusion and Belonging, worked on three projects: DEI Professional Development; DEI Policy Assessment; and a BIPOC Mentorship Program, which are critical to employee DEI development, policy bias reduction, the campus climate, and the overall success of students.

The Faculty Senate DEI Committee discussed the new laws. HR staff engaged faculty and led discussions with members of the Faculty Senate. They outlined strategies to advance DEI in the hiring process. HR implemented DEI training for all faculty members and staff who were considering participating in a hiring committee. They also provided HR with job position language and posting feedback along with outreach strategies.

DEI Feedback: As the college prepares to update their Comprehensive Plan which integrates DEI goals, outcomes and measurements, the President asked the campus community to provide the leadership team with feedback related to the plan. The DEI feedback will be considered as we update the Comprehensive Plan and the DEI Strategic Plan.

Goal A: Culturally Appropriate Student Outreach Program

Each college must establish a culturally appropriate outreach program to help marginalized students navigate college, financial aid, resources available in the community

Goal A: Objectives

Objective #1: Build diverse community relationships and partnership to advance the implementation of culturally appropriate outreach activities that promote inclusiveness.

Objective #2: Based on feedback and understanding from members of marginalized student groups, evaluate outreach activities and make necessary changes to enhance the effectiveness of those activities.

Objective #3: Recruit and train current domestic and international students to work as culturally competent student ambassadors to help historically underserved and other prospective students navigate the college entry process and access and understand the campus resources available to support them.

Strategy

- A.1 Identify new community partners and enhance current partnerships.
- A.2 Use the Client Relationship Management (CRM) system to track events/activities and the number of students who enrolled as a result of the event.
- A.3 Disaggregate the data from these reports to identify gaps for historically marginalized groups and other groups.

Goal A: Success Metrics

- A.1 The development of new diverse community partners
- A.2 More intentional outreach events/activities that meet the needs of our diverse communities.
- A.3 Increase applications and enrollment for historically marginalized student groups.

Goal B: Peer Mentoring Strategies

Diversity programs must include opportunities for historically marginalized students to form student-based organizations to support each other and to access trained mentors.

Goal B: Objectives

Objective #1: Develop and implement specific student success strategies that allow historically marginalized students to support each other and to access trained mentors.

Strategy

- B.1 Create opportunities for 1st generation students, Men of Color Scholars, Veterans, and Latinx Leadership Institute students to connect with each other.
- B.2 Use the 2022-23 academic year to develop a mentorship program that supports historically marginalized students.
- B.3 Build and stabilize the Men of Color Scholars program and include networking and mentoring opportunities with trained mentors.

Goal B: Success Metrics

- B.1 Feedback from students related to their experiences and how they supported their success.
- B.2 A mentorship program ready to be implemented in 2023-24 academic year
- B.3 An increase in the number of Men of Color Scholars who access the program, use services, networking, and mentoring opportunities.

Goal C: Faculty Diversity Program

SBCTC must develop a model faculty diversity program aimed at retaining and recruiting diverse faculty

Goal C: Objectives

Objective #1: Develop a model faculty diversity program

Strategy

- C.1 Using the SBCTC model faculty diversity program template, work with campus constituency groups to develop and implement the program at the college.

Goal C: Success Metrics

- C.1 Completion and implementation of the Faculty Diversity Program.
- C.2 The tracking of the diversity program goals and actions and compilation of program results.

Goal D: Objectives

Objective D.1: Post terminology and student achievement data on the College's website and include in the DEI strategic plans, programs, and reports.

- D.1 Post terminology on college's [website](#).
- D.2 Consistent with the college's mission the college will share widely and on their college website a set of indicators for student achievement including but not limited

to, persistence, completion, retention and post graduation success. This data will be disaggregated (as appropriate) per NWCCU Student Success standards 1.D.2. & 1.D.3

Strategy

- D.1 The college will post on its website and include in its DEI strategic plan, program(s), and report(s), definitions for key terms.
- D.2 The college will share its student achievement data widely and on the college's website.

Goal D: Success Metrics

- D.1 DEI terminology posted on the website and usage of terminology and access of the terminology by members of the campus community.
- D.2 Student achievement data posted on the website and access to the data by members of the campus community.

Summary of DEI and Anti-Racism Accomplishments Across Campus with a focus on Student Success

At Edmonds College, we are committed to student success for all and having a diverse, equitable, and inclusive campus community. As an institution, we are intentionally working to create an educational environment that embodies institutional transformation while actively advancing success for all students. We endorse the SBCTC Equity/Diversity vision statement that calls for us to lead with racial equity to “maximize student potential and transform lives with a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.” As we move forward with advancing student success for all, we acknowledge that our diversity, equity inclusion and anti-racism work is critical to creating a space where all students and employees can aspire to reach their dreams. We acknowledge that as a community, we must come together to provide comprehensive learning opportunities and spaces, inclusive strategies, and culturally relevant resources and services that support our students’ educational goals, career aspirations, and success.

2021-22 DEI Accomplishments

- Developed a 1st Generation Men of Color Scholars Pilot Program
- Completed Black/African American, Indigenous and Latinx Students Success Recommendation Reports
- Completed Campus Climate Assessment (CCA) Survey
- Computer Accessibility for low-income students and other students
- Established the Triton Student Resource HUB, which addresses the needs of students and community members (e.g., 2-1-1 services, food pantry, emergency funding, Veterans support, career assistance)
- Faculty Development - New Faculty Orientation includes diversity, equity and anti-racist pedagogy to support creating a learning environment that supports all students
- Received the TRIO Student Support Services federal funding
- Received the NASPA First-Gen Forward designation
- Designated an AANAPISI serving institution by federal definition
- Awarded regional Head Start federal grant to continue work with low income families with children
- MESA Grant recipient in support of low income, women, or BIPOC in STEM fields.
- The Pursuit Lab, a pre-employment transition service for students with disabilities transitioning out of high school or looking for jobs/careers doubled its class size in 2021-2022
- Community collaboration with C3, Housing Hope, Latino/a Educational Training Institute (LETI), Refugee and Immigrant Services, Workforce Snohomish to provide wrap-around services, outreach, translation for the free Construction pre-Apprenticeship Program
- Offered Entrepreneur Leadership Development 7-week courses in Spanish.

- Offered Electrical Assembly in Aerospace program through the WATR Center in Spanish
- Marketing developed and purchased rainbow trident pins in support of PRIDE month for wide distribution
- All floors in the new STEM Hazel Miller Hall have All-Gender restrooms
- Engaged campus community and students on social justice matters (BLM, Stop Asian Hate, Racial Battle Fatigue, Acts Against Indigenous Children, etc.) to enhance learning and civic engagement
- Offer a Latino/a Education Training Institute (LETI) for Latinx students
- Developed a DEI and anti-racist Repository. The Repository highlights our DEI and anti-racist student success work and learning opportunities
- Received Title III Grant - to further increase student access, progression and completion with a focus on DEI
- Facilitated DEI and Antiracism Professional Development focused trainings for the campus community
- Maintain a Bias Response Team (BRT) and encourage the campus community to report all bias incidents
- Offered a number of diversity campus events: 36th Annual PowWow, MLK Day, Pride Month, Juneteenth, Listening Circles
- Faculty Development provided trauma-informed workshops, equity-minded classroom tools and strategies to promote student success (4 Connections, TILT, etc.)
- Faculty Senate offered campus wide equity and division training to support student success and approved a permanent E & I Committee
- CORA Course: Teaching Men of Color in Community College. Eight faculty and staff enrolled in this 15 hour program focused on student success and applying culturally relevant practices
- Integrated equity goals into Guided Pathways (GP) and developed a DEI-Equity-Mindedness Assessment Tool to provide guidance related to closing equity gaps and meeting goals identified in GP
- The Marketing, Outreach, PIO staff engaged with the Black, Indigenous and Latinx Student Success groups to obtain information to enhance culturally relevant outreach strategies

3 | CONCLUSION/NEXT STEPS:

The college remains committed to student success, equity, and ensuring all students have the opportunity to reach their goals and experience a sense of belonging. In addition, the college has made a commitment to assessing the climate, hiring diverse faculty, reducing barriers and striving to become an anti-racist, multicultural institution.

The college will continue to implement the requirements outlined in Policy 5194 and 5227.