

MEMORANDUM

November 18, 2020

TO:

Su a fE vi Vi i gF v
Oc be 23, 2020

1
MIG, l c.

college partners to share input and inform the 2021- 2026 Strategic Plan. This interactive event was conducted virtually using the Zoom platform.

Participants reviewed the approach and timeline for the planning process, key findings from the stakeholder interviews, Steering Committee meetings and other engagement activities, and the emerging Equity Framework. In addition, participants engaged in small group breakouts facilitated by MIG, Inc (Consultant Team) and GRC faculty and staff to do the following:

- **Review draft definition of equity** for Green River College and propose modifications as desired;
- **Address the opportunity s**

Draft Definition of Equity

Every single person has the opportunity to be successful in meeting their educational goals.

Suggested Modifications

Suggested revisions to the current equity definition.

- Every single person **individual** obtains what they need at Green River College to be successful in meeting their **personal**, educational **and career** goals.
- Every single person **receives the support and services** they need at Green River College to be successful in meeting their ~~educational~~ goals.
- Every single person obtains what they need at Green River College **when they need it** to be successful in meeting their educational goals.
- Every single person obtains what they need at Green River College to be successful in meeting their educational **and life** goals **in a supportive environment**.
- Every single person obtains ~~when~~ they need at Green River College to meet their educational goals **and to be successful in their life** .
- Every ~~single~~ person obtains what they need at Green River College to be successful in meeting their educational goals.
- Every ~~single~~ person obtains what they need at Green River College to be successful in meeting their educational goals **and their personal growth and development** .

Proposals to replace with an entirely different equity definition

- Every single person receives or has access to success regardless of their circumstances or what they walk in the door with.
- Empower every person to achieve their goals by utilizing their strengths and the support of the Green River College community.
- The college community, faculty, staff, and the community coming together to empower each other to help the students accomplish their goals.
- We meet the students where they are at in order to get them to where they want to go

Theme A: Closing the Opportunity Gap

Opportunity Statement:

People have a variety of educational needs and goals. The community that surrounds Green River College is very diverse, and many potential students will need a broad range of support services to be successful. And while programs are in place to address specific needs of low-income students, students of color, and other underserved groups, an educational gap - and subsequently, an opportunity gap - persists within these groups. For a variety of reasons, students from within these groups are less likely to achieve success in meeting their educational goals.

Discussion Prompts:

- What are the factors, if any, that contribute to the educational gap? How can we address these factors?
- What are the barriers, if any, that prevent students from achieving their educational goals? How can we address these barriers?
- What are the barriers, if any, that prevent students from achieving their educational goals? How can we address these barriers?
- How can we ensure that all students have access to the resources they need to succeed?
- What are the barriers, if any, that prevent students from achieving their educational goals? How can we address these barriers?
- How can we ensure that all students have access to the resources they need to succeed?
- Do we have the resources, if any, that prevent students from achieving their educational goals? How can we address these resources? If not, how can we address these resources?

Actions, Processes, Policies and Programs to Close the Opportunity Gap – Theme A

A shift in mindset and attitudes is needed.

- Before we change processes and procedures within the college, we need to change our own mindset; how we approach our work
- Be thoughtful in how we frame our questions; do not approach this work with a deficit mindset
- Recognize that all our students are equally capable of being successful should appropriate supports be in place based on their individual circumstance and need
- Recognize that non-traditional students bring with them life experiences that can add a rich perspective to classroom conversations.
- Honor the cultural differences we have on campus

Recognize there is a difference between equality and equity and the distinction has implications for how we function as an educational institution

- Our current mission is more about equality than equity. How do we best convey that distinction and get it across to others?
- The terms equality and equity are often used interchangeably; but they differ in important ways. Equality is typically defined as treating everyone the same and giving everyone access to the same opportunities. Meanwhile, equity refers to proportional representation (by race, class, gender, etc.) -Winston-Salem State University
- Equity is a two-way flow. A chance for the students to talk back to the institution. We need to adapt to the students who enroll at the institution .
- How do we define what equity means when not all of us have the same goals for being at Green River?
- Students get a great education at GRC but we do not do a good job with equity.

x n 0 Tw 36.e s51

Many students are unfamiliar with the college and its resources and do not know how to access the help and information they need

- Students are confused about where they can get information. Students get lost on the main campus. It is overwhelming for new students and the welcome center is gone.
- Students have a hard time finding services, or even simply knowing about the benefits hub and services that are currently in place
- Not knowing where they should go to get guidance, students do not receive the resources that they will need to be successful.
- Students should be able to walk in through one door rather than be shuffled from building to building.
- So many students don't know how things work at a college. Offer not just study skills, but insider knowledge.

Suggest revisions to the language and terminology used in the “closing the opportunity gap” statement; current draft seems to place burden on students rather than the college

- "Variety of reasons" is poorly stated. How do we come to a consensus on what those reasons are: technology skills? higher ed historically anti-black? We need consensus before we can address them.
- "We know certain type has problems," puts responsibility on the student rather than focusing on our system's shortfalls
- Avoid deficit language in our statements. How do we name barriers yet remain positive?
- "Variety of reasons" what are some specifics? Insider vs Outsider. Hidden curriculum. Obvious ones like language of syllabus template. Hidden one such as late work policies in class of how "higher ed works". Explicit and implicit policies.

Website and technology barriers

- Website is not easy to navigate – hard for students to find classes they want or need. If you do not know where to look, or don't know the right “key words”, you will not find it.
- How do we reach students who really need help using technology? They often drop from the technology courses
- How do we get SOC or low opportunity students to come to GRC when they do not have access to technology or know where to go or how to access?
- Make the webpages within the website appropriate for its pur

Early intervention is essential

- We have programs in place but there is still a gap between them and students who need help.
- An early alert program can help by enabling us to be responsive to struggling student and connecting them to support systems they can access.
- Need go beyond referral by actually connecting the student to the people who can help them, which requires reaching out to the student

Cohorts and mentor groups provide the structure and support many students need

- We know that cohorts work but we must do more to make sure that all students are plugged into a college success class that includes all the services available to them.
- The cohort program should last longer than one quarter.
- Cohorts are effective but we must find a way so students do not have to pay for the course.
- Certain groups of students have very targeted support like BAS, RS. Most students do not have access to these kinds of targeted services that meet their needs.
- Cohorts are like a small family where everyone knows each other, they can see who to ask help from, and have access to advisors.

Robust advising is needed but we need the right model for doing so.

- Help students identify their purpose for going to college. Help them identify why they are taking required classes; h

- Survey other colleges to learn what policy/process changes have worked for their students; use these lessons to determine the approaches we should take.

Theme B: Increasing Faculty and Staff Diversity

Opportunity Statement:

It is important students of color and other members of underserved groups see staff that are reflective of their communities. A diverse faculty and staff will increase the educational richness of the institution. At Green River College, the racial diversity of faculty and staff is (a)-4.8 imea(en.8 (e)10.5 (r)-

- Regard positions as belonging to the whole college to allow broader input into job announcements.
- Avoid last minute hires based on referrals as these tend to perpetuate current faculty demographics.

Overhaul the hiring process and consider best practices

- Utilize the DEHPD (Diversity and Equity in Hiring and Professional Development) 17-step framework for best practices in hiring.
- Rethink the credentials listed in required and preferred qualifications by examining them through the lens of racial equity
- Remake how internal applicants are handled by examining the process through an equity lens
- Rewrite job descriptions to avoid creating barriers for people of color who may not have worked as long in a particular capacity.
- Reconsider where to post job announcements to diversify the applicant pool ; applicant pools shift dramatically depending on how positions are advertised.
- Allow for remote, virtual interviews
- Involve a wider group beyond the immediate committee in the faculty hiring process, including students.
- Slow down all aspects of hiring to be more reflective of equity goals
- Recognize that a long two- to-three-month application process can be a barrier to entry.

Establish transparent, standardized, equity-based hiring practices that are clear and easily understood

- Develop as part of a larger college wide push for transparency, standardization, and predictability .
- Enforce rules and standard hiring practices to increase accountability and prevent rogue recruitment decisions.

Make a firm determination that this time will be different

- Acknowledge that past efforts to “walk the walk” and not just “talk the talk” on equity and hiring have not succeeded.
- Ask ourselves why this time will be different; identify the source of the problem .
-

Theme C: Creating a Welcoming Environment

Opportunity Statement:

Green River College's main campus is a beautiful and scenic academic setting. The people that new students see as well as the colors, language, symbols, landscaping, architecture, public art, and every element of the College's physical environment conveys both intentional and unintentional meanings. For students that don't have an academic tradition in their family or that are the first in their family to attend college, that setting can be often daunting and

Create a campus environment that reflects and highlights the people we serve

- Exhibit art on campus

Theme D: Connecting to Community

Opportunity Statement:

Reaching and recruiting the most underserved students from the College's service district and the surrounding areas is challenging. Often, a viable approach mentioned is for the College to engage directly with the community to understand the needs and concerns of the potential students and the broader community. Community members and local community-based organizations want to connect with the College on a personal level, but those relationships have not always been fully developed. Community connections could open new opportunities to enrich College programs and provide valuable points of entry for all students.

Discussion Prompts:

- What are the barriers to the College's ability to reach underserved students in the service district and surrounding areas?
- How can the College effectively engage with the community to understand their needs and concerns?
- How can the College become a more visible and accessible part of the community?
- What are the challenges to the College's ability to reach underserved students in the service district and surrounding areas?
- How can the College effectively engage with the community to understand their needs and concerns?
- How can the College become a more visible and accessible part of the community?

Actions, Processes, Policies and Programs to Close the Opportunity Gap – Theme D

Create an advisory committee comprised of community members where their input and the perspectives of their communities can inform the college

- Analogous to professional advisory councils established by CTE programs which are required to have clear connections with local employers.
- Engage local CBOs; reach out to those community-based organizations whose goals, missions, and community needs intersect with our own.
- Enlist representatives of these agencies to serve on the advisory committee rather than assume we can create and sustain similar community relationship on our own.

- Invite community members to be part of formal mentoring opportunities on campus.

Define which students are being underserved

- Ask whether GRC is able to assist students it recruits and what needs to change to help these students.
- Be very intentional with representing their perspective

Recognize that we are part of the global community

- The basic definition of the charge of the “community” college is to serve the community but this definition is de facto changing.
- We are serving students who are part of a global community

Theme E: Making the Connection Between the College and Local Business and Industry

Opportunity Statement:

Regional and local businesses and industries want to connect with the College but cannot always determine how to establish clear and sustainable working partnerships amidst myriad academic departments and support programs. Skilled workers are needed for a variety of businesses and industries, including logistics, cybersecurity, aerospace, health care, and many more. To be successful, students need flexibility and a range of options for pursuing these career / technical pathways.

Discussion Prompts:

- Work with local prisons to provide classes
- Participate in community-wide alliances like The Road Map Project to support educational efforts from K-12 through college to career.

Before students graduate, make sure we are doing what is necessary to get them ready for work

- Enable students to see the reality of what a career may look like.
- Establish a mentor program to help students develop business skills and establish network connections
- Offer a job shadow program so students can better envision a day in the life of people who work in the careers in which they are interested
- Change self-limiting student attitudes by expanding their expectations about the types of work they could be doing in the future; enable them to envision all their possibilities.
- Enable students to see the connections between their college courses and the careers for which they are preparing.

Provide students with multiple post -secondary educational i

-

IV. Next Steps

The perspectives of students, faculty, staff, community members and employers across the College's service area are vital to this process. All college stakeholders are invited to take a brief survey to inform the development of the Strategic Plan. The survey can be accessed here:

- <https://www.surveymonkey.com/r/WP7TXW8>

The Strategic Planning Charette on December 7, 2020 is the next college-wide event to discuss the planning progress to date, key findings from the focus groups, survey and other engagement activities, as well as the emerging Strategic Plan Framework.

g e

Green River College
Equity-Centered Strategic Visioning and Planning
Equity Visioning Forum

October 23, 2020 12:30 - 3:30

A G E N D A

12:30

Agenda review

12:40

II. Seeing the Sage - MIG Tea

Schedule discussion
Equity research

1

The Equity Fund Discussion - MIG Tea

Supporting future equity addictions
Equity research

1:00

IV. Beauty Discussion - MIG Tea

Today's Agenda . . .


- 12:30 I. Welcome and Introductions
- 12:40 II. Setting the Stage
- 12:50 III. Summary of College Community Input to Date: The Equity Forum Discussion Framework
- 1:00 IV. Break Out Discussion Groups
- 2:15 V. Presentation of Ideas from Break Out Groups
- 3:15 VI. Next Steps
- 3:30 Close . . .

The Strategic Planning Process

Phase One

Understanding the
Context

August--

A photograph of a large, ornate stage set. The set features a dark, textured background with a large, illuminated sign that reads "THE GREAT GATSBY". The sign is lit with a warm, golden light. The stage set is highly detailed, with various architectural elements and props. The overall atmosphere is dramatic and theatrical.

II. Setting the Stage

Growth and Poverty in South King County

year	1990	2000	2010
Persons of color	70,000	178,000	298,000
White	460,000	463,000	417,000

GRC Students: Completed All Credits Attempted First Year

American Indian		35
Asian		63
Black/African American		32
Hispanic		42
Pacific Islander		44
Two or more races		40
White		53
total		

III. College Community Feedback

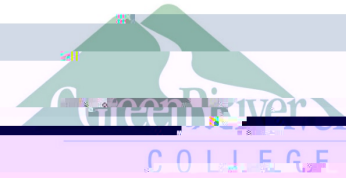
Emerging Themes and Issues

Campus Community Feedback

Completed:

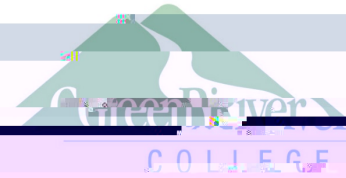
- Board of Trustees Retreat
- Steering Committee
- Executive and Administrative Retreats
- Meetings with Branch Campuses and CTE
- Interviews with Key Communities of Interest

Q1: How would you define and measure success for this planning effort?



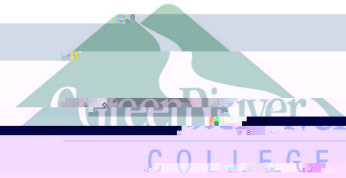
-

Q3: What are the key strengths and opportunities we can leverage in building the Plan?



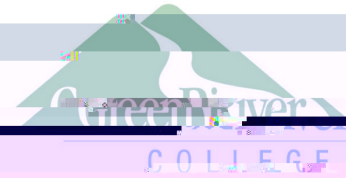
- **Strengths:** The College's people; exciting programs, initiatives to scale up; well-resourced; successful reaccreditation; excellent data team
- **Opportunities to:**
 - Strengthen the College's **identity**
 - Build **commitment to change**, authentic **dedication to equity and anti-racism**
 - Build new programs to promote **student achievement and success**
 - Better align and connect with local K-12, business and industry to expand, **strengthen pathways, pipelines and career opportunities** for diverse students
 - Tap into the **full variety of student voices**
 - Respond to the **historic moment**: foreground equity and leverage ongoing work

Q4: How can we further embed equity in the process and all aspects of our College?



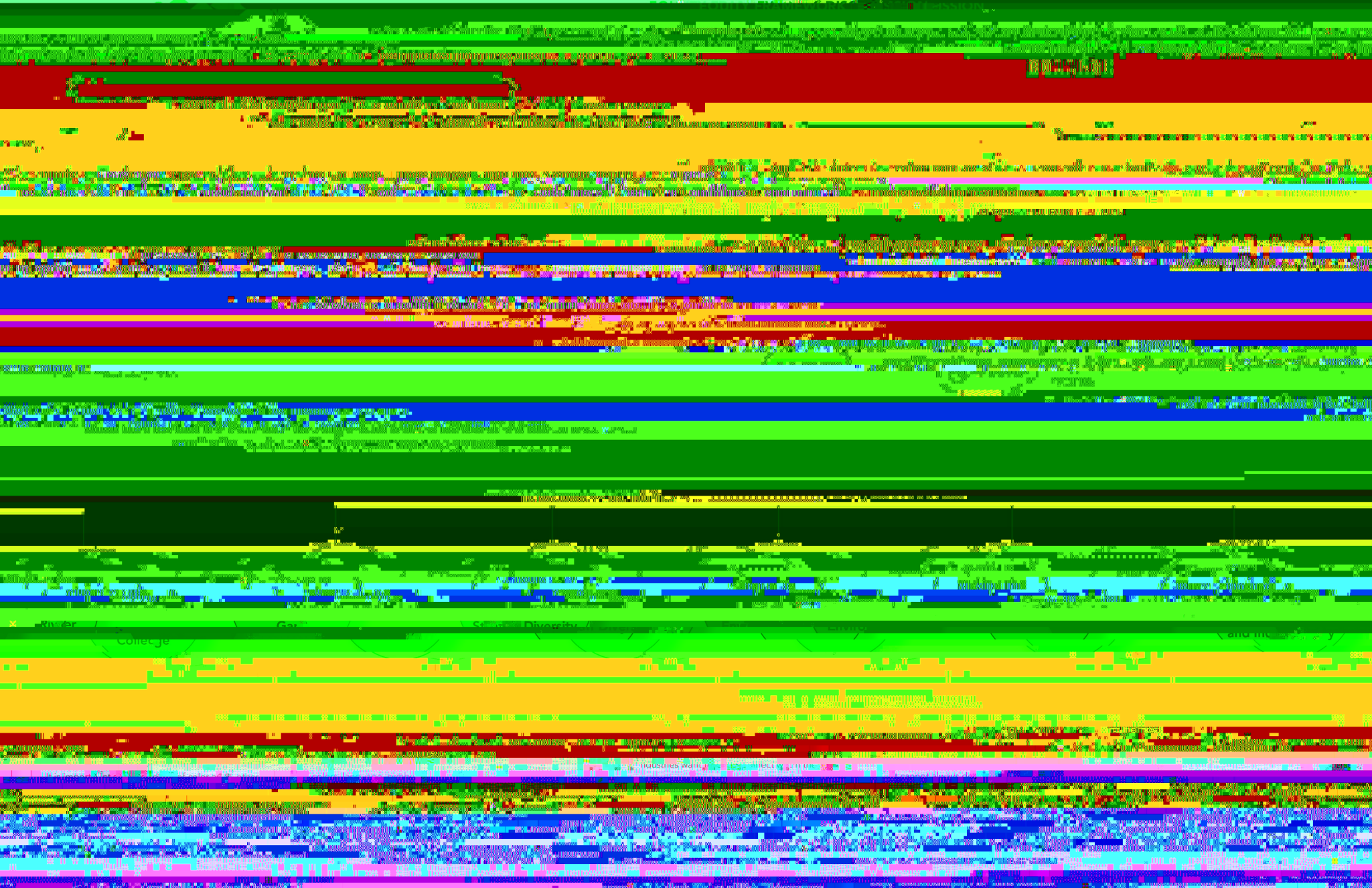
- Start with evaluating status quo processes and policies
- Add a social equity lens to everything – how to operationalize equity and evaluate success
- Expand connection to diverse communities
- Partner inclusively with cultural communities, consider cultural factors affecting student enrollment and success
- Clarify gaps, reach out to all, empower participation, ask right questions to ensure all voices, identities, experiences considered in making decisions
- Make campus more welcoming; increase staff and faculty

Q4: How can we further embed equity in the process and all aspects of our College? (continued)



- Consider services, programs and curricula to close opportunity gaps and expand career options for students
- Ease navigation into and through GRC system; remove barriers and biases to create accessibility for all
- Expand pathways into college, proactively engage with diverse families to communicate opportunities
- Ensure that all students, faculty and staff have equitable support and resources
- Provide alternative modes and access to all programs and resources.

2025 Fall





GREEN RIVER COLLEGE EQUITY FRAMEWORK DISCUSSION

As part of the Equity Forum, participants will be asked to discuss and bring specific ideas that will help create equity at Green River College. Key to that discussion will be ideas for a definition of equity. The following definition has emerged from the discussion to date:

Every single person obtains what they need at Green River College to be successful in meeting their educational goals.

The following discussion categories represent key areas of opportunity to embed equity at Green River College. These categories have emerged through early feedback from a discussion with the Board of Trustees, the Steering Committee, and a series of interviews and focus groups with members of the college community, including and staff, faculty, staff, and administration.

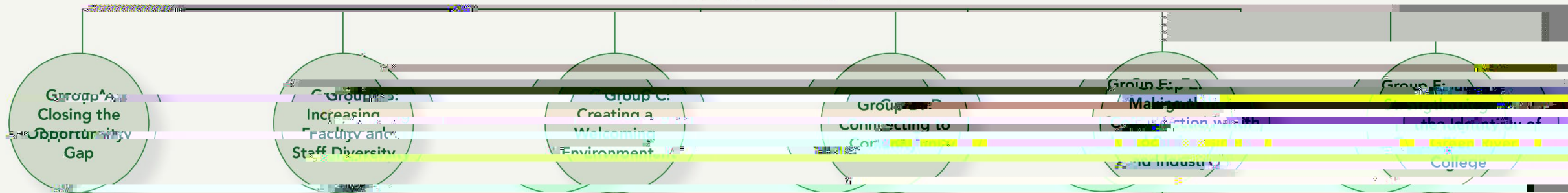
Participants in the Equity Forum will be divided into self-assigned small break-out sessions. Each session will include a facilitator, a topic, a discussion question and a recording sheet.

ACTIONS

- Review and discuss the current definition of equity at Green River College, and propose modifications as desired.
- Address the opportunity statement for the discussion by identifying specific actions, processes, policies, and programs to address the topic at hand.
- For each proposed action, identify how success will be measured: what metrics and tracking mechanisms would be used? Consider both qualitative and quantitative measures.

Every student who enrolls at Green River College to be successful in meeting their educational goals.

DISCUSSION TOPICS



STATEMENTS

People have a variety of educational needs and goals. The community that surrounds Green River College is very diverse, and many potential students will need a broad range of options in order to be successful. And while programs are in place to address specific needs of low-income students, students of color, and other underserved groups, an educational gap - and subsequently, an opportunity gap - persists within these groups. For a variety of reasons, students from within these groups are less likely to achieve success in meeting their educational goals.

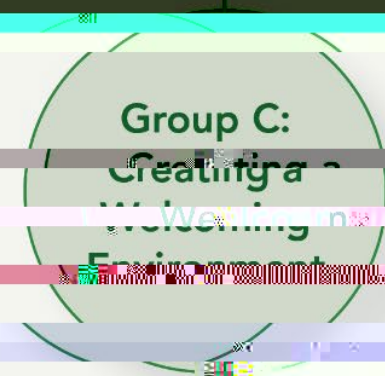
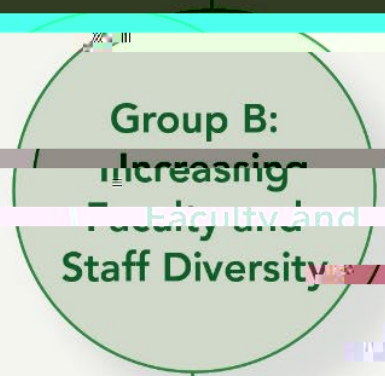
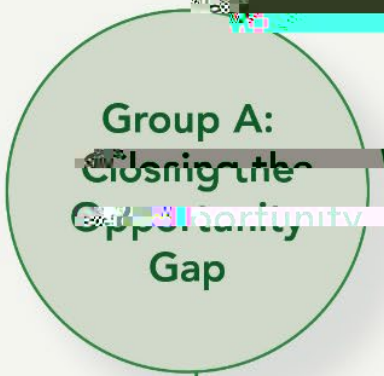
It is important to diversify the faculty and staff members of our underserved groups of students that are reflective of our local communities. A diverse faculty and staff will increase the educational richness of the institution. At Green River College, the racial diversity of faculty and staff is not as reflective of the student body, particularly as this relates to African American and Latin American students.

Green River College's physical environment and scenic academic setting: the people that new students see when they arrive on campus, the architecture, the layout, and even elements of the College's history, all convey a message. For students that don't have that message, it can be a barrier to attending and intimidating. A campus that feels welcoming to everyone will help the student and better prepare them for their educational journey.

Reaching out and recruiting the needs of underserved students from the College's services district and the surrounding areas is a challenge. It is important for the College to engage directly with the community to understand the needs and concerns of the potential students. Community organizations want to connect with the College on a personal level, but those relationships have not always been fully developed. It is important to open new opportunities to enrich College programs and provide valuable points of contact for all students.

Establishing clear and sustainable relationships with industry is a challenge. Skilled workers are needed for a variety of jobs in our community. To be successful, students need flexibility and a range of pathways.

Local community members have expressed interest in Green River College. What makes an institution successful? How can we better serve our community? How can we better serve our students?



OPPORTUNITY

People have a variety of educational needs and goals. The community that surrounds Green River College is very diverse, and many potential students will need a broad range of support services to be successful. And while programs are made to address specific needs of low-income students, students of color, and other underserved groups, an educational gap - and subsequently, an opportunity gap - persists within these groups. For these reasons, students from within these groups are less likely to achieve success in meeting their educational goals.

It is important that students of color and other members of underserved groups see staff that are reflective of their communities. A campus that is not diverse in faculty and staff is not only less welcoming to African American and Latino students,

Green River College's main campus is a beautiful and scenic academic setting. The people that new students see as well as the colors, language, symbols, architecture, public art, and every element of the college's physical environment conveys a strong message of a welcoming and inclusive environment. A campus that feels welcoming to everyone will support every student and better prepare them for their educational journey.

**Group D:
Connecting to
Community**

**Group E:
Making the
Connection with
Local Business
and Industry**

**Group F:
Strengthening
the Identity of
Green River
College**

STATEMENTS

Reaching and recruiting the most underserved students from the College's service district and the surrounding area is challenging. Often, a viable approach mentioned is for the College to engage directly with the community to understand the needs and concerns of the potential students and the broader community. Community members and local community-based organizations have not always been developed. Community connections could open new opportunities to enrich college programs and provide valuable points of

Regional and local businesses and industries want to connect with the College but cannot always. Establishing clear and sustainable working partnerships with a myriad of academic departments and support programs of businesses and industries, including

Green River College, is different and the clear

IV. Break Out Group Discussions!

V. Presentation of Ideas

Break Out Group
Summary Presentations

An aerial photograph of a large stadium under construction. The stadium is divided into several distinct colored sections: a large green section at the bottom, a blue section in the middle, and a red section at the top. A large white 'V' logo is prominently displayed in the center of the stadium. The surrounding area is a mix of green grass and brown earth.

VI. Next Steps . . .

Next Steps . . .

December 7	Strategic Plan Charrette
February	Working Groups to Develop the Strategic Plan
April	Campus Community Outreach to Review and Comment on the draft Plan
June	Board of Trustees Review and Approval

