

# Seattle Colleges Racial Equity 2023 Charge

Goal 1 (Increase the completion rate for African American, Black, Native American, First Nations, Indigenous, Latinx, Pacific Islander, and Southeast Asian students from 48% to 55% in the next three years.)

Associate Vice Presidents for Equity, Diversity, and Inclusion:  
D'Andre Fisher, M.Ed.



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# **Racial Equity 2023 Goal 1** (Increase the completion rate for African American, Black, Native American, First Nations, Indigenous, Latinx, Pacific Islander, and Southeast Asian students from 48% to 55% in the next three years.) Three areas will be focused:

## **1. Redesign and Improve Financial Aid Process**

Over Financial Investment	\$75,000-\$90,000	(Exploring Foundation Funding)
Seed funding	\$15,000	(from Operating Budget)

## **2. Initiate First-Year Experience**

Over Financial Investment	\$100,000-\$130,000	(Exploring Foundation Funding)
See funding	\$30,000	(from Operating Budget)

## **3. Project Baldwin (Men of Color Initiatives)**

Overall Financial Investment	\$1.6-\$1.9 million	(Gates Foundation commitment and state Guided Pathways funding)
Seed funding	\$30,000	(from Operating Budget)

## **4. Advisors for BIPOC Student Success (2 per campus)**

Overall Financial Investment	\$468,000	(Exploring Foundation funding)
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# Redesign and Improve Financial Aid Process

Over Financial Investment  
Seed funding

\$75,000-\$90,000  
\$15,000

(Exploring Foundation Funding)  
(from Operating Budget)

## Recommended short-term actions:

1. This process is currently being worked out with the Vice President of Student Services and as well as and the directors a financial aid on all campuses.
2. Summer meeting and planning is underway and being stewarded by President Dr. Crawford.
3. The goal is to come up with an alignment that all three campuses have outcomes and goals that support our BIPOC students.
4. Improving financially process, looking at the barriers to remove that the institution has upheld during the financial aid process.
5. Improve financial aid practices, especially student experience.
6. Gain best financial aid practices and trainings for all three campuses.



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## Advisors for BIPOC Student Success (2 per campus)

Overall Financial Investment \$468,000

(Exploring Foundation funding)

### Recommended short-term actions:

1. Met with the student services Vice President's and they are currently developing what the advisor positions will look like that best fits their area due to the organizational structures that are different at each campus.
2. A follow up meeting with the Vice Presidents of Student Services and Dr. Kurt will take place this summer. *(Meeting took place VPSS/VCASS July 21, 2021)*



## SUPPORT STUDENTS

Center our male students of color

CLARIFY  
THE PATH

HELP  
STUDENTS  
CHOOSE  
AND ENTER  
A PATH

HELP  
STUDENTS  
STAY ON  
THE PATH

ENSURE  
THAT  
STUDENTS  
ARE  
LEARNING

**Add six advisors — two per college — to our Guided Pathways student-success program.**

*Advisors will serve Black, Indigenous and other students of color broadly, including males.*



# Initiate First-Year Experience

Over Financial Investment      \$100,000-\$130,000      (Exploring Foundation Funding)  
See funding                      \$30,000                      (from Operating Budget)

## District-Wide first year committee

<b>Julie Randall</b>	<b>Title III Grant Director</b>
<b>Julius Rodriguez</b>	Pathways Navigator of EDI (North)
<b>Nick Albritton</b>	Interim Assistant Director of New Student Services (North)
<b>Zahra Alavi</b>	BST Faculty (South)
<b>Vanessa Calonzo</b>	Director of New Student Services (South)
<b>Barb Childs</b>	Exec. Director of Communication & Recruitment (District)
<b>Caroline Conley</b>	Library Faculty (North)
<b>Eric Greer</b>	Director of Advising, Transfer and Career Services (Central)
<b>Jenny Mao</b>	Counseling Faculty (North)
<b>Robin Mueller</b>	Career Advisor (Central)
<b>Sharon Spence-Wilcox</b>	Library Faculty (Central)
<b>Vesal Mahanian</b>	Title III Program Specialist

# FYE Learning Outcomes

Topic	Finalized Outcomes (7/19)
Financial Planning	Students will develop a financial plan that aligns with students' educational goals.
Financial Literacy	Students will be provided with and utilize tools to make fully informed financial decisions to support their education.
Academic Planning	Students will complete a program appropriate college-level English and Math credit within one year of college level enrollment (or by 45 college credits for PT students).
	Students will provide an informed confirmation of their program of study before or by the end of their second quarter.
	All students will create an EdPlan with their Advisor by *end of their second quarter (30 college credits).
Sense of Belonging and Community	Students will increase their sense of belonging and validation on campus through peer connection, connections with mentors and role models, and active engagement with resources.
	Students will identify and engage in campus life and community building experiences that develop, sustain, and value intersectional self-identity.

# FYE Learning Outcomes continue...

<b>Learning Strategies</b>	Students will recognize and strengthen adaptive learning strategies.
<b>Navigation</b>	Students move from interest, to enrollment, through the first year supported by clearly defined steps and points of contact.
<b>Digital Literacy</b>	Students know how to use college-sponsored technology and communication tools in their first quarter.
<b>Information Literacy</b>	Students will be able to search library sources and are aware of what resources and services the library can provide.
	Students will be clear on what plagiarism is and its code of conduct implications.
<b>Career and Program of Study Exploration</b>	Students will engage in structured career exploration activities and thereby make a well-informed choice of program of study by the second quarter.

# Seattle Colleges: Project Baldwin

“Not everything that is faced can be changed, but nothing can be changed until it is faced.” — James Baldwin





# Seattle Colleges: Project Baldwin

## PROJECT BALDWIN

SEATTLE COLLEGES  
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*Mentoring Program*

**“Grouping students together, letting them develop friendships, is a powerful antidote to isolation. It’s those psychosocial things, the sense of belonging. These things can be barriers. Once we knock those down and they can focus on learning, we see that this really works.”**

**Joe Lott, Ph.D., Associate Professor, UW  
Founding Director, UW Brotherhood Initiative**

June 1, 2021  
**The Seattle Times**

**Men of color often find college isolating. UW's Brotherhood Initiative wants to change that.**



## PROJECT BALDWIN

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**Equity 2023 Goal 2:** Increase the diversity makeup among faculty and administrative staff by achieving **50% hires** of faculty and administrators of color that reflect student body demographics with all new and open positions in the next **three years**.

**Recommended short-term actions:**

1. Hiring practices - train Hiring Authorities, Search Chairs, and Search Committees to recruit and build the pool of applicants to reflect the demographics of our students and community, review job requirements to screen in candidates.
2. Expand and offer Inclusion Advocate and implicit bias training to more employees with a focus on training for specific search committee roles, e.g., Search Committee Chairs, Members, and Hiring Authorities.
3. Focus on increasing retention of BIPOC employees to include onboarding, mentoring, professional development opportunities, and Affinity Groups.



**Equity 2023 Goal 3:** Develop and implement **mandatory anti-bias** and **anti-racist** training for **all non-teaching staff**; work with AFT-Seattle to develop and offer professional development workshops on **bias-free teaching and learning** for **all faculty** in the **next three years**.

**Recommended short-term actions:**

1. Fund and support District Equity Institute to expand anti-bias anti-racist training for all employees. In order to be completed in the short term, budget outlay of \$12,000 per training is needed: if we offer for 3 quarters/year = \$36,000, and if 4 quarters/year = \$48,000. Faculty stipends for faculty are also needed to assist in this lift and to more broadly scale it across District. *(Seattle colleges equity capacity building Institute)*
2. Support existing FDIC (Faculty Diversity and Inclusion Committee) training for faculty hiring to increase number of faculty to reflect student demographics.

# Required Actions:

- Currently underway- working with leadership to identify leads and members to sit on an (Accountability Workgroup Committee) for each of the three Equity 2023 Goals.
- Accountability Workgroup Committee meetings convene to address the recommended short-term actions.
- Request input and feedback from the Seattle Colleges District-wide Equity Council. (Membership made up of campus champions of equity, all leadership levels, unions representation, community voices, and BIPOC centered faculty, staff and most importantly STUDENTS).
- Alignment of the Seattle Colleges Equity 2023 Charge and Seattle Colleges Equity, Diversity, Inclusion, and Community Plan 2020-2023. *(Stewarded by the AVP's of EDI and college community members )*
- Present update to the Strategic Planning Subcommittee: **Friday, April 30<sup>th</sup>**
- Present Equity 2023 as a first reading during the May Board meeting: **Thursday, May 13<sup>th</sup>**
- Request Board for adoption of the Equity 2023 Goals during the June Board meeting: **Thursday, June 10<sup>th</sup>**.



# EDI bills that passed Legislature in 2021 session

Bills aligned with the Equity 2023 work group meeting. Both of provide strong direction of equity, diversity and inclusion for students, faculty and staff on two and four-year college campuses.

Seattle Colleges supported passage of both of them and we communicated that during the Legislative session in writing and with online verbal testimony delivered on two separate occasions by Dr. Rosie Rimando-Chareunsap, President of South Seattle College, and Dr. Sayumi Irey, Vice President of Instruction at South Seattle College and Executive Director of the Social Justice Institute.



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# EDI bills that passed Legislature in 2021 session

- **Brief Summary of Engrossed Second Substitute Bill 5194**
- Consists of 5 key elements:
  - DEI strategic plans.
  - Full implementation of Guided Pathways.
  - Addition of full-time faculty positions.
  - Creation of a mental health pilot program.
  - Minimum hiring standards for faculty counselors.
  -
- Beginning July 30, 2022 and every 2 years thereafter, all CTCS must submit **DEI strategic plans** to SBCTC.
  - Diversity programs must include opportunities for historically marginalized students to form student-based organizations to support each other and to access trained mentors.
  - Each college must establish a culturally appropriate outreach program to help marginalized students navigate college, financial aid, resources available in the community etc.
  - SBCTC must develop a model faculty diversity program aimed at retaining and recruiting diverse faculty.
  - Each college shall post DEI strategic plans and definitions of key terms on their website.



# EDI bills that passed Legislature in 2021 session

- Subject to funding, CTCs must fully implement **Guided Pathways** to include:
  - Program maps, dedicated advising and career counseling, data analysis of student learning and program/service outcomes, \* and a student support infrastructure, based on research or documented evidence of success\*\*
  - The Washington State Institute for Public Policy, with WEIA accountability and oversight board, will evaluate the guided pathways model.
    - To the greatest extent possible, the report will look early student outcomes related to retention, persistence, college-level English/math completion within the first year, graduation rates and transfer rates. \*\*\*
    - WSIPP will submit a preliminary report Dec. 15, 2023 and a final report Dec. 15, 2029.
- Legislature's goal is to add 200 **full-time, tenure-track positions** in the 2021-2023 biennium, subject to appropriation.
  - House amendment would make this subject to appropriation rather than within existing resources.
  - By Dec. 15, 2023, SBCTC must report on outcomes of increasing full-time faculty positions and next steps forward. \*\*\*\*





# EDI bills that passed Legislature in 2021 session

- SBCTC shall administer a **mental health pilot program** (subject to appropriation), with at least half of the colleges being outside the Puget Sound area. Selected colleges will receive grants to implement strategies aimed at increasing student access to mental health counseling and services, including substance use disorders.
  - Selected pilot colleges that use grant funds to hire more mental health counselors must hire counselors with graduate-level training.
  - Nov, 1, 2023 – a joint report is due to the Legislature.
    - The report must include information and data on the effectiveness (including cost effectiveness) of each strategy used to increase student access to counseling and services.  
\*\*\*\*\*
- Beginning Sept. 1, 2021, SBCTC shall adopt rules regarding the **minimum hiring standards for a faculty counselor**. At a minimum:
  - A graduate or professional degree in a related field.
  - Completion of appropriate graduate coursework.
  - Standards established by SBCTC.



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# EDI bills that passed Legislature in 2021 session

\*\*\*\* Under full-time faculty positions: “The college board must collect data and assess the impact of the 200 additional full-time tenure-track faculty on student completion rates. The college board must convene representatives of faculty, staff, and administration to report on outcomes as a result of increasing full-time tenure-track faculty. In consultation with representatives of faculty, staff, and administration, the college board must make recommendations about future steps to increase full time tenure-track faculty that incorporate faculty diversity and historically underserved communities. The college board must report the results of its assessment, along with next step recommendations, 20 to the legislature by December 15, 2023.”

\*\*\*\*\* Under mental health pilot programs: “Information and data on the effectiveness, including cost-effectiveness, of each strategy used to increase student access to mental health counseling and services, including substance use disorder counseling and services, such as the number of additional students served, reduced wait times for counseling appointments, or other data that reflects expanded access.”



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# EDI bills that passed Legislature in 2021 session

- **Brief Summary of Engrossed Second Substitute Bill 5227**
- All colleges must do 4 things:
- **Provide DEI and anti-racism professional development**
- Beginning 2022-23 academic year, provide DEI and anti-racism professional development for faculty and staff
- Create an evaluation for the professional development participants and share results with SBCTC.
- Each institution must develop a goal that at least 80 percent of their total faculty and staff (new and regular employees/faculty alike) complete the professional development program every two years. Beginning in 2022-23 year, all new full-time and part-time faculty and staff must complete the program.
- Beginning in 2024-25, 35 percent of tenured faculty and 35 percent of administrators must complete the program every two years, regardless if they are full-time or part-time.
- **Conduct campus climate assessments**
- Institutions must conduct a campus climate assessment to understand the current state of diversity, equity, and inclusion in the learning, working, and living environment on campus for students, faculty, and staff.
  - The assessment should occur every 5 years.
  - SBCTC shall develop a model campus climate assessment which colleges could use or modify.
  - Between campus climate assessments, colleges must conduct annual listening and feedback sessions on DEI.
  - Progress reports on assessments and listening/feedback tours are due to SBCTC by July 1, 2022.



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# Report back to the Legislature

- **DEI and antiracism programs for students**
- **Beginning in the 2024-25 academic year**, provide DEI and antiracism programs to all students.
- Create an evaluation for program participants.
- 
- **Report back to the Legislature**
- By **Dec. 31, 2024**, SBCTC must report to the Legislature on colleges' **professional development programs** and on their **campus climate assessments**.
- By **Dec. 31, 2026**, SBCTC must report to the Legislature on colleges' **student DEI programs**.
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## 2021-23 Biennial Budget Community & Technical College System New Policy Investments Quick Screen-Shot Capture.

2021-23 Biennial Budget									
Community & Technical College System									
<i>Including State General Fund, Education Legacy Account and Workforce Education Investment Account</i>									
<i>Dollars in Thousands</i>									
	SBCTC	Governor	Senate	House	Conference	Difference from Senate		Difference from House	
Budget Items	Biennial Total	Biennial Total	Biennial Total	Biennial Total	Biennial Total	Dollars	%	Dollars	%
<b>Compensation Items</b>			-			-		-	
Compensation Items Subtotal	0	(109,348)	(2,428)	(756)	7,079	9,507		7,835	
						-		-	
<b>New Policy Investments</b>						-		-	
Equitable Recovery - Anti-Racist Curriculum Review	15,545	17,500	0	1,500	1,500	1,500		-	
Equitable Recovery - Virtual Technology Improvements	30,606	5,800	0	5,800	0	-		(5,800)	
Workforce Development - Job Skills	10,000	10,000	10,000	10,000	10,000	-		-	
Workforce Development - Worker Retraining	3,895	0	0	0	0	-		-	
Workforce Development - High Demand	12,213	2,000	2,000	2,000	2,000	-		-	
Workforce Development - Career Launch		2,000	2,000	2,000	2,000	-		-	
Guided Pathways - Additional Funding			15,876	15,876	15,876	-		-	
SB 5194 - Equity & Access in Higher Ed (\$ from WEIA)			15,848	0	15,848	-		15,848	
SB 5227 Diversity/Higher Education			3,325	0	3,167	(158)		3,167	
Running Start Data			20	0	10	(10)		10	
Emergency Assistance Grants (1893)				14,000	8,000	8,000		(6,000)	
Mental Health Pilot Programs				1,850	0	-		(1,850)	
Students Experiencing Homelessness				1,032	1,032	1,032		-	
Menstrual Products				700	350	350		(350)	
Postsecondary Ed and Internet				107	107	107		-	
<b>Subtotal</b>	<b>72,259</b>	<b>(72,048)</b>	<b>46,641</b>	<b>54,109</b>	<b>67,172</b>	20,531	44%	13,063	24%
<b>2021-23 Total Proposed Budget</b>	<b>1,914,920</b>	<b>1,768,533</b>	<b>1,876,121</b>	<b>1,876,613</b>	<b>1,889,676</b>	13,555	1%	13,063	1%

## Washington Initiative 200, Affirmative Action Initiative (1998)

- **Washington Initiative 200**, was on the [November 3, 1998, ballot](#) in [Washington](#) as an [Initiative to the Legislature](#), where it was **approved**. The measure prohibited public institutions from discriminating or granting preferential treatment based on race, sex, color, ethnicity or national origin in the areas of public education, public employment, and public contracting.<sup>[1]</sup>
- The Washington Supreme Court has interpreted I-200 as prohibiting "reverse discrimination where race or gender is used by [the] government to select a less qualified applicant over a more qualified applicant." The Washington Attorney General [Bob Ferguson](#) issued an opinion in 2017 stating, "I-200 does not prohibit all race- and sex-conscious measures. Rather, it prohibits only measures that have the effect of elevating less qualified contractors over more qualified contractors."<sup>[2]</sup>

### Aftermath

- [Initiative 1000](#) was an initiative to the legislature in 2019 and was approved by the legislature on April 28, 2019. Initiative 1000 was designed to alter Initiative 200. A veto referendum—[Referendum 88](#)—was put on the ballot, however, through a signature petition drive by opponents of Initiative 1000 to let voters decide whether to approve or reject the measure. On November 5, 2019, voters rejected Initiative 1000.
- Initiative 1000 would have explicitly allowed the state of Washington to implement affirmative action laws and policies while continuing to ban discrimination and preferential treatment. It also would have defined preferential treatment and affirmative action so that banning one and allowing the other would be compatible.
- I-200 banned discrimination and preferential treatment based on the following characteristics:
- Race, Sex, Color, Ethnicity, National origin, Age

### **I-1000 would have added the following characteristics to the law:**

- Sexual orientation
- The presence of any sensory, mental, or physical disability
- Honorably discharged veteran or military status

**I-1000 also would have allowed the state to "remedy discrimination against, or under-representation of, disadvantaged groups as documented in a valid disparity study or proven in a court of law."**



# We Appreciate Your Time, Any Questions, Comments, Thoughts, Feedback?

**“When a system of oppression has become  
institutionalized, it is unnecessary for  
individuals to be oppressive.”**

*Florence Henderson  
Attorney, Radical Black Feminist Theorist and Activist*



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# Land and Labor Acknowledgement

Today we recognize and honor the original occupants and stewards of the land where we now gather virtually. Many of us are joining this meeting from lands that are the traditional home of the Coast Salish people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

Today, we honor the survival, the adaptations, the forced assimilation, and the resilience and creativity of Native peoples – past, present, and future. We encourage participants to consider their responsibilities to the people and land, both here and elsewhere, and to stand in solidarity with Native, Indigenous, and First Nations People, and their sovereignty, cultural heritage, and lives.

We recognize that enslaved and indentured peoples were forced into unpaid and underpaid labor in the construction of this country, state and city.

To the people who contributed this immeasurable work and their descendants, we acknowledge our/their indelible mark on the space in which we gather today.

It is our collective responsibility to critically interrogate these histories, to repair harm, and to honor, protect, and sustain this land.

**Request Seattle Colleges' to fully adopt 2019 SBCTC System Vision Statement.**

*“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”*

2019 SBCTC System Vision Statement, Sept 25, 2019,

Washington State Board for Community and Technical Colleges (SBCTC)



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At Seattle Colleges, in order to fully adopt and implement the SBCTC Vision Statement—to lead with racial equity—we must commit to continued development and adoption of our common understanding of equity as racial equity, diversity, and inclusion, and create institutional actions necessary to dismantle inequities within the system.

Which provides the framing and foundation for the Seattle Colleges Equity 2023 Charge and Seattle Colleges Equity, Diversity, Inclusion, and Community Plan 2020-2023.

*Combating institutionalized racism and achieving the strategic goals of 1) Student Success and 2) Equity, Diversity, and Inclusion is an urgent moral and social justice imperative for Seattle Colleges.*

*It is mission-critical work. Towards that vision, Equity 2023 sets in motion an intermediate organizational plan to focus planning and action that aligns with the Seattle Colleges Equity, Diversity, Inclusion, and Community Plan 2020-2023.*



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