2022

TACOMA COMMUNITY COLLEGE

EDI STRATEGIC PLAN

PREPARED BY :

Roderick Morrison
Vice President for Equity,
Diversity and Inclusion

(253) 566-5221

edi@tacomacc.edu

1 | TACOMA COMMUNITY COLLEGE EDI 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).

Core Theme 1 of Tacoma Community College's 2020-2025 Strategic Plan is "Advancing Equity, Diversity, and Inclusion." This EDI Plan will serve as an expansion of the first core theme of our institutional strategic plan and also discuss how the goals of the plan align with our institutional values as well as

2 | DEI STRATEGIC PLAN TEMPLATE:

Tacoma Community College mission statement: As the community's college, we create meaningful learning, advance equity, and strengthen student and community success.

Office of Equity, Diversity, and Inclusion's mission statement: The Office of Equity, Diversity, and Inclusion partners with students, employees, and community members to challenge institutional oppression and develop innovative anti-racist practices that foster an inclusive and welcoming space for all.

Tacoma Community College vision: We are a premier community college where all students, faculty, staff, and community members are welcomed, appreciated, and valued. We engage students where they are, leading to equitable opportunities for success in learning, life and work. We foster vibrant, productive partnerships that benefit our students and strengthen our community.

<u>Tacoma Community College core values:</u>

Community – We respect the lived experiences of all individuals, value the interconnectedness of campus, local and global communities, and seek collective action that creates lasting equitable impact.

Responsibility – We lead by example through the practice of environmental, institutional, and personal sustainability. We are dedicated stewards of student success and our environment, and we care for each other.

I**ntegrity** – We practice inclusion, honesty, transparency, compassion, and follow-through in everything we do.

Equity, Diversity, and Inclusion – We recognize historic inequities and empower our community to challenge and overcome systemic barriers to create a campus and society where all people can be their authentic selves and are welcomed, heard, known, represented, and successful.

Agility – We remain flexible, pro-active, innovative, and curious in order to increase access and success. We practice constant collaboration among groups, encourage cross-pollination of ideas, admit when we are wrong, and value learning new things.

Excellence – We empower all people to be their best selves every day so we can ensure relevance and quality in our academic and personal development.

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

In developing TCC's EDI strategic plan we looked at our 2020-2025 strategic plan to ensure this plan aligned with our institutional vision and objectives. We also utilized the data from our 2019 campus climate survey to ensure we were focusing our objectives on spaces that have been identified as needing attention or focus. We utilized input from students and employees via engagement circles and interpersonal conversations to help us identify our objectives. We are also building upon several strategic initiatives that we have already begun and hope to optimize with the direction of this strategic plan.

C. DEI Definitions:

Anti-racist action – Action that seeks to dismantle individual, systemic, and institutionalized practices of racism. It also identifies and confronts racist ideologies which manifest overtly and covertly in institutions, conversations, curriculum, and organizational structures. (Kendi, 2019)

Diversity - Includes all the ways in which people differ and encompasses all the characteristics that make one individual or group distinct from another. It is all-inclusive and recognizes everyone and every group as valued. A broad definition includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values. It is important to note that many activists and thinkers critique diversity alone as a strategy. For instance, Baltimore Racial Justice Action states: "Diversity is silent on the subject of equity. In an anti-oppression context, therefore, the issue is not diversity, but rather equity. Often when people talk about diversity, they are thinking only of the 'non-dominant' groups." (Racial Equity Tools, n.d.)

Ethnicity – A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geography.

Equity – Fairness and justice in the way people are treated. As opposed to equality, which focuses on treating everyone the same, equity recognizes that people face different circumstances and obstacles and must be treated accordingly. The process of achieving equity is continuous and iterative and requires that institutions identify and address systemic barriers faced by members of nondominant groups.

Historically marginalized groups – Historically marginalized communities are groups who have been relegated to the edges of society. Many groups were (and some continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities can include people of color, women, LGBTQ+, low-income individuals, prisoners, the disabled, senior citizens, and many more. Many of these communities were ignored or misrepresented in traditional historical sources. (2018)

Inclusion – The practice and/or policy of providing equitable access to opportunities and resources for systemically nondominant and marginalized people.

Low-income communities – Generally, a Low-Income Community (LIC) is defined by the U.S. Department of the Treasury as a census tract with a poverty rate of at least 20 percent or a median family income 80 percent or less than the area it is benchmarked against (metropolitan area for metropolitan tracts, state for rural tracts). (Benzow et al., 2022)

Marginalization – The systemic, institutional, and/or interpersonal minimalization of a person, group, or concept as insignificant or peripheral.

Oppression – A system that maintains advantage and disadvantage based on social group memberships and operates intentionally and unintentionally, on individual, institutional, and systemic levels.

Segregation – The systematic separation of people into racial or ethnic groups in daily life, educational systems, geographic areas, and other institutional contexts.

White supremacy culture – An artificial, historically constructed culture which expresses, justifies and connects the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system. (Jones & Okun, 2001)

GOALS, OBJECTIVES, AND SUCCESS METRICS

A. **Goal A:** Take tangible and transformative steps towards becoming an anti-racist institution

B. **Goal B:** Continue to foster a college community that prioritizes inclusion and belonging

C. **Goal C:** Educate and support our college community in increasing competencies around equity, diversity, inclusion, and anti-racism

A. **Goal A:** Take tangible and transformative steps towards becoming an anti-racist institution

Goal A: Objectives

Objective A.1 Develop and deliver anti-racist training to entire college community.

Objective A.2 Provide educational materials to college community centering around anti-racism and how to be an effective contributor to becoming an anti-racist institution.

Goal A: Success Metrics

Success Metric A.1 – High completion rate and positive qualitative data from feedback forms.

Success Metric A.2 – The Office of Equity, Diversity and Inclusion will facilitate conversations and engagement circles to gauge our progress in transforming into an anti-racist institution.

B. Goal B: Continue to foster a college community that cultivates inclusion and belonging

Goal B: Objectives

Objective B.1 Place dedicated effort and resources into cultivating an OEDI space that is inclusive and contributes to a culture of belonging at TCC.

Objective B.2 Celebrate and engage those who work and learn on our campus as well as those who live in our community.

Objective B.3 Provide professional development opportunities for TCC community to intentionally display an investment in the advancement of all community members.

Goal B: Success Metrics

Success Metric B.1 Measures by how many "EDI report outs" and other EDI related events, trainings and gatherings we have in this space as well as how many people frequent this space in hopes of getting support or building community.

Success Metric B.2 Events and acknowledgments of commemorative occasions

Success Metric B.3 participation in PD events as well as qualitative data from feedback forms.

C. Goal C: Educate and support our college community in increasing competencies and awareness around equity, diversity, inclusion, and anti-racism and promote institutional responsibility and action to dismantle white supremacists systems.
Goal C: Objectives
Objective C.1 Develop a shared understanding and common language that reflects our commitment to highlighting, disrupting, and ending systems of oppression.

Objective C.2 Promote college wide engagement and reduce inequity and segregation among students, staff, and faculty, with an intentional focus on historically marginalized groups.

Goal C: Success Metrics

Success Metric C.1 we as a college community will continue to integrate these terms into our daily work and foster conversations around how a practical understanding of terms will contribute to transforming our culture to one of equity and belonging. This will be measured by improved responses in our campus climate assessment.

Success Metric C.2 Participation in our college wide EDI book discussion as well as EDI learning moments and engagement in our Equity, Diversity and Inclusion Council are some metrics we will use to measure success.

CONCLUSION

This plan will serve as a living breathing document to guide the EDI efforts and initiatives at Tacoma Community College. It is critical that we are undergoing constant assessment of the work we are engaging in to ensure it is effective and actively supporting marginalized and historically targeted communities. With the above mentioned objectives as well as those priorities listed in SB 5194 and 5227 we will continue striving towards fostering a culture that values diversity and belonging and operates with equity as our primary guide.

Roderick Morrison, J.D. (he/him/his)

Vice President for Equity, Diversity, and Inclusion

(253) 566-5221

EDI@Tacomacc.edu

**Office of
Equity, Diversity and Inclusion**
TACOMA COMMUNITY COLLEGE