**FACTC Fall Retreat/meeting at Dumas Bay**

**October 6-8, 2017**

**Retreat: Diversity, Inclusion and Equity**

* In attendance: Faculty from across the state
* Facilitated by
  + Soraya Cardenas, Cascadia
    - Finding out starting point
    - Student panel
    - Telling our stories: when was a time you felt that you had been treated unfairly
  + Debra Jenkins, Clark College
    - Bridging out Developmental Selves to the Work of Dismantling Power, Privilege and Inequity as Strategies for Enhancing Institutional Climate and Organizational Change
      * Katz Teacher Development Stages
      * Developmental Framework Reflection
      * Start where you are, but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms – HR Milner, IV
    - Things to think about
      * Typical guidelines for workplace meetings that increase inequities
        + “I” statements not universally valued
        + “Challenge ideas not people” – for some, the loudest has the floor
        + Robert’s Rules of order: 1886 by/for white men
      * The oppressed sees oppression in oppressor and selves
      * Shift the center by utilizing various repertoires of engagement to allow people to be their true, authentic selves
  + Critical Moments, Diane Gillespie, UW, Emeritus Prof and Tina Young, Interim Chief Diversity & Equity Officer, SCC
    - Work based on grants and intensive support, facilitation in mid 90s
    - Various faculty at retreat interested in using materials and perhaps writing more
    - Dianne not sure all are relevant to today
    - Critical Moments are stories of successful students…and stories are of ‘critical’ moments or hard times

**Fall Meeting summary**

**Jennifer Whetham’s report**

* THIS YEAR
  + SBCTC & WACTC organized around 5 priorities:
    - Enrollment
    - Completions
    - Equity
    - Advocacy
    - CTC Link
* CTC Link
  + New Director, Jan Yoshimura, moving forward based on what has been done, learned and who was doing the work
* Enrollment
  + Serious issue all over the state
  + Now the system is below enrollment targets set by the legislature, and no longer a college by college problem
  + Creates problems with requesting funds from legislature, transfers with 4 year colleges, allocation model
  + Long term problem
  + Not a time for colleges to take money from each other, but to partner
  + WACTC task force in place
* Completions
  + 30% completion rate – refers to 1st time students who want to complete a degree
  + 3 areas must be considered: academic transfer, workforce, ABE
  + Those who complete a credential are more successful long term than those who do not
    - Ie. Automotive student who gets a job before completion
* Advocacy
  + How to talk to legislators
  + Must emphasize
    - How we help students
    - How they are seen in communities
    - How they model
  + Funding
    - Must look to other income sources beside legilature
* Guided Pathways
  + Solution to some issues?
  + Embedded in completion, equity, enrollment
* EQUITY Gaps
  + Cannot fulfill enrollment & completion with equity gaps
  + WA State is ambitious
    - Closing equity gaps to influence enrollments and completion is a priority
    - Watched by other states