

Appendix A: Meeting Materials



Green River College Equity-Centered Strategic Visioning and Planning

Steering Committee Meeting #1

September 29, 2020 ~ 1:00 pm – 4:00 pm

A G E N D A

- | | |
|-----------|---|
| 1:00 p.m. | I. Welcome and Introductions - Steering Committee Co-Chairs <ul style="list-style-type: none">▪ Agenda overview |
| 1:20 | II. Project Overview – MIG Team <ul style="list-style-type: none">▪ Strategic planning purpose▪ Expectations and desired outcomes▪ Proposed process and activities |
| 2:00 | III. Understanding the Context – MIG Team <ul style="list-style-type: none">▪ Small group breakout discussions▪ Report-outs <p style="margin-left: 40px;">Discussion Questions:</p> <ol style="list-style-type: none">1. How would you define and measure success for this planning effort?2. What do you perceive as the greatest issues and challenges associated with developing the GRC Strategic Plan?3. What are the key strengths and opportunities we can leverage in building the Plan?4. How can we further embed equity in the process and all aspects of our College?5. Focus Group Input: What voices do we want to hear from and how can we connect with them? |
| 3:20 | IV. Proposed Approach for Equity Visioning Forum - MIG Team |
| 3:45 | V. Next Steps – Steering Committee Co-Chairs <ul style="list-style-type: none">▪ Next Steering Committee Meeting Oct 19th 2:00 – 4:00 p.m.▪ Environmental scan: preliminary results▪ Agenda for Equity Visioning Forum |
| 4:00 p.m. | Close |



Equity-Centered Strategic Visioning and Planning Steering Committee Meeting #1

September 29, 2020



Agenda

- I. Welcome and Introductions
- II. Project Overview
- III. Understanding the Context
- IV. Proposed Approach for Equity Visioning Forum
- V. Next Steps







LEAD STAFF



Daniel Iacofano, PhD



Jamillah Jordan



Kate Joncas

“MIG is wonderful to work with and are especially effective as facilitators... They really listen to people... and keep things moving along towards consensus.

~ Nancy Kays, MTP Project Coordinator, Sacramento Area Council of Governments



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SUPPORT STAFF



Lou Hexter



Maria Mayer



Noé Noyola

Selected MIG Community College Clients



- Spokane Higher Education Park
- Educational Corridor Plan, Coeur d'Alene
- South Orange County Community College District
- Citrus College
- Colorado Mountain College
- College of Western Idaho
- California Community College (System-Wide Strategic Plan)
- Pasadena City College
- Los Rios Community College District
- San Mateo Community College District
- West Valley/Mission Community College District
- City College of San Francisco
- West Los Angeles Community College District
- Peralta Community College District
- Contra Costa Community College District
- Solano Community College District
- Cerritos Community College District

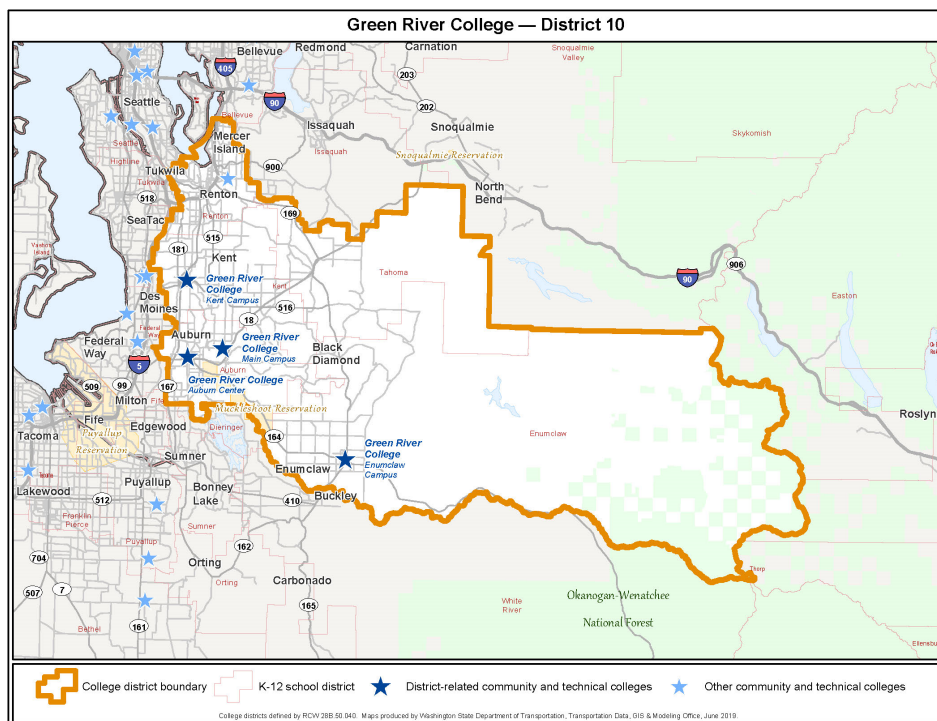
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The Rationale for Planning...



- Respond to the dynamic and ever-changing needs of the people served by Green River College.
- Ensure engagement, creation and ownership of the Strategic Plan by the Green River College Community.

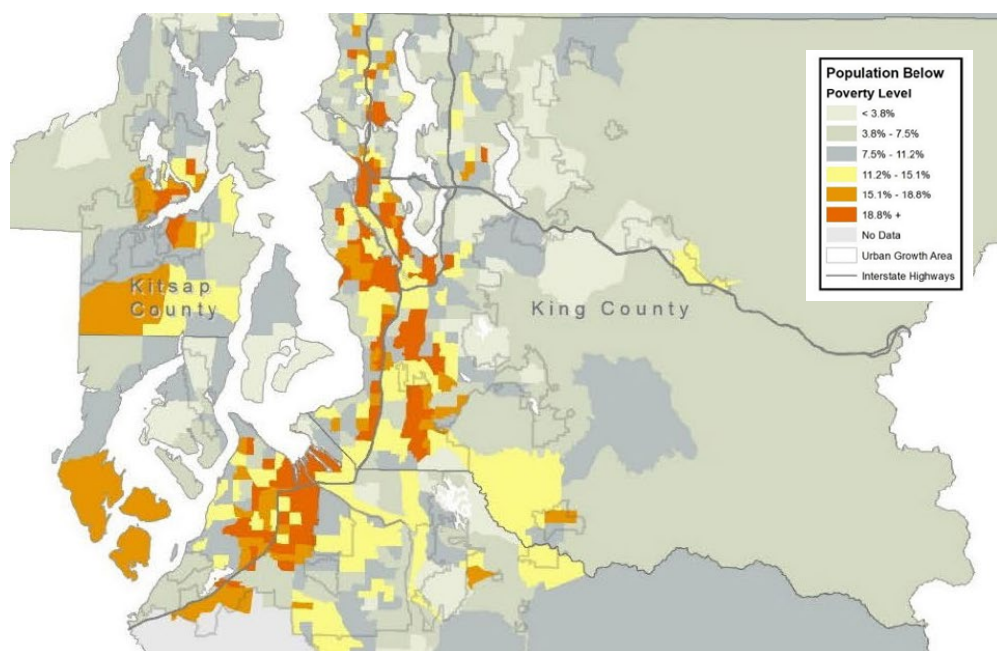
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Green River College District

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Low Income Population: Central Puget Sound 2012 – 2016



Issues, Challenges and Opportunities

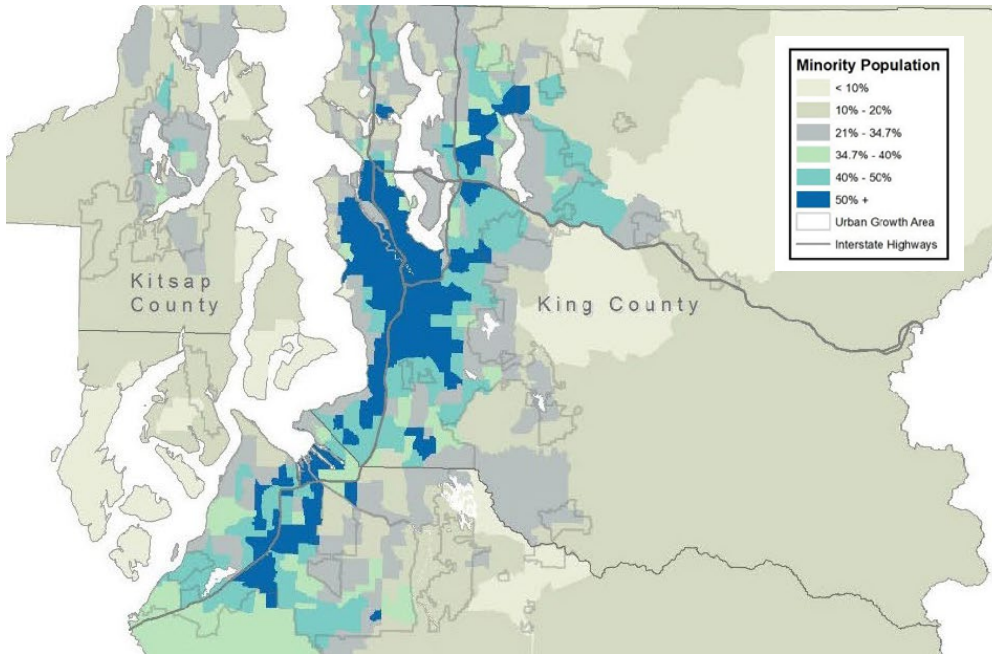
Central Puget Sound Demographic Profile October 2018 PSRC

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Minority Population: Central Puget Sound 2012 – 2016 PSRC

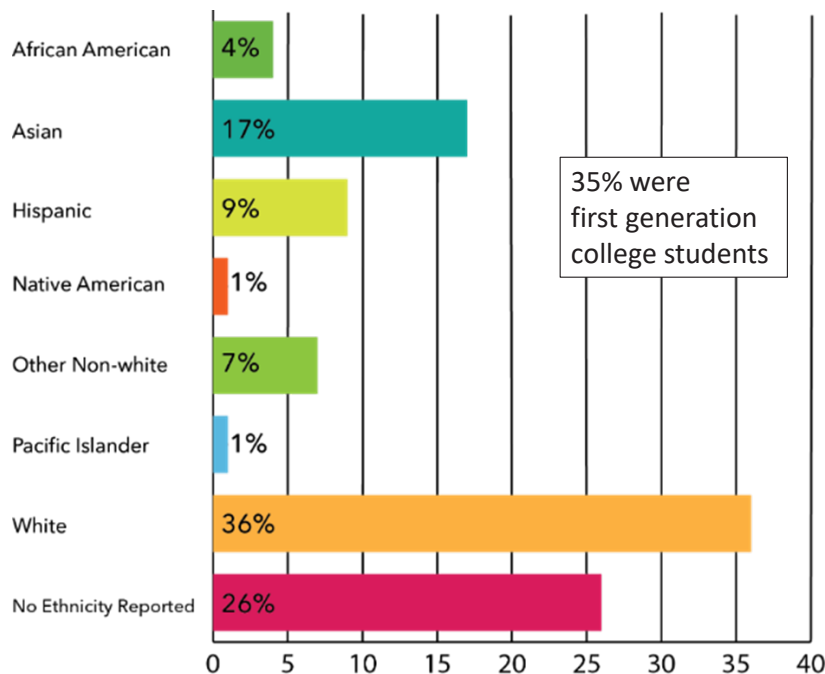


Issues, Challenges and Opportunities



Central Puget Sound Demographic Profile October 2018 PSRC

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Student Demographics 2015-2016 Academic Year, Green River College



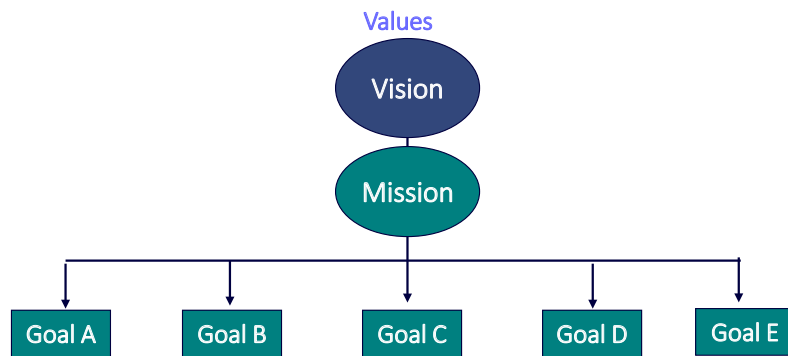
Issues, Challenges and Opportunities

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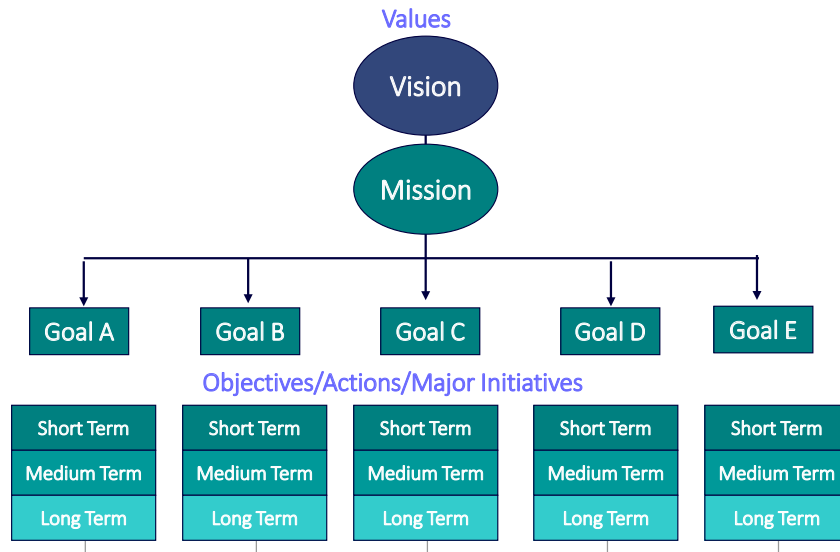




Strategic Plan Framework

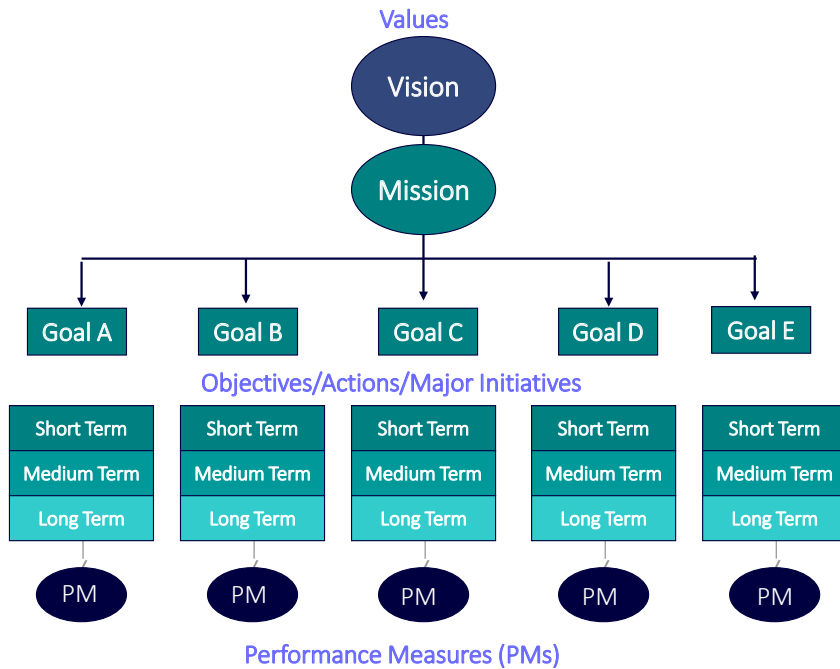


Strategic Plan Framework



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Strategic Plan Framework



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Action Plan Format

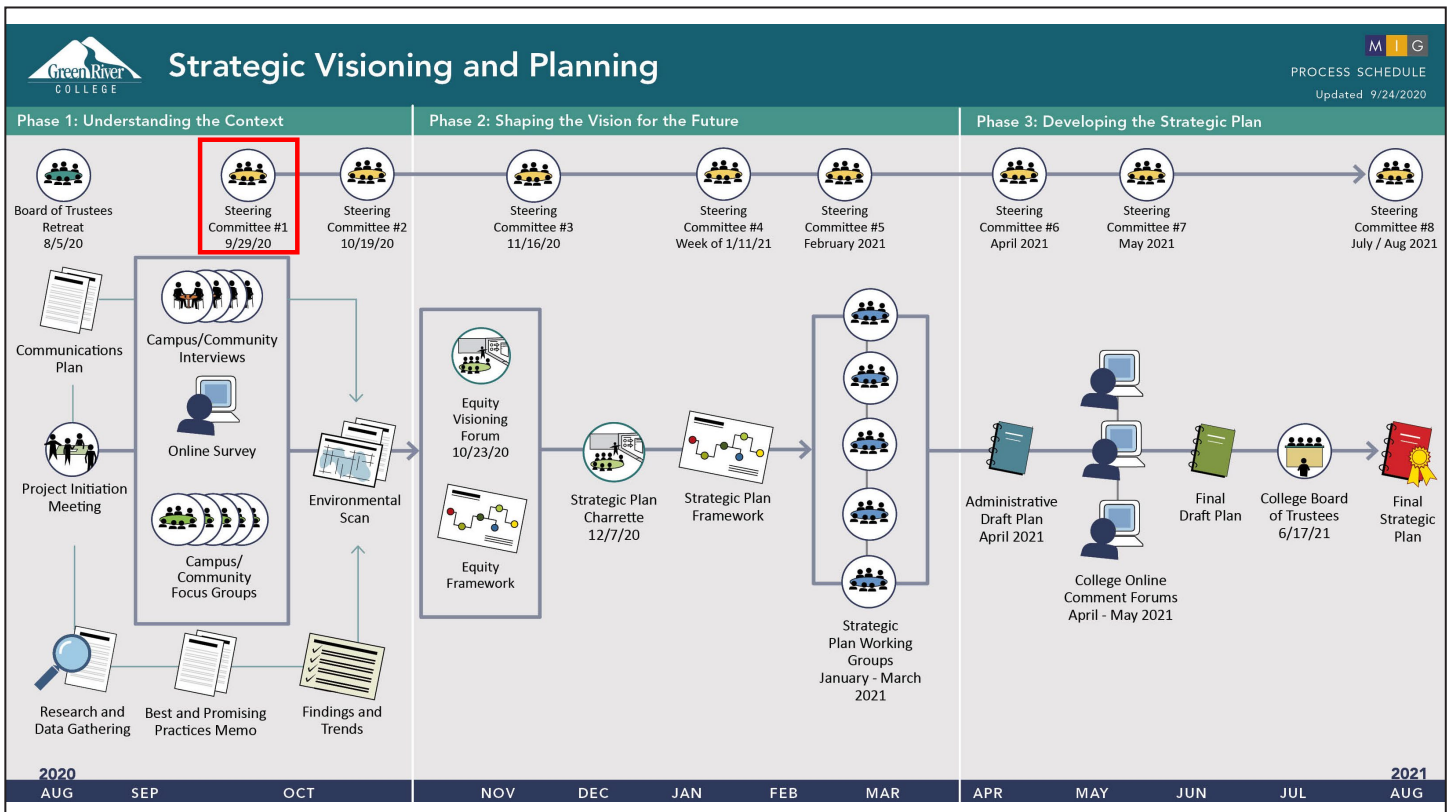
For each objective/action/major initiative . . .



	Time Frame	Lead/Sup. Resp.	Resources Available
ACTIONS			
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Completion targets will be established for each action item.

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Questions for Discussion



1. How would you **define and measure success** for this planning effort?
2. What do you perceive as the greatest **issues and challenges** associated with developing the GRC Strategic Plan?
3. What are the key **strengths and opportunities** we can leverage in building the Plan?
4. How can we further **embed equity** in the process and all aspects of our College?
5. Focus Group Input: What **voices** to we want to hear from and how can we connect with them?

Environmental Scan

- I. Introduction
- II. Who Are We? College and Community Profile
- III. How Are We Doing? Student Achievement and Equity
- IV. Where is the World Going, and How Do We Fit In? Program Development, Career and Occupational Opportunities and Pathways





Barriers to Completion & Closing Racial Equity Gaps

- **Student access and success impacted by structural racism**, systemic poverty and language barriers
- **Systemic challenges** faced by students of color
 - More likely to come from low-income homes
 - Less likely to pass placement tests into college-level coursework
 - Less likely to feel at home on certain campuses
- **Greater diversity of life experiences** and challenges
 - More likely to have children
 - Rely on public transportation to travel from home to class
 - Work a job that shortens the time they can commit to studying

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Equity-Centered Solutions

- Leading with a **racial equity lens**
- Creating a campus-wide **equity agenda** that is embedded in strategic plans
- **Tuition-free** programs and new surges in state financial aid
- Changing how courses are sequenced to ease the **path to a degree** (from remedial to college-level coursework)
- Diverse **faculty** and staff
- Counseling, peer **navigation** and mentoring programs
- Linking resource allocation to equity **metrics**

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Equity Visioning Forum

- **October 23rd, 2020, 12:30-3:30**
- Conducted via zoom
- Presentations, small group discussions, polling and activities
- Interactive forum designed to:
 - Explore the **demographic, economic and justice imperatives** for a racial equity focus
 - Discuss GRC needs, **challenges, strengths** and opportunities for centering equity
 - Identify initial **recommendations** to include in the Strategic Plan

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Initial List of Participants



Office of Diversity, Equity, & Inclusion

Green River Diversity and Equity Council

Instructional Diversity Council

Learning Outcomes Committee

Faculty and Staff Departments

Affinity Groups on Campus: Latin-X Student Union, Pacific Islander Student Union, African Student Association, Sisterhood, Black Student Union, Asiapedia, Muslim Student Association, Native American Student Organization, Tertulia, Queer & Allies, Indonesian Student Association, Campus ADA organization

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Next Steps

- **Next Steering Committee Meeting**
 - Oct 19th 2:00 – 4:00 p.m.
- **Environmental scan: preliminary results**
- **Approach and agenda for Equity Visioning Forum**



Appendix B: Meeting Results

Green River College Equity-Based Strategic Visioning and Planning Steering Committee Meeting #1: Breakout Group Discussion Notes

Note: items in italics were submitted via Zoom Chat.

1. How would you define and measure success for this planning effort?

- Need to define and discuss equity. Opening Day was a good start to that conversation; must engage entire campus to reach common understanding.
- President Johnson's challenge: how can we be an anti-racist college?
- Equity is multi-layered - intersectionality of various groups in addition to race (gender, ability, etc.)
- Consider what must be done in all areas of campus to allow all to meet or exceed their goals for coming to campus - so we can be responsive and provide equal opportunity.
- Measure for equal opportunity: have we created the structure to be able to answer the needs of anyone on campus (students, faculty, staff, etc.). Ensure no gaps - final plan is holistic.
- Understand the diversity of students and how equity can be operationalized
- Understand what is bringing students to us - or what is NOT bringing them to us!
- Survey must reach everyone and create comfort in sharing their input
- Ensure that goals intersect with strategic planning efforts.
- Defining equity is a larger conversation, participated in and led by GDC. Need to define it as an institution first, then consider at individual level. Need to incorporate all definitions so all feel included.
- Use institutional data to ensure successful improvements are taking place - better numbers!
- Look at data and results to see how things can be done **even** better in the future - be open-minded.
- Must work as community, not in silos / what's best for individual departments.
- events and activities for students--goal to have more student involvement--both as a way to get input from students
- it doesn't just sit somewhere afterwards, that it is front and center and can be seen by everyone
- **transparency and communication**--process and final plan should be front and center for all to see throughout the process and after it is adopted
- combines other efforts on campus in a global way--not just another separate document
- the words in the mission and vision statement have to be real--not just **bland buzz words**--make the language specific to GRC and meaningful and clear
- it should be specific, it should make sense to anyone who reads it--not just bland and generic language
- there needs to be action plan teams attached to the language--how it manifests on campus
- the plan has to represent our changing demographics--it must transform with how our student population and communities have changed and must evolve with them
- it should mean something to **every employee and every student--everyone can see themselves in this plan in a meaningful way**
- Usability: Something that gets used and can be easily accessed eg. an electronic document that I can access in real time.
- A Dashboard that George can use and reference when working with donors. It needs to be **dynamic and in real time**. Relevant metrics. Accessible (an internal document and an external documentation tool to share with our community) to anyone who wants to see the work of the plan.
- Accessible in a number of ways: **a document that can be used many different people** with different preferences of interfacing.
- Is there connection to this strat plan. Something that feeds up to all aspects of the college--**something that guides us on how we do our work**. Vertical plan that is connected to most aspects of the college.
- Implementable. A living document that is responsive.
- How conversant are people with the plan? A great metric to evaluate the plan.
- A way to use data sets in a way that **people aren't targeted and/or threatened**. Eg. Opportunity gaps: how do we look at student success through an equity lens where people feel brave about the facts on the ground in their class and not threatened. Data driven and fact driven.
- Congruent with other ideas that are at work at the college. How does a new idea fit into the larger goals of the college?
- *As an expectation: On time!*
- *I'd just put out there that one outcome I'd love to see is that we, as a college community, establish some consistency and momentum around a shared set of goals. Additionally, that we'd have a generally agreed upon set of metrics and definitions so that we can avoid having to redefine our terms every meeting, every annual planning period, etc.*

2. What do you perceive as the greatest issues and challenges associated with developing the GRC Strategic Plan?

- Ensuring all voices are heard is a challenge, given the saturation of info and # of initiatives across campus. Remote communications may actually help by drawing greater participation.
- Also engaging them to speak out is a challenge. Many are still getting comfortable; ability to ask questions anonymously is helpful.
- Create spaces for those who are vulnerable to participate in different formats. Some are uncomfortable in breakout rooms, for instance.
- Need to establish ownership of the Strategic Plan to encourage engagement in the central planning process, so people want to speak up rather than being led through it and find time to do so. It is OUR Strategic Plan to shape. Must have 360-degree voice. How to ensure that everyone understands that?
- Differing concepts of what a Strategic Plan are is another challenge.
- During the last process many felt that input was not included in final plan. Ensure that all can see that their feedback matters, we're not just heading toward a pre-decided goal. Trust is key; will need to contend with trust barriers formed in previous processes.
- Important to consider trauma-informed practices - includes establishing trust so that all feel safe in expressing their opinion. Ensure that we do not add to trauma when people enter process. Crucial to avoid re-traumatizing people so that they opt out of the process.
- Remember that many are also supportive and excited by the process and new direction. Leverage newer employees' enthusiasm to help encourage moving forward. Highlight what we're doing right (while avoiding re-traumatizing). New staff as ambassadors?
- Caution against using new staff as ambassadors - could backfire. Use students and community partners whose investment is visible.
- Student government does not represent student body. Students are very focused on education for employment. Must reach out beyond student government.
- looking beyond our local areas--remembering we have students and maybe even college community not in the local area, **how do we stay genuinely connected in a virtual world during and post pandemic**
- **people often feel like they're late to the conversation**, so how can we make sure people are kept up to speed in the whole process and have a chance to give input as it happens (not just after the fact)
- how do we keep all the stakeholders connected and involved--so easy to get siloed on this campus and then you feel not included in the process and can increase tension and not get across the board collaboration and ownership for the Strategic Plan
- Keeping an active website that keeps current in the process and shares all stages and gives opportunity for input
- we have a challenge as a culture on campus where there is still a **lack of trust** so we need to be proactive in collaboration and communication
- **we have a challenge to move forward when we are still healing from the past and earning the trust through transparency, inclusion, and communication**
- we can also look at where we are and where we aren't, finger-pointing, so we need to move away from **defensiveness**--it is a shared challenge and how can we all contribute to the plan and move away from being defensive and territorial
- How do we celebrate milestones and achievements in this process during our current circumstances?
- How do you **maintain momentum**? How do you make sure this isn't a one-off?
How can we share info better so people can consume in their own way on their own time? How do we empower students to better understand what a strat plan and what it's for? We need to gather their feedback, and also be aware of the fact that students who may provide feedback may not be at the College for the life of the plan
- How do you **keep people engaged** in this process?
- How do you fight **strat plan fatigue**? How do we convince people this isn't the same old thing?
- What's the best way to **communicate to everyone where we are in the plan**, to remove the threatening piece of change; to celebrate milestones; getting the word out to people so they feel engaged?
- We need **practical/concrete strategies** for how to communicate this information, to internal and external stakeholders.
- **External Pressures**: plans for both political climates per the upcoming election. Some of that planning
- How do we identify difficult topics, **challenge each other, be respectful, call people in, and not run away from difficult conversations**?
- How are we going to get this plan to everyone on campus? Consider multi-lingual communities on our campus, both employees and students. Think of how a strat plan may be a cultural document, and ensure that all communities understand what a strat plan is and does.

- Is it familiar to the general public? Be careful of using jargon and buzz words so people can understand it. Must make it compelling to audiences.
- Must be careful about using a process for change. We need to make sure folks don't feel fearful because it will make adoption more difficult. Everyone needs to feel like they are *(phrase not completed)*
- *COVID adds an interesting layer to this, being able to determine who has opted out of this year due to the remote nature vs. those who don't feel they have access are going to be two very different groups that will require independent communication to speak to their concerns and needs. Plus also taking into account how COVID has hit underrepresent communities at an increased rate.*
- *Ensuring that all voices are heard. We know the same vocal minority of faculty and staff that engage at all opportunities will participate, but what about those who haven't felt represented previously or don't feel they have a voice.*
- *We must address this in a way that allows trust-building. Trauma-informed process is important for all to be aware of during this planning.*
- *Thanks for sharing that, we've had a handful of new employees in CRO in the last 2-3 years and I've definitely had similar sentiments shared. Balance between both those impacted and the new coming in to move on.*

3. What are the key strengths and opportunities we can leverage in building the Plan?

- Can leverage students and community partners as ambassadors.
- Students' voices are central and most critical to the process. Ensure that we reach beyond student government to represent all student groups. However, note that student government includes many student organizations and they are connected with advisors who can also be leveraged. Ensure we tap into diverse students, etc. Find those groups that may not be represented in these other organizations.
- Involve students in alternative study programs, more mature students, etc. - with different priorities - through place-based organizations. Map where students spend their time outside of class and reach out to those organizations. Can get some information on this through advisors and faculty who will be tracking cohorts.
- Ensure we capture voices of online students, etc. Use coding to identify students in alternative programs.
- we have a lot of **long-time employees** and we have a true depth and commitment to our students and our community--strength and a mission-centered commitment
- leveraging an understanding of the **history and context of DEI and we have IDC and GDEC** and a whole community and shared history of work for equity
- Lots of philosophical differences but we are also now having the conversations--so both a challenge and an opportunity as far as timing--we must acknowledge the differences, hear them all (e.g. philosophies and ideologies of equity and diversity and opportunities) and have these conversations and come together to move forward without closing out other voices
- do we need more knowledge and history and contemporary implications and is is something all of us know or need to know.
- If we have trainings that helps, but if there are underlying contexts or bigger questions then the training may just create lip service versus true commitment to change and serving our students with authentic dedication to equity and anti-racism
- compared to other colleges in the system, we are **well resourced** and have the ability to put resources towards our strategic plan and equity action plans
- **we have a lot of amazing resources for students now and so much has been added in the last few years (e.g. benefits hub, affinity groups) to help make students feel involved--how do we communicate those and close the gaps from these resources and getting students connected with them**
- I think that there are many exciting programs and initiatives on campus, **that could be taken to scale to benefit many more students**. The tough part will be deciding which of these are the **most** viable to expand and will have the most significant impact. This will have an unavoidable impact on programs and initiatives that aren't prioritized.
- I think there is broad understanding of the **imperative to foreground equity** in the work of strategic planning. I think there is also shared language on campus by virtue of the How To Be An Antiracist book club
- We're at an historical moment here: **Many movements afoot**, including GP, racial justice movements, a new accreditation process, etc. This is an important moment, and we seem to be at the start of this, which is good timing for starting a strat plan.
- We have a **very good data** team in our Institutional Effectiveness department.
- Create brave spaces.
- Our **people are our strength**, starting with President Johnson.

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

- Bring this to different programs and departments as a campus-wide process for discussion of what equity means in our daily work.
- Leverage operationalizing equity - define what it means in terms of what you can do tangibly. What actions can we take in each specific area? Must start with training ourselves.
- Consider how to evaluate that we are operationalizing equity - does a process actually result in doing so?
- some good tools like an impact analysis tool--look at our current status-quo carefully. Ask "is this anti-racist?" evaluate specific processes and policies in our whole institution--so first assess our own campus and community so we can honestly and genuinely examine where we are now so we can move forward
- Gaps in some of our areas--where some people are left out of conversations if they are not leader--so we must be intentional in our reaching out to all constituents of our campus--even in CE and Branch campuses and make sure we are fully including everyone and authentically empowering all voices and our community and business partners too.
- some cities and service areas might get more attention than others--so equity is needed for our communities in a global way too--make sure that all of our students and communities are included in the conversations and empowered to give input and be embedded in the plan
- the effects of online education, advising, etc and the impact on accessibility so even our SP process may have more challenges than usual due to the virtual process-how can we make sure those voices are heard in such challenging times
- alternative modes and access are essential
- BIPOC communities and community partners
- there is a lot of red tape that sometimes slows down student success--navigating our system is difficult for students and increases the equity gap--we need to streamline the process, make it clear and accessible for students and easier for them to navigate our system
- the virtual environment during the pandemic is making it even harder to navigate our system, and students may be intimidated by the processes or feel self-conscious if they have a language barrier. We need to be careful about biases and proactive for inclusion.
- make sure that students (and faculty and staff) have the same amount of support at the branch campuses as they have on the main campus--
- evening students and faculty and staff also have inequitable support and resources
- structure that allow us to carry out the initiative inclusively
- Fresh off of a very successful Year 7 accreditation process. The process has been revised a bit to focus more on Student Success. **Rethinking how students are developing that factors in a huge range of ideas, especially equity.**
- Ask the right questions to ensure that all voices, identities, and experiences have been considered before moving on. Also ask the question about how will this benefit our students and our community? **Add a social equity lens to everything** and to make sure that these identities are at the table for these discussions.

5. Focus Group input: What voices to we want to hear from and how can we connect with them?

- Students in a variety of programs
- Older students
- Connect through advisors, faculty
- Prospective students in high school and their families
- Alumni
- Economic development offices (e.g. Covington, Maple Valley, Kent) organizations like World Relief, apprenticeships entrepreneur programs, non-profits, Justice Center in Kent) our Prime Time Students (CE for students over 65) and other non-credit students that need to be included
- White River Buddhist Temple could be a reach out for us for a community partner, the Mayors, the government, but we need to also reach out to those non-governmental community leaders
- reach out to students and faculty and staff at the branch campuses as well
- both internal and external voices must be heard
- Local school districts--especially for our Running Start communities and district to district requirements vary so we must stay up to date with our K-12 partners
- reach out specifically to staff of color, the Black Caucus, for example and student affinity groups too
- student groups--include all of them, find ways to hear more students--every group, all major divisions and areas and students from all of them
- chambers of commerce, housing authority, and all other community groups.
- students: academic students, nontraditional students, CE students, ELL, prime time students
- local reps for the employment security department(s), the K12 districts in our service area (Kent, Renton, Tahoma, Enumclaw, Auburn), King County and Pierce County reps, King County Housing Authority reps, etc.
- operational frontline staff
- guided pathways
- native and indigenous students
- We need to be inclusive: we must be careful that it's not "culturally centric" of what's been going on, but instead that calls people in to share their inputs. We must be inclusive of our K-12 partners. We must actively partner with the **Muckleshoot**, whose unceded land we occupy. We must understand who our community is: who is in our service area? Who is coming to our College and who isn't? **We must target black and brown males; native and pacific islander communities.** Are we truly taking into account all cultural factors about why people do and don't come to our College; and also why they may or may not be successful? Have we truly examined these reasons?
- **Representative mentors; trusted peers; trusted advisors.** This is a hiring issue: are we hiring people to represent the communities we serve?
- Focus groups to help us know what we don't know about GRC, internally and externally. Who would we invite to serve on these groups? **Leaders of student affinity groups (internal students); IP students; ASGRC students; multi-lingual staff; constituent voices already established on campus.**
- External community members: CBO's and non-profits that help serve our Basic Skills students. **Latinx and Seikh community organizations.**
- *And students that aren't choosing to come to GRC*
- *Alumni!*