



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

Proposed Diversity Action Plan: 2018-2022

I. Purpose:

The purpose of this diversity and equity plan (the Plan) is to embed an equity lens in all college-wide decision making processes and organizational practices across all divisions and departments. Our goal is to identify and create opportunities that can support and advance equity and social justice initiatives.

II. Diversity & Inclusion Council for Equity:

North Seattle College (NSC) President's Diversity & Inclusion Council for Equity (DICE) provides both college and district-wide leadership to create a diverse, inclusive, and respectful community that achieves equity for all. The council actively promotes and advocates for a positive, supportive, and safe campus climate for all students, employees, and community members.

DICE will act as the governing board and has developed this action plan and will continue to evaluate it on a yearly basis. DICE develops and recommends policies, programs, and strategies that promote equity in Advancing Student Success, Excelling in Teaching and Learning, and Building a Sustainable Community as outlined in the Strategic Plan. The council is an advisory board that reports to the President through NSC's Office of Diversity and Inclusion.

III. Mission:

The mission of DICE is to promote unity and equity by designing and supporting policies, programs, and practices that develop a greater understanding of diversity.

IV. Vision:

In order to have a plan, NSC recognizes that we must have a shared definition and vision of what equity and diversity mean. NSC is operating under the following definitions:

- A. Social groups are marked by socially created differences in power, privilege, and access. Approaches to social difference, social identity, social location, and social inequity calls for appreciation of the multiple, complex, fluid, and cross-cutting aspects of social identities and awareness that the inequities experienced by any and all disadvantaged groups warrant attention and collective efforts towards remedy.
- B. Fostering social equity requires purposeful, institutional-level change. Individual-level strategies by themselves cannot create and sustain a diverse college community.
- C. NSC approaches diversity from the standpoint of differences among social groups, not among individuals.
- D. Replacing "historically disadvantaged" with the title "systemically non-dominant" brought attention to the current systems of oppression and no longer allowed us to deny or minimize the way oppression manifests today.

For purposes of this plan "systemically non-dominant groups" refer to groups of people outside the dominant group within systems of oppression. Systems of oppression provide benefits and assets for members of specific groups. The recipient groups are referred to as dominant groups because such advantages grant impacting levels of power, privilege, and status within social, economic, and political infrastructures of a society.

V. History:

NSC's legacy in terms of equity and inclusion is shaped and informed by many different efforts and initiatives that span the college's life of nearly 50 years. Different campus leaders, staff, students, and teams of people have and continue to work together to promote a campus culture, place of learning, and programs that not only embrace diversity, but hold fast to maintaining a social justice lens and commitment to challenging and changing systems of privilege and historic institutional, societal bias, and inequity.

DICE recognizes and appreciates the previous and ongoing efforts of campus faculty, staff, students, and stakeholders, including but not limited to:

A. Diversity Leadership at North:

1. Diversity Action Committee (DAC): [DATES]. See Appendix II.
2. Office of Diversity & Inclusion (ODI): [DATES]. See Appendix III.
3. North Leadership Development Program (NLDP): 2016-present. See Appendix IV.

B. Other Diversity Efforts:

1. Black History Month
2. Student Leadership & Multicultural Programs (SLMP) Diversity Speaker Series
3. Gender Equity Center (GenEq) Diversity Film Series
4. *Creating A Culturally Inclusive Campus* series
5. Support of faculty & staff professional development in inclusion and diversity

VI. Five-Year Plan (2018-2022):

A. Diversity Outcomes:

1. Advancing Student Success:
 - i. Increase Student Access and Success:
 - a. Review and recommend evidence based strategies that increase access and success to reduce opportunity gaps for underrepresented and systemically non-dominant students.
 - ii. Update Curriculum to Reflect the Diverse Student Population:
 - a. Develop, implement, and revitalize curriculum to reflect the best practices in multicultural curriculum development.
 - iii. Universal Design in Teaching Materials:
 - a. Utilize universal design in teaching materials and social justice principals.
 - iv. Priorities in this area include:
 - a. Implementation of strategies that help to increase access and success to reduce opportunity gaps for underrepresented and systemically non-dominant students. Including but not limited to:
 1. Support for DACA students/USAC
 2. 13th Year Initiative
 - b. Implementing Universal Design in eLearning.

2. Excelling in Teaching & Learning:
 - i. Foster Informed Learning:
 - a. Create a school-wide shared understanding of diversity, equity, and inclusion.
 - b. Encourage mandatory equity & diversity-based Professional Development for staff and faculty. See Appendix V.
 - ii. Recruit & Retain Diverse Staff:
 - a. Work with campus and district Human Resources to increase the diversity of applicant pools by increasing outreach to non-dominant groups to increase.
 - b. Support and encourage historically disadvantaged faculty and staff-led affinity groups on campus.
 - iii. Develop Leaders Among Current Employees:
 - a. Increases the number of leaders on the NSC campus through the North Leadership Development Program (NLDP) by providing leadership development centered on equity and inclusive pedagogy, and continued education to its administration, faculty, and staff.
 - iv. Priorities in this area include:
 - a. Increased attendance in professional development activities and increased understanding campus-wide of what diversity is. Increase cultural-competency of faculty & staff with measurable outcomes. Including but not limited to:
 1. Safe-Zone Trainings
 2. Increased workshop offerings to faculty on issues of diversity with a focus on disability.

3. Building a Sustainable and Equitable Community:
 - i. Create and Sustain an Accessible and Inclusive Campus:
 - a. Adapt physical structures and spaces to meet universal design and social justice principles.
 - b. Support and encourage efforts to identify and pursue funding sources related to diversity-based initiatives.
 - ii. Create an Equity Center:
 - a. Provide an open and welcoming space for all students and will offer an integrated mix of on and off-campus resources, services, and programs.
 - iii. Create Strategic Partnerships to Enhance Community Ties:
 - a. Support development of a council of strategic members including NSC leadership, District leadership, City of Seattle leadership, and prominent community members.
 - b. Support and encourage current and future diversity and equity-based strategic partnerships with key community stakeholders.
 - iv. Priorities in this area include:
 - a. Increased attendance in campus committees and interest groups that directly impact campus inclusivity and accessibility. Including but not limited to:
 1. Equity Center & Space Allocation Committee
 2. Sustainability Committee
 3. Access Team Committee

B. Sub-Committees/Task Forces:

These will be formed to implement the above outcomes as needed. They are designed for specific project-based activities and ongoing efforts. Committees/Task Forces will be comprised of DICE members, community members, and campus faculty, staff, and students. The leadership team of DICE will confirm Task Force members. Current Sub-committees are:

1. Post-Detention/Incarceration Student Support
2. Brotherhood Alliance & Sisterhood Alliance
3. Strategic Partnerships Committee
4. First-Generation Student Support
5. Faculty & Staff of Color
6. Undocumented Student Advisory Committee (USAC)

C. Responsibility and Compliance:

In addition to the goals and strategies of this plan, compliance remains a necessity from the standpoint of college policy and state and federal laws and regulations. See Appendix VI.

Appendix:

I. Definitions:

A. Diversity

Each individual brings different qualities, legacies, and conditions. These include, but are not limited to race, ethnicity, class, gender, age, physical abilities/qualities, sexual orientation, religious status, language, gender expression, educational background, geographical location, income, and work experience. Moreover, diversity of thoughts and ideas means respecting individual rights to self-identification and acknowledgment that no one culture is intrinsically superior to another.

B. Equality vs. Equity

Equality refers to treating everybody the same way, with the same rules applying to all. Equity refers to treating each member of the community differently based on consideration of past and present discrimination.

C. Historically Disadvantaged Group

A group in the U.S. society that has been systemically discriminated against over a significant period of time.

D. Inclusion

Inclusion is generally a positive action demonstrating an invitation to others who are less privileged. However, someone's words or actions can be taken as exclusive when intention and impact do not align with each other. For example, if a person states, "I do not see the color of your skin," hoping to include non-whites, the intention does not align with reality and thus can easily become an oppressive expression for many people of color.

E. Institutional

Refers to both the institution, such as NSC and systemic societal dynamics.

F. Micro-aggression

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

G. Post-Incarcerated Students

DEFINE

H. Power Privilege/White Privilege

Rights, entitlement, advantage, or immunity granted or enjoyed by certain people or groups of people beyond the common advantages of others.

I. Safe Space/Safe Zone

An environment in which anyone, especially one with less privileged or social power such as an LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) member or racial minority is accepted, welcomed, and even encouraged to be present, to participate, and to freely be who they are without fear of retaliation, ridicule, or being ostracized. (Interpretation of 'safe space' is continuously evolving with the collective activism and is also known as 'positive space.')

J. Social Equity

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups

K. Social Group

People sharing a social relation sometimes based on demographic or cultural similarity.

L. **Social Justice**

An institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity. Principals for social justice center on actions that seek to rectify historical and current power and privilege imbalances to create a just community. Social justice activists view social justice as a component of human rights.

M. **Systemically Non-Dominant Groups**

Refers to membership outside of the dominant group within systems of oppression. Systems of oppression are created to provide benefits and assets for members of specific groups. The recipient groups are referred to as dominant groups because such advantages grant impacting levels of power, privilege, and status within social, economic, and political infrastructures of a society. For example, such frameworks are established to specify who is in control and who is not, what is acceptable, and who will have access to resources and who will not.

N. **Universal Design**

Involves designing products and spaces so that the widest range of people possible can use them. Universal Design evolved from Accessible Design, a process that addresses the needs of people with disabilities. Universal Design goes further by recognizing that there is a wide spectrum of human abilities. Everyone, even the most able-bodied person, passes through childhood, periods of temporary illness, injury, and old age. By designing for this human diversity, we can create things that will be easier for all people to use.

II. **Diversity Advisory Committee (DAC):**

Lee Brock was the first Director of Minority Affairs at NSC. Dr. Cecil Baxter hired him in 1970. When Roy Flores became the Dean of Students at North in 1984, he promoted Lee Brock to be the Director of Student Activities. Roy wanted to have a person of color in a leadership position other than the "minority" position. Carmen Godinez Windhorst was hired from Everett CC to replace Brock as the Director of Minority Affairs.

Cleo Molina moved from PIO to the Director of Minority Affairs position in a campus reorganization. Then Debra Sullivan, Director of Student Activities at Seattle Central, was transferred to North to take a position that merged Retention Director/Multicultural Director.

Charles Sasaki became the Multicultural Director; the position now reported to Instruction. Sasaki took a position in Hawaii and was replaced by Eric Davis, still reported to Instruction.

Flores re-established the Multicultural Specialist position using State Minority Enhancement funds. Namura Nkeze was hired. She was formerly an assistant to Molina. Jeffrey Vasquez was hired in 1999; then the position was merged with the Director of Student Activities when Susan Shanahan was moved to a new position that focused on Outreach.

For many years, Roy Flores chaired the Diversity Advisory Committee (DAC). One year, Rick Olguin and Flores co-chaired and sought leadership from Instruction. Another year, Verna Swanglung chaired the committee.

DAC Chairs *[need dates]*:

1. Roy Flores
2. Jeffrey Vasquez
3. Wade Parrott
4. Paul Kurose

III. **Office of Diversity & Inclusion (ODI):**

History of ODI, leadership, and initiatives.

IV. North Leadership Development Program (NLDP):

History of NLDP, leadership, and initiatives.

V. Professional Development for Faculty & Staff:

North Seattle College currently provides and/or encourages Professional Development activities for faculty and staff, including but not limited to:

- A. NCORE: National Conference on Race & Ethnicity
- B. Micro-aggressions
- C. Safe Zone training
- D. White Privilege
- E. Friday Five (Disability Office)

VI. Seattle Colleges Anti-Discrimination Policy:

DICE will comply with Seattle College District Policy 201: Equal Opportunity Statement and Accommodation for District.

Policy 201: The Seattle College District VI is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.