Community Colleges of Spokane
Spokane Community College

DEGA

EDI STRATEGIC PLAN

The Diversity, Equity, and Global Awareness (DEGA) Committee at Spokane Community College (SCC) presents this biannual Equity, Diversity, Inclusion (EDI) Strategic Plan to the college as a path to becoming a more equitable and inclusive institution. The goals and objectives of each strategic priority outline the steps needed to succeed in this effort. We would like to note that this plan should change to match the college's evolving ideas and culture, so we commit to revising this plan every two years to reflect the update and changes in this equity work.

The second iteration of our strategic plan began with a reflection and assessment of our progress as a college. DEGA volunteers and the committee tri-chairs convened for two summer retreat sessions in July and September 2023 to draft the second EDI Strategic Plan. These retreats focused on reviewing the ongoing work from the original Strategic Plan, evaluating the data gathered from the Campus Climate Assessment and Listening and Feedback sessions, and identifying new initiatives to address the concerns our data revealed.

Through these retreats, recommendations for new subcommittees emerged and set the direction for our committee's work for this academic year. We also integrated updates from our Project Management team to help us track progress on our original initiatives and identify who is accountable for the completion of initiatives. The final draft proposal was shared with executive leadership at SCC and the College Leadership and Planning Council for additional feedback.

These engagements helped to set expectations for operational units and provided many input and feedback opportunities, helping to ensure that the plan would be supported by the entire college community. This work would not have been possible without the collaboration of so many campus partners.

The DEGA Tri-Chairs, Michelle Wise-Gendusa, Priya Osborne and Megan Fadeley, would like to recognize the many collaborators who made the creation of this plan possible:

Summer Retreat Participants: Dr. Roy Caligan, Austin Davis, Chrisina Momono, Sherri Fujita, Sarah Stiffler, Majda Ritchie, Jason Stariwat, Christine Burge, RJ Parrish, Angela Smith, Becca Norman, Tiffany Davidson-Rinehart, Glen Cosby, Connan Campbell, Mary Mc Daniel, Amy Anderson, Megan Fadeley, Priya Osborne, and Michelle Wise Gendusa

DEGA Committee: Priya Osborne, Megan Fadeley, Michelle Wise-Gendusa, Jason Stariwat, Majda Ritchie, Austin Davis, Connan Campbell, Sherri Fujita, Jeff Williams, Sarah Stiffler, Kenna May, RJ Parrish, Brian Moyer, Katherine Cornelus, Mary McDaniel, Christine Burge, Tiffany Davidson-Rinehart, Ashlee Brown, Becca Norman, Angela Smith, Diamond Wilson, David Stasney, Christina Momono, Callie Hanson, Claire Dodd, Amie Schaumberg, Kristin Humphrey, Glen Cosby, and Mikey O'Sullivan.

We also look forward to future collaborations throughout the community, which will make the implementation of this plan successful.

MISSION

At DEGA, our mission is to proactively lead with racial equity, identifying and addressing all forms of inequities across SCC. We are dedicated to dismantling barriers and fostering an inclusive environment that promotes the success of our students, faculty, staff, and administrators. Through intentional actions and collaboration with campus and community partners, our aim is to create a campus where equity is not just a principle but a lived reality.

VISION

In our vision for Spokane Community College, we see a place that promotes equity and inclusion for all while fostering appreciation of diverse cultures and global perspectives. We aspire to create an environment where students, faculty, and staff from all walks of life come together to learn, collaborate, and thrive, cultivating a deeper understanding of our global community.

VALUES

Global Awareness

Equity

Inclusion

Success

Access

Responsiveness

Collaboration

Belonging

Accountability

PRIORITIES

Strategic Priority One: Build and sustain an equitable, diverse, and inclusive (EDI) culture at Spokane Community College.

Strategic Priority Two: Create EDI training programs for faculty, staff, and students.

Strategic Priority Three: Continue closing equity gaps for systemically marginalized students in all Student Achievement Initiative (SAI)- related metrics.
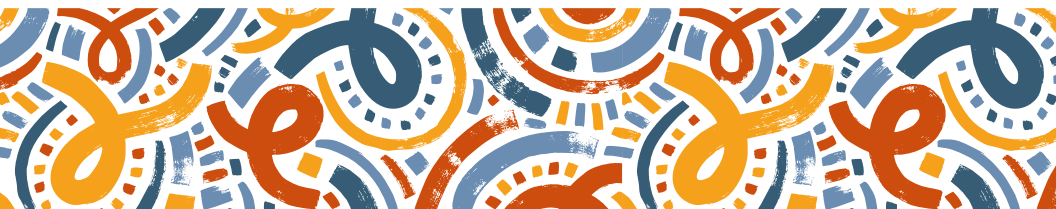
For the purposes of this document, the following nine terms are defined as overarching guidance for this work. A complete list of terms is located in the glossary >>>

GLOSSARY

Diversity is a representation of individual identities, intersectionality, and differences that bring rich perspectives to the environment and conversations. Examples of diversity include, but are not limited to, differences in race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies.

Equity requires the elimination of systemic barriers that have been deeply entrenched in systems of inequality and oppression. Equity achieves procedural and outcome fairness, promotes dignity, honor, and respect for all people. Equity ensures everyone has full access to the opportunities, power, and resources they need to flourish and achieve their full potential (Adapted from the WA 2020 Office of Equity Task Force).

Inclusion involves engaging all individuals and groups through deliberate, consistent, and action-based decision making and transparent communication at SCC. For inclusion to happen, there must be space where the inherent worth and dignity of all people are recognized, systemic and institutional barriers are removed, and underrepresented populations feel supported, respected, and valued, resulting in equitable outcomes for all.

Culturally competent: The ability to successfully interact with people of different backgrounds and recognize differences in experience. Being culturally competent is a continual process that involves ongoing critical examination of one's attitudes, awareness, knowledge, and skills in order to negotiate cross-cultural differences to complete tasks and/or create positive living, learning and working environments.

Culturally appropriate: Affirming culturally diverse individuals, families, and communities in an inclusive, respectful, and effective manner, including materials and instruction that are inclusive of race, ethnicity, language, cultural background, immigration status, religion, disability, gender, gender identity, gender expression, sexual orientation, and sexual behavior.

Historically marginalized communities: Marginalization means to systemically exclude, ignore, or relegate a group of people to an unimportant or powerless position in society. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims (See also: "Systemically Marginalized").

Communities of color: Groups of people who are not identified as white (see glossary of terms for whiteness definition), with emphasis on common experiences of racism.

Low-income communities: Applies to an individual whose household's taxable income for the preceding year did not exceed 150% of the poverty line. This includes individuals with less disposable income than others, living paycheck to paycheck within a community, or simply those who struggle to pay bills or are affected by low job security.

Community organization: Service agencies located in and aimed at making desired improvements to a community or neighborhood's social health, well-being, and overall functioning. Community organization occurs in geographically, psychosocially, culturally, spiritually, and digitally bounded communities.

Global Awareness: An ability to recognize and appreciate the diversity of the world and its people. Acknowledgement of the world's complexity enables us to work well with people from diverse backgrounds, embracing the challenges and opportunities of an interconnected world.

DEGA

EDI STRATEGIC PLAN

Community Colleges of Spokane
Spokane Community College