



RENTON  
TECHNICAL  
COLLEGE®



*Figure 1*

**DIVERSITY, EQUITY, AND INCLUSION COUNCIL**  
**5 YEAR PLAN ~ 2018 - 2023**

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## DIVERSITY, EQUITY, AND INCLUSION PLAN

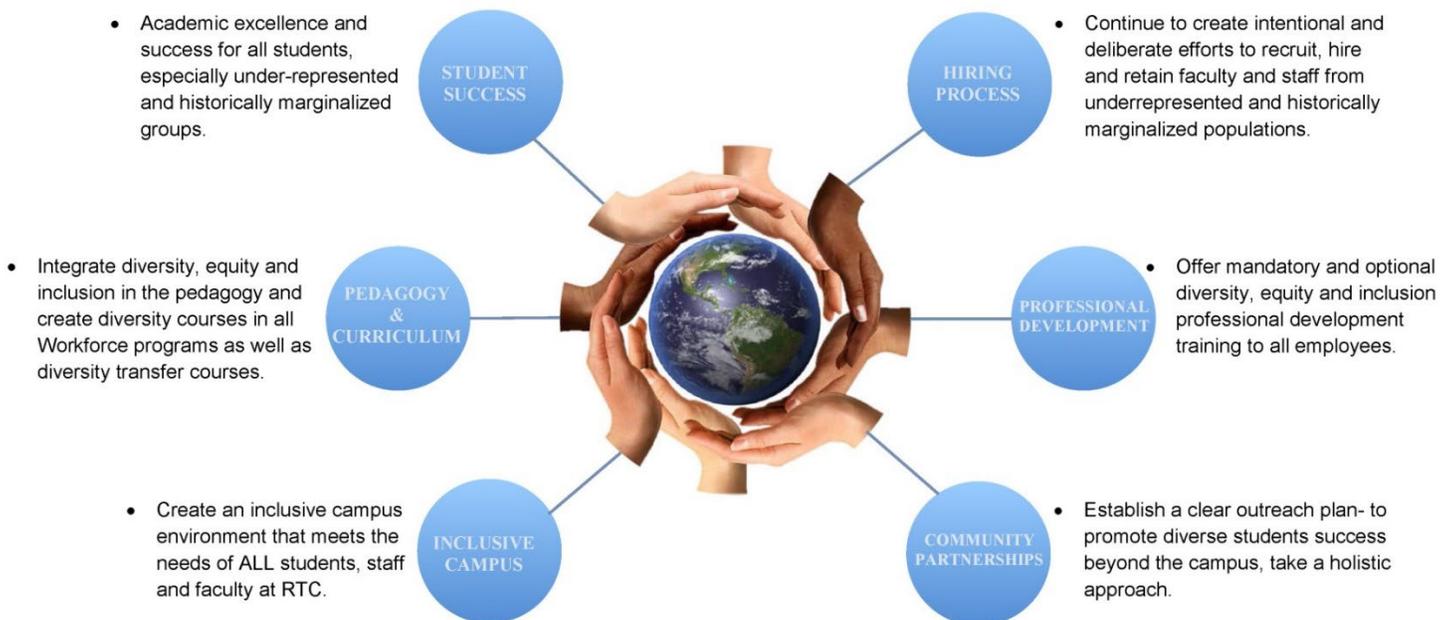
### 2018 to 2023

### MISSION

Renton Technical College's Diversity, Equity, and Inclusion Council provides leadership to the campus in fulfilling the college's mission of engaging a diverse population through our core values of community, equity, and respect.

### FRAMEWORK

We want to be explicit that we will be utilizing a Critical Race Theory Lens as we advance the work in the Diversity, Equity, and Inclusion Plan. Simply stated, it is important to note that structures and systems have been established to empower and privilege the dominant culture and oppress the non-dominant culture, and that race and power are at the center of this work.



## Alignment with RTC STRATEGIC PLAN

- OBJECTIVE 2.1: Close equity gaps for underrepresented, low-income, and first-generation college students
- OBJECTIVE 2.2: Attract, hire, and retain diverse faculty and staff
- OBJECTIVE 2.3: Increase cultural competency

## Why Diversity, Equity, and Inclusion at RTC?

Equity\* assumes difference and takes that into account to ensure a fair process and, ultimately, a fair and equitable outcome. Equity recognizes that some groups are historically disadvantaged in accessing education (and economic) opportunities and subsequently underrepresented or marginalized in many organizations and institutions. That history carries forward creating effects of exclusion that often linger systemically within organizational policies, practices, and procedures (\*WWCC Equity and Inclusion Plan).

Acknowledging that inequity exists within our institutions of higher education for our students, faculty and staff necessitated the creation of a Diversity, Equity, and Inclusion (DEI) plan. This plan will lay out the diversity, equity, and inclusion foundation for RTC. The DEI Plan seeks to create mechanisms at RTC that will increase student success and create a welcoming and inclusive environment for traditionally underrepresented and marginalized populations on our campus.

## DIVERSITY, EQUITY, AND INCLUSION PLAN

### The RTC Context

The 2018 – 2023 RTC Strategic Plan challenges us to ask ourselves, *is the College ready to serve students* rather than *are our students ready for college*. Leaders of diversity who work on the RTC campus recognize this notion as fundamental to increasing success among groups of students who have been historically marginalized in our educational institutions. The majority of RTC students, in contrast with RTC faculty and staff, identify as non-white. Although the demographic categories are imperfect, data from “Who Are Our Students?” (RTC Institutional Research, 2016-2017) is as follows:

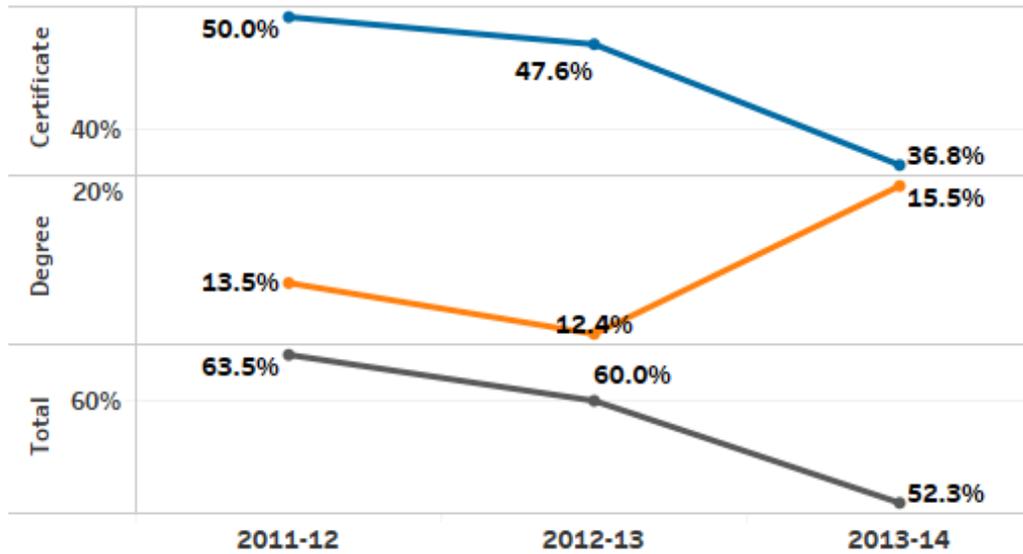
RTC	Percent Students	Percentage Faculty	Percentage Staff
All Asian	22.6	10	14
Black/African/African American	16	8	15
Hispanic Latino	18.2	3	5
Native Hawaiian/Other Pacific Islander	1	0	0.5
White	39.2	76	62
Native American/Alaska Native	2.5	3	3
Other	5.8	0	0.5

The RTC Minority Male Student Profile confirms that African American and Hispanic males have the lowest retention, persistence, and completion rates on our campus. As a result, RTC has begun work to address improving outcomes for men of color specifically.

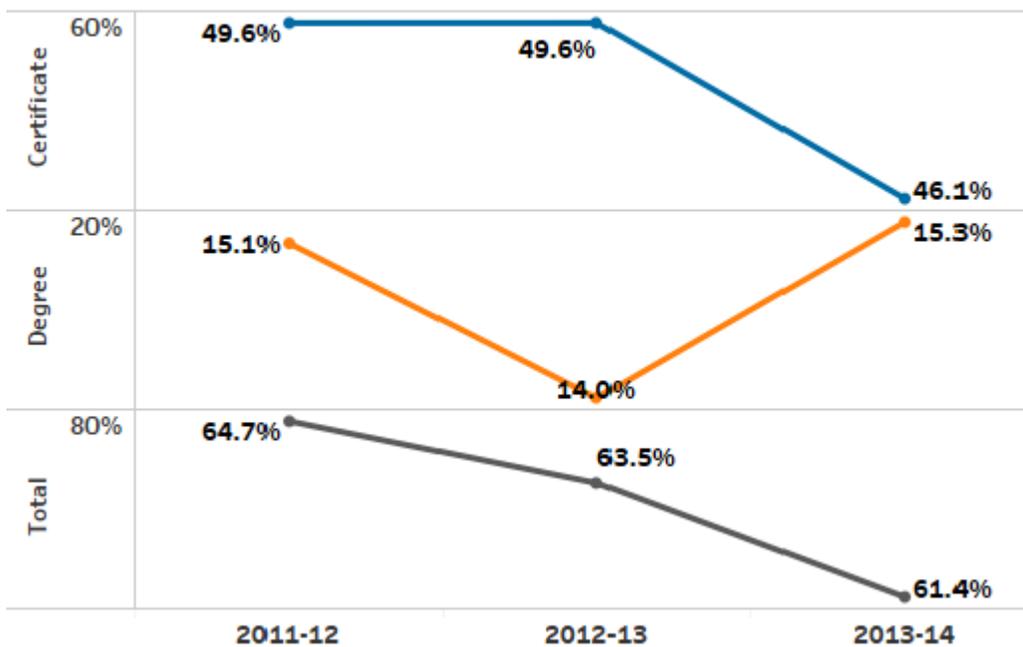
## Three Year Completion

Renton Technical College defines students of color as students who self-identify as either Native American/Alaska Natives, Hawaiian or Pacific Islander, African American, Asian, or Hispanic. These students constitute an important population that the College regularly studies to improve equity.

## Male Students of Color Three-Year Completion Rates



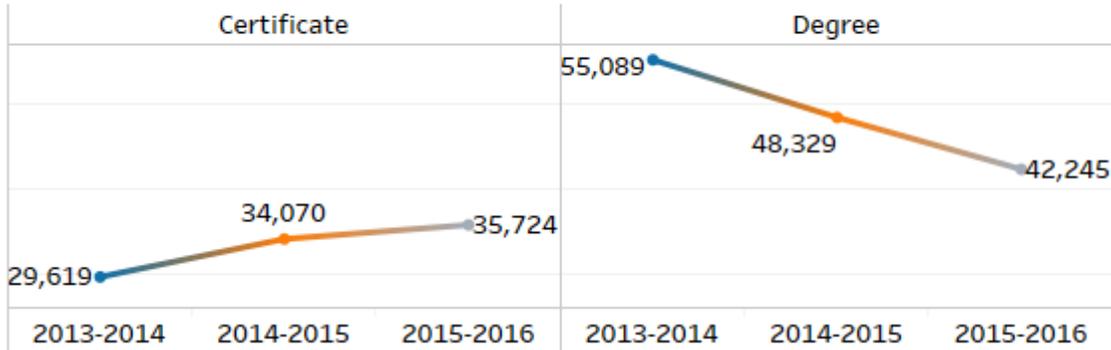
## Overall Three-Year Completion Rates



Although male students of color associate degree completion rates improved over the past three years, the overall trend shows persistent equity gaps in degree completion. The gap between male students of color completion rates compared to the overall completion is 9.1%. Completion rates impact postgraduate outcomes. Students who earn associate degrees have a 10% higher placement rate and earn on average a \$4,300 higher median salary during their first year of work compared to those students who graduate with only a certificate.

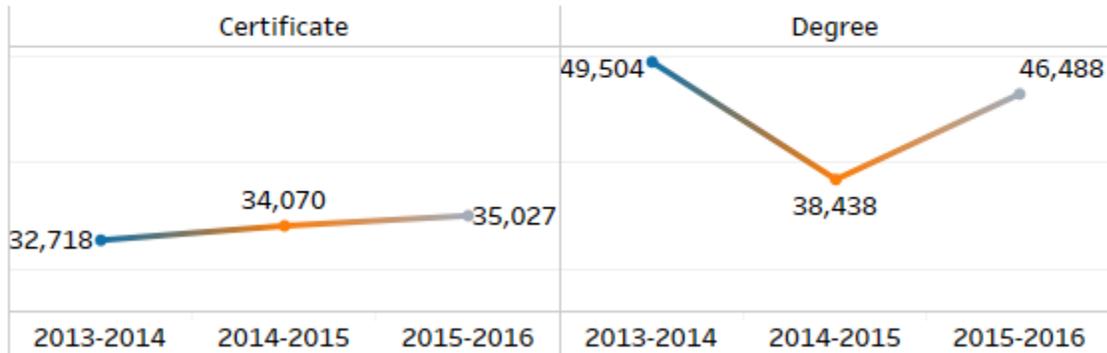
**Institute** Health & Human Se.. **Students of Color** Student of Color **Gender** Female

**Median Annualized Wage Dissagregated by Credential**



**Institute** Health & Human Se.. **Students of Color** White **Gender** Female

**Median Annualized Wage Dissagregated by Credential**



The data above shows that females of color have significantly decreased their earning potential because they are entering degree fields with lower wages. There is a need to intentionally advise or inform female students of color on the earning potential of their degree path. However, the data also asks more questions than provides answers, and therefore a deeper analysis of it is needed.

The results of the data above also illustrate lower outcomes for students of color on our campus as well as the need to hire more faculty and staff of color which reflects the students that we serve.

The DEI plan seeks to have measurable outcomes that are tied to each division/department's goals and reviewed and reported on annually.

Based on the stakeholder meetings that were held in Spring of 2017, and in alignment with the Strategic Plan, 6 priorities emerged:

1. Student Success
2. Recruitment, Hiring and Retention of diverse faculty and staff
3. Integrate diversity and equity pedagogy across curriculum, as well as creating diversity courses in all Workforce programs and within the transfer pathway

4. Provide Diversity, Equity and Inclusion professional development to all employees and students
5. Create an inclusive campus environment that meets the needs of ALL students, staff, and faculty at RTC
6. Establish community partnerships in support of Diversity, Equity, and Inclusion

This Diversity, Equity, Inclusion (DEI) plan provides an overview within areas of priorities at RTC for the period of 2018-2023. Action Teams under the guidance of the Diversity, Equity, and Inclusion Council will lead the way and collaborate with other shared governance structures on campus in an effort to accomplish the DEI plan priorities. A budget will be created that supports the Diversity, Equity, and Inclusion priorities listed in this plan. It is important to note that this is a living document, and based on annual accomplishments, revisions will be made as necessary which considers current research and literature, national, state, and institutional data, community and student needs, and the strategic direction of the college.

## **1. OBJECTIVE: Student Success**

**Academic excellence and success for all students, especially under-represented and historically marginalized groups.**

*Review and recommend proven strategies that increase access and success, to reduce opportunity gaps.*

- Recommend proven strategies to increase access and success among both male and female students of color.
- Expand on the partnerships with national programs for targeted groups such as the Minority Male Community College consortium (CCEAL).
- Offer programming to support Women and Men of Color on campus such as Women of Merit and Men of Merit programming.
- Offer a supportive environment through student lead affinity and cultural clubs, so that students have opportunities to interact in different ways and provide a structured experience for leadership, guiding peers and peer mentorship.
- Work more effectively with College and Career Pathways to increase student transition into college level programming.
- Collaborate with English & Math departments to support institutional focused initiatives that target development to college level transition.
- Streamline pathways to enrollment (and completion) and increase educational attainment in RTC's service district.
- Make RTC Accessible, meaning that individuals with disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with equivalent ease of use.

## **2. OBJECTIVE: Recruitment, Hiring and Retention of Diverse Faculty and Staff**

**Continue to create intentional and deliberate efforts to recruit, hire and retain faculty and staff from underrepresented and historically marginalized populations.**

- Collaborate with Human Resources to create mandatory educational equity and inclusion training for all new full-time employees.
- Implement elements of the Search Advocate model used at Oregon State University to increase cultural competency on search committees.
- Creation of Affinity Groups on Campus.
- Include equity and inclusion competencies in performance evaluations for faculty and staff.
- Negotiate equity and inclusion competencies into the Tenure process and post tenure process.

- Embed diversity, equity, and inclusion competencies into:
  - Position announcements
  - Job descriptions
  - Job postings
  - Questions during the interview process
  - Posting locations and recruitment strategies
  - Hiring criteria and the evaluation of applicants
  - Selection committee composition is diverse and committee members participate in diversity, equity, and inclusion training

**3. OBJECTIVE: Diversity, Equity and Inclusion Pedagogy and Curriculum**  
**Integrate diversity, equity and inclusion in the pedagogy and create diversity courses in all Workforce programs as well as diversity transfer courses.**

- Provide faculty training that integrates equity and inclusion with pedagogy and classroom strategies aimed toward enhancing student success.
- Collaborate on training for curriculum development for Cultural Diversity designation.
- Have a Tenure Track faculty member develop and oversee Cultural Diversity courses.

**4. OBJECTIVE: Professional Development**  
**Offer mandatory and optional diversity, equity, and inclusion professional development training to all employees.**

- Institute mandatory college-wide diversity, equity, and inclusion training for all faculty and staff.
- Incorporate equity and inclusion training into individual faculty professional development plans. Focus on Growth mindset vs. content expertise when looking to attend conferences/trainings for professional development.
- Identify and require training in all compliance areas including non-discrimination, sexual harassment, and reasonable accommodation.
- Participate in the Intercultural Development Inventory (to assess intercultural competence).
- Since 2017, RTC has supported a variety of diversity programming for faculty of color. This includes the Cross-Institutional Faculty of Color Mentorship Program, the Faculty and Staff of Color Conference, as well as The Social Justice Leadership Institute. On campus, we began a group to gear interested faculty of color toward leadership positions, and developed a Faculty and Staff of Color affinity group. Both have been on hiatus since the pandemic, but we will work with our new Executive Director of DEI, hired in July 2022, to revive them.
- RTC will commit to supporting all its faculty of color in these and other pertinent programming. Our year 5 goal is to ensure that 70% of faculty of color are engaged in at least one of these initiatives.

**5. OBJECTIVE: Inclusive Campus Environment**  
**Create an inclusive campus environment that meets the needs of ALL students, staff, and faculty at RTC.**

- Continue 2<sup>nd</sup> Monday Potlucks.
- Develop Cultural signage across campus.
- Continue intentional conversations/dialogues/workshops (cross-cultural dialogues).
- Create a Multicultural Center on Campus.
- Continue mandatory New Student Orientations.

- Continue Multicultural events on campus.
- Continue Title IX for students.
- Apply UDL principles to the campus environment to increase accessibility.
- Expansion of All Gender bathrooms (Policy, Signage, Location, Access).

## **6. OBJECTIVE: Community Partnerships**

**Establish an intentional and culturally appropriate outreach plan to external partners and prospective students in an effort to promote student's success beyond RTC.**

- Assess and strengthen our current partnerships with CBO's-DSHS, WorkSource, DOC, ESD, WDC, K-12.
- Establish a partnership with the Urban League.
- Partner with external organizations to celebrate, strengthen, and focus on diversity, equity, and inclusion including Communities of Color Coalition (C3) and National Association for the Advancement of Colored People (NAACP).
- Engage Advisory Boards for mentoring opportunities for students of color and create an employment pathway.
- Establish a culturally appropriate student outreach program.
  - Onboard an Outreach/Recruitment Manger who will assist in the design and administration of the culturally appropriate student outreach program.
  - Focus effort on communities of color, students with disabilities, neurodiverse communities, and low-income communities.
  - Incorporate how to navigate student aid and funding opportunities to prospective students and their families.
- Expand new community partnerships in response to our mutual needs.
  - Develop community partnerships to host National Night Out, which promotes neighborhood community building and safety awareness.
  - Conduct an inventory of current employee community and civic engagement.
  - Engage with community partners in delivering a culturally appropriate student outreach program.

### **a. CHALLENGES TO PLAN**

- Faculty and staff buy-in
- Budget
- Institutional culture and structures
- Competing priorities
- Human capacity/limitations
- Too ambitious
- The political landscape

### **b. MEASURES OF SUCCESS**

- Measurable outcomes that are tied to each division/department's goals (unit plans), reviewed, and reported on annually.
- Number and participation of educational diversity, equity, and inclusion training and professional development.
- Increase student participation and representation in student lead activities that foster personal growth while supporting their interests, hobbies, and backgrounds.
- Increase in the number of students of color enrolled in high wage programs.
- Gauge employee satisfaction via a campus climate survey, and work towards improvement.

- Increased number of Diversity Courses offered, enrolled, and completed.
- Creation of a shared Diversity, Equity and Inclusion vocabulary that is used on campus.
- Increase in internal and external partnerships which lead towards equitable outcomes.
- Student climate survey around inclusion and on the Exit survey.
- Creation of a Multicultural Center.
- Money allocated to DEI work and Council.



### **DEIC LEADERSHIP TEAM**

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