WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGE

ARTICULATION TRANSFER COUNCIL (ATC)

2020-2021

ATC Guiding Principles - The ATC work plan will:

* Use racial equity as a lens and perspective on all on decisions.
* Utilize data to make informed decisions throughout all work.
* Reflect the collective interests of ATC, Instruction Commission (IC), and each college.
* Align with WACTC Educational Services Committee work plan, SBCTC Priorities, and Strategic Enrollment Taskforce recommendations.
* Identify meaningful, measurable, and concise goals and objectives.
* Avoid unnecessary duplication and reporting.
* ATC will revisit progress on its work plan each meeting and document attainment.

**GOALS**

1. Professional Development - Continue work related to equity, diversity, and inclusion (EDI) (2.3C, 2.3D).
	1. Fall: Contextualized Pedagogy with an Equity Focus
	2. Winter: Antiracist pedagogy and policy – moving beyond equity
	3. Spring: Guided inquiry frameworks for looking at data.
	4. Workgroup Tasks:
		1. Identify potential speakers and work with ATC exec to plan professional development activities for 2020-21 and beyond.
2. Pathways and Progression - Strengthen collaboration with CBS in order to reduce equity gaps in Pathways (2.2A, 1.1B, 2.2D)
	1. Workgroup Tasks:
		1. Connect with CBS leadership to identify priorities for collaboration (examples: coreq classes, placement, IBEST)
		2. Create a task list in collaboration with CBS for work during the 2020-21 academic year.
3. Pedagogy - Identify, Disseminate, and implement equity minded contextualized learning practices (1.2A)
	1. Undergraduate Research and CURES – premeeting question to create a reference document (what is happening on each campus, what are institutions doing to support, who is the point of contact) – How might the info we gather support a system wide grant proposal for the creation of a centralized center
	2. Workgroup Tasks:
		1. Compile a resource guide of best practices from campus.
		2. Create a “getting started” essentials guide for creating an equity minded contextualized curriculum.
4. Degree Maintenance - Review requirements within DTA and MRPs at colleges using an equity lens. (2.2B, 2.3B)
	1. Workgroup Tasks:
		1. Review inventory and discuss recommendations for diversity requirements within degrees and certificates. (This may already be complete - check with Kerrie on final document to share w/ IC)
		2. Gather information on criteria from around the system – what are the critical components that colleges require to consider a course a diversity course.
		3. Gather information on which colleges have DTA requirements that are more restrictive than the DTA. Note what those restrictions are (example: requirement for representation of 3 disciplines in a distribution area rather than 2).
5. Identify efficiencies and collaborations for the Music DTA.
	1. Workgroup Tasks:
		1. Identify potential course share model and process (similar to ECE shared course model).