



Community Colleges of Spokane
Spokane Community College

Diversity, Equity, and Inclusion

Strategic Plan

2021-2023

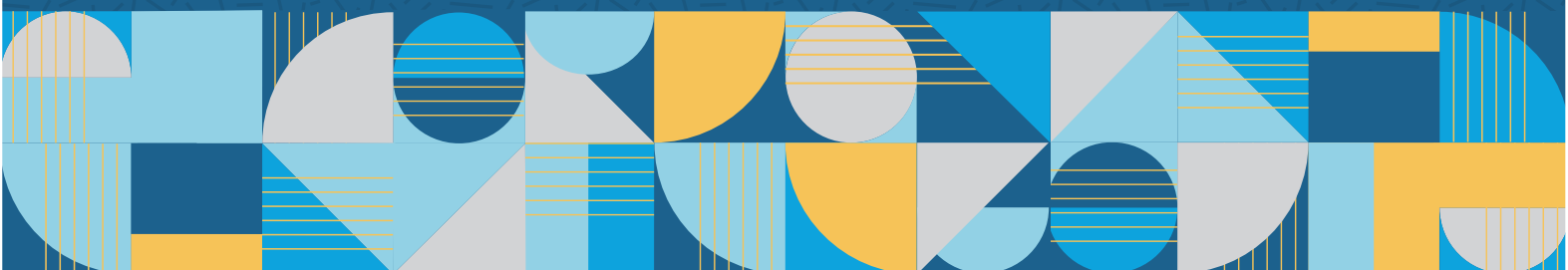


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Introduction

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 this plan should change to match our evolving ideas and culture, so we commit to revising this plan every two year to reflect the update and changes in this equity work.

The EDI Strategic Plan aligns the college's structure with the corresponding strategic themes, institutional objectives, and measurable indicators for each outcome. Strategies are identified broken down by objective and into measurable action items.

DEGA has identified the following strategic themes to inform SCC's EDI strategic plan:

- Eliminate student equity gaps
- Implement shared definitions of equity, diversity, and inclusion
- Increase EDI training and professional development
- Strengthen recruitment, hiring, onboarding, and retention practices that address and advance EDI among employees
- Increase culturally appropriate outreach efforts for student recruitment among systemically marginalized populations
- Build capacity for all employees to prioritize EDI work

Throughout this document, we use the term *campus community* to represent all divisions at SCC that includes Adult Basic Education, Arts and Sciences, Technical Education, Allied Health and Environmental Sciences, Business, Hospitality, Information Technology, Extended Learning & Workforce, Physical

Education, Initiatives, as well as Student Services and the Colville, Newport, Inchelium, and Republic rural centers. The EDI strategic plan also uses the term *systemically marginalized students* to identify people from the non-dominate group based on racial identity (see systemically marginalized definition in glossary). While we recognize the value and importance of all forms of equity, this plan focuses primarily on racial equity as it can be overshadowed by other forms of equity work.

EDI Strategic Planning and Development Process

Dr. Kevin Brockbank, President at SCC, approached the DEGA committee co-chairs at the beginning of the academic year 2021-2022 with a request to complete an EDI strategic plan for Spokane Community College. The committee is made up of faculty, staff, and a student representative, which hosts a diverse group of SCC stakeholders across the institution who volunteer and have passion for advancing Equitable, Diverse, and Inclusive practices.

The DEGA committee responded to the request by sharing legislation and forming three subcommittees to develop and advance the EDI themes for the year: the SCC Welcoming Subcommittee, The TILT Onboarding Subcommittee, and Training and Campus Awareness Subcommittee.

Brainstorming Sessions

Each subcommittee went through a strategic process of creating an inventory of what the institution currently does and identifying where there is a need to improve EDI work. As an entire committee, DEGA created a working document to capture the subcommittee notes and create a running list of improvements the college would need to address within the strategic plan in order to have a more inclusive environment. This experience collectively identified a desired vision, as well as articulated important values and priorities that informed and influenced the strategic planning process.

Campus Climate Assessments

In May of 2022, two campus climate assessments were shared electronically with students and employees at SCC. The Community College Survey of Student Engagement (CCSSE) Race/Ethnicity Pilot Survey was specific to students. The employee Campus Climate Assessment was created by Institutional Research (IR) with feedback from the DEGA committee to gather a baseline understanding of conditions and issues related to EDI at Spokane Community College.

Drafting the Plan and Ongoing College Engagement

An EDI Strategic Plan Task Force was formed to include the three subcommittee leads, the co-chairs of DEGA, and the Institutional Research department. This task force took feedback from the three subcommittees and continued to refine the definitions, vision, values, strategic priorities, goals, objectives, and action items. The Strategic Plan Task Force shared the draft of the strategic plan with the DEGA committee, allowing time for feedback. 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 Co-Chairs, Michelle Wise-Gendusa and Guillermo Espinosa, would like to recognize the many collaborators who made the creation of this plan possible.

EDI Strategic Plan Task Force: Dr. Amy Anderson, Dr. Roy Caligan, Megan Fadeley, and Dr. Ben Miller

DEGA Committee: Jamie Adrain, Lily Booth, Holly Campbell, Janelle Cordero, Austin Davis, Van Dinh, Dr. Glen Cosby, Lisa Holmes, Joe Huseby, Jaclyn Jacot, Rachel Kendoll, Venessa Luke, Melissa McNabb, Christina Momono, Brian Moyer, Rhonda Quandt, Angela Rasmussen, Ashley Schultz, Angela Smith, David Stasney, Sarah Stiffler, Brooke Thomas, Jillian Travers, Cindy Trujillo, Veronica Williams.

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

Definitions

For the purposes of this document, the following four terms are defined as overarching guidance for this work. A complete list of terms is located in the glossary.

1. **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.
2. **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).
3. **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.
4. **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.



5. **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.
6. **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”).
7. **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.
8. **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.
9. **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.

Spokane Community College Diversity, Equity, and Global Awareness Committee:

Vision Statement

To strive for a place that promotes equity and inclusion for all while fostering appreciation of diverse cultures and global perspectives.

Mission Statement

To offer students, faculty, and staff transformational experiences and increase cultural capacity to excel as leaders through quality education.

Values

- Global Awareness
- Equity
- Inclusion
- Success
- Access
- Responsiveness

Strategic Priorities, Goals, Objectives, and Actions

1. Build and sustain an equitable, diverse, and inclusive (EDI) culture at Spokane Community College



- a. Improve transparency and accessibility throughout the student onboarding process
 - i. Transparency In Learning and Teaching (TILT)¹ documents and student processes (Align with Guided Pathway's 'Get on the Path')
 - 1. Create supporting documents that further explain the FAFSA/WASFA process for students
 - 2. Creating guides for the SCC student application
 - ii. Create instructional videos of the onboarding process with diverse perspectives
 - 1. Intake (Admissions, Orientation, Registration, Financial aid, Counseling)
 - 2. Placement (Testing)
 - 3. Structured Exploratory Experiences (GUID 102, BT 152, HED 103, APLED 102)
- b. Increase available resources to students and awareness of these resources (Interactive Map and website)
 - i. Accessible all-gender restrooms
 - 1. Ensure that there is at least one all-gender restroom in each building
 - 2. Include locations on website and maps
 - ii. Publish list of multilingual employees across the institution
 - 1. Put list on the SCC EDI website (Intranet)
 - iii. List of employees' culture and intersectionality for representation and support
 - 1. Create a list of "friendly" contacts based on components of culture
 - iv. Interactive directional kiosks around campus
 - 1. Obtain and install touch screen kiosks (building 15 and building 1)
 - v. Updated SCC website with all EDI efforts
 - 1. Create a page on the SCC website
 - vi. Include satellite campuses
 - 1. Create maps with resources for satellite campuses and add that to the SCC website
- c. Enhance SCC's welcoming and inclusive environment and continue building a sense of community
 - i. Include signage in various languages
 - 1. Obtain stakeholder's input on sign location and languages
 - ii. Renaming a building in the local indigenous language (i.e., Salish)
 - 1. Include stakeholder's input on building name and location
 - iii. Culturally diverse visual elements
 - 1. Incorporate culturally diverse artwork around the institution and reevaluate as the strategic plan is updated

¹ Transparency In Learning and Teaching (TILT) encourages higher education professionals to make clear the "hidden rules" for doing successful college work and completing key processes. It explains to students not just what they are supposed to do (the tasks), but also why they are doing it (the purpose), and how they know they are doing it correctly (the criteria for success).



- 2. Improve school marketing images to be more inclusive and representative of our student population
 - iv. Option of using pronouns in various modalities
 - 1. Ctclink, Canvas
 - 2. Student ID cards, Employee Name Tags
 - v. Supporting clubs that welcome systemically marginalized students
 - 1. Included on the SCC website
 - 2. Marketing in the onboarding process
 - 3. Bigfoot forward
 - 4. Welcome week
 - 5. Bigfoot app
 - 6. Fund a position through Student Government for a multicultural position advertising/supporting cultural clubs
 - vi. Peer mentorship for students
 - 1. Fully funded peer mentoring program, including scholarships for student participants, led by the Dean for Student Success
- d. Getting feedback from faculty/staff/students
 - i. Campus Climate Assessment every other year starting 2022
 - 1. Institutional Research conducts a climate assessment for students, staff/faculty in 2022, 2024, 2026
 - ii. Listening and feedback sessions every other year starting in 2023 (consistent with SB 5227)
 - 1. Institutional Research and DEGA partner to conduct listening and feedback session in 2023, 2025, 2027
 - iii. External audit of EDI practices every five years
 - 1. Find an external organization and complete an evaluation of SCC racial equity practices
 - iv. Student feedback of strategic plan
 - 1. Send the strategic plan to Associated Student Government (ASG), Student Groups, and work-study students
 - 2. Host a student town hall with student government to solicit feedback
- e. Institutional EDI assessment and performance evaluation at all levels
 - i. Incorporate EDI as a standard of evaluation for all SCC employees
 - 1. Evaluate each summer with all stakeholders about modifying evaluations to include EDI
- f. Combat the culture of fear across campus that employees and students have concerning campus climate, especially inclusion.
 - i. Ombudsperson available to students, faculty, and staff which includes non-retribution and follow through.
 - 1. Hire or establish an Ombudsperson (mediator) or establish an equivalent office, which is neutral and unbiased



2. Create EDI training programs for faculty, staff, and students
 - a. Increase the amount, variety, and frequency of EDI training events
 - i. SCC Quarterly EDI Events
 1. Dedicate one day per quarter to an Equity Development Day with a focus on racial equity.
 2. Include student groups & organizations
 - ii. Increase our participation in regional conferences and join communities of practice and/or associations.
 1. Faculty and Staff of Color Conference
 2. National Association of Diversity Officers in High Education (NADOHE)
 - iii. Administer Intercultural Development Inventory (IDI) across the institution
 1. Develop a five-year plan where all departments will have completed a group and personal IDI debrief
 2. Increase the number of qualified administrators at SCC to administer the IDI
 - b. Collaborate with CCS Human Resources (HR), SCC Teaching and Learning Center, and Safe Campus Advocates² to build and expand a comprehensive list of HR approved trainings that qualify as EDI and antiracist trainings
 - i. Collaborate with CCS Human Resources to survey the number of training courses offered on EDI and antiracist training
 - ii. Update current EDI and antiracist training to be included as part of the approved HR training
 - c. Mandatory EDI HR training for all employees every other year
 - i. Post on SCC EDI website the approved training offered
 - ii. Human Resources to track EDI training
 - d. Develop program aimed at retaining and supporting faculty and staff of color
 - i. Develop mentoring relationships for educators of color
 1. Sponsored affinity luncheons for specific faculty/staff, to be considered part of their work schedule
 2. Support for tenure and tenure track faculty to participate in state-wide mentoring and affinity groups
 - ii. Offer training and education to tenure review committees and Board of Trustees on bias in instructional evaluations
3. Continue closing equity gaps for systemically marginalized students in all Student Achievement Initiative (SAI)- related metrics (see Appendix C).
 - a. Increase number of systemically marginalized students across all programs at SCC
 - i. Build and support a culturally appropriate outreach program

² Safe Campus Advocates program is an effort to create a safe space for all students. As an advocate, faculty/staff have been trained to listen, support, and advocate for students, and assist in addressing concerns students might have regarding bias, bias-motivated violence, discrimination, inequitable treatment, micro/macroaggressions, or prejudice.



1. Health Sciences
 2. Education (Academy for Rising Educators)
 3. Hire an outreach specialist dedicated to connecting with community organizations and help students through the enrollment process
 4. Incorporate Student Groups
 5. Multi-lingual admissions and registration forms, placement testing, and CASAS testing (Innovation fund)
- b. Improve retention of systemically marginalized students
- i. Identify equity gaps in SCC courses, specifically predictive courses and toxic course ³combinations
 1. Institutional Research disaggregates student success in these courses
 - ii. Peer mentorship for students
 1. Fully funded peer mentoring program including scholarships for student participants led by the Dean for Student Success (Innovation fund)
 - iii. Connect students with community-based organizations
 1. Build a community pipeline to culturally based organizations
- c. Align instructional culture with principles and practices of equitable teaching and learning (GP)
- i. In support of SCC's institutional intercultural literacy, students will develop an intersectional understanding of modern social realities, which will help enable effective participation and communication in cross-cultural professional, academic, and social settings.
 1. Create equity-minded course content and curriculum to support intercultural literacy
 2. Continue to offer education on ways to interrupt bias within course outcomes and instruction

³ Toxic course combinations is specific to traditionally challenging courses that are taken in the same term which increases attrition and high failure rate.



Appendix A

DEGA EDI Glossary of Terms

The purpose of this Diversity, Equity, and Global Awareness (DEGA) Glossary of Terms is to serve as a reference guide of terminology utilized as we advance efforts to eliminate systemic inequities. While this list is not exhaustive, we have identified some key terms to help folks engage in meaningful conversations. This glossary is iterative and will continually be updated.

Terms	Definition
Ableism	Ableism is the intentional or unintentional discrimination or oppression of individuals with disabilities based on the belief that typical abilities are superior. Source: https://www.nccj.org/ableism
Accessibility	The quality of being possible to get into, use, make use of Source: https://www.nccj.org/ableism
Accomplice	All accomplices are allies, but not all allies are accomplices. While an ally is willing to stand in support of a marginalized voice, risk is rarely involved. An accomplice uses the power and privilege they have to challenge the status quo, often risking their physical and social well-being in the process. Source: https://www.diverseeducation.com/opinion/article/15104148/moving-from-ally-to-accomplice-how-far-are-you-willing-to-go-to-disrupt-racism-in-the-workplace
Ageism	Refers to two concepts: a socially constructed way of thinking about older persons based on negative attitudes and stereotypes about aging and a tendency to structure society based on the assumption that everyone is young, thereby failing to respond appropriately to the real needs of older persons. Source: http://www.ohrc.on.ca/en/ageism-and-age-discrimination-fact-sheet
Ally	An individual who takes action to support social justice and works to eliminate oppression Source: https://www.diverseeducation.com/opinion/article/15104148/moving-from-ally-to-accomplice-how-far-are-you-willing-to-go-to-disrupt-racism-in-the-workplace



Bias	<p>Prejudice in favor of or against one thing, person, or group compared to another; usually in a way considered unfair. Implicit bias is unconscious and explicit bias is conscious.</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Bigotry	<p>Bigotry is having and expressing strong, unreasonable beliefs and disliking other people with different beliefs or a different way of life.</p> <p>Source: https://dictionary.cambridge.org/us/dictionary/english/bigotry</p>
BIPOC	<p>A term referring to “Black and/or Indigenous People of Color.” While “POC” or People of Color is often used as well, BIPOC explicitly leads with Black and Indigenous identities, which helps to counter anti-Black racism and invisibilities of Native communities.</p> <p>Source: <i>Creating Cultures and Practices for Racial Equity: A Toolbox for Advancing Racial Equity for Arts and Cultural Organizations</i>, Nayantara Sen & Terry Keleher, Race Forward (2021).</p>
Cisgender	<p>Adj: A term used to describe people whose gender identity matches the sex they were assigned at birth, and this word is often abbreviated to cis.</p> <p>Source: https://www.catalyst.org/2019/05/30/12-diversity-inclusion-terms-you-need-to-know/</p>
Class	<p>Class refers to people’s socio-economic status based on factors such as wealth, occupation, education, or income.</p> <p>Source: https://classism.org/about-class/what-is-classism/</p>
Classism	<p>Classism is differential treatment based on social class or perceived social class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups. It is the systematic assignment of characteristics of worth and ability based on social class.</p> <p>Source: https://classism.org/about-class/what-is-classism/</p>
Community of Color	<p>Groups of people who are not identified as white, with emphasis on common experiences of racism.</p>
Community Organization	<p>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.</p>



Culture	<p>Values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people</p> <p>Source: https://www.asanet.org/topics/culture</p>
Culturally Appropriate	<p>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.</p>
Culturally Competent	<p>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.</p>
DEI	<p>DEI is an acronym for Diversity, Equity, and Inclusion.</p>
Disability	<p>Disabilities are physical or mental impairments that substantially limit one or more major life activities. This includes people who have a record of such an impairment, even if they do not currently have a disability.</p> <p>Source: https://www.nccj.org/ableism</p>
Discrimination	<p>Prejudiced treatment of a person based on the social groups to which they belong and stereotypes about those groups. Discrimination can be broken down into two types when committed by an individual: traditional discrimination (openly negative treatment) and modern discrimination (subtle negative treatment).</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Diversity	<p>Diversity is a representation of individual identities, intersectionalities, 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. Efforts to increase the representation of diverse types of identities within communities (e.g., demographics, sexuality, religion, etc.)</p>



	Source: Diversity, Equity, and Global Awareness Committee at Spokane Community College
Emotional Tax	Noun: The combination of being on guard to protect against bias, feeling different at work because of gender, race, and/or ethnicity, and the associated effects on health, well-being, and ability to thrive at work. Source: https://www.catalyst.org/2019/05/30/12-diversity-inclusion-terms-you-need-to-know/
Empowerment	The state of being empowered to do something: the power, right, or authority to do something Source: https://www.merriam-webster.com/dictionary/empowerment
Equity	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 Source: Adapted from the WA 2020 Office of Equity Task Force
Equity-mindedness	Equity-mindedness is the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their own practices. It also requires that practitioners be race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education. Source: https://cue.usc.edu/equity/equity-mindedness/
Ethnicity	A socially or politically constructed group based on cultural criteria, such as language, customs, and shared history Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/
Feminism	The belief that all genders have equal rights and opportunities. Source: https://iwda.org.au/learn/what-is-feminism/
Fluency	Cultural fluency is the ability to effectively interact with people from diverse cultures. It includes an awareness of how to appropriately respond to differences in communication and conflict. Source: https://www.immi.se/intercultural/nr15/inoue.htm



Gender identity & expression	<p>Each person's experience of their gender <i>identity</i> is unique and personal and cannot be known simply by looking at a person. Common gender identities include cisgender, transgender, non-binary, and two-spirit.</p> <p>Gender <i>expression</i> describes the way in which we present or express our gender, which can include physical appearance, clothing, hairstyles, and behavior.</p> <p>Source: https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/</p>
Heterosexism	<p>Heterosexism is the assumption that heterosexuality is the social and cultural norm as well as the prejudiced belief that heterosexuals, or "straight" people, are socially and culturally superior to lesbian, gay, bisexual, transgender, Two-Spirit, and queer (LGBTQ) people.</p> <p>Source: https://rainbowresourcecentre.org/files/12-11-Heterosexism.pdf</p>
Historically Marginalized Community	<p>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")</p>
Homophobia	<p>Homophobia is the irrational fear, dislike, hatred, aversion, intolerance, and ignorance of homosexuality and lesbian, gay, bisexual, transgender, Two-Spirit, and queer (LGBTQ) individuals.</p> <p>Source: https://rainbowresourcecentre.org/files/16-12-Homophobia.pdf</p>
Inclusion	<p>Inclusion involves engaging all individuals and groups through deliberate, consistent, action-based decision-making and transparent communication. For inclusion to happen, there must be space where all people's inherent worth and dignity are recognized, systemic and institutional barriers are removed, and underrepresented populations feel supported, respected, and valued, resulting in equitable outcomes for all.</p> <p>Source: Diversity, Equity, and Global Awareness Committee at Spokane Community College.</p>
Indigenous	<p>Peoples in independent countries who are regarded as indigenous on account of their descent from the populations which inhabited the country, or a geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic, cultural, and political institutions.</p> <p>Source:</p>



	https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C169
Institutional Racism	<p>Institutional racism is a pattern of social institutions—such as governmental organizations, schools, banks, and courts of law—giving negative treatment to a group of people based on their race.</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Intent Vs. Impact	<p>Our intentions (what we want or hope to do) do not always align with what we say or do, impacting how others receive what we say and do. <i>Intent</i> refers to what you hope or want to do when choosing to perform an action. <i>Impact</i> refers to the reality (ex. results) of your actions/ behaviors. The resulting impact may not always align with what you intended.</p> <p>When one's impact is being called into question, especially if the action is perpetuating oppression, it is important to recognize that the action is being called into question, not the person/overall character.</p> <p>Source: https://everydayfeminism.com/2013/07/intentions-dont-really-matter/</p>
Intersectionality	<p>The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.</p> <p>Source: https://aapf.org/kimberle-crenshaw</p>
Justice	<p>Presence of systems and supports (ex. policies, practices, norms) that achieve and sustain fair treatment, equitable opportunities, and outcomes for people of all races. Systematic, proactive reinforcement.</p> <p>Source: http://www.theinclusionsolution.me/beyond-the-rhetoric-centering-justice-anti-racism-in-our-dei-strategy-our-approach/</p>
Latinx	<p>Latinx is the gender-neutral alternative to Latina or Latino. It is a term used to describe a diverse group of people who have roots in Latin America</p> <p>Source: https://elcentro.colostate.edu/about/why-latinx/</p>
LGBTQIA+	<p>Lesbian, gay, bisexual, transgender/transsexual, queer/questioning, intersex, and allied/asexual/aromantic/agender.</p> <p>Source: https://lgbtqia.ucdavis.edu/educated/glossary</p>



Low-Income Community	Applies to an individual whose household's taxable income for the preceding year did not exceed 150% of the poverty line. Other definitions can include 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.
Marginalization	To relegate to an unimportant or powerless position within a society or group Source: https://www.merriam-webster.com/dictionary/marginalize
Micro-inequity	Micro-inequities are small events that are often ephemeral and hard-to-prove, covert, often unintentional, frequently unrecognized by the perpetrator, which occurs wherever people are perceived to be different- Mary Rowe, MIT. Source: https://www.lewissilkin.com/en/insights/mansplaining-micro-inequities-and-managers
Microaggression	Microaggressions are everyday slights, indignities, put-downs, and insults that people of color, women, LGBTQ populations, or marginalized people experience in their day-to-day interactions with people. Source: https://www.vox.com/2015/2/16/8031073/what-are-microaggressions
Neurodiversity	Noun: The concept that there is great diversity in how people's brains are wired and work and that neurological differences should be valued in the same way we value any other human variation. Source: https://www.catalyst.org/2019/05/30/12-diversity-inclusion-terms-you-need-to-know/
Non-binary	Non-binary is an umbrella term for people whose gender identity does not sit comfortably with 'man' or 'woman.' Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely. Source: https://www.stonewall.org.uk/about-us/news/10-ways-step-ally-non-binary-people
Oppression	Oppression is the systemic devaluing, undermining, marginalizing, and disadvantaging certain social identities in contrast to the privileged norm. Oppression also occurs when some people are denied something of value, while others have ready access. Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/



Pansexuality	<p>The romantic, emotional, and/or sexual attraction to people regardless of gender.</p> <p>Source: https://www.webmd.com/sex/pansexuality-what-it-means</p>
Performative Allyship	<p>Performative allyship occurs when an individual or group of power/majority/privilege (e.g., white, male, abled, unqueer, etc.) loudly profess(es) their actions in the name of ‘allyship,’ while actively conducting harm to, taking focus away from, and being unhelpful towards the group they claim to support. Yet, these individuals often receive praise and attention without taking critical action to dismantle the systems of harm.</p> <p>Source: https://www.selfdefined.app/definitions/performative-allyship/</p>
POC	<p>Acronym referring to a person (or People) of color. Often the preferred collective term for referring to non-White racial groups. Racial justice advocates have been using the term “people of color” (not to be confused with the pejorative “colored people”) since the late 1970s as an inclusive and unifying frame across different racial groups that are not White, to address racial inequities.</p> <p>Source: Race Forward, “Race Reporting Guide” (2015)</p>
Prejudice	<p>‘Pre-judgement’ personal bias for or against anything, all humans have bias and prejudice.</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Privilege	<p>Systemic favoring, enriching, valuing, validating, and including certain social identities over others. Individuals cannot ‘opt out’ of systems of privilege; rather, these systems are inherent to the society in which we live.</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Race	<p>Race is a socially or politically constructed group based on perceived differences in physical characteristics.</p> <p>Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/</p>
Racism	<p>Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.</p>



	SOURCE: “What Is Racism?” – Dismantling Racism Works (dRworks) web workbook .
Sexual Orientation	Sexual orientation refers to sexual desire and preference for emotional and sexual relationships with others based on their sex/gender. Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/
Social Justice	Social justice is active engagement toward equity and inclusion that addresses institutional, structural, and environmental inequity, power, and privilege issues. Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/
Stereotypes	Stereotypes are assumptions that we make about people based on the social groups to which they belong. Source: https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/
Systemically Marginalized	The institutional and system-based process where persons are intentionally removed, denied, and isolated from economic, sociopolitical, and cultural participation based on race, immigrant status, income, ability, or multi-generational living arrangements (Mai, 2016). This acknowledges the history of marginalization of these communities. https://multicultural.utah.gov/poweroflanguage/
Systemic Racism	(AKA structural racism or institutional racism) Systems and structures that have procedures or processes that disadvantage African Americans, Indigenous people, Latinx people, and people of color. Source: https://www.usatoday.com/story/news/nation/2020/06/15/systemic-racism-what-does-mean/5343549002/
Tolerance	Tolerance is the attitude of someone willing to accept someone else’s beliefs, way of life, etc., without criticizing them even if they disagree with them. Source: https://www.macmillandictionary.com/us/dictionary/american/tolerance
Transgender	People whose gender identity is different from the gender they were thought to be at birth. “Trans” is often used as shorthand for transgender.

	Source: https://transequality.org/issues/resources/frequently-asked-questions-about-transgender-people
Transitioning	<p>Transitioning often refers to the process someone goes through so the external world can better recognize and reflect their internal gender. This process looks different for different people, and there is no right way to express your gender. Some people medically transition, while others may choose social, medical, and/or legal changes.</p> <p>Source: https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/</p>
Whiteness	<p>Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness formed within it. Whiteness is thus conceptualized as a constellation of processes and practices rather than as a discrete entity (i.e. skin color alone). Whiteness is dynamic, relational, and operating at all times and on myriad levels. These processes and practices include basic rights, values, beliefs, perspectives, and experiences purported to be commonly shared by all but which are actually only consistently afforded to white people.</p> <p>Source: https://www.racialequitytools.org/glossary</p>
White Privilege	<p>White privilege is a concept that highlights the unfair societal advantages that white people have over non-white people. It is pervasive throughout society and exists in all the major systems and institutions that operate in society, as well as on an interpersonal level.</p> <p>Source: https://www.verywellmind.com/what-is-white-privilege-5070460</p>
Workplace Inclusion	<p>Noun: An atmosphere where all employees belong, contribute, and thrive. Workplace inclusion requires deliberate and intentional action.</p> <p>Source: https://www.catalyst.org/2019/05/30/12-diversity-inclusion-terms-you-need-to-know/</p>

*Adapted from [DEI Glossary of Terms | Foster School of Business \(uw.edu\)](#)

[CCCCO Diversity, Equity, and Inclusion Glossary of Terms \(valleycollege.edu\)](#)

Appendix B

Strategic Priorities, Goals, Objectives, and Action Chart

Priority	Goal	Objective	Action
1	a	i	1. Create transparent supporting documents that further explain the FAFSA/WASFA process for students
1	a	i	2. Create transparent guides for the SCC student application
1	a	ii	1. Create instructional intake videos (Admissions, Orientation, Registration, Financial Aid, and Counseling)
1	a	ii	2. Create an instructional placement video (Testing)
1	a	ii	3. Create instructional videos on Structured Exploratory Experiences (GUID 102, BT 152, HED 103, APLED 102)
1	b	i	1. Ensure that there is at least one all-gender restroom in each building
1	b	i	2. Include locations of all-gender bathrooms on the website and campus maps
1	b	ii	1. Publish a list of multilingual employees across the institution on the SCC EDI Website (Intranet)
1	b	iii	1. Create a list of “friendly” faculty/staff contacts based on components of culture (ex. Veteran friendly contacts)
1	b	iv	1. Obtain and install touch screen kiosks (Building 1 and Building 15)
1	b	v	1. Create a page on the SCC website
1	b	vi	1. Create maps with resources for satellite campuses and add that to the SCC website
1	c	i	1. Obtain stakeholder’s input on sign location and languages
1	c	ii	1. Include stakeholder’s input on building name and location
1	c	iii	1. Incorporate culturally diverse artwork around the institution (Reevaluate each time the plan is updated)
1	c	iii	2. Improve the school marketing images to be more inclusive and representative of our student population
1	c	iv	1. Include pronoun options in ctclink
1	c	iv	2. Include pronoun options in Canvas
1	c	iv	3. Include pronoun options for Student ID cards
1	c	v	1. Include clubs that welcome systemically marginalized students on the SCC website
1	c	v	2. Market clubs that welcome systemically marginalized students in the onboarding process



1	c	v	3. Include clubs that welcome systemically marginalized students in Bigfoot forward
1	c	v	4. Highlight clubs that welcome systemically marginalized students during Welcome Week
1	c	v	5. Market clubs that welcome systemically marginalized students on the Bigfoot app
1	c	v	6. Fund a position through Student Government for a multicultural position to advertise/support cultural clubs
1	c	vi	1. Fully fund a peer mentoring program, including scholarships for student participants, led by the Dean of Student Success
1	d	i	1. Institutional Research conducts a climate assessment for students, faculty, and staff in 2022, 2024, and 2026
1	d	ii	1. Institutional Research and DEGA partner to conduct listening sessions every other year starting in 2023 (Consistent with SB 5227)
1	d	iii	1. Find an external organization and complete an evaluation of SCC racial equity practices
1	d	iv	1. Send the strategic plan to Associated Student Government (ASG), student groups, and work-study students for feedback
1	d	iv	2. Host a student town hall with ASG to solicit feedback
1	e	i	Incorporate EDI as a standard of evaluation for all SCC employees
1	f	i	1. Hire or establish an Ombudsperson (mediator) or establish an equivalent office, which is neutral and unbiased
2	a	i	1. Dedicate one day per quarter to an Equity Development Day with a focus on racial equity.
2	a	i	2. Include student groups and organizations in EDI training events
2	a	ii	1. Increase participation in faculty and staff of color conferences
2	a	ii	2. Join the National Association of Diversity Officers in Higher Education (NADOHE)
2	a	iii	1. Develop a five-year plan where all departments will have completed a group and personal Intercultural Development Inventory (IDI) debrief
2	a	iii	2. Increase the number of IDI Qualified Administrators at SCC
2	b	i	Collaborate with CCS Human Resources to survey the number of training courses offered on EDI and antiracist training
2	b	ii	Update current EDI and antiracist training to be included as part of the approved HR training
2	c	i	Post on SCC EDI website approved training offered
2	c	ii	Human Resources to track EDI training



2	d	i	1. Sponsored affinity luncheons for specific faculty/staff, to be considered part of their work schedule
2	d	i	2. Support for tenure and tenure track faculty to participate in state-wide mentoring and affinity groups
2	d	ii	Offer training and education to tenure review committees and Board of Trustees on bias in instructional evaluations
3	a	i	1. Build and support a culturally appropriate outreach program for Health Sciences
3	a	i	2. Build and support a culturally appropriate outreach program for Education (Academy for Rising Educators)
3	a	i	3. Hire an outreach specialist dedicated to connecting with community organizations and help students through the enrollment process
3	a	i	4. Incorporate student groups
3	a	i	5. Multi-lingual admissions and registration forms, placement testing, and CASAS testing (Innovation Fund)
3	b	i	1. Institutional Research disaggregates student success data in predictive courses and toxic course combinations
3	b	ii	1. Fully fund peer mentoring program including scholarships for student participants, led by the Dean for Student Success (Innovation fund)
3	b	iii	1. Build a community pipeline to culturally-based organizations
3	c	i	1. Create equity-minded course content and curriculum to support intercultural literacy
3	c	i	2. Continue to offer education on ways to interrupt bias within course outcomes and instruction



Appendix C

See [SCC Equity Dashboard](#)