



	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](#)