

ANNUAL REPORT

2020-21

Diversity, Equity and Inclusion Task Force



INTRODUCTION

Lake Tahoe Community College (LTCC) was founded on principles of diversity and inclusion, and has consistently maintained a commitment to open access and to serving all students. Events during the summer of 2020 inspired a renewed vigor and urgency across the system and at LTCC to become more active leaders in anti-racism work.

On June 9, 2020, in response to the murder of George Floyd and systemic violence against Black/ African Americans, LTCC's Board of Trustees committed to challenging and changing systems that do not serve the campus community equitably, to improve the recruitment and retention of diverse staff and faculty, and to ensure all aspects of instruction reflect a commitment to diversity, inclusion, and anti-racism. On November 10, 2020, the Board adopted a goal "to serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe community." On January 26, 2021, the Board supported the creation of the DEI Task Force to advance institutional goals.

The DEI Task Force is responsible for identifying, recommending, prioritizing, and coordinating the implementation of various strategies and institutional changes that promote diversity, ensure equitable educational outcomes, and provide professional opportunities for LTCC students, staff, faculty, and the community at large.

This report summarizes all of the progress made campus-wide at LTCC in 2020-21 toward achieving the goal of becoming an anti-racist and multicultural institution.

TIMELINE

JAN

The LTCC Diversity, Equity and Inclusion (DEI) Task Force was announced in January 2021 to support the college in fulfilling its commitment to address issues of race and equity on campus and in the community.

FEB

The DEI Task Force Membership was announced.

MAR

The Task Force identified immediate tasks based on the 2020-21 Goals and identified team leads for each of the initial activities. Teams were charged with identifying additional resources and supports necessary for accomplishing goals, and meeting regularly to identify and carry out tasks necessary to achieve goals.

APR

The team leads reported to the full DEI Task Force on their assigned goal, progress, and timelines.

MAY

The DEI Task Force met with the EEO Chair to discuss intersections of EEO and DEI. The Task Force also released the API Pledge and made recommendations regarding the use of Latina/o/x. The Task Force conducted a listening tour aligned to Goal #7.

JUN

The DEI Task Force reviewed its listening tour outcomes and established a process for making recommendations to the President for goals to be included in the President and Board's 2021-22 Annual Goals. The DEI Task Force also met with Curriculum Committee leadership to discuss ongoing DEI efforts within the Curriculum Committee.

AUG

The DEI Task Force finalized recommendations to the President for 2021-22 goals related to DEI and anti-racism efforts.

OCT

The DEI Task Force met with the President to discuss outstanding issues related to its 2020-21 Goals and priorities for 2021-22.

NOV

The DEI Task Force published the 2020-21 Annual Report and Recommendations to the Board of Trustees.

2020-21 MEMBERSHIP

Laura Salinas
Co-Chair

Director of Equity and Student Wellness

Laura Metune
Co-Chair

Senior Director of Government
Relations and Grant Development

Nick Barclay
Analyst and CES/CEU Leadership

Shelley Hansen
Human Resources Director

Antonio Benitez
Program Specialist in Retention & Re-Engagement

Diane Lewis
Director of Marketing and Communications

Shauna Brunea
Student Life Coordinator

Danny Masellones
Enrollment & Student Support Coordinator

Melanie Chu
Director of Library & Learning Services

Dr. Amber Tierney
Sociology Faculty

Dr. Sue Kloss
Biology Faculty



DEI TASK FORCE GUIDING FRAMEWORK

Facilitation of the DEI Task Force action items relied on a number of orienting principles as conceptualized by the core competencies drawn from the Center for Urban Education. These orienting principles are summarized in Figure 1.

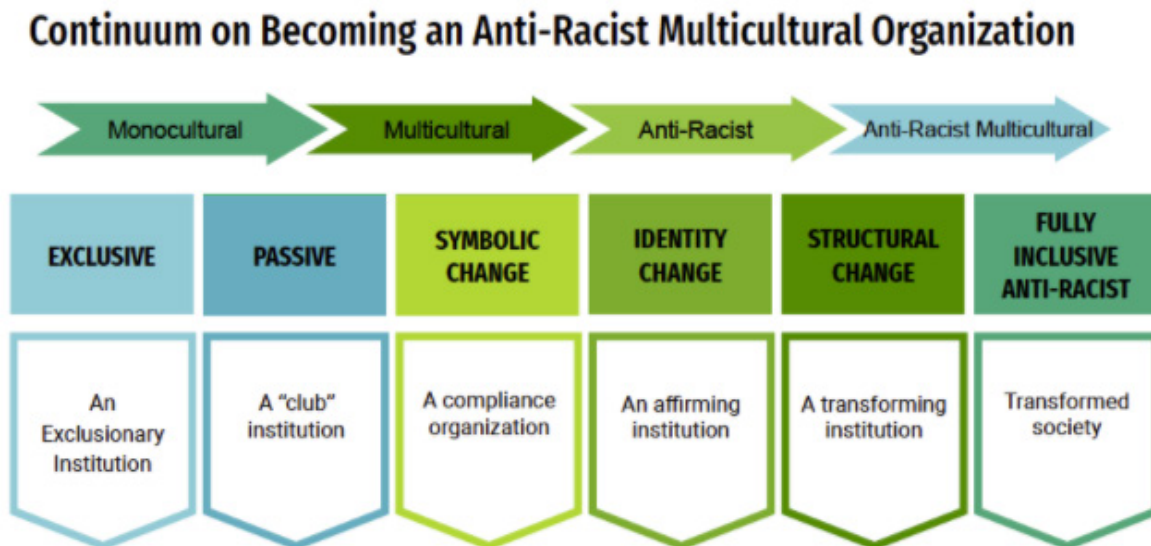


[Center for Urban Education](#)

Figure 1

CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL ORGANIZATION

Moreover, the Task Force followed guidance provided by the Puget Sound Educational Service District’s recommended chronology to iteratively work toward becoming an anti-racist multicultural organization. This projected timeline is broken down by sequenced milestones. These milestone achievements are visually represented in Figure 2.



[PSESD](#)

Figure 2



2020-21 GOALS & OUTCOMES

1 Support LTCC in achieving Superintendent/President and Board of Trustees 2020-21 Goals focused on race and equity.

Related Activities

- a. Review Goal #9 and assess LTCC progress toward implementing strategies and achieving outcomes.
- b. Review the implementation of NameCoach and provide additional support for LTCC to achieve full implementation and usage of the tool.
- c. Recommend specific actions necessary for advancing the strategies outlined in Goal #9.
- d. Execute priority tasks, activities, and projects to implement strategies and achieve outcomes.

Accomplishments

- More than 92 physical copies and 10 digital copies of “How to be an Anti-Racist” were distributed to LTCC employees and community partners. The Classified Employee Senate hosted a reading club to discuss the book.
- LTCC participated in the USC Equity Leadership Alliance 12 e-convenings and the NACCC Climate Survey (survey findings have been delayed by USC).
- LTCC evolved its hiring processes to recruit and retain employees and faculty who reflect student diversity (use of Prism, Collegas); the EEO Appendix B summarizes activities and progress to date.
- NameCoach training was conducted and many employees are utilizing it; in addition, NameCoach was integrated so that all future students will be automatically directed to NameCoach upon registration. If students use their school email, Canvas will be automatically updated.
- Microaggression training was conducted for core campus constituencies, including Senior Leadership Team, Faculty, President’s Advisory Council, and Classified Employee Senate.

2

Support LTCC participation in the California Community College Equity Leadership Alliance

Related Activities

- a. Coordinate with eConvening teams to support campus training activities.
- b. Collect recommendations from eConvening teams and report to the Superintendent/President regarding proposed campus-based next steps, including suggested prioritization of activities and actions based on impact and institutional capacity.
- c. Support eConvening teams in expanding the reach of training activities, including through recording campus training videos and utilizing Canvas to share videos and relevant information with the campus community, and, where appropriate, coordinate activities to share information with the Lake Tahoe community.
- d. Partner with Institutional Effectiveness to review the results from the National Assessment of Collegiate Campus Climate survey.

Accomplishments

- LTCC sent teams to all 12 USC eConvenings. Six of the teams have presented to the campus; the remaining six teams are preparing to present in the 21-22 Academic year.
- The Team has compiled USC eConvening recordings and slides to post in a Canvas shell and on the LTCC DEI website.
- The Team continues to gather additional training materials to be posted to the LTCC DEI website.
- The Team is still awaiting NACCC survey results from USC.



3

Support LTCC participation in the California Community College Equity Leadership Alliance

Related Activities

- a. Review models for incident reporting systems and make recommendations to the Superintendent/President for a system that would allow members of the campus community to report bias- and hate-related incidents and to support LTCC in providing services and resources to address issues and improve campus climate.
- b. Upon approval of the Superintendent/President, develop an implementation plan and coordinate the execution of the plan.

Accomplishments

The DEI Task Force assessed the Omnigo system to assess if it is the appropriate tool for hate and bias incident reporting. A suggested Reporting Form was established, as well as a process for receiving an incident report. The Task Force recommended to Senior Leadership that LTCC purchase Maxient.

Maxient will establish and maintain an Internet-based system for managing student conduct records.

This will allow the District to:

- Create and maintain case files regarding conduct incidents;
- Generate necessary documentation and correspondence related to student conduct cases;
- Generate statistical summaries derived from the District's information in the database.

Maxient will provide the District access to the Maxient Network, an "opt-in" service, to perform inter-institutional sharing of records on a need-to-know basis consistent with the Family Educational Rights and Privacy Act (FERPA).

- *Maxient* will provide ongoing technical support including reviews of the Maxient System, updates to support changes to the System, and troubleshooting.
- *Maxient* will provide the District with a one-time, comprehensive live training in the use and maintenance of the Maxient System.
- *Maxient* will provide the District's Maxient System with regularly scheduled data backup and encryption.
- *Maxient* will offer the District the use of data migration if requested at the beginning of the agreement.
- *Maxient* will provide implementation and customization of the Maxient Software to fit the specified needs of the District.
- The Board of Trustees approved the contract with *Maxient* on October 26, 2021 and LTCC implementation is planned for January 2022..

4

Monitor recommendations and directives from the CCC Chancellor's Office and other associations' efforts regarding diversity, equity and inclusion, and make recommendations for LTCC-specific actions to the Superintendent/President.

Related Activities

- a. Upon approval of recommendations by the Superintendent/President, the Task Force will coordinate and, where appropriate, execute efforts to implement recommendations.
- b. Review and consider the sample DEI Resolution and make recommendations for an LTCC-specific resolution that addresses the work LTCC is currently doing and plans to move forward.
- c. Review the CCC Board of Governors Resolution and resources for Diversity, Equity, and Inclusion Awareness Month and make recommendations for LTCC-specific activities for April 2021.

Accomplishments

- The DEI Task Force identified sources for DEI materials, has established a shared file for website content, and has coordinated for establishing the website.
- The DEI Task Force established and is utilizing a process for prioritizing and providing recommendations to the Superintendent/President.
- In April, the Board adopted a Resolution and the DEI Task Force hosted a talk with Dr. Gonzales in support of DEI Awareness Month.
- In May, LTCC efforts on DEI were highlighted during the CCCC CO Courageous Leaders webinar series.



5

Coordinate with diversity and equity focused committees currently operating on campus to delineate roles and responsibilities in implementing recommendations and regularly engage with student affinity groups, students, and the broader community to secure feedback.

Related Activities

- a. Provide resources and support for LTCC committees (including but not limited to the Equity Advisory Committee, the Equal Employment Opportunity Advisory Committee, and the Curriculum Committee), including reviewing and sharing recommendations and resources that support the ongoing work to ensure success for students from diverse backgrounds and to advance inclusive hiring and retention practices.
- b. Convene cross-functional committee meetings to discuss roles and responsibilities in moving recommendations into action. This activity will include a review of literature on improving faculty, staff, and student diversity. It will also include the review and consideration of recommendations from the CCC Chancellor's Office DEI Task Force and other relevant organizations for improving hiring practices to support diversity, equity, and inclusion.
- c. Regularly engage with the Student Senate, student affinity groups (including but not limited to ALLY Club, Filipino Club, H.O.P.E, and Umoja Club), students and community members to provide information and secure feedback.
- d. Provide recommendations to the Superintendent/President regarding delineated roles and responsibilities for changes to support equitable services and hiring practices.
- e. Establish and publish a central repository for diversity, equity, and inclusion-focused policies and practices adopted by governance committees on campus.
- f. The DEI Task Force shall not engage on matters within the scope of contract negotiations.

Accomplishments

- The DEI Task Force identified the CCCCO and other key stakeholder recommendations related to DEI. These resources are under review. This review is proposed to occur on a quarterly and/or yearly basis.
- The DEI Task Force identified governance committees for which partnership should occur and held initial conversations with these committees through the DEI Listening Sessions. The Task Force will establish specific liaisons with each of the committees for regular communication and engagement.
- The DEI Task Force held an initial meeting with the Curriculum Committee, the Equal Employment Opportunity Committee, and the Equity Advisory Committee and incorporated shared information in overarching recommendations (Goal #7).
- The DEI Task Force established a process for meeting regularly with students to discuss DEI issues, including meeting with the Student Senate and the Inter-Club Board.
- Identified resources will be included on the LTCC DEI website (for public-facing items) and in Canvas (for internal-facing items). Initial website launch occurred in Fall 2021 and the Canvas shell will launch in Spring 2022.

6

Provide an annual update to Superintendent/President DeFranco and other governance committees as requested regarding LTCC progress toward advancing the goal of becoming an anti-racist, multicultural institution.

Accomplishments

- The initial version of the DEI webpage was created containing a timeline, key documents and information, recorded trainings and presentation materials, and campus-wide DEI-related actions and statements (www.ltcc.edu/dei).
- An Annual Report was prepared and shared with the Board and with campus constituencies.
- The DEI listening session follow-up will share past LTCC accomplishments and upcoming LTCC goals (#7).

7

Recommend to the Superintendent/President additional priority strategies and outcomes to be considered for inclusion in the 2021-22 Goals

Accomplishments

- The DEI Task Force conducted a Listening Tour around campus where 569 comments were collected from staff/faculty/admin to assess DEI progress, areas of concern, and direction to prioritize efforts.
- The DEI Task Force reviewed the feedback and discovered recurring themes to further direct the group's efforts for the upcoming year.
- Recommendations for 2021-22 priorities were sent to the President and Senior Leadership in August 2021; the DEI Task Force met with President DeFranco in October 2021 and presented to the Board of Trustees in November 2021.
- Once the Board of Trustees finalizes goals and strategies for the 2021-22 year, the DEI Task Force will utilize a process for reporting back to governance teams on results from the listening tour, the Board's priorities, and ways for the campus to support and lead DEI efforts within their areas.





2021-22 RECOMMENDED GOALS & STRATEGIES

During the Spring and Summer of 2021, the DEI Task Force conducted a review of recommendations from the California Community Colleges Chancellor's Office, held information-gathering meetings with LTCC's Curriculum Committee, Equal Employment Opportunity Advisory Committee, and Equity Advisory Committee, and conducted a Listening Tour with 14 LTCC governance groups. This effort resulted in the identification of campus needs related to diversity, equity, and inclusion and in a series of recommendations to support LTCC in becoming an anti-racist and multicultural institution. The information below summarizes recommended goals and strategies that should be considered by LTCC's Board of Trustees and Superintendent/President in establishing the LTCC 2021-22 Annual Goals.

Recommended Primary Goal: Align policies, practices, and resources to support LTCC's mission to become an anti-racist and multi-cultural institution.

Recommended Primary Strategies:

I. Professional Development

Provide ongoing professional development opportunities for LTCC staff, faculty and students, and for broader community members.

Expand additional and expanded opportunities for professional development through the creation of a Canvas shell to house USC eConvening learnings, expanded participation in new learning activities, and expand access to these learnings into the South Lake Tahoe community.

Establish a DEI Certificate/Badge program or other recognition of excellence in equity so that staff, faculty, students and community members who utilize professional development opportunities can market their knowledge, skills, and abilities (LinkedIn, resume, markers for campus offices, etc).

Model the Classified Employee Senate's Book in Common Book Club and create opportunity for all staff and faculty to participate in a series of books in common brown bag lunch discussions.

Further enhance the LTCC DEI website to include additional information, such as a calendar of multicultural events and associated educational activities.

Create anti-racist guiding principles to inform an anti-racist action plan and evaluate governance and department policies, practices and resources against the principles and plan.

II. Diversity

Continue efforts to support and retain diverse administrators, faculty, and staff.

- i. Support the Equal Employment Opportunity Office's efforts to recruit diverse candidates, to ensure diversity of screening committees, and to track representation of applicants and employees across campus roles, functions, and statuses (Classified, Academic, Administration, etc).
- ii. Establish a required employee and faculty onboarding, mentorship and review (evaluation) process that emphasizes LTCC's commitment to DEI and anti-racism, ensures employees understand expectations as they relate to DEI and anti-racism, supports employees in learning and professional development on these topics, and establishes employee and faculty disciplinary processes regarding violations of these policies.

III. Academics

Engage LTCC's College Learning and Enrollment Management Council, the Curriculum Committee, and the Academic Senate to provide guidance and support for faculty incorporating equitable practices in the classroom.

- i. Support faculty in full implementation of evidence-based promising practices, including but not limited to: AB 705 and co-requisite/supplemental support, reviewing syllabi (or standard syllabi) to ensure student-friendly language and policies (rather than rules and deficit language), decolonizing curriculum, encouraging and supporting students in bringing multilingual and multicultural experiences into the classroom, and fostering learning spaces to promote dialogue and inquiry around DEI issues, topics, and current events, when appropriate.
- ii. Establish a pilot process for faculty to partner with Institutional Effectiveness to receive disaggregated student data, to evaluate student outcomes, and to better understand any disproportionate impacts; and, to conduct faculty training sessions on evidence-based practices that improve equitable student outcomes.
- iii. Support the Curriculum Committee in full implementation of the Diversity, Equity, and Inclusion Method questions in reviewing Course Outlines of Record and in the development of a process for evaluating and improving teaching and learning to ensure principles of anti-racism are incorporated.

IV. Student Services

Engage the Student Services division in evaluating and, where appropriate, updating student supports and policies to ensure equitable access and outcomes for disproportionately impacted students.

- i. Continue progress toward launch and implementation of the Hate and Bias Incident Reporting System.
- ii. Conduct an equity evaluation of policies to understand and address policies that result in disproportionate impact (e.g.: requiring students to complete forms multiple times, requiring wet signatures, etc.).
- iii. Implement routine evaluations of student services (e.g. mental health, student housing, food pantry, etc.) to determine impact, and expand or realign services where appropriate and necessary.
- iv. Utilize data to inform retention activities and implement retention strategies that ensure equitable student success.

Recommended Primary Outcomes:

The aforementioned strategies are designed to achieve the following outcomes:

Professional Development:

- All new employees complete an orientation with an explicit focus on diversity, equity, and anti-racism.
- All employees are encouraged to complete one professional development engagement focused on diversity, equity, and anti-racism.
- The LTCC Hate and Bias Incident Reporting System is fully functional and used to inform future professional development needs.

Diversity:

- Continued regular reporting on diversity in candidate applicant pools, candidates recommended by screening committees, and final hires.
- Increase the number and percentage of employees from diverse backgrounds with a specific focus on adjunct faculty, to ensure staff and faculty are reflective of student populations.

Academic:

- Increase the number of students completing transfer-level math and English in one year; eliminate equity gaps (AB 705).
- 100% of new courses and course modifications explicitly address the DEI methods in the (COR).

- Continue to disaggregate student success data by race and ethnicity and establish additional student outcome goals based on equity data.
- Increase the use of anti-racist curriculum in different program areas.
- All faculty and students consistently use NameCoach.

Student Services:

- Identify and eliminate barriers to access in enrollment processes and procedures, particularly for first-generation and low-income students (Equity evaluation).
- All staff and students consistently use NameCoach.
- Expanded multicultural events on campus and creation of an annual calendar of events posted on the DEI website.

