



LANSING COMMUNITY COLLEGE

Equity Action Plan

A Path Forward

2020



Dear LCC Board of Trustees,

On behalf of our campus community, I am pleased to submit this Equity Action Plan as outlined in the June 15, 2020 "Resolution Addressing Racial Injustice through Diversity, Equity and Inclusion." Passed before I began as college president, this Resolution is an admirable step to make LCC a more just and inclusive organization, stating that our college "strongly rejects and condemns all forms of discrimination and inequities, and stands firm against all who would use violence and ethnic intimidation, whether in law enforcement or otherwise." You named the "chronic system of racism and injustice in the United States of America" and remembered George Floyd, Ahmaud Arbery, Breonna Taylor, and so many others whose deaths demonstrate the racism and violence endemic in our nation.

But your Resolution went further than rhetoric. You called on LCC to be part of a solution by creating a comprehensive Equity Action Plan that would foster a more diverse, equitable and inclusive culture for our students and employees. It was a unique request, and it deserved a unique response from us.

The plan that follows outlines dozens of concrete action steps we intend to take during the next three years to make LCC better. This is a living document, and we know it will need to change over time as we implement and learn.

However, I want to highlight just one action step that illustrates my commitment as college president to embedding this Equity Action Plan into the long-term work of the college. Diversity, equity and inclusion will be a centerpiece of the coming 2022-2025 strategic

plan refresh. It will receive its own focus area and will be woven throughout all other focus areas, ensuring it receives the attention it needs without becoming siloed into a handful of programs and activities. The strategic plan guides our long-term work as a college, and it is crucial that we entrench our DEI efforts into that document.

Thank you for your resolution calling on LCC to live out its values. We look forward to digging deeper into the work that needs to be done and seeing the rewards for our students and employees.

Sincerely,

Steve Robinson
President



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Executive Summary

Lansing Community College is dedicated to excellence in embedding diversity, equity and inclusion into every facet of the institution. Our institutional mission supports maximizing the potential of employee and student talent by fostering an organizational culture of diversity, equity and inclusion (DEI) in which people can thrive. This comprehensive Equity Action Plan (EAP) communicates our strategic intentions to increase diversity, promote equity and foster inclusion within the LCC community over the next three years and beyond.

As we chart a path forward, it was critical for us to first transparently examine where we had been. By analyzing our past efforts, we could examine where we are today and chart the course forward to experience sustainable transformation.

This comprehensive plan complements the great work LCC employees and students have been doing and enhances our ability to build a more culturally inclusive workforce that is accountable to the different communities that we serve. We interpret the Board of Trustees’ “Resolution Addressing Racial Injustice through Diversity, Equity and Inclusion” as a call to action to the entire college community. With an unwavering commitment to work together from an equity lens, we have an opportunity to take courageous steps toward real change in our institutional policies, practices and behaviors. As such, the EAP will serve as a tool to facilitate change on our campus and a platform to engage the entire college community in DEI.

Our path to resolution is change. Thus, this plan provides our philosophy and approach for change, which is to move from intention into action. From the words of Mahatma Gandhi we must “be the change that you wish to see in the world.” As such, we acknowledge that real change will require us to systemically move beyond rhetoric to action items that provide a framework for LCC to achieve sustainable, cultural shifts.

This Equity Action Plan focuses on five key action areas drawn from the Board of Trustees’ resolution.

- 1. Address racial injustice collegewide.
- 2. Embed diversity, equity and inclusion into the academic curriculum/program designs, thus increasing career readiness and placement for all, and combat inequities in student achievement and close equity gaps through increased retention and completion rates, particularly for students of color and those who are low-income, first-generation, adult learners or from marginalized populations.
- 3. Create guided expectations around student and employee orientations in diversity, equity and inclusion as well as increase cultural awareness and understanding of students with disabilities.
- 4. Establish systemic changes in the hiring and recruitment processes, particularly for faculty, thus incorporating diversity, equity and inclusion in our workforce.
- 5. Ensure equity in law enforcement procedures, policies and behaviors in the Public Safety Division.

This Equity Action Plan represents a roadmap to advance DEI into the college’s fabric and culture by leveraging existing successful initiatives and embracing new innovative ideas. We begin this critical work by examining our history and disaggregating the data to inform our path forward. Then with this context in mind, we devised implementation strategies for each key area of focus, along with measurable success indicators. Our planning process is defined by our EAP framework, which provides intentional focus on where we are presently in our DEI efforts and our action steps for the future. The framework is like the building blocks from which we built the EAP.

Equity Action Plan Framework

- » Board Resolution
- » Strategic Plan
- » Let’s Get Working Campaign
- » DEI Metrics
- » Accountability and Transparency
- » Action Steps
- » Continuous Improvements

Our time to act is now, and thus, this plan provides a three year timeline to further demonstrate our commitment to DEI work along with additional information regarding definitions and related data to further outline our path.

As this is LCC’s first Equity Action Plan, this plan should be regarded as a living document. We will be learning and growing throughout the implementation phase of the plan. We are dedicated to addressing the barriers that impede on student and employee success, and thus will be transparent in our analysis findings and annual reporting to the Board of Trustees. We further believe this Equity Action Plan will serve as a guide for institutional fiscal investment decisions, as well as provide untapped opportunities for the college to be a premier leader in DEI innovation, sustainability and transformation.

INTRODUCTION

The case for diversity, equity and inclusion

LCC is built on an ideal of equality. It was founded in 1957 with the ambition of teaching anyone who wanted to learn. Our vision statement – “serving the learning needs of a changing community” – reflects that aim. We are here to serve our community, to welcome everyone, to help all students achieve their goal.

However, we know now that it is not enough to welcome everyone. Equality is not equity. We have to meet students where they are, to provide them with wraparound supports to help them in and out of the classroom, and to model the same diversity in our workforce that we see in our student body. Diversity, equity and inclusion together are an expression of how well we value, engage and include the rich diversity of our community, including our students, faculty, staff, and alumni and surrounding community members. LCC has taken numerous steps to enhance DEI across the college in the past several years.

In June 2020, the LCC Board of Trustees formally and publicly stated their support of this critical work and the importance of LCC’s voice against the racist violence and bias plaguing our nation by unanimously approving a “Resolution Addressing Racial Injustice through Diversity, Equity and Inclusion.”

“There exists a chronic system of racism and injustice in the United States of America,” the resolution reads, and LCC has a duty to “work to eradicate systemic oppression through its students, employees, policies and procedures.” To this end, this Equity Action Plan is structured around five key action areas, defined above, as they appear in the resolution.

These five key action areas will be used to guide a path forward for the LCC community to integrate diversity, equity and advance inclusive excellence within all aspects of the college.

Defining diversity, equity and inclusion

The words “diversity, equity and inclusion” are often joined together like triplets and are assumed to be the same. However, each term holds a separate meaning that complements the others. For example, in many workplace environments, diversity means representation, inclusion refers to participation, and equity equates to fairness.

Although the terms are often found together, the following definitions – used with gratitude from Rutgers University and MentalFloss – promote a clear understanding of how the Office of Diversity and Inclusion (ODI) uses these terms to inform our institutional work LCC.



Equality vs Equity

Equality refers to giving everyone the exact same resources, whereas *equity* involves distributing resources based on the needs of the recipients. Equality is also defined as treating everyone the same and giving everyone access to the same opportunities. While equality has become tantamount with “leveling the playing field,” equity should be understood as providing resources and access for “those who need it.”

Diversity

The variety of human differences and personal experiences, values, and worldviews that arise from cultural and circumstance differences. Such variety of difference including but not limited to race, ethnicity, gender, gender identity and expression, sexual orientation, age socioeconomic status, education, marital status, language, veteran, status, physical and cognitive ability or physical appearance, religious affiliation, national origin, citizenship, political beliefs and more.

Equity

The ongoing practice of recognizing and eliminating barriers and bias within procedures, processes, and distribution of resources in a structure or system. Specifically, equity is actively working to ensure full participation across cultural and circumstance differences by redressing the exclusion of historically underrepresented groups in the dominant society.

Inclusion

The act of creating safe and welcoming environments in which every person feels invited, accepted, respected, supported, and valued to participate fully. An inclusive climate eliminates practices and behaviors that marginalize individuals by embracing differences, Inclusion demonstrates respect in words and actions such that everyone can be included or be made a part of something.



Charting a Path Forward

In the months since the Board of Trustees’ resolution’s passage, LCC has taken significant steps to build on existing DEI programs, prioritize future actions, and more rapidly advance DEI collegewide. Numerous interdisciplinary teams and Executive Leadership Team members came together to identify institutional, systemic barriers that impede on the success of communities experiencing racism or marginalization. Equity Action Plan leaders partnered with the Academic Senate, Human Resources, Academic Affairs, Student Affairs, the Center for Teaching Excellence, the Center for Data Science, the Police Unit of Public Safety and the Mid-Michigan Police Academy to gain a robust sense of current DEI efforts and strategize a collegewide path forward.

Further, the college has begun collecting data related to current DEI efforts; student demographics, success and orientation participation; and employee demographics, recruitment and training. Stakeholders from around the college have met to discuss potential solutions to break down barriers that prevent students from completing their degree or certificate and employees from advancing in their careers. We also provided monthly updates to the Board of Trustees throughout fall 2020 to ensure we were headed in a direction that would fulfill the ideals of the resolution.

This Equity Action Plan is designed to complement the great work that LCC employees and students have been doing to build a more culturally inclusive classroom and workplace. It is influenced by the Office of Diversity and Inclusion’s “Let’s Get Working” campaign, which uses a collegewide DEI approach to enhance inclusive teaching, student learning and equitable practices throughout college operations.

It is important to acknowledge that this plan is not the beginning, and it is not the end. It is a living document that will guide our progress in work that can never be finished. Instead, we aim for unceasing steps along a path of progress.



Key area 1

Addressing racial injustice collegewide.

Where we are

Collegewide diversity and inclusion activities are now championed by the Office of Diversity and Inclusion (ODI). The office – with the support of the Centre for Engaged Inclusion, the Cesar Chavez Learning Center, and dedicated faculty in diverse disciplines – has stretched beyond traditional monthly celebrations of minority groups and marginalized communities to build a dense network of support services and groups available to all students year-round.

Two such groups – Men About Progress and LUCERO – are designed to promote equity at LCC by supporting and encouraging the educational success of two underserved groups, Black males and Latino students, respectively. A newly launched group, called Women Inspiring Scholarship through Empowerment (WISE), is designed to mentor and support women in their educational pursuits. These groups are, of course, open to all students who want to participate, but are targeted in their services.

Other programs and services are engage the entire college community. For example, Chief Diversity Officer Tonya Bailey hosts monthly student-focused discussions called “On and Poppin’,” and ODI has transformed the college’s existing common reading program into a more discussion-focused program called Beyond the Book that features four selections supporting DEI themes each year.

The Office of Diversity and Inclusion also oversees or supports several programs designed to educate students and employees on DEI and support them in living their lives authentically. The RISE Institute offers LCC’s educators a model to improve teaching and therefore student success through Critical Pedagogy and Universal Design for Learning. The RISE Institute has since received the 2020 Michigan Association of Collegiate Registrars and Admissions Officers award for Equity in Education. Further, ODI supports cultural awareness committees year-round, including Black History Awareness, Women’s History Awareness, Hispanic Heritage Awareness, Native American Heritage and the LCC Prism Alliance, which empowers employees to maintain a safe and inclusive environment in which individuals of all sexual orientations and gender identities can lead their lives openly and authentically. The DEI Digital Badging program provides opportunities for students to gain transferable skills in DEI to add to their toolkit in preparation for their careers.

Additionally, ODI is responsible for the implementation of LCC’s Preferred/ Chosen Name and Pronoun Initiative.



Data considerations

The Chief Diversity Officer is working closely with the Center for Data Science and Human Resources to identify what data should be captured and how it should be analyzed and reported. We know it is critical to measure our progress and use data to identify gaps in our efforts, and we are committed to building a data-centered approach. Once appropriate data metrics are established, we hope to train equity leaders for inclusion in our employee body who will measure, track and use established reporting tools to record progress toward goals.

Where we are going

The Equity Action Plan is a collegewide initiative. It is influenced by and builds on the ODI “Let’s Get Working” campaign, which serves as an umbrella for many of the existing student and employee programs.

Employee understanding and buy-in is critical to the long-term success of the Equity Action Plan. Therefore, one of the first steps to progress is normalizing the idea that DEI is a need intrinsic to the success of our students, and not an add-on or side program in the college’s offerings. To this end, the college plans to take the below action steps:

- + Require DEI training for all employees, and engage employee and student leaders in further cultural competency and implicit bias training.
- + Provide an opportunity for Executive Leadership Team members and relevant staff to engage in National Equity Project training.
- + Create an Equity Toolbox for Educators to support faculty and staff in DEI activities inside and outside the classroom.

- + Continue coordinating and facilitating activities and programs that will address racial injustice and promote DEI at all LCC locations.
- + Launch a Diversity Fellows Program to create a pipeline of talent and diversify workforce. The focus of the Diversity Fellows Program is to introduce early-career diverse faculty to teaching and management opportunities at the college, and make sure they receive outstanding mentorship and support to increase future success and retention as faculty or mid-management support.
- + Establish Community Conscious Coalitions of LCC faculty, staff and students who engage in peer-to-peer collaboration and ideation to advance DEI in their department or area of work. These coalitions will serve as engines for change, leading DEI discussions and moving a diverse community of people in a common direction.
- + Hold campuswide DEI focus groups with students and key community stakeholders.
- + Work with the college’s Marketing Department to diversify images and languages on LCC’s website and social media to reflect our community.
- + Secure additional human and financial resources to support ODI operations, including dedicated DEI professionals.
- + Establish a DEI grant program for underrepresented students.
- + Create annual division and program DEI assessments, which will feed our diversity, equity and inclusion annual report.
- + Coordinate DEI transparency workshops with the Board of Trustees to review annual DEI activity and metrics.



As we carry forward the work of the Equity Action Plan, the Office of Diversity and Inclusion will be responsible for monitoring and overseeing progress. However, the on-the-ground enactment requires the effort and commitment of all college employees and students, as well as our alumni and broader community. This work is hard, meaningful progress will require all of us to work together.

Key area 2

Embed diversity, equity and inclusion into the academic curriculum/ program designs, and combat inequities in student achievement and close equity gaps through increased retention and completion rates.

Where we are

One of LCC’s biggest strengths is – and always has been – a faculty body that is unanimously dedicated to students as learners and individuals. Unfortunately, although the college has at times engaged in different student success initiatives, faculty have generally had to work in separate course-level or program-level silos to impact equity in the classroom. To provide support, the Office of Diversity and Inclusion recently began offering training for faculty and staff through the yearlong Reframing Inclusion through Scholarship and Equity (RISE) Institute.

Participants:

- + Learn how to lead best practices in DEI for student thriving and academic success.
- + Create inclusive learning environments and workplaces.
- + Generate at least one strategy for inclusive teaching or leading that addresses an exclusionary practice.

LCC is an open admission school, which means we accept all students and then need to determine their existing skill level in order to place them into the appropriate entry courses. In the past, the college used only a standardized testing approach for placement. Students could provide ACT or SAT results, or could sit for an Accuplacer test. Results from these tests were the rule by which they were placed into their first English and math classes at LCC. If they were deemed not yet ready for college-level work, they were placed into developmental education courses.

These developmental courses were designed to prepare students for success in the college-level courses, a worthy ambition. However, the reality was the pathway from the lowest-level developmental course through to college-level work was long. Students could spend upward of four semesters and thousands of dollars on developmental coursework before they ever received college credit that moved them toward their degree or certificate. This was a daunting gauntlet for even the most dedicated student, and completion rates for students who spent multiple semesters in developmental education dipped into the single digits.

To address over-placement into developmental education, the college added multiple measures for establishing starting skill levels. Rather than relying on a single standardized test, students can use their high school GPA or GED test scores to demonstrate their knowledge. This change has resulted in a 33% decline in the number of first-time students in the fall cohort placed into developmental education since fall 2016. It did not cause a corresponding dip in success rates in college-level work. Seventy-nine percent of first-time students who enrolled in a college-level English course and 80% who enrolled in a college-level math course during their first year at LCC completed the course. Only 39% will attempt college math and 72% will attempt college English in that first year.

In addition, the college shortened the pathway for those who still need the support of developmental education by eliminating unnecessary courses. Instead of multiple semesters of developmental English, students may only need one. In addition, students in developmental courses co-enroll in a college-level course that gets them moving toward their degree or certificate in their first semester. These changes have helped students build credit momentum. Of LCC’s 2011 new student cohort, only 38% earned six or more college credits. Of LCC’s 2013 new student cohort, only 43.4% earned six or more college-level credits in their first semester. Of LCC’s 2019 new student cohort, 60.1% earned six or more college-level credits in their first semester, putting them on firm footing to complete their award.

To support this migration to more college-level work, LCC buttressed its wraparound services for the entire student body. Academic advising, academic success coaching, counseling services, online and face-to-face tutoring, food cards, interpreter services, and financial aid advising services are more readily available. In addition, some services, while open to all, are specifically designed to support students of color. These include:

- + Math Noir open tutoring lab
- + TRiO
- + Men About Progress
- + WISE
- + LUCERO

Further, all college facilities comply with the Americans with Disabilities Act, and document and video accessibility practices have been institutionalized into the regular work of all employees.

Data considerations

Although overall placement of students into developmental education courses has significantly decreased during the past 10 years, we have lots of equity work to do. Black students still account for roughly 18% of all developmental education students, but just 9% of LCC's total student body.

Additionally, on average during the past 10 years, 67% of LCC's Black students return for the spring semester, compared to 74% of all students in the American Association of Community Colleges (AACC) cohorts. This equity gap grows even more when looking at fall-to-fall retention. Since 2011, on average, only 39% of Black students return for the following fall semester compared to 53% of all students in the AACC cohorts.

In other areas of the college, the equity gap has closed by 7% since 2011 when looking at the percentage of students who complete college-level English in the first year. In fall 2011, 13% of Black students and 32% of all students in the new student cohort successfully completed a college-level English course in their first year, a difference of 19%. Fast forward 10 years to

fall 2019 and 45% of Black students and 57% of all students in the new student cohort completed a college-level English course in their first year, a difference of 12%.

The equity gap for college-level math has also narrowed, but only by 3% since 2011. Of the fall 2011 new student cohort, 6% of all Black students and 24% of all cohort students completed a college-level math course during their first year, a difference of 18%. In fall 2019, 16% of all Black students and 31% of all students in the new student cohort completed a college-level math course during their first year, a difference of 15%.

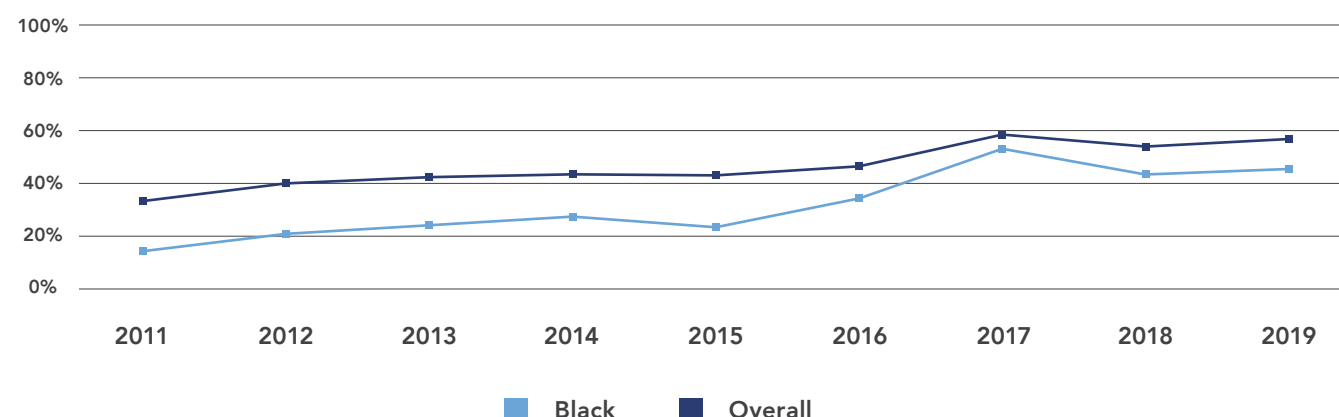
Similar, albeit slightly smaller gaps, persist for Hispanic students and students whose race/ethnicity is coded as "other."

LCC will continue to track these measures of success and equity, as well as any others developed by our experts in the Center for Data Science, to quantify our progress and guide future work. In addition, our forthcoming partnership with Achieving the Dream will provide additional data and success measures and data requirements.

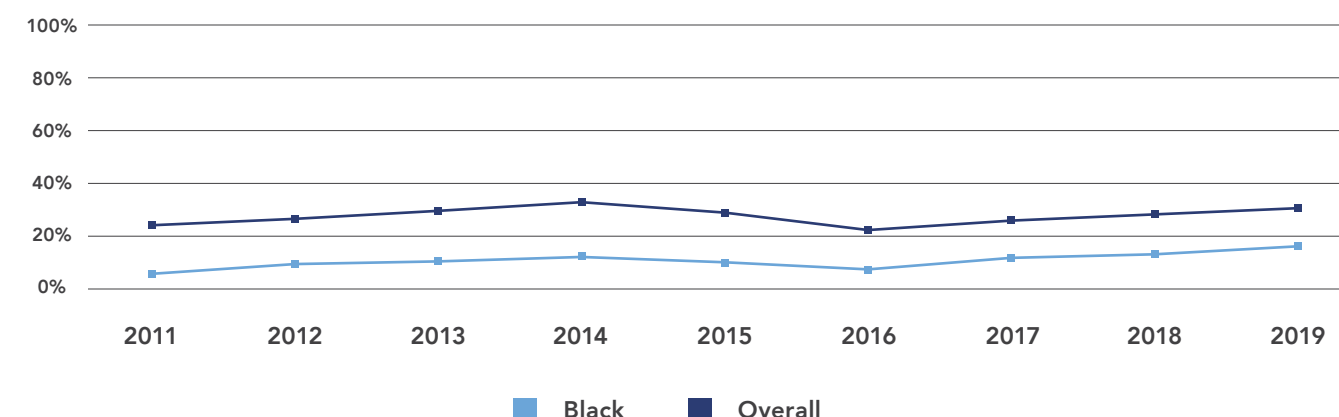
Where we are going

- + LCC intends to recommit to Achieving the Dream, a national student success network. The nonprofit network is a known leader in evidence-based, collegewide strategies to close achievement gaps. It is built with the expectation that equity is a core value, and affirms that it "expects colleges to dismantle the barriers facing underserved students." Although the college previously engaged in some Achieving the Dream services, it ended its participation before the work could be spread collegewide and be institutionalized into the fabric of all teaching and learning.
- + LCC's Center for Teaching Excellence (CTE), our hub for faculty support and training, is developing new DEI-focused faculty training modules. This two-part course, titled "Pedagogy of Equity," will examine how Universal Design for Learning (UDL) can address racism and offer strategies for creating critical communities within the classroom.
- + The Office of Diversity and Inclusion is beginning a partnership with the Academic Success Coaches in the Student Affairs Division to develop a new pilot program focused on supporting Black male students. It will provide specific wraparound services that are almost intrusive in their intensity, with a goal of increasing retention, completion and graduation rates. It will include required meetings, networking opportunities and peer connections. This pilot is one example of the assistance programs customized to specialized populations that LCC intends to build via a partnership between Student Affairs and the Office of Diversity and Inclusion.
- + Promoting student success and closing the achievement gap requires work inside and outside the classroom. Between initiatives designed to train and support our faculty and specialized wraparound programs, we intend to create conditions of success for traditionally underserved students.

Complete College-Level English in First Year AACC New Student Cohorts



Complete College-Level Math in First Year AACC New Student Cohorts



Key area 3

Create guided expectations around student and employee orientations in diversity, equity and inclusion.

Faculty orientation

Where we are

Today, LCC has a standard new faculty orientation offered by the Center for Teaching Excellence (CTE). It trains new instructors about LCC systems like Banner, college resources and services, college policies, and information on further professional development opportunities. The three-hour session also includes a hands-on introduction to LCC technology. However, it does not include any particular focus on diversity, equity and inclusion or on pedagogy in general. Further, while adjunct faculty are encouraged to take part, the orientation is only required for full-time faculty into the regular work of all employees.

Data considerations

The CTE keeps records of participation in all orientations and workshops, and offers attendees a survey mechanism to provide feedback. These participation numbers and survey responses will help the college ensure we are meeting our targets for faculty orientation and professional development in DEI topics.

Where we are going

- + LCC is expanding on the good work done by the CTE to create a more comprehensive orientation required for all new faculty, both adjunct and full-time. It will remain housed in the CTE. The lengthened session will include an extensive module on the importance of DEI and pedagogical best practices for engaging all students in a more welcoming classroom.
- + CTE is forging stronger partnerships with Human Resources and the Office of Diversity and Inclusion to embed DEI within existing faculty activities like regular CTE workshops and the Professional Activity Days that begin each semester.

Student orientation

Where we are

LCC has carefully built a new student orientation structure in the past few years. Today, orientation is done in smaller groups and with a more structured process, both online and in-person. New student orientation incorporates the use of student employees – essentially peers to the new students – who are reflective of the diversity of the student body. The event consists of intentional engagement activities that promote networking among students while informing them of college offerings and services. It also showcases student services dedicated to DEI in campus tours, ensuring students have the opportunity to see programs from which they can benefit without having to proactively seek them out. All these factors combine to create a more effective onboarding experience for new students.

Upon review, the college currently does not personalize orientation for students of color, but the existing orientation structure could easily accommodate those improvements.

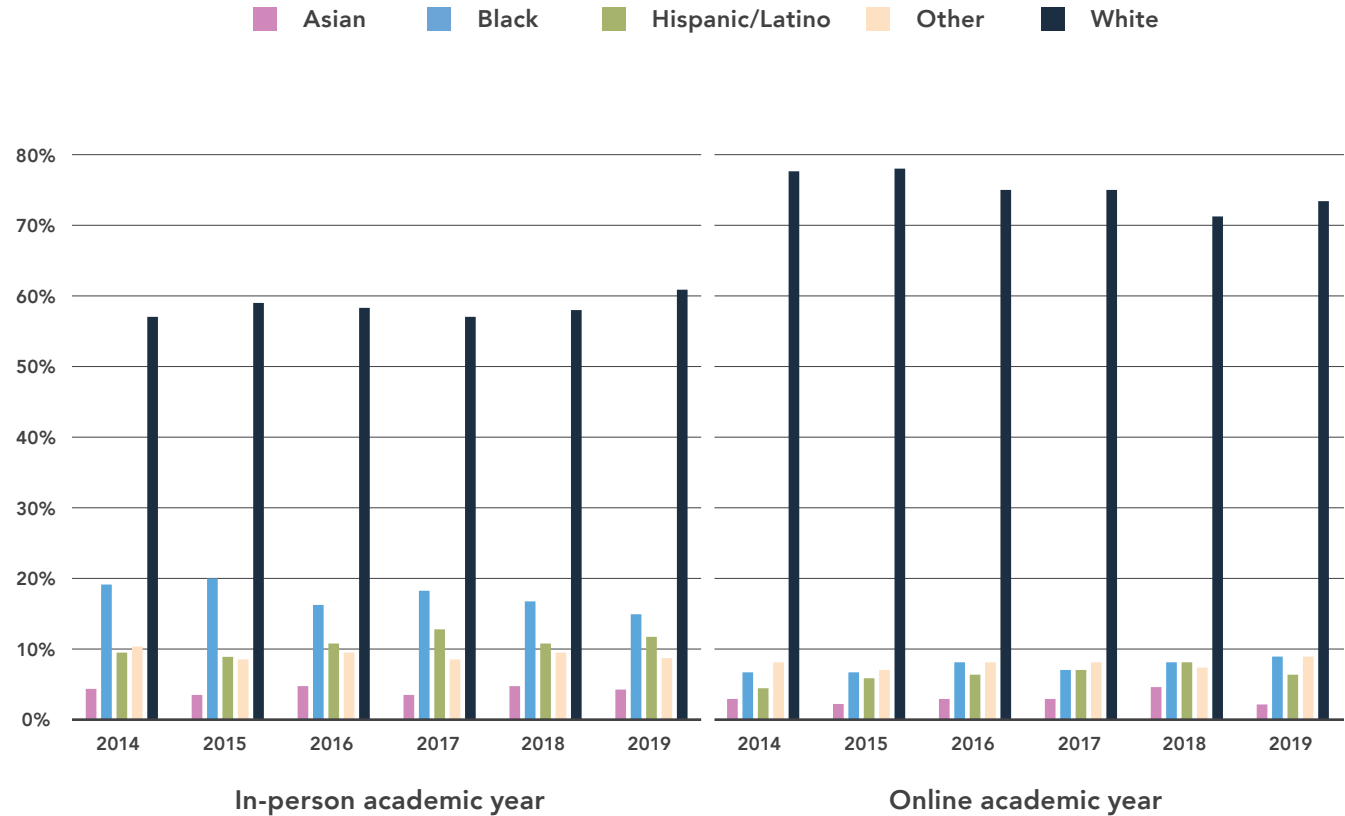


Data considerations

LCC's data demonstrates our Black students are at a disadvantage before they even enroll in their first courses at LCC. Only 67% of Black students who completed orientation for fall 2020 actually went on to enroll in fall courses, compared to 76% of Asian students, 79% of Hispanic students and nearly 81% of white students. This means we are potentially losing hundreds of Black students and other students of color each year, even before they reach any of the other roadblocks to success outlined in this plan.

Interestingly, our data shows Black students and other students of color were much more likely to participate in an in-person orientation. Since the 2014-2015 academic year, between 15-20% of in-person orientation completers were Black compared to only about 5% of online orientation completers.

Comparison of in-person and online orientation completers



Where we are going

One of our first steps in improving DEI within student orientations is educating our employee body. In order to accomplish this goal:

- + All Student Affairs staff (including student employees) will be required to engage in DEI training.
- + Student Affairs will partner with the Office of Diversity and Inclusion to develop a more intensive training curriculum for those staff whose job responsibilities include conducting orientation activities. These front-line staff are critical to ensuring the college welcomes new students with the attention to DEI that we want them to expect to see throughout their college experience.
- + Student orientation will be revamped with a much stronger focus on DEI. This will include adding a DEI video and presentation from the Office of Diversity and Inclusion into all new student orientation sessions.
- + DEI-focused materials and resources will be incorporated into orientation materials.
- + Student Affairs will partner with Office of Diversity and Inclusion to create cultural orientation ceremonies for new and returning students.

The college also intends to develop a DEI questionnaire to measure students' sense of belonging at LCC. Research suggest that a feeling of comfort and belonging is critical in student success rates, and we hope surveys can help us measure that feeling among our existing student body and develop needed programs to improve students' sense of belonging.



Key area 4

Establish systemic changes in the hiring and recruitment processes, particularly for faculty.

Where we are

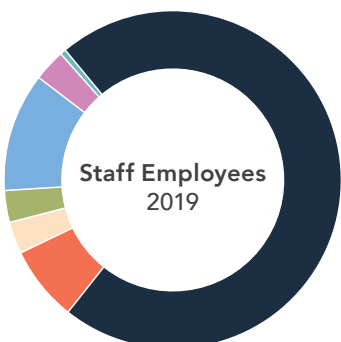
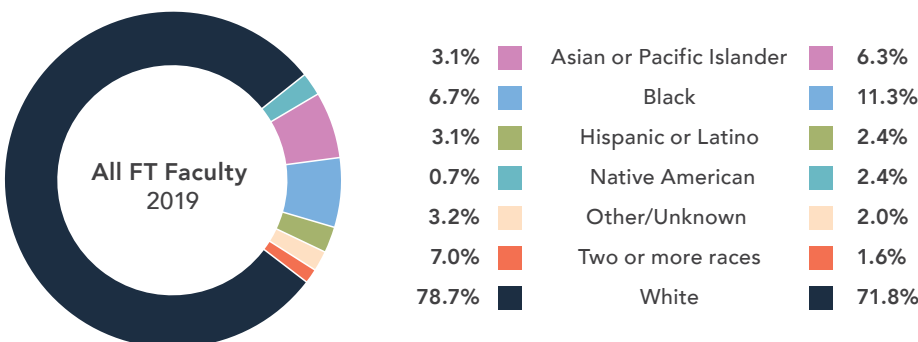
Today, all LCC interviews are required to include at least one question specifically addressing diversity. To further ensure equity practices are embedded within the college's hiring process, the Office of Diversity and Inclusion launched the Inclusion Advocate Program. Inclusion advocates have been trained to sit on the hiring committees for select full-time positions and serve as a compass in avoiding bias. Additionally, the Chief Diversity Officer serves as a member of the Vacancy Management Review Team, which is responsible for reviewing all selection processes, including position approvals and position descriptions. This representation helps avoid inadvertently building bias into the college's selection processes. The Chief Diversity Officer also regularly collaborates with Human Resources Employment Professionals to be sure we generate continuous improvement related to DEI in our selection practices.

Data considerations

LCC's employee body does not currently reflect the demographics of our student body. In 2019, our full-time faculty were nearly 79% white and only 6.7% Black. The 2019 numbers among adjunct faculty are even starker: 84.5% are white, 5.8% are Black, and only 2.8% are Hispanic. By contrast, in fall 2019, about 9% of our students were Black and 8.4% were Hispanic.

Our staff – who, on average, have less face-to-face interaction with our students – are actually the closer to representative of our student body. In 2019, 72% of our staff were white, while 11% were Black, 3.1% were Hispanic, and 7% were of two or more races.

We know it is important for students to see themselves represented in the LCC employees providing instruction and services on behalf of our college. Diverse representation is crucial for shaping what students see as possible for themselves. It is our responsibility as an institution to hire, develop and retain a workforce that broadly reflects the Lansing area and, more specifically, our student body.



Where we are going

In an effort to successfully hire and retain a more diverse workforce, the college will:

- + Reexamine our job postings process. All position descriptions need to include statements of the college's commitment to diversity, equity and inclusion, as well as incorporate inclusive language throughout the posting. Examples of inclusive language in a posting includes avoiding industry-specific jargon when possible and avoiding or at least balancing words that code as masculine or feminine. Clearly living our values in our job postings makes us a more attractive workplace that can draw strong candidates who will enhance our culture.
- + Continue to offer salaries reflective of the job being offered versus the candidate's most recent salary.
- + Expand the vehicles used to advertise open position by developing more robust, diverse job posting plans.
- + Track candidate sourcing by role, and make sure advertising will reach a larger pool of candidates through intentional recruitment efforts in formerly overlooked communities.
- + Intentionally choose diverse selection committees, and more thoroughly train our employees who serve on these committees.
- + Human Resources employment professionals will host quarterly meetings with ODI for the purpose of continuously improving our selection processes.
- + Implement a more robust orientation process for new employees, to include DEI-related content as a mechanism to retain employees and create a sense of belonging.
- + Offer diverse orientations for employees with differing abilities.
- + Enhance employee orientation processes to include activities that connect new minority employees to current employees of color through mentoring and/or job shadowing opportunities.

Key area 5

Ensure equity in Law Enforcement and Public Safety in LCC's Public Safety Department.

Where we are

The Public Safety Department has made an intentional and deliberate turn toward diversity, equity and inclusion. DEI-related training is embedded in the culture, and officers are trained in unconscious bias, de-escalation, intervention techniques and crisis intervention, as well as a specialized training called "Slavery's Legacy in Law Enforcement."

In addition, the college's Chief Diversity Officer is a part of all hiring committees for full-time Public Safety employees. She serves as an inclusion advocate to be sure the hiring committee is carefully considering all factors and examining their own unconscious biases when choosing candidates. The Chief Diversity Officer also holds regular Quality Improvement Plan meetings with department leadership to examine recruiting, retention and management. As a result of these efforts, the Public Safety Department has seen marked growth in its own inclusionary and equity practices including diversifying its workforce to more closely reflect the racial, ethnic and gender background of the student body it serves.

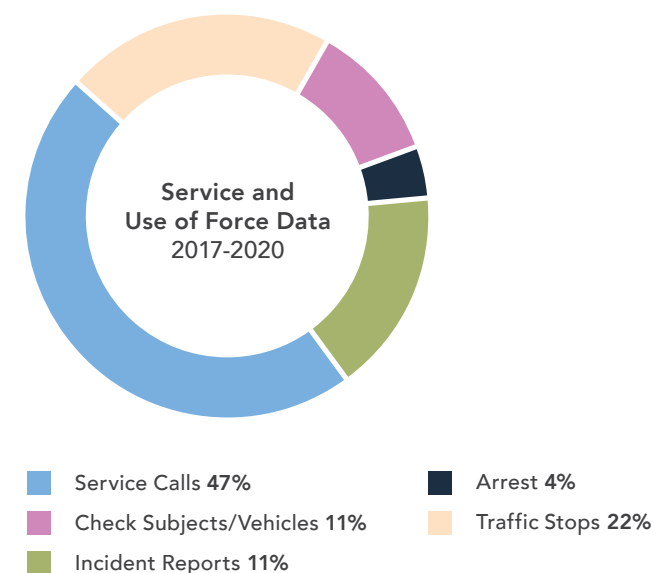
Beyond hiring and training, LCC has instituted some basic prohibitions to prevent excessive use of force. First, LCC Public Safety have general orders that prohibit profiling. Second, all officers are required to intervene if they see excessive force being used. General orders, of course, do not on their own prevent violence, but they do formalize an expectation, prompt officers to think more critically about their actions, and create a mechanism for reviewing officer conduct.

Data considerations

One of the most basic requirements in measuring our Public Safety Department's respect for the public is preventing the unnecessary use of force that is all too common in our nation. From 2017 through mid-2020, LCC's officers engaged in 13,073 recordable interactions with the community. Only 4% of calls resulted in an arrest. Of those arrests – a little more than 500 total – only three resulted in a use of force for resisting arrest, and none of those uses of force ended in an injury to either the community member or officer.

In addition, there were zero complaints filed against Public Safety for use of force in any of those 13,073 interactions.

We will continue to track Public Safety's interactions with the community, as well as training hours and department demographics to push us along a respectful community policing model.



Where we are going

To continue this momentum we will do the following:

- + Increase additional trainings outside of required modules to include DEI mental health, sign language, various abilities.
- + Establish a process for measuring DEI metrics to ensure its Public Safety methods and procedures are incorporated into the standards and general orders that prevent racial discrimination and support equity policies.
- + Intensify our focus on recruiting and retaining a diverse and talented workforce. Expand the vehicles used to advertise open position by developing more robust, diverse job posting plans.
- + Create a formal mentoring program to pass on the training and hands-on knowledge already contained within our force.
- + In partnership with the Office of Diversity and Inclusion, create anti-racism campaign entitled "We're better than THAT." This effort will entail a list of pledges, engagement activities and policy changes being enacted within the department.
- + The department will place its policies (for example, Use of Force, required DEI and Bias Trainings, Complaint Processing, and other policing processes) on the department website so that the public can be informed.
- + The department will seek accreditation to hold itself accountable to recognized professional standards.

In Law Enforcement Training at Mid-Michigan Police Academy (MMPA).

Where we are

Today, the Mid-Michigan Police Academy spends more time featuring diversity, equity and inclusion training activities to ensure the state’s newest officers are well-versed in cultures, backgrounds and needs that are not their own. Beyond the MCOLES requirements, students at the Mid-Michigan Police Academy spend more than 100 hours of additional training dealing with interpersonal skills, including:

- + Fair and Impartial Policing
- + Verbal Defense and Influence
- + LGBTQIA+ Training for Law Enforcement Officers
- + Islam 101
- + Autism Awareness
- + Responding to Trauma, and
- + Officer Self-Care

These trainings are in addition to training required by the State of Michigan in the following areas:

- + Ethics in Policing
- + Domestic Violence
- + Prisoner Care and Treatment
- + Cultural Awareness and Diversity

The academy also provides MILO Range firearms training simulations into the curriculum. MILO is an internationally respected, emotionally immersive method for training government, military and law enforcement in appropriate use of force and tactical judgment. It uses high-definition video scenarios to create a role-playing type scenario, with branching decision trees that allow a candidate to see the end results of their choices to use force or de-escalate.

In addition, applicants to the academy are now required to have an associate degree or 37 semester credits, and the curriculum includes criminal justice.

Data considerations

LCC will continue to track the number of hours spent training academy students in critical skills to reduce unconscious bias and support diversity, equity and inclusion in their careers. We are proud that our expectations for our students already exceed those set out by MCOLES, and we intend to continue to make our academy a leader in advanced, DEI-focused training. While we know training is only the first step in creating more just police forces around the state, it is a critical step that we as an institution are able to shape.

Where we are going

The Mid-Michigan Police Academy does not have open admission, unlike most of LCC. Instead, the academy has some ability to select its students. The college intends to enhance its student recruiting and retention strategies as well as review the academy application, interview and selection process to ensure we start each new class with dedicated, equity-minded candidates. It is a privilege to protect and serve, and we want to be sure we select candidates who can live up to the ideals of community policing. We plan to:

- + Enhance the curriculum to include more situational scenarios and de-escalation techniques to give students plenty of opportunity to review and reconsider their automatic response to difficult situations.
- + Students will engage in an online implicit bias test to better understand their own unconscious biases.
- + Students will be forced to confront how officers are viewed and often distrusted in communities of color.

Additionally, the academy hopes to:

- + Strengthen community relationships by engaging by engaging with the Advocates and Leaders for Police and Community Trust (ALPACT). The academy will bring in the bridgebuilding organization to host open and honest discussions about the relationship between police and communities of color.



TIMELINE

This EAP is both ambitious and attainable. Nevertheless, our goal is for timely implementation.

Phase I Calendar Year 2021

Executive Leadership

- + Identify DEI as a focus area of the upcoming 2022-2025 strategic plan refresh, and weave it throughout the other focus areas.
- + Secure additional human and financial resources to support the operations of our Office of Diversity and Inclusion and to hire additional positions, including dedicated DEI recruiters.
- + Establish a DEI annual report to celebrate progress, review metrics and identify future action steps.
- + Coordinate the first annual DEI transparency workshop with the LCC Board of Trustees for the purpose of reviewing the DEI annual report.

Office of Diversity and Inclusion

- + Work with our Marketing Department to enhance and diversify images and language on LCC’s website and social media to reflect potential candidates in our educational community.
- + Increase the number of faculty trained through the RISE Institute.
- + Increase the number of trained inclusion advocates who can serve as a voice for DEI on hiring committees across the college.
- + Continue to coordinate and facilitate activities and programs that will address racial injustice and promote DEI on all LCC campuses.
- + Create more robust DEI metrics through the Center for Data Science to measure progress in all five key areas.

Human Resources

- + Require DEI training for all employees, and engage employee leaders in further cultural competency and implicit bias training.
- + Reexamine our job posting process.
- + Expand the vehicles used to advertise open position by developing more robust, diverse job posting plans.
- + Track candidate sourcing by role, and make sure advertising will reach a larger pool of candidates through intentional recruitment efforts in formerly overlooked communities.
- + Intentionally choose diverse selection committees, and more thoroughly train our employees who serve on these committees.
- + Implement a more robust orientation process for new employees to include DEI related content.
- + Add a mandatory student employee orientation process, which will include DEI training.



Phase II
Calendar Year 2022

Academic Affairs

- + Join Achieving the Dream, a national network to help address achievement gaps.

Center for Teaching Excellence

- + Create a more comprehensive faculty orientation process.
- + Develop new, DEI-focused faculty training modules.

Student Affairs

- + Designate an academic success coach to support the academic and other related needs for Black male students.
- + Partner with the Office of Diversity and Inclusion to develop a more intensive training curriculum for those staff whose job responsibilities include conducting orientation activities.
- + Revamp student orientation to include a stronger DEI focus.

Police Unit of Public Safety

- + Identify an accrediting body for Police Unit and begin pursuit of accreditation.

Mid-Michigan Police Academy

- + Begin regular conversations among our Public Safety Department, Mid-Michigan Police Academy and members of the community, including Advocates and Leaders for Police and Community Trust (ALPACT).

Executive Leadership

- + Provide an opportunity for Executive Leadership Team members and relevant staff to engage in National Equity Project training.

Office of Diversity and Inclusion

- + Create an Equity Toolbox for Educators to support faculty and staff in DEI activities inside and outside the classroom.
- + Hold campuswide DEI focus groups with students and key community stakeholders.
- + Create annual division and program DEI assessments.

Human Resources

- + Human Resources Employment Professionals will host quarterly meetings with ODI for the purpose of continuously improving our selection processes.
- + Enhance employee orientation processes to include activities that connect new minority employees to current employees of color through mentoring and/or job shadowing opportunities.

Academic Affairs

- + Pilot and prepare to scale up the techniques learned through Achieving the Dream.

Center for Teaching Excellence

- + Partner with Human Resources and ODI to embed DEI within existing faculty activities such as CTE workshops and Professional Activities Days.

Student Affairs

- + DEI-focused materials and resources will be incorporated into orientation materials.
- + Partner with Office of Diversity and Inclusion to create cultural orientation ceremonies for new and returning students.



Phase III Calendar Year 2023

Police Unit of Public Safety

- + Begin accreditation process.
- + Establishing a process for measuring DEI metrics to ensure methods and procedure are incorporated into the standards and general orders that prevent racial discrimination and support equity polices.
- + Place policies on the department website so the public can be informed.
- + In partnership with the Office of Diversity and Inclusion, create anti-racism campaign entitled "We're better than THAT."

Mid-Michigan Police Academy

- + Enhance student recruiting and retention strategies as well as review the academy application, interview and selection process to ensure we start each new class with dedicated, equity-minded candidates.
- + Enhance the curriculum to include more situational scenarios and de-escalation techniques to give students plenty of opportunity to review and reconsider their automatic response to difficult situations.

Office of Diversity and Inclusion

- + Launch Diversity Fellows Program.
- + Establish Community Conscious Coalitions.
- + Establish a DEI grant program for underrepresented students.

Student Affairs

- + Develop a DEI questionnaire to measure students' sense of belonging at LCC.

Academic Affairs

- + Continue to address the equity gap using knowledge gained from Achieving the Dream and ongoing equity projects.

Police Unit of Public Safety

- + Complete accreditation process.
- + Create a formal mentoring program to pass on training and hands-on knowledge already contained within our force.

Accountability and Transparency

The proposed Equity Action Plan will provide both qualitative and quantitative data yielded year over year to serve as a basis for decisions on policies, procedures, programming, and resource allocation to achieve and sustain desired EAP outcomes. Progress of campuswide efforts to implement this plan focuses on increasing diversity, promoting equity, and ensuring the college has a culture of inclusion will be regularly communicated.

Efforts to track, report, and monitor progress will be championed by the Office of Diversity and Inclusion and the Center for Data Science annually. Regular updates to critical stakeholders, including EAP Workshops with LCC's Board of Trustees. DEI activities, plan-related actions, and utilization of services/programs that occur at divisional, departmental, and unit levels of the college will be reported every quarter. Over time, longer-term measures include the demographic composition of our campus, enrollment and retention, shifts in climate, and indicators of equity across populations.

The Office of Diversity and Inclusion (ODI) will train employees who will serve as Equity Leaders for Inclusion (ELIs) in every college department. ELIs will measure, track, and use established reporting tools to record departmental progress toward EAP goals. Collegewide efforts of progress and achievements will be shared on the newly developed Let's Get Working web page to encourage engagement, document action, and demonstrate transparency.

As we aim for transparency of progress, this plan will be evaluated following the college's Strategic Plan metrics and using Key Performance Indicators (KPIs) to hold ourselves accountable. Evaluation and assessment will also include but not limited to:

- + Input and assessment methods with students, faculty, and staff.
- + Campuswide climate surveys for additional assurance of confidentiality.
- + Focus groups and town halls to provide feedback forums to better understand the impact and progress in key areas and initiatives.



CONCLUSION

Securing Sustainable Cultural Transformation

This Equity Action Plan is LCC's roadmap to beginning to rectify, in our community, the racial injustice that has stained our nation since before its founding. We will make progress by embedding diversity, equity and inclusion into our curricula, policies, procedures, behaviors and culture. Implementing this plan will allow us to:

- + Integrate diversity, equity and inclusive excellence within all aspects of the college.
- + Enhance hiring and recruitment of students and employees from underrepresented communities.
- + Create an inclusive college climate to support the retention and success of all students and employees.
- + Provide innovative and transformative learning experiences to address equity gaps in student achievement with measurable outcomes.
- + Communicate LCC's accomplishments, initiatives and innovations as the college advances diversity, equity and inclusion in every aspect of the institution.
- + Create a culture of accountability and transparency on issues of diversity, equity and inclusion.

We understand that this work is ongoing. A sustainable cultural transformation requires leadership, commitment, buy-in from all employees, human and fiscal resources, sustainability, and patience.

Through this plan, we hope it is clear that we desire to be a community college leader known for embracing individual differences, fostering an inclusive culture that understands diversity as a strength, and engaging all students and employees to help them thrive. Our students, employees and community deserve nothing less.

As we continue to break down silos and work collaboratively internally and externally, we will uncover more opportunities for innovation, sustainability and improvement. This plan is intended to be a living, breathing document, and we know we will be learning throughout the implementation phase. We recognize and acknowledge that updates will need to be made and we commit to being transparent about what we have learned and what changes are necessary.

Appendix: Definitions

This plan might contain some new concepts or unfamiliar programs. Therefore, we are providing a definitions page to provide an explanation of concepts as well as some notable programs that are in place or will be in place through LCC's Office of Diversity and Inclusion. Please note: The definitions provided in this document were influenced by best practices and common understandings provided by various leading diversity, equity and inclusion organizations. However, many were modified to properly describe how LCC approaches each concept.

Beyond the Book: The Diversity Common Reading Program

Beyond the Book launched in fall 2020 as an academic, year-long initiative focused on embracing diversity, equity and inclusion by exploring four themes:

- + Gender and self-identity
- + Diversity and racial equity
- + Global and cultural perspectives
- + Accountability and advocacy

Centre for Engaged Inclusion

Works to advance LCC's commitment to respecting and valuing diversity. CEI serves as a resource and liaison for students, staff and faculty on issues of equity through education, outreach and advocacy. To achieve that mission, CEI is dedicated to promoting DEI training, critical dialogues and fostering an increasingly inclusive environment at LCC.

Cesar Chavez Learning Center

Provides a comfortable atmosphere where students from all backgrounds can get support academically, socially, and personally. The Center's Coordinator, and student staff serve assist students and provide guidance on how to navigate campus resources and other educational opportunities.

Community Conscious Coalitions

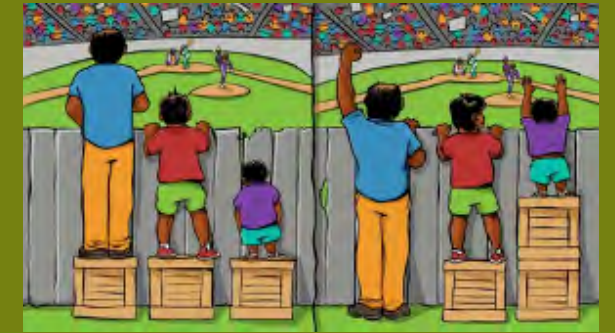
LCC faculty, staff and students who engage in peer-to-peer collaboration and ideation to advance DEI in their department or area of work. Hosting "Think Tank" or Community Forums to gather ideas, address solutions and implement a plan of action. Coalitions serves as the engine for change, leading DEI discussions and moving a diverse community of people in a common direction, and building the movement and momentum to arrive at the destination of equitable outcomes.

Courageous Conversations

This monthly event series is designed to deepen our understanding of the need for personal racial consciousness and the importance of engaging in uncomfortable conversations. It provides education, enlightenment and growth opportunities for the LCC community. Participants gain the knowledge and skills to understand and examine the impact of race on student achievement.

Diversity Fellows

Designed to enhance the diversity of new faculty who teach at LCC and increase the diversity of mid-upper management staff members at LCC.



Equality vs Equity Example

Equality refers to giving everyone the exact same resources, whereas equity involves distributing resources based on the needs of the recipients. While equality refers to the equal distribution of resources and access, this viral illustration, used here from the Interaction Institute for Social Change, demonstrates how equality fails to consider the individual needs of each person watching the game. All three individuals were given identical boxes however consideration was not considered when it came to the different heights of each person.

In this example, the tallest person doesn't need a box to see over the fence, however the shortest person could clearly use an extra one. On the right side of the illustration we see the boxes are redistributed equitably allowing all three individuals to be able to watch the game. In essence, to achieve equity, policies and procedures may result in an unequal distribution of resources. While equality has become tantamount with "leveling the playing field," equity should be understood as providing resources and access for "those who need it."

Equity Leaders for Inclusion (ELI)

(ELI) are employees who serve as the point of contact for Diversity, Equity and Inclusion efforts within every LCC unit or department. The Office of Diversity and Inclusion will ensure ELIs receive appropriate training to serve in this capacity. Engaging activities for ELIs include:

- + Diversity and inclusion planning and implementing equity strategies with departmental members.
- + Report to the equity and inclusion director and Chief Diversity Officer on department-level DEI efforts being conducted campuswide.
- + Serve as point of contact and liaison leader for DEI-related concerns at the department level.

Equity Toolbox for Educators: A Virtual Resource Lab

Designed to introduce LCC faculty, staff and students to resources that aid in professional and personal growth related to DEI. It is created to assist all faculty and staff in their efforts to help address and eliminate bias, enhance educational equity and promote sense of belonging particularly among underrepresented groups. This virtual resource offers DEI best practices, evidence-based resources and information practitioners can use to help all students feel welcomed, respected and safe both in and outside the classroom. The toolbox offers DEI trainings, podcasts, related articles and relevant resources to address issues of discrimination and inequities that has served as historic barriers in educational systems.

Inclusion Advocates (IA)

A new approach to achieving equity and inclusion in LCC's hiring practices, inclusion advocates help mitigate biases in selection processes. The program is intended develop and support LCC's hiring managers/leaders with trained search experts who would serve on individual search committees and provide focused attention to validity, equity and diversity. Through a series of trainings, inclusion advocates will learn principles and strategies to advance LCC's strategic goals, equal opportunity principles, affirmative action practices and diversity values, and to enhance integrity and effectiveness throughout the search process. The role of search advocate is important and will require appropriate preparation; therefore, completion of the two-part workshop series as a prerequisite to serve in this role.

Inclusive Excellence (IE)

An equity framework developed by AAC&U that serves as guide for institutions to have four primary areas:

1. Focusing on student intellectual and social development.
2. Enhancing student learning through purposeful development and utilization of organizational resources.
3. Attention to the cultural differences.
4. Creating a welcoming environment such that community members are engaged in diversity.

LUCERO (Latinos Unidos Con Energia, Respetto y Orgullo)

LUCERO is a support program designed to assist in the recruitment, retention, graduation and transferring of LCC students. The focus of the LUCERO Program is to create a positive connection for Latino students with each other and with LCC, and to develop exceptional academic, leadership and professional skills while learning about and celebrating diversity and culture.

Preferred/Chosen Name and Pronoun (Planning underway)

Many LCC community members use a name other than their legal name. Names and pronouns are personal identifiers, and using the words people have chosen to describe themselves is respectful and supportive. Colleges and universities are increasingly adopting chosen name and pronoun policies (sometimes called preferred name) in an effort to be more inclusive. LCC is developing a procedure to provide a system wide effort that offers this option for students and employees.

PRISM

The LCC Prism Alliance educates, supports and empowers college employees to establish and maintain a safe and inclusive environment in which individuals of all sexual orientations and gender identities may lead their lives openly and authentically.

Racial Injustice

Refers to the act or practice of being unjust to a person based on race.

RISE Institute (Reframing Inclusion through Scholarship and Equity)

The RISE Institute is designed to engage faculty and staff through focused pedagogy and transformative programming. The primary goal of the RISE Institute is to improve teaching and therefore enhance success for all students through Critical Pedagogy and Universal Design for Learning. Secondly, the RISE Institute is designed to engage staff and administrators in deep-dive conversations as well as serve as a think-lab and strategy builder for creating an inclusive campus. The RISE Institute offers LCC's educators a new model of moving from self-reflection and introspection to action, in regards to their classrooms, departments and programs.

WISE Institute (Women Inspiring Scholarship through Empowerment)

Seeks to inspire, support and empower women by offering educational opportunities for development of knowledge and leadership skills, building of professional and personal connections, promoting the presence of professional women, and fostering mentoring relationships.

The planning and strategic approach highlighted within this plan are the result of dedicated individuals who shared their time, energy and collective insights to forge a path forward for LCC. As noted earlier, this will be a living document that will evolve over time and is built on the conviction to address racial inequities through diversity, equity and inclusion.



Lansing Community College is committed to providing equal employment opportunities and equal education for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran's status, or other status as protected by law, or genetic information that is unrelated to the person's ability to perform the duties of a particular job or position or that is unrelated to the person's ability to participate in educational programs, courses, services or activities offered by the college.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Equal Opportunity Officer, Washington Court Place, 309 N. Washington Square Lansing, MI 48933, 517-483-1730; Employee Coordinator 504/ADA, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1875; Student Coordinator 504/ADA, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1885; Sarah Velez, Human Resource Manager/Title IX Coordinator, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1874; Christine Thompson, Student Title IX Coordinator, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1261.

