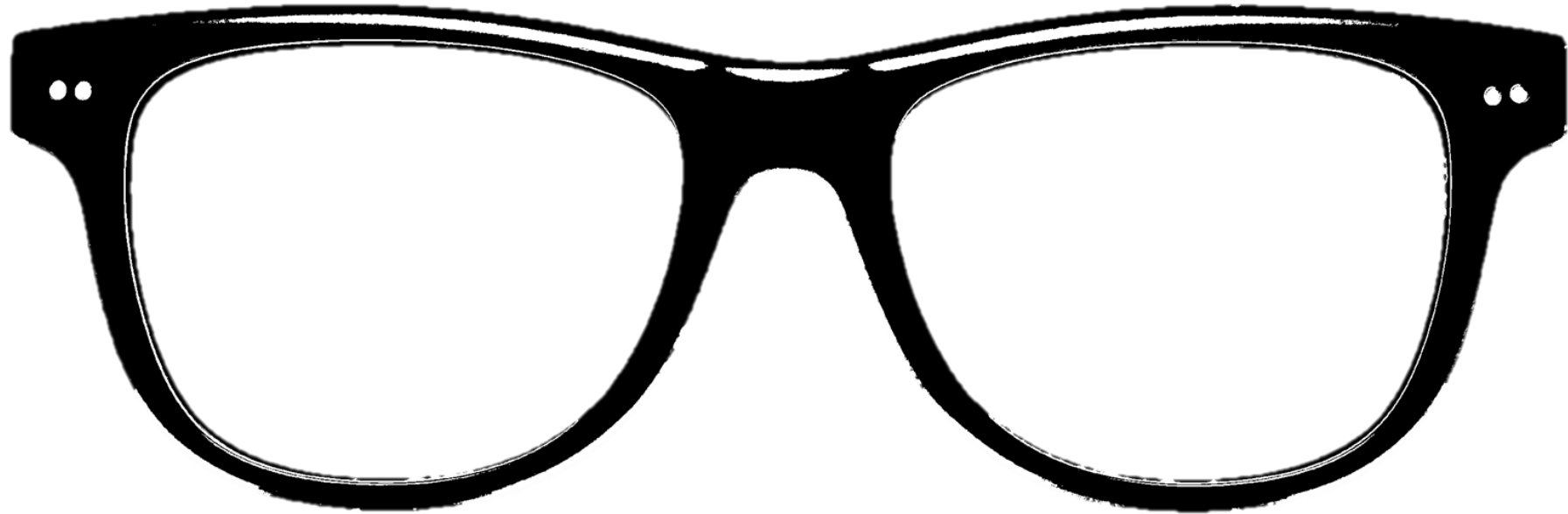




LANE COMMUNITY COLLEGE

EQUITY LENS TOOLKIT INTRODUCTION



www.lanecc.edu/diversity
Email equity@lanecc.edu

OFFICE OF EQUITY & INCLUSION - REMOTE PRESENTATION

**Greg Evans EdM,
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**Tracy Weimer BS,
Project Coordinator**



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Locating the Equity Lens Toolkit Online

www.lanecc.edu/diversity

Diversity

- » Diversity Plan
- » Events and Observances Calendar
- » Diversity Council
- » Lane's Equity Lens
- » Cultural Competency Professional Development (CCPD)
- » Contact Us



Access, Equity, and Inclusion

Access

Access is opportunity for everyone who wishes to participate in the college.

Equity

Equity is fair and just opportunities for all employees and students to reach their academic and professional potential.

Inclusion

Inclusion is a sense of belonging as a valued member of decision-making and life of the college.

As a college we pursue equity through an inclusive and intersectional approach to diversity, with a focus on becoming a higher performing organization, and producing outcomes that serve the needs of the entire college population.

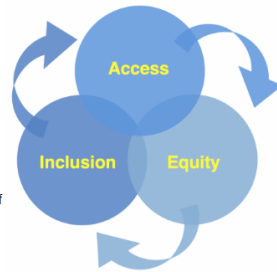
Lane is dedicated to ensuring access, equity, and inclusion across all areas of campus in order to recruit, support, welcome, and retain a truly diverse staff and student body.

Our efforts are integrated into the college's Planning and Institutional Effectiveness where they are embodied in the stated value of Diversity, which is defined as:

- Welcoming, valuing and promoting diversity among staff, students and our community
- Cultivating a respectful, inclusive, and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Developing capacity to understand issues of difference, power, and privilege

To ensure we realize our stated college values and actualize access, equity, and inclusion across the college, we are building and implementing an Equity Lens and identifying and supporting best practices for equity-related initiatives with a strong commitment to equal employment and educational opportunity in all activities, programs, and services.

- [Equity Lens Toolkit Packet](#)
- [Equity Lens Toolkit Presentation](#)



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**EQUITY
LENS
TOOLKIT**

Unpacking the Equity Lens Toolkit Packet



DIVERSITY VALUES

STRATEGIC DIRECTION

STRATEGIC OBJECTIVES

KEY STRATEGIES

PRINCIPLE OUTCOMES

EQUITY LENS MODELS

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Diversity Values

“To ensure we realize our stated college values and actualize access, equity, and inclusion across the college, we are building and implementing an Equity Lens.

We will be identifying and supporting best practices for equity-related initiatives, with a strong commitment to equal employment and educational opportunity in all activities, programs, and services.”



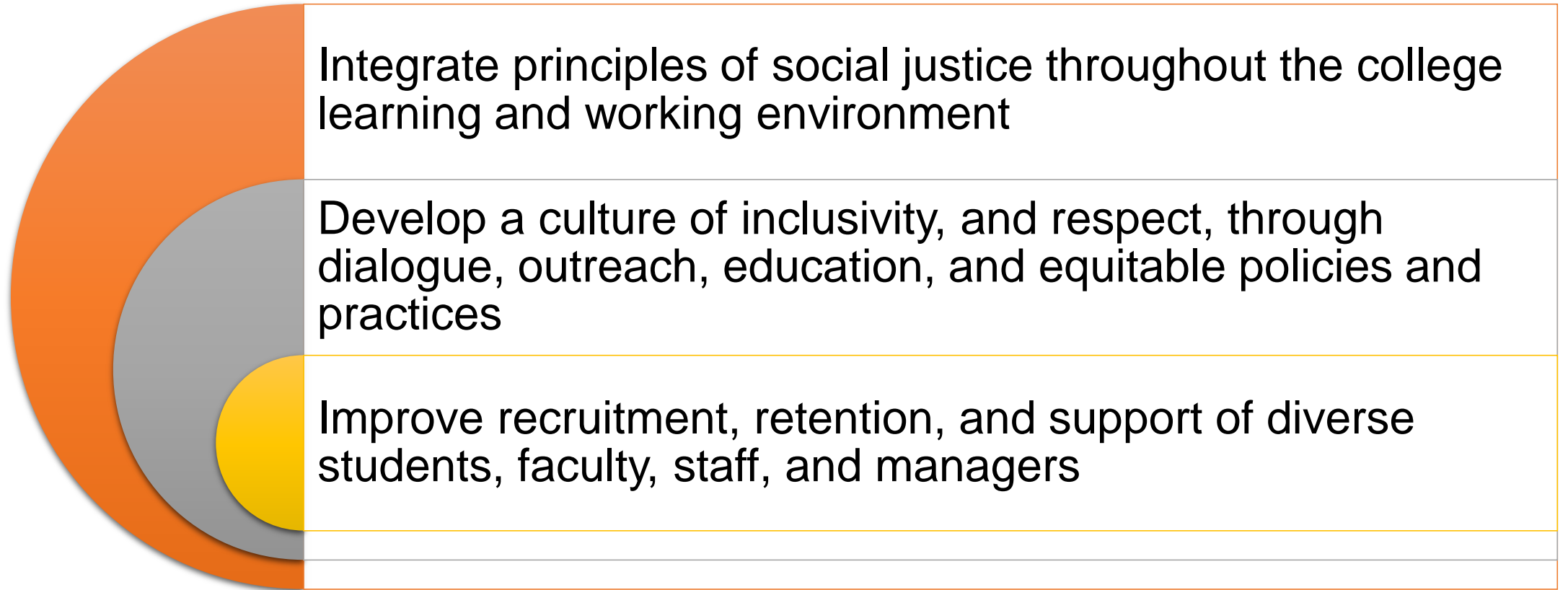
Strategic Direction

In order to fully realize Lane's commitment to these outcomes, we will develop a social justice framework (Equity Lens) to guide our work. This framework will provide structures, systems and support for:

- Advancing individual and collective growth in cultural fluency, agility and competency across the institution
- Bringing stakeholder groups together to identify and remedy barriers to social justice at LCC
- Improving recruitment and retention of diverse students and staff
- Increasing the range, scope and depth of diversity, equity and inclusion curriculum
- Demonstrating leadership in social justice



Strategic Objectives



Key Strategies

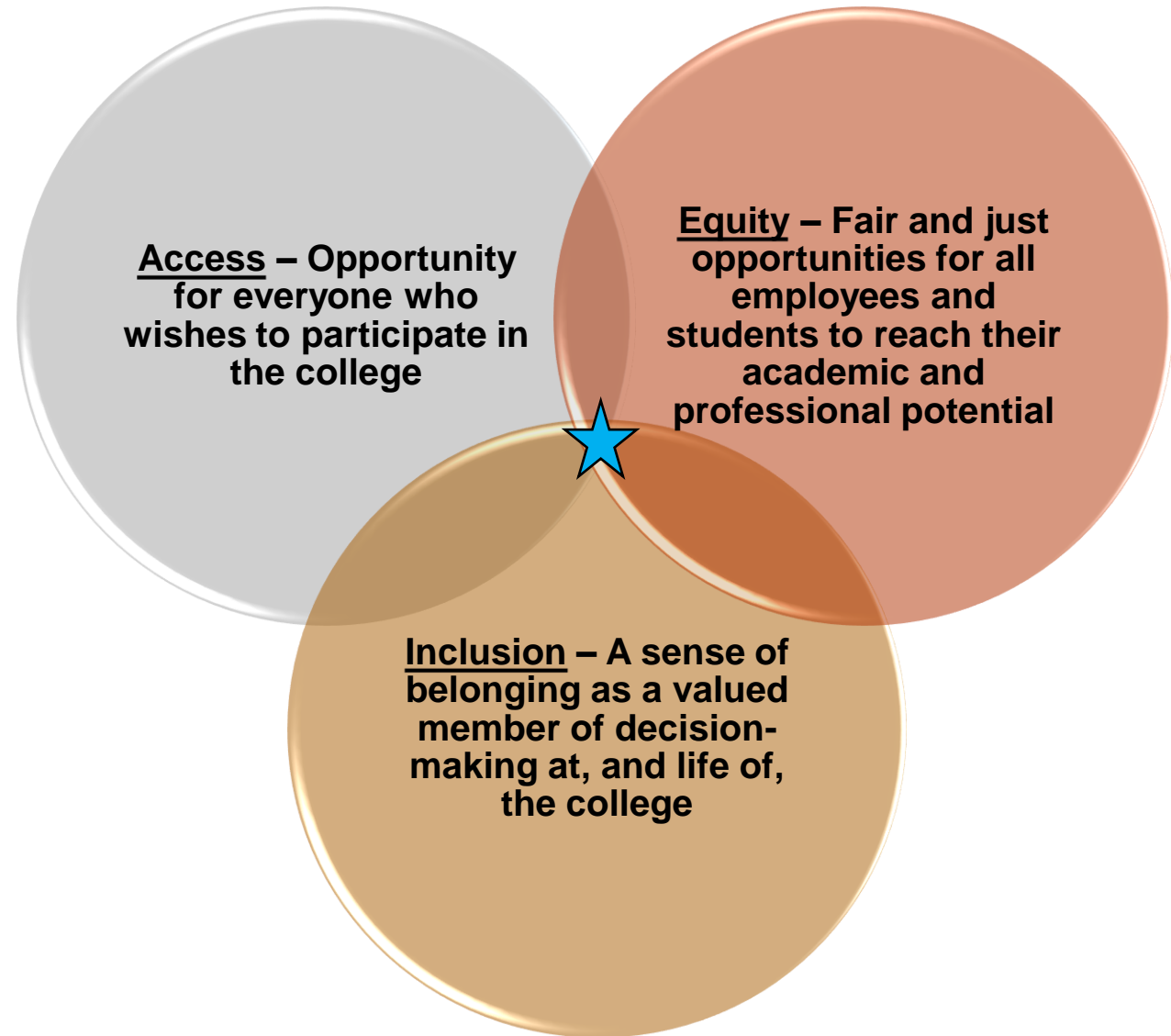
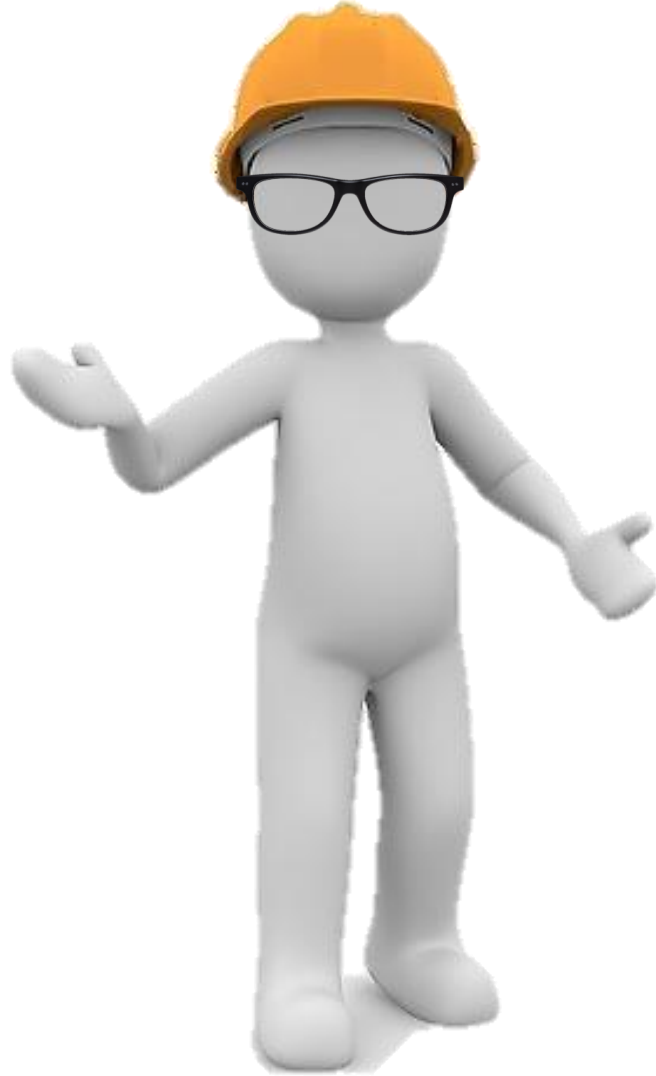
Office of Equity & Inclusion

You
are
Here

- **Create and Implement a Social Justice Equity Framework (Equity Lens)**
- Provide Cultural Competency Professional Development Opportunities
- Institute Diversity Orientation & Development for Students and Staff
- Improve Recruitment and Retention of Diverse Students and Staff



Principle Outcomes: What are we building?



A Closer Look

Equity Lens models previously developed have a single focus--usually race. Ours will be more broad and inclusive.

Another unique feature of Lane's Equity Lens is that we will include both students and employees.



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Our Model

Lane's Equity Lens Tool Worksheet



Packet Page

#

EQUITY LENS TOOL

What is the issue, policy, or process being examined?

Who is conducting this analysis – who is at the table for this discussion?

INQUIRY

1. Who is affected by content and current framing of this policy, program, practice, or decision? What are the potential impacts? (Use the lists on the back of this page to help you get started.)
2. How does this policy, program, practice, decision-making process, or decision *increase* access, equity, and inclusion? How does it *produce* or *worsen* any disparities?
3. Who is being impacted by this decision-making process? How have stakeholders been intentionally invited to and empowered to participate in the decision-making process or practice?
4. What are the barriers to more equitable outcomes around this policy, program, practice, decision making-process or decision?
5. How will members of the college community identify, address, and mitigate negative impacts and the barriers identified above? How will you support this work?
6. How can we, as members of the college community, create an environment and culture that fosters healing and reconciliation to transform our structures, environments, and selves?

What is the decision or action that will be taken in relation to the issue, policy, or process?

We are working to determine Best Practices in Equity Lens Implementation, please forward your narrative results to equity@lanecc.edu.

PERSPECTIVE

Use these lists as a starting point to help identify specific groups or individuals who will be affected by a decision or process. This is not an exhaustive list - use your experience and knowledge about the issue in question to fill out your inquiry.

Remember that the Equity Lens is a means of inquiry, and should never be used as a justification for a pre-determined outcome. Be mindful and transparent when assigning weight to the needs of *any* single group, especially as any single group over any other.

STUDENT POPULATIONS

- ESL Students
- Online Students
- Students with housing or food insecurities
- Part-Time Students
- Adult Basic Secondary Ed Students
- International Students
- Potential Students (from where?)
- Students in a specific program
- Hispanic or Latinx Students
- Undocumented Students
- Black Students
- Asian Students
- Native Students
- Students of Color, generally
- Working Students
- Transgender or Gender Non-Conforming
- LGBTQQA Students
- Student Parents
- Students with Physical Disabilities
- Students with Learning Disabilities
- Continuing Ed Students
- Students at Outreach Locations
- Rural Students
- Transfer/AAOT Students
- Career Tech Students
- Veteran Students
- Non-Traditional Students
- First-Gen College Students
- ASLCC Representatives
- Students w/o Access to Health Care
- Students with Mental Health Needs
- Formerly Incarcerated Students
- Student Athletes
- Future Students
- Survivors of Assault
- Students living with PTSD

EMPLOYEES

- Contracted Classified Employees
- Time-Sheet Classified Employees
- Permanent Faculty
- Adjunct Faculty
- Managers
- Hispanic or Latinx Employees
- Asian Employees
- Black Employees
- Native Employees
- Employees of Color, generally
- Employees in a specific department
- New Employees

COMMUNITY

This is a placeholder to consider relationships, alliances, and social capital that might be affected by the decision, policy, or process being considered. Some possibilities:

- Community Partnerships
- Legal or Policy-Based Requirements
- Funding Sources

VALUES

Values won't be represented as groups or individuals in your analysis, but if the decision-making body has agreed-upon values, it's a good idea to make them explicit and name them at the beginning of the Equity Lens analysis. Some possibilities:

- LCC Vision and Mission
- LCC Strategic Priorities
- Council Charter Values

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Equity Lens Toolkit



Frame the Question or item under scrutiny

- What is the issue, policy, or process being examined?
- Who is conducting this analysis -- who is at the table for this discussion?
- 6 Inquiry Questions

Frame the outcome of applying an Equity Lens, including even small gains toward inclusion

- What is the decision or action that will be taken in relation to the issue, policy, or process? (document interim plans and information gathering tasks)

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1.

Who is affected by content and current framing of this policy, program, practice, or decision? What are the potential impacts?

[Helpful 'lists' are on page 8 of the packet]



2.

How does this policy, program, practice, decision-making process, or decision *increase* access, equity, and inclusion? How does it *produce* or *worsen* any disparities?



3.

Who is being impacted by this decision-making process? How have stakeholders been intentionally invited to and empowered to participate in the decision-making process or practice?



4.

What are the barriers to more equitable outcomes around this policy, program, practice, decision making-process or decision?



5.

How will members of the college community identify, address, and mitigate negative impacts and the barriers identified previously/above? How will **you** support this work?



6.

How can we, as members of the college community, create an environment and culture that fosters healing and reconciliation to transform our structures, environments, and selves?

Perspective

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EQUITY LENS TOOL

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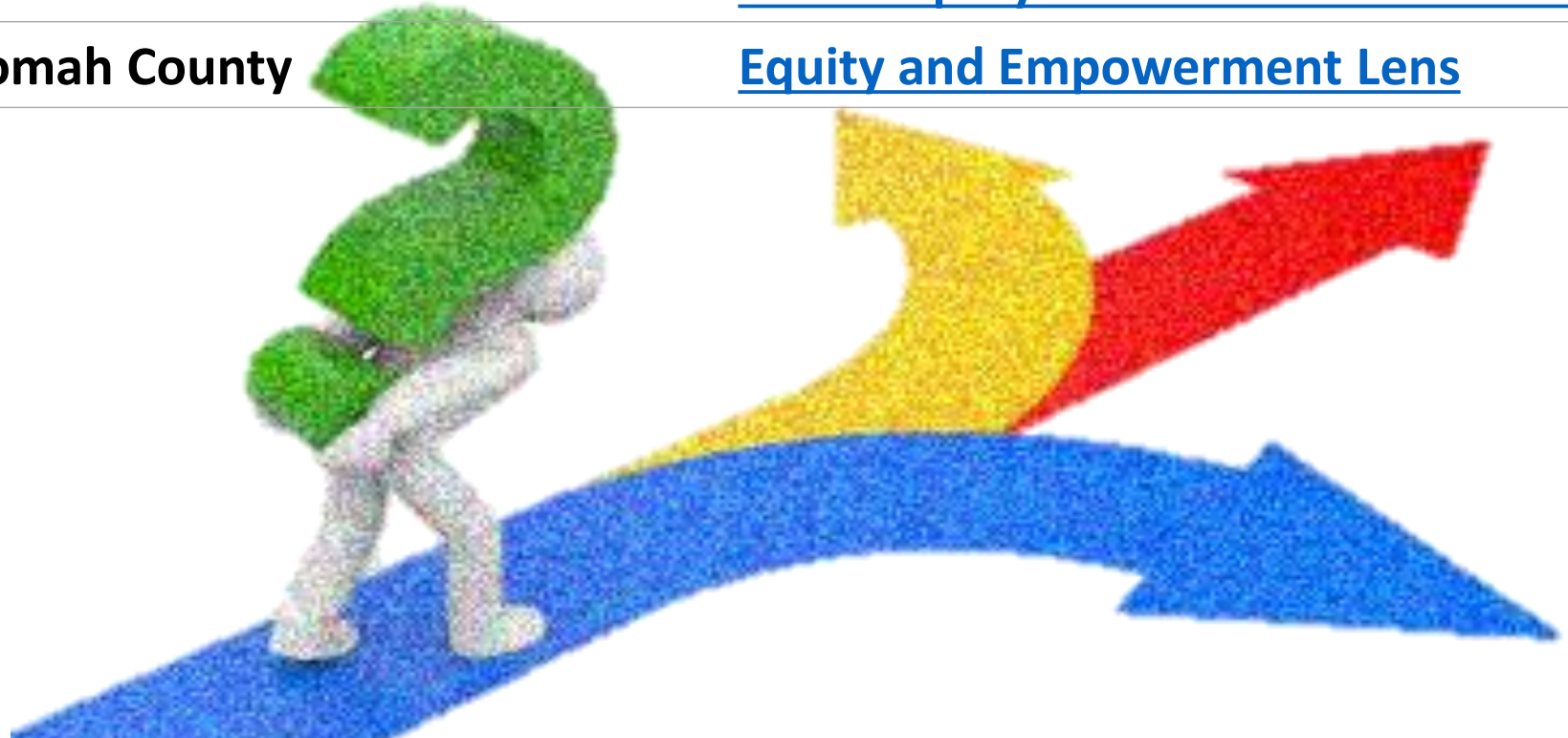
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Equity Lens Tools – Additional Resources

ITEM	SOURCE	TITLE
1	LCC, Diversity Council & ELIT	<u>Lane's Equity Lens Toolkit</u>
2	Higher Ed Coordinating Commission	<u>Oregon's Equity Lens</u>
3	Portland Public Schools	<u>Racial Equity and Social Justice Lens</u>
4	Multnomah County	<u>Equity and Empowerment Lens</u>



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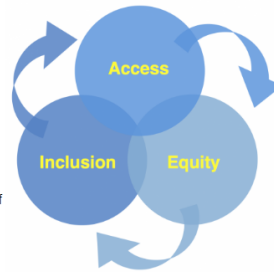
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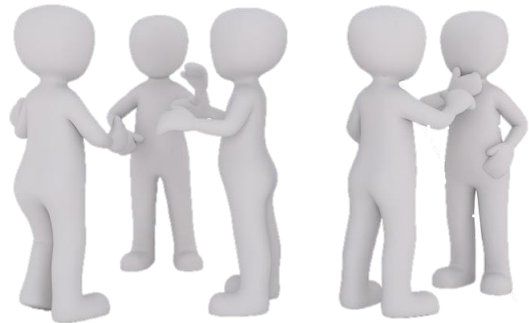
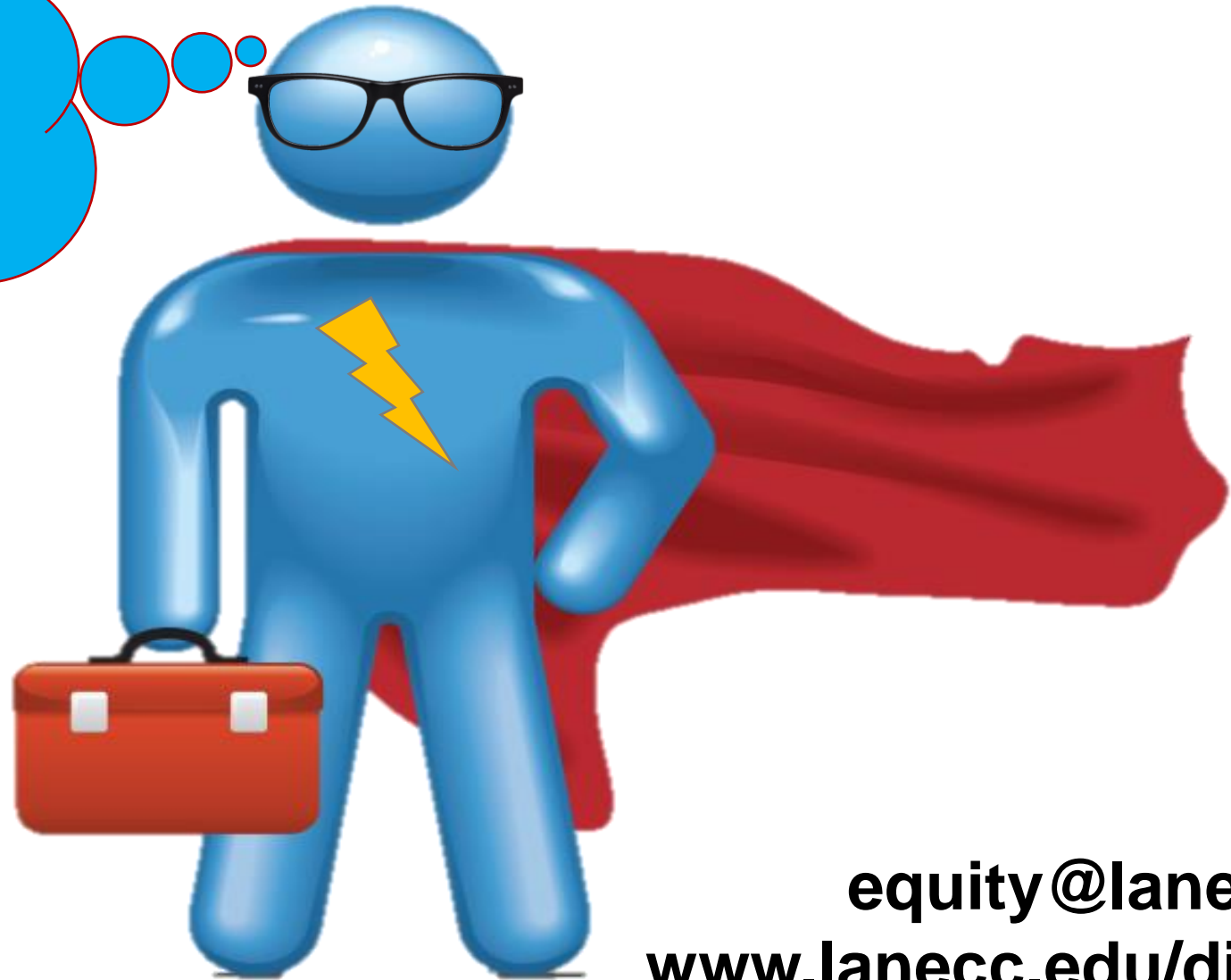
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