

LTCC Curriculum Committee Diversity Statement

In line with the statements and policies recently implemented by the LTCC Administration and Academic Senate, the Curriculum Committee has decided to take action both philosophically and intentionally to alleviate and dismantle systems that maintain oppression and racism. As the Curriculum Committee, we believe that we belong to a system of higher education that perpetuates racism (both explicitly and unconsciously) and that curriculum is one foundational element to this system, wherein even courses topics are built within an historically racist and discriminatory framework.

The members of the Curriculum Committee have committed to research and consciously choose to offer a more culturally diverse curriculum, as well as to scrutinize the current topics and subtopics of LTCC's curriculum and provide guidance on how they can establish an anti-racist instructional core.

As we prepare for Fall 2020 courses, we ask faculty to review course curriculum in an effort to create awareness, context, and space for individuals and communities who are oppressed and under-represented.

We additionally ask faculty to look for ways to implement more diversity, cultural inclusivity, and new contexts to topics covered (such as those concerning historical time-periods, valued discoveries, canonical works, and research) and possibly add new book selections, assignments, and/or objectives to curriculum to further contextualize course topics.

During the next academic year, the Curriculum Committee will investigate ways to implement a new "diversity and equity" element to the structure of Course Outlines of Record and the process for course curriculum review, which will apply to new courses, Title V updates, and course modifications. Additionally, we will analyze the effectiveness of our institutional core competencies with an equity lens.

The Curriculum Committee believes that we must purposefully take action in order to thoughtfully analyze the processes of the system of higher education, which has preserved systemic racism and inequality through inaction and an adherence to inherently biased academic "traditions."