

Cultural Competency Professional Development and Implementation Committee Charter

Framework: Lane Community College Diversity Core Value

- *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 **(Adopted ??? Have emailed Donna Zmolek and Craig Taylor to ask for specific date)***

2010 – 2015 Diversity Plan:

<http://www.lanec.edu/diversity/diversity-plan>

Diversity Strategic Direction

A Diverse and Inclusive Learning and Working Environment

- *Create a diverse and inclusive learning college*
- *Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities **(Adopted ?????)***

Goal: Utilizing a social justice framework, the committee will develop a comprehensive cultural competency/fluency professional development program to increase institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, ages, military status, religious beliefs, sexual orientations, and abilities, including

recommendations for the development or adoption of systems for monitoring, tracking, and evaluating the program.

Scope of Work:

- Define “cultural competency” and name diversity awareness/cultural competency/fluency professional development program.
- Conduct a review of best practices and develop a cultural competency professional development model with multimodal levels of competencies (beginning, intermediate, advanced).
- Identified assessment tool(s) to assist staff, departments, and the institution in determining their level of competency in each of the identified content areas.
- Compile a college-wide inventory of existing offerings, resources, expertise, etc.
- Develop professional development offerings for each of the areas identified by the students and the Diversity Council for each competency level (Phase 1). Areas of focus include:
 - Race; Ethnicity; Culture; Language
 - Religion; Spirituality
 - Socio-Economic Background; Social Class
 - Gender; Sexual Orientation; Domestic Violence; Marital Status
 - Accessibility; Age; Ability
 - Veterans; Mental Health
 - Understanding of Social Justice; Understanding of the Dynamics Related to Power, Privilege and Oppression
- Develop professional development offerings for additional identified areas per competency levels (Phase 2).
- Establish a cultural competency tracking system to record, monitor and evaluate employee completion.
- Incorporate cultural competency requirement into all employee evaluations.

- Develop an evaluation component of professional development trainings and activities, including an annual monitoring report to Lane's Board of Education.

Comments on Scope of Work:

- **The above focuses on the development and implementation of the professional development program only and leaves out institutional barriers, e.g., reliance on more part-time faculty. These barriers are important to consider and part of a social justice perspective.**
- **The committee will need to discuss and recommend the number of required hours. The emphasis should be on continual growth and development, not that an employee takes 18 hours and then is done!**
- **Other possible topics for phase 2 might include adult offenders, integration into curriculum, classroom facilitation, and physical health issues.**

General Comments & Questions:

- 1. What happens to what the committee creates? Are the unions going to support the committee's work?**
- 2. Creating emotional safety for our students in classes, so they don't go away hurt, is critical.**
- 3. Creating emotional safety for our students in classes, so they don't go away hurt, is critical.**
- 4. Program needs to include specifics on how to handle certain situations or discussions in classrooms.**
- 5. Oppression is at the core of most "isms", if not all "isms."**
- 6. Our work has "inspiring potential" and could be expanded to a global level. Other community colleges are observing and interested in what Lane develops, so this professional development program could have great implications beyond the college.**