

Cultural Competency Professional Development and Implementation Committee Charter

The Committee: The Cultural Competency Professional Development and Implementation Committee consists of students, staff, faculty, and administrators at Lane Community College who bring a vital cross section of interests, experience, and expertise to the purpose and scope of work defined below.

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 2010)*

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 2010)*

Purpose: Utilizing a social justice framework to address institutional barriers and strengths related to the development of a culturally competent organization, and recognizing the intersectional nature of identity, 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 in educational institutions and nonprofits.
- Develop a cultural competency professional development model with multimodal levels of competencies (e.g., beginning, intermediate, advanced).
- Identify institutional barriers and strengths related to the development of a culturally competent organization.
- Identified assessment tool(s) to assist employees, 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 2). With recognition of the intersectional nature of identity/identities, areas of focus will include:
 - Race; Ethnicity; Culture; Language
 - Religion; Spirituality
 - Socio-Economic Background; Social Class

- Gender; Sexual Orientation; Domestic Violence; Marital Status
 - Accessibility; Age; Ability; Mental Health
 - Veterans; Military Status
 - 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 tracking system to record and monitor employee completion of cultural competency professional development.
 - Make recommendations for the incorporation of a cultural competency requirement into all employee evaluations.
 - Develop an evaluation component of professional development trainings and activities that includes soliciting feedback from student and employee groups as well as producing an annual report to the LCC Board of Education and the larger College community.

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.**

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