

Cultural Competency Professional Development Program Summary
(Top Three Priorities from Feb. 18, 2014 and March 12, 2014 Sessions)

Question: *What do we need to do to create an exceptional cultural competency professional development program at Lane?*

Top (1st) Priority

- Self- Assessment/Evaluation: Encourage individuals to do self-evaluations for self-accountability
- Assessment:
 - Assess where we're at (personal, institution, students' experiences)
 - Individual assessment to know "where at"
 - Take a personal online assessment
- Design:
 - Multiple levels of understanding competence
 - Required self-assessment/multiple ways (online, classroom, dept. mtgs., mentorships);
 - Smaller, individualized PD opportunities that addresses individual journeys and prejudices, biases, and how to overcome and connect
- Model: Equalitarian structures/sharing model (not expert model) across groups and levels of knowledge identifying competencies/levels
- Outcomes & program development
- Purpose/goals that are shepherded by a truly representational group
- Integration
 - Intertwine into everything that we do
 - See central to our education mission, not as an add on and frame in terms of student success
 - Infuse into our hiring practices
- Build on core values, diversity plan, clarifying language, social justice perspective rather than celebrating difference
- Ensure under-representative groups have leadership/voice

- Outreach/connect
 - Host training on campus and community. Bridge gap. Faculty, students.
 - Start with known issues, stories, and voices, yet grounded in theory.
 - Ask aroundexpertise, other institutions, learn about existing trainings
 - Need different people with more voices, ideas, stories, issues

2nd Priority

- Steering Group to:
 - Steer div. process and implementation
 - Define what problem we're addressing
 - Define why this work is important
- Assign rep. group (steering committee) ensuring collaboration with goals, purpose, and outcomes while continuing to build awareness for need
- Training Model: Utilize coaching, mentoring, and feedback model, not educational model; move beyond "training" to deeper model (history, culture, politics) with multiple modalities to support a variety of schedules, individual lifestyles, and choices; evaluate impact of program and change in individuals and college as whole
- Accountability: Make everyone accountable and encourage participation, which means must also identify competencies or what we want
- Academic/research focus
- Inclusiveness, accountability, clear goals:
 - Expand to all oppressed identities
 - Need buy-in and accountability with input from all in multiple ways
 - Comprehensive plan with goals, ongoing evaluation process, multiple layers, why we are doing this, standards and how going to meet those standard, and what we hope to accomplish
- Inclusive, egalitarian, shared learning model
- Acknowledge individual growth in meaningful ways & create celebrations events/activities
- Need deep structures/safety/"genuine" trainings with reflective element

- Assessment:
 - Create FAQ/RAQ (live) as a resource to help through the situation
 - Flexibility of training that is relevant to audience and could progress
 - Web site/enrollment site that help applicants and is second–language friendly
 - Create a secure online site for incidents, stories, situations, to be used in Lane Needs Assessment (students, faculty, staff, candidates)

3rd Priority

- Remedial or corrective action be done within bargaining agreements
- Multiple modalities, flexible comprehensive
- Flexible, comprehensive in definition with multi–perspectives and multi–modalities utilizing art as medium(visual space) and embedding into LCC’s culture
- Modality:
 - Put people in pairs to share experiences
 - Multiple methods for training
 - Utilize best ways to learn
- Ensure that training group (us) has training in consensus, civility, and bullying and are culturally competent and hold ally trainings/”standing up for marginalized communities”
- Personal/Individual
- Inclusive: Inclusive for EVERYONE with everyone trained to be an ally in something, as well as inclusive of those not currently interested in cultural competency
- Ground rules
 - Ground rules of “here’s how we play, treat each other, talk to each other, etc.
 - Consequences for aggressors
 - Reporting
- Assessment /assessment loop i.e. what did people gain and how effective was the training?

- Accountability:
 - On employee evaluation ...action & accountability, management & classified...How? Students (MyLane) -empower students to rate classroom experience, real-time evaluations
 - Realize privilege may not be universal -NO assumptions
 - Content search and review process (assume relevance)
 - Search Committee (hiring without bias, separate meeting)

Top Priorities & Themes from Cultural Competency Discussion

1. Assessment
2. Multi Modal/Multiple Levels of Competency
3. Steering Group
4. Accountability/Everyone's Responsibility
5. Integration (Not an Add On)/Embed into Lane's Culture
6. Build on Core Values, Social Justice Perspective, etc.
7. Clear goals/purpose
8. Representative/Inclusiveness
9. Outreach
10. Design/Model (multiple modalities to support a variety of schedules/individual needs such as online, classroom, dept. mtgs., mentorships, & approved external opportunities; issues, stories, & voices, but grounded in theory/academic/research focus; move beyond training to deeper model -history, cultural politics; ensure safety/civility/ground rules (no bullying) marginalized have voices, genuine training with reflective element)
11. Outcomes/Evaluation Component
12. Hiring/Integration into Employee Evaluations