

Scope #1—Define and Name:

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General:

Terms to consider in defining and naming:

- Cultural Competence
- Cultural Fluency
- Cultural Proficiency
- Cultural Responsiveness
- Diversity
- Diversity Awareness
- Multicultural
- Professional Development

Definition of Cultural Competence: We are using the current definition of cultural competence as defined in the LCC Diversity Plan 2010-2015) and including the following from Cross et al, 1989:

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.

*The word **culture** is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word **competence** is used because it implies having the capacity to function effectively.*

Five essential elements contribute to a system's, institution's, or agency's ability to become more culturally competent which include:

- 1. Valuing diversity*
- 2. Having the capacity for cultural self-assessment*
- 3. Being conscious of the dynamics inherent when cultures interact*
- 4. Having institutionalized culture knowledge*
- 5. Having developed adaptations to service delivery reflecting an understanding of cultural diversity*

These five elements should be manifested at every level of an organization including policy making, administrative, and practice. Further these elements should be reflected in the attitudes, structures, policies and services of the organization.



Defining/Describing the Professional Development Program

Cultural competence is defined as an ongoing process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, (ages,) ethnic backgrounds, religions, sexual orientations, abilities, and other diversity factors "in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each." (Adapted from National Association of Social Workers (NASW), 2001)

"Cultural Competence Professional Development" (← to be updated to program name when determined) recognizes the intersectional nature of identity **and employs a social justice model with focus on inclusion and equity. It recognizes the challenges of cultural competence discussion and encourages us to frame ourselves and others as learners (and un-learners) in order to allow openness to explore and modify our thoughts and behaviors when exposed to new information. Through multimodal/multilevel learning opportunities,** the program provides knowledge-based skills and understanding required to successfully *teach, interact, and respond to* our culturally diverse educational community. It increases individual and institutional capacity and commitment to respond effectively and respectfully to **the lived experiences of** all students, staff, and community members. It develops individual and institutional commitment and capacity to be effective within the context of the beliefs, behaviors, and needs presented by our communities. The program **maximizes strengths and addresses institutional barriers** toward creating a self-correcting, innovative model in response to **known, unmet, and emerging needs.**

Note—Incorporated these items in the above definition

- **multimodal/multilevel**
- **social justice model with focus on inclusion, equity, ...**
- **professional development (currently in the name; would need to add the concept into the definition if we change the name)**
- **the importance of humility in order to be open to changing our thoughts and behaviors when exposed to new information**



Naming the Program (The program, or aspects of it, to be rolled out FY 2014-15)

Consider the following sources and elements in naming/representing the program:

Emphasize or play on:

- Programs at universities or other entities
- Cultural Responsiveness, Fluency, Equity
- Inclusion, Equity
- Social Justice perspective
- Representing LCC Locally, Nationally
- Other

- Humility: " I think it's important to insert the importance of *humility* - - as even those of us with 30+ years in the field need to be open to changing our thoughts and behaviors when exposed to new information. This issue has come up many times in my 5 years on the college Diversity Council. The concept (& practice) of humility is essential for our overall success... implied humility, as we are "learning" and not "learn-ed." --Barbara Susman 10/24/2014

Concept

Descriptive Name

Non-Descriptive Name

Inclusion and Equity

Allies

"Feel the Power" or Titans

Learning

Entire college community: leadership, managers, faculty, classified staff, students

Spirit of the program

Examples

- Cultural Competency Professional Development
- Cultural Competency (or) Fluency
- We Are Us
- Who We Are
- Who We Are: Diversity, Inclusion, and Responsiveness
- Program for Equity and Inclusion (PEI)
- Equity and Inclusion Advantage
- Inclusion Matters
- Program for Equity and Inclusion
- Equity (or) Inclusion Matters
Note: (Equity Matters is a name common to several programs and at least one business in the Northwest)
- Everyone an Ally
- Community of Allies
- The Power of Inclusion (or) Community (or) Culture (or) Diversity
- Advantage: Diversity
- (continued)
- LCC Learning Cultural Competence (LCC)²
- All of us
- Together we stand
- Cultural Spectrum (or) Spectrum of Unity
- The Grand Unified Diversity (GUD)
- Intersections
- Confluence

Ideas:

- Brainstorming session
- Naming contest
- Logo Contest (branding)