

Compilation

Scope #1—Define and Name:

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General:

Terms to consider in defining and naming:

- Cultural Competence
- Cultural Fluency
- Cultural Literacy
- Cultural Proficiency
- Cultural Responsiveness
- Diversity
- Diversity Awareness
- Learning & “Un-Learning”
- Lived Experience
- 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 proven 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**
- **Jim Garcia likes the wording of "values the worth" that Donna quoted from the Diversity Plan**



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
- Cultural Literacy

Some additional comments from committee members

- **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*
- **Naming** the program is critical. It is important to capture the elements we are looking for in the title. As we engage in learning, I feel,we also have to engage in un-learning the falsehoods that have impacted marginalized populations. I just finished reading a book, *Culture and Power in the Classroom* by Antonia Darder. She really stresses the need for teachers to engage in self-reflection and to ask how their personal self is impacting the learning of students. Rather than following established models of teaching and learning, she advocates for teachers to be able to respond to the "lived experiences" of the students in the classroom. This is why the *Storytelling for Social Justice* is a valuable tool to use in our efforts towards cultural competence. The stories that students and staff have shared during the is past year is a window into these "lived experiences." *Jim Garcia 10/27/2014*
- I really like your comments, Barbara, and find that your thoughts really resonate with my readings as well. I will throw out there that we (Best Practices subcommittee) have come across many programs that focus on cultural "literacy," and that terminology resonates with me personally as an educator, with less negative connotation than the language of "competence." Just my quick response. *Siskanna Naynaha 10/27/2014*
- I'd like to propose the name "Cultural Fluency Professional Development program."I like the word fluency more than competence, and I think it's wise to keep the Professional Development phrase in the title. I know it's kind of long, but it's descriptive and clear - which I think is crucial. *Ruth Wren 10/29/2014*
- I really like the idea of Cultural Literacy and Competency as a title since it implies being informed about issues and what action needs to be taken based on that literacy. *Jim Garcia 12/10/20104*

Concept

Descriptive Name

Non-Descriptive Name

Inclusion and Equity

Allies

“Feel the Power” or Titans

Examples

- *Cultural Competency Professional Development*
- *Cultural Competency (or) Fluency*
- *Cultural Literacy Development Program*
- *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)

Learning

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

Spirit of the program

- *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)*