

Cultural Competency Professional Development Committee

Subcommittee on Scope #1—Define and Name:

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End of Term Report and Initial Recommendations—December 12, 2014

1. Considerations for Naming and Defining:

- a. Reflect the purpose, elements, and “feel” of the program we are charged to create
- b. Ideally maintain vision, spirit, and relevance after current buzz words have morphed or gone out of use
- c. Consider programs from universities or other entities
- d. Consider social justice perspective, academic perspective, human element, learning and unlearning beliefs and practices, individual and institutional roles, intersectionality of identities
- e. Definitions of cultural competence, “cultural literacy,” “cultural fluency”, and “cultural responsiveness” are available in the literature. All are clear and descriptive. Definitions of cultural competency are incorporated in the board-approved 2010-2015 LCC Diversity Plan, which underpins all LCC diversity efforts.
 - i. “Competence” can be saddled with negative connotation of incompetence; mildly offensive to some ears
 - ii. “Cultural Literacy” is encountered in academic programs and literature; may be attractive to faculty; for some, fails to address the gap between literacy and practice, knowledge and action
 - iii. “Cultural Fluency” becoming more common in use

2. Naming—Some recommendations for program name

- i. Cultural Competence Professional Development (CCPD)
 1. Alternatively, in place of Cultural Competence
 - a. Cultural Literacy (CLPD)
 - b. Cultural Fluency (CFPD)
 - c. Cultural Responsiveness
 - d. Combination
 - i. Cultural Literacy and Fluency, etc.
- ii. Equity Matters
 1. In use in various academic institutions and as a business name (already “taken”)
- iii. Intersections (or Confluence)
 1. Would likely have little meaning initially for folks who have not been exposed to ally or diversity work, but would gain significance for individuals and institution as the work is continued and deepened

(continued)

3. Definitions:

- a. **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)
- b. **Program Definition:** The "Cultural Competence Professional Development" program (← *update program name when finalized*) 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.

4. Next Steps

- a. **Finalize Program Name**
 - i. Naming the program is a critical
 - ii. Naming may be best accomplished closer to time of program launch
- b. **Finalize Definitions**
 - i. Revisit definitions as needed to reflect changes in the program and program name