

# OFFICE OF EQUITY & INCLUSION

CULTURAL COMPETENCY PROFESSIONAL DEVELOPMENT  
'CCPD' PROGRAM  
SPRING 2019 MONITORING REPORT

April 11, 2019



To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or [accessibleresources@lanecc.edu](mailto:accessibleresources@lanecc.edu)

## **Overview**

### **Strategic Direction**

#### **Access, Equity, and Inclusion through a Social Justice Framework**

Implementing a Social Justice Framework will create an Equity Lens (ensuring that issues of privilege, oppression, discrimination are recognized, understood, and addressed), which provides structures, systems and support for:

- Advancing individual and collective growth in cultural fluency, agility and competency across the institution
- Bringing stakeholder groups together to identify and remedy barriers to social justice at Lane
- Improving recruitment and retention of diverse students and staff
- Increasing the range, scope and depth of curriculum available to students focused on issues of diversity, equity and inclusion
- Demonstrating leadership in social justice to the communities we serve

### **CCPD Implementation Team**

The Cultural Competency Professional Development (CCPD) team was formed shortly after the adoption of BP520, under the direction of the Chief Diversity Officer at the time. This team is comprised of members representing all stakeholder groups: faculty, classified staff, and management. We developed a work plan, focusing on researching best practices, recruiting and consulting with employee content experts, and outreach to local and national experts in the area of employee diversity training and development. Those interested in joining the team are encouraged to contact the Associate Vice President of Equity and Inclusion.

### **CCPD Program Overview**

The primary avenues for professional development have focused on free-standing workshop deliveries, fall in-service and spring conference plenary and workshop presentations, and new employee on-boarding presentations. The CCPD is proposing a baseline of 12 hours of participation, and the team is seeking to provide a number of additional diverse platforms for employee engagement.

### **Tracking Data**

This report includes the board policy, the state mandate, our list of topics, and an attendance table tracking activities delivered from May 2016 through January 2019.

- ✓ Table 1 Summarizes data by employee type
- ✓ Table 2 Lists the CCPD offerings and attendance by date

### **Next Steps**

The Office of Equity and Inclusion is tracking CCPD trainings at this time. We are continuing to work with Human Resources, the President's Office, and IT to develop systems and structures to evaluate & assess the effectiveness of the CCPD program. The college will be implementing the use of Safe Colleges online training platform, with a set of trainings required of all college employees in the 2019-2020 academic year.

# Cultural Competency Professional Development

## Board Policy: BP520

### Policy Title: CULTURAL COMPETENCY

Lane's core values of respect for diversity, and for a safe, respectful and inclusive working and learning environment, require cultural competence/diversity awareness among its employees.

An inclusive culture is one that cultivates respect, equity and positive recognition of cultural differences among all members of the community. It requires that the social and institutional responses to cultural differences encourage and promote positive learning and working experiences.

To build individual and collective capacity for diversity awareness/cultural competence, the president is directed to ensure the implementation of a program of professional development that requires all employees to participate in appropriate education and training. The president shall assure the development of an evaluation and [\\*tracking](#) system to assess the effectiveness of the program and submit a monitoring report to the board on an annual basis.

ADOPTED: February 5, 2014

---

## Oregon House Bill 2864

This mandate “requires each community college and public university to establish a [cultural competency oversight committee. Requires committee to adopt and implement cultural fluency and competency standards for all employees of community college or public university.] process for recommending, and providing oversight for implementation of, cultural competency standards for institution and institution’s employees. Lists requirements that process established by institution must satisfy.”

“Cultural competency” means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution’s employees. ...

EFFECTIVE: January 1, 2018

# Cultural Competency Professional Development Monitoring Report

## Current Topic Focus Areas Include:

- Race, Ethnicity, Culture and Language
- Religion and Spirituality
- Socio-Economic Background and Social Class
- Accessibility, Age, Ability, and Mental Health ('A3M')
- Veterans and Military Status
- Understanding of Social Justice
- Understanding of the Dynamics Related to Power, Privilege, and Oppression
- Gender Spectrum, Sexual Orientation, Sexism, Heterosexism
- Intersectionality
- Prison Industrial Complex: School-to-Prison Pipeline
- Implicit Bias
- Sexual Assault

## Tracking details

CCPD Reported 1,548 hours of training as of September 13, 2017, summarized by group. The new database is tracking a total of 2,147 hours across all offerings as of March 28, 2019, with a few missing points of data. When constrained to current employees, we see we have retained 1743.5 hours of our investment in Cultural Competency Professional Development in 407 employees, tracking a loss of 403.5 hours to employee separations.

<b>ECLS</b>	<b>Schedule</b>	<b>Current Roster</b>	<b>Participants</b>	<b>Hours Retained</b>
C1	Full Time Classified	276	(138) 50.00%	624.00
C2	Part Time Classified	49	(24) 48.98%	109.00
C3	Hourly Classified	444	(40) 9.01%	135.00
C4	Casual Classified	41	(3) 7.32%	18.00
F1	Fulltime Faculty	205	(98) 47.80%	404.00
F2	Part Time Faculty	250	(54) 21.60%	229.50
F3	Hourly Faculty	190	(9) 4.74%	38.00
F4	N, NE PT Faculty	17	0%	0.00
F6	Flight Tech Faculty	5	0%	0.00
M1	Management	68	(41) 60.29%	186.00
<b>Totals</b>		<b>1,545</b>	<b>(407) 26.34%</b>	<b>1,743.50</b>

*Table 1 Summary by Employee Type*

The primary drivers for Lane's CCPD Training have been in-house practitioners, with deliveries at fall in-service and spring conference, freestanding ad-hoc workshop presentations delivered by CCPD coalition team members, and new employee 'Welcome to Lane' on-boarding presentation opportunities. Recently, departments have been encouraged to schedule a Respectful Work Environment training, delivered by workplace consultant John Lensen.

# CCPD Training List

Date	Title	Classified	Faculty	Manager	Duration	Hours
5/6/16	Morning Plenary Keynote Spring Conference	177	184	48	2.00	818
5/6/16	Age, Ability, Accessibility, Mental Health (A3M)	44	31	2	1.50	116
5/6/16	Engaging the Spectrum, Complexifying our Understanding of Gender	11	17	5	1.50	50
5/6/16	Homelessness and the State of the Unhoused	40	38	10	1.50	132
5/6/16	Making the Connection: Sexism, Heterosexism, & Sexual Orientation	4	11	3	1.50	27
5/6/16	Men in Transition: Student-led Panel	12	12	8	1.50	48
5/6/16	From Chalk to Handcuffs: Examining the School to Prison Pipeline	24	13	5	1.50	63
5/6/16	Welcoming People of all Faith Traditions	13	17	4	1.50	51
5/6/16	Social Class in Context	13	13	6	1.50	48
2016	From Chalk to Handcuffs II: Examining the School to Prison Pipeline	16	20	3	1.50	59
5/5/17	Promote Gender Equity in Classrooms/Areas	2	2	2	1.50	9
5/5/17	Student Veteran Panel on PTSD	14	32	8	1.50	81
6/1/17	Social Class in Context	1	1	1	2.00	6
6/2/17	School-to-Prison Pipeline (in-depth)	4	0	0	4.00	16
8/8/17	Race, Ethnicity, Nationality, Culture and Language	6	0	4	2.00	20
8/9/17	Intersectionality	4	1	3	2.00	16
8/10/17	Age, Ability, Accessibility, Mental Health (A3M)	6	0	3	2.00	18
2017	Access, Equity, and Inclusion	Sign-in Sheet unavailable			4.00	0
9/21/17	Building Equity Together	6	15	2	1.00	23
9/21/17	Disability Issues: When You Don't Know What to Do...Do This	4	8	0	1.00	12
9/21/17	Disability Issues: Consideration for Modification	3	6	0	1.00	9
9/21/17	New Language, New Life: English as a Second Language at Lane	2	5	0	1.00	7
9/21/17	Project 22	24	10	2	2.00	72
9/21/17	The World Studies at Lane!	5	7	1	1.00	13
9/21/17	Undocumented Students: Update on DACA	4	7	3	1.00	14
9/21/17	What is an Equity Lens	14	9	9	1.00	32
9/21/17	Who are Lane's ESL students?	3	12	1	1.00	16
9/22/17	Dynamics of Sexual Violence and How to Support Survivors (Panel)	2	5	0	3.00	21
9/22/17	Myths, Strategies, Disappointments, & Potentialities: ESL Writing	Sign-in Sheet unavailable			1.50	0
9/22/17	Student Veterans Panel (follow up to Project 22 screening)	1	5	0	3.00	18
3/7/18	Exploring Implicit Bias & Opportunities to more fully serve (LCC)	5	0	2	2.00	14
4/5/18	A Conversation with Margaret Witt	5	6	3	1.00	14
2018	Respectful Work Environment	56	30	9	2.00	190
2019	Respectful Work Environment	0	6	1	2.00	14
9/20/18	Disabilities 101	1	4	0	1.00	5
9/20/18	Disability as an Act of Campus Diversity	3	11	0	2.00	28
9/20/18	From Whose Story? Storytelling for Social Justice	9	11	1	1.00	21
9/20/18	Gatherings: How We Meet and Why It Matters	4	5	0	1.00	9
9/20/18	What Can International Programs Do For You?	3	4	1	1.00	8
1/29/19	Fruitvale Station Screening & Panel	3	6	1	3.00	30
					<b>68</b>	<b>2,147</b>

Table 2 CCPD Offerings & Attendance Table \*includes hours lost to Separations