OFFICE OF
EQUITY & INCLUSION

CULTURAL COMPETENCY PROFESSIONAL DEVELOPMENT
'CCPD' PROGRAM
SPRING 2020 MONITORING REPORT

Prepared for BOE Meeting June 17, 2020

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Lane
Community College™

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

A Cultural Competency Professional Development (CCPD) team formed shortly after the adoption of BP520, under the direction of the Chief Diversity Officer at the time. This team was 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. The original team disbanded in 2018. Due to the obligations of our mandate, a new CCPD oversight advisory group formed in December 2019.

CCPD Program Overview

The primary avenues for professional development have delivered free-standing workshop deliveries, fall in-service and spring conference plenary and workshop presentations, and new employee on-boarding. Our goal is for all employees to have a baseline of 12 hours (or 4 hours per year) of CCPD participation by December 2020.

Tracking Data

This report includes the board policy, the state mandate, our list of topics, and an attendance table tracking activities delivered through April 2020.

- ✓ Table 1 Participation by Employee Type
- ✓ Table 2 Participation Status
- ✓ Table 3 CCPD Offerings by Title and Date
- ✓ Table 4 Safe Colleges Import Info

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. With the COVID pandemic, we expanded use of the use of Safe Colleges online training platform, counting up to 599 minutes (or ~10 hours) of material at no additional cost.

Cultural Competency Professional Development Mandates

Board Policy: BP520
Policy Title: CULTURAL COMPETENCY AND DIVERSITY AWARENESS

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, in compliance with ORS 350.375. The president shall assure the development of an evaluation system to assess the effectiveness of the program and submit a monitoring report tracking participation annually to the board and provide updates on program participation.

Adopted: February 5, 2014
Revised: May 16, 2019

Oregon House Bill 2864 – Oregon Revised Statute (ORS 350.375)

(1) As used in this section:

(a) "Board" means:

(A) For a public university listed in ORS **352.002 (Public universities)**, the governing board of the university; **or**

(B) For a community college, the board of education of a community college district.

(b) "Community college district" has the meaning given that term in ORS **341.005 (Definitions for chapter)**.

(c) "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.

(d) "Governing board" has the meaning given that term in ORS **352.029 (Definitions for ORS 352.025 to 352.146 and 352.388 to 352.415)**.

(e) "Public institution of higher education" has the meaning given that term in ORS **350.350 ("Public institution of higher education" defined for ORS 350.355 and 350.360)**.

(2) 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. The process established under this subsection must:

(a) Include a broad range of institutional perspectives;

(b) Give equal weight to the perspectives of administrators, faculty members, staff and students;

(c) Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards;

(d) Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds;

(e) Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection;

(f) Recommend mechanisms for assessing how well the institution meets cultural competency standards; **and**

(g) Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development. [2017 c.397 §1]

Note: Section 2, chapter 397, Oregon Laws 2017, provides: Sec. 2.

(1) As used in this section:

(a) "Cultural competency" has the meaning given that term in section 1 of this 2017 Act [**350.375 (Cultural competency requirements at public universities and community colleges)**]; **and**

(b) "Public institution of higher education" has the meaning given that term in section 1 of this 2017 Act.

(2) Each public institution of higher education shall:

(a) Not later than December 31, 2019, establish a committee or other entity, or establish a process, that complies with the requirements set forth in section 1 (2)(a) and (b) of this 2017 Act and that will enable the public institution of higher education to recommend, and provide oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees; **and**

(b) Not later than December 31, 2020, be in compliance with all of the requirements set forth in section 1 of this 2017 Act. [2017 c.397 §2]

[1] Legislative Counsel Committee, *CHAPTER 350—Statewide Coordination of Higher Education*, **https://www.oregonlegislature.gov/bills_laws/ors/ors350.html** (2019) (last accessed May 16, 2020).

[2] OregonLaws.org contains the contents of Volume 21 of the ORS, inserted alongside the pertinent statutes. See the **preface to the ORS Annotations** for more information.

[3] OregonLaws.org assembles these lists by analyzing references between Sections. Each listed item refers back to the current Section in its own text. The result reveals relationships in the code that may not have otherwise been apparent.

Currency Information

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 (Awareness, Prevention, Survivor Support)

Tracking and Monitoring Detail

The Office of Equity and Inclusion has tracked 5,534.5 total participant attendance hours, from Spring Conference 2016 to present. We have imported 814.08 additional online Safe Colleges module hours (from the last 3 years) into our database to complete this report.

When constrained to current active employees only, we have retained 4,893 total hours of our investment in Cultural Competency Professional Development in 920 employees.

Participation by Work Group

ECLS	Schedule	Current Roster	Participants	Hours Retained
C1	Full Time Classified	278	(267) 96.0%	1878.53
C2,C3	Part Time Classified	120	(102) 85.0%	418.08
F1	Full Time Faculty	204	(199) 97.5%	1341.98
F2-6	Part Time Faculty	248	(191) 77.0%	582.75
M1	Management	70	(64) 91.4%	672.12
Totals		**920**	**(823) 89.5%**	**4,893.46**

Table 1 Summary by Employee Type, includes retained hours in Safe Colleges modules

Participation Levels by ECLS Work Group

Number of Hours	C1	C2, C3	F1	F2-6	M1
12+ Hours	45	8	25	5	18
6 to 11.9 Hours	80	100	54	32	22
0.1 to 5.9 Hours	142	74	120	154	24
Zero Hours	11	18	5	57	6

Table 2 Number of hours earned by members of each work group

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	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	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
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	2	5	0	3.00	21
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	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
4/18/19	Opening Doors: Career & Emp. Services for 1st Gen Immigrants	15	2	5	4.50	113
5/22/19	Pathways to Opportunity: Partners in Community Success	16	3	14	5.50	182
5/3/19	CAR Hosts CAHOOTS: De-escalation, Client-Centered Comms	32	13	5	1.50	75
5/3/19	Common Languages Create Strong Communities	14	10	3	1.50	41
5/3/19	Latino First-Generation Students Share Their Experiences at LCC	12	9	5	1.00	26
5/9/19	Dr. Daverne Belle - Cultural Competency	0	2	0	2.00	4

Date	Name					
6/6/19	Andrea Gibson Slam Poet	9	2	2	2.00	26
6/4/19	Equity Lens Summit 2019	7	5	16	4.00	128
6/5/19	Human Resources Equity Lens	8	0	4	2.00	24
2020	Respectful Work Environment FY20	5	0	0	2.00	10
2020	Manually added *Credit by Attendance* forms	14	5	4	varies	258
9/25/19	Equity Lens Implementation Team Retreat	5	2	4	3.50	46
2020	ELIT Dispatch Participation	51	52	13	1.00	131
6/7/19	Mental Health First Aid Full Day workshop	14	2	0	8.00	128
2020	Equity Lens Toolkit #2 ELIT Facilitation	3	15	0	1.00	18
9/26/19	Dr. Carla D. Gary Keynote at Inservice	231	224	44	2.00	1004
9/26/19	Equity 101 Breakout Session	18	17	4	1.00	40
9/26/19	A Different World HBCU Breakout Session	14	8	2	1.50	38
9/26/19	Mental Health First Aid Breakout Session	12	14	1	1.50	42
10/18/19	Mental Health First Aid Full Day Workshop	9	5	0	8.00	120
10/15/19	Inclusive Teaching (11th and 15th)	0	9	0	1.00	9
11/14/19	LatinX Student Success on your Campus	4	0	2	1.50	9
11/14/19	Inclusive Excellence Panel	2	14	0	1.00	16
11/14/19	Rethinking Thanksgiving	5	2	2	1.50	14
1/13/20	Implicit Bias	4	1	0	2.00	12
1/13/20	Gender Issues in the Workplace	0	0	0	2.00	4
1/15/20	Where do we go from here, Community or Chaos (MLK keynote)	11	6	4	1.50	47
1/16/20	Identity: What Does it Mean	2	1	0	1.50	5
1/24/20	Intercultural Communication	8	4	1	2.00	28
1/29/20	Implicit Bias	7	3	0	2.00	22
1/29/20	Gender Issues in the Workplace	8	2	0	2.00	22
1/30/20	Develop Culturally Responsive Campus Leaders	6	4	1	2.00	22
1/30/20	Curriculum and Instruction Disproportionately Impacted Students	4	5	0	2.00	24
1/31/20	Mental Health First Aid Full Day Workshop	9	10	0	8.00	192
2/4/20	Yosso's Cultural Wealth Model	1	4	1	2.00	12
2/10/20	Hidden Curriculum Q & A	2	15	0	1.50	26
2/14/20	Exploring Differences Between Religion And Spirituality	6	1	0	2.00	14
2/21/20	Hidden Curriculum Brown Bag	1	11	0	1.50	18
2/21/20	The Social Construction Of Difference	2	0	7	2.00	20
2/24/20	Implicit Bias	3	2	0	2.00	16
2/24/20	Gender Issues in the Workplace	2	1	0	2.00	6
2/26/20	Veteran Center Speaker	1	1	1	1.00	5
3/2/20	CRP Lit Training	1	0	0	5.00	50
3/6/20	What Is Intersectionality	2	2	0	2.00	12
3/12/20	Implicit Bias	3	1	0	2.00	8
3/12/20	Gender Issues in the Workplace	1	1	0	2.00	4
	Totals (Guest column removed to save space)				**176.50**	**5,534.5**

Table 3 CCPD Training List Totals* include unlisted GUESTS (250 hours) and hours lost to Separations

Safe Colleges Module Import

Minutes	Course Title	Classified	Faculty	Manager	Unknown	Iterations
33	Americans with Disabilities Act Overview	21	1	0	1	23
23	Boundary Invasion	2	0	0	1	3
11	Communication Styles and Skills	43	2	5	4	54
14	Discrimination Awareness in the Workplace	14	5	47	2	68
29	Discrimination: Avoiding Discriminatory Practices (for Supervisors)	6	0	1	0	7
11	Diversity and Inclusion: Faculty and Staff	32	1	2	2	37
23	Diversity Awareness: Staff-to-Staff	25	0	3	1	29
8	HIV/AIDS Awareness	1	0	0	0	1
21	Implicit Bias and Microaggression Awareness	262	229	29	60	580
22	Making Campus Safe for LGBTQ+ Students	8	1	2	0	11
19	Making Schools Safe and Inclusive for Transgender Students	11	0	3	1	15
69	Sexual Harassment: Policy and Prevention (for Supervisors)	5	4	0	1	10
29	Sexual Harassment: Staff-to-Staff	59	4	114	9	186
39	Sexual Violence Awareness for Employees (Campus SaVE Act)	3	0	1	0	4
11	Student Mental Health	9	0	0	1	10
45	Title IX and Gender Equity in Athletics	4	0	0	0	4
27	Title IX and Sexual Misconduct	510	430	111	34	1085
36	Title IX: Roles and Responsibilities for Coordinators and Administrators	7	1	0	0	8
28	Title IX: Roles of Responsible Employees	18	0	0	4	22
33	Title VI Overview	2	0	0	0	2
20	Workplace Bullying: Awareness and Prevention	9	0	2	3	14
20	Workplace Violence: Awareness and Prevention for Employees	5	0	0	1	6
26	Workplace Violence: Awareness and Prevention for Employees en español	1	0	0	0	1
28	Workplace Violence: Awareness and Prevention for Supervisors	0	0	0	0	0

Table 4

Table 4 Notes: During Importation, many hours were lost because those employees did not exist in the CCPD Database. Several of the online modules were completed multiple times by employees in the last 3 years, creating duplicates. This table was created to display participation for the report, no duplicates were pushed to the Database.