



Office of
**Equity &
Inclusion**

**CULTURAL COMPETENCY PROFESSIONAL DEVELOPMENT
5 YEAR CUMULATIVE 'CCPD' PROGRAM
SUMMARY & COMPLIANCE REPORT**

EQUITY@LANECC.EDU

TRAINING RECORDS DATED:
MAY 6, 2016 – NOVEMBER 18, 2020



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Overview

CCPD Implementation Team

A Cultural Competency Professional Development (CCPD) team formed shortly after the adoption of BP520 in 2014, 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, and the executive title changed to the Associate Vice President for Equity and Inclusion. Our full time Project Coordinator took the role in January 2019. Due to the obligations of our mandate, and the need to assemble an oversight group, a new CCPD oversight advisory group formed in December 2019. Due to a COVID-19 delay of their initial convening, the Advisory group did not regroup to meet until November 13, 2020, when they received a copy of the 5-year summary report. We currently await their recommendations and assessment of our program.

Following Lane's 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 Program Benchmark Goal

The primary channels for professional development have been freestanding workshops, fall in-service and spring conference plenary and breakout presentations, new employee on-boarding, and since March 2020, entirely via remote conferencing software, online modules and Credit by Attendance reporting forms. Our goal is for all employees to have a baseline of 12 hours (4 hours per year) of CCPD participation by December 2020.

Tracking and Monitoring Data

This report includes the overview, a list of workshop categories, summary tables by working group, a recommendation to include a wider variety of Safe Colleges content, a proposed automated reporting tool idea, and, the tables that cover employee participation in activities delivered from May 6, 2016, through 5:00pm November 18, 2020.

Additional Information

Board Policy 520, HB2864/ORS350.375 and the IDC/OCCA's suggested Template for Reporting are all included at the end of this packet. Email equity@lanecc.edu for info.

Cultural Competency Professional Development Monitoring

Current Topic Focus Areas Include:

1. Accessibility, Age, Ability, and Mental Health ('A3M')
2. Gender Spectrum, Sexual Orientation, Sexism, Heterosexism
3. Implicit Bias
4. Intersectionality
5. Prison Industrial Complex: School-to-Prison Pipeline
6. Race, Ethnicity, Culture and Language
7. Religion and Spirituality
8. Sexual Assault (Awareness, Prevention, Survivor Support)
9. Socio-Economic Background and Social Class
10. Understanding of Social Justice
11. Understanding of the Dynamics Related to Power, Privilege, and Oppression
12. Veterans and Military Status

Tracking and Monitoring Details

The Office of Equity and Inclusion has monitored 8,655 hours of CCPD and we have tracked 7,685.32 total participant attendance hours from 1,827 participants (with L#s), from Spring Conference 2016 to present. This figure includes 1,133.48* imported hours from Safe Colleges online modules, and 653.83 hours of manually added Credit by Attendance form hours. *Titles and durations changed on several modules.

When constrained to current active employees only, we have retained 6,616.27 total hours of our investment in Cultural Competency Professional Development (of which, 977.93 hours are Safe Colleges modules, and 651.83 hours of Credit by Attendance) completed by 1112 current employees.

Participation by Work Group

ECLS	Schedule	Current Roster	Participants	Hours Retained
C1	Full Time Classified	273	(267) 97.8%	2,560.75
C2,C3	Part Time Classified	131	(104) 79.4%	475.98
F1	Full Time Faculty	199	(193) 97.0%	1,771.91
F2-6	Part Time Faculty	442	(296) 67.0%	951.43
M1,M2	Management	67	(66) 98.5%	856.19
Totals		1,112	(926) 83.3%	6,616.27

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, M2
12+ Hours	78	11	41	11	25
6 to 11.9 Hours	76	19	51	46	20
0.1 to 5.9 Hours	113	74	101	239	21
Zero Hours	6	27	6	146	1

Table 2 Details the number of employees in each level of hours, earned by members in each work group

Cultural Competency Professional Development ‘CCPD’ Program

Findings

CCPD activities were interrupted for a brief time due to the outbreak of the pandemic. The Office of Equity and Inclusion was able to make adjustments to our training protocols, switching from in-person to virtual trainings beginning in Spring Term 2020. As our records currently indicate, 83.3% of all Lane employees have participated in and earned hours toward compliance with both board policy and state law. 97.8% of full time Classified Employees have participated in CCPD sanctioned events. 79.4% of part time Classified Employees have earned CCPD credit. 97% of full-time faculty have earned CCPD credit and 67.0% of part-time faculty have recorded participation in CCPD events and activities. 98.5% of managers have earned CCPD credit.

Due to an error in sorting and a rush to print, there were several new employees inadvertently left off earlier drafts. The roster oversight has been corrected. Minor errors due to duplicate attendance, as well as changing durations/titles remain within the Safe Colleges subset of data. These variances will be corrected and reported in the final draft.

Conclusion

Since 2016, the Office of Equity and Inclusion has been tracking employee involvement and engagement in Lane’s Cultural Competency Professional Development program. This report summarizes the participation levels of all employees and is differentiated by employee group (i.e. managers, faculty, and classified employees). We are pleased to report that we are making substantial progress toward full compliance with Board Policy 520 and HB 2864.

Employees have three avenues to engage CCPD: **Safe Colleges** (On-Line modules which includes tutorials and post test assessment); **Live (Zoom) Workshops and Webinars** (These deliveries have been exclusively presented on-line since Covid-19); and **Credit by Attendance** forms where employees can request CCPD credit for social justice activities outside of our tracking environment (this includes conferences, seminars, membership and participation in social justice organizations and sabbaticals).

Per HB 2864, Lane has established a CCPD Oversight Committee composed of the following membership: (1) manager member, (1) faculty member, (1) classified staff member, and (1) student member. The oversight committee’s task is to review the work that has been completed to date addressing compliance with state law. This committee’s findings will be included in the final CCPD report due to be submitted to the LCC Board no later than December 31, 2020.

Next Steps

1. Roll-Out expanded use of the Safe Colleges online training platform

We have shifted from only counting up to 599 minutes (or ~10 hours) of material, to considering up to 1367 minutes (or ~23 Hours) of content as CCPD time. This newly expanded set (see Table #6) includes 10 titles (372 Minutes or over ~6 hours) En Español at no additional cost.

2. Build Soft Docs form to upload zoom rosters, sign-in sheets & descriptions

3. Build Soft Docs form to upload Credit by Attendance *with* documentation

4. Propose construction of an individual training report retrieval tool

Request IT team, ATC, or a freelance programmer assist us to create an automated retrieval tool we have designed, but do not possess the skill/access to build. The tool calls up an individual employee record using two-point verification: their 'Banner' surname & their Lnumber. Employees will enter their **ID number and last name** information, and click submit (or enter). The computer will look up the record; determine if Lnumber has an exact match, found using a vlookup formula, and look for an approximate match for surname). If no match is found for the L#, they are routed back to **Re-enter the L# again**; then after a few tries maybe use a wildcard and have them enter their 'Banner' name. They may be inactive; in which case they should still pop up and a report can be generated, but they would need the opportunity to enter a new non-Lane email to send it to. To verify identity, the system will return and display the corresponding **full name, title, org#, and department** of the associated employee with that L# from the most recent HR Argos Data report. Current information is going to be key to the success of this initiative. Is there a way to build a bridge to Banner? For a returned result situation: at this point in the process, there would be three buttons, each completing a different function.

- **Confirm my ID** (accept displayed record)
- **Update my Profile** (append/update displayed record)
- **Re-Enter Lnumber** (no match, possibly add another/optional field)

The employee's record is retrieved by using the column header codes from attended titles to pull information from the index, they are displayed with the date and duration of each training, and the employee's sum total of 'booked' hours. At this point in the process, the tool will timestamp the printout and display three more action buttons. Clicking 'Email' will trigger 'send to' validation and captcha, where they confirm or enter a new email address.

- **Email Me** (to employee)
- **Email Us** (to employee *and* their Supervisor)
- **Print Now** (or *paperless print* to Adobe and save on your device)

5. Propose group reports, available only for internal planning purposes

Supervisors verify relationship to use the lookup tool to sort by org code, and generate the report for an entire department or set of departments that make up a division. Only a Manager or Superuser may access department-wide current training record report(s), they are intended to serve annual professional development planning purposes only.

Thank You for your attention to this important endeavor, feel free to email us at equity@lanecc.edu if you have questions.

CCPD Training [Index] List

<i>Date</i>	<i>Title</i>	<i>Classified</i>	<i>Faculty</i>	<i>Manager</i>	<i>Duration</i>	<i>Hours</i>
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

CCPD Training [Index] List (continued)

<i>Date</i>	<i>Title</i>	<i>Classified</i>	<i>Faculty</i>	<i>Manager</i>	<i>Duration</i>	<i>Hours</i>
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 In-service	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*

Distance/Remote and OnDemand Credit by Attendance forms

Zoom Live Remote - This is the new normal	Column1	Classified	Faculty	Manager	Headcount	Duration	Subtotal
6/16/20 Storytelling for Social Justice Take 1	Nash, et al	8	4	0	15	1.50	23
6/18/20 Storytelling for Social Justice Take 2	Nash, et al	7	2	1	11	1.50	17
6/18/20 Racial Aggression in COVID/George Floyd Era Take 1	Nash, et al	15	2	2	23	1.50	35
6/19/20 Racial Aggression in COVID/George Floyd Era Take 2	Nash, et al	4	2	2	10	1.50	15
6/23/20 Gender Identities, Marginality, and Allyship Take 1	Whitmarsh-Jones, Portillo	10	4	1	18	2.00	36
6/24/20 Gender Identities, Marginality, and Allyship Take 2	Whitmarsh-Jones, Portillo	10	0	0	15	2.00	30
6/29/20 Foundations of Equity Baseline Workshop taping Take 1	Portillo	1	0	1	5	1.50	8
6/30/20 Foundations of Equity Baseline Workshop taping Take 2	Portillo	1	0	1	5	1.50	8
7/30/20 Tackling the Taboo Black Male Mental Health	Dr. Lawrence Rasheed	9	11	4	61	2.00	122
10/13/20 Alex tha Great on the Importance of Being Culturally Competent	Alex tha Great	6	5	2	21	1.50	32
10/28/20 Alex tha Great Poetry & Protest Music	Alex tha Great	3	0	1	4	1.00	4
10/29/20 Lisa Nunn FPD talk	Dr. Lisa Nunn	22	23	6	54	1.00	54
10/30/20 Lisa Nunn 33 Simple Strategies	Dr. Lisa Nunn	1	20	0	23	2.00	46
11/13/20 They Call Me Q	Qurrat Kadwani	13	13	4	38	1.50	57
Sept 2020 College Inservice	Et al.	187	66	55	311	2.00	622
Oct. 2020 Inclusive Teaching Workshops	Knighten, Masaki	0	39	0	39	1.00	39
2021 Credit by Attendance Forms (includes PaperClip Webinars)	Varies					varies	356
2021 Equity Lens Toolkit Presentations (re)Zooms	ELIT Dispatch by Dept.				23	1.00	23.00
Total (*note: Guests, Presenters, and Students are included in headcount)					*		1,501

Table 4

Safe Colleges Module Import (prior to time & title update)

Minutes	Course Title	Classified	Faculty	Manager	Unknown*	Iterations
33	Americans with Disabilities Act Overview	41	1	1	1	44
23	Boundary Invasion	23	0	1	1	25
11	Communication Styles and Skills	61	3	6	4	74
14	Discrimination Awareness in the Workplace	36	196	52	2	286
29	Discrimination: Avoiding Discriminatory Practices (for Supervisors)	19	1	2	0	22
11	Diversity and Inclusion: Faculty and Staff	47	1	2	2	52
23	Diversity Awareness: Staff-to-Staff	43	0	3	1	47
8	HIV/AIDS Awareness	22	0	2	0	24
21	Implicit Bias and Microaggression Awareness	328	241	35	60	664
22	Making Campus Safe for LGBTQ+ Students	29	1	3	1	34
19	Making Schools Safe and Inclusive for Transgender Students	29	0	5	4	38
69	Sexual Harassment: Policy and Prevention (for Supervisors)	20	5	1	1	27
29	Sexual Harassment: Staff-to-Staff	95	197	114	9	415
39	Sexual Violence Awareness for Employees (Campus SaVE Act)	18	0	2	2	22
11	Student Mental Health	33	0	1	1	35
45	Title IX and Gender Equity in Athletics	26	1	1	0	28
27	Title IX and Sexual Misconduct	533	641	108	29	1311
36	Title IX: Roles and Responsibilities for Coordinators and Administrators	20	1	1	0	22
28	Title IX: Roles of Responsible Employees	43	0	2	4	49
33	Title VI Overview	16	1	2	0	19
20	Workplace Bullying: Awareness and Prevention	28	1	3	3	35
20	Workplace Violence: Awareness and Prevention for Employees	26	0	1	1	28
26	Workplace Violence: Awareness and Prevention for Employees En Español	2	0	0	0	2
28	Workplace Violence: Awareness and Prevention for Supervisors	11	0	1	0	12
625	← MINUTES ⇄ ITERATIONS ⇄	1,549	1,291	349	126	3,315

*Unknown L#'s from previous imports of data, where they did not match to current employee roster. Workstudies? Table5.

Updated Safe Colleges Online Module List, CCPD-approved titles

Course Title	Mins	Group/Subject
Title IX and Gender Equity in Athletics	45	Athletics
Discrimination: Avoiding Discriminatory Practices (for Supervisors)	31	Employment Practices/Supervisory
Discrimination: Avoiding Discriminatory Practices (for Supervisors) En Español	42	Employment Practices/Supervisory
Sexual Harassment: Policy and Prevention (for Supervisors)	71	Employment Practices/Supervisory
Sexual Harassment: Policy and Prevention (for Supervisors) En Español	95	Employment Practices/Supervisory
Bullying and Students with Special Needs	42	General
School Safety for Students with Disabilities	46	General
HIV/AIDS Awareness	8	Health
Opioid Overdose Response Awareness	20	Health
Stress Management	21	Health
Student Mental Health	11	Health
Americans with Disabilities Act Overview	33	Human Resources
Americans with Disabilities Act Overview En Español	31	Human Resources
Boundary Invasion	25	Human Resources
Boundary Invasion En Español	30	Human Resources
Discrimination Awareness in the Workplace	22	Human Resources
Discrimination Awareness in the Workplace En Español	22	Human Resources
Diversity and Inclusion: Faculty and Staff	11	Human Resources
Diversity Awareness: Staff-to-Staff	25	Human Resources
Sexual Harassment: Staff-to-Staff	34	Human Resources
Sexual Harassment: Staff-to-Staff En Español	19	Human Resources
Sexual Harassment: Staff-to-Staff Refresher	13	Human Resources
Title IX: and Sexual Harassment	28	Human Resources
Title IX: and Sexual Harassment En Español	38	Human Resources
Title IX: Regulations and Roles Overview	42	Human Resources
Title IX: Roles and Responsibilities for Coordinators and Administrators	36	Human Resources
Title IX: Roles of Employees	24	Human Resources
Title IX: Roles of Responsible Employees	24	Human Resources
Title VI: Overview	35	Human Resources
Workplace Bullying: Awareness and Prevention	20	Human Resources
Workplace Violence: Awareness and Prevention (for Employees)	20	Human Resources
Workplace Violence: Awareness and Prevention (for Employees) En Español	26	Human Resources
Workplace Violence: Awareness and Prevention (for Supervisors)	28	Human Resources
Workplace Violence: Awareness and Prevention (for Supervisors) En Español	38	Human Resources
Communication Styles and Skills	11	Social and Behavioral
Dating Violence: Identification and Prevention	20	Social and Behavioral
Hazing Awareness and Prevention	17	Social and Behavioral
Implicit Bias and Microaggression Awareness	21	Social and Behavioral
Making Campus Safe for LGBTQ+ Students	22	Social and Behavioral
Making Schools Safe and Inclusive for Transgender Students	19	Social and Behavioral
Prescription Drug Abuse: Impact on Students	36	Social and Behavioral
Self-Injury and Cutting	18	Social and Behavioral
Sexual Violence Awareness for Employees (Campus SaVE Act)	39	Social and Behavioral
Sexual Violence Awareness for Employees (Campus SaVE Act) En Español	31	Social and Behavioral
Student Drug & Alcohol Abuse	23	Social and Behavioral
Youth Suicide: Awareness, Prevention and Postvention	27	Social and Behavioral
Title IX and Sexual Harassment Prevention for Employees (Full)	27	Title IX and Sexual Violence Prevention for Emp.

Total

1,367 Minutes ~ 22.8 Hours ~ 47 Titles

Table 6

Cultural Competency Professional Development Mandate(s)

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](#)

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

Suggested Report template generously shared by the Rural Consortium and the Oregon 'IDC' Inclusion and Diversity Consortium (used by OCCA)

Due December 31, 2019		
Item #	Mandate Text	Institutional Summary
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.	<input type="checkbox"/> Committee name at your institution. <input type="checkbox"/> Link to committee mission/purpose/charter of committee. <input type="checkbox"/> Committee decision-making authority. <input type="checkbox"/> Address oversight for implementation.
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	<input type="checkbox"/> Committee member's titles. <input type="checkbox"/> Clearly list categories: administrators, faculty members, staff members, and students. <input type="checkbox"/> Address how committee structure ensures equal weight to the multiple perspectives of committee members.

Table #7

Oregon 'IDC' Inclusion and Diversity Consortium Template (continued)

Due December 31, 2020		
Item #	Mandate Text	Institutional Summary
2(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.	List relevant workshops, trainings, events. Include: <ul style="list-style-type: none"> <input type="checkbox"/> Title of event <input type="checkbox"/> Intended audience <input type="checkbox"/> Description of event <input type="checkbox"/> Date offered <input type="checkbox"/> Number of participating employees
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	List institutional goals, seeking alignment with Strategic Planning efforts. <ul style="list-style-type: none"> <input type="checkbox"/> Specific goals <input type="checkbox"/> Learning outcomes <input type="checkbox"/> Strategies <input type="checkbox"/> Assessment/measurement methods <input type="checkbox"/> When are the goals reviewed/updated/modified?
2(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 legislation.	Include: <ul style="list-style-type: none"> <input type="checkbox"/> Who prepares the report <input type="checkbox"/> Timeline for presenting the report <input type="checkbox"/> If possible, include copy of report or link to report.
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.	Options include: <ul style="list-style-type: none"> <input type="checkbox"/> A student Campus Climate survey (include time frame and future plans) <input type="checkbox"/> An employee Campus Climate survey (include time frame and future plans) <input type="checkbox"/> Self-assessments administered at the end of trainings <input type="checkbox"/> A Student Services assessment plan (include time frame and future plans) <input type="checkbox"/> Outcome data disaggregated by populations identified in legislation. (Include information related to how data will be used).
2(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.	Consider: <ul style="list-style-type: none"> <input type="checkbox"/> What information is included in position postings at your institution? <input type="checkbox"/> What information is included in new employee orientation? <input type="checkbox"/> What information is available on the institutional website? <input type="checkbox"/> Have you developed Principles of Community (Central Oregon), Respectful Community Policy (Chemeketa)? If so, is it included in new employee orientation? <input type="checkbox"/> What statement(s) has your President made to emphasize the college's commitment to Cultural Competency, Diversity, Equity, and Inclusion? (Include link to published statements). <input type="checkbox"/> With what frequency do these messages/strategies occur?

Table #8



Submitted to:

Diversity Council Meeting November 6, 2020
CCPD Advisory Commission November 13, 2020
LCC Board of Education Meeting November 18, 2020

Compiled by the Office of Equity and Inclusion equity@lanecc.edu
Presented by: Greg Evans, AVP for Equity & Inclusion evansg@lanecc.edu
Written by: Tracy Weimer, Project Coordinator/Data Steward weimert@lanecc.edu

Special Thanks to:

Sarah Lushia, Deborah Butler, and the Diversity Council

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