



Diversity Plan 2003-2008

September 2003

**Submitted By
The Lane Community College Diversity Team**

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Executive Summary

In 1995, with assistance from the Western Interstate Commission on Higher Education (WICHE), Lane staff, students and community members created the first Diversity Plan for Lane Community College. The 1995 Diversity Plan primarily focused on the four racial/ethnic groups and women. A diversity team was established to ensure the implementation of the Diversity Plan. The 2003-2008 Diversity Plan includes additional areas of diversity such as language and cultural competency, age, sexual orientation, social class, International, disabilities, technology and religious diversity. The 2003-2008 Diversity Plan is central to the college vision, mission, core values statement adopted by the Lane Community College Board of Education in February 2003. Diversity is specifically stated as a core value of the college.

The Diversity Team assumed leadership in updating the 1995 Diversity Plan. Action Teams, reflecting the different areas of diversity stated in the Plan, were created to provide recommendations to be addressed by the college. Action Teams solicited ideas from Lane staff, students and community members. A process was established to allow staff, students and community members, to review the initial draft. The Diversity Team composed a six-question review instrument to facilitate feedback and record additional recommendations.

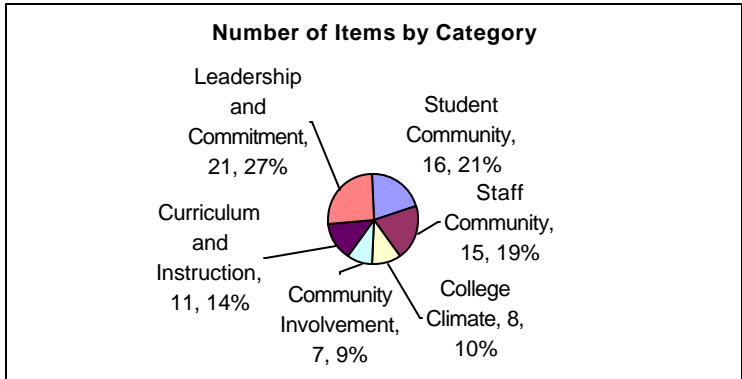
The 2003-2008 Diversity Plan presents a vision for diversity at Lane and incorporates best practices in the area of diversity strategic planning. At Lane, a social justice framework will guide diversity efforts so that issues of privilege, oppression and discrimination will be recognized and addressed. An essential part of the vision is that diversity change should be inclusive in nature, and not exclusive. Additionally, diversity should be everyone's responsibility and all staff should have the capacity to create educational and work environments that is safe and respectful.

Format

The Diversity Plan begins with an introduction to present a vision and foundation for diversity at Lane, relate the importance of diversity to the college and note best practices for successful diversity initiatives. The Action Items follow which contains information on the proposed action, accountability, assessment measure, timeline and estimated costs. Within this section are indexes to the action items which relate to subject and accountability to identify managers and executive leaders responsible for the implementation. The next section contains visionary and current status statements submitted by Lane's Diversity Team. These statements serve to establish expectations, attitudes and best practices that reflect the spirit of the Diversity Plan. The Appendices contains information on a timeline for implementing action items from year 1-5; an action item cost summary; a glossary to identify terms or acronyms within the document; Diversity Team Action Team Chairs who guided the process of composing action items; and the Vision, Mission and Core Values statement adopted by the Lane Community College Board of Education in February 2003.

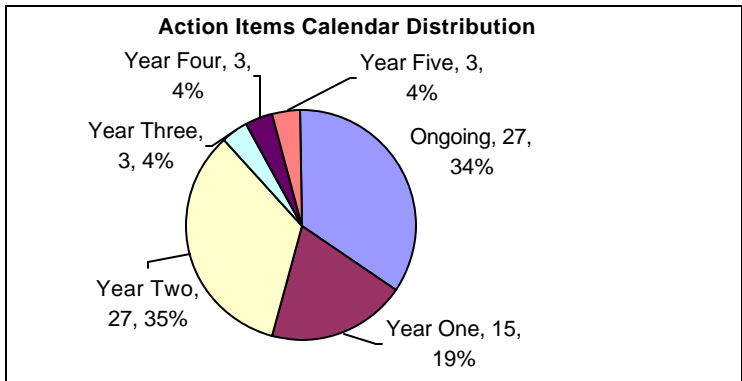
Profile of Action Items

Number of Action Items:	Student Community	16
	Staff Community	15
	College Climate	8
	Community Involvement	7
	Curriculum & Instruction	11
	<u>Leadership and Commitment</u>	<u>21</u>
	Total	78



Calendar of Implementation:

Ongoing	27
Year One	15
Year Two	27
Year Three	3
Year Four	3
Year Five	3



Implementation

At Lane, there will be a shared accountability to lead the implementation of the Diversity Plan. The President and The Diversity Team, who reports to the President, and the Executive Team, will ensure the implementation of the Diversity Plan. Action teams under the auspices of the Diversity Team will provide the mechanism to monitor the progress of action items listed in the Diversity Plan. The action teams will incorporate the voices and participation of staff, students and community members. Action teams will be responsible for submitting progress reports to the Diversity Team. The Diversity Team will assess the activities of the action teams by June of each year. The Diversity Team will present a progress report to the President at the beginning of each academic year. The President will provide a report to the Board of Education which will include the accomplishments of the previous year as well as goals for the coming year.

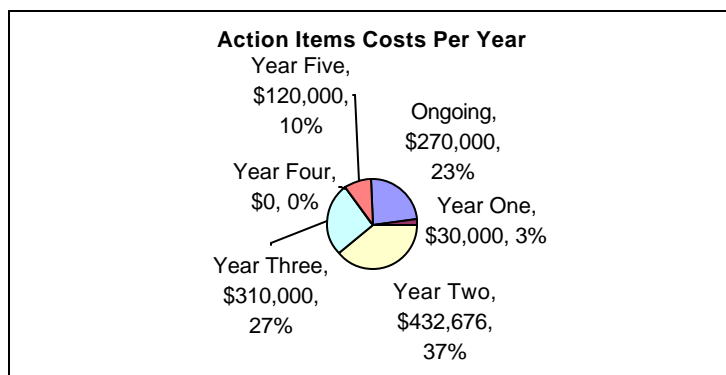
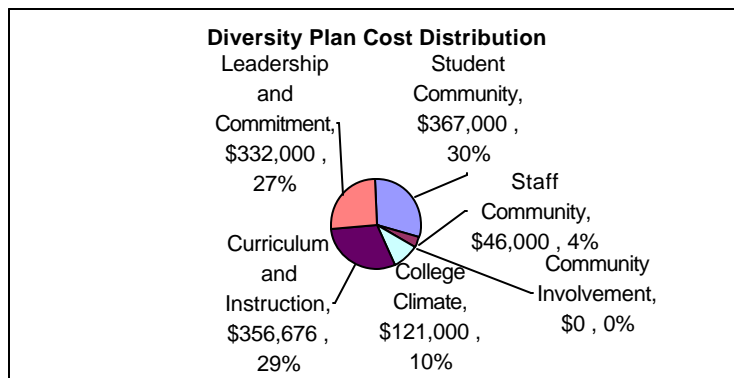
Statement on Costs

Like colleges and universities across the country, Lane Community College faces the challenge of providing quality services and programs, with diminishing financial resources. The leadership at Lane, recognizing the role of diversity in providing quality learning experiences, has made a commitment to the implementation of the Diversity Plan.

In these times of uncertain budget projections, Lane needs to use available resources strategically. Lane resources that can help move the college toward increased diversity are the vision of diversity at Lane, which develops the capacity to create inclusive, respectful work environments; the 2003-2008 Diversity Plan, which responds to the needs of a diverse college population; the culture at Lane, which promotes innovation and creativity and encourages staff to respond to internal and external challenges; and the Diversity Team, which can identify and prioritize action items that can be done within the limitations of the current budget climate.

Realistically, the current budget climate may impact the college's ability to implement diversity initiatives. Lane will need to be proactive in securing grants to implement initiatives requiring additional funds. It is important to note that the majority of the Diversity Plan, that is, 75%, may be implemented with financial resources already allocated to department budgets. Thus, the Diversity Plan offers an opportunity to achieve many of its goals.

Diversity Plan Expense Distribution:	Student Community	\$367,000
	Staff Community	\$46,000
	College Climate	\$121,000
	Community Involvement	\$0
	Curriculum & Instruction	\$356,676
	<u>Leadership & Commitment</u>	<u>\$332,000</u>
	Total	\$1,222,676



Lane Diversity Plan

Introduction

A Diverse Community will:

- Enhance open access and opportunity for all and attract a diverse population.
- Enrich the educational experience and promote personal growth.
- Foster mutual respect and an appreciation of differences and promote cross-cultural understanding.
- Prepare leaders for a competitive global community.

Lane Community College, a comprehensive community college, was founded in 1964 and since the opening of the main campus in 1968, has emerged to be one of the top two-year colleges in America. Lane is the third largest of the 17 community colleges in Oregon. More than 40,000 students take classes each year. Lane has received many awards and accolades for its innovative programs and high quality instruction. For almost three decades, Lane has been a member of the League for Innovation in the Community College, a consortium of community colleges organized to stimulate innovation and experimentation in all areas of community college development. Lane is the only League college in Oregon and one of the nineteen member colleges that comprise the League's board. The 1998 issue of Change Magazine called the League "the most dynamic organization in the community college world." In 2000, Lane became one of 12 Vanguard Learning Colleges, an initiative of the League of Innovation, which are working to build on values that place learning first throughout their institutions. These colleges are developing and strengthening policies, programs and practices across their institutions with a focus on the five project objectives: organizational culture, staff recruitment and retention, technology, learning outcomes and under-prepared students. Lane's membership with the League of Innovation and selection as a Vanguard college provides a strong foundation for implementing diversity initiatives.

Lane is the only community college in the state with the positions of diversity coordinator and coordinator of Ethnic Studies and is one of the few colleges in Oregon with a Diversity Team to oversee institutional diversity efforts. For the past eight years, Lane has played an important role in planning and organizing the annual Oregon Diversity Institute conference. Lane also has taken a leadership role in responding to the needs of a diverse population. Some examples are the Rites of Passage programs for students of color, the Native American Program, the Transitions Program offered by the Women's Center, the ASLCC Multicultural Committee, and the various programming and support for student groups provided by the Multicultural Center. In addition to the services offered by Disability Services and the Affirmative Action/Diversity/Equal Opportunity area of Human Resources, many college units, including the President's Office, have initiated diversity efforts.

Historical Background

In 1995, the Lane Western Interstate Commission on Higher Education (WICHE) committee, comprised of 30 Lane students, and staff and community representatives adopted a Diversity Plan for Lane Community College. The 1995 Diversity Plan primarily focused on the four racial/ethnic groups and women. The Diversity Team was created to ensure implementation of the plan as well as to expand the area of diversity concerns to be addressed by the college. The 1995 Diversity Plan incorporated the values of the college's Mission, Vision and Unifying Principles and identified the following areas of emphasis:

- ◆ Leadership and Commitment
- ◆ Staff Recruitment, Training and Retention
- ◆ Curriculum Development
- ◆ Student Recruitment, Retention and Campus Life
- ◆ Community Involvement

The Diversity Team formulated an Executive Committee and created sub-committees to work on specific areas of the plan. Despite the challenges in implementing the plan due to the extensive number of tasks required to complete assignments with limited resources and staff, the Diversity Team successfully accomplished the following:

- ◆ Creation of Diversity Scholarships
- ◆ “Synergy Training” for Staff on Hiring Committees
- ◆ Respectful Environment Training
- ◆ Establishment of the Ethnic Studies and Diversity Coordinator Positions
- ◆ Gender/Ethnicity/Multicultural AAOT Degree Requirement
- ◆ Minority Student Focus Groups

In 2000, President Jerry Moskus requested an update of the 1995 Diversity Plan. Out of the process, additional areas such as language and cultural competency, disabilities and serving the needs of lesbian, gay, bisexual and transgender and international populations were included in the updated 2003-2008 Diversity Plan.

A Vision of Diversity for Lane

The understanding by the college of what diversity means provides the foundation for diversity initiatives on campus. Many colleges follow a vision of diversity that Frederick A. Miller identifies as the ‘Individual Differences Perspective’. This model describes diversity as a simple understanding between different individuals and celebrating everyone’s differences. The major flaw of this perspective is that it does not recognize the reality that individuals may be deterred from being fully included by systems and operational practices that favor some people at the expense of others. According to Miller, a “Social Justice Perspective” will address discrimination and oppression and meet the “isms” directly. A social justice framework will “identify the ‘isms’ that continue to exist, exposing where they occur, how they work and what mechanisms perpetuate them.” Some examples of the “isms” are: **(1)**

- ◆ Ableism
- ◆ Ageism
- ◆ Classism
- ◆ Lingüicism
- ◆ Sexism
- ◆ Racism
- ◆ Heterosexism

At Lane, we want to pursue a social justice framework to guide our diversity efforts. Lane's diversity work should have an experiential-based definition, i.e. defined experientially by actions. Lane should actively seek a healthy mix of individuals with diverse backgrounds, life experiences, approaches, skill-sets, and understandings so that we may build our capacity to produce solutions that will address the needs of a growing, diverse student population and workforce. It must be clearly understood that diversity is not simply a mirroring of demographics of the local population. Diversity is about becoming a higher performing organization, which produces outcomes that serves the needs of a diverse college population. Diversity is about being inclusive, not exclusive. Understanding that people within

the college will reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one. **(2) (3)**

Relation to Lane's Vision, Mission, and Core Values

The Diversity Plan is central to the College mission and values. Diversity is reflected in the Core Values statement:

Core Values

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

See Appendix II for the complete Vision, Mission and Core values statement.

Why Diversity is Important

Who Needs Diversity?

Consider the following questions:

- What are the demographics of our constituency? (e.g. age, income, gender, ethnicity, race, etc.)
- How many languages are spoken in our community?
- How frequently does inter-group conflict arise?
- Is there a high level of turnover among certain employee groups?
- Are policies and benefits attractive to potential diverse applicants?
- Are we losing top talent because people feel not valued, included or heard?
- Are employees with diverse/talent skill sets rewarded?

According to the Diversity statement from the Society for Human Resource Management (SHRM), diversity initiatives produce work environments which will yield greater productivity and outcomes. Exploring new ways to be inclusive will lead to a better opportunity to make full use of contributions of all employees. The Society for Human Resource Management identifies a few components of diversity initiatives that go well beyond a moral or social justification. **(4)**

Diversity Initiatives Can Improve the Quality of the Workforce

As the workforce becomes increasingly diverse, diversity initiatives play an important role in providing a stimulus to creating an environment that will value the worth and contributions of every individual. Diversity will benefit an organization by producing more effective work groups, less conflict on the job and create a better understanding of customer service. In an environment that promotes diversity, all employees will feel valued and demonstrate greater commitment and motivation.

Communities are Even More Diverse than the Workforce

Having employees who “speak” the language, understand the needs of diverse populations and provide new ways to serve diverse communities, benefit the organization. Few institutions can expect to access diverse communities without recruiting and retaining a staff that reflects the diversity of the population.

Recognized Diversity Initiatives and Diversity Results Will Attract the Best and Brightest Employees to an Organization

Crucial to the success of an organization is the ability to recruit and retain talented potential employees who possess diverse skill sets. Such potential candidates will demonstrate more interest in organizations that shows a commitment to developing, promoting and valuing diversity initiatives.

Increased Creativity

In a diverse organization, a diverse workforce can bring different perspectives, ideas and solutions, as well as provide new challenges to accepted views. By viewing a diverse workforce as a resource, a dynamic synergy will emerge, which in turn, provide opportunities for enhancing the organization.

Flexibility Ensures Survival

The organization, and its employees, must have the ability to learn how to respond to changing environments. Employees must learn to adapt to new situations and be able to learn from people different than ourselves.

Diversity Plan: Making It Happen

The American Association of Community Colleges Commission to Improve Minority Education has identified key ingredients to initiate successful diversity efforts:

- **COMMITMENT.** Persistence and action are the bywords. Leadership has to make-and encourage others to make-diversity values and goals a priority, and find ways to give support to the achievement of these goals. This includes keeping all members of the college community informed of relevant actions, the reasons for the actions, and goals anticipated.
- **POLICY.** Written policies, including implementation goals, strategies, and measures must be in place at every level.
- **INFORMATION.** Access to reliable information must under-gird policy formulation and implementation.
- **LEADERSHIP.** Leaders, whether college trustees, the state governor, academic deans or directors of professional organizations, must make an unflagging commitment to equal opportunity for all persons.
- **COLLABORATION.** In order to remove the financial, logistical, psychological, social and cultural barriers to minority student achievement, many individuals and organizations must come together around common goals. **(5)**

According to Dr. Frances E. Kendall, an expert on organizational change, the visible support and commitment of the senior leadership of a college is fundamental to a successful diversity initiative. Without this critical element, diversity initiatives are not likely to succeed. In a model created by Dr. Kendall and Dr. Cristine Cullinan (*Institutional Visions: A Dynamic Model*), they introduce the concept of Single, New and Shared Visions. The model provides a way to assess an institution's involvement with diversity. The authors offer the following explanation of the model:

The following model is offered as a way to consider what is happening at your college or university, what could be happening, and what steps you might take to get those things to happen. Any of the three levels of "VISION" can be called into play when new issues of diversity emerge on campus. For example, your campus may be operating with *New Visions* in areas relating to race and ethnicity, and may be operating with *Shared Visions* in areas relating to gender, but may be confined to *Single Vision* thinking at the moment in dealing with issues related to sexual orientation or issues related to disability. You have to be involved in the questioning places of *New Visions* and the actions of *Shared Visions* on a continuing basis to avoid slipping into single vision thinking. It is hard work, and ultimately it is what we have to do if we are to honor our commitment to providing institutions where individuals can learn and grow. **(6)**

A goal of the Lane Diversity Plan is to ensure that all components are involved in the New Visions and Shared Visions phases of the model.

Finally, Dr. Frances E. Kendall offers the following guidelines outlining essential elements required of organizations engaged in genuine diversity work:

1. A clear vision and mission that underscore the bottom-line necessity of a strong, diverse work place community;
2. Strong, on-going visible leadership from the senior administrators on these issues;
3. A clear, cohesive, long-term strategic plan for creating a more diverse hospitable climate; this plan should be tied to the organization's business plan and communicated to all employees; all employees, including faculty, are held accountable for its success;

4. Funding and support for the diversity initiative at a level that assures that long-term change in the organization's culture can take place, given that changing an institution's culture takes from five to ten years of consistent work.
5. An office that is charged with *guiding* the diversity effort (as opposed to doing all the work); This office should be headed by a senior-level administrator who reports directly to the President and whose position on the senior management team ensures that the senior leadership is constantly considering diversity as one of the lenses through which it views every decision;
6. A determination and commitment to the development of all employees through a wide variety of training and educational opportunities; within these opportunities, there should be a strong focus on creating, leading, maintaining, coaching and/or working with a diverse work force;
7. Clear communication with all members of the organization about how to be successful in the institution-its formal and informal rules, its decision-making processes, what it rewards, how it responds to change, and so on-so that everyone has an equitable opportunity to be successful;
8. On-going communication from the top that creating a hospitable and equitable work environment for all employees is a long term, multifaceted, continual process, not an event or a quick fix;
9. An organizational mindset that supports risk-takers and treats errors as opportunities for learning rather than retribution;
10. Recognition and rewards systems that provide opportunities and incentives to recruit and retain a diverse work force and are tied to the performance appraisal process;
11. Short- and long-term recruitment, mentoring, and succession programs that move people of color and white women into all levels of the organization;
12. Involvement and ownership of the work on diversity by all members of the organization's community;
13. A willingness and commitment to address complicated issues, such as racial, ethnic, cultural, and gender conflict, and to deal with the resistance and discomfort that is bound to occur within the organization as work on diversity is carried out;
14. Rules, regulations, and policies that are regularly assessed to be sure that they are flexible and inclusive enough to ensure that they do not have a disparate impact on employees; and
15. Opportunities within the organization for every employee to build collegial relationships with others who are different from them. (7)

The Lane Diversity Plan will incorporate these essential elements to ensure a genuine and successful diversity initiative.

Essential Components of Diversity

- Diversity flourishes on a campus that accepts and values a diversity of ideas among individuals.
- Diversity promotes an environment where equity, respect and recognition represent the norm in the campus climate.
- Diversity initiatives are integrated into the core structures of the institution and become a central feature of strategic planning efforts.
- Diversity permeates many aspects of the campus environment and these aspects should be seen as inter-related and inter-connected.
- Diversity efforts are more than recruiting under-represented students and should include issues such as inter-group relations, faculty and staff professional development, curricular change and diversifying faculty and staff.
- Diversity reflects a direct relationship to student learning goals and intellectual diversity.
- Diversity directly connects diversity consciousness and student success in college.
- Diversity requires a personal commitment from faculty/ staff to educate oneself by moving beyond personal and cultural comfort zones and opening up our minds to new and different experiences and perspectives.
- Diversity needs to be seen as a value-added and not just numbers.

References

- 1 Miller, Frederick A. "Cultural Diversity: Social Justice or Individual Differences." In NTL Institute for Applied Behavioral Sciences. Reading Book for Human Relations Training, Eight Edition. Alexandria, Virginia: NTL, 1999.
- 2 Hayles, Robert. "Diversity Work Today: Where Are We?" Lecture at the Summer Institute for Intercultural Communication, Forest Grove, Oregon, July 30, 2001.
- 3 Hayles, Robert and Russell, Armida Mendez. The Diversity Directive: Why Some Initiatives Fail & What To Do About It. New York: McGraw Hill, 1997.
- 4 Society for Human Resource Management Website, <http://www.shrm.org/diversity/businesscase> , March 23, 2001.
- 5 Gallego, Augustine P. "Leading the Multicultural Community College." Community College Journal of Research and Practice 20 (January-February 1996).
- 6 Kendall, Frances E. and Cullinan, Cristine A. "Institutional Visions: A Dynamic Model for Assessing Your Involvement with Diversity." Workshop Material presented at the National Conference on Race & Ethnicity in High Education, Seattle, Washington, June 2001.
- 7 Kendall, Frances E. "Major Elements Needed in an Organization that Genuinely Values Diversity." Workshop Material presented at the National Conference on Race & Ethnicity in Higher Education, Seattle, Washington, June 2001.

Action Items

The section contains action items presented by the Diversity Team Action Teams. Each action item has a recommendation that contains information on the proposed action, accountability, assessment measure, timeline for implementation and costs. In order to fully implement diversity initiatives, financial support is critical. While several action items require additional funds for their implementation, many action items can be supported through funds already allocated to departments. These actions items are identified as 'Included in Budgets.' The accountability box, in addition to identifying positions responsible for implementation, also identifies the executive level position (**in bold print**) the position reports to within the organization. The following serves as a reference to the acronyms used in the accountability box:

P	President
VP I&SS	Vice President, Instruction & Student Services
VPCO	Vice President College Operations
EDHR	Executive Director of Human Resources
AVP IT	Associate Vice President Information Technology
AVP I&SS	Associate Vice President Instruction & Student Services
AVP I	Associate Vice President Instruction

The actions items are placed in the following components that best reflect the intent of the proposed actions:

COMPONENT	ACTION ITEM NUMBERS	PAGE NUMBERS
Student Community	Action items 1 through 16	Pages 13 through 16
Staff Community	Action items 17 through 31	Pages 17 through 21
College Climate	Action items 32 through 39	Pages 22 through 23
Community Involvement	Action items 40 through 46	Pages 24 through 25
Curriculum & Instruction	Action items 47 through 57	Pages 26 through 28
Leadership and Commitment	Action items 58 through 78	Pages 29 through 33

These components serve to provide more focus on specific areas of diversity that are critical for a successful implementation of a Diversity Plan. Action items listed within each component are arranged in order of implementation from ongoing to year five.

Throughout the presentation of the action items, the terms "diverse populations" or "all" will be stated. The intent of these terms is to be as inclusive as possible and refers to, but not limited to, the following: race, ethnicity, national origin, gender, sexual orientation, socio-economic status, age, physical abilities, familial status and religious beliefs. In some cases, there will be a reference to a specific population which requires a specific strategy to address the need.

Student Community

1. Recommendation: Create/Expand an early academic warning system

Proposed Actions	The early academic warning system is currently being piloted through the TRIO program. This began spring 2002. Response rate from faculty and students is very high. This pilot functions well in TRIO due to its infrastructure. Next steps: Transition to a completely electronic system. Transition to other programs/populations on campus. Potentially introduce into next faculty contract.
Accountability	TRIO Program Director, Retention Counselor, Enrollment Management Retention Team, AVP I&SS
Assessment Measures	Assessment based on success of moving students out of the identified population: those who have a cumulative or term GPA below 2.8.
Timeline or Due Date	In progress. We are currently trying to transition the project to be completely paperless for ease of use. Next step will be to move it to populations beyond TRIO students.
Cost Estimate	Included in Budget

2. Recommendation: Continue and increase support for Rites of Passage program for diverse populations.

Proposed Actions	Continue support for the African American, Asian/Asian American, Latino (Puertas Abiertas), and Native American populations' Rites of Passage programs. Develop additional programs to serve LGBT and women.
Accountability	Director, Student Life and Leadership Development, AVP I&SS
Assessment Measures	Give quarterly reports to the Diversity Team regarding progress to establish new programs.
Timeline or Due Date	Ongoing
Cost Estimate	\$200,000

3. Recommendation: Increase fundraising and resource development for women and other underserved populations.

Proposed Actions	Develop more scholarships for women and increase the amount of donations for activities and support for individual students. Work with the Foundation and community resources towards this goal.
Accountability	Director, Women's Program, AVP I&SS
Assessment Measures	Increased financial resources for women students.
Timeline or Due Date	On-going
Cost Estimate	Included in Budget

4. Recommendation: Increase support for low-income women.

Proposed Actions	Work towards increased social supports for low-income women so they can participate in education and training. Assess the impact of regulatory frameworks for welfare recipients and participants in Workforce Investment Act funded activities on access to education. Assess the college's ability to promote support systems for low-income women. Develop partnerships to assist in this goal.
Accountability	Director, Women's Program, AVP I&SS
Assessment Measures	Increased access to education and social supports for low-income women.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

5. Recommendation: Increase services/opportunities for lesbian, gay, bisexual and transgender students.

Proposed Actions	Increase services available to LGBT students and create strategies that will address the unique needs of LGBT students. The formation of Gay-Straight Alliances and other LGBT-themed student clubs should be formally supported in a statement that regards such clubs as a necessary component of an inclusive extracurricular atmosphere. LGBT competitive scholarship should be established through the Foundation (based on the same criteria as the Diversity Scholarship) and awarded to a student who demonstrates a commitment to promoting the interests of the LGBT community.
Accountability	Director-Student Life and Leadership Development, Lane Foundation, AVP I&SS, P
Assessment Measures	Give quarterly reports to the Diversity Team
Timeline or Due Date	Ongoing
Cost Estimate	\$50,000

6. Recommendation: Upgrade and add to the number of captioning videos.

Proposed Actions	Provide support and consultation to Distance Learning staff, instructional departments, faculty, and other staff. Research current status and assist Distance Education in determining needs for upgrading and adding to the captioned library.
Accountability	Disability Services, AVP I&SS
Assessment Measures	To be determined
Timeline or Due Date	Ongoing
Cost Estimate	\$350 to \$500 per 30 minute video

7. Recommendation: Ensure collaboration of outreach to diverse students in high schools and middle schools with representatives of diverse populations.

Proposed Actions	Create outreach programs to local high school and middle schools to diverse populations including LGBT, students of color, students with disabilities, and women to attend Lane.
Accountability	High School/Community Relations Office, AVP I&SS
Assessment Measures	Document the rate of participation of diverse student populations at the end of each year.
Timeline or Due Date	1 year
Cost Estimate	\$2000

8. Recommendation: Establish a visitation program for diverse student populations.

Proposed Actions	Create a framework for visiting diverse student populations to explore the options available at Lane. Elements of the program should include campus tour, student panel, staff panel, cultural presentation, and introduction to student services.
Accountability	High School/Community Relations Coordinator, AVP I&SS
Assessment Measures	Document the number of visits from groups and include demographic profile. Include follow-up evaluations with students and counselors after each activity.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

9. Recommendation: Include LGBT scholarship information with other school information.

Proposed Actions	Include LGBT scholarship information with other financial aid information on web sites, printed materials and scholarship workshops.
Accountability	Student Financial Services Director, AVP I&SS
Assessment Measures	Document progress towards posting LGBT scholarship information.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

10. Recommendation: Create parental awareness workshops.

Proposed Actions	Offer workshops to increase parental awareness of college and show how college can become a reality to diverse communities. Provide tours and presentations in Spanish. Initiate college information nights at local high schools for Spanish-speaking parents and students.
Accountability	High School/Community Relations Office, AVP I&SS
Assessment Measures	Document the number of workshops presented during the year. Provide an evaluation at the end of each workshop to gather feedback and comments.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

11. Recommendation: Create support for international women students.

Proposed Actions	Develop more support groups and counseling services for international women students.
Accountability	Counseling, Student Life and Leadership Development, AVP I&SS
Assessment Measures	Report to the Diversity Team regarding progress in developing more support services for International women students.
Timeline or Due Date	1-2 years
Cost Estimate	\$50,000

12. Recommendation: Develop a case management system.

Proposed Actions	Develop a standardized, intensive case management system. Application of this system relates to Early Warning System, Academic Warning/Probation/Dismissal, Diversity Scholars, as well as other diverse campus populations.
Accountability	Counseling Director, Trio Program Director, Retention Counselor, Enrollment Management Retention Team, AVP I&SS
Assessment Measures	Assess for ease of use. Assess and measure term by term based on term and/or cumulative GPA.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

13. Recommendation: Increase distance-learning accessibility.

Proposed Actions	Support the development of standards, process and evaluation methods for making all distance education accessible.
Accountability	Distance Learning, AVP IT
Assessment Measures	Process and standards will be created and evaluated.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

14. Recommendation: Increase the number of bilingual materials.

Proposed Actions	Ensure that college publications provide access to diverse language populations, particularly in Spanish.
Accountability	Marketing and Public Relations; Institutional Research, Assessment & Planning P, VP & ISS
Assessment Measures	Assess what currently is being done. Document progress made in this area each year.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

15. Recommendation: English Language Learner transitions to credit classes.

Proposed Actions	Integrate ESL and ALS department ESL courses to provide more levels of credit ESL courses without a negative impact on ESL program budget.
Accountability	Associate Vice President of Student Services and Instruction, VP I&SS
Assessment Measures	Courses offered in annual schedule each term beginning fall 2004.
Timeline or Due Date	2 years
Cost Estimate	\$5,000

16. Recommendation: Expand non-traditional programming for women.

Proposed Actions	Seek outside funding for expansion of services and programs to help girls and women enter and succeed in nontraditional careers. Partner with Apprenticeship to create pre-training programs for women entering technical and trades careers. Work with the Foundation on “seed money” for programs.
Accountability	Women’s Program, Lane Foundation, AVP I&SS, P
Assessment Measures	Increase in women and girls participating in nontraditional career exploration activities, pre training programs and nontraditional career training programs.
Timeline or Due Date	2 years
Cost Estimate	\$15,000 to \$60,000 per year

Staff Community

17. Recommendation: Create a 12-month look-ahead recruitment plan.

Proposed Actions	Develop annual faculty and management recruitment plans that look 12 months ahead.
Accountability	Affirmative Action/Diversity/Equal Opportunity Director, Executive Director of Human Resources, Vice Presidents, Associate Vice Presidents, and Instructional Managers, P
Assessment Measures	Number of faculty and manager Job Groups that are underutilized using the 80% with Whole Person Rule.
Timeline or Due Date	Ongoing (Last week of April)
Cost Estimate	\$20,000

18. Recommendation: Increase staff awareness of serving students with disabilities.

Proposed Actions	Provide ongoing educational presentations for faculty and staff, in response to requests and by initiating the idea. Promote faculty/staff use of the Disability Services web site. Disability Services will participate in problem solving as needed.
Accountability	Disability Services, AVP I&SS
Assessment Measures	Reduced problems and confusion about expectations in serving students with disabilities.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

19. Recommendation: Initiate opportunities to see language diversity as a resource.

Proposed Actions	Provide training so staff can understand language discrimination in the U.S., how language is learned, ways to foster native language literacy, the role of language development in school achievement and role of teachers in producing a positive climate for English language learners.
Accountability	Human Resources Staff Development, Diversity Coordinator, P
Assessment Measures	Document number of trainings and collect evaluations of participants.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

20. Recommendation: Provide ongoing training on diverse populations.

Proposed Actions	Provide ongoing training on diverse populations, including LGBT, communities of color, international, disabilities, and gender at department meetings, in-service days and staff orientations.
Accountability	Executive Director of Human Resources, Human Resources Staff Development, Diversity Coordinator, P
Assessment Measures	Document and assess the number of diversity related trainings throughout the year in institution-wide and department settings.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

21. Recommendation: Accountability/evaluation of diversity in classified and faculty contracts

Proposed Actions	Include a diversity evaluation criterion in all classified and faculty evaluations.
Accountability	Classified and faculty union presidents; executive director of Human Resources, P
Assessment Measures	Evaluation forms contain diversity criteria
Timeline or Due Date	Next bargaining opportunity
Cost Estimate	Included in Budget

22. Recommendation: Increase the recruitment area for classified staff.

Proposed Actions	Make Oregon the recruitment area for externally posted classified vacancies.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Percentage change in the total number of applicants for externally posted classified positions from the previous 12-month period.
Timeline or Due Date	1 year (First week of November)
Cost Estimate	\$16,000

23. Recommendation: Increase promotion of open positions.

Proposed Actions	Forecast and communicate open positions as soon as possible in multiple formats and media.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Percentage change in the number of formats and media used from the previous 12-month period. Increased number of applications from diverse populations.
Timeline or Due Date	1 year (First week of November)
Cost Estimate	\$5000

24. Recommendation: Extend recruitment processes periods.

Proposed Actions	Extend recruitment periods to yield large and diverse applicant pools.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Percentage change in the number of applicants and diverse applicants in classified, faculty and management applicant pools from the previous 12-month period.
Timeline or Due Date	1 year (Last week of June)
Cost Estimate	\$5000

25. Recommendation: Hiring process incorporate LGBT experiences.

Proposed Actions	Include in hiring process which should include a statement encouraging underrepresented people including LGBT persons to apply; advertise in LGBT publications/media.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Document progress towards including LGBT experiences in the hiring process.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

26. Recommendation: Create a framework for diversity training.

Proposed Actions	In addition to cultural competency, address complex issues such as cross-cultural conflict resolution. Within training, incorporate skill development, in addition to cultural knowledge. Develop a process for staff to have an opportunity to suggest topics for future training.
Accountability	Diversity Coordinator, Human Resources Staff Development, EDHR
Assessment Measures	Document the number of trainings and the nature of topics addressed during the year.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

27. Recommendation: Develop a shared pool of people to provide interpretation and translation services reflective of the language needs of college and community.

Proposed Actions	Identify staff willing to serve as a first point of contact for students speaking a language other than English. Promote this list of staff throughout campus for staff awareness of this resource. Post flyers throughout campus reflecting various languages of this resource.
Accountability	Associate Vice President for Instruction and Student Services, VP I&SS
Assessment Measures	Document the number of interactions as a result of this activity and include in Diversity Team annual report.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

28. Recommendation: Offer cultural competency training at multiple levels.

Proposed Actions	Create a process so that all managers, faculty and classified staff have an opportunity to attend cultural competency training.
Accountability	Diversity Coordinator, Human Resources Staff Development, EDHR
Assessment Measures	Document the participation of staff according to manager, faculty or classified status.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

29. Recommendation: Provide staff access and incentives for Spanish language training.

Proposed Actions	Create language-training opportunities in Spanish and other languages to ensure effective service to clients.
Accountability	Human Resources Staff Development, Diversity Coordinator, EDHR
Assessment Measures	Document the number of staff participating in training. Create an evaluation instrument to solicit comments and feedback from staff.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

30. Recommendation: Create safe spaces for all students/staff in athletic teams and programs.

Proposed Actions	Ensure athletic teams and programs are safe spaces in which diverse students/staff are visible and where status of an individual or team is unrelated to gender, sexual orientation or gender identification where possible.
Accountability	Division Chair, Health and Physical Education, AVPI
Assessment Measures	Document progress to establish safe environments for LGBT students and staff.
Timeline or Due Date	2 years
Cost Estimate	Included in Budget

31. Recommendation: Increase bilingual/bi-cultural competence of Lane's workforce.

Proposed Actions	Increase bilingual/bi-cultural competence within Lane's current overall workforce. Recruit bilingual/bi-cultural staff for open positions.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Increase in the number of bilingual/bi-cultural staff by Year Five. Percentage of bilingual/bi-cultural staff will be equivalent to percentage of community members who are monolingual in a language other than English and/or English language learners.
Timeline or Due Date	5 years
Cost Estimate	Included in Budget

College Climate

32. Recommendation: Conduct annual work-place climate survey

Proposed Actions	Develop, administer, tabulate, and publish the aggregated statistical results and anecdotal data from a yearly work-place climate survey. Within available resources use the surveys' results to address rectifiable work-place climate issues.
Accountability	Executive Director, Human Resources. AA / D / EO / Recruitment / Employment and Institutional Research Assessment and Planning Directors, P
Assessment Measures	Work-Place Climate Survey results
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

33. Recommendation: Improve signage for disability populations at Lane.

Proposed Actions	Provide feedback/suggestions to facilities staff responsible for this task and to ADA Committee.
Accountability	Disability Services, Facilities Management & Planning, VPCO, AVP I&SS
Assessment Measures	Assess needs and document increase presence of signage
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

34. Recommendation: Increase library materials/display of LGBT populations.

Proposed Actions	Increase collection of materials available for staff and students dealing with LGBT issues and in October have a display of materials coinciding with National Coming Out Day.
Accountability	Library Director, AVP I&SS
Assessment Measures	Document progress towards increasing library collection of LGBT issues.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

35. Recommendation: Initiate regular communication regarding diversity at Lane.

Proposed Actions	Create a process to provide on-going, regular communication regarding diversity to employees and community. Promote diversity events in The Daily, on the AA/D/EO web pages and e-mail list serves. Establish a multicultural calendar.
Accountability	Diversity Coordinator, EDHR
Assessment Measures	Document the number of referrals. Include questions in evaluations/surveys about how participants become aware of events.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

36. Recommendation: Promote culturally competent language for diverse populations.

Proposed Actions	Promote institutional use of culturally competent language.
Accountability	Diversity Coordinator, EDHR
Assessment Measures	Document number of times this is promoted.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

37. Recommendation: Communicate Lane's complaint processes to community.

Proposed Actions	Promote access to complaint processes for staff and community members and ensure that there is a broad understanding among diverse populations of how to initiate a complaint.
Accountability	Director, Women's Program; Institutional Research, Assessment & Planning VP I&SS, AVP I&SS
Assessment Measures	Document the number of times this is promoted.
Timeline or Due Date	1 year
Cost Estimate	\$1000

38. Recommendation: Ensure privacy and safety for all students in P.E. changing rooms/shower facilities.

Proposed Actions	Afford all students a reasonable opportunity to shower/change in privacy and safety.
Accountability	Health and Physical Education Department Division Chair, Facilities Management & Planning, AVPI, VPCO
Assessment Measures	Document progress towards completing this action item.
Timeline or Due Date	5 years
Cost Estimate	\$120,000

39. Recommendation: Assist and improve classroom climate for under-represented populations.

Proposed Actions	Provide resources and training to improve classroom climate for under-represented populations.
Accountability	Human Resources-Executive Director, Vice President Instruction & Student Services, Staff Development, Diversity Coordinator, Ethnic Studies Coordinator, LCCEA, P, AVPI
Assessment Measures	Assess current classroom climate. Invite on-going student feedback regarding experiences in classroom.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

Community Involvement

40. Recommendation: Establish complaint procedures for visitors.

Proposed Actions	Create a complaint process for visitors to the college.
Accountability	Executive Director-Human Resources and Director, Women's Program, P, AVP I&SS
Assessment Measures	Establishment of policy.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

41. Recommendation: Include a diversity component into the fall workshop for high school counselors.

Proposed Actions	During the annual fall workshop, high school counselors will be informed of Lane's diversity resources and opportunities.
Accountability	High School/Community Relations Office, AVP I&SS
Assessment Measures	Incorporate the diversity component as part of the regular evaluation of the event. Assess feedback and comments from counselors regarding this part of the workshop.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

42. Recommendation: Expand community service and outreach programs to diverse populations.

Proposed Actions	Include diverse causes and organizations, including LGBT, communities of color, international, disability populations, and women in Lane's community service and outreach programs.
Accountability	High School/Community Relations, Cooperative Education, Service Learning, AVP I&SS
Assessment Measures	Assess the current status of including diverse causes and organizations. Document the progress of inclusion at the end of each year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

43. Recommendation: Increase community participation with Lane diversity efforts.

Proposed Actions	Host tours and visits to campus for community-based organizations and parent groups.
Accountability	High School/Community Relations Coordinator, AVP I&SS
Assessment Measures	Document the number of visits and identify groups participating throughout the year. These activities should incorporate evaluations.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

44. Recommendation: Develop a process to facilitate Lane's increasing presence in diversity-related events.

Proposed Actions	Coordinate Lane's presence at community events reflecting diverse populations.
Accountability	High School/Community Relations Coordinator, Diversity Coordinator, AVP I&SS, EDHR
Assessment Measures	Establishment of the process.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

45. Recommendation: Increase collaborative training opportunities with other agencies.

Proposed Actions	Encourage Lane's participation in collaborative training, workshop and conference and collaborative opportunities with other agencies.
Accountability	Human Resources, Vice President Instruction and Student Services, College Operations, P, VPCO, VP I&SS
Assessment Measures	Document the number of collaborative efforts throughout the year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

46. Recommendation: Utilize the talents and expertise in the community to serve as diversity trainers.

Proposed Actions	Identify community experts and invite their participation in diversity training efforts at Lane.
Accountability	Diversity Coordinator, EDHR
Assessment Measures	Document the number of trainings conducted by local community resources at Lane.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

Curriculum and Instruction

47. Recommendation: Create a mandatory first term college success program.

Proposed Actions	Create a mandatory orientation/college success class for first term international students. The class would meet for at least ten hours, earn zero credits and be free.
Accountability	Center for Learning Advancement, AVP I&SS
Assessment Measures	Provide a progress report to the Diversity Team at the end of the year.
Timeline or Due Date	1 year
Cost Estimate	\$1000

48. Recommendation: Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.

Proposed Action	The Ethnic, Gender, Cultural Diversity (EGCD) graduation requirement has been updated. Provide professional development training to help faculty create EGCD courses.
Accountability	Ethnic Studies Coordinator, Women Studies Committee, Human Resources-Executive Director, P
Assessment Measures	Document the number of faculty trained using the DPD model. Document the number of courses that fulfill the DPD requirement.
Timeline or Due Date	2 years
Cost Estimate	\$72,000

49. Recommendation: Continue the development of the Transitions programs

Proposed Actions	Explore Perkins and other funding to create a Transitions bicultural bridge program for Spanish-speaking women. Explore funding for the development of a second level of Transitions career classes, e.g. advanced career planning, interview skills, resume writing and career development support. Explore ongoing funding for Life Transitions 2.
Accountability	Women's Program, AVP I&SS
Assessment Measures	Documented transitions services for Spanish speaking women. Increased numbers of women participating in transitions classes and programs.
Timeline or Due Date	2 years
Cost Estimate	\$42,000

50. Recommendation: Create a learning community for male students of color.

Proposed Actions	Create a learning community to address transitions for male students of color. Begin with a pilot fall 2004 with at least two linked courses.
Accountability	Retention Counselor, AVP I&SS
Assessment Measures	Assess the attrition rate for specified target population to determine which terms tend to be most problematic. After learning community is in place, track participants to determine persistence rates.
Timeline or Due Date	2 years.
Cost Estimate	Included in Budget

51. Recommendation: Women and Gender studies coordinator.

Proposed Actions	Provide funding for a Women and Gender Studies Coordinator
Accountability	Associate Vice President for Instruction, VP I&SS
Assessment Measures	Position is created and filled
Timeline or Due Date	2 years
Cost Estimate	\$66,676

52. Recommendation: American Indian language program.

Proposed Action	Develop a program to teach selected Native American languages, including cultural context.
Accountability	Lane Native Language Project Steering Committee AVPI
Assessment Measures	Establishment of curriculum that combine native cultural history and values, with Lane foreign language department criteria.
Timeline or Due Date	2-3 years
Cost Estimate	\$100,000

53. Recommendation: Encourage more learning communities reflecting multicultural topics.

Proposed Action	Develop more learning communities and service Learning classes with a focus on diverse populations, addressing age, communities of color, language, international, disability, gender, LGBT, and social class populations.
Accountability	Learning Communities, VP I&SS
Assessment Measures	Document the number of learning communities offered each year that focus on diversity.
Timeline or Due Date	2-4 years
Cost Estimate	Included in Budget

54. Recommendation: Infuse multicultural topics into the curriculum.

Proposed Action	Provide more focus and guidance to incorporate multicultural topics in the curriculum, reflecting the experiences of communities of color, disability, gender, LGBT, and social class populations and encourage the exploration of multicultural issues in individual classes. Ensure that graduating Lane students have the opportunity to develop a depth of understanding and appreciation for diversity and feel a sense of responsibility to address all forms of oppression and bias.
Accountability	Coordinator, Ethnic Studies, AVP I&SS
Assessment Measures	Conduct a survey to assess the frequency of multicultural topics in the curriculum. Document progress at the end of each year.
Timeline or Due Date	2-4 years
Cost Estimate	Included in Budget

55. Recommendation: Develop service learning projects that focus/infuse diversity

Proposed Actions	Faculty infuses service learning curricular opportunities in diverse settings to develop culturally competent skills.
Accountability	Service Learning, VP I&SS
Assessment Measures	Number of service learning opportunities available in curriculum.
Timeline or Due Date	2 - 5 years
Cost Estimate	Included in Budget

56. Recommendation: Primary languages development for English Language Learner Students.

Proposed Actions	1FTE faculty position to develop and expand language literacy services to meet the needs of diverse language communities of Lane county.
Accountability	Center for Learning Advancement-Adult Skills Development, AVP I&SS
Assessment Measures	Position is filled at the end of Year Three.
Timeline or Due Date	3 years
Cost Estimate	\$75,000

57. Recommendation: Develop credit/non-credit courses relating to disability issues.

Proposed Action	Develop curriculum utilizing resources at other institutions and working with resource people at Lane on non-credit course development. (Counseling, Continuing Education).
Accountability	Disability Services, AVP I&SS
Assessment Measures	Document the number of classes offered each year. Create a survey to determine topics that need to be addressed.
Timeline or Due Date	4 years
Cost Estimate	Included in Budget

Leadership and Commitment

58. Recommendation: Further Affirmative Action Plan goals through bargained changes to classified and faculty contracts.

Proposed Actions	To be determined by the LCCEF and LCCEA in consultation with the Executive Director of Human Resources.
Accountability	LCCEF, LCCEA and Executive Director of Human Resources, P
Assessment Measures	Document Changes.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

59. Recommendation: Board and executive officers prominently and publicly demonstrate leadership related to the value of diversity at the college.

Proposed Actions	Attend meetings, briefings, and media events, to provide a united leadership in quickly responding to bias-related incidents. Participate in diverse organizations
Accountability	Board of Education and Executive Team, P
Assessment Measures	Document the number of such events and organizations each year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

60. Recommendation: Increase board members and executive leadership interactions with diverse communities to gain a better understanding of the experiences of diverse populations.

Proposed Actions	Increase board and executive leadership presence at diversity-related community events.
Accountability	Board of Education and Executive Team P
Assessment Measures	Document the number of events attended and assemble a profile of diverse communities hosting the events.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

61. Recommendation: Develop opportunities for free drop-in childcare services.

Proposed Actions	Explore and create opportunities for free, drop-in and event-related childcare services.
Accountability	Associate VP of Instruction and Student Services, VP I&SS
Assessment Measures	Establishment of free drop-in childcare services
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

62. Recommendation: Leadership communicates clear expectations for staff and students to create an inclusive, respectful environment.

Proposed Actions	Leadership will communicate that diversity work is the responsibility of everyone and will set standards that reflect an inclusive, respectful environment.
Accountability	Executive Team, P
Assessment Measures	Document the number of communications to staff that occurred during the year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

63. Recommendation: Multicultural/diversity statements should include sexual orientation and gender identity language.

Proposed Actions	Incorporate sexual orientation and gender identity language in multicultural / diversity statements.
Accountability	Marketing and Public Relations, Human Resources P
Assessment Measures	Occurrence of diversity language in statements and document progress at the end of the year.
Timeline or Due Date	ongoing
Cost Estimate	Included in Budget

64. Recommendation: Develop a disability harassment policy.

Proposed Actions	Proceed with Executive Director of Human Resources on developing a disability harassment policy.
Accountability	Disability Services, Executive Director of Human Resources AVP I&SS, P
Assessment Measures	Policy will be completed and posted on COPPS.
Timeline or Due Date	1 Year
Cost Estimate	Included in Budget

65. Recommendation: Develop an electronic recruitment packet.

Proposed Actions	Develop and update as required a camera ready and electronically deliverable and retrievable Lane Community College recruitment packet.
Accountability	Executive Director of Human Resources, P
Assessment Measures	Completion and maintenance of packet
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

66. Recommendation: Increase support for staff to attend diversity training and activities.

Proposed Actions	Ensure the support and accommodations for staff to attend diversity training and activities.
Accountability	Executive Team, Managers, P
Assessment Measures	Document evidence, evaluations
Timeline or Due Date	Ongoing
Cost Estimate	Included in Budget

67. Recommendation: Increase visibility/policy of no tolerance for hate.

Proposed Actions	Make sure flyers/posters are evident throughout campus stating Lane's commitment to creating a safe environment for communities of color, people with disabilities, international, LGBT, women and social class populations. It should be clearly stated that Lane has a no tolerance policy towards expressions of hate.
Accountability	Diversity Team-Campus Climate Action Team, EDHR
Assessment Measures	Create a survey to measure increased awareness of staff and departments.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

68. Recommendation: Provide support systems for faculty and staff of color.

Proposed Actions	Provide support systems for faculty and staff of color to participate in professional organizations and professional development.
Accountability	Vice Presidents, Associate Vice Presidents and Executive Director of Human Resources., P
Assessment Measures	Document faculty/staff participation in these activities.
Timeline or Due Date	1 year
Cost Estimate	Included in Budget

69. Recommendation: Include sexual orientation and gender identity in non-discrimination and anti-harassment policies.

Proposed Actions	Non-discrimination & Anti-harassment Policies should include sexual orientation and gender identity. They should be visibly posted and discussed within reporting, disciplinary procedures and preventative education in place. This information should be presented at all new student and staff orientations.
Accountability	Director-Women's Program, AVP I&SS
Assessment Measures	Document the progress of including sexual orientation and gender identity in policies. Note the increase/decrease of responses due to inclusion and greater awareness.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

70. Recommendation: Promote Lane values and goals to community.

Proposed Actions	Design and implement outreach strategies that inform and educate elected and appointed public officials, affected public and private groups, and employees of Diversity and Human Rights Consortium agencies reflecting Lane's values and goals related to diversity.
Accountability	Executive Leadership; Marketing and Public Relations; Institutional Research, Assessment & Planning P, VP I&SS
Assessment Measures	Executive team will present annual reports to Diversity Team. Produce a survey to staff and community to assess enhanced awareness of Lane's values and diversity goals.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

71. Recommendation: Provide fair and equitable compensation for translation/interpretation services.

Proposed Actions	Interpreting and translating responsibilities outside of job positions. Provide for fair and equitable pay or other compensation and/or hire appropriate staff to respond to clients with specific language needs (oral, reading, writing). Incorporate language competency as a preferred qualification on position descriptions.
Accountability	Human Resources – Executive Director, P
Assessment Measures	Collect data on the number of staff receiving compensation and the number of new hires reflecting language competency.
Timeline or Due Date	1-2 years
Cost Estimate	\$50,000

72. Recommendation: Ensure awareness of language policies and regulations.

Proposed Actions	Ensure each department is familiar with policies and regulations regarding equal access, especially related to language.
Accountability	Human Resources Executive Director, P
Assessment Measures	Provide quarterly report on progress to Diversity Team.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

73. Recommendation: Create accountability for managers to implement diversity plan.

Proposed Actions	Provide annual assessment of each manager's progress towards diversity. Connect accountability to job performance evaluation. Have department heads report goals, plans, and assessment of progress. Managers should share in the responsibility when employees experience harassment based on ethnic/cultural issues.
Accountability	Executive Team, P
Assessment Measures	Incorporate diversity as part of the manager's self-evaluation process.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

74. Recommendation: Expand benefits for LGBT staff.

Proposed Actions	Provide to LGBT staff, domestic partnership benefits including paid emergency leave for death or illness of significant others.
Accountability	Human Resources, P
Assessment Measures	Document status towards establishing benefits.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

75. Recommendation: Increase LGBT presence in Lane catalog and class schedule.

Proposed Actions	Increase visibility of LGBT staff and students in publications and list LGBT in the catalog and class schedule.
Accountability	Marketing and Public Relations; Institutional Research, Assessment & Planning P, VP I&SS
Assessment Measures	Marketing and Public Relations staff will report to Diversity Team at the end of the year and highlight progress towards increasing the visibility of LGBT staff and students.
Timeline or Due date	1-2 Years
Cost Estimate	Included in Budget

76. Recommendation: Stable funding for English as a Second Language program to meet need of growing English Language Learner population including student services support.

Proposed Actions	Phase-in Recommendation Year 1: Put the full time Administrative Specialist and full-time Office Support Specialist on the General Fund. Year 2: Put current full-time instructor (who is now funded through IESL) on General Fund. Reassess the situation during year 2.
Accountability	Vice President for Instruction and Student Services, P
Assessment Measures	Creation of budget items.
Timeline or Due Date	1-2 years
Cost Estimate	\$147,000

77. Recommendation: Board and executive leadership should participate in diversity training and model professional development in the area of diversity.

Proposed Actions	Model professional development in diversity by being first to be trained.
Accountability	Board and Executive Leadership, P
Assessment Measures	Document participation in training and professional development activities related to diversity. Compose a profile of areas of diversity in which there was participation.
Timeline or Due Date	1-2 years
Cost Estimate	Included in Budget

78. Recommendation: Student advisors for student population

Proposed Actions	Create 1.0 FTE positions for Chicano/Latino, LGBT, and Asian Pacific American student advisors.
Accountability	Associate Vice President of Student Services and Instruction, VP I&SS
Assessment Measures	Positions are created and filled.
Timeline or Due Date	3 years
Cost Estimate	\$135,000

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Statements from the Diversity Team

This section contains visionary and current status statements submitted by the Diversity Team Action Teams. These statements serve to establish expectations, behaviors, attitudes and best practices that we will strive to achieve, as a result of the Diversity Plan, at Lane. The following Diversity Team Action Teams statements are included in this section:

Age

Anti-bias/Gender/Multicultural Curriculum Transformation

College Climate

Community Outreach & Networking

Disability

Gender Equity

International Students

Language Competence and Linguistic Diversity

Leadership and Commitment

Lesbian, Gay, Bisexual and Transgender

Religious Diversity

Staff Recruitment and Retention

Student Retention

Technology

Training and Development

Age

At Lane, the vision for diversity is inclusive. As we strive to create an inclusive, respectful campus environment, we must ensure that the needs of students and staff of various age groups are met. Lane programs and curriculum should reflect the experiences of different age groups as a way to address “ageist” attitudes that may be perpetuated by the media, popular culture and institutional practices in education, business and government.

Anti-bias/Gender/Multicultural Curriculum Transformation

Multicultural course change refers to the modification of a given course to appropriately incorporate multicultural content, perspectives and strategies. The objectives are to provide a more comprehensive, accurate, intellectually honest view of reality; prepare all students to function in a multicultural society; and better meet the learning needs of all students. Developing course and pedagogy as part of an institutional response to cultural diversity and racism is an ethical imperative for campuses with diverse student bodies and has equal relevance for more homogeneous campuses, whether predominantly mainstream, historically Black, single gender or designed for students with disabilities. A transformed course that presents new knowledge helps students value diversity and accommodates a range of learning strategies will better prepare all students for world citizenship.

A multicultural course change in higher education benefits faculty, students from diverse backgrounds and mainstream students. Surveys of higher education institutions demonstrate that concerted efforts to support transformation of courses positively affect faculty vitality. Multicultural curriculum transformation challenges us to examine our own perspectives, engages us in intellectual struggles and propels us across disciplinary boundaries as we search for resources to enrich our own knowledge. Across the country, collaborative projects among women's studies, ethnic studies, international programs, and academic departments are enhancing awareness and provoking stimulating discussions, resulting in innovative teaming arrangements for course development and implementation.

Efforts to incorporate multicultural curriculum change have been ongoing at Lane for many years. The purpose of the Diversity Plan is to recognize possible areas of growth with regards to multicultural curriculum change. As we make the decision to incorporate multicultural content and strategies in our courses, a critical first step is to make explicit the intended **multicultural goal**.

Morey and Kitano propose the following definition of multicultural education for higher education:

Multicultural education has as its purpose the development of citizens for a more democratic society through provision of more accurate and comprehensive disciplinary knowledge and through enhancement of students' academic achievement and critical thinking applied to social problems. It seeks to promote the valuing of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities.

Principles and Practices

The principles and practices that guide the multicultural curriculum transformation recommendations of the Diversity Plan stem from the foregoing issues, definition and assumptions and are consistent with the current knowledge base in multicultural education.

- Diversity should permeate the total campus environment. A comprehensive approach requires organizational management and change directed at diversity, focused hiring and faculty development, and specific attention to the informal, hidden curriculum.

- Content and materials should reflect the cultural characteristics and experiences of the students, critically examine social realities and conflict in U.S. and world societies, include the study of various cultural groups and their historical experiences, and present and analyze diverse perspectives.
- Instructional strategies should communicate high expectations for achievement, capitalize on students' experiences and learning strengths and include opportunities for personal participation and growth.
- Objectives should include fostering of skills important to informed citizenship, such as critical thinking, decision-making, social participation, and inter-group interaction.
- Assessment procedures should include methods that accommodate students' strongest strategies for expression of accumulated knowledge and skills.
- Evaluation should be ongoing and systematic in relation to multicultural education goals and objectives.

Reference

Morey, Ann Intili and Kitano, Margie K. 1997. Multicultural Course Transformation in Higher Education: A Broader Truth. Allyn and Bacon. Pages 2, 3, 12 and 16.

College Climate

At Lane, we want to create a campus climate that will ensure that all components are involved in the New Visions and Shared Visions phases of a model created by Dr. Frances E. Kendall and Dr. Cristine Cullinan. At a Diversity Team retreat held in November 2001, the assembled staff and faculty routinely ranked the climate at Lane at a level commensurate with the Single Vision stage. Support for this assertion follows from applying the work of Kendall and Cullinan (Institutional Visions: A Dynamic Model) who created a way to assess an institution's involvement with diversity. Their model introduced the concept of Single, New and Shared Visions. The authors offered the following explanation of their model:

The following model is offered as a way to consider what is happening at your college or university, what could be happening, and what steps you might take to get those things to happen. Any of the three levels of "VISION" can be called into play when new issues of diversity emerge on campus. For example, your campus may be operating with New Visions in areas relating to race and ethnicity, and may be operating with Shared Visions in areas relating to gender, but may be confined to Single Vision thinking at the moment in dealing with issues related to sexual orientation or issues related to disability. You have to be involved in the questioning places of New Visions and the actions of Shared Visions on a continuing basis to avoid slipping into single vision thinking. It is hard work, and ultimately it is what we have to do if we are to honor our commitment to providing institutions where individuals can learn and grow.

What follows are examples of what the authors cite in order to bring more clarity to the concepts of Single, New and Shared Visions:

Single Vision

"Things Seem Fine Here"

Things You Might Hear on Campus

- "The make-up of our faculty reflects the make-up of our student body."

Things You Might See on Campus

- The graduating class this year and the class of ten years earlier, look alike.

Big Picture: There is a constant effort to keep campus life peaceful and quiet.

"Let's add a (Holiday, diversity week, etc.)."

Things You Might Hear on Campus

- "We have developed new outreach procedures to attract a more diverse student body."

Things You Might See on Campus

- Classes, presentations and lectures about diversity issues are attended by the "choir": an identified small group of faculty, staff and students who appear to be the only ones really interested in thinking about these issues.

Big Picture: The focus is on celebrating holidays and moving toward harmony-everybody liking everybody.

New Visions

“Maybe We Should Do Something Different.”

Things You Might Hear on Campus

- “You know, the demographics are changing out there. What do our numbers really look like?”

Things You Might See on Campus

- Random conversations occur at many levels around campus about what “diversity” means and what it includes.
- Some programming around the issues raised takes place.

Big Picture: There are a lot of people asking questions, and not a lot of people claiming to have the answers.

“This Does Have to Do With Us.”

Things You Might Hear on Campus

- “What kinds of practices, policies and attitudes at our institution could be acting as barriers for the success of students, faculty and staff?”

Things You Might See on Campus

- Energy is put into exploring what is happening and why it is happening, instead of keeping everyone “happy.”
- Gathering data about what other schools are doing.
- A flurry of “diversity” events takes place on campus: conferences, seminars and workshops.

Big Picture: There is a serious attempt to gather information, solicit opinions and open up processes for review and questioning.

Shared Visions

“The Leadership On This Will Come From The Top.”

Things You Might Hear on Campus

- “We are talking with those of other institutions that have tried and are trying to do things differently. We are in an ‘active experimentation phase’ where students, faculty and staff are encouraged to come up with new ways to make everyone feel welcome and included.”

Things You Might See on Campus

- Senior administrators work with other campus leaders to envision their school as a place where all students, faculty and staff can be successful.
- Diversity planning becomes an integral part of all aspects of the institution’s strategic planning process.

Big Picture: People are beginning to meet with and work with others across traditional faculty, staff and student lines, and authority to make decisions, as well as responsibility for carrying them out, are seen as tasks to be shared.

“Let’s Work To Be A Model For Inclusion and Respect.”

Things You Might Hear on Campus

- “We make particular and personal efforts for every new and potential student to connect with another person who is already on campus. We see this kind of network building as part of the job of the faculty and staff member involved, and they are considered to be ‘at work’ when they are working with their students. They are not being asked to ‘volunteer’ their time to do this.”

Things You Might See on Campus

- Retention and success rates rise for faculty, staff and students.
- In every decision-making forum, everyone takes it as part of their responsibility to examine the potential decisions to see if they would encourage or discourage a more inclusive way of doing business. People do not wait for others from particular groups to raise these issues; each person sees it as part of what they should be considering.
- The school is willing to become a model, and is recognized as a place where diversity and excellence are inextricably linked. Those in leadership positions are ready, willing and able to explain clearly to nervous alumni, community members, donors and others why this link is vital to the integrity of mission of their institution.

Big Picture: On this campus, leadership is shared; faculty, staff and students look for opportunities to work with others different from themselves; and, the atmosphere is one of cooperation and respect.

Reference

Kendall, Frances E. and Cullinan, Cristine A. “Institutional Visions: A Dynamic Model for Assessing Your Involvement with Diversity.” Workshop Material presented at the National Conference on Race & Ethnicity in High Education, Seattle, Washington, June 2001.

Community Outreach and Networking

The Community Outreach/Networking Action Team of the Diversity Team recommends using the Terry Cross definition of advanced cultural competence. The purpose of culturally competent community outreach and networking is to reach diverse communities and to make the college welcoming and accessible to all community members. It is imperative that the college is visible in the community through participation, collaboration and meaningful partnerships in the affairs of the larger community. Through these partnerships the goal is to build trusting and long-term relationships between the college and the community it serves. In order to achieve these goals, outreach/networking programs must be tailored to the needs of individual groups. Meaningful communication and connections are the results of these efforts.

Cultural Competence

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, 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.” (NASW, 2001)

Operationally speaking, culturally-competent organizations and individuals are able to integrate and transform knowledge about diverse groups of people into “specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.” (Davis & Donald, 1997)

The Cross Model of Cultural Competence by Terry Cross (1988) offers both an institutional and individual framework to help the College gauge its progress on various initiatives. He describes cultural competency as movement along a continuum that is based on the premise of respect and appreciation of individuals and cultural differences. The six stages identified by Cross are:

1. Cultural Destructiveness
2. Cultural Incapacity
3. Cultural Blindness
4. Cultural Pre-Competence
5. Basic Cultural Competence
6. Advanced Cultural Competence

Striving to approach the stage of “Advanced Cultural Competency” should be the goal at Lane as it seeks to meet the needs of all students, staff and community members. Training opportunities should be provided for Lane staff to attain this stage.

Advanced Cultural Competence

Individuals at this phase:

- a) move beyond accepting, appreciating and accommodating cultural difference and begin actively to educate less informed individuals about cultural differences; and
- b) seek out knowledge about diverse cultures, develop skills to interact in diverse environments and become allies with and feel comfortable interacting with others in multicultural settings.

At the organizational level, this translates into conducting research on cultural diversity, hiring staff who are specialists in culturally competent practices and acting as an advocate for historically underrepresented groups and for multiculturalism.

Reference

Cross, Terry. (1988). “Services to minority populations. Cultural competence continuum.” Focal Point, 3, pp. 1–9

Davis, P., & Donald, B. (1997). “Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision.” Thousand Oaks, CA: Sage Publications.

NASW National Committee on Racial and Ethnic Diversity. (2001) “NASW Standards for Cultural Competence in Social Work Practice.” <http://www.naswdc.org/pubs/standards/cultural.htm>

WMU Project AGE. “Developing Cultural Competence.” in Western Michigan University Project AGE’s website at http://www.wmich.edu/hhs/ProjectAGE/focus_toc.html

Disability

This component addresses a range of disability issues at Lane, including:

- College-wide awareness, understanding and education about disability issues;
- Facility/campus access through universal design of space and buildings;
- Accommodations and services that create program/course access for Lane's students and community members with disabilities; and
- Accommodations and services for Lane's employees with disabilities.

Providing accommodations and services to students with disabilities is mandated by law and involves a number of complex steps. Disability Services determines eligibility, assigns appropriate accommodations, educates students about how to access those services, and educates faculty and staff about how to assist students in receiving those accommodations. Similarly, providing eligible employees with appropriate accommodations involves a confidential legal process that is accomplished through Human Resources. Additionally, we must assure that Lane is making ongoing progress in facility access on all of our campuses through a concept called universal design, which is the responsibility of Facilities Management.

To make our college truly available and accessible to all students, it is essential that we educate staff, faculty, students and community members about disability issues. It is particularly important that we create an ambiance and attitude of inclusion, receptivity, awareness, sensitivity, privacy, and confidence as we all communicate and work with individuals with disabilities. By developing this atmosphere of trust and acceptance, Lane will be able to attract, recruit, retain, and promote the success of a wide range of diverse students, with and without disabilities.

In recent years, Lane has stepped up its efforts to provide general education about disability issues to faculty, staff, students, community members, and colleagues from around the state and nation. Currently, Disability Services conducts a wide range of educational presentations to staff/faculty about types of disabilities, their functional limits, typical accommodations, on- and off-campus resources, legal liability and communication tips. The staff focuses on retention by facilitating problem-solving meetings with other departments in order to assist students with disabilities in their college success, provides High School Transition Orientations to assist students with disabilities transition from the K-12 system to college, and helps coordinate quarterly ADA Forums that create an opportunity for public input. Disability Services also participates in various outreach activities on campus and in the community in order to educate the broader public about disability issues and resources.

Lane must consistently strive to overcome physical and attitudinal barriers for students, staff and community members with disabilities. By learning to teach students with disabilities well, we will have the tools, techniques, atmosphere and attitudes to help all students succeed in school. There are numerous websites and publications with valuable information regarding disability issues, including our own: <http://www.lanecc.edu/disability/index.htm>.

Gender Equity

Lane has a variety of programs, services and classes that support gender equity. There also are areas needing improvement.

Programs and Services

Lane currently offers a range of services through the Women's Program including a Women's Center, a program for women in transition, services to assist women and girls explore and succeed in nontraditional careers, and a Young Women in Science mentorship program. The Women's Program has been supported institutionally, and the director has formal responsibility for gender equity college wide. Childcare services and a women's clinic are available on campus. The Women's Program has limited emergency funds to assist women students in need and scholarship resources for single parents funded through community endowments.

The most crucial needs in this area are funding and expansion of services and programs to help women and girls succeed in nontraditional careers; expansion of the Transitions program to meet the diverse needs of students, particularly the Spanish speaking population; the development of scholarships, resources and social support systems for low income women; and ensuring that services are developed to meet the needs of women of color, women international students and lesbian, bisexual and transgender students.

Curriculum

Lane offers Women's Studies courses, but these are dispersed among departments, poorly identified within departments, and often taught by part time instructors. There have been institutional and individual efforts to integrate Women's Studies scholarship into the curriculum. The college has a diversity requirement for the Associate of Arts Oregon Transfer degree that includes gender. Several noncredit classes and workshops are offered that focus on issues for women or have gender related content. A crucial step forward for Lane would be to institutionalize Women's Studies as a visible and permanent component of the college's instructional programs. Curriculum integration needs to progress beyond the humanities and social sciences and be developed in math, science and the professional technical areas.

Climate

Lane has a sexual harassment policy and procedures, and training is provided for departments. Lane has an Affirmative Action Plan that addresses gender under-representation. There are visible and supported services for women. Women are represented in management and upper administration, there is an active chapter of the American Association for Women in Community Colleges; the Women's Program works with departments on climate and organizes events talks on gender and women's issues. Additional staff development to improve classroom climate in areas non traditional for women is needed.

Community Relationships

The Women's Program maintains strong networking relationship with the community and develops events and marketing to women. These efforts need to be continued. Creative partnerships and new fundraising efforts are crucial to support and expansion of services and programs.

International Students

Lane has two separate international student programs: the credit program and the IESL/ESL program. Since 1966 Lane has admitted International Students from more than 104 countries. Presently, about three percent of the student body represents international students.

The “Diversity Vision” states a commitment to valuing diversity related to cultural, religious and national origin. This does not exclude students who come here from all over the world. Lane must actively recognize the diverse (world-wide) population on our campuses and in the curriculum. Lane benefits by promoting and including optimal services necessary to assist international students in completing their educational endeavors. The curriculum must include classes that meet the needs of a larger, more culturally diverse society in tune with this century's fast developing technological world. With today's technology, borders and boundaries are getting closer and closer every day. Let us work towards crossing those borders and making the boundaries more invisible at Lane.

Language Competence and Linguistic Diversity

Language competence and linguistic diversity are not only essential components of diversity; they are issues of educational equity.

Language competency refers to the ability to communicate effectively in a particular language. This competence includes the kinds of knowledge people need in order to use language in meaningful interaction. There are four components: grammatical competence (ability to use the forms of the language), discourse competence (ability to understand and use extended, discursive language), socio-linguistic competence (culturally competent use of language), and strategic competence (ability to use strategies to compensate for any lack of ability in other areas.)

In order to better serve students, staff, and the community, the Lane community must include bilingual, bi-literate, bicultural staff and students who are competent based on the above components of communicative competence. Thus, language competence applies to the two major constituencies at Lane, students and staff.

To meet the needs of diverse students, there is an essential need for bilingual staff. This can be achieved through development of current staff as well as recruitment and retention of bilingual, bi-literate, bicultural staff. In addition, Lane has a responsibility to provide the opportunity and incentive for students to develop and maintain bilingual and bi-literate skills.

To meet these basic needs, the college administration as well as the college as a whole, has the following responsibilities:

- Perceive language diversity as a resource rather than a deficit.
- Understand the key role that language discrimination has played in US educational history.
- View language diversity within a multicultural framework.
- Understand the crucial role of first native language development in school achievement.
- Consciously foster and promote the development of first language literacy.
- Make the education of English Language Learners the responsibility of all teachers.
- Expand and develop a broad understanding of how language is learned among faculty.
- Develop an additive perspective concerning bilingualism that guides decision-making processes.
- Adequately fund and strongly support programs that meet these needs.

Reference

Nieto, Sonia. Language, Culture and Teaching: Critical Perspectives for a New Century. Lawrence Erlbaum Press, 2001.

Lesbian, Gay, Bisexual and Transgender

Lane's mission, vision statement and unifying principles all endeavor to support personal development and enrichment, respect for the individual, and a caring and participatory environment. To fulfill these commitments, a critical area of emphasis in the re-examination of the 1995 Lane Diversity Plan is the inclusion of lesbian, gay, bisexual and transgender (LGBT) people and issues.

In the short range, our community's educational institutions must continue to champion the protection of human rights. In the long range, Lane must actively foster LGBT inclusiveness and equity in a respectful and accepting environment through the strategies and services we recommend, not only because these are important organizational values but also because it will move us toward a future of cultural competency and unification in a pluralistic community.

When we practice and reflect our values, the entire community benefits from greater understanding of difference and resulting cross-cultural collaboration. The Diversity Vision in the plan adopted in 1995 includes the words "sexual orientation" and these are important words. However, the key to implementation of a vision is in the actions of the institution.

Religious Diversity

Changing demographics have impacted the religious make-up of the labor force in the United States. As a result, religious diversity in the workplace has emerged as an important issue to address. More religions are represented in organizations compared to five years ago. A current practice utilized by agencies to address religious accommodation is that of a floating holiday which allows employees to participate in religious duties without disrupting work routines, for example, working on Christmas Day in exchange for taking Yom Kippur as a holiday. Religious accommodation is an opportunity to increase retention and recruitment of diverse populations and is important to create an environment that is inclusive and respectful.

Staff Recruitment and Retention

Staff recruitment and retention is an area of concern which a well-planned and adequately funded recruitment and retention plan may turn into a success story. During the 1994-1996 period, one of the college's major areas of emphasis was the promotion of staff and student diversity (Lane Community College Diversity Plan 3). A more recent and complete report on the college's diversity efforts was presented to the Board of Education during the December 8, 1999 board meeting (Lane Community College Board Meeting Agenda, Part 4B). The 2002 Diversity Plan draws from and acknowledges the work and efforts of the Western Interstate Commission on Higher Education (WICHE) Committee and past and current members of the Diversity Team.

The development, implementation, assessment, as needed refinement, and re-implementation of a staff recruitment and retention plan that addresses and/or considers the following issues is the administrative precursor to the desired success story.

- The need to develop systematic yet unit specific and position sensitive classified, faculty and management recruitment plans.
- Concern about the budgetary impacts of an expanded recruitment plan.
- The lack of retention of managers and other staff of color.
- The under-utilization of women in several EEO Job Groups.

Student Recruitment

Lane Community College has an open enrollment policy: if you are 18 years or older or have a high school diploma, you are automatically accepted into Lane. As a result, Lane lacks the unintended barriers to post-secondary education that diverse populations may find at selective, competitive campuses: disparate access to elementary and secondary education, societal and institutional support, and socioeconomic level. In this sense, the door is wide open at Lane. This can have a powerful affect on increasing diversity on campus, because access is intentionally equitable. The question then becomes: who knows about this door, and who chooses to walk through it?

Student recruitment, marketing, and outreach are the means to ensure that the door is made known to all sectors of the population. Recruitment is also intricately tied to success, retention, and campus climate. For example, if a student of color walks through Lane's door as a result of a targeted recruitment effort, he or she needs to find the campus climate open, welcoming, and hospitable. If not, he or she will not stay. Recruitment can only be successful, and result in an increase of retention, if it genuinely represents the institution. For this reason, the Diversity Team's Student Recruitment Action Team would like to make student recruitment a collaborative effort between faculty, staff, and current students.

The Student Recruitment Action Team would like to find ways to make Lane's educational offerings attractive and available to diverse communities, especially those that have been historically been underrepresented at Lane. The Action Team plans to achieve this through campus visits; presence at diversity-related events; outreach to high school counselors; providing college information and services in other languages, particularly Spanish; and finding ways to continually connect and re-connect with prospective students. The Student Recruitment Action Team wants to ensure not only that Lane's open door is made known to diverse populations, but that students may walk through it comfortably and confidently.

Student Retention

Successful retention practices provide students with the tools they need to survive – before they know they need them. (Noel-Levitz)

Students who are culturally different are more likely to have higher attrition rates than the majority students. Case in point, in the 1999-2000 academic year, approximately 45% of African American students did not return from fall to winter term.

Common risk factors of students who do not persist are:

- Underprepared
- Uneven quality of secondary school preparation
- Poor study habits
- Lack of role models
- Insufficient financial aid
- Lack of support and encouragement from instructors and counselors/advisors
- Transition/adjustment problems
- Inadequacy of support services
- Experience negative attitude in the classroom/advising
- Personal problems
- Low self-esteem
- Unrealistic expectations
- Alienation and social isolation

Vincent Tinto stated that one of the keys to retention is that the student should have an academic and social fit to the institution. Successful retention programs are highly structured; are interlocked with other programs and services; rely on extended, intensive student contact, focus on effective cognitive needs of students; and, track and monitor student progress in all areas.

Lane's attention to these issues has resulted in many successful approaches on many fronts. Some examples of programs that have shown success in student retention are:

- TRIO: Student Success Services Program
- Multi-Cultural Center
- Cultural programming
- Student organizations
- Tutoring services
- Ethnic Studies
- Women's Programs
- Disability Services
- International Student Programs
- English as a Second Language
- Learning Communities
 - Thinking Indian
 - Native Circle

Retention should not be the *goal* but the **result** of high quality learning and personal development experiences in the classroom and elsewhere on campus. (Noel-Levitz) While Lane should continue to support and create programs to assist in student persistence, we are only addressing the symptoms of deeper systemic issues. Students should be made to feel an integral part of the campus.

Some next steps to consider when addressing student retention:

- Assessment and evaluation of existing data and programs
- Application of an early academic warning system
- An intensive student case management system
- Evaluation of our Academic Warning/Probation/Dismissal system
- Development of new Learning Communities
- Training and development of Cross-Cultural approaches in the curriculum, classroom, and service delivery
- Supporting successful transitions
- Mutually engaging relationships with the local communities
- Reward and recognize retention champions

Technology

With its incredible advances in computer and telecommunications technology, our "information age" continues to transform the world and make us a more diverse, global community. As available information increases so does the need to both access and assess information. Students at Lane, as well as faculty and staff, need to be prepared to deal with the global high tech community and exponentially growing amounts of information.

To insure the "digital divide" does not widen at Lane, there must be targeted resources available for those likely to have less access to today's technology, such as returning low-income women students; a diversity component in all "high tech" training or research courses at Lane; and creation of classes, trainings, and programs to hone skills that analyze and sort information, and which address the interrelationships between diversity and technology.

Training and Development of Staff

As we engage in diversity work at Lane, we must afford ourselves the opportunity to be well informed on diversity issues. Lane staff should expect the emotional, nurturing support of colleagues and use appropriate behaviors in their work. Attitude and behavior are both important in organizations engaging in experience-based diversity. People in these organizations should have advanced cultural competency skills and a desire to improve.

According to the Society for Human Resource Management (SHRM), diversity initiatives produce good business practices, which, in turn, yield greater productivity and outcomes. Exploring new ways to be inclusive will lead to a better opportunity to make full use of contributions of all employees. To be in an organization that states its commitment to diversity, everyone must feel special, belonging, of worth, and of value.

Staff development plays a critical role in preparing staff to effectively serve and interact with an increasingly diverse population. Training should occur at multiple levels throughout the organization and should go well beyond cultural awareness. Training should provide opportunities for staff to acquire strategies and skills to work effectively in a diverse environment.

Reference

Anand, Rohini. Teaching Skills and Cultural Competency: A Guide for Trainers. National Multicultural Institute Publications: Washington, D.C. 2000.

Center for Multicultural Education. "Diversity within Unity: Essential Principles for Teaching and Learning." University of Washington, Seattle: 2001.

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Appendices

Appendix I

Action Items Costs Summary

Number	Action Item	Amount
(2)	Continue and increase support for Rites of Passage program for diverse populations.	\$200,000
(5)	Increase services/opportunities for lesbian, gay, bisexual and transgender students.	\$50,000
(7)	Ensure collaboration of outreach to diverse students in high schools and middle schools with representatives of diverse populations.	\$2000
(11)	Create support for international women students.	\$50,000
(15)	English Language Learner transitions to credit classes.	\$5000
*(16)	Expand non-traditional programming for women. (Transitions Program for Spanish Speakers).	\$15-60,000
(17)	Create a 12-month look-ahead recruitment plan.	\$20,000
(22)	Increase the recruitment area for classified staff.	\$16,000
(23)	Increase promotion of open positions.	\$5,000
(24)	Extend recruitment processes periods.	\$5,000
(37)	Communicate Lane's complaint processes to community.	\$1,000
(38)	Ensure privacy and safety for all students in P.E. changing rooms/shower facilities.	\$120,000
(47)	Create a mandatory first term college success program (for International students).	\$1,000
(48)	Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.	\$72,000
(49)	Continue the development of the Transitions programs	\$42,000
(51)	Women and Gender studies coordinator.	\$66,676
(52)	American Indian language program.	\$100,000
(56)	Primary languages development for English Language Learner Students.	\$75,000
(71)	Provide fair and equitable compensation for translation/interpretation services.	\$50,000
(76)	Stable funding for English as a Second Language program to meet need of growing English Language Learner population including student services support.	\$147,000
(78)	Student advisors for student populations.	\$135,000

Appendix II

Vision, Mission and Core Values

Vision

Transforming lives through learning

Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

Core Values

Learning

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

Collaboration and Partnership

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

Integrity

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

Note: Lane's Vision, Mission & Core Values were adopted by the Board of Education in February, 2003.

Appendix III

Calendar of Implementation

A sound diversity plan will have both short term and long term strategies to implement diversity initiatives. This section serves to organize action items according to a timeline of implementation. Because the implementation of actions items may be connected to the fiscal realities of the day, the calendar of implementation is based on the fiscal calendar of July 1-June 30 of each year. Action items are placed in the following categories:

Ongoing

Year 1 July 1, 2003 – June 30, 2004

Year 2 July 1, 2004 – June 30, 2005

Year 3 July 1, 2005 – June 30, 2006

Year 4 July 1, 2006 – June 30, 2007

Year 5 July 1, 2007 – June 30, 2008

The Diversity Team Action Teams will monitor the progress of action items during the course of the academic year and submit a report to the Diversity Team in June of each year.

Calendar of Implementation

ACTION ITEMS ONGOING

RECOMMENDATION	ACTION ITEM #
Create/Expand an early academic warning system.	(01)
Continue and increase support for Rites of Passage program for diverse populations.	(02)
Increase fundraising and resource development for women and other underserved populations.	(03)
Increase support for low-income women.	(04)
Increase services/opportunities for lesbian, gay, bisexual and transgender students.	(05)
Upgrade and add to the number of captioning videos.	(06)
Create a 12-month look-ahead recruitment plan.	(17)
Increase staff awareness of serving students with disabilities.	(18)
Initiate opportunities to see language diversity as a resource.	(19)
Provide ongoing training on diverse populations.	(20)
Accountability/evaluation of diversity in classified and faculty contracts.	(21)
Conduct annual work-place climate survey.	(32)
Improve signage for disability populations at Lane.	(33)
Increase library material/display of LGBT populations.	(34)
Initiate regular communication regarding diversity at Lane.	(35)
Promote culturally competent language for diverse populations.	(36)
Assist and improve classroom climate for under-represented Populations.	(39)
Expand community service and outreach programs to diverse populations.	(42)
Increase community participation with Lane diversity efforts.	(43)
Increase collaborative training opportunities with other agencies.	(45)
Utilize the talents and expertise in the community to serve as diversity trainers.	(46)

RECOMMENDATION	ACTION ITEM #
Board and executive officers prominently and publicly demonstrate leadership related to the value of diversity at the college.	(59)
Increase board members and executive leadership interactions with diverse communities to gain a better understanding of the experiences of diverse populations.	(60)
Develop opportunities for free drop-in childcare services.	(61)
Leadership communicates clear expectations for staff and students to create an inclusive, respectful environment.	(62)
Multicultural/diversity statements should include sexual orientation and gender identity language.	(63)
Increase support for staff to attend diversity training and activities.	(66)

Calendar of Implementation

ACTION ITEMS

YEAR 1

JULY 1, 2003 TO JUNE 30, 2004

RECOMMENDATION	ACTION ITEM #
Ensure collaboration of outreach to diverse students in high schools and middle schools with representatives of diverse populations.	(07)
Establish a visitation program for diverse student populations.	(08)
Include LGBT scholarship information with other school information.	(09)
Increase the recruitment area for classified staff.	(22)
Increase promotion of open positions.	(23)
Extend recruitment processes periods.	(24)
Hiring process incorporate LGBT experiences.	(25)
Create a framework for diversity training.	(26)
Communicate Lane's complaint processes to community.	(37)
Establish complaint procedures for visitors.	(40)
Include a diversity component into the fall workshop for high school counselors.	(41)
Create a mandatory first term college success program.	(47)
Develop a disability harassment policy.	(64)
Develop a Lane electronic staff recruitment packet.	(65)
Increase visibility/policy of no tolerance for hate.	(67)
Provide support systems for faculty and staff of color.	(68)

Calendar of Implementation

ACTION ITEMS

YEAR 2

JULY 1, 2004 TO JUNE 30, 2005

RECOMMENDATION	ACTION ITEM #
Create parental awareness workshops.	(10)
Create support for international women students.	(11)
Develop a case management system.	(12)
Increase distance-learning accessibility.	(13)
Increase the number of bilingual materials.	(14)
English Language Learner transitions to credit classes.	(15)
Expand non-traditional programming for women.	(16)
Develop a shared pool of people to provide interpretation and translation services reflective of the language needs of college and community.	(27)
Offer cultural competency training at multiple levels.	(28)
Provide staff access and incentives for Spanish language training.	(29)
Create safe spaces for LGBT students/staff in athletic teams and programs.	(30)
Increase Lane's presence in diversity-related events.	(44)
Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.	(48)
Continue the development of the Transitions programs.	(49)
Create a learning community for male students of color.	(50)
Women and Gender studies coordinator.	(51)
Further Affirmative Action Plan goals through bargained changes to classified and faculty contracts.	(58)
Include sexual orientation and gender identity in non-discrimination and anti-harassment policies.	(69)
Promote Lane values and goals to community.	(70)

RECOMMENDATION	ACTION ITEM #
Provide fair and equitable compensation for translation/interpretation services.	(71)
Ensure awareness of language policies and regulations.	(72)
Create accountability for managers to implement diversity plan.	(73)
Expand benefits for LGBT staff.	(74)
Increase LGBT presence in LCC catalog and class schedule.	(75)
Stable funding for ESL program to meet need of growing ELL population including student services support.	(76)
Board and executive leadership should participate in diversity training and model professional development in the area of diversity.	(77)

Calendar of Implementation

ACTION ITEMS

YEAR 3

JULY 1, 2005 TO JUNE 30, 2006

RECOMMENDATION	ACTION ITEM #
Establish an American Indian language program.	(52)
Primary languages development for ELL students.	(56)
Student advisors for student population.	(78)

Calendar of Implementation

ACTION ITEMS

YEAR 4

JULY 1, 2006 TO JUNE 30, 2007

RECOMMENDATION	ACTION ITEM #
Encourage more learning communities reflecting multicultural topics.	(53)
Infuse multicultural topics into the curriculum.	(54)
Develop credit/non-credit courses relating to disability issues.	(57)

Calendar of Implementation

ACTION ITEMS

YEAR 5

JULY 1, 2007 TO JUNE 30, 2008

RECOMMENDATION	ACTION ITEM #
Increase bilingual/bi-cultural competence of Lane's workforce.	(31)
Develop service learning projects that focus/infuse diversity.	(55)
Ensure privacy and safety for LGBT students in P.E. changing rooms/shower facilities.	(38)

Appendix IV

Glossary

AA/D/EO The mission of the Affirmative Action/Diversity/Equal Opportunity area of Human Resources is to ensure equal opportunity and promote diversity among the staff and students, and within the college community as consistent with applicable federal, state, and local laws and regulations, and to provide a working and learning environment that is free from discrimination, harassment and retaliation.

ADA Americans with Disabilities -The ADA is a federal civil rights law designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspects of society.

ALS The Academic Learning Skills Department (formerly Study Skills) meets the learning skills needs of the community college student. The department offers courses designed to assist students needing to build learning skills. In addition, the department offers special services for students with learning disabilities including adaptive technology, advocacy, and individual support. Also, the department offers a sequence of courses for international students. Students learn under the direction of professional staff members who are trained in many different methods of instruction and who accommodate individual needs.

DPD The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. The Difference, Power and Discrimination model engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society.

ESL The English as a Second Language (ESL) Program at Lane Community College provides intensive English language training. This program enrolls students from over 40 different nations and features staff who are highly-qualified and culturally-sensitive to the needs of second language learners.

LCCEA The Lane Community College Education Association's mission is to promote the faculty's interests and the faculty's vision of quality public education through collective bargaining, political action, and alliances for common aims.

LCCEF Lane Community College Employees Federation

LGBT Lesbian, Gay, Bisexual, Transgender

Included in Budget Costs for implementing action items will be absorbed in budgets already allocated to departments.

Rites of Passage The academy is crafted in a cultural framework for the purpose of connecting multicultural secondary students of African, Asian, Native and Latino/Latina heritage. The goal of the academy is to help each student develop the cultural, academic and social skills critical for success in school and life.

TRIO The TRIO Learning Center at Lane is a federally funded program with the goal of helping students stay in school and successfully graduate from Lane Community College and/or transfer to a four-year institution. The services are provided free to eligible students to assist them in meeting the varied challenges of college life

Appendix V

Diversity Team Action Team List

Anti-Bias/Gender/Multicultural Curriculum: Michael Sámano, Social Science

College Climate: Drew Viles, English, Foreign Language and Speech Department

Community Outreach and Networking: Sydney Kissinger, Center for Learning and Advancement

Disability: Nancy Hart, Student Support

Gender Equity: Kate Barry, Women's Programs

International Students: Colby Sheldon, Student Activities

Language Competence/Linguistic Diversity: Adrienne Mews, Center for Learning and Advancement

Leadership and Commitment: Kate Barry, Women's Programs

Lesbian, Gay, Bisexual, and Transgender: Susan Matthews, Student Activities

Staff Recruitment and Retention: José Ortal, Human Resources

Student Recruitment: Karen Dickey, Enrollment Services

Student Retention: Adrian Rodriguez, Counseling

Training and Development: Jim García, Human Resources

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