

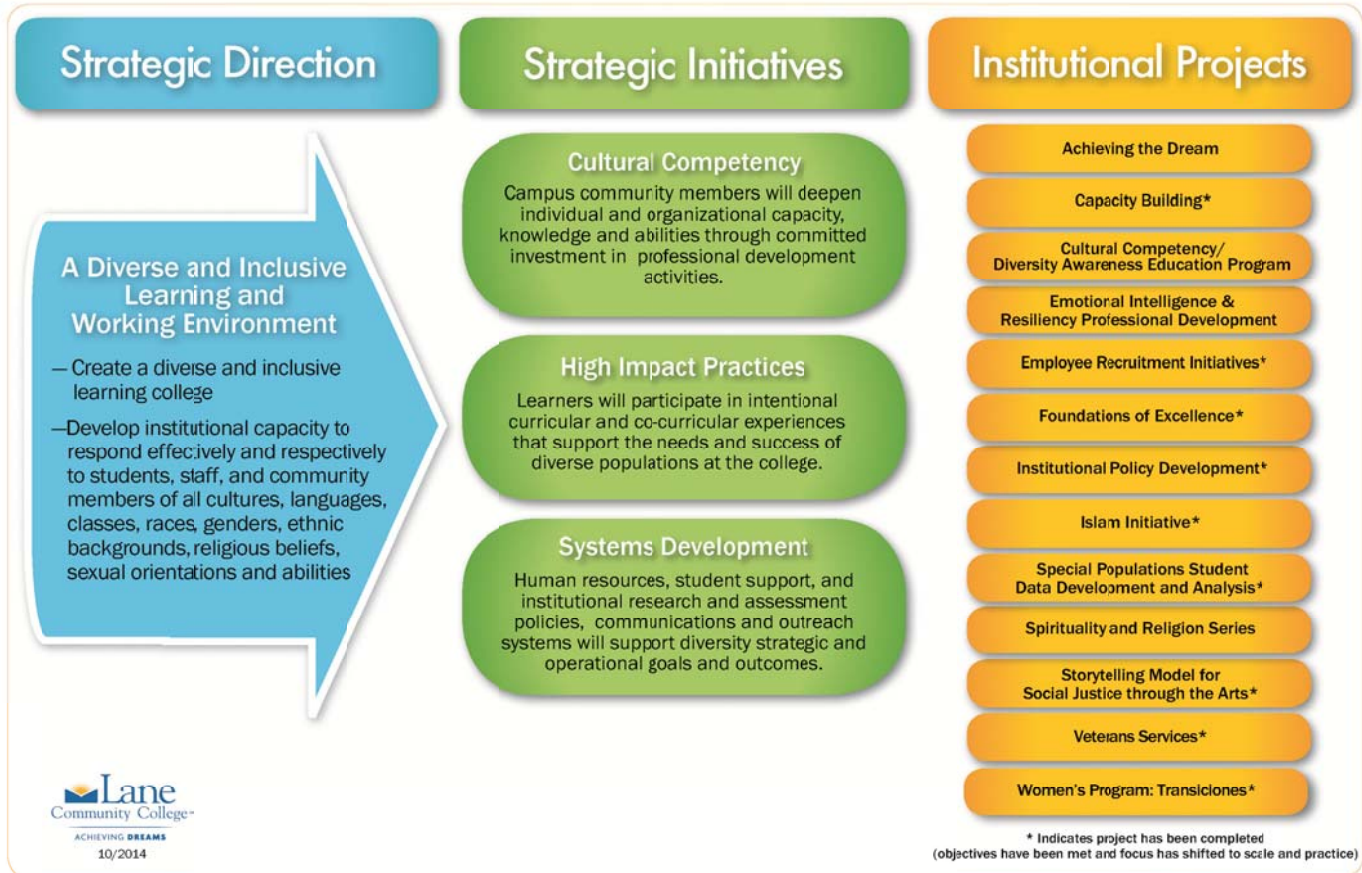
A Diverse and Inclusive Learning and Working Environment

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Maintain a safe learning and working environment

Create a diverse and inclusive learning college

Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities



Overview

“Understanding that people within the college reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one.”

~2010-2015 Lane Community College Diversity Plan

Diversity is more than simply mirroring the demographics of the local population. Diversity is about becoming a higher performing organization that is respectful and inclusive and serves the needs of a diverse college population and community. Unlike traditional approaches to diversity, Lane pursues a social justice framework to guide its diversity efforts. Such a framework goes beyond understanding and celebrating individual differences to actively identifying and addressing the discrimination and oppression within systems, operational practices and policies, which are critical for creating a diverse and inclusive learning college. Welcoming and respecting students and employees with diverse backgrounds, life experiences, approaches, skill sets and understandings enhances Lane’s capacity to address the needs of its increasingly diverse community and workforce. Source: [Lane Community College Strategic Plan](#).

To achieve goals and objectives for diversity, work has been focused and organized around three strategic initiatives: ***cultural competency***, ***high impact practices*** and ***systems development***. The institutional projects described below directly support these initiatives.

In addition to reviewing project level outcomes and results, diversity leads use institutional data and evidence to assess progress toward strategic goals. Highlights from 2013-2014 that demonstrate progress toward diversity goals include the approval of a Cultural Competency/Diversity Awareness Policy by the Lane Board of Education (www.lanec.edu/board/policies/bp520), the participation of more than 250 Lane staff, students and community members in its Emotional Intelligence Initiative and 1,400 in the “Storytelling Model for Social Justice through the Arts” professional development series, and approximately 1,000 Lane students veterans accessing services from the Maxwell Student Veteran Center.

Completed Projects

The college has successfully completed several institutional diversity projects in support of this strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

Capacity Building

Lead: Donna Koechig

A key challenge that institutions encounter when faced with fiscal challenges is providing quality, cost effective professional development opportunities for their employees. A frequently cited best practice to this challenge is the building of internal organizational and individual capacity. Several years ago, Lane began intentionally developing the leadership capacity within employees through its Aspiring Leaders Program. Over the past seven years, approximately 140 Lane classified, faculty and managers have participated in the program. It continues to be a highly valued professional development opportunity by Lane staff. This year, almost twice as many employees applied for the program than the college had available spaces.

To reinforce the learning that occurs in the Aspiring Leaders Program, promote ongoing staff development and create connections across cohort groups, an Advanced Aspiring Leaders Committee was formed in 2012. This committee was responsible for recommending Lane's "Emotional Intelligence" Initiative, which has been extremely successful at the college and within the community.

As noted in last year's report, Lane also initiated two train the trainer programs: "Break through Conflict" (BTC) and "Allies and Safe Space" as another cost effective way of providing ongoing professional development. Twelve Lane managers were trained in facilitating "Break through Conflict" sessions and eleven staff and students were trained in conducting "Allies and Safe Space" sessions. While these trainers have continued to conduct sessions throughout the year, both train the trainer groups are experiencing increased challenges to providing the sessions, due to the attrition of trainers. Three BTC and two Allies trainers have retired, graduated or secure external employment. As a means to support the remaining trainers, the college is currently examining a proposal by Drs. Susan and Peter Glaser that builds on the critical mass of employees who have participated in previous trainings.

In addition, faculty counselor, Debby Ganser, was certified as a Mental Health First Aid trainer and has provided "Mental Health First Aid: Working with Distressed Students" to 70 Lane staff, as well as numerous professionals in the community

As a member of the Equity and Community Coalition (ECC), the college has continued to participate in cross-agency equity and diversity events, activities and professional development opportunities to better serve our community. Lane is one of eleven agencies whose CEOs have signed a Memorandum of Understanding committing each agency to specific goals focusing on improving equity and inclusion within the community.

Employee Recruitment Initiatives

Lead: Dennis Carr

Lane has continued to make progress in some job groups to meet EEO/AA placement goals during the past two academic years through focused recruitment efforts and diligent work with search committees, deans and managers. During this period, the number of placement goals reflecting "underutilization" (less than statistically expected employment of women and protected class employees) in the 33 job groups (66 possible "placement goals") employed at the college has been reduced to 22 placement goals.

While there remain 22 placement goals in the current (2013) Lane Community College Affirmative Action Plan, which could indicate a lack of improvement, progress was made during 2013-2014 to establish more support for the "veterans preference" recruiting requirements that took effect in March 2014. Lane's Human Resources Office is now also implementing "aspirational hiring goals" that are required for all public employers for candidates with disabilities.

Lane has also continued the collaboration during 2013-2014 with the Equity and Community Coalition (ECC). In March 2013, ECC Recruitment and Selection Subcommittee reported to the ECC's Chief Administrative Officers on best practices currently being utilized by the eleven agencies during each key phase of the hiring process. These practices were distributed among agencies and assist in creating inclusive work forces and work environments. Human Resources staff will continue to enhance diversity recruitment efforts by further engagement with both internal and

external stakeholders, exploring new programs and partnerships, new recruitment sources, and maximizing tools and functionality available through the new Lane Employment Opportunities (LEO) system. jobs.lanecc.edu

Foundations of Excellence

Leads: Mary Parthemer, Lida Herburger

As part of The First Year Matters: Foundations of Excellence project, Lane examined the extent to which it met its vision of diversity, as well as diversity-related opportunities and programs available to first-year students. Taskforce members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus's level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities. The Diversity Dimension Team concluded that on several levels, Lane's vision of diversity puts the institution at the forefront of national efforts to understand, foster and sustain diversity in institutions of higher education, particularly in two-year institutions across the United States. The taskforce found that while there are many opportunities for first year students at Lane to interact with others different from themselves, it is not clear that the students are generally aware of those opportunities. A recommendation was made to put diverse experiences and cultures directly in the path of new students through curricular and co-curricular activities (e.g., embedded in courses that all new students must take or embedded in first-year-student-oriented workshops or events that appeal to new students). blogs.lanecc.edu/studentsuccess/our-work/foe-overview/

Institutional Policy Development

Leads: Elizabeth Andrade, Donna Koechig

As noted in the 2012-2013 Diversity Strategic Direction Report, Lane's College Council was unable to reach consensus in approving a Professional Cultural Competency Education Policy. Therefore, on February 5, 2014, the Lane Community College Board of Education developed and passed a board policy, the "Cultural Competency/Diversity Awareness Policy for Lane Employees" (www.lanecc.edu/board/policies/bp520). This policy directs the President "to ensure the implementation of a program of professional development that requires all employees to participate in appropriate education and training." In addition the president was instructed to "assure the development of an evaluation and tracking system to assess the effectiveness of the program and submit a monitoring report to the board on an annual basis."

Islam Initiative

Lead: Clif Trolin

The Islam Initiative, a collaboration between Lane Community College and University of Oregon religious and peace studies faculty, staff and administrators to bring scholarly experts on Islam to represent a diversity of backgrounds and offer a plurality of perspectives to the academic study of Islam, was completed last year. Over its two years, hundreds of students, faculty, staff and community members attended scholarly lectures and film discussions and four classes in Islamic Studies were developed. The ongoing benefits from this work include an Islamic History class taught yearly at Lane and a library of DVDs of the Scholars on Islam Series that are actively used by instructors and students. www.lanecc.edu/scholarlectures

Special Populations Student Data Development and Analysis

Leads: Craig Taylor, Molloy Wilson

Work on this initiative is continuing and is focused on developing means for identifying student populations based on student characteristics such as gender, ethnicity and age as well as participation in particular Lane programs and services. The purpose is to understand student progress in order to help the college close achievement gaps and for assessing the impact and effectiveness of high impact practices and innovations. Institutional Research, Assessment, and Planning (IRAP) will continue to refine tools and analytical capabilities, providing a rich source of information and evidence to inform and assess strategic projects and initiatives. www.lanecc.edu/research/

Storytelling Model for Social Justice through the Arts

Leads: Jim Garcia, Donna Koechig

Lane Community College has continued to build upon Dr. Lee Anne Bell's "Storytelling Model for Social Justice through the Arts." As previously noted, this model departs from the traditional diversity professional development models by incorporating the arts such as storytelling, dance, performance and music within a social justice perspective. Basically, it provides a framework for employees to utilize to critique individual stories that sustain inequality and transform these stories into more inclusive and just educational practices.

During 2013-2014 several presentations, performances and storytelling sessions integrating the "Storytelling Model for Social Justice through the Arts" were offered for Lane staff, students and the community. Some of these included: renowned concert pianist and expert on composers of African American Descent, William Chapman Nyaho; 2008 Miss Aloha Hula and Jumu Hula Master, Kalimakuhilani Southard; respected Tibetan elder, Lady Jangchup "Alama" Palmo; Juan Carlos Arean, nationally known speaker on "Transforming Men to End Violence Against Women"; "Latino Roots in Lane County, Oregon" Exhibit; Vietnamese storyteller and internationally known guitarist and filmmaker, Tinh Mahoney; college inservice keynote speakers, Nancy Golden, Oregon Chief Education Officer, and Jilma Meneses, PSU Chief Diversity Officer; "Paul Robeson" performed by Lane faculty, Dr. Stanley Coleman, at Florence; and actor Giancarlo Esposito for Lane's MLK Jr. Celebration. www.lanecc.edu/diversity/event-calendar

Veterans Services

Lead: Helen B. Garrett

Veterans Services, located in Building 19/233, is a busy place at all hours of the day as student veterans and active military students come to receive assistance with their Veterans Affairs benefits, use the computers in the Maxwell Student Veterans Center, meet with Lane County individuals serving veterans, and congregate as part of the Lane Student Veterans Club. Nearly 1,000 students attending Lane annually receive Veterans Affairs benefits and hundreds more, not counted as non-Veterans Affairs benefits recipients, attend as well.

Students receive communications through myLane and in emails notifying them of services provided by Veterans Services. These communications include information on the Notebook Computer Loan Program, a textbook/DVD/book lending library, and activities sponsored by the Lane Student Veterans Club.

Veterans and military students new to Lane attend the newly created Lane Veterans Services weekly welcome program and receive a welcome packet including a Lane acronyms glossary and references to resource centers and tutoring services to help orient them to the college.

Women's Program: Transiciones

Lead: Barb Delansky

Transiciones is a program to help Latinas explore educational options, build self-esteem, develop healthy communication skills, access academic support and find financial assistance for college. The program offers individual and group bilingual/bicultural advising and support, orientations in Spanish for women starting at Lane, workshops on applying for scholarships, credit and noncredit classes in Spanish, networking and community resource connection. In 2013-2014, the Transiciones sequence of college success classes was restructured into specific short-term trainings and workshops to adapt to financial aid regulatory changes and provide more effective and flexible resources to support student retention and success. In 2014-2015, the Transiciones student advisor has been restructured from a .6 FTE to a 1.0 FTE assignment and will become more closely connected to the High School Connections program and services with the objective of creating additional opportunities for women of color to enter college and succeed.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Achieving the Dream

Leads: Maurice Hamington, Lida Herburger, Craig Taylor, Ben Hill, Molloy Wilson

As described in the Optimal Student Preparation, Progression and Completion section of this report, in 2011, the college joined Achieving the Dream (ATD), an evidence-based, student-centered and results-oriented national initiative dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

As part of the Annual Reflection on our work during the 2013-2014 academic year, the ATD Core Team noted that there is a consistent gap in achievement by male students, students of color and Pell recipients that needs to be addressed. By examining these gaps more closely in the coming year, the team will contribute data to the college's ongoing discussion around cultural competency and equity.

In September, 2014 Achieving the Dream announced that Lane is one of 16 community colleges selected for the 2014 cohort of Achieving the Dream Leader Colleges—a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. Lane is the only Oregon college to receive the honor.

blogs.lanecc.edu/studentsuccess/our-work/atd-overview/ <http://www.lanecc.edu/newsroom/n/nr1822>

Emotional Intelligence & Resiliency Professional Development

Lead: Donna Koechig

Decades of research reflect that it is the competencies associated with Emotional Intelligence (EI) that distinguish great leaders from average leaders and make the biggest difference in employee performance. EI competencies include self-awareness, self-management, social awareness and relationship management.

In November 2012, the college partnered with five local agencies to bring in leading Emotional Intelligence expert, Suzanne Rotondo, to conduct “Leading with Emotional Intelligence” professional development sessions. During 2013-2014, the college has continued to partnering with local agencies to offer basic and advance EI sessions for over 250 Lane managers, Aspiring Leaders, classified staff, faculty and community members. Additionally Lane’s Faculty Professional Development Team offered “The Emotional Intelligent Classroom” conducted by Suzanne Rotondo at the 2014 Spring Conference. This session focused on integrating EI concepts into curriculum and the classroom.

Throughout the 2013 and 2014, Suzanne Rotondo has also continued to work with Lane’s Executive Team to effectively model, and to integrate into its work and strategic goals, these critical skills.

Lane and its partner agencies are currently exploring the development of an “Emotional Intelligence train the trainer” model to ensure the continuation of providing this valuable professional development for its staff in a cost effective manner.

The results of pre- and post- EI surveys indicate that the EI initiative is making a significant difference for Lane faculty, staff and managers. Results on pre, one month, and six month surveys (n= 461 participants total) reflect significant improvements across ten dimensions measuring EI components.

Spirituality and Religion Series

Leads: Stan Taylor, Donna Koechig

Continuing to build on the non-violence work and Dr. Arun Gandhi’s and His Holiness the Dalai Lama’s visits in 2013, Lane’s Peace Center and Diversity Office partnered with the Palmo Center for Peace & Education and others within the community to offer several events such as presentations on “Transforming Adversity into Opportunity” by respected Tibetan elder, Lady Jangchup Palmo; the creation of the compassion sand mandala by the Drepung Loseling Monastery monks at Lane’s Downtown Center; and the collaborative offering of the First Friday Communities of Color Networking Event with the annual “Tibet Night Celebration” in downtown Eugene. Lane’s Peace Center also held its Lane’s 7th Annual 2014 Peace Symposium entitled “Awakening the Dreamer – Move to Actions” with featured speakers, John Perkins, Jon Symes, Katlin Sopoci-Belnap, Monica Beemer and Good Shield Aguilar.

Lane’s Peace Center and Diversity Office are currently exploring partnering with the Palmo Center for Peace & Education to offer a speaker series that will focus on compassion, respect, and kindness in the upcoming year. www.lanecc.edu/peacecenter

New Projects

As part of our continuous process of reflection, review and planning to achieve diversity strategic direction goals, we have embarked upon a new project for the 2014-2015 year that supports the newly adopted board policy on Cultural Competency/Diversity Awareness and supports the diversity strategic direction goal #4 of promoting a welcoming, inclusive campus.

Cultural Competency/Diversity Awareness Education Program

Leads: Elizabeth Andrade, Siskanna Naynaha, Jim Garcia, Donna Koechig

Upon the passage of the Cultural Competency/Diversity Awareness Policy by the Lane Board of Education, several all-campus meetings were held to identify and prioritize key components for developing and implementing an educational program that accomplishes the mandate of this policy. Consistent with the recommendations from the campus-wide discussions, a committee with a cross section of interests, experience, expertise, employee groups and students was created to carry the work forward. In June 2014, the Cultural Competency Professional Development and Implementation Committee began its work on the planning, organization and recommendations for implementation of the program based on the key components identified by the campus community.