

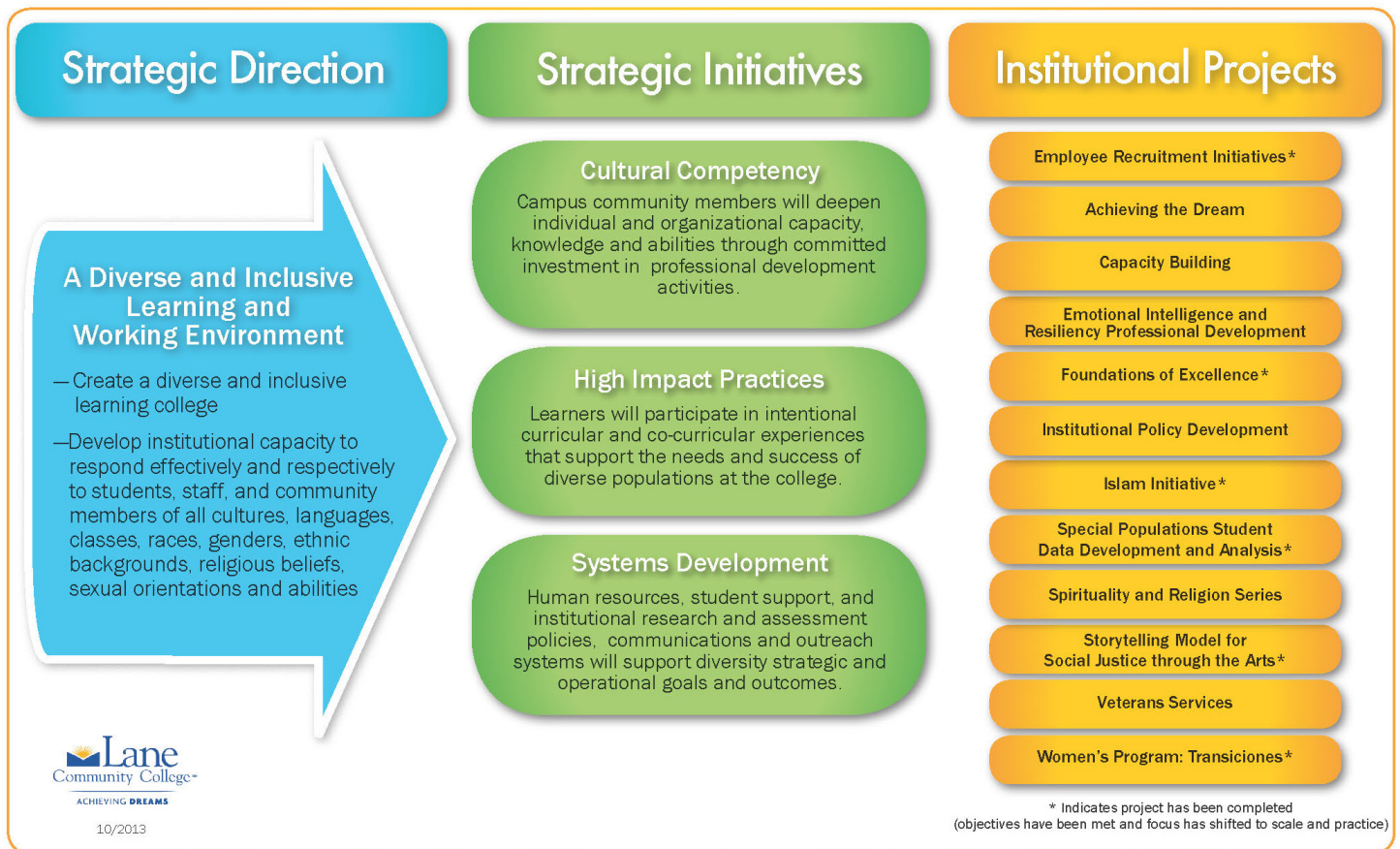
A Diverse and Inclusive Learning and Working Environment

Prepared by: Donna Koechig, Chief Diversity Officer; Dennis Carr, Chief Human Resources Officer; Helen Garrett, Dean of Enrollment Management Systems; Barb Delansky, Dean, Student Life, Multicultural Center and Women’s Program; Clif Trolin, Faculty, Religious Studies

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 2012-2013 that demonstrate progress toward diversity goals include reducing EEO/AA placement goals, training more than 1,500 Lane staff, students and community members in the “Storytelling Model for Social Justice through the Arts” professional development series; training more than 20 Lane students and staff to train others in the “Breakthrough Conflict” and “Allies and Safe Space” training models; countering cultural stereotyping through the Islam Initiative; and increasing Lane Community College foundation scholarship awardees by 3.5% from 2011-2012. A continuing focus will be to develop and refine the college’s capacity to assess the impact and effectiveness of diversity training, development, outreach and engagement on organizational culture and student success.

Completed Projects

During the 2012-2013 academic year the college successfully completed several institutional diversity projects, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services.

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 64 job groups employed at the college has been reduced to 22 placement goals.

In March 2013, the Equity and Community Coalition (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. <http://jobs.lanecc.edu>

Foundations of Excellence

Leads: Mary Parthemer, Lida Herburger

To determine the extent to which Lane meets its vision of diversity, diversity-related opportunities and programs available to first-year students were examined as part of The First Year Matters: Foundations of Excellence project. Task force 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 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.

Islam Initiative

Leads: Clif Trolin, Ken Murdoff, Jeff Borrowdale, Nadia Raza

The Islam Initiative is 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 campus who represent a diversity of backgrounds and offer a plurality of perspectives to the academic study of Islam. Over the past two years, 10 national scholars on various aspects of Islam were brought to Lane to give lectures that were open to students, faculty, staff, and the general community. Scholars gave a morning or afternoon lecture to a collection of classes and an evening lecture directed toward general public with attendance up to 125. Two Festivals of Films from Around the Islamic/Muslim World were held, featuring seven to eight films each year, free and open to the public, with post-film discussion facilitated by various Lane and University of Oregon faculty and community members. Additionally, four new classes in Islamic Studies were created: Islam (Religious Studies), History of Islam, Islamic Literature, and Regional Geography of the Muslim World. To date three of the four courses have been offered for college credit and plans are being developed to offer these on a recurring basis.

www.lanecc.edu/scholarlectures

Special Populations Student Data Development and Analysis

Leads: Craig Taylor, Molloy Wilson

This work is focused on developing means for identifying student populations based on gender, ethnicity, age, socio-economic status, and also participation in programs such as Women in Transition, Rites of Passage and the Veterans Program. The purpose is to understand issues and opportunities for closing achievement gaps and for assessing the impact and effectiveness of high impact practices and innovations. Through collaboration with Enrollment Student and Financial Services, Information Technology and Academic and Student Affairs, Institutional Research, Assessment and Planning (IRAP) faculty and staff have developed a student data set that identifies

special populations and analytical tools for understanding their success. 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.

Storytelling Model for Social Justice through the Arts

Leads: Jim Garcia, Donna Koechig

In January 2012, keynote speaker, Dr. Lee Anne Bell, introduced her “Storytelling Model for Social Justice through the Arts” to staff and students at Lane’s Diversity Strategic Direction Conference. Dr. Bell’s unique model is a departure from the traditional diversity training narratives in that it incorporates the arts including storytelling, music, and poetry. The model offers a framework for employees to use to actively critique “stock stories” that sustain inequality, while encouraging staff and students to seek out concealed and resistance stories about the history, struggles, strengths and aspirations of marginalized communities. These stories provide materials for developing “transforming stories” that enact and sustain more inclusive and just educational practices.

Numerous events and presentations, such as Dr. Arun Gandhi’s presentation on “Lessons from My Grandfather”; Dr. Stanley Coleman’s performance of Phillip Hayes Dean’s “*Paul Robeson*”; Ni Ketut Arini, Master Dancer of Bali’s life story, dance performance, and workshops for students and community members; and Dr. E. Patrick Johnson’s performance of “*Pouring Tea, An Oral History of Black Gay Men of the South,*” were provided using the storytelling model during the 2012-2013 academic year. Due to the positive response of this model by Lane staff, students and the community, the model has been integrated into practice within the college; ongoing diversity and equity offerings incorporating the model will be regularly provided throughout the year.

Women’s Program: Transiciones

Lead: Barb Delansky

Transiciones is a program to help Latinas to 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. The Women's Program has revised and expanded Transiciones to provide students with nine credits of graded coursework to establish a GPA and therefore become eligible to apply for a variety of scholarships offered through Lane’s Foundation and in the community. These scholarships are often the only form of aid available to these students and directly impact their continuation and success. In the 2012-2013 academic year, 80% of the Transiciones cohort applied for scholarships. Moving forward, the college and program advisory committee will continue to support Transiciones participants in successful progression to degree or certificate programs and to enhance outreach, advising and other services to support Latina student success. www.lanecc.edu/wp/womens-program-transiciones-espanol

Continuing Projects

The following institutional projects will continue on into the 2013-2014 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 ATD implementation planning and development, Lane conducted an Inventory on Diversity and Equity in Spring 2012, followed by a Diversity and Equity World Conversation and World Café, attended by students from ASLCC, BSU, Trio and International Programs, members of the college's Student Success Leadership Team, ATD Teams and Executive Team. The ATD project will continue through 2013-2014; work will continue on refining the ability to study and analyze achievement gaps at Lane, develop interventions and high impact practices, and continue conversations and connections with students to explore diversity and equity issues and opportunities.

<https://blogs.lanecollege.edu/studentsuccess/our-work/atd-overview/>

Capacity Building

Lead: Donna Koechig

This multi-year project is focused on intentional professional development efforts to build organizational and individual capacity for transforming conflict into solved problems, strengthening relationships, deepening trust, and increasing innovation.

Since 2012, twelve Lane managers have been trained in the "Break through Conflict" system. Each term, these managers have conducted "Break through Conflict" training sessions for Lane staff and will continue to provide quarterly sessions for the upcoming academic year. During 2012-2013, eleven staff and students were trained in the "Allies and Safe Space" training model to provide ongoing, cost effective training to Lane staff and students. This model is designed to promote an inclusive and respectful environment for lesbian, gay, bi-sexual, transgender, queer, and intersex (LGBTQI) individuals on campus.

Another effort to build internal leadership capacity across employee groups is Lane's Aspiring Leaders Program. The program is in its sixth year with more than 124 classified, faculty, and managers having participated. In addition, an Advance Aspiring Leaders Committee has been formed to continuing the development of leadership skills in Aspiring Leader graduates.

Finally, as a member of the Equity and Community Coalition (ECC), the college participates in cross-agency equity and diversity events, activities and professional development opportunities. The ECC consists 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. This includes collaboratively providing cross-agency equity and social justice activities as well as professional development opportunities to better serve their communities.

Institutional Policy Development

Leads: Elizabeth Andrade, Donna Koechig

Pursuant to the purpose stated in its charter, the Diversity Council has continued its work on the development of a Professional Cultural Competency Education Policy. The policy is focused on providing staff with opportunities to learn about diversity across many dimensions and to enable them to respond more effectively and respectfully with Lane's students, staff and community. At the same time, the policy seeks to create a level of accountability for all of Lane's staff members.

The Professional Cultural Competency Education Policy has been discussed at the Diversity Council for the past five years. The Diversity Council was unable to reach consensus to approve the policy based on one representatives' opposition vote. In response to this ongoing stalemate, the decision was made to suspend discussion about the Professional Cultural Competency Education Policy and focus efforts on developing a Religious Guidelines Policy. Work proceeded on the Religious Guidelines Policy. Unfortunately, last year students repeatedly expressed concerns of harassment and discrimination to the representatives of Lane's Associated Students of Lane Community College (ASLCC). In response, the student representatives to the Diversity Council decided to bring the Professional Cultural Competency Education Policy back to the forefront of the Diversity Council's work.

In spring 2013, the Diversity Council passed the Professional Cultural Competency Education Policy. The policy was then brought to College Council for consideration and approval. College Council had two readings of the policy but was unable to reach consensus to approve the policy.

Veterans Services

Lead: Helen Garrett

2012-2013 represents a pinnacle year for the renamed Veterans Services Department within Enrollment and Student Financial Services. The college dedicated the new Maxwell Student Veteran Center in November of 2012 after honorary degree recipient Robert D. Maxwell, a Congressional Medal of Honor awardee and former Lane faculty member. Staffing was increased from one full-time Veterans Affairs Certifying Specialist to 1.5 FTE by adding a second half-time employee. This gave the college much needed resources to serve the more than 600 Chapter benefit veteran recipients per term. The newly funded Lane Student Veteran Club began this year and has more than 125 members meeting twice monthly to identify ways to serve veteran and military students. Outreach to the community serving veterans and military students has expanded with multiple college staff attending monthly Vet Net meetings and our hosting community members in our LIVE (Lane Integrating Veterans Education) office every week to meet with Lane students.

For the 2013-2014 academic year we have hired a work study student to develop a curriculum to begin offering a weekly Veterans and Military Student student-led orientation and a Co-Op student who is developing an outreach program to coordinate Lane attendance at community events of interests to veterans. We have also added a lending library for used textbooks and a netbook computer check out systems for students to offset their college costs. www.lanecc.edu/va

New Projects

As part of our continuous process of reflection, review and planning to achieve diversity strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Emotional Intelligence & Resiliency Professional Development

Lead: Donna Koechig

What distinguishes great leaders and staff from the rest? Decades of research shows that it is the competencies associated with Emotional Intelligence (EI) that make the biggest difference. This is especially true in today's organizations of shrinking resources and higher demands. Leaders are charged with keeping others, and themselves, performing at their best during these challenging times.

Upon the recommendation from the Advanced Aspiring Leaders Committee, and to further reinforce Lane's Diversity Core Value and Diversity Strategic Direction, the college has begun a new project focused on emotional intelligence and resiliency professional development program. The college has partnered with five local agencies to bring in a leading EI expert, Suzanne Rotondo, for training and development sessions. Suzanne has also worked with Lane's new Executive Team to model these critical leadership skills, integrate them into their daily work, and develop a high performing leadership team. Lane and its partner agencies are currently exploring the development of an "EI train the trainer" model to ensure the continuation of providing this valuable professional development for its staff in a cost effective manner.

Spirituality and Religion Series

Leads: Stan Taylor, Donna Koechig

Lane's Peace Center and Diversity Office are exploring the development of a "Spirituality and Religion" series to continue to build on the non-violence work of Dr. Arun Gandhi and His Holiness the Dalai Lama's visits to the community this past year. The series will be in partnership with the Palmo Center for Peace & Education and others within the community and possibly focus on topics such as compassion, mindfulness, peace, and kindness. In 2013-2014, the first collaboration with the Palmo Peace Center will bring Lady Palmo to Lane Community College's Longhouse with Lane's Peace Center Chair being invited to speak at a dinner honoring Lady Palmo's role in bringing the Dalai Lama to Eugene. www.lanecc.edu/peacecenter