



Diversity Council

Meeting Notes from March 15, 2006

ATTENDANCE:

- | | |
|---|--|
| <input type="checkbox"/> AVALOS, DANNY | <input type="checkbox"/> MATTHEWS, SUSAN |
| <input checked="" type="checkbox"/> BARRY, KATE | <input type="checkbox"/> MCGRAIL, ANNE |
| <input type="checkbox"/> CARKIN, SUSAN | <input checked="" type="checkbox"/> MOGART, SILVER |
| <input checked="" type="checkbox"/> CARR, DENNIS | <input checked="" type="checkbox"/> PAYTON, VICTORIA, R |
| <input type="checkbox"/> CRAIG, TIM | <input checked="" type="checkbox"/> CHOWDHURY, LYNNMARIE |
| <input checked="" type="checkbox"/> DELEON, JERRY | <input checked="" type="checkbox"/> SAMANO, MICHAEL |
| <input checked="" type="checkbox"/> ECCLESTON, JET | <input checked="" type="checkbox"/> SOLOMON, MARVA |
| <input checked="" type="checkbox"/> EDMONDS, KAREN | <input checked="" type="checkbox"/> STABIN, TOVA |
| <input checked="" type="checkbox"/> FLORENDO, JAMES | <input checked="" type="checkbox"/> SULLIVAN, TERRI |
| <input checked="" type="checkbox"/> GARCÍA, JAMES | <input checked="" type="checkbox"/> WHITENACK, ALICE |
| <input checked="" type="checkbox"/> HARRIS, MARK | <input checked="" type="checkbox"/> WREN, RUTH |
| <input checked="" type="checkbox"/> KISSINGER, SYDNEY | GUESTS: |
| | FARMER, PAM |
| | PEPE, VANESSA |
| | ANDRADE, ELIZABETH |
| | ORTAL, JOSE |
| | CANTOR, ELLEN |
| | MEWS, ADRIENNE |
| | SORIANO, LESLIE |

Topics/Outcomes	Discussion
1. Announcements (5 minutes)	<ul style="list-style-type: none"> •Lynn Chowdhury is new recorder •Conference flyer distributed. •Contact tova about attending meeting. •PDF registration form about cross gender compensations conference, 1st weekend of April. •Victoria’s last day as recorder
2. “Around the Table” Introductions (10 minutes)	<ul style="list-style-type: none"> •25 attendees-best attendance ever.
2. Presentation by Pam Farmer, POD Pam Farmer distributed “POD and Diversity at Lane” list of action items from Diversity Plan”	<ul style="list-style-type: none"> •Invited by Michael Sámano and Mark Harris. •Presented LCC perceptions, then personal background. •Diversity assessment tool, <i>Diversity Teams at Work</i>. •Is education tool to move toward cultural competence? •Look at actual issue and find variety of solutions. •Plans to focus on positive to achieve progress in diversity training. •POD Website future. <p>Response</p> <ul style="list-style-type: none"> •At LCC diversity is social justice oriented rather than a management model, not seen in assessment model presented. •Diversity is part of “deep learning” in LCC classrooms. •Book presents wide, ambiguous model of diversity and is starting point for discussion. •Language in list of diversity process is used by privileged groups; has technical/business slant. •Urgency may be sixth approach to diversity. •Diversity Team and Diversity Council strategies to educate population and reduce racism at LCC have had no effect on hate speech. •Example: Zero tolerance means that racism will never be ignored.

3. Q & A, Discussion**Mark distributed Diversity Council Resolution about college wide diversity training.**

- How does model affect people at LCC who are subjected to hate speech? It is an education tool to make participants aware of diversity; it can't change general behavior of population.
- PF: What is team's focus? We focus on what we want to be and we educate ourselves on diversity issues and changing problem behavior. We look at what we are doing well and keep open to personal growth.
- Assessment by polarities, positive or negative, may not be useful. Perception is important.
- Working toward cultural competence is process, not achieving a goal.
- LCC does not always take action against racism and bigotry.
- Is present diversity training sufficient and effective? Mandatory diversity training would bring people who need diversity education to workshops. At present, same people come to many workshops. When training comes to department locations, more LCC staff receives diversity training.
- Students should be involved in training, too.
- Can Pam Farmer give an example of how she would incorporate training accentuating the positive? Focusing on the positive means looking at strengths. Opposes mandatory training; it doesn't reach people who don't want to hear message and would have to receive follow-up within a few days. Design a program that would motivate people to attend training. Earning credits has been motivating; publicize training as a benefit. A certificate program could be used.
- Diversity training is a full time position, but coordinator has had many other responsibilities.
- Diversity Plan spells out LCC's diversity direction.
- Cultural competence must be part of a condition of employment.
- LCC structure does not reward employee with diversity interest. Can't get time off. Is not part of job.
- Limits of acceptable behavior at LCC should be very clear.
- Very little progress toward respectful environment in departments after diversity presenters leave. Much talk and little change.
- Performance reviews might include comment on cultural competence. HR is discussing how LCC might incorporate diversity in evaluations.
- Some skills are mandatory for work at LCC and measure of skill is built in structure. Cultural competence should be one. Present structure permits racism.
- Mandatory training establishes base for other diversity strategies.
- Members of hiring committees limit consideration of diversity skills in assessing candidates and do not practice college core values.

	<ul style="list-style-type: none">• Diversity Council could be valuable on-going resource as Pam Farmer develops staff program and develops POD
4. Agenda Items for next meeting	<ul style="list-style-type: none">• Not discussed