

Q1. Professional Development Narratives – North Central Region

Subject Area #4: Cultural Competency

Training on cultural competency, diversity, equity, and inclusion (DEI) helps our staff advance a diverse, equitable and inclusive community and workplace. This training helps staff understand the roles of power, privilege, oppression, and social identities within our communities and organizations, and broadens understanding of historical and current barriers that impact the lives of constituents and colleagues at personal, interpersonal, institutional and culture levels. Training in DEI and cultural competency helps staff to understand their own culture, socialization and social identities and to recognize and appropriately respond and adapt to cultural similarities and differences.

Q2. Which state do you represent?

- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Ohio
- South Dakota
- Wisconsin
- Other:

Q3. Please provide your name.

First Name

Matt

Last Name

Hanson

Q4. Please provide your email address

matt.hanson@wisc.edu

Q5. Provide a brief description of the professional development program that addresses Cultural Competency. [Less than 250 words.]

*If you do not offer training on Cultural Competency, please state that here, and return the survey.

Extension's Learning Community for Inclusive Organizational Citizenship (Learning Community) is a cohort-based professional learning and development opportunity open to all Extension staff. It is a sustained community in which participants commit to weekly engagement over critical equity topics including race and racism, power and privilege, disability and ableism, gender justice, and more. Participants meet virtually and in-person and learning is facilitated with the support of self-directed readings, dialogue, reflection, and other pedagogical approaches. During the course of the Learning Community, participants will closely examine how current and historical issues shape their personal and professional lives, and how they influence the context of Extension work across the state. Participants will explore topics that include: race, identity, intersectionality, power and privilege; ableism and disability justice; gender, gender identity and sexuality; anti-racism; inclusive leadership; and generative conflict Program objectives: -Reflect on and begin to deconstruct our socialized beliefs about race, whiteness, identity and power. -Build an understanding of oppression as a force that operates on 4 levels: ideological, interpersonal, institutional, and internalized. -Develop ways to notice and address power and privilege in the workplace. -Build tools and an overarching anti-racist and social justice lens that foster equity and belonging in the workplace, including relationship building, tracking power, engaging in constructive conflict, and shared decision-making. -Build the capacity, skills, and resilience among participants to take personal ownership over their role in building equity.

Q6. Please provide a title (or short one-sentence description) that can be used to identify the training.

Learning Community for Inclusive Organizational Citizenship (Learning Community)

Q7. Describe the intended audience for this training (e.g., is it part of on-boarding for all Extension staff, does it focus on staff with a certain level of experience, is it for specific program areas, are their elements designed for unique aspect of community/county-based educators versus state specialists, etc.). [Less than 100 words.]

The Learning Community was designed for all Extension colleagues, across all program areas and positions.

Q8. What are the core skills this training will instill in the audience? [Less than 250 words, and bulleted examples are encouraged.]

Core Competencies: -Tracking power -Engaging in generative conflict -Self-reflection -Self-awareness with a systems context -Dialogue -Courage to speak -Cultural humility Behavior Targets: -Take responsibility for my power and privilege – name it, allow it to influence my choices to benefit the whole, and be open to feedback about it. -Commit to ongoing introspection, research and listening around my social conditioning and its impacts. -Approach my work with an anti-racist and social justice lens – allow it to permeate all aspects of my work. -Approach conflict with openness, curiosity and humility. - Build the courage to speak when issues of inequity arise at Extension. -Own my personal stake in anti-racism and social justice work. -Take responsibility for the ongoing development of the skills necessary for increasing equity (ie generative conflict, courage to speak, self reflection, give and receive feedback)

Q9. Please check ALL key words that apply to this professional development opportunity.

- communication skills (personal/educator)
- communication skills (delivery programs)
- conflict (management/resolution)
- digital program delivery
- digital learning principles
- Diversity, Equity, Inclusion (DEI)
- evaluation

- facilitation
- goal setting
- leadership
- marketing
- mentorship
- needs assessments
- onboarding (included in general onboarding)
- orientation to CES (included in general onboarding)
- partners
- risk management
- reaching new audiences
- teaching skills/techniques
- volunteers (in delivering programs and teaching roles)
- volunteer (overall management and coordination)
- volunteer - systems
- other: [explain]

Q10. How is this training offered? [Check all that apply]

- Face-to-face / in person
- Live/interactive zoom/webinar (internet based, time-fixed, with the instructor)
- Asynchronous learning
- Other: Please describe:

Q11. Is this training open to other states/institutions?

- No
- Yes - How do other states/institutions access the training and describe any permissions that need to be obtained to utilize this training:

Q12. Is there a registration/tuition/fee to participants?

- No (please continue the survey)
- Yes - Please describe the cost per person and if there are differences for out-of-state participants.

Q13. Provide a website for additional information, if applicable.

<https://blogs.extension.wisc.edu/oaic/learning-community/>

Q14. Provide a name and contact information of someone who can answer questions about this training.

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Location Data

Location: [\(43.0812, -89.3845\)](#)

Source: GeolIP Estimation

