Guided Pathways & Equity Project Teams
2020-21 Final Report

PROJECT NAME: Cultural Competency Project Team

DESCRIPTION: Increase the cultural competency of all constituent groups, in and out of the classroom, in order to address unconscious bias and systemic racism, and create a culture of anti-racist, equity-minded practices.

PROJECT SPONSOR: N/A

TEAM LEAD(S): N/A

TEAM MEMBERS:

- Student: Tamilore Ajayi
- Faculty: Dominique Hitchcock
- Classified Professional: Stephanie Olguin
- Management: Gustavo Oceguera

DATE: May 28, 2021

SUMMARY:

The Cultural Competency Project Team is charged with the following tasks:

- Develop a definition and vision for cultural competency
- Assess the College's current level of cultural competency
- Identify trainings and resources that are focused on unconscious bias, anti-racism, and equity-minded practices that lead to increased cultural competency for all constituent groups.
- Provide recommendations and strategies for increasing cultural competency for all constituent groups.

DELIVERABLES:

- **Cultural Competency Definition/Vision:** Cultural competency at Norco College is a dynamic, on-going process that requires a long-term commitment to learning, honoring, and respecting the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency demonstrate that they have the knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Culturally competent individuals possess the knowledge and

tools that are necessary to identify and call out unconscious bias and racist practices. Culturally competent individuals also take personal responsibility to implement equity-minded practices within their areas of responsibility and their circle of influence, in order to eliminate racism and close equity gaps.

- **Assessment:** The College should rely on ongoing and future campus climate surveys to assess NC's level of cultural competency and training needs (e.g. National Assessment of Collegiate Campus Climates (NACC) and UTEP's Equity Audit). The College should also consider using the annual Program Review process to assess cultural competency professional development needs for disciplines/departments/ and units.

- **Training:** The following trainings provide the necessary knowledge and tools to address unconscious bias and systemic racism, and create a culture of anti-racist, equity-minded practices:
  - Center for Organizational Responsibility and Advancement (CORA) course on [Dismantling Anti-Blackness on Your Campus: Core Competencies for Allies](#)
  - CORA's course on [Racial Microaggressions](#)
  - USC's Center for Urban Education on [Concepts and Activities for Racial Equity Work](#)

- **Implementation:** To improve organizational cultural competency, the College should consider developing and implementing a multi-year, Train-the-Trainer program model to increase employees basic understanding of what it means to be culturally competent. Individuals selected to serve as trainers shall represent all constituent groups so that training is customized to serve the needs of constituent groups, and to offer peer-to-peer training opportunities (e.g. faculty trainers for faculty). It is also recommended that a variety of training options be provided (e.g. on-line, in-person retreats, flex) to maximize the number of employees who complete basic level training. In addition to providing a basic level training, the college shall continue to make available higher level training options for employees who want to further their understanding of cultural competency (e.g. CORA certificate courses, USC Race and Equity Center trainings).

RECOMMENDATIONS (for team next year):

A new project team shall be launched next year to work on the development and implementation of a Train-the-Trainer model. Team members shall be composed of all constituent groups and who are also willing to serve as trainers. Team leads shall coordinate with ongoing local and districtwide professional development efforts, and collaborate with professional development committees/groups (e.g. Professional Development Coordinating Network, Faculty Professional Development Committee, Classified Professionals Professional Development Committee, and ASNC). We also recommend to add an objective under EMP Goal 4 (Professional Development) for Cultural Competency training goal.

Project Sponsors:

Guided Pathways and Equity Leadership Advisory Group

Professional Development Coordinating Network

LINKS AND ATTACHMENTS

[National Center for Cultural Competence Cultural Competency Continuum](#)

[United Nations Statistical Institute for Asia and the Pacific Train-The-Trainer Manual](#)

[RCCD Call to Action Professional Development Plan and Structure-Draft](#)