



# RACIAL & CULTURAL COMPETENCY PROJECT TEAM (21/22)

## **TEAM MEMBERS:**

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MANAGEMENT: GUSTAVO OCEGUERA

# Our Charge

The Racial & Cultural Competency Project Team was charged with the following:

- Develop a vision and an end goal as it relates to establishing a culture of equity-mindedness and anti-racism
- Identify current levels of racial and cultural competency along the Cultural Competence Continuum by target population/department.
- Identify opportunities for all target populations/departments to examine personal and unconscious bias that lead to inequitable institutional practices and policies.
- Coordinate with groups and departments involved in auditing and assessing current level of racial cultural competency.
- Partner with Norco College committees and work groups focused on racial cultural competency training efforts in order to close equity gaps.
- In alignment with RCCD's Call to Action Task Force Professional Development subgroup, identify and recommend appropriate and available trainings, and resources for all constituent groups to increase their level of racial and cultural competency, in order to support their role in advancing equity-minded practices.

# Deliverables

- Identify and update available racial and cultural competency trainings for target populations/departments and delivery modes.
- Make recommendations to the Professional Development Coordinating Network (PDCN) to adopt and institutionalize trainings for all constituency groups.
- Adopt communication processes to disseminate information about available professional development opportunities.
- Collaborate with Norco College's Academic Senate, Academic Planning Chairs, Assessment and Program Review Committees, RP's Leading From the Middle (LFM) Project Team to adopt and institutionalize ongoing racial and cultural competency training and assessment in program review.
- Collaborate with the RCCD's Call to Action Task Force to adopt and institutionalize ongoing racial and cultural competency training.

# Racial & Cultural Competency Definition and Vision

The Racial and Cultural Competency description and vision below was included in the Racial and Cultural 2020-2021 Project Team final report

*“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. “*

# Recommendation: Available Trainings

- CORA self-paced courses
  - Racial Microaggressions, Supporting and Teaching Men of Color in CC, Black Minds Matter, Black Ally Program
- USC Race and Equity Alliance recorded trainings
  - Engaging in Productive Conversations About Race, Understanding and Confronting Anti-Black Racism
- Project Implicit-Unconscious Bias Self-Assessments
- Center for Urban Education Concepts and Activities for Racial Equity Work
- Training Levels 1-3

## Recommendation: Communication Regarding Available Trainings

- Professional Development Website for Faculty, Classified Professionals, and Managers
- Regular Updates (CORA Courses)
- Targeted Recruitment of participants (Black Ally Program)

# Recommendation: Assessment of Professional Development Needs

- The College shall rely on the results of the HOTEPE Equity Audit to determine the types of trainings needed to achieve both institutional and individual race and cultural competency.
- The College shall rely on the results of the CORA Participants' Survey to assess efficacy and to increase engagement in professional development by all constituent groups.
- The College should consider using the annual Program Review process for ongoing assessment of race and cultural competency professional development needs for instructional and non-instructional units.
- It is recommended to add an objective for Racial and Cultural Competency training under EMP Goal 4 (Professional Development) to track success.

# Recommendation: Collaboration with RCCD Call To Action Task Force

## Collaboration with District

- It is recommended for the College to adopt the RCCD Call to Action Task Force Professional Development Plan and Structure. The plan provides a framework and a districtwide structure to support and deliver equity-minded and cultural competency professional development for all constituent groups. The plan also makes specific recommendations on how to increase participation in professional development activities for each constituent group.



## Recommendation: Professional Development for Classified Professionals

- To increase participation from the Classified Professionals, trainings should be offered on a scheduled basis and supported by the institution as a whole. The message received by Classified Professionals should be generated by the President to announce a strong commitment and support from the president and managers and allocate time and effort to be devoted by the Classified Professional to Race and Cultural Competency trainings.
- Trainings should also be offered with an inclusive approach to address the different roles that make up the classified professional constituency group and illustrate where their purpose fits in the bigger picture that is Guided Pathways.
- Trainings should also be led by subject matter experts to ensure the discussions are navigated with accuracy, clarity, purpose, respect and impartial intentions.

## Recommendation: Professional Development for Faculty

- To increase participation from full-time and associate faculty, racial and cultural competency professional development should be made available through a variety of settings, such as: one-on-one and self-paced; small cohorts with or without regular meetings; retreats. Full-time faculty should be mindful to invite and support part-time colleagues in participating in training opportunities within their respective disciplines. Faculty should select trainings relevant to their discipline and responsibilities and commit to ongoing development.
- Additionally, it is recommended that the college provide highly professional trainings and ensure that trained individuals be charged with moderating conversations. Participants should engage in self-reflection, self-assessment, and embed what they learned into the scope of their work. It is strongly recommended that they report on their racial and cultural professional development activities in a yearly Program Review update.
- Ongoing professional development in racial and cultural competency should be institutionalized within the new structure of the Schools and Departments and coordinated by the Faculty Equity Coordinator.

# Recommendations

## Professional Development for Managers

- To increase participation from managers, professional development should be promoted regularly in management meetings and at retreats. Presentations about available trainings, content and value should be added to agendas on a regular basis. Testimonials from those who have completed trainings will help motivate their peers to complete the trainings.
- It is also important for managers to be given opportunities to discuss training topics that resonate with them and how it applies to their areas of responsibility.
- To accommodate managers' busy schedules, trainings shall be made available on-line, on-demand, and self-paced. Managers should be encouraged to complete trainings for personal growth, as well as trainings aimed at improving institutional culture.
- Managers must also be committed to implementing what they learn in their departments, and encourage and reward employees who apply promising practices covered in racial and cultural competency trainings.

THANK YOU!

Questions?