

Guided Pathways & Equity Project Teams

2021-22 Final Report

PROJECT TEAM NAME: Racial & Cultural Competency Project Team

DESCRIPTION: Recognize and support ongoing development of racial and cultural competency of all constituent groups to ensure equitable treatment of students and staff to foster a culture of ongoing improvement.

TEAM MEMBERS:

- Classified Professional: Lilia Garcia
- Faculty: Dominique Hitchcock
- Management: Gustavo Ocegüera

DATE: 5/10/22

SUMMARY:

The Racial and 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 (*EMP: Goal 4: Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement*).
- 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 (*Goal 3: Close all student 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:

- Continuously 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.

RECOMMENDATIONS:

The Racial and Cultural Competency description and vision below was extracted from the Racial and Cultural 2020-2021 Project Team final report. The definition reflects the same language that was adopted in the [RCCD Call to Action: District-wide Equity-Minded and Cultural Competency Professional Development Structure](#).

“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. “

Cultural and Racial Competency Trainings

The following trainings were identified as baseline options to begin to address unconscious bias and systemic racism, and to create a culture of anti-racist, equity-minded instructional and non-instructional practices. Trainings are available online in a self-paced format. Members of The Professional Development Coordinating Network will be made aware of these trainings opportunities and encouraged to promote their availability with their constituents.

- 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](#)
- CORA’s course on [Supporting Men of Color in Community Colleges](#)
- CORA’s course on [Teaching Men of Color in the Community College](#)
- CORA’s [Black Minds Matter](#)
- CORA’s [Black Ally Program](#)
- USC’s Center for Urban Education on [Concepts and Activities for Racial Equity Work](#)
- CORA’s [Course Design for Racial Equity](#)
- USC Race and Equity Alliance: [Engaging in Productive Conversations About Race](#)
- USC Race and Equity Alliance: [Fostering and Sustaining Inclusive Classrooms for Students of Color](#)
- USC Race and Equity Alliance: [Understanding and Confronting Anti-Black Racism](#)
- USC Race and Equity Alliance: [Meaningfully Integrating Race Across Curriculum](#)
- USC Race and Equity Alliance: [Confronting Explicit Acts of Racism and Racial Violence on Campus](#)
- USC Race and Equity Alliance: [Accountability and Incentives for Advancing Racial Equity](#)
- [Project Implicit-Unconscious Bias Self-Assessments](#)
- CORA’s course on [Unconscious Bias](#)

The table below illustrates recommended trainings by constituent group for levels 1-3.

RACE AND CULTURAL COMPETENCY TRAINING RECOMMENDATIONS BY CONSTITUENT GROUPS				
STUDENTS	STUDENT EMPLOYEES	CLASSIFIED PROFESSIONALS	FACULTY	MANAGERS
Onboarding: Introductory Video about Racial and Cultural Competency	<i>Pre-Level 1:</i> Bias self-assessment	<i>Pre-Level 1:</i> Bias self-assessment	<i>Pre-Level 1:</i> Bias self-assessment	<i>Pre-Level 1:</i> Bias self-assessment
- NA	<i>Level 1: Basic Course</i> <ul style="list-style-type: none"> Facilitated Biases Conversation 	<i>Level 1: Basic Course</i> BASIC COURSE <ul style="list-style-type: none"> HR (new employees) AS/ existing employees 	<i>Level 1: Basic Course</i> <ul style="list-style-type: none"> HR (new employees) AS/ existing employees 	<i>Level 1: Basic Course</i> <ul style="list-style-type: none"> HR (new employees) AS/ existing employees
- NA	<i>Level 2: One or more courses</i> CORA Intro Courses: <ul style="list-style-type: none"> Unconscious Bias Racial Microaggression Black Minds Matter 	<i>Level 2: One or more courses</i> CORA Intro Courses: <ul style="list-style-type: none"> Unconscious Bias Racial Microaggression Black Minds Matter 	<i>Level 2: One or more courses</i> CORA Intro Courses: <ul style="list-style-type: none"> Unconscious Bias Racial Microaggression Black Minds Matter 	<i>Level 2: One or more courses</i> CORA Intro Courses: <ul style="list-style-type: none"> Unconscious Bias Racial Microaggression Black Minds Matter
- NA	<i>Level 3: One or more courses</i> Area- Specific Courses: <ul style="list-style-type: none"> Any from Level 2 Supporting Men of Color Supporting Students with Food & Housing Insecurity 	<i>Level 3: One or more courses</i> Area- Specific Courses: <ul style="list-style-type: none"> Any from Level 2 Supporting Men of Color Supporting Students with Food & Housing Insecurity 	<i>Level 3: One or more courses</i> Area- Specific Courses: <ul style="list-style-type: none"> Any from Level 2 Black Ally Program Supporting Men of Color Course Design for Racial Equity Best Practices for Teaching in CC 	<i>Level 3: One or more courses</i> Area- Specific Courses: <ul style="list-style-type: none"> Any from Level 2 Supporting Men of Color Black Ally Program

Communication Regarding Available Professional Development Opportunities

- To improve communication and information dissemination about available racial and cultural competency training opportunities, project team leads created and launched a [Professional Development Resources Webpage](#). The website provides resources for personal growth and professional development, and is customized for each constituent group (Faculty, Classified Professionals, and Managers).
- The Professional Development Administrator shall submit Regular Updates twice per term to announce the availability of CORA trainings, and congratulate employees who recently completed a training. It is also recommended to add a link to the Professional Development Resources Webpage to recognize employees who have earned certificates.

Assessment

- The College shall rely on the results of the HOTEQ Equity Audit to determine the type 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 continue promoting engagement in professional development by all constituent groups.
- The College should also consider using the annual Program Review process to assess race and cultural competency professional development needs for disciplines/departments/ and units on an annual basis.
- We also recommend to add an objective for Cultural Competency training under EMP Goal 4 (Professional Development).

Collaboration with RCCD Call to Action Task Force

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 districtwide structure to support and deliver equity-minded and cultural competency professional development for all constituent groups.

Additionally, to increase participation in professional development activities, it is recommended that trainings be customized for constituent groups as follows:

Classified Professionals

To increase participation from the Classified Professional constituency group, 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.

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.

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 colleagues 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.

APPENDIX

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

[CORA-Participant Survey-April 2022](#)

[Norco College Equity Audit-Final Report 2022.pdf](#)

[Diversity, Equity, Inclusion, and Accessibility Glossary of Terms](#)