

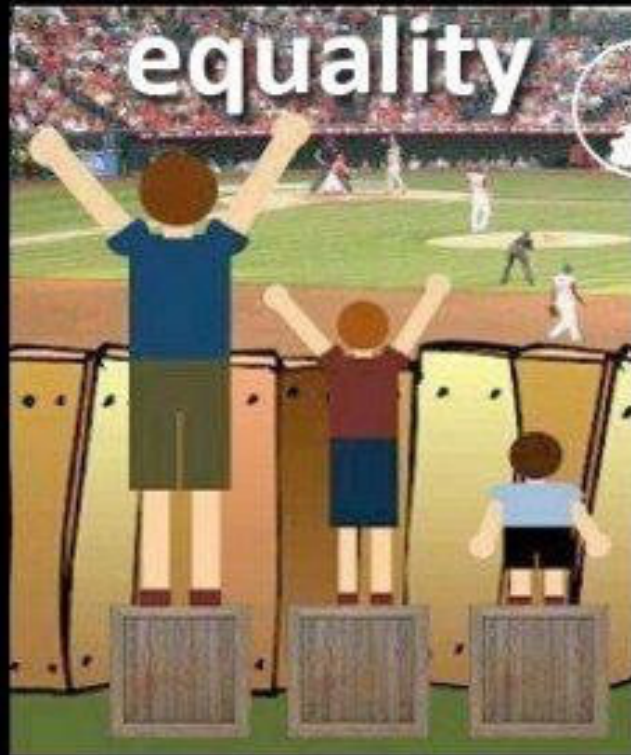
What Is Cultural Competency, and What Does It Mean to Plan for It?

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Defining Equality & Equity

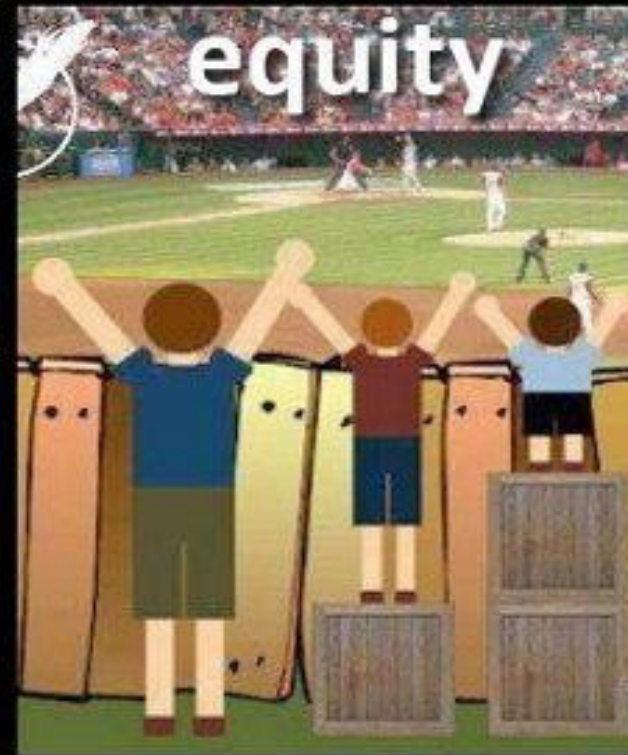
- ❁ Equality vs. Equity: What's the difference?
- ❁ Equality is. . .
 - ❁ Per the October 2014 ASCCC *Rostrum* Article titled "The Challenges of Student Equity Plans":
 - ❁ "[Equality] refers to ensuring similar treatment and resources for all. . ."
- ❁ Equity is. . .
 - ❁ Per the October 2014 ASCCC *Rostrum* Article titled "The Challenges of Student Equity Plans":
 - ❁ "[Equity] means that all populations reach the same outcome, in our case, student success."



Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

BUT it can **only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.



Equity = FAIRNESS

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

Defining Cultural Competence

- ❁ A process or way of being
- ❁ Includes cross-cultural knowledge
- ❁ Promotes respect
- ❁ Promotes appreciation
- ❁ Embraces inclusion
- ❁ Upholds social justice
- ❁ Refers to equality and access
- ❁ Refers to acknowledgement and understanding

Recalling the Why

- ❁ Infusing Cultural Competence: Resolution Spring 2014 (3.01) and Plan to Infuse Cultural Competence: Resolution Spring 2010 (1.02, 1.07)
- ❁ ASCCC engage in cultural competency & equity training
 - ❁ Executive Board has had training
 - ❁ Serve as model
- ❁ Develop cultural competency plan
 - ❁ Encourage diversity in local senates

Clarifying the Goal

- ❁ More inclusive policies and attitudes
- ❁ Resemble statewide faculty demographics
- ❁ Way of being vs. blueprint
- ❁ Benefits vs. quotas
- ❁ Identify and recruit new volunteers
- ❁ Create a model
- ❁ Continue what we already do
 - ❁ Value Diversity
 - ❁ Encourage Inclusivity

Being Inclusive

❁ ASCCC Inclusivity Statement:

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. (continued. . .)

Continuing with Inclusivity

ASCCC Inclusivity Statement:

We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. [We respect] and [are] committed to promoting equal opportunity and inclusion of diverse voices and opinions.

Concluding Inclusivity

❁ ASCCC Inclusivity Statement:

We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, [we acknowledge] the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society (Approved June 1-2, 2012).

Discerning Drawbacks

- ❁ Cultural competency plans and academia
- ❁ Cultural competency plans and medical field
- ❁ Recognition of differences
- ❁ Continued focus on student and faculty needs

Sharing the Process

- ✿ Identified possible models
- ✿ Adopted inclusivity statement and diversity definition
- ✿ Researched measurable demographics

Comparative Demographics

Race/Ethnicity	% of students	% of faculty/ admin	% of senate comm.
African-American	7.14%	5.44%	
American Indian	0.43%	0.68%	
Asian	11.34% (14.2%)*	9.57%	
Filipino	2.86%	Not tracked.	
Hispanic	40.23%	5.26%	
Multi-racial	3.55%	0.55%	
Pacific Islander	0.47%	5.08%	
Unknown	5.02%	45.27%	
White, non-Hispanic	28.97%	62.52%	

Working on It

- ❁ Assess current climate of ASCCC
- ❁ Establish goals
- ❁ Construct strategies
- ❁ Implement strategies
- ❁ Create tracking methodology
- ❁ Publish plan as model

Creating a Table of Contents

- ❁ Definitions
- ❁ Statements of mission, vision, and values/guiding principles
- ❁ Description of ASCCC's background
- ❁ Statements of purpose, objectives, and goals
- ❁ Identification of responsible parties
- ❁ Identification of the specific objectives and goals for responsible parties
- ❁ Identification of standards
- ❁ Needs assessment
- ❁ Professional development/training tools or activities
- ❁ Steps for planning and implementation
- ❁ Plan for evaluation and assessment of implementation efforts

Providing Parts of the Plan

- ❁ Statements of purpose, objectives, and goals for this plan
- ❁ Guiding principles
- ❁ Whom do we serve?
- ❁ Self Assessment
- ❁ Current implementation steps for:
 - ❁ Professional development activities
 - ❁ Addressing other needs identified through assessments
- ❁ Ongoing assessment and improvement
 - ❁ Annual survey

Hearing from You

- ❁ Please let us know:
 - ❁ Your thoughts about cultural competency in general.
 - ❁ Your ideas about our progress thus far.
 - ❁ Your thoughts on our approach to creating the plan.
 - ❁ Any suggestions that you may have of items to include in the plan.
 - ❁ Any suggestions that you may have of items to delete from the plan.

Continuing with Feedback

- ❁ Let us know your thoughts about the following:
 - ❁ How can the ASCCC encourage more people to serve on ASCCC committees?
 - ❁ How can we recruit more people to participate in local senates?

Thank you for your
thoughtful input!



(Have A Nice Day!)