

Summary of Cultural Competence Strategic Initiative
September 2007 – June 2008
7/15/08

	Date	Goal addressed	Participants	Attended	Funds
Classified Cultural Competence workshop	11/28/07	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Focus on Communication skills)	Classified	35	8,775 (2 trainers)
Cross Cultural Communication	1/31/08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Focus on Communication skills)	Classified	20	—
Student Cultural Competence workshop	11/29/07	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Focus on Communication skills)	Students- DASB leadership/student employees	19	(cost included in 8,775 for trainers above)
Geneva Gay- General Campus Intro to Cultural Competence	6/7/07	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Introduction of principles of cultural competence)	Faculty/ Classified/ Administration	48	3,814
Geneva Gay – 2 Day Staff Development workshop	9/17-19/07	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Train faculty/staff to understand and apply strategies identified as culturally relevant in working with students within the classroom and throughout the campus community).	Faculty/ Classified	50	8,758

Follow-up sessions – Geneva Gay Reunions	Fall '07 11/1 Win. '08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Train faculty/staff to understand and apply strategies identified as culturally relevant in working with students within the classroom and throughout the campus community).	Faculty	20	300
Thomas Parham	2/28/08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Train student service faculty and staff on culturally relevant service delivery)	Faculty Classified	53	5,000
C.A.R. Administrator's Training	Fall'07/ Win. '08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Introduction of principles of cultural competence as they relate to the role of Administration)	College President, VP's and Div. Deans	30	—
Practicum	Fall 07	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (To align institutional policies and practices with the standards of cultural competence)	Faculty/ Classified	70 (10 practicum leaders)	1,500
Thomas Parham	5/22/08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (Train student service faculty and staff on culturally relevant service delivery)	Faculty/ Classified Counseling Division	30	3,500

2 – Day Equity Conference Equity = Excellence	Spring '08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (To align institutional policies and practices with the standards of cultural competence) (Train faculty/staff to understand and apply strategies identified as culturally relevant in working with students within the classroom and throughout the campus community)	Faculty/ Administrators/ Classified	50	—
Moving Towards Cultural Competence- staff development workshops	Fall '07 Win. '08	<u>Yr. 1/Strand 1 – Awareness and Self Assessment</u> (<u>Introduction of principles of cultural competence</u>)	Part –Time Faculty	41	—
Expenses for all activities (includes materials and supplies @ \$2,000.00)	'07 – '08			Total	28, 648

Goal #1: To provide comprehensive training and staff development for Administrators, Faculty, Staff and Students in the areas that are critical to the development of cultural competence

- To develop individual cultural competence.
- Increase professional, personal intellectual, cultural effectiveness for all students and employees through growth opportunities.

Goal #2: To align institutional policies and practices with the standards of cultural competence.

- To develop institutional cultural competencies.
- Enhance and promote cultural of learning and interaction.

- Teach and engage students to be agents of change and life-long participants in the social, economic, environmental and political realities of their lives, their communities, and beyond.

Foundations of Cultural Competency – Awareness and self assessment (Year 1)

- **3 Major workshops:** (administration, faculty, staff and students) Defining Cultural Competence (The Anatomy of Cultural Competence) and Self-Assessment.
- **2 Division Seminars:** (administration, faculty, staff and students) a. Developing Cultural Awareness About Our Student Population, b. The Attribution Model; Developing an Affirming Orientation Towards Student Diversity.
- **Cultural Competency Practicum** (administration, faculty, staff and students): Campus wide small discussion groups for topics generated by readings, research, events, and trainings. These small groups will meet 3 to 4 times per quarter.
- **1 Discipline Specific Cultural Competence Training,** e.g. Dr. Norma La Moyne – Language Acquisition (ESL), Dr. Robert Moses – The Algebra Project, Cross Cultural Counseling- Derald Wing Sue.
- **1 Workshop – Cultural Competence Training for Management:** Focus on managing with sensitivity to difference. Cross cultural communication. Work and Learning styles specific to culture.
- **1 -2 Workshops for Brain Based Learning; Understanding How Students Learn:** Developing the foundation for creating pedagogies of engagement.
- **De Anza College; 2-Day Diversity/Equity Conference** - Share Best Practices and Strategic Directions for addressing the needs of the diverse student populations we currently serve in our Community Colleges throughout the State of California.

Summary of Initiative Success 2007 -2008

- The Cultural Competence Strategic Plan Initiative linked successfully with all of the other three initiatives. We provided training and staff development for the personnel involved in the Outreach, ICCE, and Student Success Initiatives. We worked collaboratively with these teams in order to achieve our goals.
- Approximately 466 Administrators, Faculty, Staff and Students participated in at least one Cultural Competence staff development or training activity during this academic year.

- Faculty, Staff and/or Administrators from each division have participated in one or more Cultural Competence staff development or training activity.
- As of Fall, 2007, Cultural competence training has been incorporated in the orientation and training booklet which is the document used for the training of all Tenure Review committee members.(Note: This was actually one of our goals for 2009-10).
- A variety of evaluation and assessment tools have been utilized to assess the benefit of the staff development and training in which campus personnel and students have participated. Overwhelmingly, the responses of participants have been positive. They have found the Cultural Competence staff development and training to be useful in their work with students and as well as their colleagues.

Suggested Areas for Improvement :

- Decentralize Strategic Planning Budget into each strategic planning area in order to improve tracking of expenditures and to better ensure that funds are being utilized for the planning and implementation of the stated strategic planning initiative goals.
- Establish a Framework for regular, ongoing communication between all 4 strategic planning teams. Perhaps establish a website.
- Designate a person who can serve as the point person who can knowledgeably address issues, as they come up, that are related to implementation of the goals, objectives and activities related to the overall progression. This person should have familiarity with each strategic teams initiatives, funding, foundational services needed and how the team’s strategies are integrated into the broader college operational structures.
- We need clarity on the foundational services that have been designated to support the implementation of the strategic initiatives, e.g. Marketing, Technology, Research, curriculum. How is work related to the initiatives prioritized in each of the foundational areas? What is the process for requesting assistance to help meet the needs of the strategic initiative teams? What fiscal resources have been provided to each one of the foundational areas to support initiatives, if any?

- Develop some way of recognizing the work done by initiative team members that is done above and beyond their normal work assignments. This is particularly an issue for classified employees, but is also relevant for faculty. The identification and recognition of the work that is done by team members is particularly critical in establishing accountability and consistency in continuing the initiative work from one academic year to the next.

Activities 2008– 09 Culturally Responsive Teaching and Service Delivery; Pedagogies of Engagement

- **2 Workshops - Constructivist Views of Learning**(faculty) – Assessing the learners attributes which can be used as building blocks for learning new content. Creating learning environments that motivate students towards optimizing their achievement by making cultural connections with curriculum and other pedagogical strategies (focus on Basic Skills and Student Learning Outcomes). (possible trainers: **To be identified**)
- **2 Workshops – Students Are Our Customers; Culturally Competent Service Delivery.** (administration, faculty, staff and students) Focus on communication with diverse student populations – language and ethnic groups, older adults and disabled students. (Possible trainers: **Glen De Guzman(consultant), IIS Faculty, EDC/DSS, ECT, Puente, Selected DAC Staff and Faculty**)
- **3 Workshops – Pedagogies of Engagement/Culturally Responsive Teaching Practices:** Collaborative Learning, Project Based Learning, Community/Civic Engagement, Ethno-Pedagogy, Student Equity.(Possible trainers: **Dr. Glenn Singleton(consultant), Dr. Adrienne King(consultant), DAC Faculty**).
- **Cultural Competency Practicum** (Administration, Faculty, Staff and Students): Campus wide small discussion groups for topics generated by readings, research, events, and trainings. These small groups will meet 3 to 4 times per quarter.
- **Conduct Campus Research to measure the impact of culturally relevant strategies and interventions, used in the classroom and other areas of the campus, upon specific student populations at DAC.** (Action Research Team – **Student researchers, Jen Myhre, Andrew La Manque**).
- **2 Workshops - Classroom Assessment/Curriculum Development:** Focus on methods of assessment that evaluate the progression of students in their attainment of knowledge and skills rather than evaluative methods that assess outcome only. Development of culturally responsive curriculum. Note: Some smaller discipline specific trainings will be provided. (Possible Trainers: **IIS Faculty, other DAC Faculty - Jen Myhre , Andrew La Manque**).
- **3 Workshops – Cultural Competence Training for Administrators.** (possible trainers: **Mercedes Martin (Consultant) and Hugh Vasquez (Consultant)**).

Activities 2009– 10 Creating a Culturally Competent Institution – Assessment of Institutional Policies, Practices and Procedures

- Divisions and Departments will receive tools to assist them in assessing their curriculum utilizing criteria for cultural competence.
- Review of communication across the institution. Assess and Learn most effective method for communication with students from diverse groups. Begin publication of materials in languages other than English both for internal and external use. Identify effective marketing strategies for diverse groups of potential students.
- Develop Leadership training that is sensitive to the diversity of cultures that exist among our student population. Engage traditionally marginalized groups in Leadership training. (Collaboration with the Office of Community/Civic Engagement, The Multi Cultural Center and Student Activities).
- Infuse Cultural Competency Training into The Tenure Review training.
- Review faculty and staff evaluation processes. Engage the representative bargaining units in discussions concerning the inclusion of cultural competence standards in the evaluation process for all employees. Review PAA/PGA criteria. Begin discussions with the bargaining units concerning the inclusion of cultural competency workshops and trainings as activities that can earn points towards these awards.
- Assess the configuration of classrooms, meeting spaces and facilities for their appropriateness in creating an environment that is supportive and welcoming to the diverse DAC community members.
- Examine the selection and hiring process to ensure that it encompasses criteria, procedures and practices that ensure the hiring employees who are culturally competent. Make revisions where necessary.