



# Cultural Competency Across the Curriculum

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# Description

Central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionately impacted student populations is having a sense of our student's capacity as learners and knowing that our students learn and demonstrate their learning better in culturally sensitive learning environments. In a culturally-sensitive environment, students' prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty sometimes struggle with strategies to create it. How are faculty at your college achieving this? Is the institution as a whole engaged in supporting cultural-sensitive instruction? Are there models to promote cultural competency across the curriculum? Practitioners will provide models and examples to consider when working to make progress in this area locally.



What brings you to this breakout?

What do you hope to learn?



# What is a Culturally Competent Organization?

- Organizations have a "culture" of policies, procedures, programs, and processes, and incorporate certain values, beliefs, assumptions, and customs.

- A culturally competent organization brings to people -- and transforms it into standards, policies



work.

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# Cultural Knowledge, Awareness, Sensitivity

- WHAT'S THE



# Cultural Competence Is Important because...

Cultural competence acknowledges and validates who people are

Focuses on the organization's culture; no need to blame and assume guilt

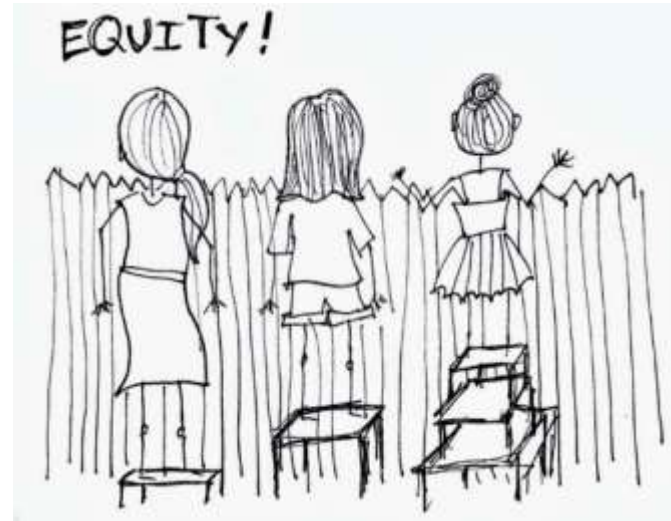
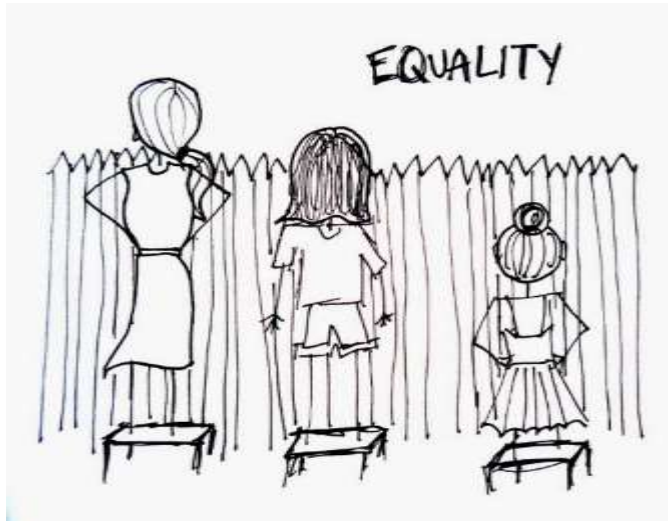
Since becoming culturally competent focuses on the "how-to" of aligning policies and practices with goals, everyone is involved in the process.

This "inside-out" model relieves the outsiders (or excluded groups) from the responsibility of doing all the adapting.



# Cultural Competence And Equity

If we do not know who our students are , where they come from, what their experiences are...how can we genuinely create an effective culturally competent environment?



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# What do the data say?

- Diversity of CC student populations even more varied
- Students from diverse backgrounds/minorities comprise 45% of the student population in community colleges nationwide <sup>3</sup>
- Community college mission (open access/affordability) supports a diverse student population
- [Ethnic diversity in the US](#)
- [Ethnic diversity of California Community College students](#)
- [Ethnic diversity of California community college faculty](#)

3 American Association of Community Colleges (2012). Students at community colleges. Retrieved from <http://www.aacc.nche.edu/Pages/default.aspx>.

# Characteristics of a Culturally Competent Learning Environment

- Values diversity and similarities among people
- Understands and effectively responds to cultural differences
- Engages in cultural self-assessment at the individual/organizational level
- Uses assessment data; adapts delivery of services and supports
- Institutionalized cultural knowledge



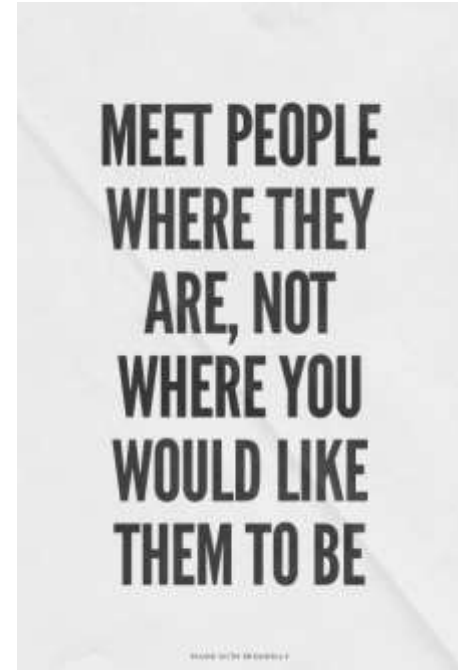
# Creating the Culturally Competent Environment: Prior Learning and Experiences



- Do we know our students?
- Do faculty meet students where they are rather than adapting wholly to instructor's experience?
- Are program and curricular development designed with what students bring to the table and how those skills/experiences affect their learning in the program/course?

# Creating the Culturally Competent Environment: Prior Learning and Experiences

- Staff agree with the notion that instruction should attempt to meet the student where they begin rather than student adapting wholly to an instructor's experience
- Program development that considers cultural competency asks what do students bring to the table and how does it affect their learning in the program/course



# Creating the Culturally Competent Environment: Prior Learning and Experiences

- Learning outcomes and skills taught align with cultural competency goals of the institution as stated in institutional learning outcomes, the mission, educational planning



# Creating the Culturally Competent Environment: Strategies in the Classroom<sup>6</sup>



- Recognize/communicate to students cultural competency as an institutional value
- Review syllabi for inclusive language
- Incorporate readings/examples/assignments that challenge dominant narratives
- Create ground rules for community discussion
- Teaching techniques for varied learning styles

<sup>6</sup>"Faculty Teaching Strategies for Creating Inclusive Classrooms." Kristie Ford, Skidmore College; Kelly Maxwell, University of Michigan; Teresa Nance, Villanova University; Kathleen Wong (Lau) San Jose State University. PowerPoint. AACU Conference: Diversity, Learning and Student Success. March 15, 2017-March 17, 2017

# Creating the Culturally Competent Environment: Strategies in the Classroom<sup>6</sup>

- Take temperature of class climate; request feedback
- Model appropriate forms of engagement; mutual sharing; risk taking and acknowledge when students do the same
- Be conscious of visible/invisible social identities, including your own
- Practice empathy-take on others' perspectives





# Creating the Culturally Competent Environment: Challenges in the Classroom<sup>6</sup>

- How much of one's own identity to share?
- How to engage in a topic when there's only one student that represents that positionality (solo status)?
- How to represent identities that aren't in the room?
- How to deal with micro/macro aggressions?
- How to deal with conflict when it surfaces?



# Creating the Culturally Competent Environment: Challenges in the Classroom<sup>6</sup>



- How to create a safe space--balancing freedom of expression in today's political climate? What is a brave space?
- How to signal to students that I (as a faculty member) am someone that is safe to talk to about a variety of challenging campus and personal issues?

# Creating the Culturally Competent Environment: The Faculty

- Where are the barriers?  
Resistance?
- Question of academic freedom
- Often careers didn't begin with a specific goal to teach; choice came later to teach within community colleges
- Community college instructors are often hired with no or minimum academic preparation teaching and learning



# Creating the Culturally Competent Environment: The Faculty

- Advocating for cultural competency and diversity as a value in faculty hiring
- Discussing values around student diversity and equity in curriculum development and program management
- Valuing culturally competent instructional/assessment methods
- Establishing demonstration of cultural competency as a learning outcome or graduation requirement

# Creating the Culturally Competent Environment: The Faculty

- Little training training to search for and infuse diverse readings and pedagogical methods
- Course objectives vs. metacognition focus (too little time)
- It is easier to ignore diversity than acknowledge it; changing instructional practices to reflect diverse viewpoints may result in conflict between students



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# Creating the Culturally Competent Environment: The Institution

- Cultural competency and diversity as a value in all hiring and professional development
- Promoting cultural competency as an institutional value in the mission and strategic planning
- Holding everyone accountable for clearly defined standards of conduct



# Cultural Competence and Global Engagement

- Equips our students to thrive in a global economy
- Cultivates the capacity for all students to see themselves in other shoes and see the world from multiple perspectives
- Builds global confidence
- Creates experiences in the world through service learning, study abroad and capstone projects to compel students to observe, reflect on and take action
- Engages students by using high-impact practices which engage students prior learning and experiences in observing, reflecting on and creating solutions





# Cultural Competence and Global Engagement

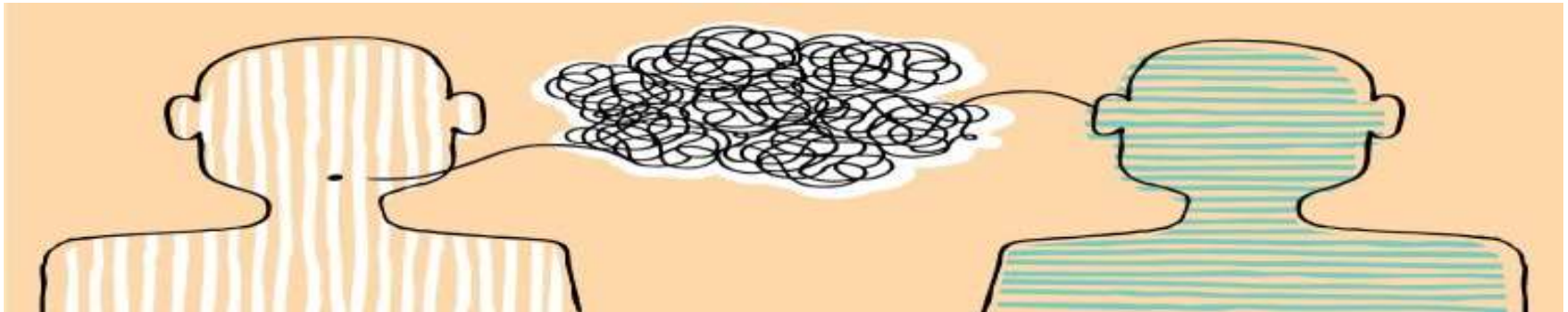
## Case Studies:

- West Valley College Global Initiatives
- College of the Canyons Service Learning
- Miami Dade Community College



# Best intentions, but are we listening?

- Can cultural competency really improve student success if we don't act on what we learn?
- What do we do when faculty and administration assume student success is not their responsibility?
- Are faculty sometimes blinded to the lack of student engagement?



# What can you do? Faculty

- Approve a cultural competency requirement for the associates degree
- Integrate culturally diverse readings/materials into assignments
- Use real world scenarios that involve cultural differences in critical thinking exercises and p
- Promote class environments as “brave spaces”



# What can you do? Institution

- Integrate cultural competency and global awareness learning outcomes
- Hold the institution accountable for hiring and promoting staff with a mindset for equity, cultural awareness, and diversity
- Be transparent about gaps, be aspirational in goal-setting



# Questions?

Do you have any additional questions for us?

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# What do the data say?

- 276 ethnic groups in the US <sup>1</sup>
- By 2044, more than half of all Americans will identify as a member of a “minority” group (2015) <sup>2</sup>
- The number of people who identify as multiracial is projected to triple from eight to 26 million by 2060 <sup>2</sup>

1 Gollnick, D. M., & Chinn, P. C. (2002). Multicultural education in a pluralistic society (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

2 Colby, S. L. & Ortman, J. M. (2015). Projections of the size and composition of the U.S. population: 2014 to 2060. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf?>

# California's Community Colleges Students<sup>4</sup>

- 42.5 percent of students identified as Hispanic;
- 27.4 percent as White;
- 6.4 percent as African American;
- 11.6 percent as Asian;
- 3.2 percent as Filipino or Pacific Islander; and
- 3.7 percent as multi-ethnic

4 California Community College Chancellor's Office. "California Community Colleges Key Facts" (2017). <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>



# What about faculty?

According to CCCCO DataMart... 18,593 Tenure and Tenure Track Faculty (FA 16)

African-American	1,080	5.81%
American Indian/Alaskan Native	117	0.63%
Asian	1,731	9.31%
Hispanic	2,851	15.33%
Multi-Ethnicity	222	1.19%
Pacific Islander	68	0.37%
Unknown	1,279	6.88%
White Non-Hispanic	11,245	60.48%