

## STANDARDS MODEL AND WORKGROUP RECOMMENDATIONS

The cultural fluency and competency standards listed below include the awareness, knowledge, and skills needed to create learning environments that support students' academic success and career goals. They also promote an institutional ethos that respects differences among people and fosters equity and inclusion in our educational structures. The standards of cultural fluency and competency pertain to various racial and cultural groups as well as other often under-served student populations, such as students of color, LGBTQ, veterans, students with disabilities, non-traditional, first generation, and students whose first language is not English. The following list was drawn from the work of the National Association of Student Affairs Professionals (NASPA) Professional Competency Areas for Student Affairs Practitioners, Oregon Cultural Competency Content Framework<sup>11</sup>, and Washington State's Recommendations for Cultural Competency for All Teachers<sup>12</sup>.

<sup>11</sup> [http://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_FINAL.pdf](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf)

<sup>12</sup> <http://www.k12.wa.us/Compensation/pubdocs/PreparingTeachersforSchoolsAsTheyAre1.PDF>

### Personal Cultural Fluency <sup>3</sup>

One should be able to:

- ☐ Assess one's own awareness of equity, privilege, and diversity, and articulate one's own cultural differences and similarities with others;
- ☐ Articulate how cultural differences impact human development, learning, and teaching;
- ☐ Integrate cultural knowledge with specific and relevant diverse issues on campus;
- ☐ Demonstrate personal skills associated with equity and diversity by participating in activities that challenge one's beliefs;
- ☐ Interact with diverse individuals involved in campus programs, services, and activities in a way that reflects an understanding and appreciation of cultural and human differences;
- ☐ Recognize the intersectionality of diverse identities possessed by an individual;
- ☐ Recognize systems of oppression and the effect they have on people of diverse backgrounds and traditionally marginalized populations;
- ☐ Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment;
- ☐ Identify one's own cultural and learned biases;
- ☐ Recognize, use, and respect individual identifiers such as pronouns, cultural identities, etc.;
- ☐ Demonstrate ability to effectively address acts of bias or disrespect;
- ☐ Direct students to available campus resources for any needed accommodations or support;
- ☐ Identify the broad span of differences as assets and not deficiencies; and
- ☐ Articulate the value that diverse perspectives, backgrounds, and cultures brings to learning environments.

In addition to the above, staff and faculty should also be able to: ☐ Create respectful and inclusive learning environments that are free of cultural biases;

- ☐ Use appropriate technology to assist individuals with diverse backgrounds; and
- ☐ Facilitate respectful, safe, and inclusive dialogues effectively among disparate audiences.

### **Institutional Cultural Fluency**

OCCC should be able to:

- ☐ Engage in hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- ☐ Integrate cultural knowledge with specific and relevant cultural issues on campus;
- ☐ Contribute to multicultural training that expands staff, faculty and student cultural knowledge;
- ☐ Identify systemic barriers to equity and inclusiveness, and then advocate for and implement means of dismantling them;
- ☐ Apply advocacy skills to assist in the development of a more multi-culturally sensitive institution and profession;
- ☐ Challenge and educate faculty, staff, and administrators around issues of diversity, social justice, and inclusion;
- ☐ Empower faculty and staff to engage in opportunities for self-reflection and self-evaluation on issues of equity and diversity; and
- ☐ Participate in opportunities for diverse interactions with professionals in higher education who focus on this work.

In addition to the above, **staff and faculty** should also be able to:

- ☐ Identify how power and privilege impact the college social and learning environment;
- ☐ Apply knowledge of how micro-aggressions, identity, assumptions, and biases impact students' experience on campus;
- ☐ Evaluate curricula, textbooks, instructional materials, teaching tools, college documents, and events for cultural appropriateness; and
- ☐ Implement multi-cultural and anti-bias instruction in one's courses and curricula.

## Systemic Cultural Fluency

Leadership should be able to:

- ☐ Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, cultures, and characteristics;
- ☐ Assess the effectiveness of the institution in addressing issues associated with equity and diversity and overcoming any barriers that exist;
- ☐ Ensure that elements of equity and diversity are demonstrated throughout institutional mission, vision, goals, and programs;
- ☐ Champion strategic plans that advance the development of diversity initiatives and inclusive practices throughout the institution, and ensure that competence in these areas is fully integrated into practices throughout the campus;

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- ☐ Collaborate with other units and departments on strategies to increase support and opportunities for under-represented and under-served groups;
- ☐ Provide leadership in fostering an institutional culture that supports the open exchange of ideas and beliefs and that addresses issues of power and privilege as they are identified;
- ☐ Effectively respond to acts of hatred or intolerance that affect the institution; and
- ☐ Ensure individuals throughout the institution are treated respectfully, justly, and impartially.

In addition to the above, **staff and faculty** should be empowered to:

- ☐ Use learner centered curricula that engage students in a variety of culturally responsive and developmentally appropriate strategies;
- ☐ Provide multiple avenues for students to access the learning that is offered as well as multiple forms of assessment of students to demonstrate what they have learned;
- ☐ Contribute to a learning community and embed new culturally relevant instructional learning into practice; and
- ☐ Prepare students to be culturally competent and responsible citizens in a globally interconnected and diverse society.

