No Budget? No Problem: DIY Cultural Competency Series for Faculty & Staff

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Who We Are

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Agenda

- Marian University information
- Learning outcomes
- Importance of ongoing cultural competency
- Our model (Rise & Shine series)
- Steps to create your own cultural competency series
- Things to consider
Where We Work

• Marian University is a private, Catholic and Franciscan institution with a focus in the liberal-arts tradition
• Located in Indianapolis, Indiana
• 2,426 undergraduate students and 1,164 graduate students
Student Demographics (Spring 2018)

- M: 38.6% F: 61.4%
- Race/Ethnicity:
  - Hispanic: 5%
  - Black: 10.7%
  - Asian: 4.4%
  - American Indian or Alaskan Native: .2%
  - Native Hawaiian or Pacific Islander: .1%
  - White: 69.5%
  - Unreported: 5.6%
  - 2 or more races: 2.8%
- 39% athlete population (out of full-time, undergraduate students)
Learning Outcomes

• Participants will learn the importance of creating a culture of intentional and consistent cultural competency development

• Participants will obtain a model for developing cultural competency workshops that can be adapted to their campus

• Participants will take away tips of how to create a meaningful professional development series with little to no funding

• Participants will learn quantitative and qualitative assessment practices through surveys and action planning worksheets that aim to measure the effectiveness of a cultural competency program
“If multiculturalism is to flourish on college campuses, education professionals must develop the sensitivity and awareness in affirming relevant multicultural issues and develop the skills needed to offer meaningful services to all their students.”

Reynolds and Pope Framework

- **Multicultural Awareness** - attitudes, beliefs, values, assumptions, and self awareness needed in order to serve culturally diverse students

- **Multicultural Knowledge** - information about other cultures (if information is incomplete or incorrect, it must be relearned or addressed)

- **Multicultural Skills** - “allows for effective and meaningful interaction such as seeking consultation as necessary with people who differ from them culturally”  
  (Pope & Reynolds, pg. 270, 1997)
Positionality

- White, protestant, cis woman who identifies as heterosexual and originates from the United States
- White, agonistic, cis woman who identifies as heterosexual and originates from the United States
- White, Christian (formerly Catholic), cis woman who identifies as lesbian and originates from the United States
- Black, African Methodist Episcopal, cis man who identifies as heterosexual and originates from the United States
- White, agonistic, cis man who identifies as heterosexual and originates from the United States
Importance of Cultural Competency

• Prepares faculty and staff to address issues that arise on campus in a culturally-responsive way
• Can help inform practices and programs that positively impact intergroup relations
• Creates a welcoming and inclusive environment that improves retention and graduation rates
Rise & Shine Model
Rise & Shine

• Professional development series centered on social justice for the division of Student Success and Engagement
  ▪ One required 1.5 hour session per month
  ▪ One optional 1 hour debrief session per month
  ▪ Year One - 4 committee members; Year Two - 5 committee members
  ▪ Each session rooted in relevant peer reviewed articles, podcasts, opinion pieces, etc. that are sent out ahead of time
  ▪ Pre- and post-assessments given out each semester
Outcomes of Rise & Shine

- **Quantitative**
  - After the first semester of Rise & Shine, over 90% of respondents agreed that they felt more comfortable having difficult conversations that challenge their beliefs.
  - From the beginning to the end of the 2017-2018 academic year, participants improved from 60% agreement to 85% agreement in feeling well-informed regarding core concepts related to cultural competency.
  - 89% of participants would recommend Rise & Shine to another faculty or staff member.

- **Qualitative**
  - “These sessions have challenged me to think about social justice work in a Catholic context. I was able to not only learn more about this community [LGBTQ+], but also how our actions as staff members in a Catholic setting implicates us in practices that are not inclusive to this community.”
  - “The best part about this series was being able to discuss hard topics with colleagues and to learn from each other on how best to support our students.”
How to create your own cultural competency series
Step 1: Needs Assessment

• The “Why” behind creating your series
  ▪ Retention numbers
  ▪ Sense of belonging qualitative data
  ▪ Timely event on campus

• Our “Why”
  ▪ Homogenous faculty and staff/Lack of retention of staff of color
  ▪ Students sharing experiences of microaggressions from faculty, staff, and fellow students
  ▪ No dedicated staff for multicultural/diversity
Step 2: Gather Your Gadflies

• **Social Gadfly** - a term used to describe someone who persistently challenges people in positions of power, the status quo or a popular position. The word could have a negative connotation or be accepted as a description of honorable work or civic duty (Flyvbjerg, 2011).

• Build a committee
  - Political capital
    - Position/Influence
  - Mix of functional areas
  - Mix of identities
Step 3: Build Your Framework

- Who is the audience?
  - Game plan as it expands
- Start to think about the structure
  - How often are sessions?
  - How long are sessions?
  - Accountability
  - Technology use
Step 4: Select Topics

• Refer to the needs assessment
• Start with the basics
  ▪ Ground rules
  ▪ Introspection
• Use discussions and activities
• Capitalize on committee to mitigate blind spots
• Examples of topics
  ▪ Foundational, Microaggressions, LGBTQ+ and the Catholic Church, Race, History of Racism in Higher Education, Academic and Student Affairs Partnerships, Whiteness, DACA and Immigration
Step 5: No Budget, No Problem

• Identify stakeholders
• Create buy-in – how does it relate to them?
• Leverage your community partnerships
• Barter system – use your gifts, talents, and office resources
• Start small and use data to build
• Budget conveys values
Funding Breakdown (2017-2018)

- Speakers - Cultural Audit ($2500.00) + Speaker ($300.00)
- Refreshments - $248.33
- Giveaways - $380.00

Total for 9 sessions = $3,428.33

- # of department contributions = 6
- Cost per department = $571.38
Step 6: Assessment

• Pre- and post-assessments
  ▪ Quantitative data is gathered through agree/disagree questions focusing on overall semester outcomes and learning objectives for each topic.
  ▪ Qualitative data is gathered through short answer questions, which differ between the pre- and post-assessments.
  ▪ Assessments are all about 15 questions total, with an estimated completion time of 5-7 minutes.
    • Created and distributed through Qualtrics with paper copies available
Step 7: Theory to Practice

- Social gadfly handout
- Summer action plans
  - Dream world vs. Reality
  - SMART goals
  - Check-in on progress
- Practice critical consciousness
Things to Consider

• Time investment
• Keeping momentum going
• Accountability
  ▪ New Hires
• Committee members annual commitment
• Technology and accessibility
  ▪ Create avenues for anonymous feedback and questions
• Challenge and support
Questions?
