Title: Cultural Democracy Initiative (CDI)

Plan Type: Program

OPR: Information Technology

Collaborative Group: Cultural Democracy Initiative Advisory Committee, PRIE

References: Education Initiative documents

Planning Year: Planning semester Spring 2010, first year 2010-2011

PURPOSE:

The purpose of CDI is to identify, explore, and change those structures and practices at SCC that may impede student success and to support those that promote student development and success.

The Cultural Democracy Initiative supports the values, mission and vision of Sacramento City College and promotes the District’s policies and commitments to advancing high standards for achieving the goals of equity, diversity, and pluralism. “Cultural Democracy” as a philosophical principle seeks to empower students to expand their capacity to define themselves as active participants in the world rather than passive observers.

The intent of this initiative is to strengthen the organizational culture of Sacramento City College and create a climate that is welcoming, respectful and responsive to all populations it serves and supports. This initiative values the practices of critical inquiry and self-examination, inclusion, culturally and linguistically sensitive curriculum, intercultural learning, and the importance of recognizing multiple perspectives, identities, and backgrounds. Those perspectives, identities, and backgrounds should include, but not be limited to, ethnicity, race, gender, religion, income, age, ability, region, and sexual orientation.

The objectives of CDI are:

1) Promote a college environment that is validating and welcoming to all members of the Sacramento City College Community;

2) Support an educational institution that is conducive to student learning and one that promotes inclusive academic cultures and instructional programs;

3) Create opportunities for individuals to recognize their own cultural perspectives and presumptions and to examine how these factors influence the ways that they interact with others having cultural
backgrounds the same as or different than their own;

4) Recognize how an individual’s point of view and ideas may be shaped by one’s lived experiences of gender, race, ethnicity, sexual orientation, religion, region, ability, income, and age.

5) Facilitate an ongoing process of organizational change to transform Sacramento City College’s institutional culture in accordance with its vision of being a learning environment that celebrates diversity in all its forms;

6) Provide the opportunity for the institution to assess its infrastructure, policies, and practices to reduce cultural biases that may exist;

7) Work with the college’s existing structures to increase the retention, academic performance and graduation rates of students from diverse populations;

8) Examine the institutional culture of SCC, its formal and informal practices, policies, and programs which shape the day-to-day management of the institution, its long-term vision and the educational practices utilized in the classroom;

9) Create a cohesive institutional vision for the implementation of a responsive campus-wide diversity initiative that affirms diversity as central to the college’s educational mission; and;

10) Create and support communities of justice and principle that seek higher levels of human possibility.

Background history of SCC’s Cultural Democracy Initiative and associated activities:
On January 16, 2004, at the Los Rios District Community College district-wide convocation, Chancellor Brice Harris discussed the projection of the increasing number of minority students and the achievement gap based on race and gender, citing the need to address this problem. He announced the formation of a task force to craft a District Education Initiative to address Student Success and Teaching and Learning Effectiveness. Prior to the announcement, the Chancellor asked the Academic Senate to appoint eight faculty, two from each college, and each college president to appoint two college administrators to the task force, in addition to Barbara Davis-Lyman and Skip Davies as co-chairs of the task force.

The SCC task force reviewed the background Information for the Education Initiative, particularly the Environmental Scan reports which indicate that the rapid growth in the Greater Sacramento area included larger numbers of ethnic minority students enrolling in our colleges. Furthermore, as the population of Greater Sacramento continues its rapid growth, more students with language barriers may enroll in Los Rios colleges over the next several years. In response, the CDI component of the Education Initiative was created as a strategy for recognizing and respecting the existence of diverse cultural paradigms. It was designed to address the process by which educational institutions can create environments that recognize, respect, show sensitivity to, as well as support, the diverse communities from which students come who have various learning styles, methods of relating to others, and language needs. As a goal, the Education Initiative sought to integrate cultural democracy across the entire campus, including promotion of curriculum that provides a more accurate portrayal of the total human experience. Gerri Scott, a member of the Education Initiative, discussed these points when she addressed the District at the SCC Education Initiative Task Force Presentation on Cultural Democracy on May 19, 2004. (Refer to the link on the Los Rios homepage.)
**Education Initiative and the Cultural Democracy Initiative:**
The Education Initiative at each Los Rios College was primarily funded by the district and the ultimate goal was to integrate the components of the Education Initiative into existing college structures. Each component was to be absorbed by the college and become an integral part of college processes. In an effort to integrate Cultural Democracy Initiative into Sacramento City College, the following activities were undertaken:

Fall 2004 – Education Initiative Steering Committee held a focus group on Cultural Democracy.

Spring 2005 – The Education Initiative established working groups including one for Cultural Democracy. Pacific Education Group (PEG) Director, Glenn Singleton met with SCC Administrators, LRCCD Administrators, Several Board of Trustee members, SCC Constituency Leaders and CDI Working Group members.

Spring 2006 – The first Beyond Diversity Workshop was held for 50 participants with Glenn Singleton. An ad-hoc CDI Steering Committee was formed by individuals committed to working on CD activities. SCC’s President met with the CD Steering Committee to discuss CDI goals and objectives.

Fall 2006 - Two more Beyond Diversity workshops were held for another 69 participants for a total of 119 employees. Past BD participants volunteered to be trained as facilitators. The CDI Steering Committee submitted a Campus Issue Form proposing a structure for Cultural Democracy. The Academic Senate held a forum on Cultural Democracy. A brochure was distributed through Everyone on Exchange, posted in SCC eNews (12/1/06), and posted on the new CD web site. The Steering Committee held several drop in open forums on Cultural Democracy and compiled a FAQ sheet based on questions asked. An invitation was sent to BD graduates to attend a general CD action meeting. Four task groups were created on the following topics: 1) Institutional practices/policies 2) Information/Research 3) Best Practices in instruction 4) Student involvement. "Cultural Competency" was included as one of the general education areas for developing student learning outcomes.

Spring 2007 - Members of the CDI Steering Committee; Student Equity Committee, and Staff Equity and Diversity Committee met together at Flex. Another Beyond Diversity workshop was held in March with 30 new graduates. Gerri Scott was awarded a sabbatical to do research on Cultural Democracy. All constituent groups supported the spirit of Cultural Democracy. President Tyler wrote his “Framework for Cultural Democracy at SCC” document. This document was published in SCC eNews (2/2/07) and posted on the CDI website. Steering Committee members met with ASG and RISE students. Chancellor Brice Harris met with SCC Managers with Cultural Democracy as the agenda item. He emphasized the importance of seeing results in the hiring decisions that focus on people with experience working with diverse populations. He took several suggestions back to Human Resources. Brice Harris asked SCC to include participants from the District in the Beyond Diversity workshops. SCC President, Art Tyler offered three slots to each of the colleges and to district office staff. President Tyler gave each manager a copy of the book *Building a House for Diversity* by R. Roosevelt Thomas. The Executive Council decided to table the Cultural Democracy initiative pending the outcome of Gerri Scott's sabbatical research.

**Embracing CDI:**
Since Spring 2007 there have been a number of indicators that the concepts behind CDI are both needed
The principles of CDI were applied to concerns raised by Hispanic students of how they were being portrayed in the Express student newspaper.

A workshop focused on how to integrate diversity into the hiring process was held. In spring 2008, SCC led the district in hiring faculty from diverse backgrounds.

SCC worked with FACCC to hold the state’s first diversity conference. A high number of SCC faculty and staff participated as both attendees and participants.

The CCSE survey administered in spring 2008 highlighted the importance of engagement – particularly with respect to relating to people from other backgrounds.

The accreditation self study, written in fall 2008, referenced the importance of respecting diversity in standards for both student and faculty/staff support.

**CDI Organization:**

*The Cultural Democracy Initiative (CDI) operates under the leadership of an OPR Dean, a CDI Advisory Committee, and a CDI Coordinator. The OPR Manager is the Dean of Information Technology.*

The CDI Advisory Committee will be guided by four chairs (including one manager, faculty, classified, and student representative) and the OPR. The four chairs will be appointed by their representative constituency leaders. The CDI Advisory Committee will work with the chairs, the OPR, and the CDI Coordinator to identify and review institutional programs and practices that impact cultural democracy and make recommendations concerning services, practices and policies. The CDI Advisory Committee will include members from each of the college constituency groups (faculty, classified, administrative, student) and at least one representative from designated Campus Standing and Non-Standing Committees -- to be determined by the college President -- such as Curriculum, Student Equity, Staff Equity & Diversity, Staff Development, PRIE, and Matriculation. Inclusion of these representatives is intended to fully integrate the Initiative throughout the college. The CDI Advisory Committee will meet on a scheduled basis.

The Cultural Democracy OPR, CDI Advisory Committee, and CDI Coordinator will review the Program Plan Measures of Merit and identify specific objectives to be implemented each year. The OPR and CDI Coordinator, working with the Advisory Committee, will develop a program plan according to the college strategic planning process, including resources needed to implement program activities. The Program Plan will be reviewed by the President’s Cabinet and approved by the college President. An approved plan will be posted per the strategic planning process and disseminated to the college community by the CDI Coordinator.

**The strategies used to implement plan objectives may include:**

1. Dialogues, forums, interest groups, task forces, focus groups
2. Web Site, email, newsletter, blogs
3. Professional development opportunities related to diversity and cultural proficiency
4. Curriculum development and support to build and strengthen pedagogy and instructional materials that are culturally proficient
5. Community building, internally and externally
Planning Semester (February 2010 – May 2011)
During the spring 2010 semester, the emphasis of the Cultural Democracy Initiative will be on research and working with college structures, programs, and services to begin a constructive process of examining what works and what does not in developing an institutional perspective on cultural democracy.

The work of continuing the process of institutionalizing Cultural Democracy will take both planning and resources. Central to this process is the need for people. In the past, staffing for CDI combined release time for lead staff and support from individuals. In 2005, Gerri Scott had .1 release time to work on the CDI component of the Ed Initiative and in Fall 2006, Pam Lindell had .20 release time from President Art Tyler to work on the formation of the CDI.

First Year (2010/11)
For 2010/11 academic year, the OPR, CDI Advisory Committee, and CDI Coordinator will work on the development of an institutional Diversity Strategic Master Plan (DSMP), a key strategy and action plan for the Cultural Democracy Initiative. This year will be dedicated to collecting information on current college efforts, best practices, and systematically assessing beliefs, goals, standards, and institutional practices.

A summary of the tasks involved can be found in Table 1 below. Resources requested for 2010/11 will be for programming funds and to support a CDI Program Coordinator.
<p>| TABLE 1: SUMMARY OF TASKS, TIMING AND RESOURCE NEEDS OF THE CULTURAL DEMOCRACY INITIATIVE PROGRAM PLAN |
| ACTIONS – FEBRUARY – MAY 2010 |
| Planning Semester |
| | Timing | Who | Resources (financial, facilities, IT) | Outcome measures |
| | | OPR/OFR*/PRES | |
| 1. Lecture/workshop series and professional development: | February – May 2010 | Advisory Committee, SRC, Cultural Awareness Center | $5000 | Program evaluations |
| Potential topics/themes include: series on social justice, conversations on race, teaching methods that address culturally and linguistic teaching practices; hiring practices; building increased cultural competence, building communities of trust, etc. | | | |
| 2. Governance structure: | February - March 2010 | Existing CDI Advisory Committee, OPR | None required | Approval from campus constituency governing bodies, President, ASG President, Classified Senate President, Academic Faculty |
| Development of a campus structure including: 1) a committee structure with the OPR, CDI coordinator, and four chairs composed of a manager, faculty, classified, and student representative; and 2) identification of CDI advisory committee members. | | | |
| 3. Review and selection of assessment instruments and identify or create tools (surveys, focus groups) to evaluate data to be used in 2010/11 | February – May 2010 | Existing CDI Advisory Committee, PRIE | None required | |
| 1. Marketing and communication: institutions ability to communicate commitment to diversity, to share diversity goals, to report progress in achieving goals. | | | |
| 2. Values culture audit: to systematically assess beliefs, goals, standards of choice and the manner in which why are lived or enacted (tool – Society for Values in Higher Education) | | | |
| 3. Education for diversity: Institution’s ability to provide education on diversity issues, to guide faculty regarding teaching diverse students, and ensure students have the skills to work with diverse groups | | | |
| 4. Climate for diversity: institution’s ability to be a place where students, faculty and staff feel valued and respected, regardless of race, ethnicity, gender, religion, sexual orientation, age, job class, ability/disability, or any other characteristic. | February – May 2010 | Existing CDI Advisory Committee, PRIE | None required | Validity of tools/instruments |</p>
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1. **Collect information on current college efforts:** Collect information on current college efforts, programs and services that promote and support cultural democracy, and develop a list of these efforts. Disseminate this list to create awareness of the resources available to facilitate a culturally competent campus

- **Timing:** Aug 2010 – May 2011
- **Who:** OPR/OFR*/PRES
- **Who:** Advisory Committee, CDI Coordinator
- **Resources:** (financial, facilities, IT)
- **Outcome measures:** CDI Coordinator Release Time

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<td>1. Attendance at and evaluation of workshops, training and professional development activities, etc.</td>
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<td>2. Institutional assessment of cultural proficiency.</td>
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<td>3. Development and accomplishment of measurable goals and objectives related to cultural diversity and proficiency.</td>
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4. SCC Effectiveness Indicators (narrowing the achievement gap).
5. Identification of specific ways CDI objectives are being integrated in college practices.
6. Evaluation of assessment date: focus groups structured interviews, document analysis, surveys.
7. Assessment report summarizing results of first year (2010-2011).

**RESOURCE REQUIREMENTS:**
Existing dollars from the Staff Resource Center will be used for the Spring 2010 planning year. In addition, significant time input from the CDI Advisory Committee and the PRIE Office will be needed. Resource needs for 2010-2011 include $7,500 in Programming Funds and a 40% Coordinator Position. Future resource needs will be determined by the proposed actions developed during the first year of the plan, 2010/11, and will be specified in the college Diversity Strategic Master Plan (DSMP) as it is developed. This Plan will recommend staffing for the DSMP for the year 2011/12.

**DATE:** Initial plan produced _____________ Last updated ______

**REVIEW CYCLE:** Annual