NORCO COLLEGE

Charter for
Racial and Cultural Competency Project Team (2021-2022)
10/25/21

Purpose	• Recognize and support ongoing development of racial and cultural competency of all constituent groups to ensure equitable treatment of students and staff to foster a culture of ongoing improvement.
Guiding Principles and Assumptions	• Norco College is committed and values professional development for all students, classified professionals, faculty, and administrators around equity framework. • The Project Team supports both personal and professional racial and cultural competency ongoing trainings for all constituent groups. • Because all constituent groups have a role to play in creating a culture of anti-racist, equity-minded practices, they also have a responsibility to increase their levels of racial and cultural competency. • Equity-mindedness is a way of understanding and addressing social inequities that challenges the rhetorical and enacted blame of inequities in access, opportunity, and outcomes on students' social, cultural, and educational backgrounds; rather, equity-mindedness frames racial inequity as a dysfunction of higher education's policies and practices. • Cultural competency is a dynamic, on-going process that requires a long-term commitment to learning, honoring, and respecting the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face.
Charge	• Develop a vision and an end goal as it relates to establishing a culture of equity-mindedness and anti-racism *(EMP: Goal 4: Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement).* • Identify current levels of racial and cultural competency along the Cultural Competence Continuum by target population/department. • Identify opportunities for all target populations/departments to examine personal and unconscious bias that lead to inequitable institutional practices and policies. • Coordinate with groups and departments involved in auditing and assessing current level of racial cultural competency. • Partner with Norco College committees and work groups focused on racial cultural competency training efforts in order to close equity gaps *(Goal 3: Close all student equity gaps).* • In alignment with RCCD's Call to Action Task Force Professional Development subgroup, identify and recommend appropriate and available trainings, and resources for all constituent groups to increase their level of racial and cultural competency, in order to support their role in advancing equity-minded practices.

Expected Deliverables	• Continuously identify and update available racial and cultural competecy trainings for target populations/departments and delivery modes. • Make recommendations to the Professional Development Coordinating Network (PDCN) to adopt and institutionalize trainings for all constituency groups. • Adopt communication processes to disseminate information about available professional development opportunities. • Collaborate with Norco College's Academic Senate, Academic Planning Chairs, Assessment and Program Review Committees, RP's Leading From the Middle (LFM) Project Team to adopt and institutionalize ongoing racial and cultural competency training and assessment in program review. • Collaborate with the RCCD's Call to Action Task Force to adopt and institutionalize ongoing racial and cultural competency training.
Team Members	• Faculty: Dominique Hitchcock • Classified Professional: Lilia Garcia • Management: Gustavo Oceguera
Meeting Time/Pattern	• Weekly: Mondays 11:00 a.m. – 12:00 p.m.
Roles of Members	• Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the project team that can help to achieve the project team's deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with project team peers with the intention of finding consensus on all issues that come before the group.
Meeting Procedures and Expectations	Members endeavor to: • appropriately prepare for meetings. • arrive promptly and stay for the duration of entire meetings. • participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives. • welcome all ideas, interests and objectives that are within the scope of the project team's charge. • actively listen to engage in respectful and constructive dialogue. • work with a spirit of cooperation and compromise leading to authentic collaboration. • move forward once a consensus-based decision has been made. • continue to progress with the members who are present at each meeting. • follow through on tasks that are committed to outside of scheduled meetings.