



CULTURAL COMPETENCY SUMMIT



FRIDAY, OCTOBER 28, 2016

DOUBLETREE BY HILTON FRESNO
CONVENTION CENTER

SUMMIT AGENDA

Registration and Continental Breakfast 7:30 - 8:15 a.m.

Welcome and Introductions 8:15 - 8:30 a.m.

Dr. Claudia Habib, Vice President of Student Services
Dr. Darlene Murray, Student Equity Coordinator

Keynote Speaker

Dr. Veronica Neal 8:30 - 9:30 a.m.

Break 9:30 - 9:45 a.m.

Breakout Session I 9:45 - 11:00 a.m.

- ***From Surviving to Thriving: First-Generation College Students and Academic Citizenship (Salon D1)***
- ***Intercultural Communication: Discussion Styles (Salon D2)***
- ***Supporting Men of Color for Academic Success (Salon D3)***

See pages 3-4 for complete descriptions.

Break 11:00 a.m. - 11:15 a.m.

Breakout Session II 11:15 a.m. - 12:30 p.m.

- ***Reedley College Syllabus Review Workshop (Salon D1)***
- ***Analyzing Misunderstandings Across Cultures (Salon D2)***
- ***From Surviving to Thriving: First-Generation College Students and Academic Citizenship (Salon D3)***

See pages 5-6 for complete descriptions.

Lunch 12:30 - 1:30 p.m.

Student Success Committee Lunch Meeting with Dr. Neal (Salon D2)

Break 1:30 - 1:45 p.m.

Breakout Session III 1:45 - 3:00 p.m.

- ***Supporting Men of Color for Academic Success (Salon D1)***
- ***Creating a "Calling In" Culture (Salon D2)***
- ***Reedley College Syllabus Review Workshop (Salon D3)***

See page 7 for complete descriptions.

Student Panel 3:00 - 4:15 p.m.

Closing and Evaluations 4:15 - 4:30 p.m.

KEYNOTE SPEAKER



Dr. Veronica Neal

Dr. Veronica Neal is a social justice organizational change specialist with over two decades of experience as an educator, trainer, coach and consultant.

Veronica's consulting work guides and enlightens leaders in business, non-profit organizations and education as well as participants in community-based organizations. She brings to her consulting practice the theories of leadership and multicultural education from her graduate studies as well as her practical experience managing projects and programs and directing a nonprofit organization. Her focus is on cultural humility across the lifespan and as a spiritual practice, equity change management, anti-bias and oppression transformation, and attitudinal healing. In addition to an active consulting schedule Veronica currently serves as the director of Equity, Social Justice, and Multicultural Education at De Anza College and teaches at both De Anza College and California State University at San Francisco. Veronica continues her research and college teaching while also coaching project and program managers to bring out the best in themselves and their teams through equity and cultural humility initiatives.

BREAKOUT SESSION I

DESCRIPTIONS

Breakout Session I

9:45 - 11:00 a.m.

From Surviving to Thriving: First-Generation College Students and Academic Citizenship

Institutions of higher education should be intentional about providing programs and initiatives that address the challenges and enhance the strengths of their first-generation students. First-gen students possess an important set of skills, which if tapped, may be a foundation on which to build a successful pathway through college completion and to gain an empowered “academic citizenship.” This session will highlight those important characteristics and identify (and challenge) myths about this population. Participants in this session will examine how their institutions could better support students’ sense of belonging, ease of academic adjustment, and interaction with faculty and other institutional allies. The objective of the session is to discuss meaningful academic practices to engage first-generation college students.

Presenter: Dr. La’Tonya Rease Miles

Room: Salon D1

Intercultural Communication: Discussion Styles

Do some of your students or trainees tend to dominate discussion? Are others slower to respond, easily cut off, or nearly invisible? In this workshop, participants will experiment with various group discussion styles, and experience the challenges their students or trainees may face when they must communicate across cultures. Underlying values and strategies for more equitable interaction will be addressed.

Presenter: Margaret Piper McNulty

Room: Salon D2

BREAKOUT SESSION I DESCRIPTIONS

Supporting Men of Color for Academic Success

This interactive session focuses on challenges facing many young men of color on college campuses. The session will address strategies, resources and frameworks that can be transformative in changing the educational outcomes of men of color.

Presenter: Dr. Tyrone Howard

Room: Salon D3



BREAKOUT SESSION II

DESCRIPTIONS

Breakout Session II

11:15 a.m. - 12:30 p.m.

Reedley College Syllabus Review Workshop

In this workshop faculty and staff will be introduced to how to assess a syllabus from an equity-minded perspective and how to use a syllabus to examine assumptions, values, and beliefs regarding teaching and learning. Faculty and staff will be introduced to the Syllabus Review Protocol and how it can be used to facilitate critical reflection on what and how syllabi communicate to students, as well as to consider the extent to which syllabi incorporate equity-minded and culturally inclusive practices that help underrepresented students of color succeed in college.

Presenter: Dr. Megan Chase

Room: Salon D1

Analyzing Misunderstandings Across Cultures

Across cultures, what one person intends to convey may not be what the other perceives. In this workshop, participants will use the Describe, Evaluate, Interpret, Explain framework to analyze their own experiences of intercultural miscommunication, and will apply global values contrasts to increase their understanding of the communication behaviors of culturally different others.

Presenter: Margaret Piper McNulty

Room: Salon D2

BREAKOUT SESSION II

DESCRIPTIONS

From Surviving to Thriving: First-Generation College Students and Academic Citizenship

Institutions of higher education should be intentional about providing programs and initiatives that address the challenges and enhance the strengths of their first-generation students. First-gen students possess an important set of skills, which if tapped, may be a foundation on which to build a successful pathway through college completion and to gain an empowered “academic citizenship.” This session will highlight those important characteristics and identify (and challenge) myths about this population. Participants in this session will examine how their institutions could better support students’ sense of belonging, ease of academic adjustment, and interaction with faculty and other institutional allies. The objective of the session is to discuss meaningful academic practices to engage first-generation college students.

Presenter: Dr. La’Tonya Rease Miles

Room: Salon D3

BREAKOUT SESSION III

DESCRIPTIONS

Breakout Session III

1:45 - 3:00 p.m.

Supporting Men of Color for Academic Success

This interactive session focuses on challenges facing many young men of color on college campuses. The session will address strategies, resources and frameworks that can be transformative in changing the educational outcomes of men of color.

Presenter: Dr. Tyrone Howard

Room: Salon D1

Creating a “Calling In” Culture

This session explores the importance of building authentic communities where participants can explore the challenges and opportunities of equity work by applying the tools of a “calling in” culture.

Presenter: Dr. Veronica Neal

Room: Salon D2

Reedley College Syllabus Review Workshop

In this workshop faculty and staff will be introduced to how to assess a syllabus from an equity-minded perspective and how to use a syllabus to examine assumptions, values, and beliefs regarding teaching and learning. Faculty and staff will be introduced to the Syllabus Review Protocol and how it can be used to facilitate critical reflection on what and how syllabi communicate to students, as well as to consider the extent to which syllabi incorporate equity-minded and culturally inclusive practices that help underrepresented students of color succeed in college.

Presenter: Dr. Megan Chase

Room: Salon D3

SPEAKER BIOGRAPHIES

Dr. Megan M. Chase

Dr. Megan M. Chase currently serves as a Research and Policy Specialist for the Center for Urban Education. Her research interests include the study of access and equity for traditionally underrepresented students. More specifically, she is interested in studying the policies and policy contexts in which minoritized students transfer between institutions of higher education. Dr. Chase's dissertation entitled *Culture, Politics, and Policy Implementation: How Practitioners Interpret and Implement the Transfer Policy in a Technical College Environment* won the 2014 Dissertation of the Year Award at the USC Rossier School of Education. Her work has most recently appeared in *Change Magazine*, *Educational Policy*, and the *Community College Review*. Dr. Chase received her Ph.D. in Urban Education with an emphasis on Higher Education from the University of Southern California. She received a M.S. in Counseling, with an emphasis in Student Development in Higher Education from California State University, Long Beach and a B.A. in Sociology from the University of California, Irvine.



Dr. Tyrone Howard



Dr. Tyrone Howard is professor in the Graduate School of Education and Information Studies' at UCLA. He is also the Associate Dean for Equity, Diversity & Inclusion. Professor Howard's research examines culture, race, teaching and learning. He has looked at this work in particular with the experiences of Black males and other males of color in K-12 schools. A former classroom teacher in the Compton Unified School District, Dr. Howard's work has assessed the utility of race and racism in the school experiences and practices affecting racially diverse students. Professor Howard has published over 75 peer reviewed journal articles, book chapters, and technical reports. He has published several bestselling books, among them, *Why Race & Culture Matters in Schools* and *Black Male(d): Peril and promise in the education of African American males*. His new book *Expanding College Access for Urban Youth* looks at ways that schools and colleges can create postsecondary possibilities for

SPEAKER BIOGRAPHIES

youth of color. Dr. Howard was recently named the recipient of the 2015 UCLA Distinguished Teaching Award, which is the highest honor provided to teaching excellence at the university. In 2016, Dr. Howard was listed by Education Week as one of the 50 most influential scholars in the nation informing educational policy, practice and reform.

Margaret Piper McNulty



Margaret Piper McNulty is a professor in the Intercultural / International Studies Division of De Anza College in Cupertino, where she teaches Intercultural Communication. Prior to joining De Anza Piper was a curriculum developer with Clarke Consulting Group, a consulting firm which prepared Japanese business people for on-the-job training in Proctor and Gamble, Intel and other US-based multinationals. In the 80s she was the Center for Applied Linguistics Field Representative to the UNCR Vietnamese refugee resettlement program in Hong Kong. Ms. McNulty has degrees in Anthropology, English as a Second Language and Intercultural Relations and her graduate research explored discrimination against recent Taiwanese immigrants to Cupertino. She is a former Chair of the TESOL Intercultural Communication Interest Section, and co-author of The Culture Puzzle: Cross Cultural Communication for ESL (Pearson).

Dr. La'Tonya Rease Miles



Dr. La'Tonya Rease Miles is the Director of First Year Experience at UCLA, where she works collaboratively with Residential Life, Student Affairs departments more generally and academic departments campus-wide to develop initiatives and to increase awareness of the first-year experience on campus. Prior to this position, La'Tonya was the Director of the Academic Resource Center at Loyola Marymount University in Los Angeles. There, she established the First To Go program and also spearheaded campus-wide initiatives that address student food insecurity. She earned a Ph.D. in American literature from UCLA; and her research interests include the hidden curriculum in higher education, narratives about the first-generation college experience, and the relationship of physical space and college student engagement.

STUDENT SUCCESS COMMITTEE

Melissa Affeldt
Rebecca Al Haider
Leticia Canales
Chris Cortes
Monica Cuevas
Todd Davis
Kimal Djam
Stephanie Doyle
Nancy Frampton
John Fitzer
Sandra Fuentes
Claudia Habib
Shivon Hess

Veronica Jury
Carey Karle
Christan Macedo
Jim Mulligan
Darlene Murray
Janice Offenbach
Larry Paredes
Nate Saari
Rebecca Snyder
Jennifer Soto
Michelle Stricker
Julie Thurber
Laurie Tidyman-Jones

RC ADMINISTRATION

College President: Dr. Sandra Caldwell
Vice President of Instruction: Jan Dekker
Vice President of Student Services: Dr. Claudia Habib
Vice President of Administrative Services: Donna Berry
Vice President of Madera and Oakhurst Community College Centers:
Dr. John Fitzer

SCCCD BOARD OF TRUSTEES

Board President: Richard M. Caglia
Board Vice President: John Leal
Board Secretary: Bobby Kahn
Trustee: Miguel Arias
Trustee: Ronald H. Nishinaka
Trustee: Patrick E. Patterson
Trustee: Eric Payne
Chancellor: Dr. Paul Parnell



College Mission

Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.



State Center Community College District

Reedley College complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, religion or age. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any employee/student with regard to race, color, national origin, gender, disability, sexual orientation, religion or age is strictly prohibited. Limited English speaking skills will not be a barrier at Reedley College to participation in Vocational Education programs.

Inquiries regarding compliance and/or grievance procedures may be directed to the college's Title IX Officer and/or the Section 504/ADA Coordinator. Reedley College Title IX Officer/Section 504/ADA Coordinator: Lisa McAndrews

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