Expanding Cultural Competency for SI Leaders

How to incorporate initiatives and keep them going

Ohio University SI Program:
Amanda Remnant: Assistant Director AAC: SI Coordinator
SI at Ohio University (Main campus)

- Public, 4 year institution: around 23,000 students enrolled, mostly undergraduates

- SI program established in 1988
  - Linked with courses that meet SI requirements:
    - High D,F,W rates (above 25%)
    - Majority enrolled are first or second year students
    - Typically part of a sequence / “C” or higher to pass
    - Departmental / faculty support

- SI STATS for an average academic year:
  - 30 SI Leaders: 6 / 30 also Mentor / Team Leaders
  - 18-20 courses linked per semester (multiple sections)
  - 2,328 sessions offered for the year (2-3, 1 hour sessions per week per SI Leader)
  - 94% sessions offered have attendance
  - 29,937 contact hours
  - $2.87 per contact hour / per SI Leader (our SI Leaders are paid around $9-10 per hour)
Why cultural competency initiatives are important

- As a group please come up with a working definition of Cultural Competency. This will help you later as you think about the kinds of initiatives that might be possible / available at your institution and how to present the initiative to other staff / SI Leaders.

- Next discuss why cultural competency initiatives/ training would be relevant / valuable in your SI program.

- Here are some of my reasons:
  - Consider where your students are from a developmental standpoint
  - Diversity of student body that attend SI sessions
  - Supports institution’s and SI program mission / goals
  - Part of College Reading and Learning Association (CRLA) certification
  - Ability to understand and communicate effectively with all who we either assume are like or different from ourselves is part of becoming a strong student leader
Challenges in organizing cultural competency awareness opportunities

- What do you predict might be challenges you would face? Discuss in small groups.

- Challenges I encountered
  - How many hours should be required?
  - Schedules
  - Buy-In
  - Organizing events / choosing events that fit everyone’s needs
  - How can we assess value of implementing opportunities?
Ways to approach these challenges

- **Decide how many hours you should require**
  - We incorporate this into our CRLA training hour requirements
    - Level 1 requires 15 hours
    - Level 2 requires 25 hours
    - Highly recommend structuring your program around CRLA standards

- **Schedules**
  - Try to incorporate hours into your new / returning SI Leader training
    - I aim for 4 workshops / presentations over our two day training, plus 2 hours of reflection (usually in the form of discussion post workshops OR written response).
    - All SILs are part of a team that meet twice a month. One of the two meetings is devoted to a pre-approved diversity event / workshop. This will add up to about 6 hours for the academic year.
    - That leaves either 3 hours to reach level 1 or 13 hours to reach level 2 (usually over the equivalent of 1 or 2 academic years, but SILs have opportunity to complete them sooner if they desire).
Ways to approach these challenges cont.

- **SIL / department buy-in**
  - **SILs:**
    - part of earning their full raise (potential $.25 raise each semester, can only earn $.15 until diversity hours are completed).
    - Connected to their CRLA certification.
    - What other SI leaders say about the experience
  - **Department:**
    - Support mission statement / departmental goals
    - Creating stronger student leaders with greater cultural competency / communication skills
Ways to approach these challenges cont.

- Organizing / choosing events - you want to get them thinking outside of their own experiences
  
  ○ Always have 2 same speakers / workshops for New SIL training:
    - Title IX / Survivor Advocacy
    - Student Accessibility Services (approaches in working with students registered with disability services)
  
  ○ Alternate every other year for the second day of training which includes returning SILs
    - International Student Services
    - LGBTQ / Safezone
    - Multicultural Student Ambassadors
    - Students Teaching About Racism in Society (STARS)
  
  ○ For monthly team meeting event:
    - Each team votes on which event they would like to attend for that month (either from the ones I have given them as options pulled from various departments such as the Women’s Center, LGBTQ Center, Diversity and Inclusion, visiting speakers, etc.).
    - Team leader submits information post attending: who attended, notes from discussion that followed, etc.
    - Also have a running list of “non-scheduled” opportunities: These can be completed anytime. Feel free to utilize this or create your own! Diversity Opportunities for SILs
Since we have time...

- I will be adding a personality test that I piloted with one of the SI teams this past year and have all SI leaders take it starting this fall as part of our intro to diversity. Challenging students to get to know something about themselves, and then self-reflection helps them understand how we are all different / approach life from different perspectives.
  - True Colors Personality Test
  - Strength Quest Personality Test
  - Leadership Style Test
  - Enneagram Personality Test
Thank you for attending this session!

- Please remember to complete the evaluation - I hope you all have a great day!

- Feel free to email me at any point with questions you might have:
  - Amanda Remnant
  - remnanta@ohio.edu
Diversity Opportunities for Spring 2018 for OHIO SI Leaders:

You will need a total of 10 hours of Diversity training as part of your Level II CRLA Certification. You can accumulate those hours by completing any of the options below, plus whatever you earned at SI Leader training - you can check with us if you aren’t sure how many hours you have.

Ongoing Opportunities:

Watch the film “Dear White People” and write a one page reflection. *Please note: This film is rated “R” for language, sexual content, and drug use. If these are themes that you are not comfortable viewing, then please do not choose this option for part of your diversity requirement.

The reflection should include the following: (adapted from Illinois State, Teaching Diversity with Film).

- Did the film address (mention all that applied)
  - cultural differences
  - issues of race
  - gender issues
  - religious issues
  - age discrimination
  - physical or mental ability
  - or other differences
- Include a paragraph on how the movie made you feel. Were you angry, sad, sympathetic or amused? Do you think the movie meant to make you feel these feelings?
- Synopsize the message you believe the movie was supposed to make. Was there an obvious conflict addressed by the film? What was the resolution? Was a problem solved in a way that satisfied all parties?
- Could you imagine yourself in a situation like any depicted in the film? How would you have reacted?
- Conclude your paper by rating the film on a scale of 1 (awful, disappointing, failed to address issues) to 5 (fantastic, would highly recommend, learned from the film, provided great insights).

*This activity would count for 2 hours plus 30 minutes for your reflection paper.

Watch the documentary “Miss-Representation” and write a one page reflection.

The reflection should include the following: (adapted from Illinois State, Teaching Diversity with Film).
Did the film address (mention all that applied)
  - cultural differences
  - issues of race
  - gender issues
  - religious issues
  - age discrimination
  - physical or mental ability
  - or other differences

Include a paragraph on how the movie made you feel. Were you angry, sad, sympathetic or amused? Do you think the movie meant to make you feel these feelings?

Synopsizes the message you believe the movie was supposed to make. Was there an obvious conflict addressed by the film? What was the resolution? Was a problem solved in a way that satisfied all parties?

Could you imagine yourself in a situation like any depicted in the film? How would you have reacted?

Conclude your paper by rating the film on a scale of 1 (awful, disappointing, failed to address issues) to 5 (fantastic, would highly recommend, learned from the film, provided great insights).

*This activity would count for 1.5 hours plus 30 minutes for your reflection paper.

Watch the documentary “The Out List” and write a one page reflection.

The reflection should include the following: (adapted from Illinois State, Teaching Diversity with Film).

Did the film address (mention all that applied)
  - cultural differences
  - issues of race
  - gender issues
  - religious issues
  - age discrimination
  - physical or mental ability
  - or other differences

Include a paragraph on how the movie made you feel. Were you angry, sad, sympathetic or amused? Do you think the movie meant to make you feel these feelings?

Synopsizes the message you believe the movie was supposed to make. Was there an obvious conflict addressed by the film? What was the resolution? Was a problem solved in a way that satisfied all parties?

Could you imagine yourself in a situation like any depicted in the film? How would you have reacted?

Conclude your paper by rating the film on a scale of 1 (awful, disappointing, failed to address issues) to 5 (fantastic, would highly recommend, learned from the film, provided great insights).

*This activity would count for 1 hour plus 30 minutes for your reflection paper.
The Harvard Project Implicit Tests (IAT)

“People don’t always say what’s on their minds. One reason is that they are unwilling. For example, someone might report smoking a pack of cigarettes per day because they are embarrassed to admit that they smoke two. Another reason is that they are unable. A smoker might truly believe that she smokes a pack a day, or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.”

The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

Implicit bias refers to attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner, according to the Kirwan Institute for the Study of Race and Ethnicity, which publishes an annual Implicit Bias Review. Unlike explicit bias, which reflects the attitudes or beliefs that one endorses at a conscious level, implicit bias is judgment and/or behavior that results from subtle cognitive processes that often operate at a level below conscious awareness and without intentional control.

Complete any of the Harvard Project Implicit tests and write a minimum 2 paragraph reflection. Your reflection should include the following:

- Which test did you take?
- Were you surprised by your results?
- Why were you surprised? (or, why were you Not surprised if that was the case).
- Do you think it is important that we are aware of our implicit biases? Why or why not?

Here is the link: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

- To access tests, follow link, click “I with to proceed”, then click Take A Test link at the top of the page.

*This activity would count for 15 minutes to take a test plus 30 minutes for your reflection paper.*

Scheduled Events / Opportunities:
1. **Attend any of the following trainings and write a 1 page reflection on your experience / what you got out of the training.** Follow the link for more information (Let me know if you know of any other trainings like those below that I could add to the list!). **If you have already completed these trainings, please provide the date you attended along with a one page reflection to receive credit.**
   a. SafeZone
   b. STARS training
   c. Multicultural Student Ambassadors Training

2. **Earn the 21st Century Leadership Certificate &/Or attend any of the workshops offered by the CLDC at Ohio University.** Earning the certificate will count towards 4 hours (since the requirements add up to 4 hours). If you choose to only attend one workshop, you will need to write a one page reflection on your experience, which would count for 1.5 hours. There is a brief description of the workshops below, but you will need to follow this link for more information regarding workshop days / times.
   https://www.ohio.edu/careerandleadership/leadership/certificates.cfm

3. Any event put on by the Women’s Center, the LGBTQ Center, the Multicultural Center, and /or Diversity and Inclusion. Please email me a description of the event ahead of time and be prepared to write a 1-2 page reflection including the following:
   o Which activity did you choose?
   ▪ Name
   ▪ Date
   ▪ Time / Duration event lasted
   o Why did you choose this activity / event to attend?
   o What were the main takeaways (reflect on at least 3 and how you believe they have increased your understanding of diversity / cultural competency)
   o How would you apply what you took away to working with students / being a SI leader?