

Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit

Emily Eckley

Andrea Graves

Eriko Grover

Shalese McMillan

Amber Mosely

Marsha Spence

Betsy Haughton

Department of Nutrition

The University of Tennessee, Knoxville

October 5, 2004

Table of Contents

INTRODUCTION	3
DEFINING CULTURAL COMPETENCE AND ITS MANDATES APPLIED TO POST-SECONDARY ACADEMIC UNITS	4
COMPLETING THE CULTURAL COMPETENCE ASSESSMENT TOOL	14
THE PROCESS OF CONDUCTING A CULTURAL COMPETENCE SELF-ASSESSMENT FOR ACADEMIC DEPARTMENTS OR UNITS	16
RESOURCES	19
APPENDIX A	21
SELF- ASSESSMENT TOOL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A POSTSECONDARY ACADEMIC DEPARTMENT OR UNIT	22

List of Tables and Figures

FIGURE 1. CULTURAL COMPETENCE CONTINUUM.....	6
FIGURE 2. CULTURAL COMPETENCE MODEL FOR THE ACADEMIC DEPARTMENT OR UNIT.....	7
TABLE 1. CULTURAL COMPETENCE MODEL WITH CRITERIA STATEMENTS FOR THE ACADEMIC DEPARTMENT OR UNIT.....	8
TABLE 2. SAMPLE COMPLETION OF SELF-ASSESSMENT TOOL.....	15

Introduction

This self-assessment tool is designed to facilitate a process toward enhanced organizational cultural competence of nutrition and health-related departments or units at the post-secondary education level. The self-assessment process and its findings are both important for the knowledge and understanding required to develop a plan for enhanced organizational competence and to evaluate its impact. When undertaken in a thoughtful and systematic manner, this cycle of assessment, planning, implementation and evaluation will enable an academic department or unit to become more culturally competent. In so doing it will provide an educational setting and environment to promote the individual cultural competence of students and to support a more culturally competent health-related workforce. These efforts are consistent with approaches to reduce health disparities through both individual and organizational competence.

Therefore, the overarching goal this self-assessment is to provide a foundation upon which to base a department or unit's plan for organizational cultural competence. Its primary objectives are to: 1) identify strengths or assets of the organization; 2) identify weaknesses or deficits of the organization; and 3) use the identified strengths/assets and weaknesses/deficits to enhance the organization's cultural competence.

This manual is structured to help users understand the foundation for the self-assessment and complete the self-assessment process. It includes a definition of organizational cultural competence for post-secondary-level academic units which was developed by graduate students and faculty at The University of Tennessee. This definition is followed by a graphic depiction of the cultural competence continuum applied to health care organizations (Figure 1), which emphasizes that cultural competence is an ongoing and developmental process. Based on the definition of organizational competence for this self-assessment and the process of cultural competence, a model for the assessment is described with 11 domains (Figure 2) and supporting criteria statements (Table 1). The self-assessment tool (Appendix A) includes directions for its use and potential sources of data or information to be used to complete the assessment. Also included are in this manual are steps for starting the assessment. Departments or units who engage in this process are reminded that one of the first steps toward cultural competence is an understanding of the current status. The process of becoming more culturally competent is one that is ongoing. Therefore, as an assessment is undertaken, it should be recognized that it is an important first step, but a first step nonetheless. The self-assessment should be followed by deliberative planning to build on identified assets/strengths and to address identified deficits/weaknesses.

Defining Cultural Competence and its Mandates Applied to Post-Secondary Academic Units

Cultural competence is a set of congruent values, policies, behaviors, and practices within a system, organization, program, or among all individuals that enables effective cross-cultural work. Cultural competence also recognizes that there are multiple ways to view the world. Within an educational setting cultural competence is the ability to honor and respect beliefs, language, interpersonal styles and behaviors of all. Achieving cultural competence is a dynamic, ongoing, developmental process that is also proactive, performance oriented and requires a long-term time commitment.

Cultural competence mandates that organizations, programs and individuals have the ability to:

1. value diversity and similarities among all;
2. understand and effectively respond to cultural differences;
3. engage in cultural self-assessment at individual and organizational levels;
4. integrate cultural competence components into educational programs and services:
 - awareness and acceptance of difference;
 - awareness of one's own cultural values;
 - understanding of dynamics of difference;
 - development of cultural knowledge;
 - ability to adapt practice skills to fit the student's cultural context
5. institutionalize cultural knowledge.

* * * * *

This definition was adapted from the following resources:

1. Maternal and Child Health Bureau. Definition of Cultural Competency. Accessed October, 2004 at:
http://cshnleaders.ichp.edu/ILSCPWorkshop/BaltimoreMeetingMaterials/T_Goo deNCCC_MCHBDefinitions.doc.
2. Cross T, Bazron B, Dennis K, Isaacs M. *Towards a Culturally Competent System of Care, Volume I*. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center; 1989.
3. Isaacs M, Benjamin M. *Towards a Culturally Competent System of Care, Volume II, Programs Which Utilize Culturally Competent Principles*. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center; 1991.
4. South Carolina Department of Mental Health, Office of Multicultural Services. *What is Cultural Competence?* Accessed October 2004 at
http://www.state.sc.us/dmh/cultural_competence/cultural.htm.

5. Centers for Disease Control and Prevention, National Prevention Information Network. *Cultural Competence*. Accessed October 2004 at <http://www.cdcnpi.org/scripts/population/culture.asp>.
6. Paterno J. *Building Cathedrals. Compassion for the 21st Century*. Accessed October 2004 at <http://www.angelfire.com/wa2/buildingcathedrals/culturalcompetence2.html>.
7. Mays RM, De Leon Siantz ML, Viehweb SA. Assessing cultural competence of policy organizations. *J Transcultural Nurs*. 2002;13(2):139-144.

Figure 1. Cultural Competence Continuum

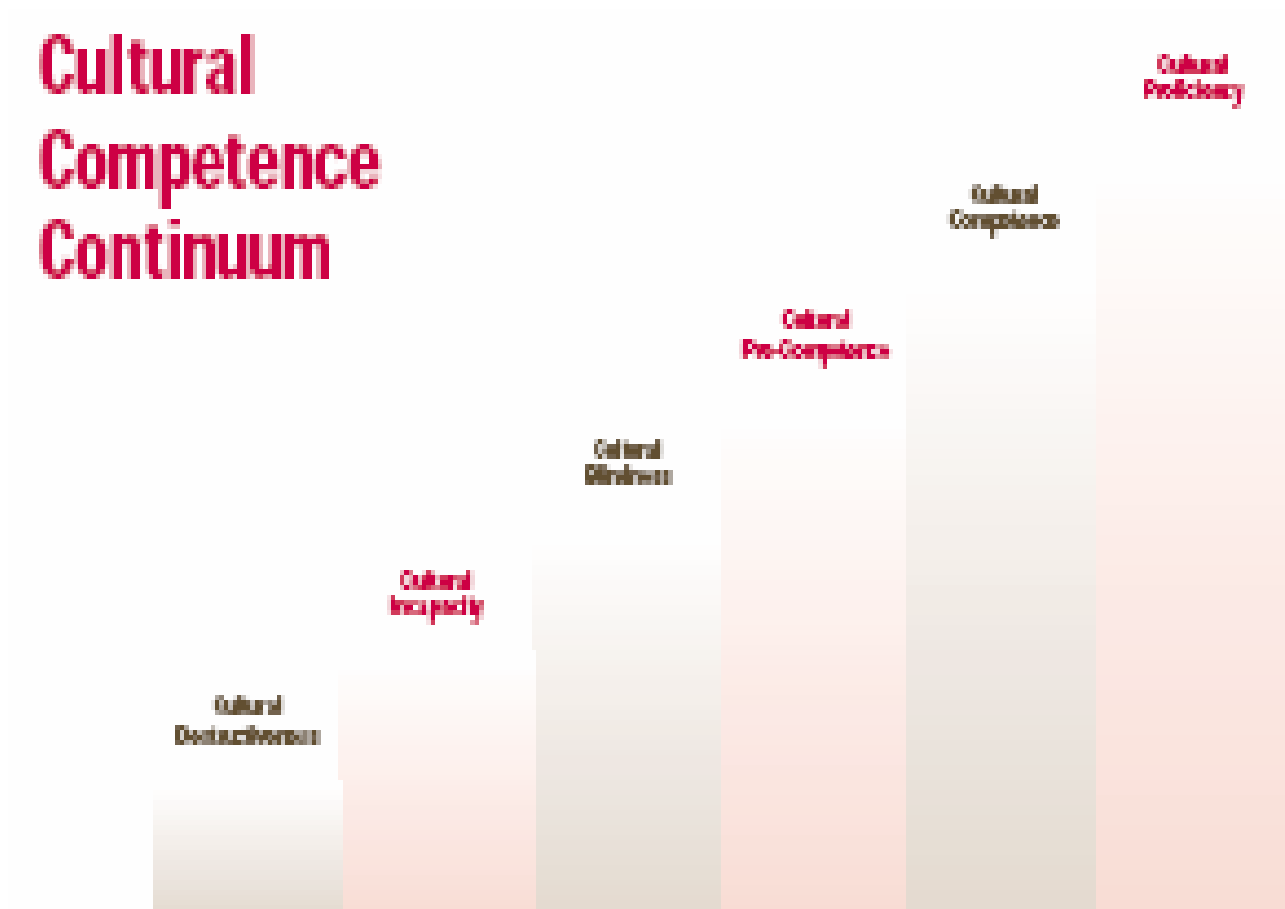


Figure 2. Cultural Competence Model for the Academic Department or Unit

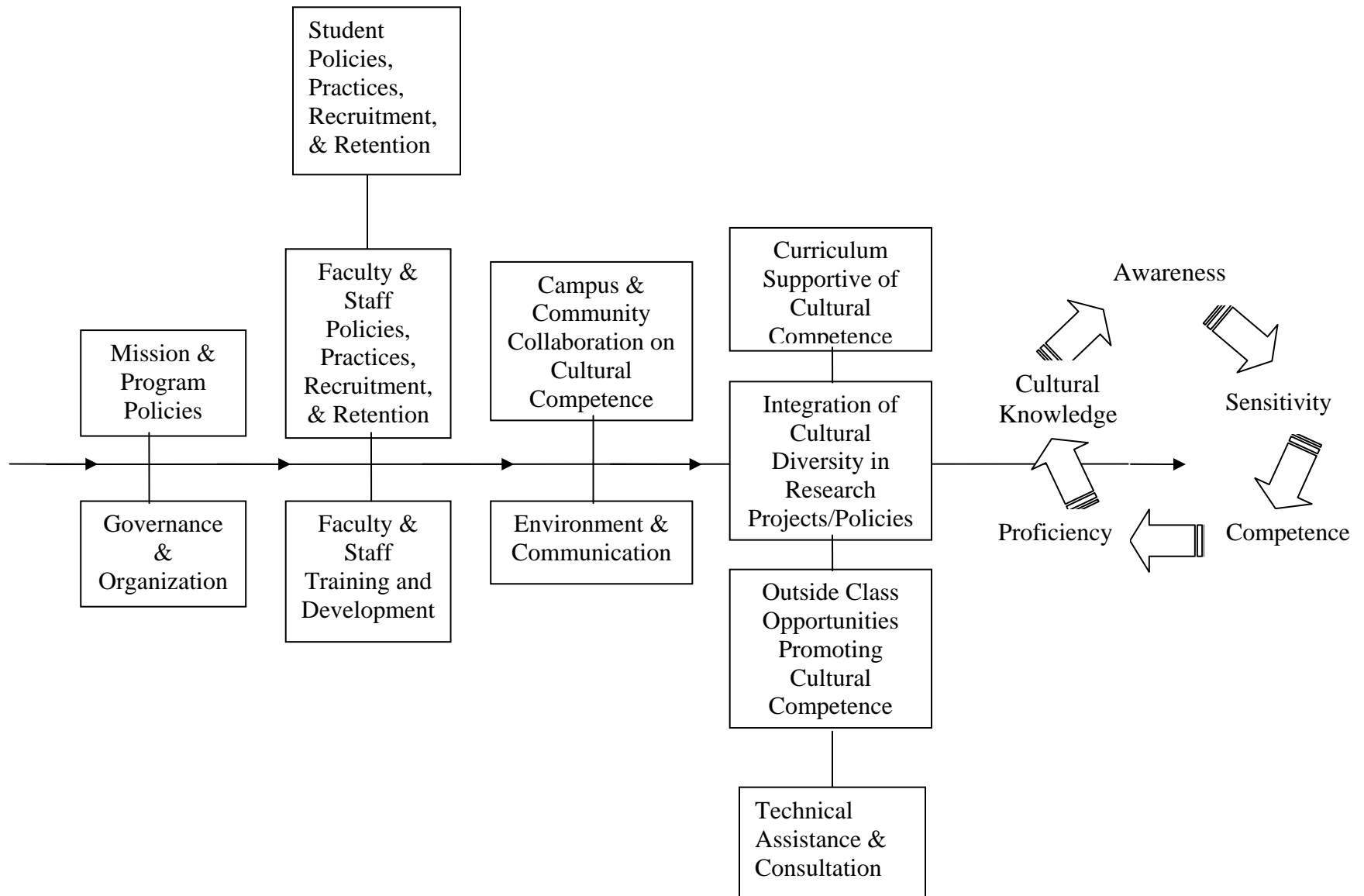


Table 1. Cultural Competence Model with Criteria Statements for the Academic Department or Unit

A. Mission and Program Policies

Mission and program policies refer to all of the documentation that governs the academic unit including mission statements, policies, and procedures. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedure for developing these documents must be done in a way that promotes cultural competence.

- Cultural competence is included in the mission statement, policies, and procedures.
- Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.
- Policies and procedures promote a range of culturally appropriate practices.
- The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.
- The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.
- The academic unit has policies on multiculturalism, racism, harassment and discrimination.
- Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.
- The policies and procedures make reference to involving diverse groups in decision-making.
- The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.
- Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.
- The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.
- A complaint resolution or appeals policy is in place.

B. Governance and Organization

The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning of the academic unit.

- A committee/task force/program area addresses issues of cultural competence.

- The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.
- The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.
- Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.
- Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.

C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention

Faculty and staff personnel policies, practices, recruitment, and retention refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

- The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.
- Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.
- The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.
- The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.
- The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.
- The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.
- Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.
- Policies and procedures are communicated to faculty and staff and are understood by them.
- Position descriptions include skills related to cultural competence, as appropriate.
- Personnel performance measures include skills related to cultural competence.
- Administrators conduct performance evaluations being sensitive to cultural differences.
- Personnel are respected and supported for their desire to honor and participate in cultural celebrations.
- The academic unit and its contractors accommodate diverse religions and cultures.

- The academic unit provides additional support to faculty and staff, where required to assure and participation, e.g. sign language translation and interpretation services.
- Fiscal resources are available to support translation and interpretation services.
- Translation and interpretation assistance is available & utilized when needed.
- Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.

D. Student Policies, Practices, Recruitment, and Retention

Student policies, practices, recruitment, and retention refer to policies and practices that reflect the goal of cultural competence and diversity. This includes advising students in cultural competent ways and mentoring students from diverse backgrounds. It is important that the academic unit supports and respects students' cultural diversity.

- Information is gathered about the demographics of the student population.
- Students are actively recruited from diverse backgrounds.
- Student policies and practices are culturally competent.
- The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.
- Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.
- Input from students from diverse backgrounds is sought in developing student policies.
- The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.
- Fiscal resources are available to support translation and interpretation services.
- Translation and interpretation assistance is available and utilized when needed.
- Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
- Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
- Students from diverse backgrounds are mentored.
- Student organizations are culturally diverse.
- Students are respected and supported for their desire to honor and participate in cultural celebrations.

E. Faculty and Staff Training and Development (on Cultural Competence)

Faculty and staff training and development reflect cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.

- Faculty and staff time is set aside for initial and ongoing cultural competence training.
- Resources are in place to support initial and ongoing cultural competence training.
- The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.

F. Campus & Community Collaboration on Cultural Competence

Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, organizational assessment, field experiences, and programs.

- The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.
- Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
- The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.

G. Environment & Communication

The academic unit needs to reflect diversity through the physical environment and communication. It is important that all aspects of the physical environment are accessible to everyone. The physical environment and communication materials and modes should portray and reflect diversity of communities.

- All aspects of the physical environment are accessible to everyone associated with the academic unit.
- Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.
- Recruitment materials are culturally and linguistically appropriate.
- Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.
- Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.

H. Curriculum Supportive of Cultural Competence

A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence. It is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

- Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.
- The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.
- Undergraduate and graduate curricula include cultural competence related training.
- Curricula that establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.
- Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.
- Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.
- Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.
- Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.

I. Integration of Cultural Diversity in Research Projects/Policies

Integration of cultural diversity in research projects/policies refers to recruiting, planning, and conducting research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize culturally diverse populations.

- Research priorities are set based on assessments of culturally diverse populations.
- The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.
- Research projects include subjects from diverse backgrounds representative of the targeted research population.
- The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
- When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.

J. Outside Class Opportunities (field experiences, internships, and seminars)
Promoting Cultural Competence

Outside class opportunities promoting cultural competence need to incorporate diverse populations and activities that promote development of cultural competence skills. It is important that outside class opportunities are evaluated to include components of cultural competence. An important feature is to use a range of culturally appropriate techniques.

- Outside class opportunities incorporate content for the development of cultural competence.
- Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.
- Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.
- Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.
- Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.
- The content and activities of outside class opportunities are culturally and linguistically appropriate.
- Evaluations of outside class opportunities include components of cultural competence.
- Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.

K. Technical Assistance & Consultation

Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. An important feature is that technical assistance can be provided by the academic unit or the target population.

- Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.
- Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.
- When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
- Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.
- Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.

Completing the Cultural Competence Assessment Tool

There are 11 domain areas to consider when looking at organizational cultural competence of a post-secondary academic setting. The assessment tool (Appendix A) lists each domain and its criteria statements. Following each domain name is a list of potential sources to use in assessing that domain. When assessing cultural competence, the assessment team members need to consider each criteria statement and to assign a value of “needs improvement,” “meets the standard,” or “commend.” This assessment will be made based on the information reviewed and collected and the self-assessment team’s judgment of how well the academic unit is performing in relation to the criteria statement.

When deciding to what degree each component meets each cultural competence criterion, it will be helpful to consider if the information available addresses cultural competence and how well it supports cultural competence. If the information does not address cultural competence at all, then it is likely that “needs improvement” is an appropriate value assessment. If the information does address cultural competence, then the assessment team will need to consider how well the information supports cultural competence and then to assign a value of “meets the standard” or “commend.” As the criteria are assessed, it will be helpful for the team members to keep a record to explain how scores were assigned and to document sources used for the evaluation. This will help guide planning for enhanced cultural competence. An example follows:

Table 2. Sample Completion of Self-Assessment Tool.

<p>A. Mission and Program Policies</p> <p>Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit's goals, objectives, mission statement • Academic unit's by-laws • Academic unit's faculty meeting minutes • Faculty/Staff handbook • Student handbooks specific to programs in the unit, the unit, and the organization • Interviews with faculty, staff, students, and administrators • Office of Equity and Diversity or equivalent • Academic unit's self-study documents 	Commend	Meets the Standard	Needs Improvement	Source
<p>1. Cultural competence is included in the mission statement, policies, and procedures.</p>		<p>X</p> <p>Cultural competence is included in the mission statement and policies address discrimination issues</p>		<p>Department's mission statement and goals/objectives; Faculty/staff and student handbooks</p>

The Process of Conducting a Cultural Competence Self-Assessment for Academic Departments or Units

HOW TO CONDUCT A SELF-ASSESSMENT

A. Create a task force of stakeholders

The self-assessment should be led by a small committee or team that represents key functions of the department or unit. These team members should be individuals who can access and interpret data addressing the composition of the student, staff, faculty, and administrative bodies. They should be representative of these groups and reflect ethnic and cultural diversity.

B. Select a task force leader

Who serves as leader of the assessment team is an important decision. He or she should be an individual who is well-positioned within the academic unit – one who has access to people at all levels and information from all sources. He or she must be credible, respected, and generally regarded as sensitive to diversity issues. Equally important is the explicit support for this initiative from the department chair or head and the faculty. They can demonstrate such support through written and verbal communication, statement of the role of cultural competence in strategic planning, statement of the self-assessment process in the department's annual goals, and by devoting time and other resources needed to conduct the assessment.

STEPS IN THE SELF-ASSESSMENT PROCESS

There are generally five steps in the self-assessment. However, academic units will vary on the time spent or depth of inquiry at various stages of the process.

Step 1 Organization

- a. The Chair or Head of the academic unit appoints the team leader and self-assessment team.
- b. The Chair or Head of the academic unit affirms the commitment to the process and allocation of resources for the assessment.
- c. The self-assessment team develops a timeline for the entire project.
- d. Individual team members take assignments.

Step 2 Completing the Self-Assessment Tool

- a. Team members determine who is best able to complete each section of assessment tool and take responsibility for its completion.

- b. Team members discuss what supplementary materials may support the information provided in the assessment tool (see the Self-Assessment tool, “Potential Sources of Documentation”) and take responsibility for obtaining or locating them.

Step 3 *Interviews*

- a. The self-assessment team reviews and discusses findings from the assessment tool. Based on those results, the task force determines what individual or group interviews should be conducted to explore further any issues identified in the assessment tool or to clarify areas that are ambiguous.
- b. Team members decide who will complete each of the interviews.

Step 4 *Evaluation of Results*

- a. The self-assessment team reviews the data from the assessment tool and the interviews.
- b. Drawing on the data and analyses, the team decides where the academic unit fits along the “spectrum of cultural competence.”

Step 5 *Report and Action*

- a. The assessment team will identify for each of the 11 domains where the department is strong, adequate, or weak. A strong domain is one where the majority of the criteria statements are marked “commend,” while a weak domain is one where the majority are marked “needs improvement.” An adequate domain is where “meets the standard” predominates.
- b. Depending on the charge given the team in Step 1, the self-assessment team discusses its findings with multiple audiences. These findings are often offered in a written report to the academic units’ Head or Chair, the faculty, and any appropriate advisory committees.
- c. Because cultural competence is a continuum, it is important for the assessment team to identify department or unit strengths and weaknesses, so that the unit can develop appropriate action plans to promote its cultural competence and to address weaknesses and build on strengths.

HOW LONG DOES THE SELF-ASSESSMENT TAKE?

Depending on the availability of data and the complexity of the academic unit, the entire self-assessment can be completed in three to six weeks. Completing the questionnaire and conducting the interviews can be simultaneous if desired.

THE INTERVIEWS

There is no magic number of interviews, but individuals from each every aspect of the academic unit should participate. Before the interviews are scheduled, the unit’s Head of

Chair should issue a general announcement about the assessment, its purpose, and what the unit will do with the results. Members of the self-assessment team should contact the interviewees, emphasizing that *each interview is confidential* and that *results will be shared only in aggregate form*. Each interview will generally last 15 to 45 minutes, and participants should be encouraged to bring along relevant data, materials etc... Invite them to show you materials, such as assignments, syllabi, class handouts, or other curricular and recruitment materials. In general, the interviews should elicit information about those policies and practices that impact on ethnic/cultural competence. They should identify both support and barriers to ethnic/cultural competence. Additionally, they provide the opportunity to learn about individuals' opinions and attitudes about this subject and to explore related areas that may not be covered in the assessment tool.

Resources

Health Disparities/Diversity

- Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong II O. Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*. 2003; 118(4):293(10).
- Gudeman, R. H. "College missions, faculty teaching, and student outcomes in a context of low diversity." In *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms 2000*; 37-60. Washington, DC: American Council on Education and American Association of University Professors.

Cultural Competence

- Cross T, Bazron B, Dennis K, Isaacs M. *Towards a Culturally Competence System of Care, Volume I*. Washington, DC: Georgetown University Child Development Center, ASSP Technical Assistance Center; 1989.
- Geron SM. Cultural competency: How is it measured? Does it make a difference? *Generations-J Am Soc Aging* 2002; 26:39-43.
- Isaacs M, Benjamin M. *Towards a Culturally Competence System of Care, Volume II*. Washington, DC: Georgetown University Child Development Center, ASSP Technical Assistance Center; 1991.
- US Department of Health and Human Services, Health Resources and Services Administration. *Cultural Competence Works!* 2001.
<http://www.hrsa.gov/financeMC/ftp/cultural-competence.pdf>
- Wells MI. Beyond cultural competence: a model for individual and institutional cultural development. *J Comm Health Nursing*. 2000;17(4):189-199.

Cultural Competence in Health Care

- Betancourt JR, Green AR, Carrillo JE. *Cultural Competence in Health Care: Emerging Frameworks and Practice. A Field Report*. October 2002. Available at: http://www.cmwf.org/usr_doc/betancourt_culturalcompetence_576.pdf.
- *Provider's Guide to Quality and Care*. Available at: <http://erc.msh.org/quality&culture>.
- US Department of Health and Human Services, Health Resources and Services Administration in collaboration with the American Public Health Association. *Bridging Cultures and Enhancing Care: Approaches to Cultural and Linguistic Competency in Managed Care*, 2002. Available at: <http://www.hrsa.gov/financeMC/bridging-cultures/default.htm>.

Cultural Competence in Organizations

- Mays R, De Leon Siantz M, Viehweg S. Assessing cultural competence of policy organizations. J Transcult Nurs 2002;13:139-144. Available at: <http://tcn.sagepub.com/cgi/reprint/13/2/139>.

Model for Cultural Competence

- Purnell L. The Purnell model for cultural competence. J Transcult Nurs 2002;13:193-196. Available at: <http://tcn.sagepub.com/cgi/reprint/13/3/193>.

Assessment Tools

- Assessment of Organizational Cultural Competence. Association of University Centers on Disabilities (AUCD). Available at: http://www.aucd.org/councils/multicultural/Cultural_Competence_Survey.htm
- Government of British Columbia, Ministry of Children and Family Development. Cultural Competency. Available at: http://www.mcf.gov.bc.ca/publications/cultural_competency/contents_1.htm

Additional Websites

- US Department of Health and Human Services, Health Resources and Services Administration, Office of Minority Health. Available at: <http://www.hrsa.gov/omh/>
- US Department of Health and Human Services, Health Resources, Center for Health Services Financing and Managed Care. Available at: <http://www.hrsa.gov/financeMC/>
- National Center for Cultural Competence at Georgetown University. <http://gucchd.georgetown.edu/nccc/index.html>

Appendix A

Self- Assessment Tool for Organizational Cultural Competence of a Postsecondary Academic Department or Unit

Self- Assessment Tool for Organizational Cultural Competence of a Postsecondary Academic Department or Unit

<p>A. Mission and Program Policies Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit’s goals, objectives, mission statement • Academic unit’s by-laws • Academic unit’s faculty meeting minutes • Faculty/Staff handbook • Student handbooks specific to programs in the unit, the unit, and the organization • Interviews with faculty, staff, students, and administrators • Office of Equity and Diversity or equivalent • Academic unit’s self-study documents 	Commend	Meets the Standard	Needs Improvement	Source
1. Cultural competence is included in the mission statement, policies, and procedures.				
2. Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.				
3. Policies and procedures promote a range of culturally appropriate practices.				
4. The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.				
5. The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.				
6. The academic unit has policies on multiculturalism, racism, harassment and discrimination.				

7. Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.				
8. The policies and procedures make reference to involving diverse groups in decision-making.				
9. The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.				
10. Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.				
11. The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.				
12. A complaint resolution or appeals policy is in place.				
B. Governance and Organization Potential Sources of Documentation <ul style="list-style-type: none"> • Academic unit's faculty meeting minutes • Academic unit's by-laws • Faculty/Staff handbook • Organizational chart • Academic unit's self-study documents • Interviews with faculty, staff, students, and administrators 	Commend	Meets the Standard	Needs Improvement	Source
1. A committee/task force/program area addresses issues of cultural competence.				
2. The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.				
3. The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.				

<p>4. Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.</p>				
<p>5. Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.</p>				
<p>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit’s faculty meeting minutes • Office of Equity and Diversity or equivalent • Academic unit’s or organization’s employment policy • Faculty and staff position descriptions • Performance evaluation form • Faculty/Staff handbook • Interviews with faculty, staff, and administrators • Contracts with outside organizations • Organization’s academic calendar • Academic unit’s budget 	<p>Commend</p>	<p>Meets the Standard</p>	<p>Needs Improvement</p>	<p>Source</p>
<p>1. The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.</p>				
<p>2. Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.</p>				
<p>3. The academic unit’s plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.</p>				
<p>4. The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.</p>				

5. The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.				
6. The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.				
7. Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.				
8. Policies and procedures are communicated to faculty and staff and are understood by them.				
9. Position descriptions include skills related to cultural competence, as appropriate.				
10. Personnel performance measures include skills related to cultural competence.				
11. Administrators conduct performance evaluations being sensitive to cultural differences.				
12. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.				
13. The academic unit and its contractors accommodate diverse religions and cultures.				
14. The academic unit provides additional support to faculty and staff, where required to assure access and participation, e.g. sign language translation and interpretation services.				
15. Fiscal resources are available to support translation and interpretation services.				
16. Translation and interpretation assistance is available & utilized when needed.				
17. Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.				

<p>D. Student Policies, Practices, Recruitment, and Retention Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit’s faculty meeting minutes • Student handbooks specific to programs in the unit, the unit, and the organization • Faculty/Staff handbook • Interviews with faculty, staff, students, and administrators • Academic unit’s budget • Academic unit’s self-study documents • Student organization by-laws; meeting minutes • Organization’s academic calendar 	Commend	Meets the Standard	Needs Improvement	Source
1. Information is gathered about the demographics of the student population.				
2. Students are actively recruited from diverse backgrounds.				
3. Student policies and practices are culturally competent.				
4. The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.				
5. Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.				
6. Input from students from diverse backgrounds is sought in developing student policies.				
7. The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.				
8. Fiscal resources are available to support translation and interpretation services.				
9. Translation and interpretation assistance is available and utilized when needed.				

10. Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.				
11. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.				
12. Students from diverse backgrounds are mentored.				
13. Student organizations are culturally diverse.				
14. Students are respected and supported for their desire to honor and participate in cultural celebrations.				
E. Faculty and Staff Training and Development (on Cultural Competence) Potential Sources of Documentation <ul style="list-style-type: none"> • Academic unit's faculty meeting minutes • Interviews with faculty, staff, and administrators • Academic unit's budget • Academic unit's self-study documents • List of invited presentations for faculty and staff • Training activity documentation for faculty and staff 	Commend	Meets the Standard	Needs Improvement	Source
1. Faculty and staff time is set aside for initial and ongoing cultural competence training.				
2. Resources are in place to support initial and ongoing cultural competence training.				
3. The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.				

<p>F. Campus & Community Collaboration on Cultural Competence</p> <p>Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit's faculty meeting minutes • Interviews with faculty, staff, students, and administrators • Academic unit's budget • Academic unit's self-study documents • Advisory board lists • Course syllabi 	Commend	Meets the Standard	Needs Improvement	Source
1. The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.				
2. Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.				
3. The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.				

<p>G. Environment & Communication</p> <p>Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Student handbooks specific to programs in the unit, the unit, and the organization • Interviews with faculty, staff, students, and administrators • Academic unit's self-study documents • Pictures, signage, bulletin boards within the academic unit • Recruitment materials • Forms of communication (reports, appointment notices, telephone message greetings) • Print and electronic materials (books, academic unit's webpage, pamphlets, syllabi including required text books, reading materials, and teaching adjuncts) 	Commend	Meets the Standard	Needs Improvement	Source
1. All aspects of the physical environment are accessible to everyone associated with the academic unit.				
2. Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.				
3. Recruitment materials are culturally and linguistically appropriate.				
4. Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.				
5. Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.				

<p>H. Curriculum Supportive of Cultural Competence Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Academic unit's faculty meeting minutes • Course syllabi • Competencies for degree • Academic unit's self-study documents • Course descriptions (course catalog) • Unit-specific student handbooks • Interviews with faculty, staff, students, and administrators 	Commend	Meets the Standard	Needs Improvement	Source
1. Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.				
2. The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.				
3. Undergraduate and graduate curricula include cultural competence related training.				
4. Curricula establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.				
5. Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.				
6. Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.				
7. Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.				
8. Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.				

I. Integration of Cultural Diversity in Research Projects/Policies Potential Sources of Documentation <ul style="list-style-type: none"> • Research and project grants submitted and funded • Publications • Interviews with faculty, staff, research assistants, and administrators 	Commend	Meets the Standard	Needs Improvement	Source
1. Research priorities are set based on assessments of culturally diverse populations.				
2. The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.				
3. Research projects include subjects from diverse backgrounds representative of the targeted research population.				
4. The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.				
5. When food- or other health-related behaviors are discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.				

<p>J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence</p> <p>Potential Sources of Documentation</p> <ul style="list-style-type: none"> • Interviews with faculty, preceptors, field experience supervisors, students, and administrators • Academic unit's self-study documents • Lists of guest speakers and presentations for students • Participation lists for presentations documenting faculty, staff, and student participation. • Student publications and/or project reports • Advisory board activities • Unit-specific student handbooks • Syllabi from courses with outside class opportunities • Forms used by students to evaluate outside class opportunities 	Commend	Meets the Standard	Needs Improvement	Source
1. Outside class opportunities incorporate content for the development of cultural competence.				
2. Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.				
3. Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.				
4. Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.				
5. Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.				
6. The content and activities of outside class opportunities are culturally and linguistically appropriate.				

7. Evaluations of outside class opportunities include components of cultural competence.				
8. Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.				
K. Technical Assistance & Consultation Potential Sources of Documentation <ul style="list-style-type: none"> • Academic unit's faculty meeting minutes • Documentation of technical assistance and consultation provided • Documentation of technical assistance and consultation received • Interviews with faculty, recipients of technical assistance/consultation, and administrators • Academic unit's self-study documents • Technical assistance/consultation evaluations 	Commend	Meets the Standard	Needs Improvement	Source
1. Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.				
2. Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.				
3. When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.				
4. Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.				
5. Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.				