



## HOW TO USE THIS TOOL

1. The decision tree graphic below is intended as a tool for local academic senates and colleges to use in beginning action on developing a cultural humility plan. The tool includes links to resources to use in development of a local plan and also for self-reflection as individuals. Members of a group or institution begin by asking if the group/institution is ready to engage in antiracism and cultural humility work. The tool then branches in two directions: one to work immediately at a deep level and the other to engage in courageous conversations that may be needed to start the cultural humility work. Once groups are ready to begin the work, use the left side of the decision tree tool.
2. As groups work through the decision tree, a next step is using the Cultural Humility Inventory to determine where the group may need additional support, resources, or action. Details and directions on how to use the inventory tool are listed below in the inventory tool section.
3. Once reviewing and identifying criteria needing further action (i.e., using the Cultural Humility Inventory), the next step is to add those elements and actions to the Cultural Humility Journey Map. Details and directions on how to use the journey map are listed below in the map section.
4. In completing the journey map, your organization commits to the actions in an agreed timeframe. The journey map tool is created to provide a model of how to create ongoing commitments for continuous improvement. Cultural humility is a journey. Another suggestion is to support the appointment of a liaison to ASCCC from your local academic senate, who will help guide the work and keep the group accountable to the commitments made in the journey map.

The entirety of this work described above is a cultural humility planning and action process. These are suggested opportunities and recommendations that could serve as models for action and are not intended to be a mandate. The ASCCC is available to support colleges and local academic senates in beginning and advancing antiracism and cultural humility. Email [info@asccc.org](mailto:info@asccc.org) for additional support.

# CULTURAL HUMILITY DECISION TREE

 Is your group ready to engage in antiracism and cultural humility planning?

 YES.  
Action: Set a date(s) to begin this Cultural Humility Tool evaluation process with your team/organization.

 NO.  
Action: Engage in courageous conversations; use the tools in the *ASCCC Canvas module folder* to find sample activities.

 READY.  
Action: Complete **Cultural Humility Inventory** (i.e., a tool with criteria to measure steps for either an individual or an institutional).

 NOT Ready.  
Experiencing growing pains and some fragility may require courageous conversations.

 READY.  
Action: If following your courageous conversation, your group is ready to engage in antiracism and cultural humility work, move to the next step in the **Cultural Humility Tool** process.

 NOT Ready.  
Engage group in completing the *Vision Resource Center implicit bias training modules* and reading of *ASCCC Antiracism paper* and *Equity Driven Systems paper*. Leverage SEA program or Flex activities. Seek administrative support.

 Ready to MOVE FORWARD.  
Action: Create a Cultural Humility Journey Map (i.e., a map with action steps for either an individual or an institutional) that may include signing an *antiracism pledge* and creating a local academic senate Cultural Humility Plan using the Cultural Humility Journey Map tool.

 READY to START.  
Action: Commit to revisiting antiracist practices by beginning the Cultural Humility Tool process.

 Ready for FURTHER COMMITMENT:  
Action: Create an *IDEA Liaison* position (on your local senate) and set goals to meet your Cultural Humility Plan that includes reporting findings, commitments, and actions from your Cultural Humility Journey Map.



## CULTURAL HUMILITY INVENTORY

In the context of institutional change, it is vital to engage in self-awareness. This Cultural Humility Inventory is intended to be a tool providing a way to engage in both individual and institutional transformation. It is one possible resource to be utilized to do transformative work and begin the conversations that lead to a Cultural Humility Journey Map for growth, action, accountability, and continuous improvement.

### Directions:

- **INDIVIDUALS:** For each of the seven criteria below that provide a framework to cultural humility, choose all the boxes that apply to you as an individual in the first column titled “self-awareness.” Openly share your self-awareness findings with the group only if you are willing. Use the recommended resources listed in the middle criteria column to grow and take action as an individual.
- **INSTITUTIONS:** For the column on the right titled “institutional awareness,” select all the statements that best apply to your institution/group. Collectively discuss and decide the criteria in which your group would like to invest as you continue your cultural humility journey. Use the recommended resources listed in the criteria column to grow and take action as an institution or group.
- **COLLECTIVE ACTION:** To further growth and development as either an individual or for continuous improvement as an institution/group, consider using the resources listed in the criteria column as starting points toward action that your group commits toward your cultural humility journey or to validate the work you have already been doing. A next step following the use of this inventory tool is using the Cultural Humility Journey Map.

SELF-AWARENESS	CRITERIA	INSTITUTIONAL AWARENESS
<ul style="list-style-type: none"> <li><input type="radio"/> I am aware of my biases and am ready to grow and learn more.</li> <li><input type="radio"/> I am not sure of my biases, and I may be ready to learn about my biases.</li> <li><input type="radio"/> I do not have any biases.</li> </ul>	<p><b>Awareness of Bias</b></p> <p><b>RESOURCES RECOMMENDED:</b></p> <p><i>Vision Resource Center</i> Implicit Bias training</p> <p><i>Harvard Project Implicit</i></p>	<ul style="list-style-type: none"> <li><input type="radio"/> We allocate resources and require inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) professional learning and implicit bias training.</li> <li><input type="radio"/> We have allocated some resources and offer opt-in/optional IDEAA professional learning and implicit bias training.</li> <li><input type="radio"/> We do not have IDEAA professional learning or implicit bias training available locally.</li> </ul>



SELF-AWARENESS	CRITERIA	INSTITUTIONAL AWARENESS
<ul style="list-style-type: none"> <li>○ I intentionally engage in inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) initiatives and am ready to grow and learn more.</li> <li>○ I engage in IDEAA professional learning, if required.</li> <li>○ I do not engage in IDEAA professional learning.</li> </ul>	<p><b>Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)</b></p> <p><b>RESOURCES RECOMMENDED:</b>  ASCCC <i>Equity Driven Systems</i> and <i>Antiracism</i> papers  @ONE <i>Equity &amp; Culturally Responsive Online Teaching</i>  <i>Take 5: Critical Race Theory Toolkit</i></p>	<ul style="list-style-type: none"> <li>○ We have an established inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) office and/or a vice president/chancellor/director.</li> <li>○ We are trying to establish a IDEAA office and/or a vice president/chancellor/director position.</li> <li>○ We have not tried or begun conversations on establishing a IDEAA office and/or a vice president/chancellor/director position.</li> </ul>
<ul style="list-style-type: none"> <li>○ I have some knowledge of diverse perspectives.</li> <li>○ I acknowledge and make space for diverse perspectives.</li> <li>○ I am still learning about diverse perspectives.</li> </ul>	<p><b>Acknowledgement of Diverse Perspectives of Thinking</b></p> <p><b>RESOURCES RECOMMENDED:</b>  <i>Chancellor’s Office DEI Glossary</i>  ASCCC <i>Equity Driven Systems</i> and <i>Antiracism</i> papers  @ONE <i>Equity &amp; Culturally Responsive Online Teaching</i></p>	<ul style="list-style-type: none"> <li>○ We avoid group thinking and value individual agency, providing space intentionally for diverse voices at every meeting.</li> <li>○ We are aware of the need to have more diversity in shared/participatory governance meetings and in positions of leadership.</li> <li>○ We tend to do the same things we have always done with the same people who have always done them. There is a dominant culture of thought that perpetuates Whiteness and status quo in shared/participatory governance and with leadership and chairs of committees.</li> </ul>



SELF-AWARENESS	CRITERIA	INSTITUTIONAL AWARENESS
<ul style="list-style-type: none"> <li>○ I am aware and recognize racial and ethnic groups by both their group members and as individuals within the larger society, and I recognize and understand the harm of being race neutral.</li> <li>○ I understand the harm of being race neutral and am taking steps toward race consciousness by engaging in discussions and education on racism.</li> <li>○ I do not see “color” nor am I consciously aware of race or ethnicity as members of a group or within the larger society; I am not conscious of the harm of race neutrality.</li> </ul>	<p><b>Understanding of Race Consciousness</b></p> <p><b>RESOURCES RECOMMENDED:</b>  <i>Vision Resource Center</i> Cultural Competency training  <i>Racelighting</i> article (Wood and Harris)</p>	<ul style="list-style-type: none"> <li>○ We, as an institution, define race consciousness and reject the idea of race neutrality by actualizing anti-racist practices, policies, and procedures.</li> <li>○ We encourage investigations, questions, and actions to move toward full racial consciousness and awareness with anti-racist practices, policies, and procedures.</li> <li>○ We have not yet begun to recognize or become aware of racial and/or ethnic groups within the larger society.</li> </ul>
<ul style="list-style-type: none"> <li>○ I respectfully question, disrupt, and willfully engage in crucial conversations with perpetrators of microaggressions towards others unlike themselves.</li> <li>○ I acknowledge that microaggressions are real and happening.</li> <li>○ I do not question, confront, or otherwise engage with anyone perpetrating microaggressions towards others.</li> </ul>	<p><b>Commitment to Disrupt Microaggressions</b></p> <p><b>RESOURCES RECOMMENDED:</b>  <i>Vision Resource Center</i> Implicit Bias training  <i>Racelighting</i> article (Wood and Harris)</p>	<ul style="list-style-type: none"> <li>○ We, as an institution, support bystander witnesses of racialized patterns or indiscriminate behavior and have policies, procedures, and mechanisms that go beyond compliance to report discriminatory and racist behavior.</li> <li>○ We are considering and discussing policies, procedures, and mechanisms to support reporting racist or discriminatory behavior.</li> <li>○ We are not taking any actions to support bystander witnesses of racialized patterns or indiscriminate behavior, nor do we have clear policies, procedures, or mechanisms to report discriminatory or racist behavior.</li> </ul>



SELF-AWARENESS	CRITERIA	INSTITUTIONAL AWARENESS
<ul style="list-style-type: none"> <li>○ I am fully onboard and committed to all curricular and policy changes that promote IDEAA practices.</li> <li>○ I am aware of and will attend future professional learning opportunities provided and will acknowledge the need for IDEAA curriculum, practices, and policies.</li> <li>○ I am not onboard or aware of how to commitment to policy changes or curriculum designed to change my behavior towards IDEAA practices.</li> </ul>	<p><b>Commitment to Behavioral and Policy Change for IDEAA and Antiracist Practices</b></p> <p><b>RESOURCES RECOMMENDED:</b></p> <p><i>Antiracism pledge</i></p> <p><i>IDEAA Liaison commitment</i></p> <p><i>ASCCC Mentorship Handbook</i></p> <p>ASCCC Rostrum article on <i>DEI in the COR</i></p> <p><i>Take 5: Critical Race Theory Toolkit</i></p>	<ul style="list-style-type: none"> <li>○ We agendize IDEAA at every meeting and have updated all committee charges with an equity and antiracism lens.</li> <li>○ We have begun conversations about agendizing IDEAA at every meeting and updating committee charges with an equity and antiracism lens.</li> <li>○ We have not begun conversations about agendizing IDEAA at every meeting and updating all committee charges with an equity and antiracism lens.</li> </ul>
<ul style="list-style-type: none"> <li>○ I engage with a variety of cultures and provide culturally responsive practices in educational spaces.</li> <li>○ I acknowledge there are other cultures and that others may come from a different lived experience than me.</li> <li>○ I do not engage with cultures outside my own, nor do I provide culturally responsive practices in educational spaces that incorporate different lived experiences.</li> </ul>	<p><b>Commitment to Relate to Diverse Lived Experiences</b></p> <p><b>RESOURCES RECOMMENDED:</b></p> <p><i>Becoming Intercultural Competent article</i></p> <p><i>CSU San Marcos Land Acknowledgement Toolkit</i></p> <p><i>ASCCC Mentorship Handbook</i></p> <p><i>ASCCC Summer 2020 Rostrum</i></p> <p>ASCCC Rostrum <i>Inclusivity</i> article</p>	<ul style="list-style-type: none"> <li>○ We intentionally engage in actions that value diverse lived experiences by celebrating differences, mitigating triggers and traumas, and making space for Black, Indigenous, people of color, LGBTQ+, and people with disabilities, investing in resources to foster equitable environments.</li> <li>○ We are committed to and understand that one's lived experiences may include and not be limited to cultural differences, triggers, and traumas, and/or resources to manage and support equitable environments appropriately.</li> <li>○ We have not yet implemented a consistent effort to understand that one's lived experiences may include and not be limited to cultural differences, triggers, and traumas and/or resources to manage and support and provide space appropriately.</li> </ul>



# CULTURAL HUMILITY JOURNEY MAP

A graphic tool for use in creating a cultural humility plan.

