

Step 1: Cultivating Leadership & Getting Buy-In – Personal Level of Change Process (Micro)

Beginning at the personal level, each member of the organization's community should be encouraged to take part in a guided and nonjudgmental self-reflection to place them on the cultural competency continuum. Part of this process should be an educational one that explains the importance of cultural competency in the workplace, including the four skills of cultural diversity competence. I believe that approaching cultural competency using an asset model, rather than a deficit model, will encourage engagement and curiosity in broadening one's knowledge, as opposed to condemning any questions or "growing pains" in striving for CC.

Much as this course developed notions of cultural competency incrementally, I believe it would be wise to incorporate CC into professional development and other trainings at this institution. I understand that The Huntington's most recent Strategic Plan is focused heavily on Diversity, Equity, and Inclusion at the institution, which is an excellent start. I do think, however, that ensuring a genuine practice of those values will be important to assess in the coming months/years.

Step 2 Community – Interpersonal Level of Change Process (Meso):

For the second step in this action plan, I believe it is necessary to look at both a) the community of the institution itself *and* b) the surrounding community.

A. Community Within

- Total number of staff:
- Conduct a demographic profile of The Huntington Library, Art Museum, and Botanical Gardens
 - Cultural determinants (Age, Race, Immigrant, LGBTQ+, Differently Abled/Disability status, Caregiver, Language, &c.)
- Ask staff members if/what accommodations could be provided to support their culture as it influences their day-to-day
- Analyze the differences between museum staff, library staff, and gardens staff
- Ask internally: How is information about the surrounding community currently collected? How often is information about the surrounding community collected? How is that information processed at the institution? How does it inform practices?

B. Surrounding Community

- Demographic/cultural profile of Los Angeles County

- San Marino (and with it, The Huntington) was built on grounds that originally belonged to the Tongva people—what part of this history is represented in the collection? In the museum’s own narrative?
- Cultural determinants (Age, Race, Immigrant, LGBTQ+, Differently Abled/Disability status, Income, Language, &c.); social determinants; political determinants; resources, businesses, and organizations
- Demographic/cultural profile of museum members
- Compare museum membership demographic to that of Los Angeles County
- Outreach & Community Needs Assessment: Reach out to stakeholders and individuals whose culture is represented in the collection; ask how the community currently sees the institution serving them; ask how the community hopes the institution would serve them
- Service outcomes and disparities analysis

Step 3 Action Plan Development, Programming, Policy Implementation, & Maintenance – Organization Level of Change Process (Macro):

For the third step in this plan, following the analysis of data collected in steps 1 and 2, the institution will be able to move forward in developing its strategic plan/action plan towards more culturally competent practices. From what I understand, I believe that a dedicated consultancy or division of staff would benefit the goals of Step 3 because of the ongoing nature of data collection, analysis, and implementation (to be incorporated into the allocation of resources).

- Identify the strengths, weaknesses, and opportunities present in the institution’s cultural practices as they interface with the community
- Devise an action plan that both continues in the strong practices while paving steps to address the opportunities for improvement in cultural competency
 - Establish organizational priorities and make the staff aware of them
- Allocate personnel and financial resources to the ongoing commitment to culturally competent practices
- Implement programming that both engages with and educates members of the community on the diverse cultural makeup of the institution from its collections to its staff to the guest lecturers and other resources that it features
- Sustain and maintain partnerships with community stakeholders
- Administer periodic self-assessments to track growth—in so doing, the action plan will account for the ongoing and continuous development of culture
 - Incorporate the self-assessment results into block grant planning and development process
- Regularly meet with community stakeholders to ask about the impact of the institution’s cultural competency efforts

