

CULTURAL COMPETENCE IN HIGHER EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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INNOVATIONS IN HIGHER EDUCATION TEACHING
AND LEARNING VOLUME 28

**CULTURAL COMPETENCE IN HIGHER
EDUCATION**

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Created in partnership with the
International Higher Education Teaching and
Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78769-772-0 (Print)

ISBN: 978-1-78769-771-3 (Online)

ISBN: 978-1-78769-773-7 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

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INTRODUCTION

Tiffany Puckett and Nancy Lind

Education institutions and workplace environments are increasingly diverse. Cultural competence is the ability to work effectively with people from a variety of backgrounds. These backgrounds can include a difference in race, gender, ethnicity, socio-economic status, religion, and/or sexual orientation. Many of the students that come to higher education institutions have not been exposed to significant differences from themselves. A higher education institution is the perfect venue to provide students with the lessons, instruction, and tools necessary to assist them in becoming culturally competent before entering into the workplace.

This book covers teaching cultural competence in colleges and universities across the United States. The chapters focus on the research, practices, narratives, and reflections related to preparing students to be culturally competent. It covers the experiences and challenges of instructors across disciplines.

The purpose of this book is to provide a resource to gain knowledge related to teaching cultural competence. There have been some comprehensive texts to discuss this topic; however, these texts are typically discipline or occupation-specific. This text captures the knowledge, lessons learned, and experiences from a variety of disciplines. The book provides a reference for instructors, researchers, and other stakeholders who are looking for material and strategies that will assist them in preparing students to become culturally competent.

OUTLINE OF THE BOOK

This book comprises four parts. These four parts are Part One: The Importance of Cultural Competence; Part Two: Research Related to Cultural Competence; Part Three: Lesson Learned: Teaching Cultural Competence; and Part Four: The Future: Teaching Cultural Competence. Within the four parts, there are 16 chapters. Part One: The Importance of Cultural Competence includes

Cultural Competence in Higher Education
Innovations in Higher Education Teaching and Learning, Volume 28, 1-4
Copyright © 2020 by Emerald Publishing Limited
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ISSN: 2055-3641/doi:10.1108/S2055-36412020000028025

four chapters. In Chapter 1, Puckett provides a continuation of the introduction and a discussion of why cultural competence is essential in higher education. Puckett examines why cultural competence is important and how higher education institutions are attempting to develop the cultural competence of its students. It also discusses some of the commonalities in the strategies used by the institutions. Furthermore, the author reflects on their use of cultural competence teaching strategies. In Chapter 2, Mullen highlights cultural competence through the lens of language and the internationalization of higher education. Mullen argues that with growing international student enrollment, campuses need to support their diverse learners better and prepare students to be culturally competent. The chapter highlights the voices of international undergraduate students from China, India, and Malaysia, addressing how these students thoughtfully navigate through complicated language ideologies and policies in and outside of the classroom. Furthermore, the chapter makes recommendations for how US universities should encourage cross-cultural competence through embracing multilingual ideologies and language policies.

In Chapter 3, Cobb explores how higher education institutions are the conduit for the disciplines' ways of knowing. Cobb focuses on the worldview or mindset of the professions that result in continued disproportional impacts based on race, gender, ethnicity, language, orientation, and differing abilities in every major industry including education, health, employment, housing, finance, technology, and the criminal justice system. The author discusses how culturally responsive pedagogy and mindfulness can create a pathway to alter these impacts. In Chapter 4, Dowd Barnes and Rutledge Slaton examine cultural humility and why adding it to the diversity, equity, and inclusion lexicon can help engage various discourse communities and deepen one's understanding of diverse cultural identities. The chapter briefly covers literature related to college student's resistance to discourse about culture, race, and bias. The chapter expands on the use of the model of influence framework as an approach to teach and foster cultural humility.

Part Two: Research Related to Cultural Competence includes four chapters. In Chapter 5, Zwicky and Walls examine the impact of a multicultural curriculum transformation assignment on the consciousness and pedagogy of pre-service and in-service educators. The chapter highlights how two university faculty leveraged a mosaic of critical theories and pedagogies to engage action research exploring the inquiry. Its question is: *How might the application of an assignment grounded in an instructional framework comprised of theories in educational leadership, critical multicultural education, and critical pedagogy inspire and motivate pre- and in-service educators to teach, lead, and serve for social justice beyond their program of study?* In Chapter 6, Baker focuses on a study that examined the multicultural competence of graduate students in a higher education program. The study examines the responses on the Multicultural Competence in Student Affairs – Preliminary 2 Scale by race, gender, and other pertinent variables. The findings indicate the need for diversity courses within the curriculum to increase the cultural competence of graduate students in higher education programs.

In Chapter 7, Griffin presents a study based on comprehensive internationalization through the framework of intercultural competence based on recent studies of Internationalization at Home (IaH). The study finds that faculty and staff perspectives of comprehensive internationalization reflect attributes consistent with IaH. In Chapter 8, Winfrey Avant, Houston, and Nesbitt examine a study that involves course assignments from a social work program related to readiness for practice with diverse populations. Results reveal that most students overestimated their ability to work with diverse communities at the onset of instruction. The authors also discuss how, at the end of the course, the students were able to analyze their beliefs and assumptions about diversity and articulate a plan for continued knowledge and skill development beyond the classroom setting.

Part Three: Lesson Learned: Teaching Cultural Competence includes three chapters. In Chapter 9, Ángeles, Cone, Jean Johnson, and Faulstich Orellana examine how the use of ethnographic methods can support educators in developing students' cultural competence. The study analyzes undergraduate students' statements regarding the value of a university class with weekly visits to a play-based after-school club located in a multicultural immigrant community. In Chapter 10, Williams utilized a social justice framework to share lessons learned in teaching cultural competence in various subjects to diverse classes (i.e., different racial/ethnic compositions, a range of socioeconomic statuses, sexual orientations, gender identities, political leanings, etc.). The chapter presents challenges that influenced the delivery of material. In Chapter 11, Gomez and Darnell provide an overview of models and frameworks from the perspective of cultural competence in healthcare settings, such as the Joint Commission on Accreditation of Healthcare Organizations, Department of Health and Human Services, specifically the Office of Minority Health and Healthy People 2020. The authors also provide suggestions for faculty interested in incorporating these models and practices into their courses.

Part Four: The Future: Teaching Cultural Competence contains five chapters. In Chapter 12, Chin and Morales discuss how students of color are confronted with racial microaggressions. Within that context, the authors present how educators and administrators can effectively educate students on this concept to increase their cultural competency and combat these racialized acts. In Chapter 13, Thompson proposes a framework for introducing cultural competence during the first year of law school. The framework emphasizes self-awareness and helps first-year law students learn that they are cultural beings whose perspectives on the law are colored by their own life experiences and biases. The author provides strategies that can be applicable to different first-year law courses. In Chapter 14, Nelson and Nelson discuss restorative justice as it relates to cultural competence. The restorative justice approach allows students to take a unique look at culture. The chapter also examines how restorative justice can be used in a curriculum to help students learn cultural competence. In Chapter 15, Collins, Heidelberg, and Scott discuss strategies utilizing technology to teach cultural competence in the context of a diversity course within a psychology graduate program. The authors

outline strategies on how to strategically incorporate technology to remove barriers to participation and self-reflection, allowing students to develop cultural competency skills. In Chapter 16, Pam Barger utilizes an educator's experiences in teaching intercultural competence in a private liberal-arts college. The chapter provides teaching and learning strategies to help adult learners understand the importance of intercultural competence and interactions in a multicultural and multilingual world.

PART I

THE IMPORTANCE OF CULTURAL COMPETENCE

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CHAPTER 1

THE IMPORTANCE OF DEVELOPING CULTURAL COMPETENCE

Tiffany Puckett

ABSTRACT

This chapter provides an overview of the importance of cultural competence and how it is developed in some careers by higher education institutions. Included in the discussion is a brief overview of some research and strategies used when attempting to develop cultural competence.

Keywords: Cultural competence; intercultural competence; diversity; higher education; teaching; culturally relevant; cross-cultural education

INTRODUCTION: WHAT IS CULTURAL COMPETENCE

The demographics of the United States have significantly changed over the last decade leading to our workplaces being more culturally diverse. Individuals from different backgrounds, cultures, and countries work together. Many businesses have included diversity training or consulting as a part of professional development programs. However, institutions of higher education should also help future employees to work more effectively in their workplaces by developing cultural competence while the students are still engaged in their educational training programs.

The National Center for Educational Statistics (NCES) reports that there are 4,313 degree-granting postsecondary institutions in the United States as

of the 2017–2018 school year. About 1,626 of the 4,313 are public institutions, with the largest number of institutions in California, New York, and Texas (IPEDS, 2018). These universities and colleges enroll many students preparing to become future leaders, scientists, teachers, doctors, lawyers, engineers, social workers, etc. Most of these professions are service professions. The United States is so diverse that all students will at some point in their career have to work in culturally diverse workplaces. Because the workplace is so diverse, it is the responsibility of postsecondary institutions to prepare students to work effectively with diverse groups. Colleges and universities can be instrumental in the development of future professionals' cultural competence by incorporating the importance of it in their degree program. In this chapter the author discusses the importance of cultural competence and explores literature to discuss how cultural competence is developed in some careers by higher education institutions. Higher education institutions have worked to develop cultural competence, and even though students might be entering wildly divergent careers, there are some commonalities that appear to be important and overarching themes among all colleges and careers. Below is a discussion of the different colleges and their attempts to prepare students to be culturally competent professionals.

There have been many definitions of cultural competence:

Cultural and linguistic competence is a set of congruent behaviors, knowledge, attitudes, and policies that come together in a system, organization, or among professionals that enables effective work in cross-cultural situations. (*Association of American Medical Colleges, 2005, p. 1*)

The healthcare profession has defined cultural competence in the following way:

A culturally competent health care system has been defined as one that acknowledges and incorporates – at all levels – the importance of culture, assessment of cross-cultural relations, vigilance toward the dynamics that result from cultural differences, expansion of cultural knowledge, and adaptation of services to meet culturally unique needs. A culturally competent system is also built on an awareness of the integration and interaction of health beliefs and behaviors, disease prevalence and incidence, and treatment outcomes for different patient populations. (*Betancourt, Green, & Carrillo, 2003, p. 294*)

Cultural competence has been defined or discussed using many different terms including intercultural competence, ethnic competence, cross-cultural competence, global competence, transcultural competence, cultural intelligence (CQ), multiculturalism, cultural responsiveness, and cultural humility. Some scholars discuss cultural competence using more general terminology. No matter what terms are used, it all refers to an awareness that people are different, which allows each person to work effectively with others. One definition of cultural competence is provided by Western Kentucky University's Global Pathways Cultural Competence Module (2014):

cultural competence is the social awareness that everyone is not like I am, that their different cultures and backgrounds affect how they think and behave, and that this awareness allows me to behave appropriately and perform effectively in culturally diverse environments. (*Burke, Keaster, Norman, & Pereira, 2014, p. 5*)