

Cultural Competency in Higher Education

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What is culture?



(A) Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

<https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

(B) Culture is defined as the complex whole of a society. This can include everything that gives a society its identity. There are five basic characteristics that all cultures have in common. These characteristics are that all cultures share are learned, shared, symbolic, integrated, and dynamic.

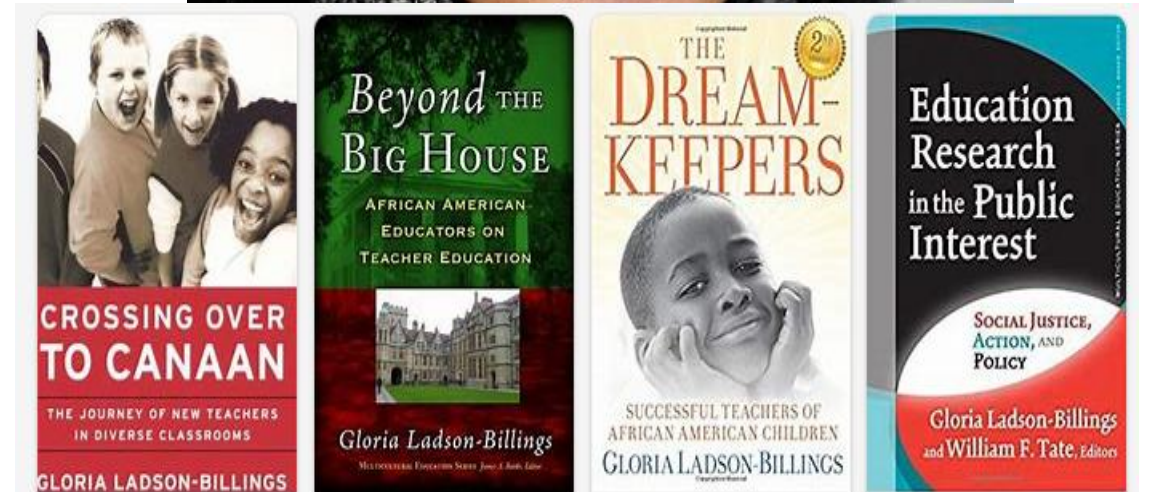
<https://study.com/academy/lesson/the-five-basic-characteristics-of-cultures.html>

What is cultural competency?



Dr. Gloria Ladson-Billings

Professor of Curriculum and Instruction at the University of Wisconsin-Madison, worked as a teacher and administrator in Philadelphia Public schools. She created the term – **culturally relevant pedagogy** and has authored several books including *The Dream-Keepers*.



Culturally competency is...

*where faculty are skilled at teaching in a cross-cultural or multicultural setting. It is the ability to **enable each student to relate the course content to his or her cultural context.***



Preparing for a cultural classroom involves:

- exploring one's own culture
- understanding social identities (yours/others)
- learning about other cultures, and
- learning about students' cultures.



Students and the workforce today ...



Why is cultural competence important?

- Diverse student population
- Competition for students
- Growing need for a credentialed workforce
- Closing the equity and skills gap.

Enrollment Still Down

Undergraduate enrollment is still down across higher education, according to the latest National Student Clearinghouse report. Black and Hispanic enrollment in community colleges is still down more than white and Asian enrollment.

By **Madeline St. Amour** // November 12, 2020

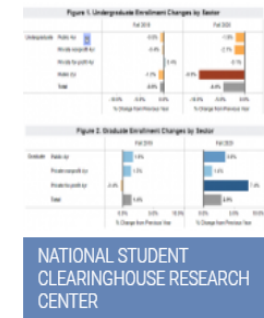
The **latest round of data** from the National Student Clearinghouse Research Center paints a similarly dreary enrollment picture as previous reports.

The research center has been studying the effects of the COVID-19 pandemic on enrollment in higher education, producing a new report about every month this fall. The new numbers are based on 76 percent of colleges in the nation reporting as of Oct. 22. The **previous report** included 54 percent of postsecondary institutions.

Not much has changed between the two reports.

Enrollments are still down over all for higher education -- by 3.3 percent. The decline was previously 3 percent.

Undergraduate enrollment is also slightly lower in this report. Last month, it was down 4 percent. It's now down



Social Identities

Social identities are labels people use to categorize or identify themselves and/or others as members of a specific group of people.



Source:

Center for Creative Leadership: *Unlearning Your Organizational Culture*

Activity: Create Your Social Identity List

Black female

College graduate

Single gender/HBCU graduate

Daughter

Sister

Mom/Step-mom

Higher Ed/IT professional

American/Native American

Middle class

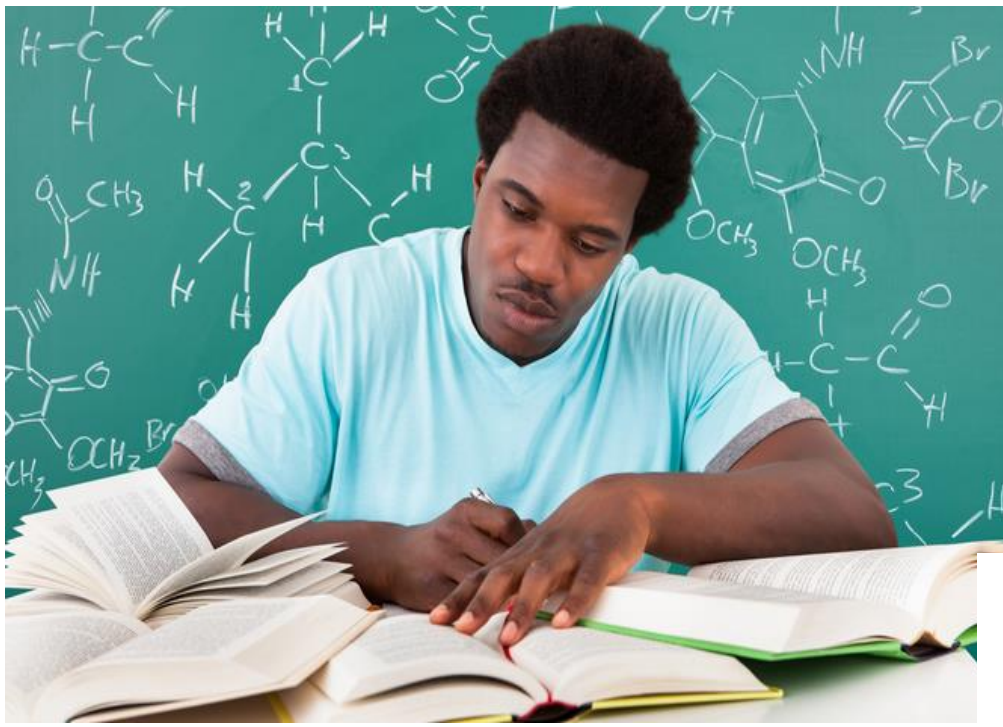
Heterosexual

Pianist

Antique car enthusiast

Instructional Designer

Program evaluator



Identity Development

Where we start matters!



Culturally Competent Educators...



- are reflective ...
- acknowledge our biases, fears and stereotypes
- appreciate traditions and values of other cultures
- seek out knowledge about the cultures and experiences of diverse students

Culturally responsive teaching is a ...



Student centered instructional method!

A culturally responsive environment means ...

- getting their names right!
- encouraging students to learn about each other.
- giving students a voice!
- handing out praise accordingly.



Promote inclusion by ...

1. Creating a positive learning climate.
2. Embracing students' diversity.
3. Increasing our own cultural competence.
4. Encouraging student interactions.
5. Fostering a community of learners within the classroom.



Promote inclusion by ...

6. Teaching and learning respect in the classroom.
7. Supporting and empowering students (microaggressions and microresistance).



Activity: Is this a **Microaggression**?

Scenario A - *A white male, assistant professor says to a colleague, “Someone mistook me for a security guard.”*

A colleague asks, “How did that make you feel?”

He responds, “Fine. It was funny.”

Scenario B: *An African American male, assistant professor says, “Someone mistook me for a security guard.”*

A colleague asks, “How did that make you feel?”

He responds: “I am so sick of it. No one ever sees me, or people who look like me, as a professional with a degree.”

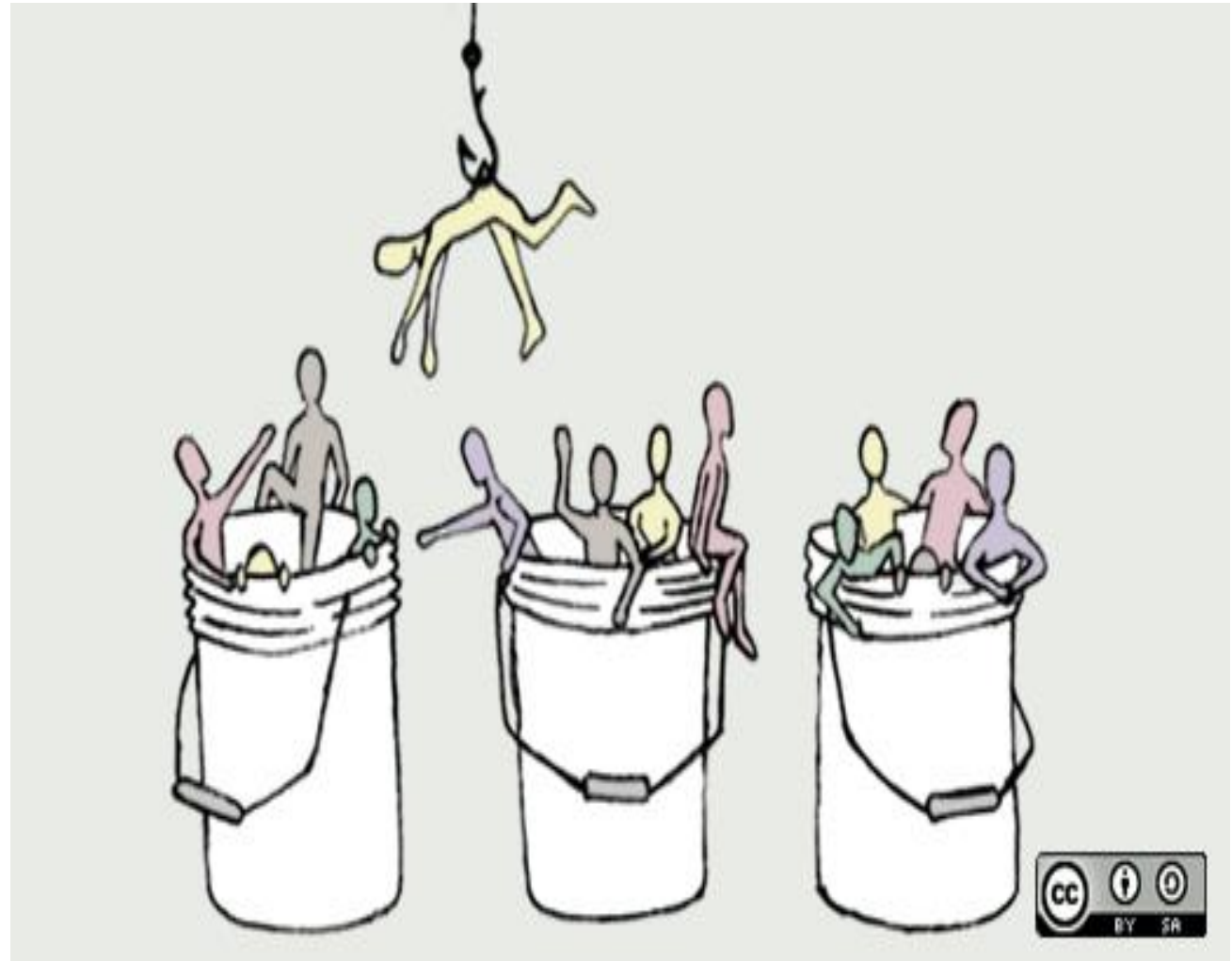
Signs that someone has suffered a **microaggression**:

- They feel hurt (i.e., angry, shocked, shamed, resigned, etc.).
- They think about the experience for a long time after it happened.
- They are unsure if they are making too much of the experience.
- They are pretty sure the person making the slight would not have said/done the same thing to someone perceived as having societal or professional power over them or their identity group.



Don't ...

- label people
- put everyone in the same bucket who have nothing in common
- stereotype
- focus on differences
- attempt to control diversity.
Diversity is an outcome.



Do ...

- focus on similarities (*students from out of state, students with same last name*)
- create opportunities for students to engage each other
- allow students to facilitate discussions
- have students speak positively to each other
- keep your class rules consistent.



The Imposter Syndrome (IS)

Impostor syndrome (also spelled imposter syndrome, also known as impostor phenomenon or fraud syndrome).

The term appeared in 1978 by clinical psychologists Dr. Pauline R. Clance and Suzanne A. Imes.

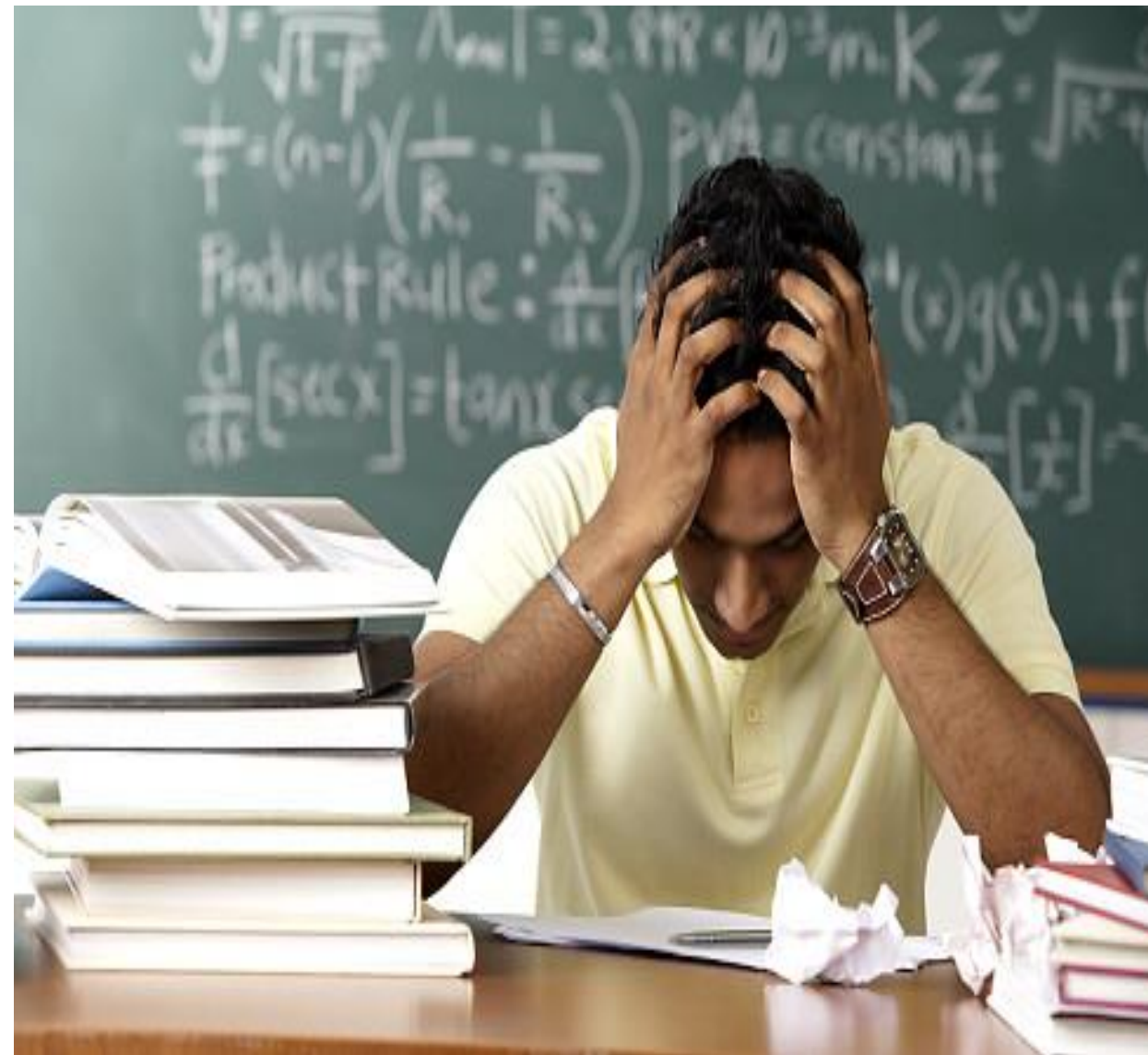
It refers to high-achieving individuals marked by an inability to internalize their accomplishments and a persistent fear of being exposed as a "fraud". *It also occurs among underrepresented racial/ethnic minorities (URM).*



What does Imposter Syndrome look like?

Intense feelings of Imposter Syndrome cause high-achieving URM students to ...

- disengage from academic endeavors (attending class, attending campus activities)
- avoid evaluative situations
- have constant feelings of inadequacy
- exhibit an unhealthy pressure to succeed (i.e., make an 'A' or failure).





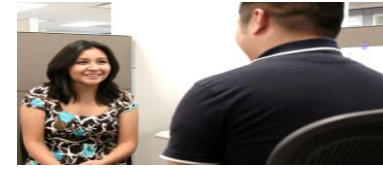
First generation students...

- **experience** Imposter Syndrome **more often than their non-first gen peers**
- **can take longer to complete degree** due to Imposter Syndrome
- **may not have family support**
- **may feel loss and disconnected.**

Overcoming Imposter Syndrome and Self-doubt

- Talk about it with a trusted friend who will listen.
- Separate emotions from facts.
- There is a right time for an appropriate amount of self doubt.
- Accentuate the positive. Do not obsess over everything.
- Develop a new response to failure.
- Right the rules. Ask for help.
- Develop a new script. Recognize the triggers.
- Visualize success.
- Reward your self. Accept a compliment.
- Fake it 'til you make it! Courage comes from risks.





Questions and Discussion

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NC Community College System Office

**Thank you for joining us
today!**

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