CROSS CULTURAL COMPETENCE IN THE CLASSROOM:
IT BEGINS WITH YOU!

Joelle A. Murchison
UCONN FACULTY TEACHING WORKSHOP
May 15, 2017
WE ALL MAKE LOTS OF ASSUMPTIONS.
AS A RESULT, WE OFTEN:

- STEREOTYPE
- DISCRIMINATE
- IGNORE
- DENY
- HURT OTHERS
- MISS OUT
WE DON’T KNOW, WHAT WE DON’T KNOW!
THE WORLD, AS WE KNOW IT, HAS CHANGED!

- **Asians** are currently one of the fastest growing ethnic groups in the country with the highest income and level of education in the general population.

- **Women** and people of color represent nearly 70% of the net new workforce entrants since 2008.

- **Women** have been earning more bachelor’s degrees than men since 1982, and more master’s degrees than men since 1981.

- **Women & Minority** owned businesses are a growing force in the US economy.

- For the first time since the founding of the Republic, a majority of public school K–12 pupils in the United States are **students of color**.
1167 tenure and tenure-track and 68 clinical faculty

The faculty workforce of 1242 is:

- 74.3% White
- 3.3% Black
- 5.2% Hispanic
- 16.6% Asian
- 0.3% Native American
- 0.2% Two or More Races

317 minority faculty comprise 25.7% of the total faculty workforce

- 39.3% female and 60.7% male
- White males constitute 44.1%, the largest group
- Black females are the least represented at 1.1%.
### UCONN UNDERGRADUATE STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>Hispanic/Latino</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
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<tbody>
<tr>
<td><strong>Male</strong></td>
<td>1119</td>
<td>13</td>
<td>1203</td>
<td>645</td>
<td>5</td>
<td>6487</td>
<td>279</td>
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<tr>
<td><strong>Female</strong></td>
<td>1325</td>
<td>19</td>
<td>1227</td>
<td>703</td>
<td>7</td>
<td>6376</td>
<td>354</td>
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<tr>
<td><strong>Totals</strong></td>
<td>2444</td>
<td>32</td>
<td>2430</td>
<td>1348</td>
<td>12</td>
<td>12,863</td>
<td>633</td>
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<tr>
<td><strong>Percentage</strong></td>
<td>11%</td>
<td>0%</td>
<td>11%</td>
<td>6%</td>
<td>0%</td>
<td>58%</td>
<td>2%</td>
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## UCONN GRADUATE STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
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<th>Two or More Races</th>
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</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>73</td>
<td>1</td>
<td>90</td>
<td>75</td>
<td>2</td>
<td>802</td>
<td>32</td>
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<tr>
<td><strong>Female</strong></td>
<td>109</td>
<td>2</td>
<td>91</td>
<td>134</td>
<td>1</td>
<td>1108</td>
<td>45</td>
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<tr>
<td><strong>Total</strong></td>
<td>182</td>
<td>3</td>
<td>181</td>
<td>209</td>
<td>3</td>
<td>1910</td>
<td>77</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>5%</td>
<td>0%</td>
<td>41%</td>
<td>2%</td>
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</table>
SO WHAT?

RESEARCHERS HAVE DOCUMENTED THAT STUDENTS’ EXPOSURE TO OTHER STUDENTS WHO ARE DIFFERENT FROM THEMSELVES AND THE NOVEL IDEAS AND CHALLENGES THAT SUCH EXPOSURE BRINGS LEADS TO IMPROVED COGNITIVE SKILLS, INCLUDING CRITICAL THINKING AND PROBLEM SOLVING.”

https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/
SO WHAT?

STUDENTS CAN LEARN BETTER HOW TO NAVIGATE ADULTHOOD IN AN INCREASINGLY DIVERSE SOCIETY—A SKILL THAT EMPLOYERS VALUE—IF THEY ATTEND DIVERSE SCHOOLS.

NINETY-SIX PERCENT OF MAJOR EMPLOYERS, SAY IT IS “IMPORTANT” THAT EMPLOYEES BE “COMFORTABLE WORKING WITH COLLEAGUES, CUSTOMERS, AND/OR CLIENTS FROM DIVERSE CULTURAL BACKGROUNDS.”

https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/
Business is conducted all across the world and technology allows people to be connected effortlessly.

Understanding cultural differences is critical to attracting people to your products and services.
WE ALL PRACTICE....

SIMILARITY BIAS.

WE LIKE TO BE AROUND PEOPLE WHO ARE LIKE US.
WE ARE MORE COMFORTABLE AROUND PEOPLE WHO ARE AROUND US.
IMPLICIT BIAS IS...

ATTITUDES OR STEREOTYPES
THAT AFFECT OUR UNDERSTANDING, ACTIONS, AND DECISIONS
IN AN UNCONSCIOUS MANNER.

http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
A FEW KEY CHARACTERISTICS OF IMPLICIT BIASES

• IMPLICIT BIASES ARE PERVERSIVE. EVERYONE POSSESSES THEM, EVEN PEOPLE WITH AVOWED COMMITMENTS TO IMPARTIALITY SUCH AS JUDGES.

• IMPLICIT AND EXPLICIT BIASES ARE RELATED BUT DISTINCT MENTAL CONSTRUCTS. THEY ARE NOT MUTUALLY EXCLUSIVE AND MAY EVEN REINFORCE EACH OTHER.

• THE IMPLICIT ASSOCIATIONS WE HOLD DO NOT NECESSARILY ALIGN WITH OUR DECLARED BELIEFS OR EVEN REFLECT STANCES WE WOULD EXPLICITLY ENDORSE.

• WE GENERALLY TEND TO HOLD IMPLICIT BIASES THAT FAVOR OUR OWN INGROUP, THOUGH RESEARCH HAS SHOWN THAT WE CAN STILL HOLD IMPLICIT BIASES AGAINST OUR INGROUP.

• IMPLICIT BIASES ARE MALLEABLE. OUR BRAINS ARE INCREDIBLY COMPLEX, AND THE IMPLICIT ASSOCIATIONS THAT WE HAVE FORMED CAN BE GRADUALLY UNLEARNED THROUGH A VARIETY OF DEBIASING TECHNIQUES.

http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
IMPLICIT BIAS, IN OUR DECISION MAKING...

CAN CHANGE THE COURSE OF A STUDENT’S LIFE!

http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
IT’S OUR PARENTS AND THE MEDIA’S FAULT!

- What exists in our subconscious causes us to have feelings and attitudes about people based on characteristics such as race, ethnicity, age, and appearance.

- These biases are developed over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.

- In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
THIS IS WHY WE NEED TO BE CULTURALLY COMPETENT TO FIGHT THE BIAS LIVING INSIDE OF OUR HEADS.

We can fight this bias in our classrooms!
WHAT IS CULTURAL COMPETENCE?

• **CULTURAL COMPETENCE** REFERS TO AN ABILITY TO INTERACT EFFECTIVELY WITH PEOPLE OF DIFFERENT CULTURES AND SOCIO-ECONOMIC BACKGROUNDS.

COMPONENTS OF CULTURAL COMPETENCE

- Awareness of one's own cultural worldview
- Attitude towards cultural differences
- Knowledge of different cultural practices and other worldviews
- Cross-cultural skills

AN EXAMPLE OF CULTURAL MEANING AND IMPACT

A WESTERN PROVERB

A squeaky wheel gets the oil.

A JAPANESE PROVERB

The nail that stands out gets hammered down.
HEWITT’S STAGES OF CROSS-CULTURAL COMPETENCE

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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| I     | Demonstrates an understanding of the definition and aspects of culture.  
Seeks to understand own culture and perspective, how it differs from others, and how culture and perspective can impact interactions with coworkers, customers, clients and others. |
| II    | Manages own biases and stereotypes and accepts cultural differences in styles, behaviors, beliefs and worldviews.  
Reaches out to others with different backgrounds, perspectives, styles and/or opinions to achieve optimal business results. |
| III   | Incorporates the diverse perspectives and talents of others to accomplish objectives, and constructively addresses situations in which cultural differences are overlooked or not respected. |
| IV    | Builds a cross culturally competent organization by developing and supporting systems and processes that optimize the value of diverse cultures, background, skills, perspectives and ideas. |
THE CULTURALLY COMPETENT INSTRUCTOR

- Understands and values inclusion
- Acknowledges their own biases
- Understands the community, its demographics and their changing needs
- Acts as a role model – leads the way
- Builds and leverages a diverse team
- Demonstrates cultural competence – continuous learning
QUESTIONS?
KATE GERVAIS, DIRECTOR, THE DISCOVERY CENTER
MICHELLE PINCINCE, EDUCATION DIRECTOR, CONNECTICUT REGION
ANTI-DEFAMATION LEAGUE
MICHÈLE STEWART-COPÉS, MS, MSW CO-PRINCIPAL, HEALTH & EQUITY LLC

EXPERT PANEL