CULTURAL COMPETENCE IN HIGHER EDUCATION

Edited by Tiffany Puckett and Nancy S. Lind

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 28

CULTURAL COMPETENCE IN HIGHER EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Previous Volumes:

Volume 7	University Partnerships for Academic Programs and Professional Development – Edited by Patrick Blessinger and Barbara Cozza
Volume 8	University Partnerships for International Development – Edited by Patrick
volume 6	Blessinger and Barbara Cozza
Volume 9	Engaging Dissonance – Edited by Amy Lee and Rhiannon D. Williams
Volume 10	University Partnerships for Pre-service and Teacher Development – Edited by
voidine 10	Barbara Cozza and Patrick Blessinger
Volume 11	Refugee Education: Integration and Acceptance of Refugees in Mainstream
	Society – Edited by Patrick Blessinger and Enakshi Sengupta
Volume 12	Contexts for Diversity and Gender Identities in Higher Education: International
	Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick
	Blessinger and Mandla Makhanya
Volume 13	Strategies, Policies, and Directions for Refugee Education – Edited by Enakshi
, 0141110 10	Sengupta and Patrick Blessinger
Volume 14	Perspectives on Diverse Student Identities in Higher Education – Edited by Patrick
	Blessinger
Volume 15	Language, Teaching and Pedagogy for Refugee Education – Edited by Enakshi
voidine 15	Sengupta and Patrick Blessinger
Volume 16	Strategies for Fostering Inclusive Classrooms in Higher Education – Edited by
	Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
Volume 17	Strategies for Facilitating Inclusive Campuses in Higher Education: International
	Perspectives on Equity and Inclusion - Edited by Jaimie Hoffman, Patrick
	Blessinger and Mandla Makhanya
Volume 18	Integrating Sustainable Development into the Curriculum – Edited by Enakshi
	Sengupta, Patrick Blessinger and Taisir Subhi Yamin
Volume 19	Teaching and Learning Strategies for Sustainable Development - Edited by
	Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
Volume 20	University Partnership for Sustainable Development Edited by Enakshi
	Sengupta, Patrick Blessinger and Taisir Subhi Yamin
Volume 21	Civil Society and Social Responsibility in Higher Education: International
	Perspectives on Curriculum and Teaching Development - Edited by Enakshi
	Sengupta, Patrick Blessinger and Craig Mahoney
Volume 22	Introduction to Sustainable Development Leadership and Strategies In Higher
	Education - Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
Volume 23	University-Community Partnerships for Promoting Social Responsibility in Higher
	Education - Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
Volume 24	Leadership Strategies for Promoting Social Responsibility in Higher Education – Edited
	by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
Volume 25	Integrating Community Service into Curriculum: International Perspectives on
_	Humanizing Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla
	Makhanya
Volume 26	International Perspectives on Improving Student Engagement: Advances in Library
	Practices in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and
17.1 05	Milton D. Cox
Volume 27	Improving Classroom Engagement and International Development Programs:
	International Perspectives on Humanizing Higher Education – Edited by Enakshi

Sengupta, Patrick Blessinger and Mandla Makhanya

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING VOLUME 28

CULTURAL COMPETENCE IN HIGHER EDUCATION

EDITED BY

TIFFANY PUCKETT

Northern Illinois University

NANCY LIND

Illinois State University

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



https://www.hetl.org/



United Kingdom – North America – Japan India – Malaysia – China Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

Copyright © 2020 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

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



CONTENTS

Series Editors Biographies	ix
About the Contributors	xi
Introduction Tiffany Puckett and Nancy Lind	1
PART I THE IMPORTANCE OF CULTURAL COMPETENCE	
Chapter 1 The Importance of Developing Cultural Competence <i>Tiffany Puckett</i>	7
Chapter 2 Language and Cultural Competence: Embracing Multilingual Ideologies and Language Policies Natalie J. Mullen	23
Chapter 3 Bridging the Ivory Tower: Culturally Responsive Education Connects Content to People Velma L. Cobb	37
Chapter 4 Cultural Humility: Expanding Our View Candice Dowd Barnes and Chayla Rutledge Slaton	53
PART II RESEARCH RELATED TO CULTURAL COMPETENCE	
Chapter 5 Transforming Curriculum, Exploring Identity, and Cultivating Culturally Responsive Educators Cynthia Zwicky and Tonya Walls	67
Chapter 6 Assessing Multicultural Competence in Student Affairs and Other Higher Education Professionals Programming: A Preliminary Research Study	
Gianina R. Baker	83

vi CONTENTS

Chapter 7 Faculty and Staff Perspectives on Internationalization and Intercultural Competence at a State Comprehensive University (SCU)	
Jermain Griffin	99
Chapter 8 Educators as the Gatekeepers: Promoting a Race Informed, Culturally Responsive Pedagogy for Human Service Professionals Deneca Winfrey Avant, Doris Houston and LaTasha Nesbitt	113
Deticed Willyrey Avant, Don's Houston and Latusia Nesotti	113
PART III LESSON LEARNED: TEACHING CULTURAL COMPETENCE	
Chapter 9 Cultivating Cultural Competence through Cultural Engagement: Experiences of Undergraduate Service Learning in a Play-based After-School Program Sophia L. Ángeles, Lucas Cone, Sarah Jean Johnson and	
Marjorie Faulstich Orellana	131
Chapter 10 Using Classroom Composition in Delivering Cultural Competence Education Norissa Williams	143
Chapter 11 Developing Cultural Competence in Future Healthcare Professionals	155
Melissa Gomez and Linda Darnell	155
PART IV THE FUTURE: TEACHING CULTURAL COMPETENCE	
Chapter 12 Raising Racial Awareness: Strategies for Teaching Students about Racial Microaggressions Christina B. Chin and Erica Morales	173
Chapter 13 Toward a Pedagogy of Cultural Self-Awareness in the First-year Law School Classroom Mikah K. Thompson	185
Chapter 14 Teaching Cultural Competence through the Lens of Restorative Justice	
Kimberly A. Nelson and Joshua C. Nelson	197

Contents vii

Chapter 15 Using Technology to Teach Cultural Competence	
Tai A. Collins, Kamontà Heidelburg and Meagan N. Scott	219
Chapter 16 On Teaching and Learning: Integrative Reflections on Intercultural Competence through Dialogue Education	
Runchana Pam Barger	229
Name Index	243
Subject Index	251



SERIES EDITORS BIOGRAPHIES

Nancy Lind is a Professor of Political Science at Illinois State University. She has written or edited over a dozen books and her specialties are American public administration and public policy including education and healthcare policy. She holds her Ph.D. from the University of Minnesota.

Tiffany Puckett is an Assistant Professor in the Department of Leadership, Educational Psychology and Foundations at Northern Illinois University. She teaches education law and leadership courses for the College of Education and the College of Law. Her research interests include education law, education finance, and cultural competence. She has a J.D. and Ph.D. in Education Policy, Organization and Leadership from the University of Illinois at Urbana-Champaign. She is a former school attorney.



ABOUT THE CONTRIBUTORS

Sophia L. Ángeles is a doctoral student in the School of Education and Information Studies at the University of California, Los Angeles. Her current research examines the experiences of recently arrived immigrant youth and how the English Learner label affects their college readiness and college access.

Gianina R. Baker, Ph.D., is the Assistant Director at the National Institute for Learning Outcomes Assessment, co-located at the University of Illinois Urbana Champaign and Indiana University, Bloomington, researches, writes, and presents on topics related to the assessment of student learning outcomes in post-secondary education. Her research interests also include access and equity issues for underrepresented administrators and students and higher education policy.

Runchana Pam Barger, Ph.D., is a US Fulbright Scholar researching and lecturing in the Faculty of Education at Chiang Mai University. She also is an Assistant Professor of TESOL in the Applied Linguistics and International Education Department at Wheaton College. She is the Program Director of the English Partnership Programs at Wheaton College Graduate School. She is the author of *Religious Influences in Thai Female Education* (1889–1931).

Christina B. Chin is an Assistant Professor of Sociology at California State University, Fullerton. Her research and teaching interests include race and ethnic identity, immigration, Asian American communities, and popular culture. She is also the co-editor of *Asian American Sporting Cultures* (2016).

Velma L. Cobb, Ed.D., CPCC, ACC, is the Director of the Lander Center for Educational Research in the Touro College Graduate School of Education, New York. Her interest includes the intersection of equity, emotional intelligence, mindfulness, and social justice. She holds an Ed.D. from Columbia University's Teachers College.

Tai A. Collins, Ph.D., is an Associate Professor in the School Psychology Program at the University of Cincinnati. His research interests include peer-mediated interventions for Black students in urban schools, including the use of peer-mediated interventions. He has edited a book on the use of technology in school psychology training and practice, and currently has a book under contract focusing on peer-mediated interventions.

Lucas Cone is a doctoral student at the Danish School of Education, Aarhus University. He earned his MA in Education at University of California, Los Angeles. Through a multi-sited ethnographic study, his research examines the use of commercial platforms and services in Danish public education.

Linda Darnell, MSN, RN, is an Associate Professor at Austin Peay State University School of Nursing. She has been in nursing since 1971 and has been lead author recently in Nursing Clinics of North America a chapter in Transformational Tool Kit for Front Line Nurses: Cultural Competent Patient-Centered Nursing Care. She also co-authored in Critical Care Nursing Clinics of North America Pain Management: Pharmacologic Interventions for Pain Management in 2017. She has been in nursing since 1971. She first began as a Practical Nurse then completed her undergraduate at Austin Peay State University and graduated in 1988. After years of practicing in school system, operating rooms, home health, Physicians' offices, State of Tennessee as a Waiver nurse for the Commission of Aging and Disability she returned to Austin Peay State University as an adjunct faculty. Prior to returning to Austin Peav State University she has been an instructor for practical nursing program, Nursing Technician Program and Health Occupations in a local high school. Following that, she returned to school for her graduate degree in Nursing Education. Currently, she is a tenured Associate Professor of Nursing at Austin Peay State University in Clarksville, TN.

Candice Dowd Barnes, Ed.D., is an Associate Professor at the University of Central Arkansas. She is COO and Executive Coach for Parker Education & Development, LLC. She is the co-author of Civility, Compassion and Courage in Schools Today: Strategies for Implementing in K-12 Classrooms, Success Favors Well-prepared Adults: Developing Routines and Relationships to Improve School Culture, and the Culture, Humility, and Civility Training Program, certified by the International Civility Trainers' Consortium

Marjorie Faulstich Orellana is a Professor in the Graduate School of Education and Information Studies at University of California, Los Angeles. Her work examines the life experiences of the children of immigrants in urban communities and places particular emphasis on children's work as language and culture brokers for their families.

Melissa Gomez, Ed.D., is an Associate Professor in the Health and Human Performance Department and Associate Dean of the College of Behavioral and Health Sciences at Austin Peay University. Her teaching involves human resources in healthcare. She has presented on the topics of inclusivity in the classroom and health disparities. Prior to accepting her teaching appointment, she has worked with first-year college students and students in transition, served as associate dean of students and worked in the private sector managing various health-related organizations.

Jermain Griffin is a Professorial Lecturer in the School of Education at American University. His work on internationalization has been published in the Routledge Internationalization in Higher Education series and the American Council on Education. He holds a Ph.D. in Education and Human Resource Studies from Colorado State University.

About the Contributors xiii

Kamontà Heidelburg, M.Ed., is a fourth-year doctoral student in the School Psychology Program at the University of Cincinnati. His research interests include the use of culturally enriched social skills interventions for African-American males.

Dr Doris Houston is Interim Assistant to the President for Diversity and Inclusion at Illinois State University. She is also an Associate Professor of Social Work and Director of the Center for Child Welfare and Adoption Studies. Her expertise includes higher education access for underserved populations and culturally responsive social work practice.

Sarah Jean Johnson is an Assistant Professor of Teacher Education at the University of Texas at El Paso. Her research examines young children's learning experience with an interest in pedagogies that support the rich linguistic and cultural background of the students in the El Paso region.

Erica Morales is an Associate Professor of Sociology at California State Polytechnic University, Pomona. Her research examines issues of equity and inclusion for underrepresented groups, including students of color and student-veterans in higher education.

Natalie J. Mullen, Ph.D., is the Director of the Institute for Cross-Cultural Training and a professor in the Department of Applied Linguistics and International Education, all at Wheaton College. She has a Masters in Teaching English as a Second Language and a Ph.D. in Education Policy.

Kimberly A. Nelson, Ph.D., is an Assistant Professor at Fort Valley State University in Fort Valley, GA. She is the Clinical Coordinator for the School Counseling Education Program. Her research interest includes understanding the professional identity of new school counselors and helping counselors become more culturally competent through an instructor lead field experience curriculum.

Joshua C. Nelson, DMIN, is a Pastor in the Seventh-day Adventist Church in Georgia. He recently completed a research study helping young black boys dialogue more effectively with police officers in Albany, GA. He is very involved in social justice perspectives and linking concerns of oppressed communities to restorative justice principles.

Dr LaTasha Nesbitt is a motivational Speaker in Education and Personal Development. She received her Ph.D. in Educational Policy, Organization & Leadership from the University of Illinois at Urbana-Champaign. She is the author of four books and founder of Dr Nes International Consulting and Publishing.

Tiffany Puckett is an Assistant Professor in the Department of Leadership, Educational Psychology and Foundations at Northern Illinois University.

Her research interest includes education law, education finance, and cultural competence. She has a J.D. and Ph.D. from the University of Illinois at Urbana-Champaign. She is a former school attorney.

Chayla Rutledge Slaton is a doctoral candidate in the School Psychology Program at the University of Central Arkansas, with an expected graduation date of May 2020. Her dissertation focuses on student perceptions of cultural humility in their teachers and examines if this is positively correlated with student—teacher rapport, with a stronger relationship seen by students who feel less school belongingness.

Meagan N. Scott, B.S., is a second-year doctoral student in the School Psychology Program at the University of Cincinnati. Her research interests include the adultification of African-American girls in relation to discipline outcomes.

Mikah K. Thompson is an Associate Professor at the University of Missouri-Kansas City (UMKC) School of Law. She has taught the following courses: Torts, Evidence, Civil Procedure, Race and the Law, Sexuality and the Law, and Employment Law. Prior to joining the faculty, she served as UMKC's Director of Affirmative Action.

Dr Tonya Walls serves as an Assistant Professor at Touro University Nevada. She is a justice-focused scholar whose research interests include social justice education, culturally relevant pedagogies and educational leadership. She organizes with Teachers for Social Justice Las Vegas and advocates through Code Switch: Restorative Justice for Girls of Color.

Norissa Williams is a Clinical Assistant Professor in New York University's Department of Applied Psychology in the Counselling Psychology Program. Her research is as it pertains to individual and organizational level cultural competence, social determinants of health and cross-cultural differences in the development of coping skills.

Dr Deneca Winfrey Avant is Interim Director and an Associate Professor in the School of Social Work. She is also the Planning and Development Specialist of First Star Academy, a college preparatory program for foster youth, at Illinois State University. She earned her Ph.d. in Educational Organization and Leadership from the University of Illinois at Urbana-Champaign.

Dr Cynthia Zwicky is the Undergraduate Program Lead for Elementary Education and a Lecturer in the Department of Curriculum and Instruction at the University of Minnesota, Twin Cities. Her research interests include restorative justice, equity, teacher education, culturally relevant pedagogy, social justice in education, and school climate and culture.