

Seeking Cultural Competence in Hiring:



Strategies for Attracting and Retaining the Faculty and Staff we need for the 21 Century

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Introduction

What is cultural competency anyway? Why should we care?

- A campus registrar approves adding dark faces to a photo of students on campus to represent "diversity."
- A staff member refers to his supervisor (a person of color) as "brownie" when talking to other staff.
- A college health center nurse sees the tattoo of a new Latino student, and to make conversation, asks what gang he was in at home.
- A graduate student teaching undergraduates remarks that the student leaving his office is "hot."
- A faculty member gets into an argument with an international student about how many continents there are, and remarks that the "educated answer is seven."
- A sorority advisor approves a "Mexican theme" party where members dress in sombreros and hold signs say things like "Will cut grass for drugs."
- A faculty member remarks to a class which includes a number of veterans that "it used to be we hated you guys."
- A supervisor tells a staff member who is a single mother and takes two buses to work that "if you really cared about your job, you would always be here on time."
- A faculty member of color working on research involving urban populations is told by her department chair that in order to have credibility as a scholar, she needs to work on more "mainstream issues."
- A student reports being sexual harassed by a faculty member to a trusted academic mentor and is told that "because you are attractive and intelligent, these things are likely to happen."

As the United States population becomes more diverse in terms of race, ethnicity, skin color, cultures, countries of origin, languages, and configurations of families, and higher education can look into the future to see who will be coming or returning to campus, it no longer makes sense to hire faculty, administrators or other staff who are unable to effectively, respectfully and inclusively work with, teach and/or lead diverse groups of people. Among the reasons why our institutions, our employees, our students, and our communities lose out when we continue to do so are these.

- 1) We miss the opportunity to learn from and problem solve with others who have different and valuable insights needed if higher education is to evolve.

- 2) We wear out, discourage and ultimately lose faculty, administrators and staff who have continued to cultivate knowledge and skills in areas related to cultural competence, and have tried and failed to get institution, department and office leaders to move forward in these areas.
- 3) We betray our mission of education in general, as well as putting the lie to much of the rhetoric we have incorporated into our strategic goals and plans in the last decade about providing a welcoming, respectful and inclusive environment for all members of our campus community, thus breaking trust with those who could help.

Although there are many definitions and applications of cultural competence, some of which will be discussed in upcoming pages, we must start by distinguishing the knowledge and skills sought in hiring for cultural competence from the legal processes put into place in 1965 by Executive Order 11246, for taking affirmative action in hiring. The resulting regulations for **affirmative action** in hiring for federal contractors ask employers to:

- 1) remove unnecessary provisions and processes in hiring that could prevent qualified applicants from applying;
- 2) gather data and calculate the numbers of women and "minorities" who could be qualified for a given position;
- 3) compare the resulting data to the numbers of women and "minorities" that hold such positions at a particular employer;
- 4) advertise using methods likely to attract a pool of candidates reflective of the full scope of qualified candidates; and finally, having done these things,
- 5) always hire the best qualified candidate for any given position.

For more information on the history and regulations for Executive Order 11246, go to http://www.dol.gov/ofccp/about/History_EO11246.htm#.UMI9JVJ0Pxs.

When we seek **cultural competence in hiring**, we begin by identifying the knowledge and skills needed by a person in given position that relate to the qualified candidate working with, teaching and/or leading groups of diverse individuals in respectful, equitable and inclusive ways. In higher education, these skills and this knowledge set can be different depending on our college or university mission, it's current and future members, and the responsibilities and levels of authority of the position in question. Knowledge and skills related to cultural competence are integral to building campus and classroom environments where every person has an opportunity to reach his or her full potential, is valued for the unique qualities each brings and the contributions each can make, and where each can enter the classroom or the workplace everyday bringing his or her whole self there to work and to learn.

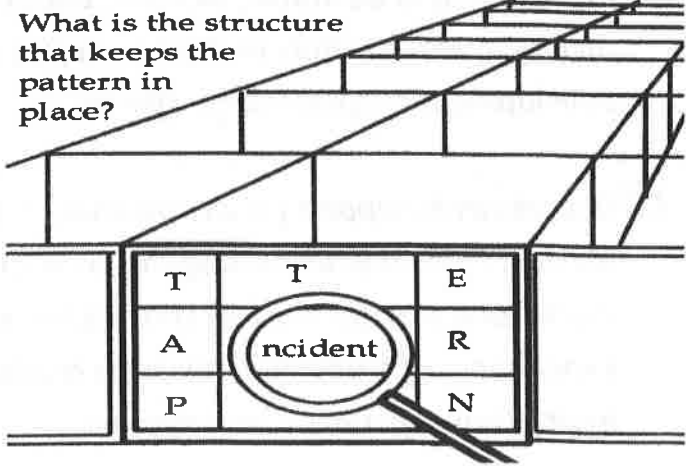
In the examples provided on the previous page, administrators, faculty members, and staff failed in their responsibilities to support such equitable and inclusive environments by, at the

very least being unaware of the stereotypes from which each was acting, and at worst, deliberately attempting to exploit, exclude, insult or shame a student or other employee. We can be more conscious in hiring so we minimize the likelihood of perpetuating these patterns. We can change the structure so that it supports and rewards cultural competence.



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| P | | N |

What is the structure that keeps the pattern in place?



Some Basic Premises

In educational and workplace environments where cultural competency is valued and supported, you should see the following as recurring patterns rather than isolated or onetime events.

- 1.1** *Diversity, inclusion, equity, multiculturalism, internationalization and globalization are seen as overlapping and interwoven issues, and efforts to advance these are consciously considered, connected, supported, respected and funded. Institutional development planning mirrors this value, and works to explain its value to potential donors.*

- 1.2** *Everyone sees it as his or her responsibility to take action if she or he believes that harassment and/or discrimination is occurring. People who report such instances have those reports taken seriously, and each report is dealt with in a timely and appropriate manner. Those reporting, as well as those investigating such reports are supported in their efforts stop any such harassment and/or discrimination from reoccurring.*

- 1.3** *Everyone sees it as his or her responsibility to contribute to the building and maintaining of equitable, inclusive and respectful environments for all students, faculty, administrators and other staff. Regular professional and student development supports these efforts.*

- 1.4** *Departments support faculty planning that includes curricula and teaching methods aimed at increasing the likelihood of success for each student. Faculty expect and plan for the fact that differences in the knowledge and life experiences of students will inform teaching and learning in the classroom, and enrich that experience for everyone.*

- 1.1** *Persons who take these responsibilities seriously, and act accordingly, are regularly recognized for their high levels of scholarship and professionalism (and not just given “diversity awards” on MLK Day).*
- 1.1** *Persons who do not take these responsibilities seriously, and do not act accordingly, are sanctioned. In other words, there are consequences for not supporting equitable, inclusive and welcoming educational and workplace environments for all students, faculty, administrators and staff.*
- 1.1** *Curricula for all professional development activities are set up to include how factors of perceived race, ethnicity, socio-economic class, age, gender or gender identity, skin color, languages, accents, national origins, current disability or other characteristics seen as different from the dominant group, affect the use of identified knowledge and skills. Separate “diversity” workshops are the exception rather than the rule because issues of equity and inclusion are seen as appropriate subject matter for all classes.*
- 1.1** *No person is singled out because of his or her perceived race, ethnicity, socio-economic class, age, gender or gender identity, skin color, languages, accents, national origins, current disability or other characteristics seen as different from the dominant group, to bear any of these responsibilities for other members of the larger group, either in the workplace or in the classroom.*
- 1.1** *Persons who are seen as “different” from the dominant group are rewarded for contributing their perspectives, based on their professional expertise, to the critical thinking and problem solving of the whole group, including when their perspectives bring new and challenging ideas into the mix.*
- 1.1** *Persons who are seen as “different” from the dominant group are encouraged and supported to continue in their chosen professional and scholastic development, and are not overburdened with taking care of the “diversity” issues for the larger group.*

❗ Any “celebrations of diversity” are not seen as substituting for any of the actions listed above, nor do these occur outside of accurate historical context. In addition, themed “celebrations,” such as Cinco de Mayo or those surrounding Black History Month, are placed in historical perspective. In other words, Cinco de Mayo commemorations speak to the Battle of Puebla and why it was important in Mexican history, and events surrounding Black History Month are embedded in information about the necessity and importance of recognizing often overlooked history. In these two examples, history should never be eclipsed by “food, fun and festivals.”

Excerpts from the Introduction to:

Diversifying The Faculty: A Guidebook For Search Committees (2002)

by Caroline Sotello Viernes Turner (American Association of Colleges and Universities:

<http://www.aacu.org/publications/divfacintro.cfm>)

- By 2015, for example, 80 percent of the anticipated 2.6 million new college students will be African American, Hispanic, Asian/Pacific Islander, or American Indian. ... In Texas, the campus population of minorities will be nearly 50 percent, and in New York, Maryland, Florida, New Jersey, Louisiana, and Mississippi, minority student enrollment is expected to exceed 40 percent of the total undergraduate population. ...
- While we have witnessed steady growth in the racial and ethnic diversity of the student population, we have not seen similar diversification among college faculty. Despite the efforts of many colleges and universities, racial and ethnic minorities remain grossly underrepresented among the faculty; they make up only 13.8 percent of the total faculty nationwide. The latest annual status report, *Minorities in Higher Education*, indicates the proportion among full-time faculty: 5 percent African Americans (non-Hispanic), 2.7 percent Hispanics, 5.7 percent Asian Americans, and 0.4 percent American Indians. ...
- The more diverse college and university faculty are, the more likely it is that all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. The emergence within the last thirty years of new bodies of knowledge can be attributed to the diverse backgrounds and interests of faculty of color....
- To better serve new students and to prepare all students for an increasingly diverse world, it is important that colleges and universities transform not only what they teach but also how they teach. Evidence suggests that exposure in college to a diverse faculty along with diversified curricula and teaching methods produces students who are more complex thinkers, more confident in traversing cultural differences, and more likely to seek to remedy inequities after graduation.
- Although the pool of minority faculty is underdeveloped, studies have shown that it is also underutilized. Moreover, within the higher education community, myths and misconceptions dominate the conversation about the recruitment of faculty of color. It is often asserted, for example, that potential applicants are unqualified, widely sought after, or unavailable. It is important that campuses move beyond such mistaken notions. These myths, stereotypes, and assumptions help maintain the status quo and create significant barriers to achieving a racially and ethnically diverse faculty.

The Chronicle of Higher Education

Facts and Figures

January 24, 2010

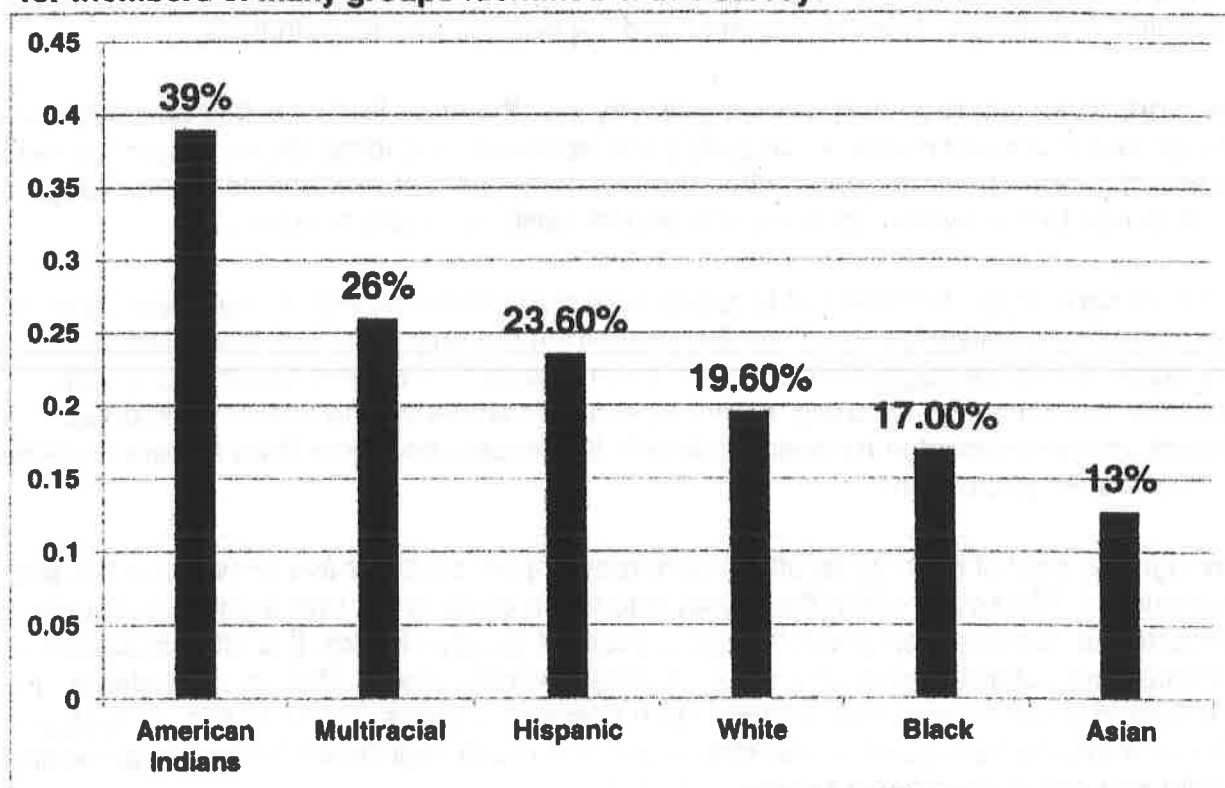
From Community College to Ph.D.

Nearly

1 in 5 Americans - 19.2% -

who earned doctorates in 2008 attended a community college at some point.

Community colleges were a stepping stone to a Ph.D. for members of many groups identified in this survey.



These data from the 2008 Survey of Earned Doctorates can be found at:

<http://www.nsf.gov/statistics/nsf10309/pdf/tab17.pdf>

NOTE: Percentages based on total number of doctorate recipients.

SOURCE: NSF/NIH/USED/USDA/NEH/NASA, 2008 Survey of Earned Doctorates.

“But the most compelling reason for diversity — in newsrooms, inside academic institutions, within government and among the ranks of practicing economists -- is that we need more sophisticated powers of observation in operation.

We need a profusion of points of view, a diverse chorus of voices opining, questioning and challenging. We need diversity for the simple reason that, without it, we don't really know what is going on.”

from **Bad Economics: Lack of Diversity Limits Clear View**

Peter S. Goodman

pgoodman@huffingtonpost.com

First Posted: 8/3/11 11:17 AM ET Updated: 8/3/11 02:16 PM ET

“A diverse campus provides all its students and faculty (*and staff*) with access to a greater range of ideas and perspectives, stimulates new directions for scholarship and research, creates situations in which individuals must interact with those who have values different from their own, and encourages more complex thinking as everyone in the learning community grapples with the realities of racial, ethnic, gender and social histories, stereotypes and achievements.”

*--Now is the Time: Meeting the Challenge for a Diverse Academy - A Report of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC) 2005 (p. 10)
(green italics is my addition)*

Harvard Business Review, September-October 1996

Making Differences Matter: A New Paradigm for Managing Diversity

The Idea in Brief

“You know that workforce diversity is smart business. It opens markets, lifts morale, and enhances productivity. So why do most diversity initiatives backfire – heightening tensions and *hindering* corporate performance?”

Many of us simply hire employees with diverse backgrounds – then await the payoff. We don't enable employees' differences to transform *how our organization does work*.

When employees use their differences to shape new goals, processes, leadership approaches, and teams, they bring more of themselves to work.

They feel more committed to their jobs – and their companies grow.

How to activate this virtuous cycle? Transcend two existing diversity paradigms: **assimilation** (“we're all the same”) or **differentiation** (“we celebrate differences”).

Adopt a new paradigm – **integration** – that enables employees' differences to matter.”

Andres Tapia, Chief Diversity Officer/Emerging Workforce Solutions Leader
Hewitt Associates LLC, worldwide provider of human resources outsourcing and consulting services --- September, 2006

Beyond Best Practices: New Strategies for Diversity Breakthroughs

“The successes of increased diversity are bringing forth a new realization: that a more diverse workforce is a more complex workforce. This diversity is not just within the U.S. employee base – it is becoming increasingly more global. ...

Further, a more diverse workforce also means more diverse desires, beliefs, and behaviors posing increasingly more complex and profound challenges to HR. Some of the more obvious ones, such as diversity hiring and training, have been on HR's radar screen for a while. But there are other areas where HR has not yet quite awakened to the other challenges a more diverse workforce brings to the HR status quo.

It turns out that the warm, let's-all-get-along connotations of inclusion are misleading. Inclusion is hard. Very hard. Harder than awareness. Harder than tolerance and sensitivity. Harder than diversity itself. Diversity is about getting a mix, and that's difficult enough when we take into account diversity sourcing, interviewing, hiring, and onboarding. But inclusion is about how to make the mix *work*. Now that we have increased diversity, how do we ensure that all individuals, whether or not they reflect the norms of the demographic group they're a part of, feel included in the corporation's overall community?”

American Higher Education: How Does It Measure Up for the 21st Century?

http://www.highereducation.org/reports/hunt_tierney/tierney.shtml May 2006

How is American Higher Education Measuring Up? An Outsider's Perspective by

Thomas J. Tierney (excerpts)

THE NEW REALITY

- We face, first of all, the emergence of a knowledge-based economy, whose demand for highly trained and educated workers is greater – and faster growing – than we have ever seen before.
- We also face fierce global competitors eager to meet this demand and land the good jobs and burgeoning opportunities that the new knowledge-based industries bring with them.

Thus, the new reality: If our nation and out states can't assure employers a large and growing labor pool of people with competencies beyond those taught in high school, other nations assuredly will. ...

Indeed, the stakes could hardly be higher for the states and the nations in this competition. At issue is whose standard of living will rise and whose will fall in a global economic environment that demands ever larger numbers of highly trained and educated workers....

In today's economic environment, two issues require particular and urgent attention:

1. First, our education pipeline leaks badly. Of every 100 ninth graders, only 18 come out the other end 10 years later with a college degree!
2. The second issue requiring urgent attention is that, increasingly, the young people available to enter college and the workforce are coming from the population groups that are currently the least well-served and least successful at all levels of American education

Thus, to produce the workforce we need, we will have to provide higher education to substantial numbers of students from those groups who have been least likely to enroll and graduate. The task is not easy. Besides serving the most heterogeneous student bodies in history, colleges and universities will have to work with public schools to assure that low-income and minority students are ready for college when they leave high school. And, by the way, we must also make sure that these students can afford college.

The Metiri Group, in partnership with the North Central Regional Educational Laboratory (NCREL): *enGauge: Twenty-First Century Skills for 21st Century Learners (2003)*
URL: http://www.qrrec.ky.gov/SLC_grant/Engauge21st_Century_Skills.pdf (last accessed 6/28/2008)

“The driving force for the 21st century is the intellectual capital of citizens. Political, social, and economic advances in the United States during this millennium will be possible only if the intellectual potential of America’s youth is developed *now*. It should be no surprise that what students learn – as well as how they learn it and how often they must refresh these skill sets – is changing.”

“This list of 21st century skills has been compiled from the many excellent works published in the 1990’s, as well as from contemporary literature, emerging research and the voice of representatives from education, business and industry. It is intended to serve as a bridge across public, business, industry, and education sectors through common definitions, and contexts for the skills most needed by students and workers in the emerging digital age. P-12 schools should incorporate 21st century skills and proficiencies into school curricula within the context of academic standards.”

Quoting from the report *enGauge: Twenty-First Century Skills for 21st Century Learners*

Students Who are Multiculturally Literate:

Value Diversity

- Are aware of how cultural beliefs, values, and sensibilities affect the way they and others think and behave.
- Appreciate and accept similarities and differences in beliefs, appearances, and lifestyles.
- Understand how technology impacts culture

Exhibit an Informed Sensitivity

- Know the history of both mainstream and nonmainstream American cultures.
- Can take the perspectives of other groups.
- Are sensitive to issues of bias, racism, prejudice, and stereotyping.

Actively Engage with/in Other Cultures

- Are bilingual/multilingual or are working toward becoming bilingual/multilingual.
- Communicate, interact, and work with individuals from other cultural groups, using technology where appropriate.
- Are familiar with cultural norms of technology environments and are able to interact successfully in such environments.

Students Who Are Globally Aware:

- Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.
- Understand that these interconnections can have both positive and negative consequences.
- Understand the role of the United States in international policies and international relations.
- Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.
- Understand how national cultural differences impact the interpretation of events at the global level.
- Understand the impact of ideology and culture on national decisions about the access to and use of technology.
- Participate in the global society by staying current with international news and by participating in the democratic process.

**Driving Change through Diversity and Globalization: Transformative Leadership in the Academy by James A. Anderson
(Stylus Publications, 2008)**

“Faculty and their work receive a disproportionate amount of attention (*in this book*) because the discussion about diversity and its place in the academy cannot occur without considering the classroom, academic discipline, research, and teaching and learning – period. There is no wiggle room on this one. Faculty are generally familiar with the norms for discourse in their respective disciplines and, to a lesser degree, those about teaching. Yet, even in the most traditional disciplines, students should have the opportunity for diverse experiences and for linking those experiences to their academic training.” (p.4)

“How do we convince a larger and more diverse group of students to accept their educational experiences and achievements as an investment in 21st-century outcomes that affect them, their communities, and their country – and to recognize that these outcomes are inextricably linked to the ways that diversity and globalism are embedded into successful paradigms of teaching and learning?

How should colleges and universities reconceptualize their mission and vision, expand their core identity, and reengineer their structures to facilitate the transformation that accompanies 21st-century excellence?

What are the consequences for an institution and its constituents of missed opportunities for transformational change?

Finally, what new demands for accountability must academic and administrative leaders embrace in their pursuit of educational equity and excellence?” (pp. 22-23)

Using 'CQ' to help minorities succeed

By RICHARD BUCHER, Published October 16, 2008

The implications of the widening achievement gaps among college students—community college students, in particular—are profound. There are significant racial and ethnic differences when success in college is examined. For example, two in five African-American and Hispanic freshmen earn a bachelor's degree within six years of entering college, compared to about 60 percent of white freshmen and 64 percent of Asian Americans, according to recent reports.

Among community college students, African Americans and Hispanics are also underrepresented among associate degree graduates. African-Americans who began their studies at community colleges in 1995-96 were less than half as likely to earn an associate degree within six years as were white students, according to studies.

Community college reforms have a wide focus, including curricula, financial resources, support for nontraditional students, environmental climate and programs that bridge high schools and middle schools. Nevertheless, at a time when we are witnessing dramatic change in the racial and cultural makeup of college students, reforms have largely ignored the cultural competencies of faculty and staff.

A promising development that has received scant attention as a path to closing the gap is building "cultural intelligence" (CQ) among community college educators. CQ refers to specific key competencies that allow educators to effectively relate to people from diverse backgrounds and adapt to diverse cultural settings. As a result, CQ is not just about promoting students' self-esteem, cultural pride and unity. More importantly, it provides educators with the tools to promote achievement among all students and minorities, in particular.

For example, "culturally intelligent" faculty members possess an array of tools to teach anyone in any situation. They are not "color blind" or "culture blind." Rather, they are continually alert to cultural differences in their classes and adapt their teaching as necessary. Culturally intelligent faculty members have the knowledge base to understand how cultural diversity impacts student learning. Equally important, they have the motivation to put this awareness and understanding into practice.

CQ skills allow community college staff and faculty to nourish a more inclusive climate in and out of the classroom and transform myriad interpersonal relationships that can help all students excel. These skills include:

- **Extensive working knowledge of culture and how it shapes educational experiences.** Culturally intelligent educators are constantly developing their awareness and understanding of cultural dynamics, such as home/community/school differences and how to bridge them. For example, they can better understand and adapt to the strong mistrust shown by some African-American students. Personal life experiences involving racial bias and the historical treatment of minorities in society and its institutions have taught some students of color not to trust white people. While culturally intelligent educators understand the cultural underpinnings of this mistrust, they are not stymied by it.
- **Respect for students' diverse backgrounds and abilities.** Culturally intelligent educators view students' unique and varied backgrounds as assets to nourish rather than as problems or challenges to overcome.
- **Cultural problem-solving ability.** Culturally intelligent educators are confident of their ability to adapt to emerging, diverse and unfamiliar cultural environments and situations. This confidence stems, in part, from their knowledge base, their awareness of diverse perspectives and their continuous commitment to learning more about themselves and others. Their ability to solve problems is reflected in their decisions, comments, nonverbal communication and active listening. To illustrate, cultural intelligence allows faculty members to expand and vary their communication styles and pedagogical approaches to make learning more accessible and meaningful. They situate themselves in the histories and life experiences of their students.
- **Self-assessment.** Culturally intelligent educators focus on their own strengths and weaknesses. They educate reflectively, constantly examining taken-for-granted ideas about teaching, as well as their own personal and professional backgrounds. They reflect on how their behaviors and perceptions are influenced by ethnicity, gender, class, sexual orientation, educational background and professional training. Furthermore, CQ allows educators to examine diverse cultural expectations about learning, what is to be accomplished and how it is to be done—taking into account the influence of various dimensions of cultural diversity.
- **Awareness of the effects of CQ on student achievement.** Culturally intelligent educators know the bottom-line value of their skills, thereby providing the motivation to continue building and refining their competencies in this area. They are well aware of their ability to help close the achievement gap by shaping the climate of their classrooms, offices and institutions.

Community college students are the most culturally and racially diverse in higher education. However, relatively little attention is given to the cultural intelligence of community college educators and the implications for narrowing the achievement gap. Research is needed to assess whether faculty and staff possess the necessary CQ skills to support, engage and educate all students, and in turn, help close the achievement gap in higher education.

Bucher is a sociology professor at Baltimore City Community College (Maryland). His book, Building Cultural Intelligence: Nine Megaskills, was recently published by Prentice Hall.

Oregon Invitational Summit on Cultural Competency¹

May 19, 2004

Definition of Cultural Competence

Cultural competence is based on a commitment to social justice and equity.

Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups.

Cultural competence is a developmental process occurring at individual and system levels that evolves and is sustained over time. Recognizing that individuals begin with specific lived experiences and biases, and that working to accept multiple world views is a difficult choice and task, cultural competence requires that individuals and organizations:

- a) have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner;
- b) demonstrate the capacity to
 - value diversity,
 - engage in self-reflection,
 - facilitate effectively (manage) the dynamics of difference,
 - acquire and institutionalize cultural knowledge,
 - adapt to the diversity and the cultural contexts of the students, families, and communities they serve,
 - support actions which foster equity of opportunity and services; and,
- c) institutionalize, incorporate, evaluate, and advocate the above in all aspects of leadership, policy-making, administration, practice, and service delivery while systematically involving staff, students, families, key stakeholders, and communities.

¹ This definition applies equally well across profit and non-profit institutions, companies and agencies. It was developed during the Oregon Invitational Summit on Cultural Competency, sponsored by the Oregon Department of Education, Oregon University System, Teacher Standards and Practices Commission, Eugene School District LEAD Project, and Oregon State Action for Educational Leadership Project (SAELP), and funded by the Wallace Foundation.

Culturally Competent Teaching, Training and Facilitation - *What Does This Mean?*

The role of a faculty member or other teacher is to provide information, experiences and an environment where those participating in the learning process can add to their knowledge, understanding and/or skills. The facilitator's role is to lead a group process focused on discussion of ideas and experiences, with a goal toward increasing understanding and laying the groundwork for constructive action.

Performing these roles competently requires that a person have a thorough knowledge of group processes, as well as a clear understanding of the cognitive, affective and skill building domains of learning and how they are relevant to a learning process.

When the subjects of the learning include those associated with equity, social justice, discrimination, harassment and the creation and maintenance of a equitable, respectful and inclusive environment (including, but not limited to issues dealing with age, gender, gender identity, race, color, ethnicity, national origin, sexual orientation, socio-economic class, dominant culture privilege, and disabilities), it is crucial that the faculty member, teacher, or facilitator be culturally competent.

Culture competence is important for anyone leading a learning process, of course, since when people are in the room, these issues are in the room. When, however, the focus of the learning is to increase understanding among a group of people about the lived experiences of those both different and similar to themselves, cultural competence on the part of the person leading is essential.

The knowledge, skills and abilities of a culturally competent educational leader include, at minimum, all of the following.

- § Knowledge and awareness of dominant culture privilege and the mechanisms by which it operates in the United States, in general, as well as how it may manifest in the local environment of the participants
- § Knowledge and awareness of how dominant culture privilege, when it manifests in policy, procedures and practices of a college, university, agency or other organization, becomes institutionalized privilege
- § Knowledge and awareness of the differences in experiences and expectations faced by those who carry significant dominant culture privilege, and those who don't, especially in a predominantly dominant culture organization
- § Knowledge of at least some of the current national research focused on how differences in race, color, ethnicity, national origin, gender, sexual orientation, socio-

economic class, age, disabilities and related differences impact opportunities for employment, health care, education and housing. Some familiarity with regional and local information in these areas, depending on the specific subjects under discussion during the facilitation, is highly recommended.

- § Knowledge and demonstrated understanding of how the power dynamics in a classroom, workshop or facilitated session can be affected by dominant culture privilege (e.g. how the dynamics of a discussion of sexual harassment might be affected by the gender composition of the group of participants in the room).
- § Demonstrated willingness and ability to continue to build self-awareness of how personal and professional experiences were and are affected by all of the dynamics listed above.
- § Demonstrated skills and abilities in designing learning experiences and intervening in a group process in situations where the power imbalances are putting the process or the participants at risk, as well as good judgment in knowing when and how to intervene in such situations. These situations could include, but are not limited to, those described below.
 - 1) Group members with more levels of positional or privilege power are misusing that power to intimidate other participants, or to derail the agreed upon goals of the group process.
 - 2) Agreed upon ground rules are being violated by one or more group members.
 - 3) The physical or psychological safety of the participants is at risk, either at the moment, or because of a fear of retaliation, after the session.
 - 4) Confidentiality is at risk of being violated, and/or there are indications that some in the group intend to use information discussed during the group process inappropriately to work against the goals of the facilitated session.

It is essential that colleges and universities, as well as other organizations, understand that choice of someone to lead a learning process is not a neutral action. Culturally competent teaching and facilitation focused on building shared understandings, with an eye toward helping the institution build a more equitable, respectful and inclusive working and learning environment, is one of the more powerful tools an organization can employ. Any facilitation, training or teaching process with this goal, which is conducted by those without these skills, however, has the potential to at least slow if not reverse any progress the organization has seeks to make.

Focusing our Attention on Learning about our Candidates: Technology and Communication or Technology vs. Communication?

Technology leader and futurist Linda Stone (<http://lindastone.net/>) coined the term “continuous partial attention” to refer to our tendency to use technology to be “always connected” in a 24/7 cycle but at the same time never actually giving our full attention to any one person. She argues that “attention dense communication” where we are focusing our full attention on another person is more likely to result in accurate and more complete, as well as more satisfying and relationship building communication.

The Increasing Complexity of Communication in the Workplace

| <u>1970 to 1980</u> 8 hour day | <u>1980 to 1990</u> 8 hour day | <u>1990 to 2000</u> 8 ++ hour day | <u>2000 to 2010</u> 24/7 day | <u>After 2010 ☺</u> Whenever... |
|---|-----------------------------------|--------------------------------------|--|------------------------------------|
| | | | Facebook, Twitter, etc. ☺ | |
| | | | Blogs ☺ | |
| | | | Instant Messaging ☺ | |
| | | | Text Messaging ☺ | |
| | | | Shared Electronic Calendar and Files ☺ | |
| | | | Cell phone email ☺ | |
| | | FAX ☺ | | |
| | | Video Conferencing ☺ | | |
| | | Cell Phone Conversations ☺ | | |
| | | Web Pages ☺ | | |
| | | Email Communication ☺ | | |
| | Voice Mail ☺ | | | |
| Letters and Memos ☺ | | | | |
| Telephone Conversations ☺ | | | | |
| In Person Group Meetings ☺ | | | | |
| Individual Face to Face Conversations ☺ | | | | |

- Seeing and Hearing People in real time
- Hearing People, sometimes not in real time
- Reading What People Write, often not in real time

High attention density

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<http://www.criscliffordcullinan.com>

During a hiring process, we have very little actual time to “spend” with each candidate. The more attention density we can build into the process, the more accurate the communication is likely to be and the more effective the hiring process can be in building a relationship with the best culturally competent candidates.

- Since most hiring processes now are conducted using online software, we are already using a communication tool that lowers the attention density at this stage of the process. Since we are already “once removed,” we need to focus our attention on the quality of communications at all stages of the process.
- Whenever and wherever we advertise the position, we are in one way communication with potential candidates. Our advertising methods, words, and choices let these candidates know something of what we are expecting in the person who will accept the position. They also tell the candidate who is seeking to work at a college or university which is says it is committed to an equitable and inclusive campus culture how important we believe the related knowledge, experience and skills are for the successful candidate for our position.
- If there is someone the potential candidate can contact to ask questions about the position, and that person is knowledgeable enough and authorized to answer those questions, then some two way communication can be established during this early stage of the hiring process.
- Our applications processes can go beyond asking for CVs, resumes and the filling out of online forms. We can add questions, sometimes called **supplemental questions**, to the application process, that allow us gain additional information from the candidate about specific aspects of their experience, knowledge and skills in handling the responsibilities of the work. These questions, as with all supplemental or other interview questions, can be questions about the candidate’s past experience in doing something (**retrospective questions**), or questions about how the candidate might handle a given specific situation at our institution if he or she were hired (**prospective questions**).
- Communication among search committee members during the process of choosing finalists is enhanced when members are involved in face-to-face, attention dense discussion that allows time for critical thinking to surface.
- Interviews are best conducted using the most attention dense methods possible. Technology can allow face-to-face communication in person, in a teleconference format, or using Skype or similar technologies. Both search committee members and candidates can more accurately understand each other’s responses using these methods. Where these are not possible, extra care needs to be taken to ensure that clarity of communication takes the place of assumptions based on little data.

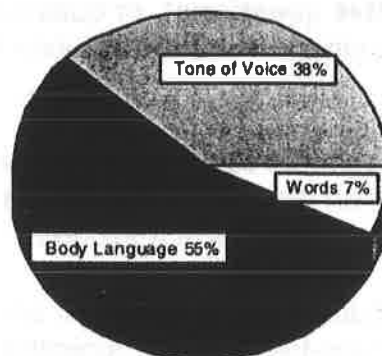
Hiring the best candidate for the position, and convincing him or her to join our department and become a member of our campus community, is about relationship building, particularly when we are seeking to hire a candidate who values and practices cultural competencies. To “close the deal” with such a candidate means convincing him or her you are serious in wanting to build, maintain and evolve a respectful, equitable and inclusive campus culture.

And one final note about designing and asking questions that ask for complex and detailed information rather than general, non-specific information: **a poor candidate can answer a poor question very well.** In other words, if a question calls for a rote, general answer, almost any candidate can provide that. As we begin to examine ways to define and ask about the specific knowledge and skills needed for a person in a given position to carry out his or her responsibilities in ways that increase equitable and inclusive practices at your institution, we will be crafting complex specific questions. These types of questions demonstrate both our seriousness about the subject and the importance of the issues. During an interview process, these types of questions can be provided to an applicant in writing 15 to 30 minutes before his or her interview. We want to communicate that we expect some thought to go into the answer, and that we are looking for the applicant’s best answer, not just his or her first reaction. We want the applicant to know that we are really interested in his or her experience in these areas, and that the answer matter in our evaluation process.

When we are communicating face to face with another person, the words that are exchanged are only part of the communication.

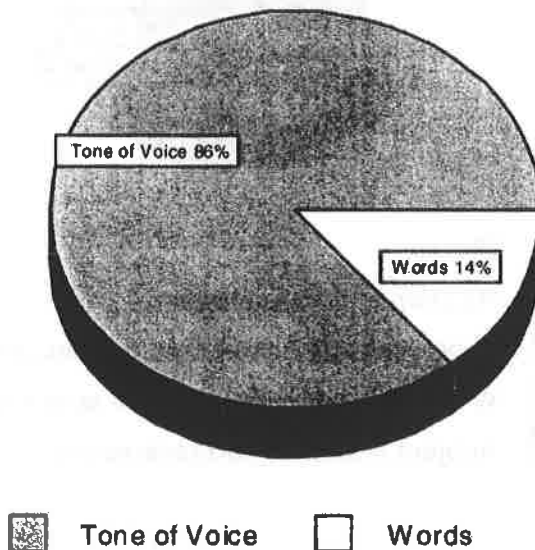
How We Learn from Other People

Face to Face Communication



When we are talking on the phone, body language disappears and your tone of voice becomes the most significant communicator.

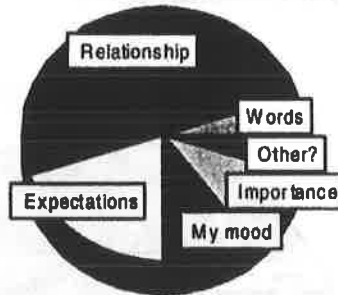
Telephone Communication








So what happens when we communicate using email?

We often interpret an email based on the way we perceive our relationship with the sender at the time.

Email Communication



-  Words
-  Relationship at the moment
-  Expectations of this person on this subject
-  What else is going on for me at the moment
-  Subject matter importance to me



Reactions to email reflect relationships and expectations.

We may infer the "tone of voice" and build meaning based on how consistent we think the message of the email is with what we believe it should be.

We should, therefore, consider carefully how and when to use email in professional communications.

For communication to be both effective and efficient, the mode of communication you choose should allow for as little misinterpretation as possible.

MISINTERPRETATION = More Time + More Frustration + Damaged Relationships

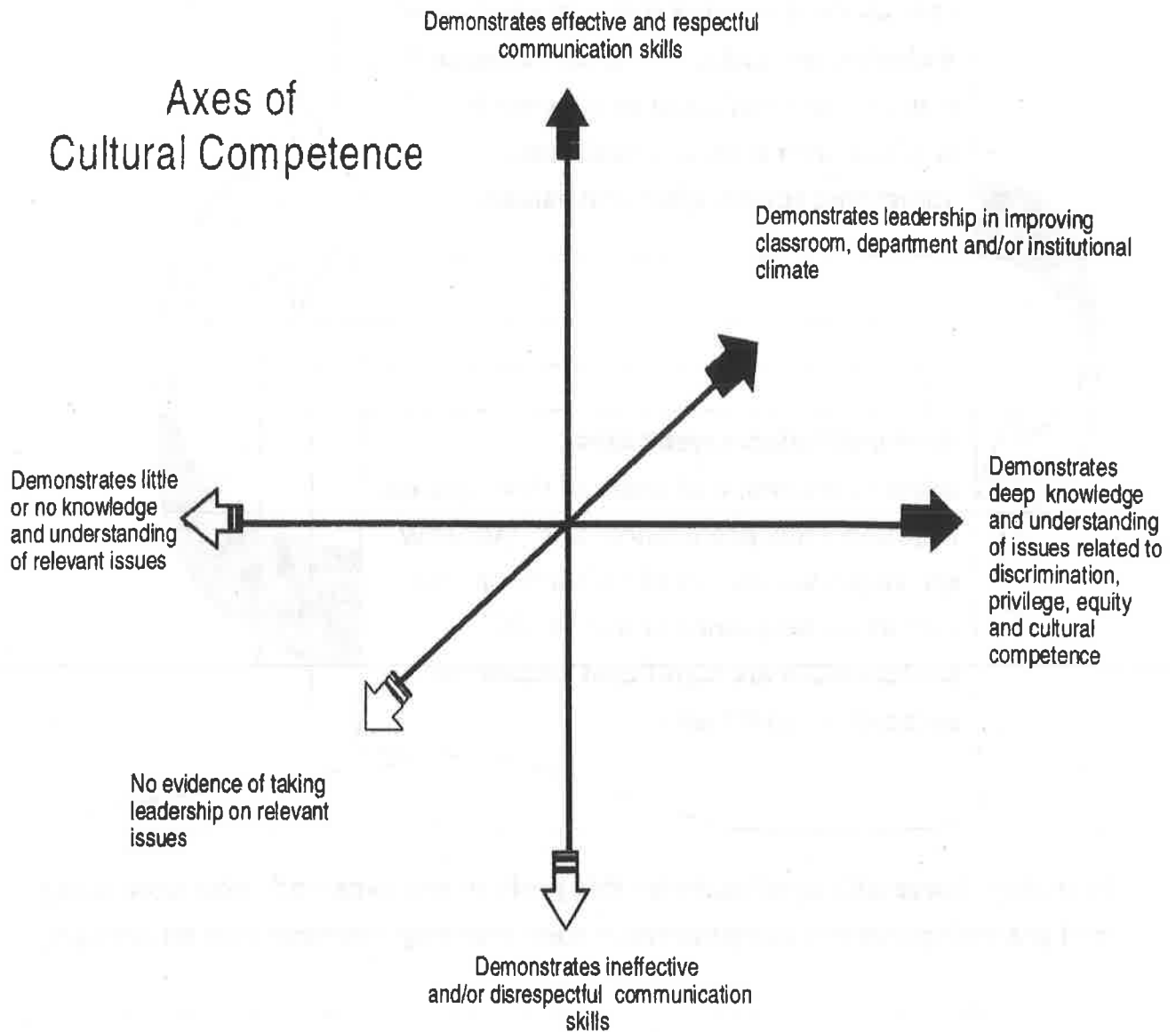
You want the culturally competent candidate to be attracted to applying for a position at your institution based on its reputation for taking issues of equity and inclusion seriously, and other evidence that this person's skills and experience in working with diverse populations is something sought after and valued.

Your institution's webpages, advertisements, and position descriptions, requirements, preferences and interview questions should speak to issues of how cultural competence and other 21st century skills are significant factors for successful candidates.

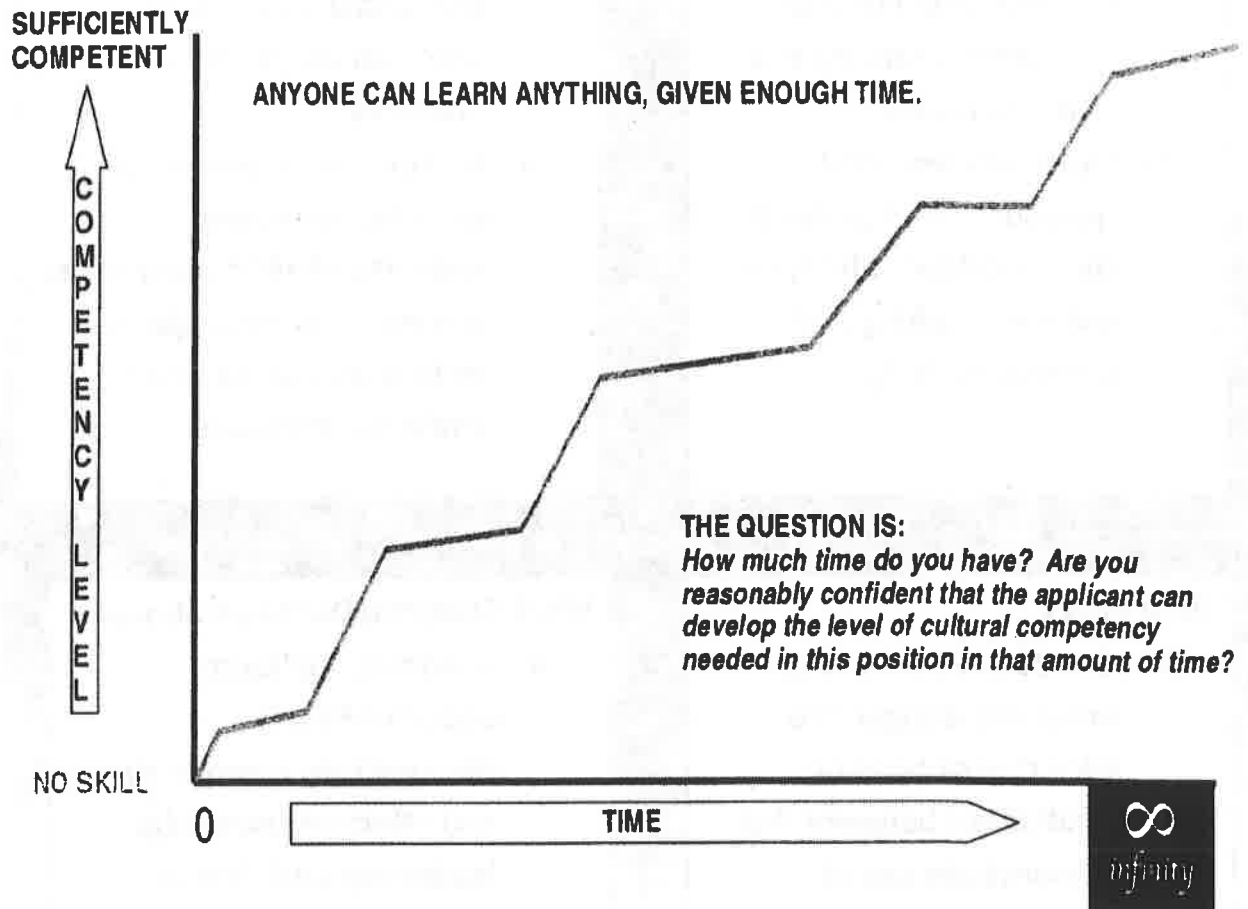
Warning: Successful applicants for this position are expected to be developing and practicing cultural competence in their teaching, research and other work.

You want the potential candidate who is not culturally competent to notice the emphasis placed on this competence in fulfilling the responsibilities of the position and succeeding at your institution. If this is clear, this candidate will likely NOT apply for the position.

Axes of Cultural Competence



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The time we take at the beginning of any hiring process to determine the knowledge and skills needed by an applicant, including needed levels of cultural competency, will help us shape a more effective and rewarding process for everyone involved.

Some Opportunities to Assess Cultural Competence during the Hiring Process

Application Processes

- Seeking evidence in the candidate's previous experience of culturally competent teaching and research practices
- Using supplemental questions that can gauge the candidate's ability to use it in teaching and curriculum design

Interviews

- Composing and asking questions designed to gauge the candidate's ability to apply culturally competent practices
- Making sure members of search committees understand what appropriate and effective strategies are so that they know how to evaluate responses

References

- Composing and asking questions designed to elicit descriptions of candidate's behavior that demonstrate use of appropriate knowledge, leadership and skills in working with diverse populations.
- Ensuring that responses are evaluated according to appropriate criteria

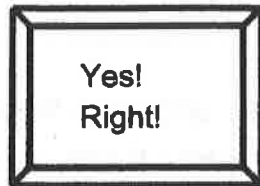
Work Samples/Demonstrations

- Providing applicants opportunities to demonstrate appropriate and effective knowledge, leadership and skills in carrying out the responsibilities of the position
- Ensuring that these are evaluated according to appropriate criteria

Applying the Three Domains of Learning to Hiring

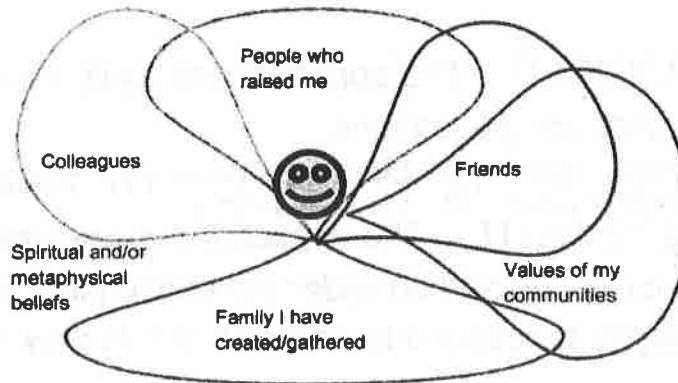
A Summary by Cris Clifford Cullinan, Ph.D.

Cognitive Domain: Facts and Information



Interesting...

Affective Domain: Feelings, Values, and Attitudes

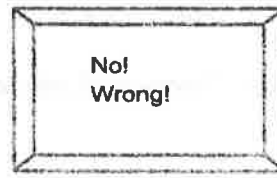
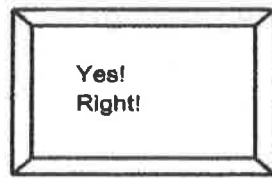


Skill Building Domain

Adaptive Mastery

Awareness of the Skill

Cognitive Domain: Facts and Information



Interesting...

Level 1: GETTING IT - The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, and refer to them when appropriate. *WHY IS DIVERSITY IMPORTANT IN THE ACADEMY*

Level 2: UNDERSTANDING IT - The applicant understands what he or she has acquired well enough to explain in it others.

Level 3: APPLYING IT - The applicant can apply the cognitive information appropriately in answering questions.

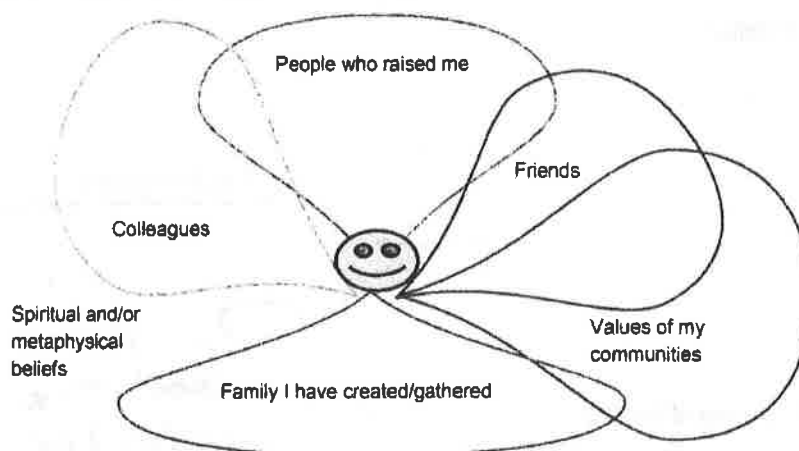
HOW DO YOU SEE THE CURRICULUM YOU DESIGN IMPACTING THE IMPORTANCE OF DIVERSITY

Level 4: ANALYZING IT - The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenario or role play situations.

Level 5: RECOMBINING IT - The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations.

Level 6: EVALUATING IT - The applicant can evaluate the knowledge, facts, theories, etc. using appropriate standards to judge their usefulness and importance.

Affective Domain: Feelings, Values, and Attitudes



LEVEL 1: RECEIVING - The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.

LEVEL 2: RESPONDING - The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.

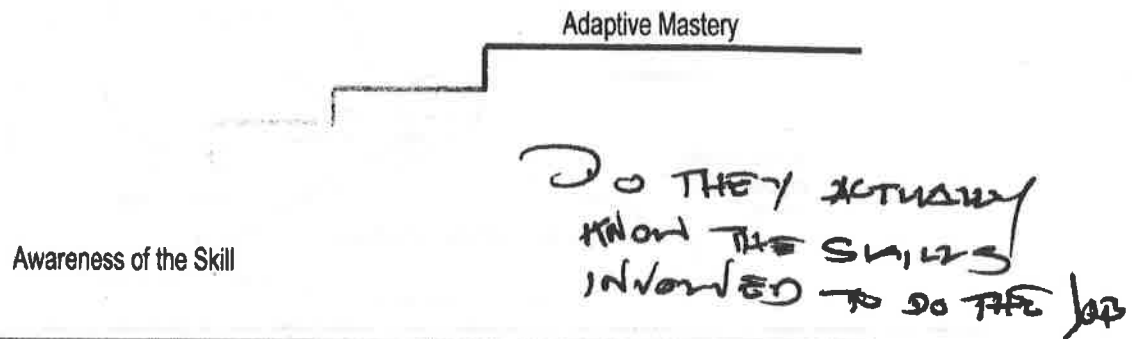
LEVEL 3: VALUING - The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.

LEVEL 4: SELF-EVALUATION - The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.

LEVEL 5: INTERNALIZATION - The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.

— THE OPPORTUNITY TO LEARN VALUES BUT NOT SKILLS
— INTRODUCE TO INDIVIDUALS WHO ARE ALREADY MARGINALIZED

Skill Building Domain



LEVEL 1: PERCEPTION OF THE SKILL - The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.

LEVEL 2: READINESS TO ATTEMPT THE SKILL - The applicant can explain what was necessary to prepare for performing the skill.

LEVEL 3: GUIDED PRACTICE - The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.

"I COULD DO IT, IF YOU HELP ME ALONG" - SCENARIO'S

LEVEL 4: SIMPLE MASTERY - The applicant can give examples of times when he or she has used the basic skill.

LEVEL 5: COMPLEX MASTERY - The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.

LEVEL 6: ADAPTIVE MASTERY - The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.

Position:

Area of Responsibility:

Consider two hypothetical candidates, one of whom is culturally competent in carrying out this responsibility and one of whom is not. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain

Skill-Building Domain

| What would we expect the culturally competent candidate to know? | What would we expect the other candidate would not know? | What would we expect the culturally competent candidate be able to do? | What would we expect that the other candidate not to be able to do? |
|--|--|--|---|
| | | | |

DEVELOPING CRITERIA:

◦ EXAMPLE OF CULTURALLY/COMPETENT INDIVIDUAL VS. NON-COMPETENT CANDIDATE

↳ NOT DEFINING CULT. COMPETENCE BUT PEOPLE ARE ABLE TO DESCRIBE IT.

Designing Hiring Questions using the Domains of Learning

Question Analysis Charts Template

Knowledge, value or skill being evaluated: _____

| Cognitive Domain | Question | Level of Learning needed? |
|--|------------------------|---------------------------|
| 1. Getting it – The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, or refer to them when appropriate. | | |
| 2. Understanding it – The applicant understands what he or she has acquired well enough to explain it to others. | WHAT IS THE IMPORTANCE | |
| 3. Applying it – The applicant can apply the cognitive information appropriately in answering questions. | | |
| 4. Analyzing it – The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenarios or role play situations. | | |
| 5. Recombining it – The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations. | | |
| 6. Evaluating it – The applicant can evaluate the knowledge, facts, theories, etc, using appropriate standards to judge their usefulness and importance. | | |

Knowledge, value or skill being evaluated: _____

| Affective Domain | Question | Level of Learning needed? |
|--|-----------------|----------------------------------|
| <p>1. Receiving – The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.</p> | | |
| <p>2. Responding – The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.</p> | | |
| <p>3. Valuing – The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.</p> | | |
| <p>4. Self-evaluation – The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.</p> | | |
| <p>5. Internalization – The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.</p> | | |

Knowledge, value or skill being evaluated: _____

| Skill Building Domain | Question | Level of Learning needed? |
|--|-----------------|----------------------------------|
| 1. Perception of the skill – The applicant is aware that there is a particular skill or set of skills involved in doing a particular act. | | |
| 2. Readiness of attempt the skill – The applicant can explain what was/is necessary to prepare for performing the skill. | | |
| 3. Guided practice – The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve. | | |
| 4. Simple mastery – The applicant can give examples of times when he or she has used the basic skill. | | |
| 5. Complex mastery – The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences. | | |
| 6. Adaptive mastery – The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction. | | |

Designing Hiring Questions using the Domains of Learning Question Analysis Charts Examples

Knowledge, value or skill being evaluated: *knowledge to work effectively and respectfully with a diverse group of faculty, staff and students*

| Cognitive Domain (CRITERIA) | Question | Level of Learning needed? |
|--|---|---------------------------|
| 1. Getting it – The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, or refer to them when appropriate. | <i>How would you define a diverse group of faculty, staff and students?</i> | |
| 2. Understanding it – The applicant understands what he or she has acquired well enough to explain it to others. | <i>What is the importance of considering diversity as a factor for the person in this position?</i> | |
| 3. Applying it – The applicant can apply the cognitive information appropriately in answering questions. | <i>Please give an example of when you have changed or altered your practice because of working with a diverse group?</i> | |
| 4. Analyzing it – The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenarios or role play situations. | <i>Please provide at least two examples of times when you have altered or changed your practice because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation?</i> | |
| 5. Recombining it – The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations. | <i>(same question as above with an additional question) How would you expect to apply what you learned from these situations to the position for which you are applying?</i> | |
| 6. Evaluating it – The applicant can evaluate the knowledge, facts, theories, etc, using appropriate standards to judge their usefulness and importance. | <i>Using question under #5, add: How would you respond to a criticism from a student that you are just making such changes in order to be politically correct? What if the criticism was coming from a colleague? From a department head?</i> | |

- ECONOMIC IMPERATIVES OF NOT ASKING THE RIGHT/HARD QUESTIONS

Knowledge, value or skill being evaluated: placing a high value on equity in educational opportunity -- that all students have the support they need to be successful

| Affective Domain | Question | Level of Learning needed? |
|--|--|---------------------------|
| <p>1. Receiving – The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.</p> | <p><i>What student experiences have helped you understand what is needed to improve educational equity?</i></p> | |
| <p>2. Responding – The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.</p> | <p><i>Explain how your own experiences in education have helped shape your beliefs about educational equity?</i></p> | |
| <p>3. Valuing – The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.</p> | <p><i>Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes.</i></p> | |
| <p>4. Self-evaluation – The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.</p> | <p>Same question as #3 and then add: <i>What would you do differently now based on how you beliefs and values about educational equity have changed over time?</i></p> | |
| <p>5. Internalization – The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.</p> | <p>A combination of #3 and #4, adapted as a reference question, would likely be the best way to explore this area.</p> | |

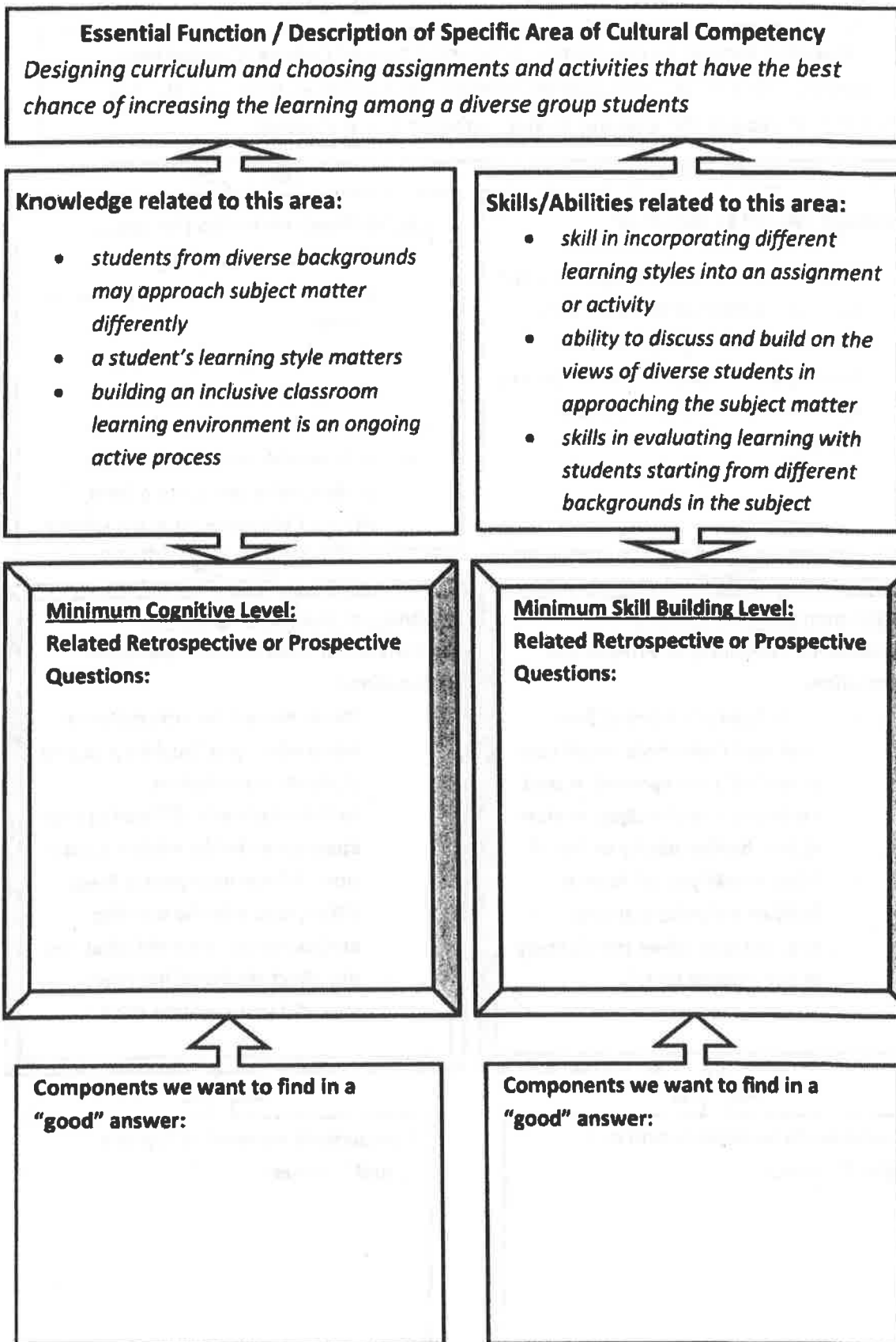
Knowledge, value or skill being evaluated: skills at choosing pedagogy and curriculum appropriate to a diverse group of students

| Skill Building Domain | Question | Level of Learning needed? |
|---|---|---------------------------|
| <p>1. Perception of the skill – The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.</p> | <p><i>What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?</i></p> | |
| <p>2. Readiness of attempt the skill – The applicant can explain what was/is necessary to prepare for performing the skill.</p> | <p>Added to question #1: <i>What experiences in your background have led you to develop these skills?</i></p> | |
| <p>3. Guided practice – The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.</p> | <p><i>Please give us one or two examples of attempts you made in the past to modify curricula or learning activities to meet the needs of a diverse student group which did not work as planned. Explain how you discovered that these were not working, and what you learned as a result.</i></p> | |
| <p>4. Simple mastery – The applicant can give examples of times when he or she has used the basic skill.</p> | <p><i>Please give us three examples of ways you have modified curricula or learning activities to fit the needs of a diverse student group, and what you learned in each case.</i></p> | |
| <p>5. Complex mastery – The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.</p> | <p>Two suggested approaches here:</p> <ol style="list-style-type: none"> 1) use question #4 and add the detail about difficult situations; and/or, 2) provide the applicant with a syllabus and the description of the students in class, and ask how he/she would change the syllabus and why. | |
| <p>6. Adaptive mastery – The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.</p> | <p><i>Please give us one or two examples when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?</i></p> | |

Question Generator: Template

| | |
|--|---|
| Essential Function / Description of Specific Area of Cultural Competency | |
| Knowledge related to this area: | Skills/Abilities related to this area: |
| <u>Minimum Cognitive Level:</u> Related Retrospective or Prospective Questions: | <u>Minimum Skill Building Level:</u> Related Retrospective or Prospective Questions: |
| Components we want to find in a "good" answer: | Components we want to find in a "good" answer: |

Question Generator: Example 1



Question Generator: Example 1 – Designing Appropriate Questions

Essential Function / Description of Specific Area of Cultural Competency
Designing curriculum and choosing assignments and activities that have the best chance of increasing the learning among a diverse group students

Knowledge related to this area:

- *students from diverse backgrounds may approach subject matter differently*
- *a student's learning style matters*
- *building an inclusive classroom learning environment is an ongoing active process*

Skills/Abilities related to this area:

- *skill in incorporating different learning styles into an assignment or activity*
- *ability to discuss and build on the views of diverse students in approaching the subject matter*
- *skills in evaluating learning with students who are starting from different backgrounds in the subject*

Minimum Cognitive Level: 3

Related Retrospective or Prospective Questions:

- *What have you learned from your past experience about how a student's background or past experiences with subject matter affects his/her ability to learn?*
- *What would you do here to build an inclusive learning environment, given the diversity of our student body?*

Minimum Skill Building Level: 4

Related Retrospective or Prospective Questions:

- **Please discuss two examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect students' learning? How did you evaluate this?**

Components we want to find in a "good" answer:

Components we want to find in a "good" answer:

Question Generator: Example 1 – Components of a good answer

Essential Function / Description of Specific Area of Cultural Competency

Designing curriculum and choosing assignments and activities that have the best chance of increasing the learning among a diverse group students

Knowledge related to this area:

- *students from diverse backgrounds may approach subject matter differently*
- *a student's learning style matters*
- *building an inclusive classroom learning environment is an ongoing active process*

Skills/Abilities related to this area:

- *skill in incorporating different learning styles into an assignment or activity*
- *ability to discuss and build on the views of diverse students in approaching the subject matter*
- *skills in evaluating learning with students who are starting from different backgrounds in the subject*

Minimum Cognitive Level: 3

Related Retrospective or Prospective Questions:

- *What have you learned from your past experience about how a student's background or past experiences with subject matter affects his/her ability to learn?*
- *What would you do here to build an inclusive learning environment, given the diversity of our student body?*

Minimum Skill Building Level: 4

Related Retrospective or Prospective Questions:

- *Please discuss two different examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect students' learning? How did you evaluate this?*

Components we want to find in a "good" answer:

- *Specific examples of learning from his/her past experience*
- *Indications that he/she understands something of the diversity of our student body*
- *Steps to build inclusion ties to that understanding*

Components we want to find in a "good" answer:

- *Provides two distinct examples*
- *Clear descriptions of how diverse students differed in approaches to subject matter*
- *Specific examples of what was done to incorporate these*
- *Use of accurate methods of evaluation*

Discuss TASK/ ON WHAT ARE YOU LOOKING FOR

Question Evaluation Template

Question # ____

Skills/Knowledge related to this area

Components in a "good" answer

INTERVIEW NOTES:

Very strong evidence skills
/knowledge are present

Strong evidence skills
/knowledge are present

Some evidence skills
/knowledge are present

Very little evidence skills
/knowledge are present

No evidence skills
/knowledge are present

Question Evaluation Example

Question #__

Please discuss two different examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect student's learning? How did you evaluate this?

Skills/Knowledge related to this area

- Students from diverse backgrounds may approach subject matter differently.
- Ability to discuss and build on the views of diverse students in approaching subject matter
- Skills in evaluating learning with students who are starting from different backgrounds in the subject

Components in a "good" answer

- Provides two distinct examples
- Clear descriptions of how diverse students differed in approaches to subject matter
- Specific examples of what was done to incorporate these
- Use of accurate methods of evaluation

INTERVIEW NOTES:

Very strong evidence skills /knowledge are present

Strong evidence skills /knowledge are present

Some evidence skills /knowledge are present

Very little evidence skills /knowledge are present

No evidence skills /knowledge are present

THE QUESTION IS AN INTERJECTIVE QUESTION AND OPENS
VARIABILITY

Question Generator: Example 2 – upper level administrator

Essential Function / Description of Specific Area of Cultural Competency

Overseeing the development and evolution of policies and procedures to ensure equitable and inclusive working and learning environments for all members of the campus community.

Knowledge related to this area:

- *Current policies and practices may not be designed to be inclusive of current and future members.*
- *Past practices may favor majority group members at the expense of others.*
- *More equitable and inclusive policies need accountability to be effective.*

Skills/Abilities related to this area:

- *skills in critical analysis of policies and procedures to examine impact on all affected populations*
- *abilities to discuss inequitable policy impacts with key decision makers and effectively lead the change process*
- *skills in building accountability into the policy change development*

Minimum Cognitive Level: 5

Related Retrospective or Prospective Questions:

Institutional policies and procedures designed to ensure equity and inclusion can become out of date and ineffective. From your point of view, how and why does this happen? What are the challenges to identifying this? What are the issues involved in remedying it? What makes you an effective leader in this area?

Minimum Skill Building Level: 5

Related Retrospective or Prospective Questions:

Please provide at least two examples of your involvement in updating policies and procedures to increase equity and inclusion. What were the expected and unexpected challenges involved? What was your leadership role in dealing with these challenges? In each case, how would you assess the success of the change process?

Components we want to find in a "good" answer:

- ✦ **Demonstrated understanding that evolving populations and educational needs drive this change process**
- ✦ **Awareness of how those benefiting from current policies may resist change**
- ✦ **Not underestimating the difficulties involved making needed changes**

Components we want to find in a "good" answer:

- ✦ **Two distinct examples**
- ✦ **Going beyond obvious challenges to identify unexpected ones**
- ✦ **Candidate can articulate the leadership role he/she played in each case**
- ✦ **Choice of appropriate evaluation methods to measure success**

Question Generator: Example 3 – Administrative Assistant for training and development office

Essential Function / Description of Specific Area of Cultural Competency
As the first contact with administrators, faculty and staff for the office with requests for assistance, recognize and effectively deal with issues of equity as they arise.

Knowledge related to this area:

- *knowledge that as a scarce resource, training is sometimes not available to all in an equitable manner*
- *understanding that access to career development is an equity and retention issue*
- *understanding that responsive communication needs to go beyond just quoting the rules*

Skills/Abilities related to this area:

- *skills in listening carefully and communicating understanding and responsiveness to all persons contacting the office*
- *skills in judging when to refer a request that may involve going beyond an established procedure*
- *when equity or inclusion is an issue, carrying that forward in the referral*

Minimum Cognitive Level: 3
Related Retrospective or Prospective Questions:
Each person working for the college/university needs to continue developing his/her skills levels and the person in this position is a main point of contact for associated requests. What issues involving equity or inclusion might you encounter in managing these requests?

Minimum Skill Building Level: 4
Related Retrospective or Prospective Questions:
Our annual 44-hour Supervision course fills up quickly. Once there is a waiting list, those on it are told that they will be accepted in order of listing. A supervisor calls to say that she is the only person of color in the department and the only supervisor who has not attended and asks for special consideration in getting in. How would you handle this?

Components we want to find in a "good" answer:

- *being able to articulate and explain connections between equity and professional development opportunities*
- *listing at least three issues or relevant specific examples.*

Components we want to find in a "good" answer:

- *refer all the issue to the director of the course*
- *let the person know about that referral*
- *provide information if he/she wants to contact the director*

The Use of Tests and Demonstrations to Identify Skills:

*Some points about using a test or demonstration
to evaluate an applicant's cultural competence*

- Tests and demonstrations of cultural competence are often the most reliable way to see if the applicant can actually do what they say they would do in a situation. For instance, an applicant may be able to describe how he or she would talk to a student who is reporting discrimination; a demonstration will show you whether he or she can actually do it to the level of competency you need of someone in this position.
- A teaching demonstration can be designed to include an issue involving critical judgment and cultural competence in the classroom.
- Tests and demonstrations should use formats, conditions, and situations that are likely to occur during the performance of the job.
- Each applicant should participate under conditions similar to those of other competing applicants.
- Before applicants are asked to demonstrate skills, those responsible for evaluating applicant performance should agree on what would constitute good performance. The emphases should include what behaviors are expected of the culturally competent applicant in this situation.
- The emphasis in the evaluation process should be on what the applicant is observed to do during the demonstration, and not on assumptions that could be made about the applicant's attitude based on those observations. Emphasis on assumed attitudes instead of the demonstrated skills can lead evaluators to give a high ranking to an applicant who did not demonstrate cultural competence, but *really did seem sincere* in his or her attempts to do so.
- Evaluators should be drawn from those who have demonstrated the ability to identify skills that indicate cultural competence in carrying out the responsibilities of this position.

What about the knowledge and skills of the members of the Search Committee?

- You obviously want people on the committee who understand the responsibilities of the person in the position for which you are hiring, as well as the levels of cultural competence needed.
- As you consider the relevant cultural competence needed in knowledge and skills, it is important to remember that it is the responsibility of everyone on the committee to take these requirements seriously.
- Someone with experience and insight into what is needed for a person in a position to demonstrate cultural competence in one area (e.g. dealing with issues involving persons with disabilities) may not have similar understanding of the needed skills and/or knowledge in another area (for instance, issues involving ethnicity or skin color). No one person should be responsible for "all of it"; everyone on the committee should be working to understand the relevant issues.
- A person who regularly receives the benefits of dominant culture privilege may really have to struggle to understand what cultural competence would look like *if it were walking down the street.* Often those of us who unconsciously carry large amounts of privilege believe that cultural competence is *really caring about everyone* or *being color-blind* or *really liking people* or *wanting to get to know everyone.*
- Appointing persons to a hiring committee who are themselves not convinced that cultural competence is important, or who are NOT at least willing to allow others to evaluate these skills in the applicants, places a heavy burden on the remaining members of the committee. They now have two jobs: 1) to evaluate the applicant; and, 2) to defend the need to consider the applicant's level of cultural competence at all during each stage of the hiring process.

**Critical Points in the Hiring Process:
Choices for Increasing Equity and Excellence in Decision Making**

Cristine Clifford Cullinan, Ph.D.

| Hiring Process Point | How Bias Could be Introduced into the Process | Some Possible Consequences | Methods to Increase Equity in the Process |
|--|--|---|---|
| <p>Decisions before Advertising</p> | <ul style="list-style-type: none"> • There is no scrutiny of the position as written or described. • As written or described, the position is not aligned with the needs of the college or university's mission and strategic plan goals regarding equity and inclusion. • Key players involved in the hiring process are chosen primarily from those most invested in the status quo. • A single representative is designated to carry the weight of "diversity" during the hiring process. | <p>Any forward-looking goals that touch on issues of diversity, equity, and the 21st century business, education and research needs of the college or university are not likely to be considered in any substantial way in the processes that follow.</p> <p>People involved in formulating the hiring process may draw the conclusion that the college or university is not serious about meeting its goals and commitments, as stated in the mission statement, strategic plan, and other public statements and documents.</p> | <ul style="list-style-type: none"> • Create and implement policy and processes that assure that every position at the college or university has, as a part of primary responsibilities, furtherance of equity and inclusion as specified in seminal documents. • Add statements to all position description, under areas related to duties and responsibilities, which reflect how this position is involved in creating and maintaining a welcoming, equitable and inclusive environment. • Brief all those involved in the hiring process on their responsibilities to search for those candidates who demonstrate commitment and skills in issues related to equity and excellence. |

| Hiring Process Point | How Bias Could be Introduced into the Process | Some Possible Consequences | Methods to Increase Equity in the Process |
|--|--|--|--|
| Screening Application Materials | <ul style="list-style-type: none"> • Materials requested in the hiring process are not sufficient to determine candidates' demonstrated skills, abilities and leadership in issues related to equity, inclusion and related college or university mission and goals. This allows people to either use assumptions or inference to determine presence or absence of these skills, or to ignore this entirely in screening applications. • Those screening applications are not sufficiently prepared to determine how candidates meet the necessary requirements for such skills. | <p>Those candidates who do bring significant cultural competencies "to the table" will notice that the college or university does not consider the presence or absence of these competencies as important in the hiring process. They may reasonably conclude that the institution is not a place where these competencies are appreciated or can be used. These candidates will be less likely to apply for the positions, and may discourage others from applying as well. At minimum, they are not likely to inform others of the position opening.</p> | <ul style="list-style-type: none"> • Screening documents seeking demonstrated skills and abilities and indicating how the candidate can work effectively, respectfully and inclusively with all faculty, staff, students and members of the community are sought and evaluated during the applicant screening process. • Appropriate cultural competencies for a given position are identified before the screening process begins. Information about the knowledge and skills involved in these competencies is sought during the screening process and all applications are viewed with these in mind. |

| Hiring Process Point | How Bias Could be Introduced into the Process | Some Possible Consequences | Methods to Increase Equity in the Process |
|--------------------------------|--|---|--|
| Reference Checking | <ul style="list-style-type: none"> References are not sought or questioned to evaluate the candidate's demonstrated skills in working with "diverse" populations. Remarks made by references that might indicate that the candidate may have problems in this area are not carried forward for review. | <p>You gain no information about how the candidate has demonstrated cultural competence in previous positions.</p> <p>References are likely to conclude that these skills are not important for working at the college or university, and so they may not include in their comments any concerns they may have about the candidate.</p> | <ul style="list-style-type: none"> References should be asked direct questions about their experience with the candidate's ability to work effectively, respectfully and inclusively with people who represent different nationalities, ethnicities, ages, genders, etc. Reference should also be asked directly if the candidate has any problems in these areas. |
| Offers and Negotiations | <ul style="list-style-type: none"> Remarks are made during the last part of the formal hiring process that indicate that the candidate is being hired due to the "group" to which they belong, rather than the skills they bring to the position and to the college or university. | <p>The candidate may reasonably conclude that his or her skills and abilities, including those in cultural competence, were not the reason he or she was hired. As far as the candidate is concerned, this means that the college or university is not serious in its commitments to equity and social justice.</p> | <ul style="list-style-type: none"> Hiring that is focused on specific skills and abilities, including those related to cultural competency, is likely to result in the culturally competent candidate being reassured that their entire knowledge and skill sets are needed, sought and appreciated at this college or university. |

| Hiring Process Point | How Bias Could be Introduced into the Process | Some Possible Consequences | Methods to Increase Equity in the Process |
|---|--|--|--|
| <p>Formal and Informal Orientation</p> | <ul style="list-style-type: none"> • The new faculty member, administrator or staff member is treated like more of a curiosity, or "odd person out" than an integral member of the group. • He or she is asked intrusive personal questions about their appearance, family make-up, religious preferences, etc. • The informal inclusion that usually happens for those represent more dominant culture groups does not happen for this person, and so they become more isolated. | <p>The candidate could reasonably conclude that those working with him or her hold underlying prejudices and stereotypes that are affecting their behaviors.</p> | <ul style="list-style-type: none"> • All members of the campus community need to be aware of the deleterious effects of cultural stereotypes that attach to members of groups based on their perceived race, nationality, ethnicity, gender identity, sexual orientation, socio-economic class, perceived disabilities, and other characteristic unrelated to their performance. • Supervisors, administrators and department heads must take responsibility for demonstrating leadership in creating and maintaining a welcoming, equitable and inclusive environment. • Continued professional development in the relevant areas of cultural competence is expected of all members of the college or university, appropriate to their scopes of authority and responsibilities. |

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