

# Cultural Competence

Wednesday, September 7, 2022



Multicultural Services

DIVISION OF STUDENT AFFAIRS

# Land Acknowledgement

We acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the **Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples**. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and the Indigenous people that live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.

# Overview

- ▶ DMS Overview
- ▶ What is culture?
- ▶ Developing Cultural Competence
- ▶ Dimensions of Cultural Competence
- ▶ NACE Competencies

# Department of Multicultural Services

[dms.tamu.edu](http://dms.tamu.edu)

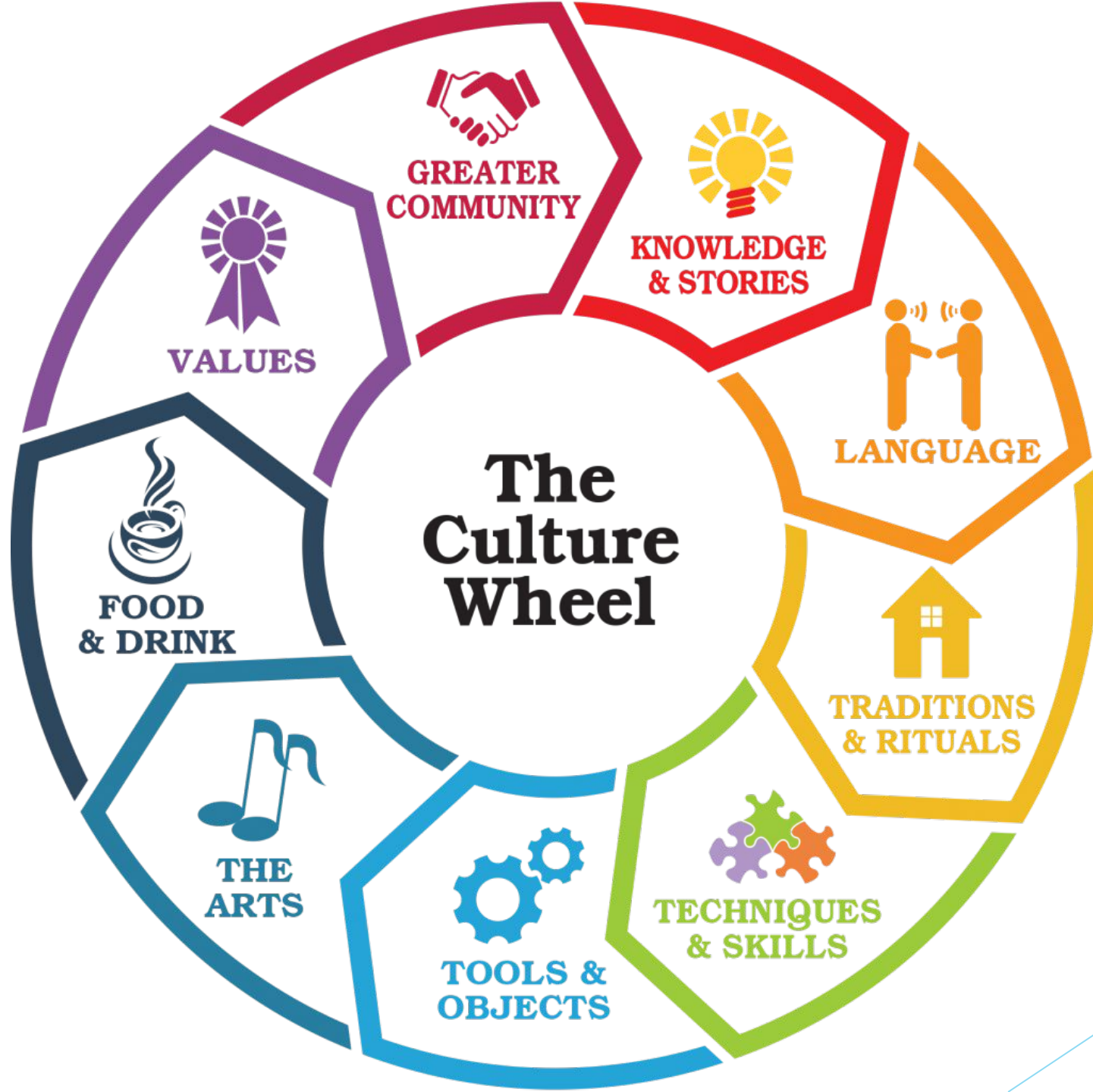
- ▶ Race, Identity, Social Equity Conference (RISE)
- ▶ CommUnity Conversations
- ▶ Cultural Explorations
- ▶ Heritage Month Celebrations
- ▶ Fusion Fiesta

What is Culture?

The background of the slide is white with abstract blue geometric shapes on the right side. These shapes include overlapping triangles and polygons in various shades of blue, from light sky blue to dark navy blue. The shapes are layered, creating a sense of depth and movement.

# What is Culture?

- ▶ The norms, values, practices, patterns of communication, language, laws, customs, and meanings shared by a group of people in a given time and place.



# The iceberg concept of culture

*Primarily in awareness*

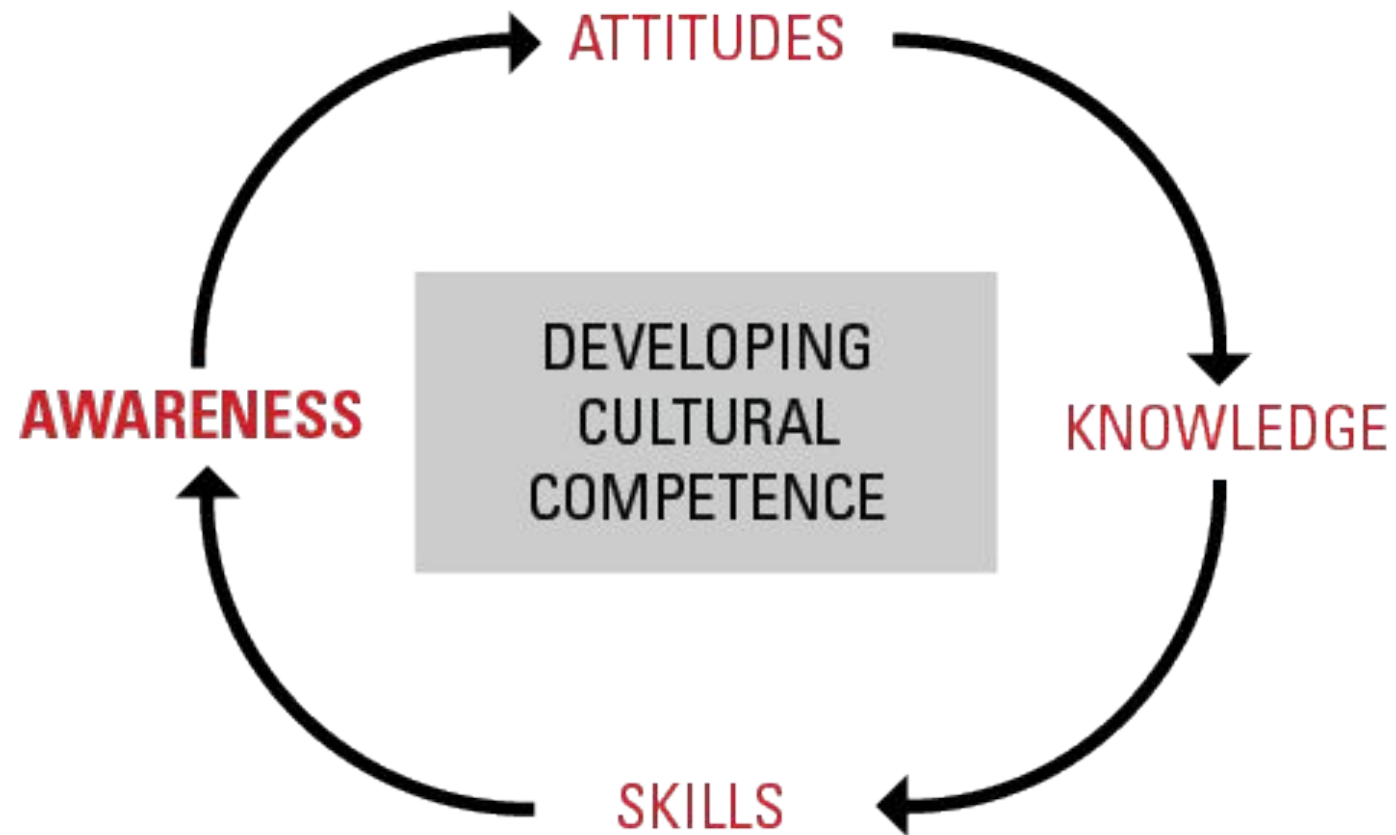
Fine arts Literature  
Drama Classical music Popular music  
Folk-dancing Games Cooking Dress

*Primarily out of awareness*

Notions of modesty Conception of beauty  
Ideals governing child raising Rules of descent Cosmology  
Relationship to animals Patterns of superior/subordinate relations  
Definition of sin Courtship practices Conception of justice Incentives to work  
Notions of leadership Tempo of work Patterns of group decision-making  
Conception of cleanliness Attitudes to the dependent Theory of disease  
Approaches to problem solving Conception of status mobility Eye behaviour  
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity  
Nature of friendship Conception of "self" Patterns of visual perception Body language  
Facial expressions Notions about logic and validity Patterns of handling emotions  
Conversational patterns in various social contexts Conception of past and future Ordering of time  
Preference for competition or co-operation Social interaction rate Notions of adolescence  
Arrangement of physical space Etc.



# Developing Cultural Competence



# Awareness

- ▶ Who are you? What forms your perspective?
- ▶ Social Location
- ▶ Cultural Lens
- ▶ Examination of one's own bias

# Attitudes

- ▶ explore values, belief systems, phobias and one's adherence to individual cultural norms that impact cross-cultural effectiveness
- ▶ analyze the extent to which we are open to differing views and opinions; the more we cling to these variables, the more likely we will experience cross-cultural challenges when they collide with cultural differences.

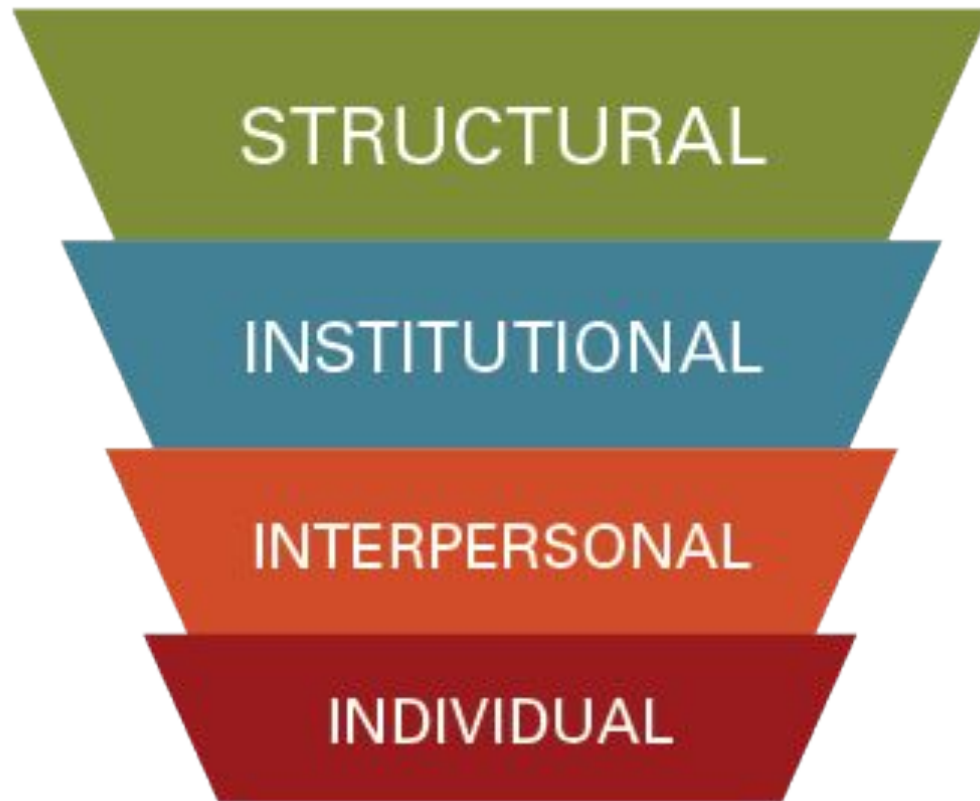
# Knowledge

- ▶ What do you know about others?
- ▶ The more knowledge we have about people of different cultures, the more likely we are able to avoid cross-cultural missteps.
- ▶ **Implicit Bias**

## Skills

- ▶ Taking practices of cultural competency and repeating them until they become integrated into one's daily behaviors.
- ▶ One can have the “right” attitude, considerable self-awareness, and a lot of knowledge about cultural differences, yet still lack the ability to effectively manage differences.

# Dimensions of Cultural Competence



# Structural

- ▶ Awareness of the relationship between social expectations about knowledge and values and the public policies and practices that shape, define and limit both what is accepted and allowed and how individuals and groups have access and opportunity.

# Institutional

- ▶ Understand the way social institutions (family, school, church, media, criminal justice system, government, etc.) help to shape and reinforce social norms and expectations related to shared knowledge and values.
- ▶ Impact of historical factors on institutions and contemporary cultural issues.
- ▶ Differing impact on individuals and groups relative to their respective social positions and identities



# Interpersonal

- ▶ Awareness of the differences in the way others think and believe, an appreciation for that diversity of thought and belief, and an ability to engage effectively and respectfully with people who think and believe differently than you.

# Individual

- ▶ Understanding your own values and how those values influence your thoughts and actions.

# Application to Physics

The background features a complex, abstract design of overlapping, semi-transparent blue polygons. The colors range from light sky blue to deep navy blue. The shapes are primarily triangles and quadrilaterals, creating a sense of depth and movement. The design is concentrated on the right side of the slide, with the left side being mostly white.

# Application to Physics

- ▶ Why is cultural competence important in the work that you do?

# Application to Physics

- ▶ What actions can you take to integrate cultural competence in your work?

# Career Readiness- National Association of Colleges and Employers (NACE)

“Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management”

# Career Readiness Competencies (NACE)

- ▶ Career & Self-Development
- ▶ Communication
- ▶ Critical Thinking
- ▶ Equity & Inclusion
- ▶ Leadership
- ▶ Professionalism
- ▶ Teamwork
- ▶ Technology

# Questions?





**Report Potential Hate/Bias Incidents**

**□ [stophate.tamu.edu](http://stophate.tamu.edu)**

# Presentation Assessment

[tx.ag/CCOMP](https://tx.ag/CCOMP)



# Thank You!



thank you!

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