

Creating Culturally Competent Students

Nicole Cox

Rich Scott

Student Counseling Services

“Whatever faculty members or administrators do about diversity, most students are living out the issues of diversity daily, personally, in a sometimes confused way, often with great pain, sometimes with eloquence and creativity”

-Diversity in Higher Education
(Musil et al., 1995),

Why is this important?

“Moore & Ortiz (1999) found that interculturally competent students were critical thinkers who suspended judgment until the evidence was in and who included a diverse range of knowledge in what they considered as evidence.”

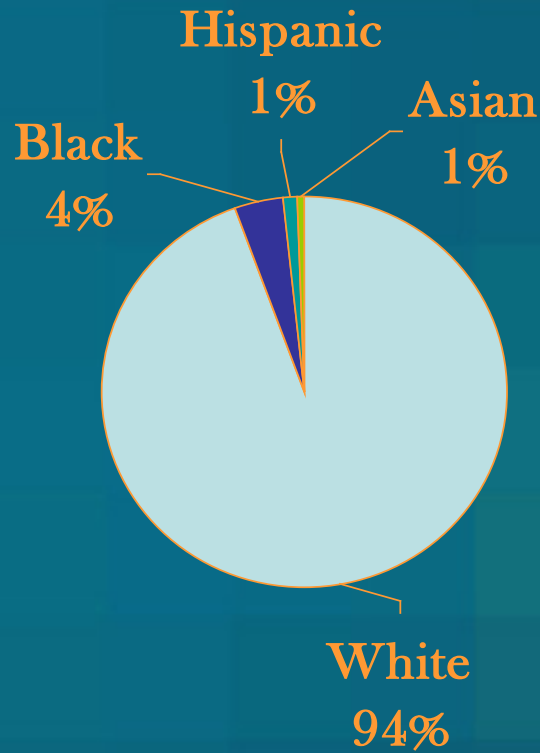
(King & Baxter Magolda, 2005, p. 577)

- 1) Incidents of hate crimes on college campuses has risen
- 2) Our society and workplaces are becoming increasingly diverse
- 3) Our campuses are becoming more diverse (1976: 16%, non-white; 1997: 27%)

Bloomington-Normal

1980

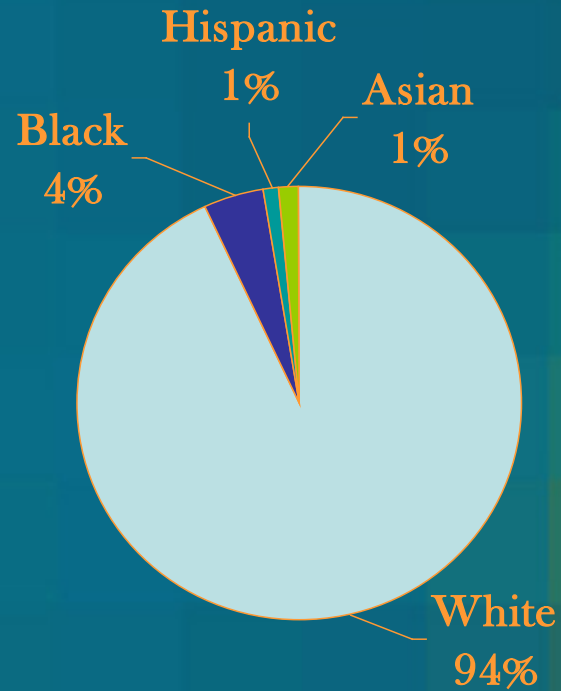
Total Population 119,123



Bloomington-Normal

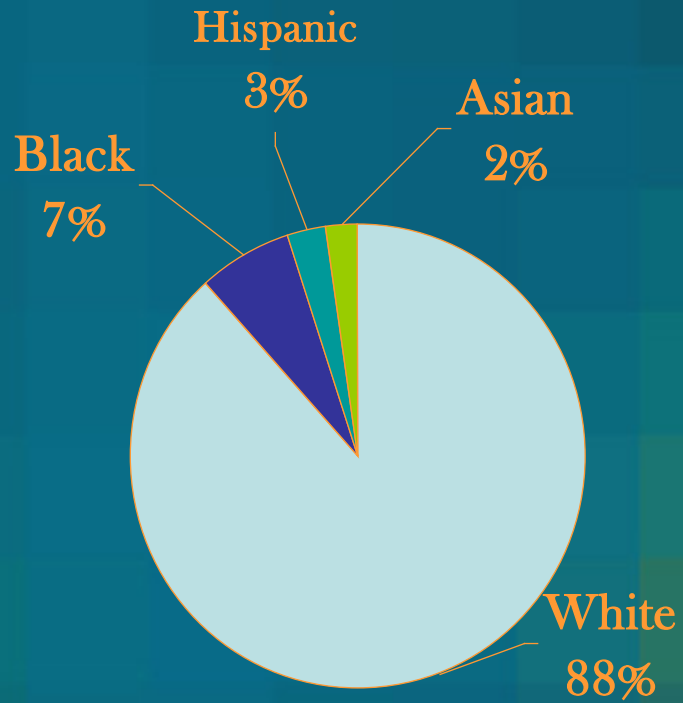
1990

Total Population 129,180



Bloomington-Normal 2000

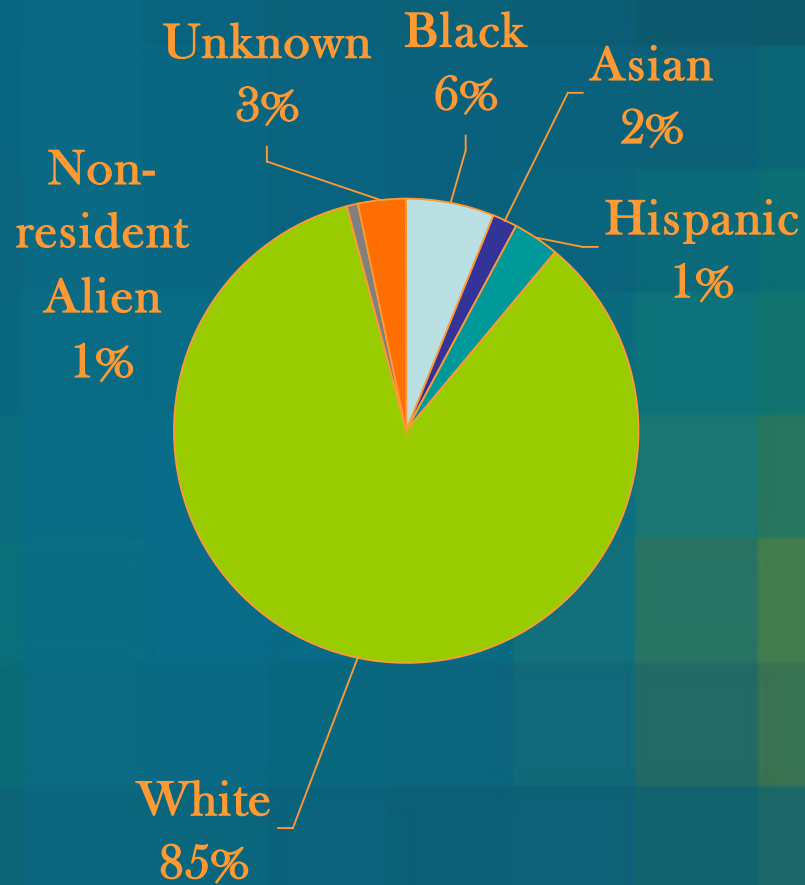
Total Population 150,433



ISU Stats

Undergraduate Students (2005)

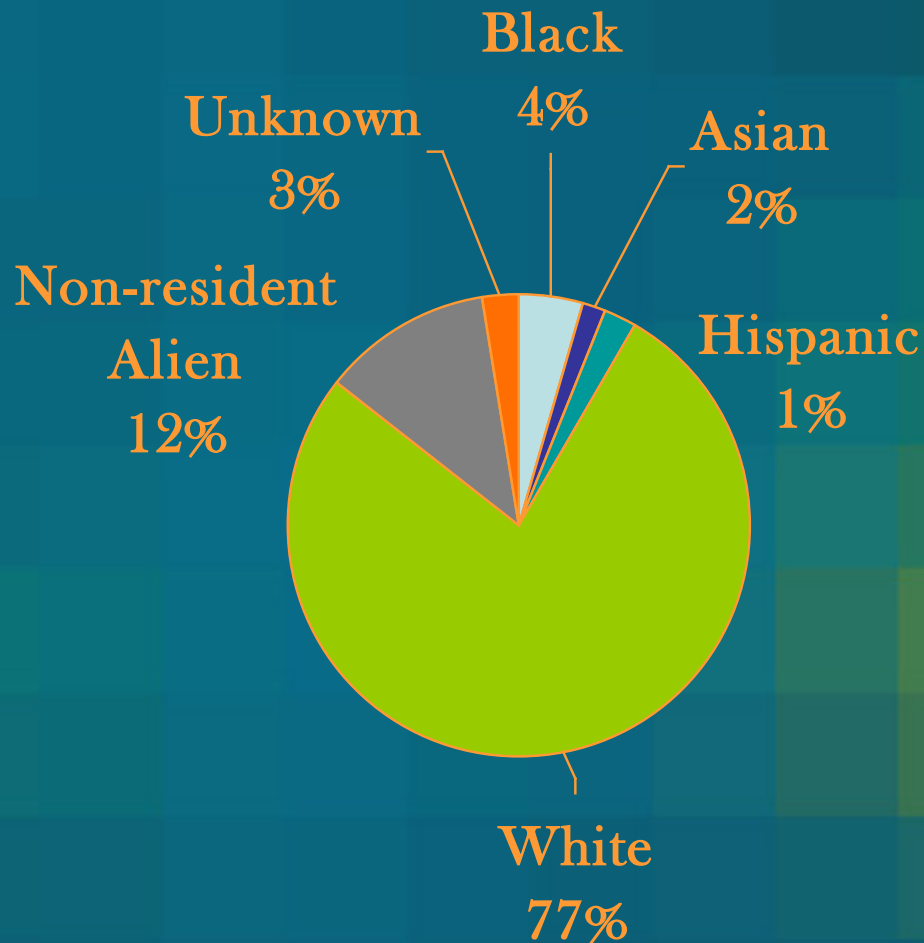
Total 17,827



ISU Stats

Graduate Students (2005)

Total 2,438



Kegan's Model of Life Span Development

Kegan's model incorporates the meaning we assign to our own lives (also referred to as "self-authorship") and external factors and the interests of others.

Kegan's Model of Life Span Development

- Self-authorship plays an important role in individual development because “Many demands placed on adults in contemporary society ‘require self-authorship because they require the ability to construct our own visions, to make informed decisions in conjunction with coworkers, to act appropriately, and to take responsibility for those actions.’”

(King & Baxter Magolda, 2005, p. 574)

Kegan's Model of Life Span Development

“Self-authorship requires
complex ways of making meaning of
experience, drawing on one's
understanding in all three dimensions
of development”

(King & Baxter Magolda, 2005, p. 574)

Kegan's Model of Life Span Development

3 Domains of Development:

1. Cognitive
2. Intrapersonal
3. Interpersonal

3 Levels of Development:

1. Initial
2. Intermediate
3. Mature

Kegan's Model of Life Span Development

	1	2	3
Cognitive			
Intrapersonal			
Interpersonal			

Cognitive Developmental Levels of Thinking

Initial

“At this level, beliefs tend to be adopted from authorities rather than being internally constructed, so challenges to beliefs are often ignored or quickly determined to be wrong.”

(King & Baxter Magolda, 2005, p. 575)

Intermediate

This level is characterized by a “decreasing reliance on authority’s knowledge claims and increasing reliance on personal processes for adopting knowledge claims.”

(King & Baxter Magolda, 2005, p. 575)

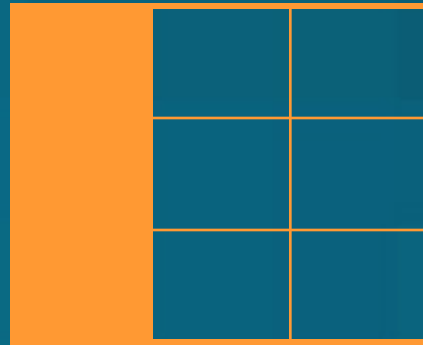
Mature

Capacity to cognitively incorporate both one’s experience with the experience and information provided by others.

(King & Baxter Magolda, 2005)

Cognitive Development

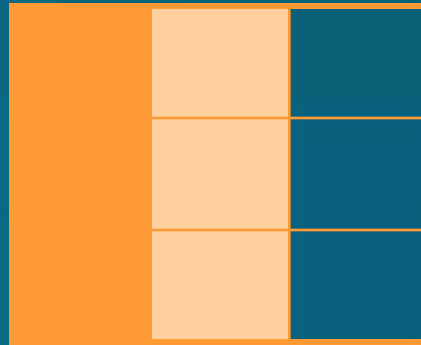
Initial Level of Development



- Assumes knowledge is certain and categorizes knowledge claims as right or wrong (dichotomous thinking)
- Is naïve about different cultural practices and values
- Resists challenges to one's own beliefs and views differing cultural perspectives as wrong

Cognitive Development

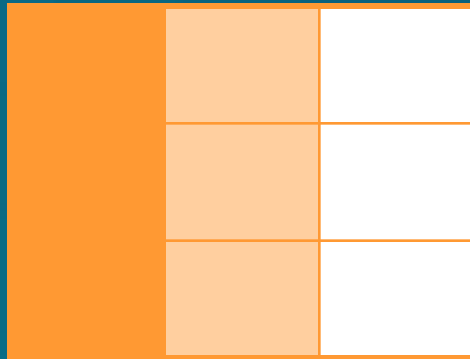
Intermediate Level of Development



- Evolving awareness and acceptance of uncertainty and multiple perspectives
- Ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims

Cognitive Development

Mature Level of Development



- Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames

Promoting Intercultural Maturity in the Educational Setting

Models that promote intercultural maturity follow a systematic progression that addresses developmental issues.

- Ortiz and Rhoad (2000) have created a framework that fosters multicultural education.
- Schoem & Hurtado's (2001) model promotes intercultural maturity through the use of dialogue between diverse groups and populations in the college setting.

Promoting Intercultural Maturity in the Educational Setting, continued

Ortiz & Rhoads' (2000) Model is composed of 5 steps.

Step 1: Understanding culture (confronts fear of being perceived as racist, increases competency by instilling appropriate language to discuss diversity issues, and cautious not to overwhelm students)

Step 2: Learn about other cultures

Step 3: Deconstruct White culture

Steps 4 & 5: Recognize legitimacy of other cultures and develop a multicultural perspective

“The goals and activities for
each step
[of Ortiz & Rhoads’ (2000) Model]
engage students in
exploring and gradually reformulating
how they see the world (cognitive),
how they see themselves
(intrapersonal), and how they relate
to others (interpersonal).”

King & Baxter Magolda (2005, p. 587)

Schoem & Hurtado's (2001) Dialogue Model for Intercultural Competence

Four Stage Design:

1. Introductions and foundation: ground rules (i.e., no personal attacks, mutual respect, confidentiality)
2. Group members create a vocabulary to discuss diversity issues and begin to explore and discuss issues surrounding prejudice, in/out group dynamics, discrimination, and privilege
3. Dialogue discusses “hot topics” such as segregation, separation/self-segregation on campus, or racism on campus.
 - Explore their own worldviews as well as others' perspectives.
 - Creating more complex worldviews incorporating new information and experiences
4. Preparation for post-dialogue experiences such as action planning and alliance building.

Questions

- 1) Can we even teach students to be culturally competent?
- 2) How can educators challenge students to engage in self-authorship?
- 3) How can we get students to engage outside the classroom?

Final Thoughts

- Self-reflection
- Mentoring
- Modeling
- Experiential activities

Tripartite Development of Personal Identity

(Sue & Sue, 2003)

