

Considering Cultural Competence: Reframing Our LIS Practice and Research

Diversity Defined

- The state or fact of being diverse;
- Variety
- A point of difference
- The inclusion of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, ability level, etc.

SEE ALSO: Peterson, L. (1999). The definition of diversity: Two views. A more specific definition. *Journal of library administration*, 27(1-2), 17-26.

SEE ALSO: ALA Diversity Counts Report: <http://www.ala.org/offices/diversity/diversitycounts/divcounts>

Culture Defined

- Set of customs, traditions, and values within a society/community
- The characteristics and knowledge of a particular group of people defined and influenced by such things as language, religion, social habits, cuisine, and styles of dress.

Social Justice Defined

The process of working toward, and the condition of, everyone's basic needs being met and everyone's potential fulfilled to live productive and empowered lives as participating citizens of our global community.

Pre-Cursors to Cultural Competence

- Brené Brown
University of Houston Graduate College of Social Work
<http://brenebrown.com/2013/12/10/rsabear/>
- White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh
<http://files.eric.ed.gov/fulltext/ED355141.pdf#page=43>
- What is Privilege (video): <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
- Circles of My Multicultural Self: Identity and Stereotypes: <http://www.edchange.org/multicultural/activities/circlesofself.html>

Cultural Competence: ELEMENTS

1. CULTURAL DESTRUCTIVENESS
Characterized by attitudes and practices that lead to the deterioration, elimination, and destruction of a cultural group and thus the individuals in that group.
2. CULTURAL INCAPACITY
Occurs when individuals and organizations do not directly seek to destroy a cultural group but lack the capacity to serve or interest in serving various cultural groups.
3. CULTURAL BLINDNESS
The refusal or inability to acknowledge uniqueness of cultures, views, etc.
4. CULTURAL PRE-COMPETENCE
The awareness that the collection, services, and programs are lacking in diverse offerings; a desire to make a positive change to the situation.
5. CULTURAL COMPETENCE
Characterized by an evident commitment to creating (or upholding) policies and practices that provide services to diverse patrons.
6. CULTURAL PROFICIENCY
Advanced stage; mastery achieved.

Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). *Toward a culturally competent system of care: A monograph on*

effective services for minority children who are severely emotionally disturbed. *Washington, DC: Georgetown University Child Development Center.*

Cultural Humility

“Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the ~~patient-physician~~ [patron-librarian] dynamic, and to developing mutually beneficial and nonpaternalistic ~~clinical~~ [library] and advocacy partnerships with communities on behalf of individuals and defined populations.”

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. *Journal of health care for the poor and underserved*, 9(2), 117-125.

Ask yourself

- Where are you on the cultural competence continuum? Where do you want to be?
- Where do think most people fall on the continuum?
- What can you as a LIS professional do to promote cultural competence?

How Do You Want to Be Remembered?

Dr. Cooke's articles / chapters about the courses taught at the iSchool at Illinois

- Cooke, N. A. and Minarik, J. P. (2016). Linking LIS graduate study and social justice education: Preparing students for critically conscious practice. In B. Mehra and K. Rioux (Eds.), *Progressive Community Action: Critical Theory and Social Justice in Library and Information Science*. Sacramento, CA: Library Juice Press. 181-214.
- Cooke, N. A. (2016). Counter- Storytelling in the LIS Curriculum. In P. T. Jaeger, U. Gorham, and N. Greene Taylor (Eds.), *Perspectives on Libraries as Institutions of Human Rights and Social Justice* (Advances in Librarianship series, Volume 41). Emerald Group Publishing, 331-348.
- Cooke, N. A. (2016). Documenting your critical journey. In N. Pagowsky and K. McElroy (Eds.), *Critical Library Pedagogy Handbooks, Vol. 1 & 2*. Chicago, IL: ALA Publications, 247-250.

When thinking about your own pedagogy, think about the following:

- Stereotype Threat
- Feminist Pedagogy
- Ethics of Care
- Microaggressions
- Privilege + Marginalization
- Your own intersectionality

Reflection and Planning Exercise

- What groups would you like to serve in your library? Why?
- What kinds of services do you see lacking in your library? How can you change that?
- How will you develop or improve your critical practice?
- How does this apply to your leadership skills?
- What steps do you need to take to reach the place(s) you want to be?
- What can you do on Monday to start making changes?