Cultural and Linguistic Competence in Research

September 7, 2022

Introductions

Please share your name, organization, and location in Chat.

Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows recording of audio, visuals, participants, and other information sent, verbalized, or used during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so that only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

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Inclusive Meeting Guidelines
Hosting and Participating in Meetings

ENGAGE EVERYONE
Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants if they can see and hear. Designate a meeting monitor to address audio/visual issues and respond to virtual participants' comments and questions.

BE HEARD AND SEEN
Project your voice when speaking. Permit one speaker at a time and avoid overlapping and sidebar conversations. Allow people to see your facial expressions and body language clearly. Position everyone so they can be seen on-screen. For virtual participants, promote webcam use.

ACKNOWLEDGE SPEAKER
Raise your hand or provide another auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, allow 5 to 7 seconds for participants to unmute phones. Be comfortable with wait time.

MAXIMIZE MICROPHONES
Microphone(s) are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues and persons with hearing loss. Set up microphone(s) for the facilitator and attendees and ensure that hand-held microphones are available for groups with audience participation. Ensure speakers are near a microphone.

MINIMIZE NOISE
Avoid moving around or shuffling materials on a desk. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and hearing aids. Speak from a stationary position to keep the audio clear. Mute your phone or computer when not speaking.

MAXIMIZE VISUAL DISPLAYS
E-mail materials in advance of meeting. Display meeting documents on screen and capture main discussion points verbally and visually by taking notes or using the "chat box," Skype, or other means. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting notetaker so that the meeting leader and monitor can focus on engagement. Notes are also helpful for people with hearing loss who may not have heard the content.

These guidelines are intended to improve the meeting experience for virtual participants, as well as people with hearing loss, visual impairment, and those for whom English is an additional language. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity and Inclusion Office.
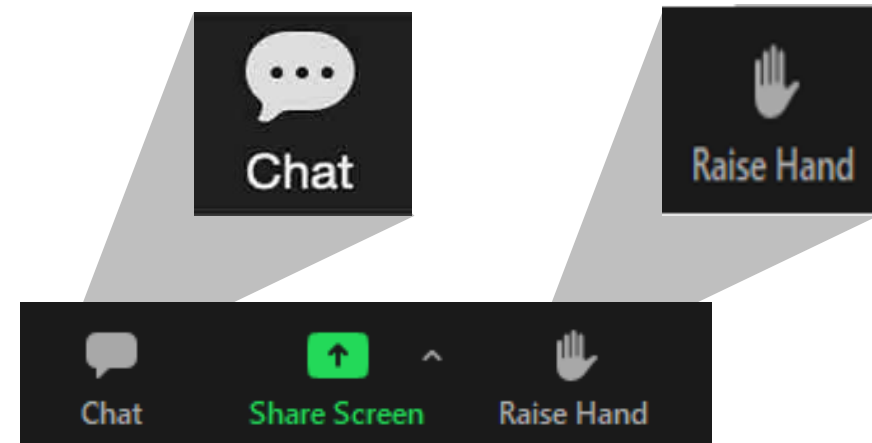
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How to Use Zoom

Click on the **Chat button** share your questions, thoughts, and ideas, and to let us know about any technical issues.

Click on **Raise Hand** if you would like to unmute and ask a question.

Agenda

1. Introduction to the Evidence Quality and Reach (EQR) Hub

2. Cultural and Linguistic Competence (CLC) in Research

   a. What Is *Culture*?

   b. What Is CLC About?

   c. CLC Responsive Research

   d. CLC in Action

3. Next Steps

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Introduction to the EQR Hub

EQR Hub

The EQR Hub will provide current and aspiring STEM education researchers **targeted learning opportunities on research methods, knowledge translation, and DEI (diversity, equity, and inclusion)**. The hub will develop and implement virtual webinars and workshops for researchers in the Discovery Research PreK-12 (DRK-12) community, convene communities of practice, and engage in individualized consultations with DRK-12 projects.

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Meet the Presenters

Robyn Madison, EdD

American Institutes for Research

Senior Technical Assistance Consultant

Yan Wang, PMP, EdD

American Institutes for Research

Principal Researcher

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CLC in Research: The Case for an Integrated Approach

AIR's Commitment to DEI

- As a mission-driven organization, we know that our human capital is our greatest asset and the key to our success.

- By continuing to value the unique perspectives and experiences that each of us brings to the table, we advance our mission.

- Our 2024 strategic goals prioritize our intent to continue to build a nimble, skilled, diverse, and inclusive organization that can work in a distributed environment.

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CLC: Session Objectives

- Define CLC.

- Understand how one's culture and worldview affects research.

- Recognize the importance of CLC in conducting research and the implications of not attending to CLC in research.

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What Does *Culture* Mean to You?

Share in the chat box what the term *culture* means to you.
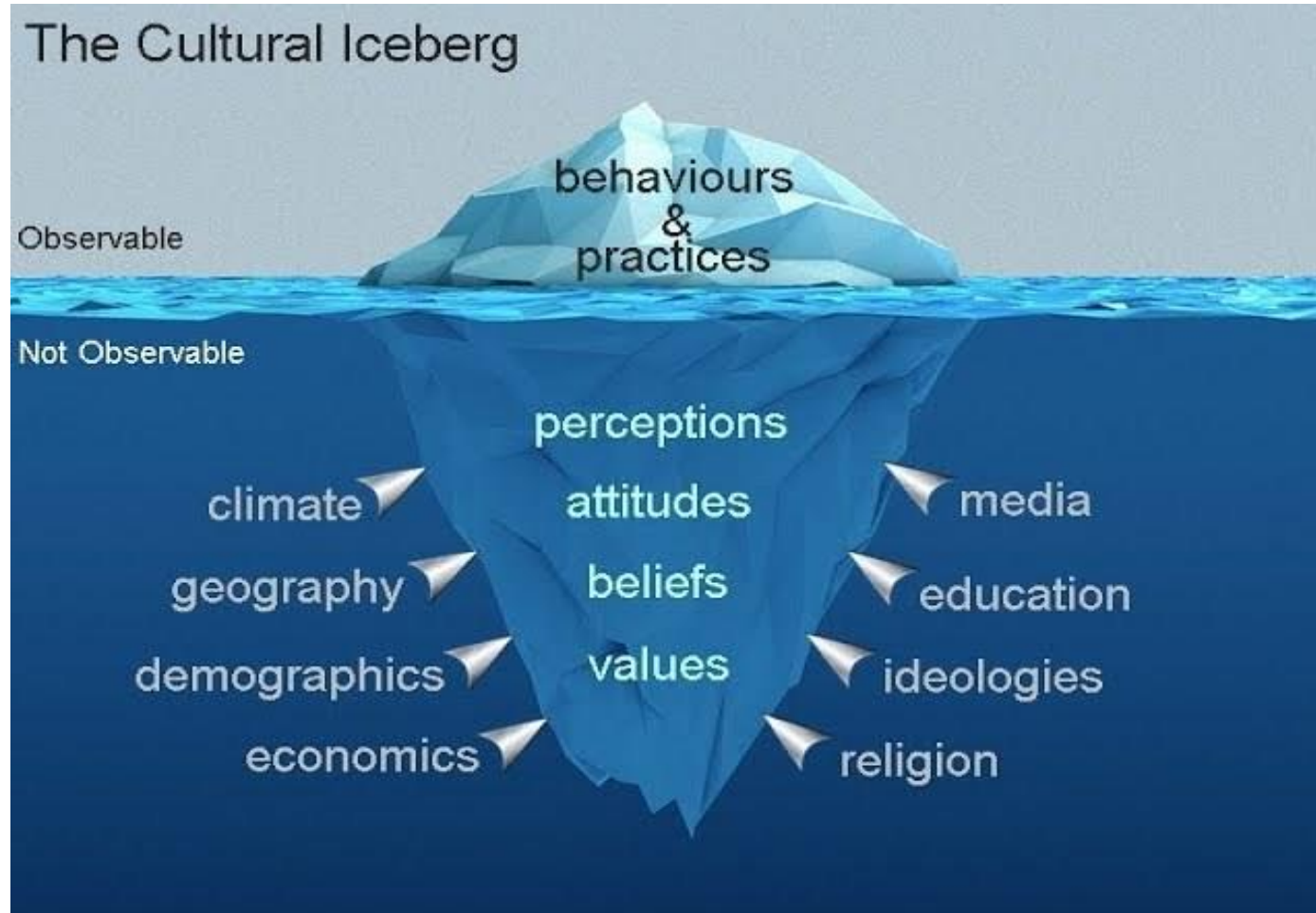
There are no wrong answers!

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Defining Culture

The languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful.

Source: American Sociological Association

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Iceberg Concept of Culture

The Cultural Iceberg

Observable

behaviours
&
practices

Not Observable

perceptions

climate   attitudes   media

geography   beliefs   education

demographics   values   ideologies

economics   religion

Based on Edward T. Hall's Iceberg Model of Culture

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Cultural Competence

A set of congruent behaviors, attitudes, and policies that

- comes together within a system or agency, or among professionals, and

- fosters improved effectiveness in cross-cultural situations.

Source: Cross, Bazron, Dennis, & Isaacs, 1989; Isaacs & Benjamin, 1991.

Linguistic Competence

The capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.

Source: Goode & Jones, 2004, para. 2.

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What Is CLC About?

- Relating to one another in respectful and equitable ways

- Eliminating disparities and disproportionalities

- Acknowledging and responding to the history of racism and trauma

- Addressing racism, power, ethnocentrism, privilege, stigma, discrimination, and injustice

- Developing best practices in all that we do
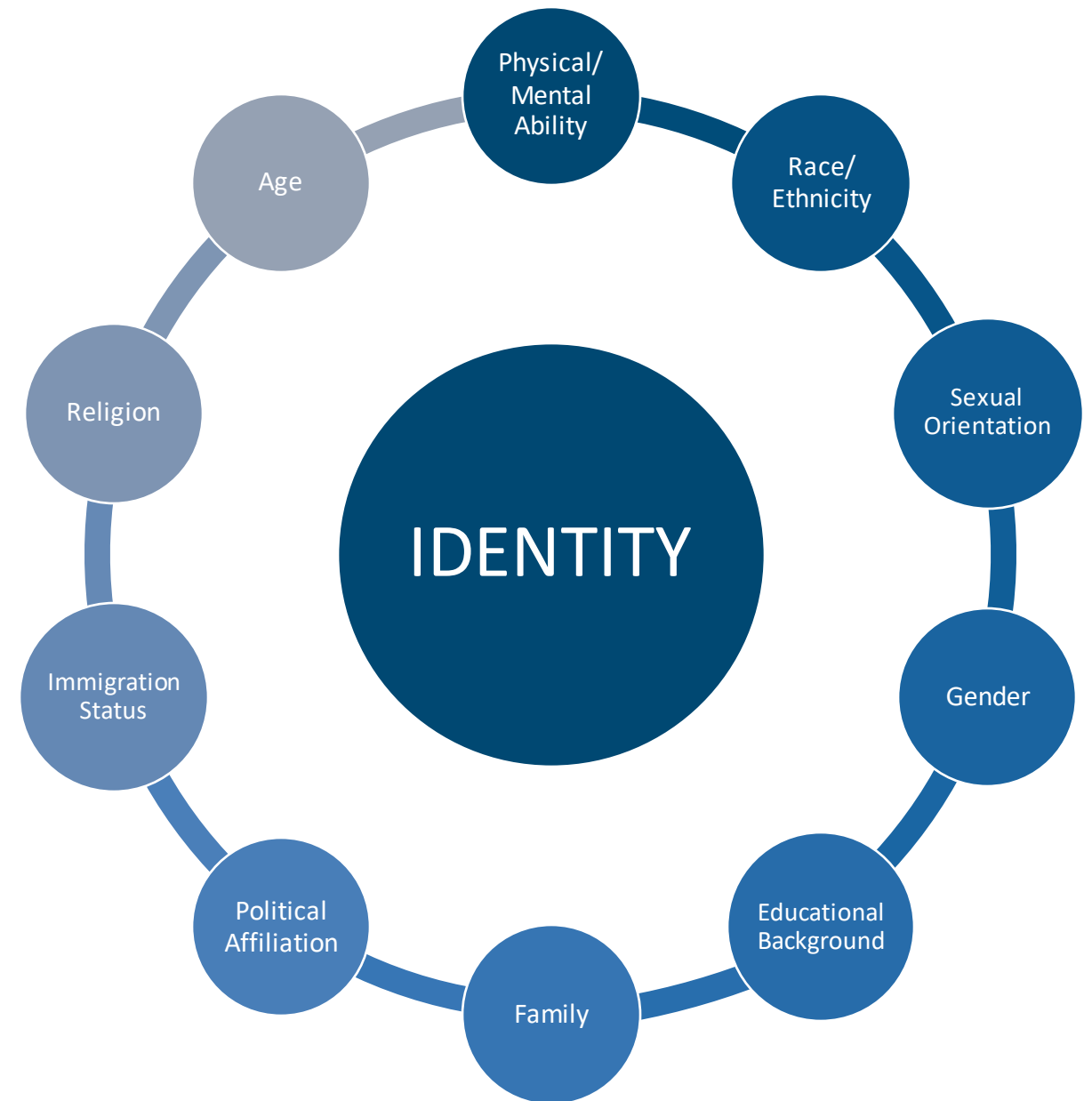
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Why Is CLC Important?

- Changes in local, state, and national demographics

- Increased number of people who speak a language other than English

- Because culture can influence the following:
    - Perceptions on the nature and causes of problems
    - Views about how to solve problems
    - Help-seeking behaviors
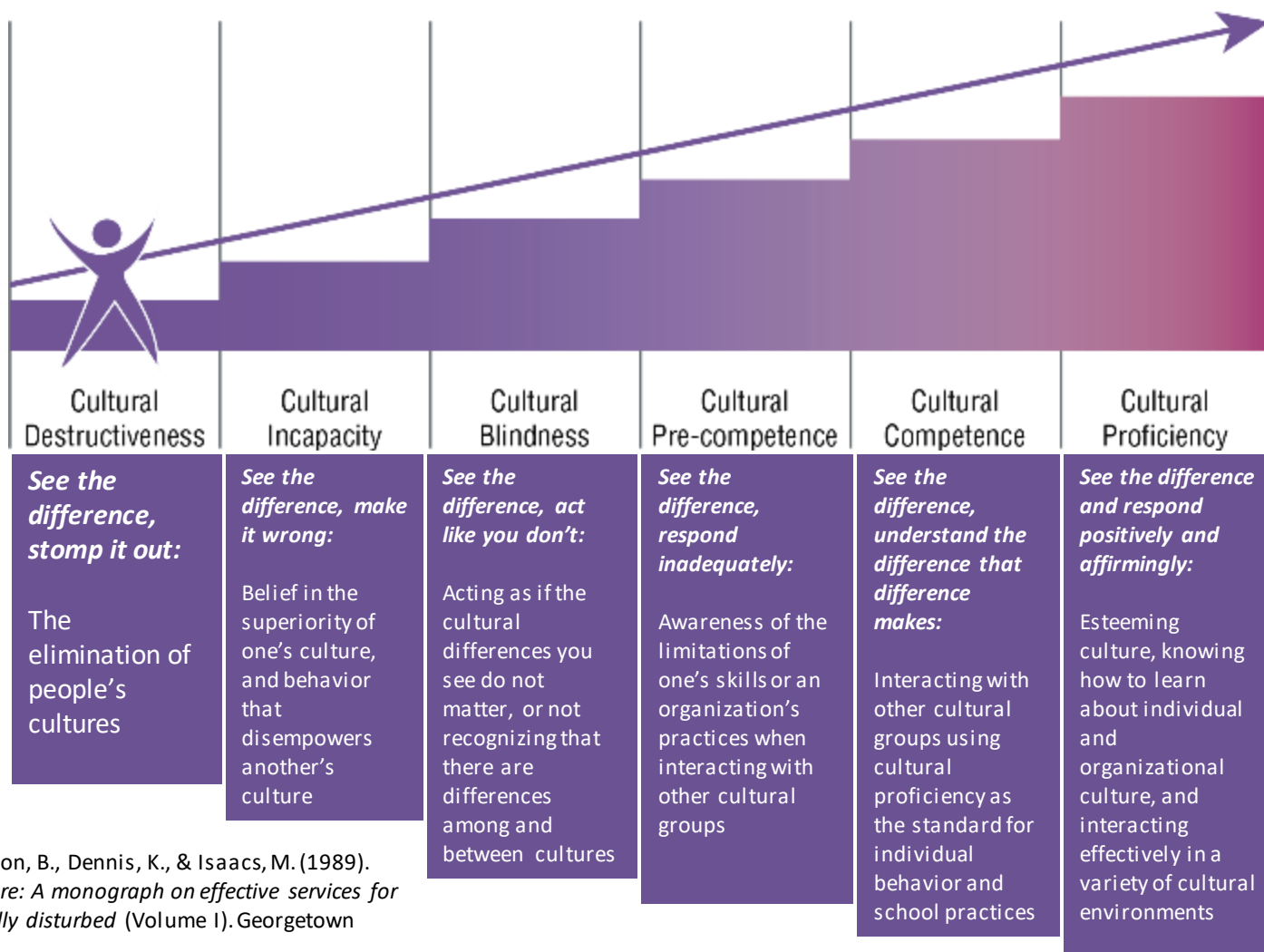   - Willingness to participate in a research study

Source: Culturally and Linguistically Appropriate Standards for Projects, Research, and Operations (CLAS PRO; AIR, 2017).

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Share In the Chat

1. The part of my identity that I am most aware of daily is_____.

2. The part of my identity that I am the least aware of daily is_____.

3. The part of my identity that I am most proud of is_____.

4. The part of my identity that garners me the most privilege is_____.

5. The part of my identity that I feel is difficult to discuss with others who identify differently is_____.

6. The part of my identity that make me feels most discriminated against is_____.

IDENTITY

Physical/Mental Ability

Race/Ethnicity

Sexual Orientation

Gender

Educational Background

Family

Political Affiliation

Immigration Status

Religion

Age

The Journey Toward Cultural Proficiency

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-competence	Cultural Competence	Cultural Proficiency
See the difference, stomp it out:	*See the difference, make it wrong:*	*See the difference, act like you don't:*	*See the difference, respond inadequately:*	*See the difference, understand the difference that difference makes:*	*See the difference and respond positively and affirmingly:*
The elimination of people's cultures	Belief in the superiority of one's culture, and behavior that disempowers another's culture	Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures	Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	Interacting with other cultural groups using cultural proficiency as the standard for individual behavior and school practices	Esteeming culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments

Source: Graphic adapted from Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed* (Volume I). Georgetown University Press.

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CLC in Research

Why Is CLC Relevant to Research?

Cultural competence helps to ensure the following:

- Effective communication and interaction between researchers and participants

- Adequate analysis and interpretation of results

- Appropriate engagement in study design and implementation

- Participation in research studies

- A strengths-based approach

*Source*: Culturally and Linguistically Appropriate Standards for Projects, Research, and Operations (CLAS PRO; AIR, 2017).

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Culturally and Linguistically Responsive Research

- The research is asset based.

- The focus is on contextual variables.

- Community members are active participants in research.

- Researchers include individuals with lived experience.

- The view of what is considered credible evidence is broad.

- Power dynamics are recognized and addressed.

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CLC in Action: AIR's Culturally and Linguistically Appropriate Standards for Projects, Research, and Operations (CLAS PRO)

- Enhances our work both internally and externally

- Builds knowledge and skills to address the wide-ranging needs of the diverse clients and communities we serve

- Promotes effective, equitable, and respectful services and products

- Is relevant to all aspects of our work
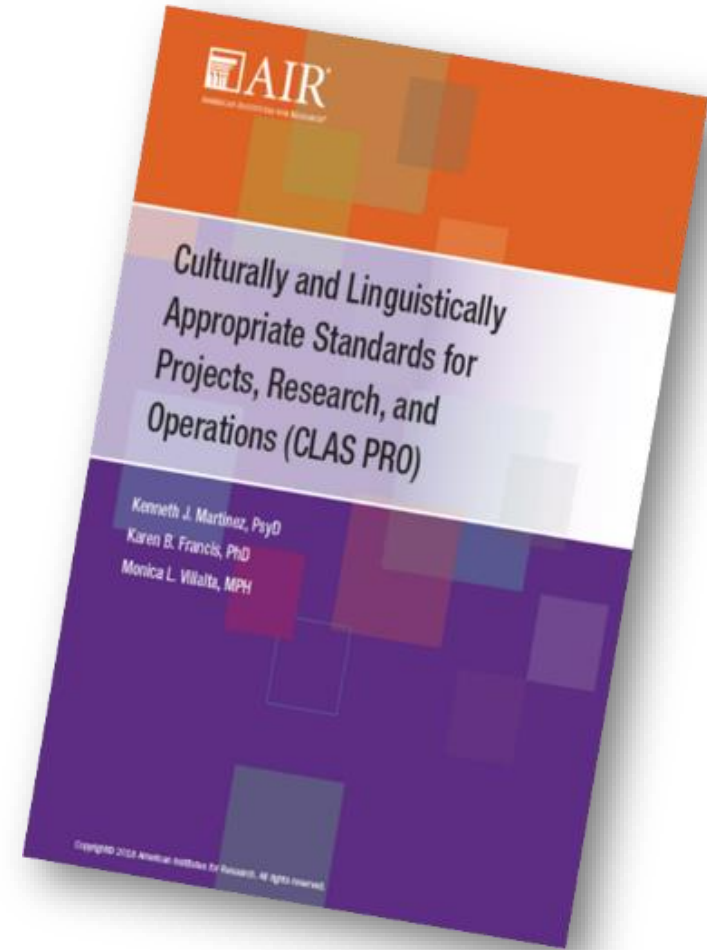
CLC in Action: AIR's CLAS PRO General Principles

General Principle 1:

- Integrate CLC into all aspects of our projects, research, and operations.

General Principle 2:

- Understand and take into account—in all aspects of program planning, implementation, and service delivery—the historical, sociopolitical, cultural, and environmental contexts of the diverse communities in which we work . . .

General Principle 3:

- Understand that the theoretical perspectives that underlie our work are inherently cultural and therefore not value-neutral . . .

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CLC in Action: AIR's CLAS PRO General Principles (cont.)

General Principle 4:

- Be keenly aware of our own personal worldviews, values, and biases and how they might affect our work. We are all socialized into a cultural perspective that reflects particular cultural values.

General Principle 5:

- Recognize that, historically and currently, one cultural perspective is considered the standard or norm and is often unjustly considered a higher value than others . . .

General Principle 6:

- Recognize the existence of privilege, power, and authority in professional and interpersonal interactions.

General Principle 7:

- Use approaches that recognize, measure, address, and reduce disparities and disproportionalities.

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Standard—Example

Ensure that staff use cross-cultural communication skills to be linguistically competent in research, evaluation, training, and technical assistance.

Strategies:

a. Learn about and be aware of body language, facial expressions, body proximity, and preferences for verbal and/or written communication when collecting data and presenting results.

b. Provide materials in formats that meet the language and delivery preferences of intended audiences.

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Integrating Cultural Competence Into the Research Process

Conceptual Framework & Research Questions → Study Design → Participant Recruitment → Data Collection → Data Analysis → Dissemination of Findings
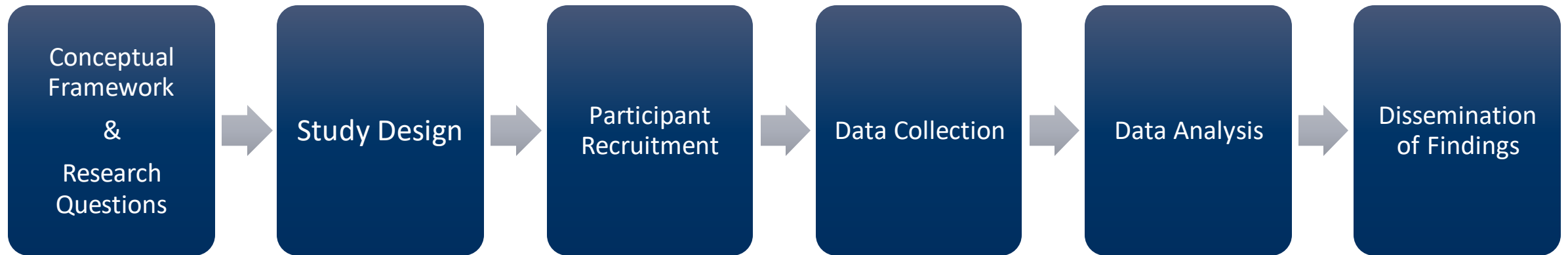
Share Activity

Given what you've heard so far, respond to the following question:

Which aspects of CLC would you
like to explore further?

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Next Steps

Stay Connected

Visit the CADRE website

http://cadrek12.org/

and EQR Hub page

http://cadrek12.org/**eqr-hub**

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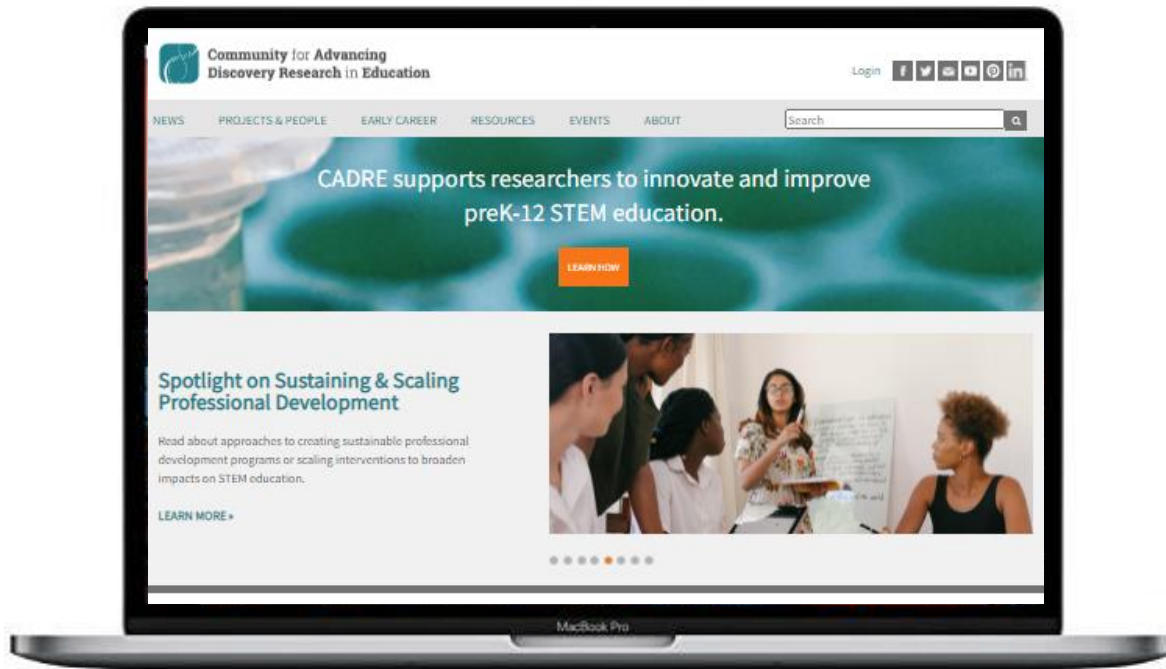
EQR Hub Workshop

Topic: Cultural and Linguistic Competence in Survey Design and Methodology

3 consecutive virtual sessions, 3 hours each, including a virtual learning space

Timeline: October 31, 2022 – November 2, 2022

Cultural and Linguistic Competence in Research webinar participants are invited to a workshop on developing CLC survey measures and collecting survey data. The workshop will provide guidance on how to write or select survey items with a lens toward CLC, review the importance of strategies for pretesting survey items, and provide guidance on sampling and survey administration to reach target groups.

Watch for an email with additional information and how to sign up.

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Feedback

Please fill out the **event survey** following this webinar.

https://www.surveymonkey.com/r/8KRBBZ5

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Thanks for attending!

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