



# Supporting Diversity, Equity & Inclusion on Campus

30 September 2021  
Handout

# Land Acknowledgement

UVM is located on the land which has long served as a site of meeting and exchange among indigenous peoples for thousands of years and is home of the Western Abenaki People. UVM honors, recognizes and respects these peoples, especially the Abenaki, as the traditional stewards of the lands and waters on which we gather today. In that spirit, today we will begin by acknowledging that we are guest in this land. We need to respect and help protect the lands within our use.

The Office of the Vice Provost uses a collaborative approach to lead university-wide strategic initiatives to build capacity and foster a culture of belonging. The Vice Provost oversees UVM's identity centers, chairs the University Diversity Council, and works with the President's Cabinet and the Provost's Leadership Team to enact change. Offices are in Allen House



Amer F. Ahmed  
*Vice Provost for Diversity, Equity &  
Inclusion*  
He/His



Sherwood Smith, Ed.D.  
*Sr. Executive Director for DEI*  
He/Him

# High Impact Educational Practices:

Practices that are correlated with positive educational results for students from widely varying backgrounds.\*



- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Kuh (2008).

*High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*  
AAC&U. (follow-up to LEAP report).

**Dr. Amer F. Ahmed**  
*Vice Provost for Diversity,  
Equity, and Inclusion*

University Diversity  
Council

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*Mosaic Center for  
Students of Color Director*

**Rev. Laura Engelken**  
*Interfaith Center  
Director*

**Sarah Mell**  
*Education & Outreach Coord.*

**Alex Hazzard**  
*Student Empowerment  
Coord.*

**Jaydeen Santos**  
*Assistant Director*

**Catarina Campbell**  
*Program Leadership Dvlp.*

# Signature Events

**SAVE THE DATE for  
MLK DAY at UVM**

**January 25<sup>th</sup> – 29<sup>th</sup>, 2021**

**SAVE THE DATE for  
Blackboard Jungle Symposium 14  
March 25th – 26th, 2021**

[https://www.uvm.edu/about\\_uvm/diversity](https://www.uvm.edu/about_uvm/diversity)



# Norms and Agreement

- Confidentially
- Strive to be nonjudgmental. Listen for understanding (not for responding)
- Use "I" statements
- Allow all voices to be heard
- Lean Into Challenge & Uncertainty

# Characteristics of Good Intercultural Facilitators

- Empathy
- Self-Awareness (experiences, biases, styles)
- Tolerance for ambiguity
- Flexibility in thought and behavior
- Curiosity
- Patience
- Ability to listen to others
- Conflict resolution skills
- Interest in continuous learning

\* Donna Stringer, Ford Foundation and Kansas State University study of 12 fortune 500 companies



# Competency Areas

Areas	Skills	Attitudes
Cultural Awareness	Self-reflection and self-knowledge	At ease with difference Curious
Knowledge of Contexts	See multiple perspectives and seek to learn more	Empathy & Equity focus
Perspective Taking Skills	Cultural differences are Communicated clearly, mutually understandable and part of a skill set	Anti-oppression Engagement of All Challenge = Learning

# The Golden Rule

“Do unto others as you  
would  
have them do unto you”

# The Platinum Rule

“Do unto others as they  
would  
do / have done unto  
themselves”

# CULTURE

Iceberg model: **Culture can be compared to an iceberg, because so much goes undetected. So that much of the mass is often ignored.** The influences of cultural elements need to be explicitly explored rather than taken forgotten or ignored. Below are list some of the cultural issues that impact on evaluation:



*"Understanding the cultures of the youth we serve requires more than words and good intentions. The journey toward cultural competence requires the willingness to learn from those experiences and act."*

# CULTURAL ANALOGY OF A TREE

## MORPHOLOGICAL = Branches

Art, Language/dialect, Sports, Food, Music Appearance & others  
(examples: hair, inflection, facial features....)

## STRUCTURAL = Trunk

Legal & Health System  
Government type, Educational system  
Forms, Documents, Book & Media  
Norms & Traditions (overt)

## MYTHICAL / SPIRITUAL = Roots

Beliefs & Spirituality  
Sanity, Wellness & Sexuality  
Values & Ideals (covert)



# What is Intercultural Competency?

One's ability to effectively navigate the complexity of human similarities and differences across various socio-cultural contexts accounting for privilege and marginalities as part of that negotiation.

-Amer F. Ahmed, Ed.D.

*(Adapted from Dr. Milton J. Bennett)*

# Stress in People's Experiences

## Disconfirmed Expectancies

- \* Belonging
- \* Ambiguity
- \* Cognitive Dissonance
- \* Stigma (discrimination/"ism")



## Diversity is...

*The fact of human **difference**, that may make a difference in how we **interact**...with one another, with communities, institutions, and with ourselves.*

*N. Abdul-Wahid*

## Inclusion is...

*Welcoming and embracing the strengths of our differences, encouraging involvement and providing equal access to opportunities and information.*

# “Composition of reality is situated”

- **Why it should not all be the same?**

Enrich one's understanding of:

- \* Historical context,
- \* Personal experiences,
- \* Experiences of others and
- \* Communication across differences

So what do I gain?

Understanding of complexity & critical thinking skills

# Experience of Difference



## Development of Intercultural Sensitivity



Ethnocentric Stages

Ethnorelative Stages

# Characteristics of Good Intercultural Facilitators:

*Ford Foundation and Kansas State University study of 12 fortune 500*

- **Empathy**
- **Self-Awareness (experiences, biases, styles)**
- **Tolerance for ambiguity**
- **Flexibility in thought and behavior**
- **Ability to listen to others**
- ***Conflict resolution skills***
- **Interest in continuous learning**
- **Patience**
- **Ability to listen to others**
- **Conflict resolution skills**
- **Interest in continuous learning**

# Power

- Efficacy
- Ability to act or produce an effect
- Ability to get what you want
- Ability to change the future
- Power over  
(coercion, influence)
- Power to  
(capacity/expertise)
- Power with  
(cooperation, collaboration)
- Formal/legitimate sources of power
- Informal/referent sources of power
- Expert sources of power
- Explicit & Implicit power

## *Social Identity Activity*

Reflect and record on how you might present yourself based on your various social identities. List 5 aspects of your *social identities*. *Social identity* is your identification within the context of socially constructed groups (i.e., African-American, woman, Asian, male, Jewish, etc.)

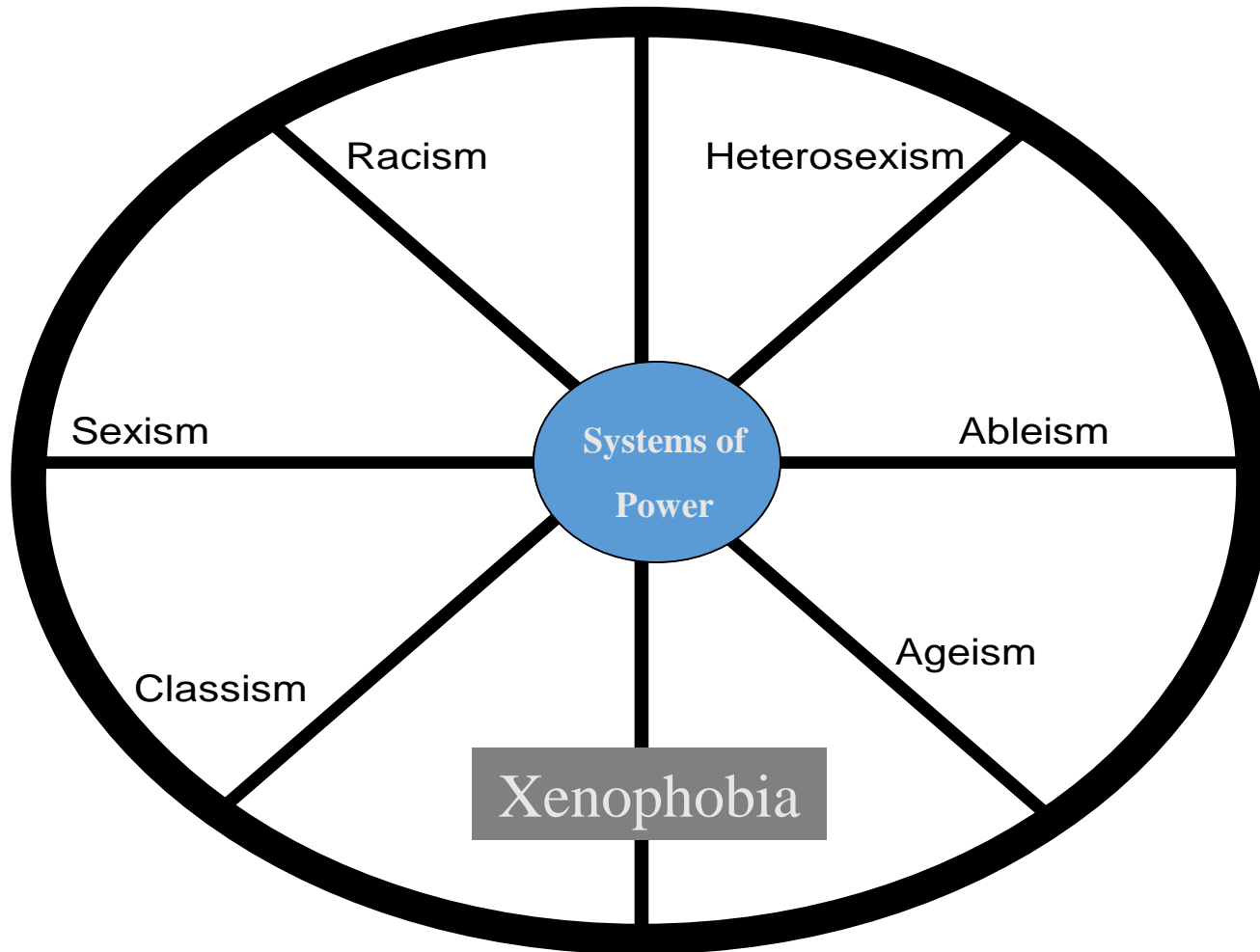
- 1)
- 2)
- 3)
- 4)
- 5)

Reflect for a moment on what it was like to "choose" aspects of your identity. Was it difficult? Why? Why not?

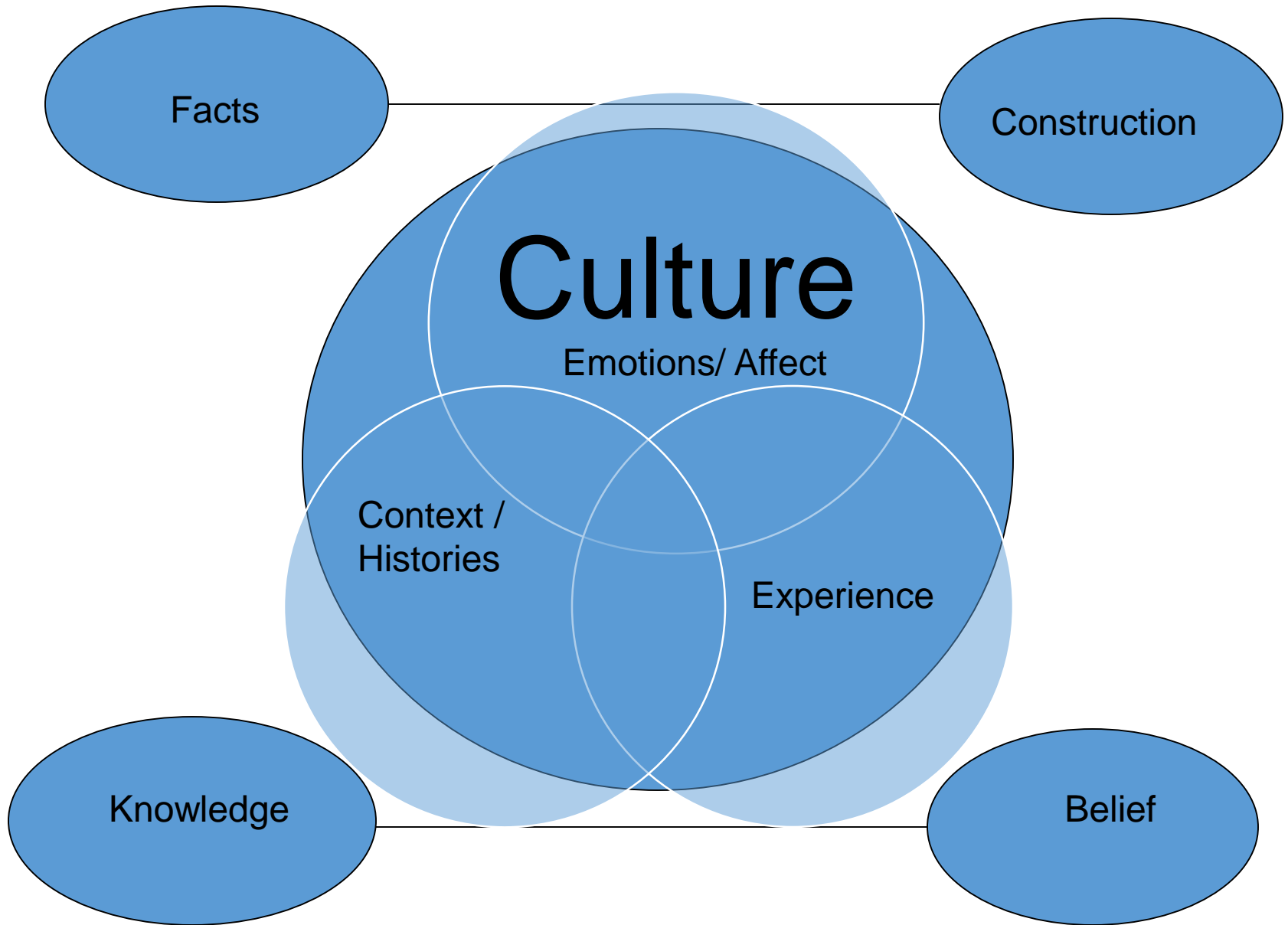
What about the remaining parts of the activity, were they difficult? Easy?

What specifically, if anything, was difficult about it? How might this relate to the nature of identity and community?

# Wheel of Marginalization







# DEPARTMENT CLIMATE

- Marginalizing
  - Diverse perspectives excluded or discouraged
  - Reduced learning, achievement, perceptions of competence, belonging
- Centralizing
  - Diverse perspectives included and welcomed
  - Identity safe classrooms

# INTENT ~~=~~ IMPACT

- *State the intent*
- *Think about who else is impacted/benefits*
- *Validate, appreciate, investigate*
- *Share information and be open to new information.*
- *Check out info outside your comfort zone*
- *Assume good intent*



*The power of racism, sexism & other forms of discrimination and marginalization is that a person (or group) who has never experienced discrimination or marginalization, lives with the knowledge it could happen at any time!*

# Opportunities

- There are few disciplines that do not connect to the current crisis (STEM, Social Sciences, Artistic, etc). Find ways to use your meeting check-ins with the people as opportunities to connect it back to the content of the course.
- Be flexible and willing to suspend your content priorities for opportunities to engage and utilize the current crisis as an opportunity to learn.
- Be open to interdisciplinary reflections, interpretations and thoughts about the current crisis as related to the course.

# Pedagogy is not Culturally Universal

- “No learning situation is culturally neutral.”
- “reasoned” argumentation
- Impersonal objectivity
- Sports-like competition in testing and grading”

(Ginsberg & Wlodkowski, 2009, p.10)

# Pedagogy is Cultural

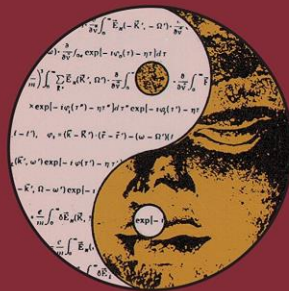
When we accept norms as universal, we are likely to see deficit rather than difference.

**Example:** Socratic seminar- favors those for whom assertive public discourse is a part of everyday life. If this form of active participation is evidence of being smart, entire groups of students may find themselves at risk of failure.

35TH ANNIVERSARY EDITION  
WITH A NEW PREFACE BY THE AUTHOR

# THE TAO OF PHYSICS

# An Exploration of the Parallels between Modern Physics and Eastern Mysticism



FRITJOF  
CAPRA

## CONTENTS

[Preface to the Fifth Edition](#)  
[Preface to the First Edition](#)

## 1. THE WAY OF PHYSICS

1. Modern Physics—A Path with a Heart?
2. Knowing and Seeing
3. Beyond Language
4. The New Physics

### III. THE WAY OF EASTERN MYSTICISM

5. Hinduism
6. Buddhism
7. Chinese Thought
8. Taoism
9. Zen

### III. THE PARALLELS

10. The Unity of All Things
11. Beyond the World of Opposites
12. Space-Time
13. The Dynamic Universe
14. Emptiness and Form
15. The Cosmic Dance
16. Quark Symmetries—A New Koan?
17. Patterns of Change
18. Interpenetration

## Epilogue

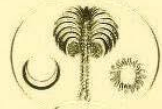
The New Physics Revisited—Afterword to the Second Edition



# THE HISTORY AND PHILOSOPHY OF ISLAMIC SCIENCE

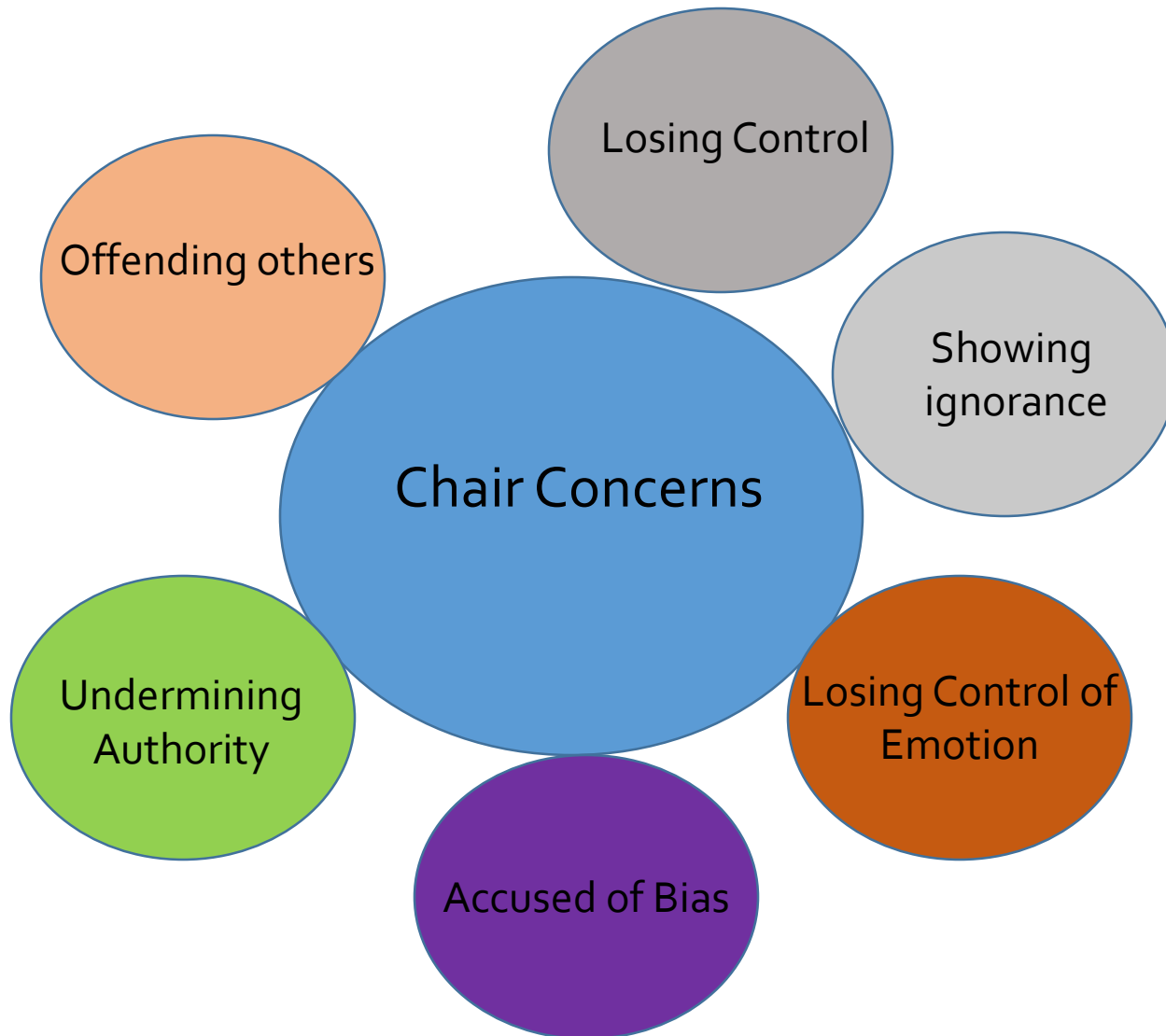


OSMAN BAKAR

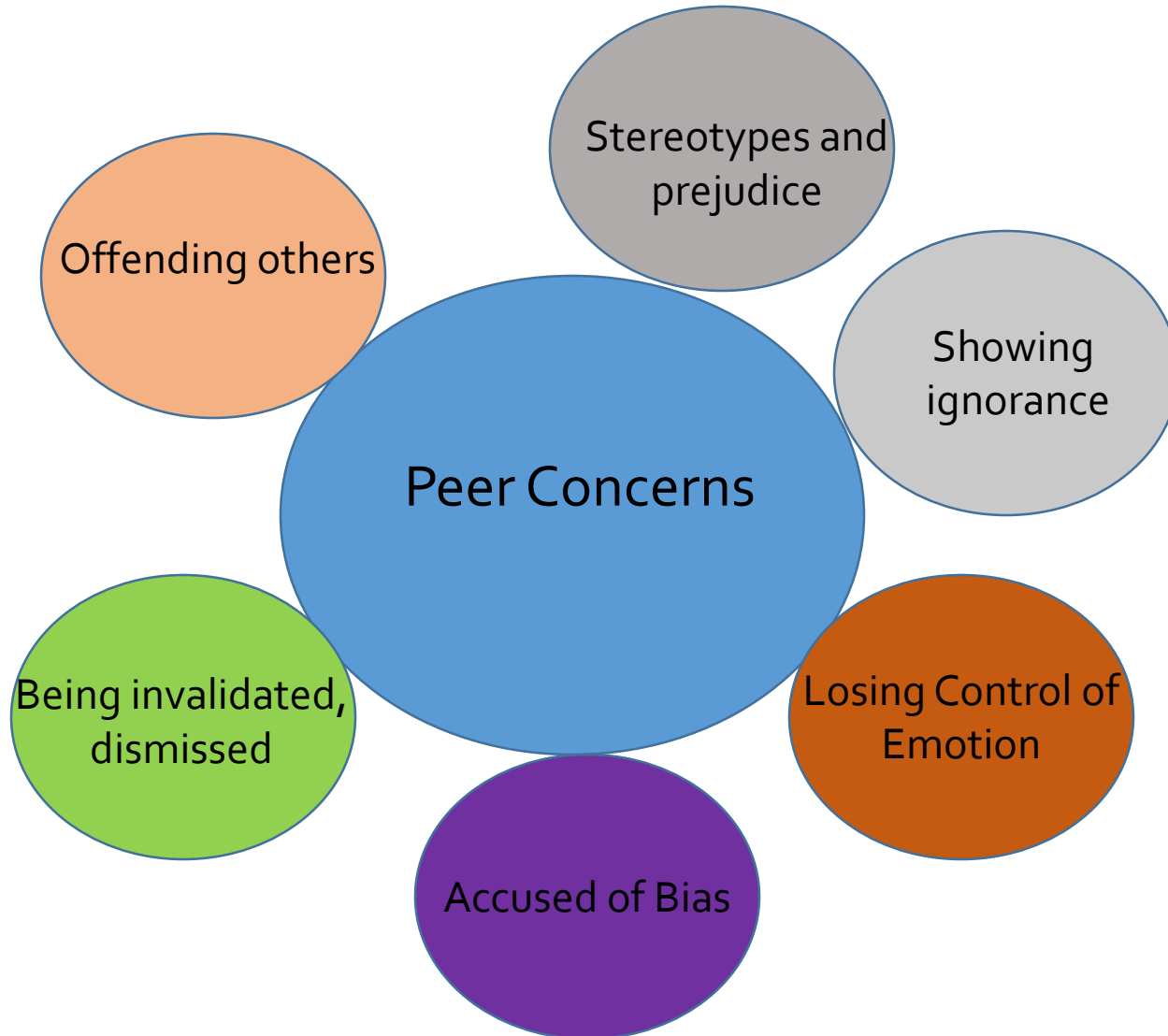


- Major advancements in science and mathematics occurred during Islamic civilizations (e.g. Moors, Ottomans, Persian, etc.)
- Tension between Science and Religion did not exist. Exploration of the material world was considered an exercise of discovery of the immaculate design of the universe by the creator

# “difficult” why? for whom?



“difficult” why? for whom?



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# SCENARIO 1: Academic Advising

Faculty advisor W, a meets with a student Z , a veteran and African American, for advising meeting. Z is a junior having gotten an AB at local community college, CCV. W invites Z in the office , W looks up Z's transcript and says: You should have taken this biology course when you first started here. I sent you an e-mail about last semester. What were you thinking? Now you have messed up and will have to push back graduation. I am not sure I can help you."

W says, " I am very sorry I missed your e-mail that time. I was hospitalized briefly for a recurring health issue. I had shared this with Veterans Services and assumed it was shared with you. I will need to figure some things out and will setup another meeting." W leaves the meeting.

QTS: The Dept. Chair has told you this story. What are the key points and what advise should be given? Note the Dept. is down a person which has increase W's advising 35%



# Closing for now...

" I wonder if we have ever asked ourselves what education means. To live is to find out for yourself what is true, and you can do this only when there is freedom, when there is continuous revolution inwardly, within yourself. It is only when you are constantly inquiring, constantly observing, constantly learning, you cannot be deeply aware if you are afraid. So the function of education, surely is to eradicate, inwardly as well as outwardly, this fear that destroys human thought, human relationship and love"

J. Krisnamurti "The Function of Education" in *Think on These Things* (1964)

# RECOMMENDED READINGS

- Banks, J. (2006) *Cultural diversity and education: foundations, curriculum and teaching*. New York: Pearson
- Adams, Maurianne & Bell, Lee Anne & Griffin, Pat. (2000). *Teaching for diversity and social justice: A source book*. New York: Routledge
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- Loewen, J. W. (1996). *Lies my teacher told me: everything your american history textbook. got wrong*. New York: Simon & Schuster.
- Nelson, T. (2000) *The Psychology of Prejudice*. New York: Allyn and Bacon Press
- Rosenblum, K.E. & Travis, T-M. C. (Eds.)(2012) *The meaning of Difference*. Boston: McGraw-Hill.

# RECOMMENDED READINGS

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Sue, D. W. (2016). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. John Wiley & Sons.

Watt, S. K. (2007). *Difficult dialogues, privilege and social justice: Uses of*



# Faculty Resource Network

<https://www.uvm.edu/diversity/frn>

The University of Vermont is a member of the [Faculty Resource Network](#), a national consortium of 50 universities and colleges centered at New York University (NYU).

The Faculty Resource Network hosts a series of week-long intensive seminars designed to enhance the teaching and scholarship of participants at their home institutions.

This page is dedicated to connecting UVM faculty to upcoming opportunities and sharing the impact the FRN has had on our peers. If you would like to stay up to date with all the FRN has to offer, please [sign up for the FRN newsletter](#).

# James Bank's Model of Multicultural Education

Content Integration	Knowledge Construction
Equity Pedagogy	Social Action (Impact of acculturation on learning in new setting)

- From Multicultural Leader Winter/Spring 1991 pg. 4