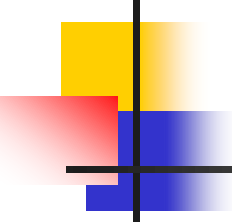


New Faculty Brown Bag

(12 – 1:30 PM)

11 Feb 2021

- 
- The most distinctive mark of a cultured mind is the ability to take another's place, and see life and its problems from a point of view different from one's own."

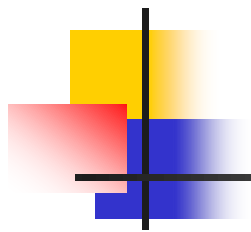
A.H.R. Fairchild

- "In the end, we will remember not the words of our enemies, but the silence of our friends."

Martin Luther King Jr.

- We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Weisel, Acceptance Speech, Nobel Peace Prize, Oslo, 1986



Land Recognition Statement

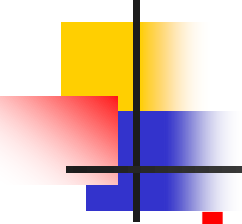
The University of Vermont is located on the land which has long served as a site of meeting and exchange among indigenous peoples for thousands of years and is home of the Western Abenaki People, especially the Abenaki, as the traditional stewards of the lands and waters on which we gather today. In that spirit, today we will begin by acknowledging that we are guest in this land. In offering this land acknowledgement, UVM **affirms Indigenous peoples' sovereignty, history and** experiences



“Unpacking: Difficult Classroom Situations”

- Session will explore proactive measures and constructs for balancing the overall group dynamic challenges related to issues of culture and social justice related to curriculum and pedagogy.
- Critical questions for developing support systems will be discussed

DEI (Diversity, Equity & Inclusion) Centers

- 
-
- Prism Center (formerly LGBTQA Center)
 - Mosaic Center(formerly ALANA Student Center)
 - Center for Cultural Pluralism (CCP)
 - Interfaith Center
 - Women & Gender Equity Center (WAGE) (formerly **Women's Center**)
 - Other Resources: ACCESS, CTL, OIES, WID, ...

Language & Definition Question



■ Intercultural Communication

Bennett, M. (1998) Basic Concepts of Intercultural Communication. Intercultural Press, ME

■ Diversity

Glen, John M. (1996). *Highlander: No Ordinary School*. Knoxville, Tennessee: The University of Tennessee Press.

■ Social Justice

Adams, M., Bell, L.A. & Griffin, P. (Eds.) (1997). *Teaching for diversity and social justice: A source book*. New York: Routledge.

■ “Ism”

Hilliard, Asagi G. III. (1997). *Teaching/Learning Anti-Racism: A developmental Approach*. New York, NY: Teachers College Press.

■ Multiculturalism

Banks, James A. (1994). *Multicultural education: Theory and Practice (3rd Edition)*. Boston, MA: Allyn and Bacon

New Faculty Brown Bag: Smith 2
2021



MULTIPLE PRESPECTIVES TAKEN



New Faculty Brown Bag: Smith 2
2021



BEGINNING GROUP AGREEMENTS

- Demonstrate Respect: ask over tell
- Allow Silence
- **Share “air” time actively**
- Seek Clarification
- Suspend Disbelief
- Own our own beliefs - **“I” statements vs.** generalizations (They/Them/We)
- Use good non-verbals

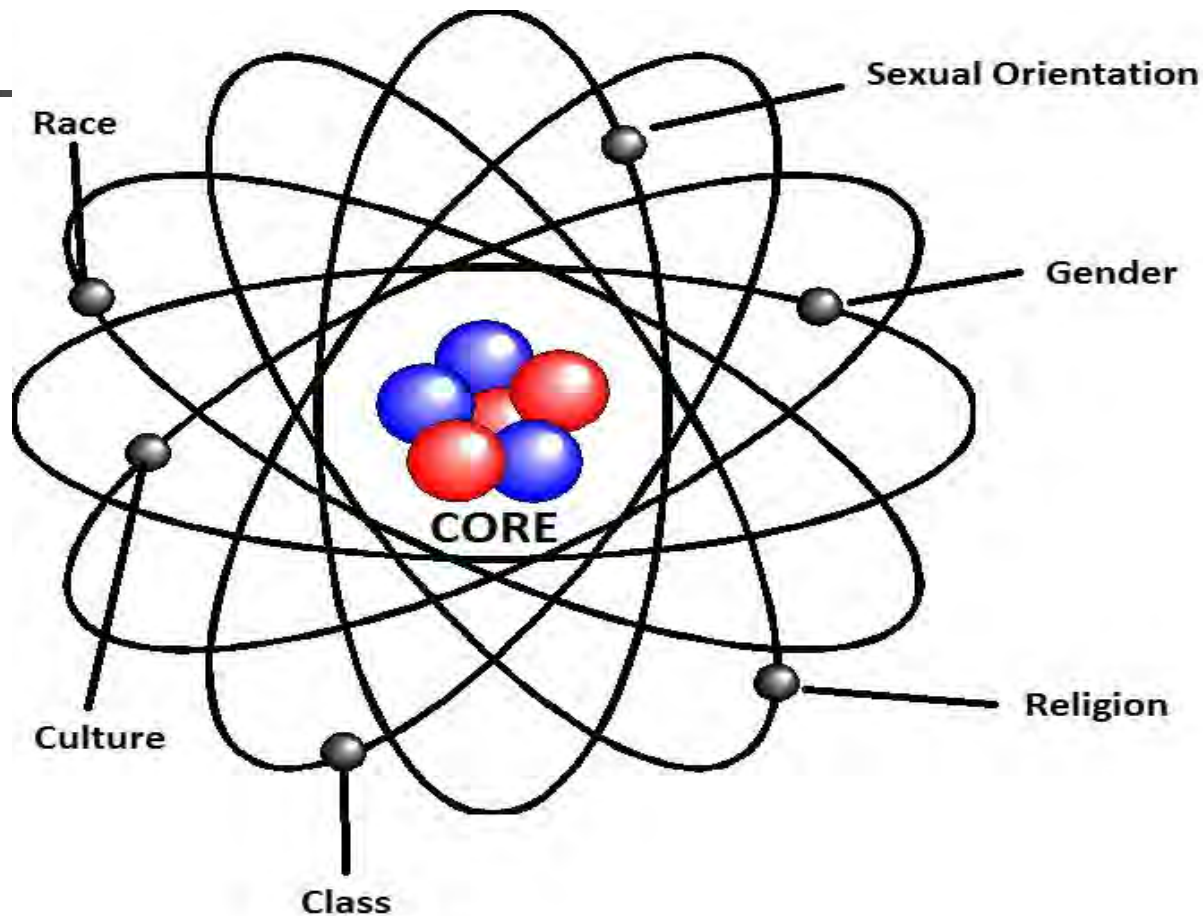
Overview

11 February 2021 - Noon

- A. Introduction & Overview
- B. Defining: Ideas, Self & Terms
- C. Making Meanings
- D. Context of Identities & Power
- E. Perspectives and Practices
- E. Questions & Feedback



Identity Graphic





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



Theme for the Sessions

Levels of Complexity (CCP)

Three Major Leadership issues:

- Cultural Differences
 - Description, Interpretation and analysis
- Awareness of Context
 - Power, Privilege, Positionality & Participation
- **Biases in one's** Perspectives
 - Internal and External

CULTURAL ANALOGY OF A TREE



MORPHOLOGICAL = Branches

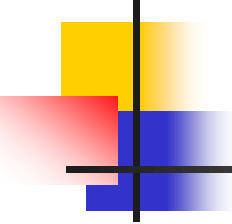
Art, Language/dialect, Sports, Food, Music Appearance & others (examples: hair, inflection, facial features....)

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)



Extremes of Community Responses:

- | | |
|-----------------|---------------------|
| ■ BEING RIGHT | UNDERSTANDING |
| ■ SILENCE | ATTENTION |
| ■ IGNORANCE | KNOWLEDGE |
| ■ FEAR OF | IDENTIFICATION WITH |
| ■ SEPARATENESS | INTERDEPENDENCE |
| ■ SHUNNING | APPRECIATION |
| ■ Demean | IMPORTANCE |
| ■ INSENSITIVITY | EMPATHY |
| ■ AVOIDANCE | APPRECIATION |



Socially Just Leadership: Humility & Understanding

- **“Understanding the cultures of those we serve requires more than words and good intentions... One of the most valuable skills we can have is cultural competence-the ability to work across cultures in a way that acknowledges and respects the culture of the person or organization being served.”**

- Source: Beyond the Tip of the Iceberg: Five stages Toward Cultural Competence,
Author: Jerome Hanley



WHAT IS IMPLICIT BIAS?

- The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group because of their membership in that group. *These biases may be in direct conflict with a person's explicit beliefs and values.*

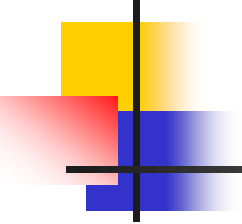


Strategies for reducing implicit biases

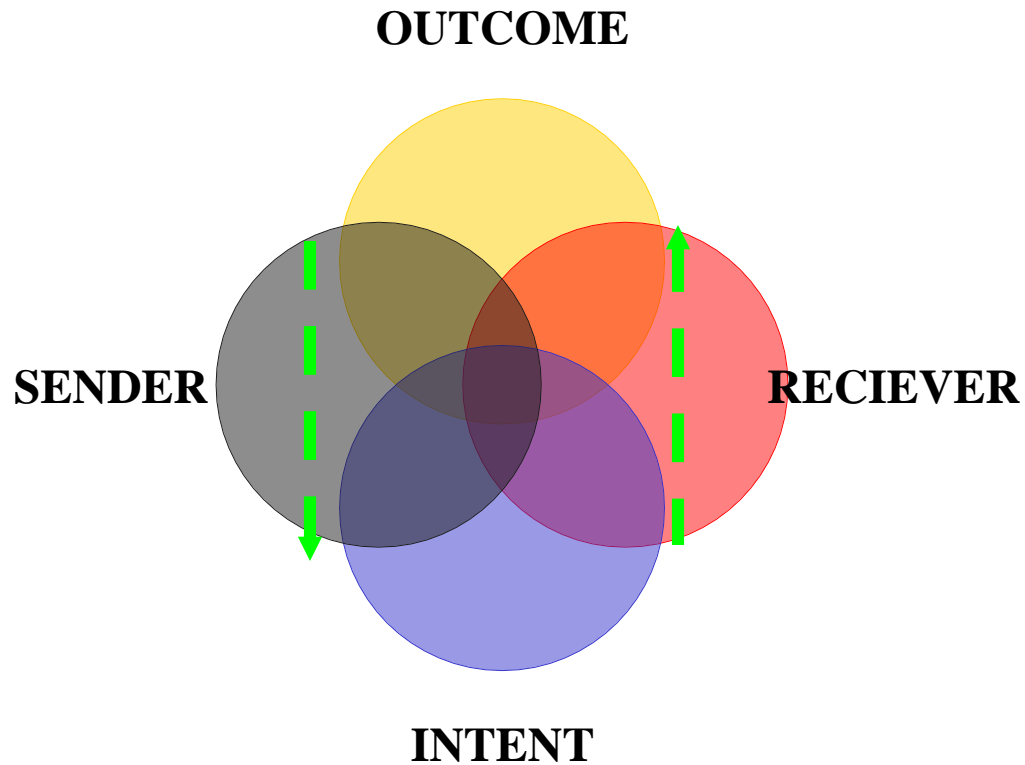
- 1. Ask Questions of Ourselves:
 - What are my biases? How can I interrupt them?
- 2. Ask Questions about our Organization:
 - Where does implicit bias play out in our setting?
- 3. Slow Down Decision-Making when possible
- 4. Reduce Ambiguity in Decision-Making – establish standards prior to decision-making

AVOIDING IMPLICIT BIASES

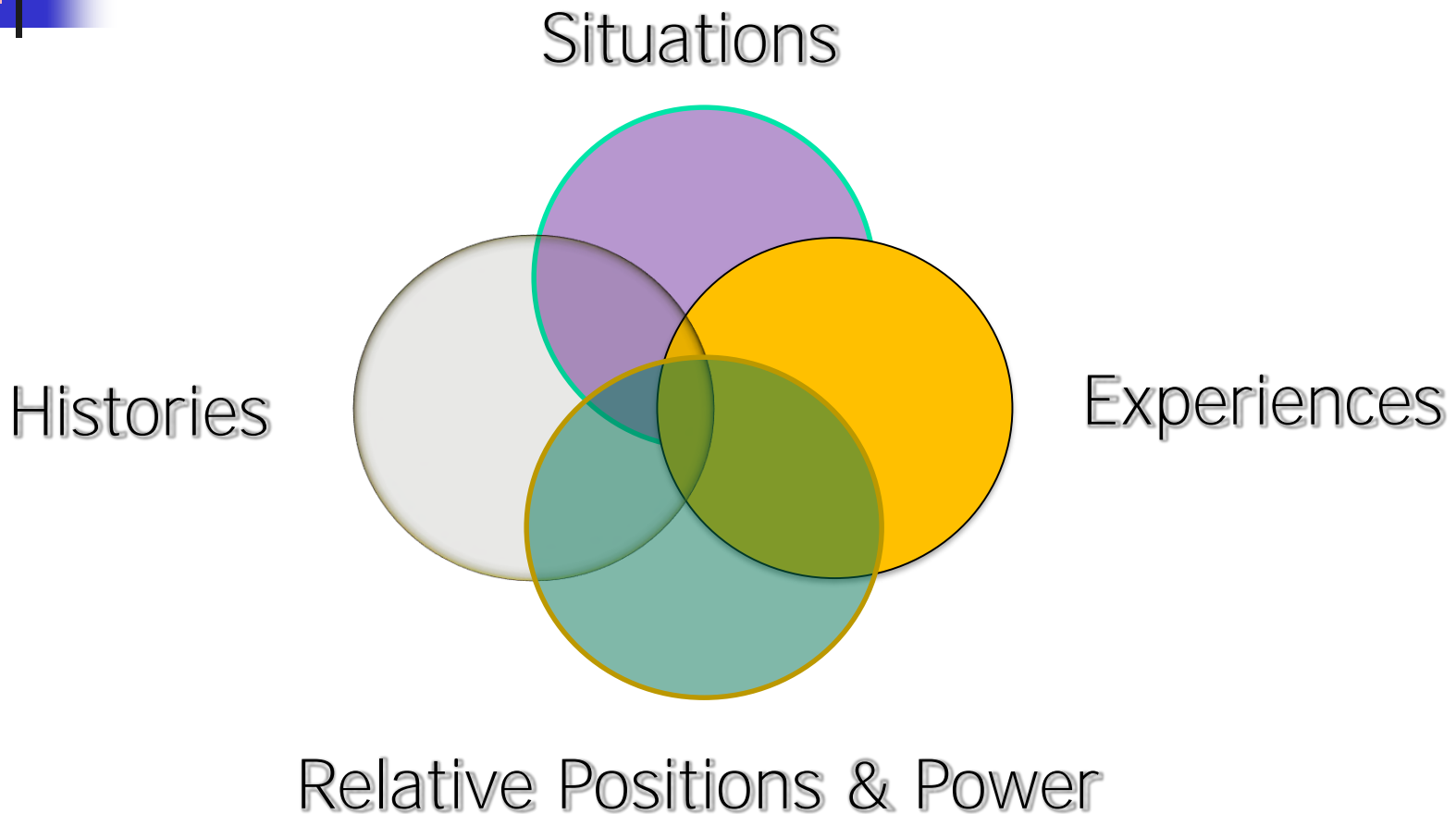
7 STEPS

- 
- 1. Deliberately Slow down the decision making process
 - 2. Reconsider the reasons/rationale for decision making
 - 3. Question norms and stereotypes
 - 4. Monitor each for the presence of potential implicit bias
 - 5. Create checklists of known biases in organizational culture
 - 6. Have humility
 - 7. Ask questions of ourselves

Intent vs. Outcome



Intent vs Impact: What matters?





Awareness of Context

- Cultural Differences
 - Description, Interpretation and analysis
- Awareness of Context
 - Power, Prejudice & Participation
- **Biases in one's Perceptions**
 - Internal and External



Practical Applications: Q & A



Some Fundamental Dimensions of Non-Western vs. Western World View

Non-Western

- Emphasize group cooperation
- Achievement as it reflects group
- Value Harmony with nature
- Time is relative
- Accept affective expression
- Extended family
- Holistic thinking
- Religion permeates culture
- Accept world views of other cultures
- Socially oriented

Western

- Emphasize individual competition
- Achievement for the individual
- Must master and control nature
- Adhere to rigid time schedule
- Limit affective expression
- Nuclear family
- Dualistic thinking
- Religion distinct from other parts of culture
- Feel their world view is superior
- Task oriented



Possible Areas for Growth

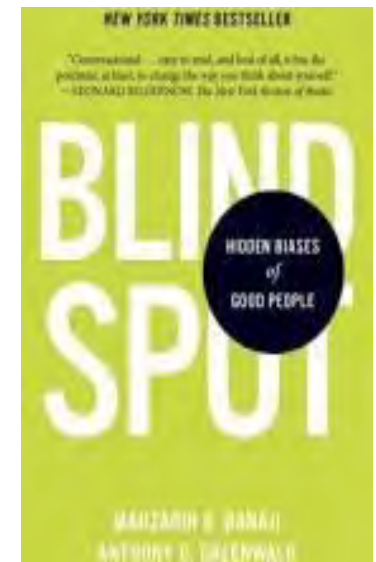
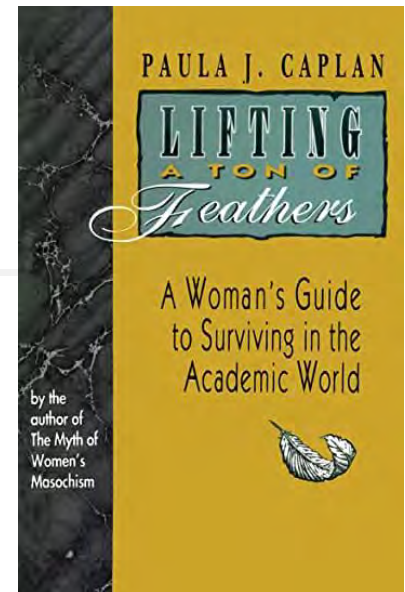
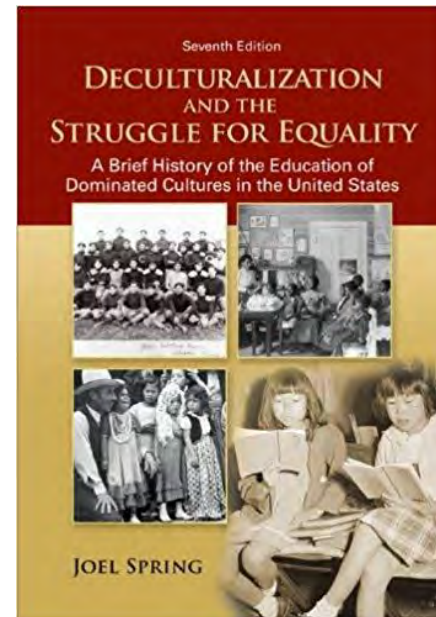
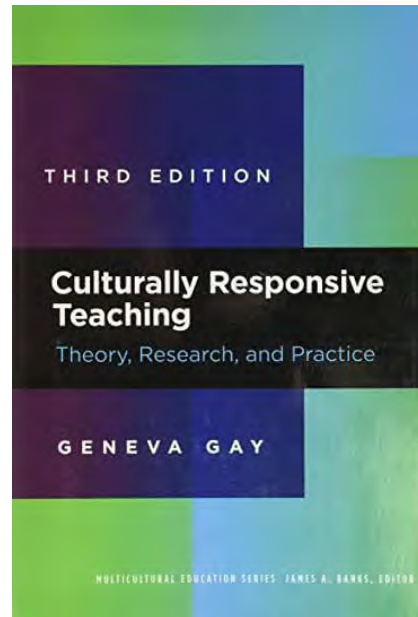
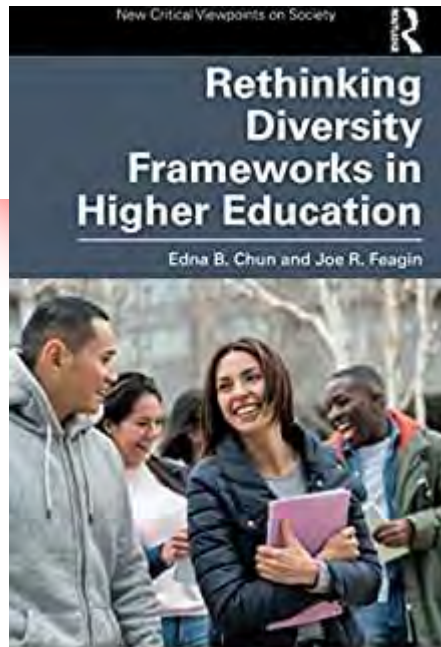
- Creating relationships that challenge you
- Clearly defining processes and understanding existing ones
- Expansion of personal experiences/trainings
- Documentation of and consequences for bias and affirming behaviors (Self & Others)
- Support for marginalized identities = voicing your convictions and validating their stories



SAMPLE ACTION SHEETS

- Personal
 - **Attend a new culture's** event
 - Attend a Social Justice workshop
 - Have an intentional discussion with friends
 - Curiosity over Fear
- Professional
 - Study research on specific your biases
 - Require a diversity workshop
 - Survey attitudes and beliefs on cultural and justice issues
 - Plan professional development

Resources





GENERAL RESOURCES:

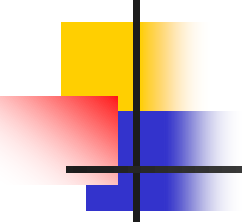
Adams, M. & Blumenfeld, W. J. & Castaneda, R. & Hackman, H. W. & Peters, M. L. Zuniga, . (2000). Reading for Diversity and Social Justice: An Anthology on Racism, Heterosexism, Sexism, Ableism and Classism. New York, NY: Routledge.

Bennett, M. (1998) Basic Concepts of Intercultural Communication. Intercultural Press, ME

Brislin, R. (1993). Understanding Culture's Influence on Behavior. New York. Harcourt Brace College Publishers

Todd D. Nelson. (2006). The Psychology of Prejudice 2nd Edition (2006)
Allyn and Bacon Press / Pearson

URL = <https://implicit.harvard.edu/implicit/demo/>
[Implicit Association Test](https://implicit.harvard.edu/implicit/demo/): <https://implicit.harvard.edu/implicit/demo/>
Demonstration gauges prejudicial attitudes or beliefs about certain groups.



FEEDBACK: New Faculty Brown Bag

11 February 2021

Please fill out the online evaluation:

<http://go.uvm.edu/brownbag>



Ending for Now

Culturally Competent Organizations

MODEL	STAGE 1	STAGE 2	STAGE 3
Adler	Parochial	Ethnocentric	Synergistic
Foster, Jackson & Hardiman	Monocultural	Nondiscriminator y	Multicultural
Barr & Strong	Traditional	Liberal, Managing Diversity	Radical
Cross, Bazron, Dennis & Isaacs	Cultural Destructiveness -Incapacity <small>New Faculty</small>	Cultural Blindness-Pre- competence <small>Brown Bag: Smith 2 2021</small>	Cultural Competence- Proficiency