

September 28, 2023

VIRTUAL

Picture: Sunset with clouds
behind Echo Center with Lake
Champlain in the background



“Faculty Experiences: Introduction to Diversity, Equity Inclusion and Belonging”

**Presenters: Sherwood
Smith**

OVPDEI

September 28, 2023

UVM

Land Recognition Statement

UVM is located on the waters and lands which have long served as a site of meeting and exchange among Indigenous peoples for thousands of years and is home to the Western Abenaki People. UVM seeks to honor, recognize, and respect these peoples, especially the Abenaki, as the traditional and enduring stewards of the waters and land. With these intentions, we will begin today by acknowledging that the institution of the University of Vermont and many in our UVM community are guests on this land. The institution's role as a guest is to respect the waters, lands, and Indigenous knowledge interwoven within them, and uplift the Indigenous peoples and cultures present on this land and within our community. While the land acknowledgment is an essential starting point, there is much work ahead as we come to terms with the legacies and trauma of Indigenous dispossession.

Faculty Experience of Belonging at UVM:

The Faculty Experience of Belonging at UVM: The objective of this workshop is to support new faculty in understanding and negotiating their multiple identities and their intersections with their faculty role, professional and personal, and having productive engagement with UVM students, staff and faculty colleagues. The session serves as a foundational workshop on:

- a. Contextualizing faculty's experience of UVM's "our common ground", and evolving dynamics related to cultural diversity, equity, belonging, and justice.
- b. Exploring strategies on bridging experiences of difference and similarity (domestic & international)
- c. Finding and establishing their voice,
- d. Generating options for further resources.

SUGGESTIONS FOR SESSION NORMS

- Listening actively
- Seek clarity over agreement
- Work to make it so everyone contributing
- Staying in difficult dialogues
- Ask questions to clarify rather first
- Respect for privacy of the person
- Accept a lack of closure
- Confidentiality

AGENDA

- Welcome/ Introduction/ Group Agreements
- Reviewing History & Our Common Ground
- Identities: Making Meanings for self and systems
- Context and complexity: Identities, Power and privilege:
- Perspectives on Responses
- Questions & Feedback
- Resources

MULTIPLE PRESPECTIVES CAN BE TAKEN



- 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

KEY TERMS, Continued:

- **Dominant:** group which controls the majority of power and resources within the different institutional settings (government, school, and workplace...).
- **Marginalized:** group which does not controls the majority of power and resources within the different institutional settings (government, school, and workplace...).
- **_____ism:** prejudice plus institution power / ingrained socially and institutionally supported prejudice against or hatred of _____
- **Microaggressions:** (see next slide)

Equity: measure of results, not of efforts

Equity
≠
Equality

Language & Definition Resources

Intercultural Communication:

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

Gardiner, Harry & Kosmitzki, Corinne. Lives Across Cultures: Cross-Cultural Human Development, 3rd Edition. Allyn and Bacon. 2005

Nakayama, T.K. & Martin, J.N. (Eds.) (1999). Whiteness: The communication of social identity. Thousand Oaks, CA: Sage Publications, Inc.



Multiculturalism

Rosenblum, K.E. & Travis, T.C. (2003). The meaning of difference: American constructions of race, sex and gender, social class, and sexual orientation (3rd Ed.) Boston, MA: The McGraw-Hill Companies, Inc.

Banks, J (20)

Social Justice

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

Questions?

How many F's are there?

Finished files are the result
of years of scientific study
combined with the
experience of many years.

COUNTING:

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

How many F's are there?

FINISHED FILES ARE THE
RESULT OF YEARS OF
SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF MANY YEARS

How many F's are there?

FINISHED FILES ARE THE
RESULT OF F YEARS OF F
SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF F MANY YEARS

Discussion: Factors?

Influences by the shared patterns of daily life of people, including values, norms, behaviors

Both influenced by our group memberships (age, class, race, ethnicity, religion, gender, and others)

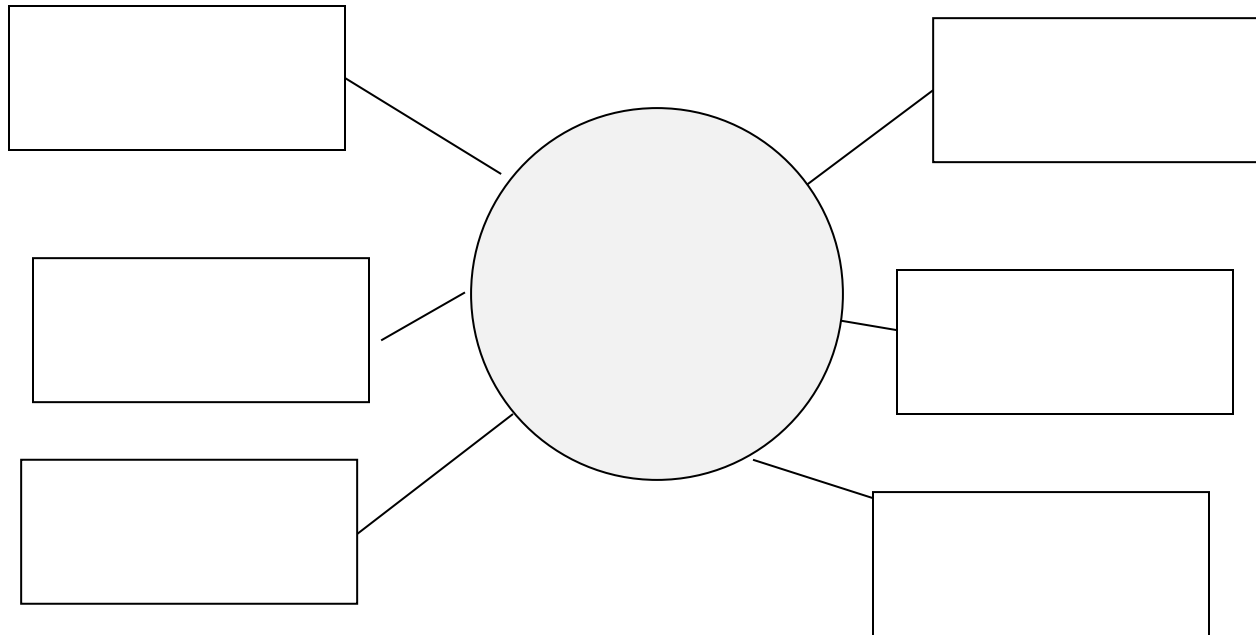
Both are passed along by **communication, imitation and socialization** from one generation to the next.

Some UVM Historical Points by Sherwood

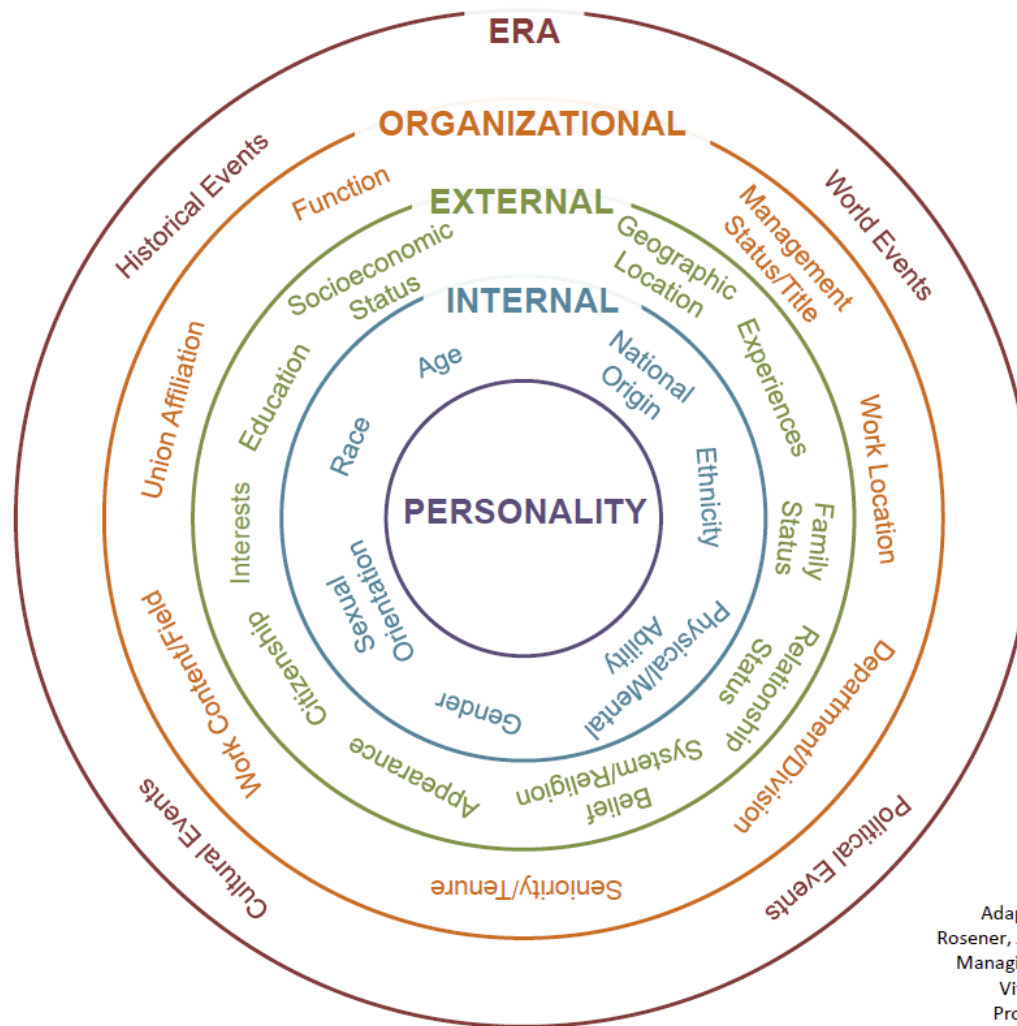
- Founded 1791 as 5th college in New England
- The initials UVM stand for the Latin words *Universitas Viridis Montis*, or University of the Green Mountains.
- Began as a private university, UVM attained quasi-public status with the passage of the Morrill Land-Grant College Act in 1862 and the addition of the State Agricultural College. [Land taken from Indigenous People.]
- In 1871, UVM defied custom and admitted two women into Phi Beta Kappa, in 1877, it initiated the first African-American into the society.
- Eugenic: Vermont approved its sterilization law on March 31, 1931 and was the 29th state to pass such a law (Gallagher, pp. 185-186).
- By 1897, the event had been formalized and dubbed “Kulled Koon’s Kake Walk.” Kake Walk did not end until 1969
- “Waterman Takeover” students who occupied Waterman in 1988 and 1991
- Today, the university blends the traditions of both a private and public university, drawing 6.2% (as of 2019) of its total operating budget from the state of Vermont.
- Additions: Anti-Semitism, Anti-Communist [McCarthyism],

Use this drawing. Write your name in the circle and then consider elements of your social identity: (left shared “**What I value most**” & right shared “**What others see first**”).

You will discuss the process and not be expected to share the content.



Identity Wheel Diagram



Adapted from: Loden, Marily & Rosener, Judy, "Workforce America! Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 1990.

RESPONSES:

WHAT DRIVES YOUR STRATEGY?

- Respect – *Integrity-Openness – Justice – Responsibility – Innovation*
- Tolerance Change – Quantitative financial driven, elitist, assimilation model, constrained merit factors drive openings.
- Valuing Cultural Diversity – Qualitative, ethically driven, idealistic, global engagement model, opens attitudes, minds and culture.
- Managing Diversity – Behavioral, strategically driven, pragmatic, synergy model, opens the system.

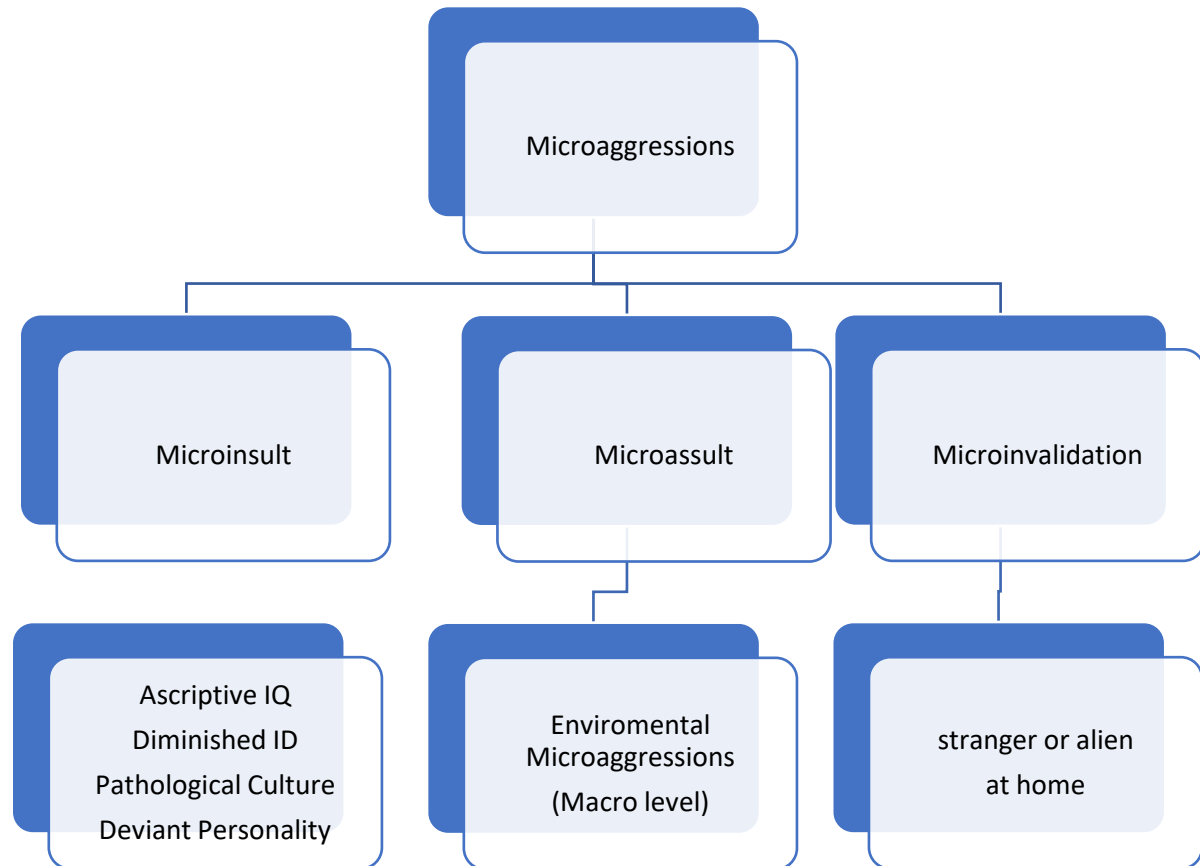
INCLUSIVE LEADERSHIP MODEL

American Council on Education 2023

RELATIONAL	COMMUNICATION	CHALLENGE STATUS QUO	DEVELOPMENTAL	STRUCTURAL
Building trust	Using language intentionally	Diminishing hierarchy	Learning	Hiring diverse leaders
Cultivating positive relationships	Setting expectations for the long term	Questioning	Helping others learn	Making decisions with a systemic lens
Welcoming disagreements and tensions	Listening	Disrupting	Modeling	Creating rewards and incentives
				Implementing new approaches to accountability

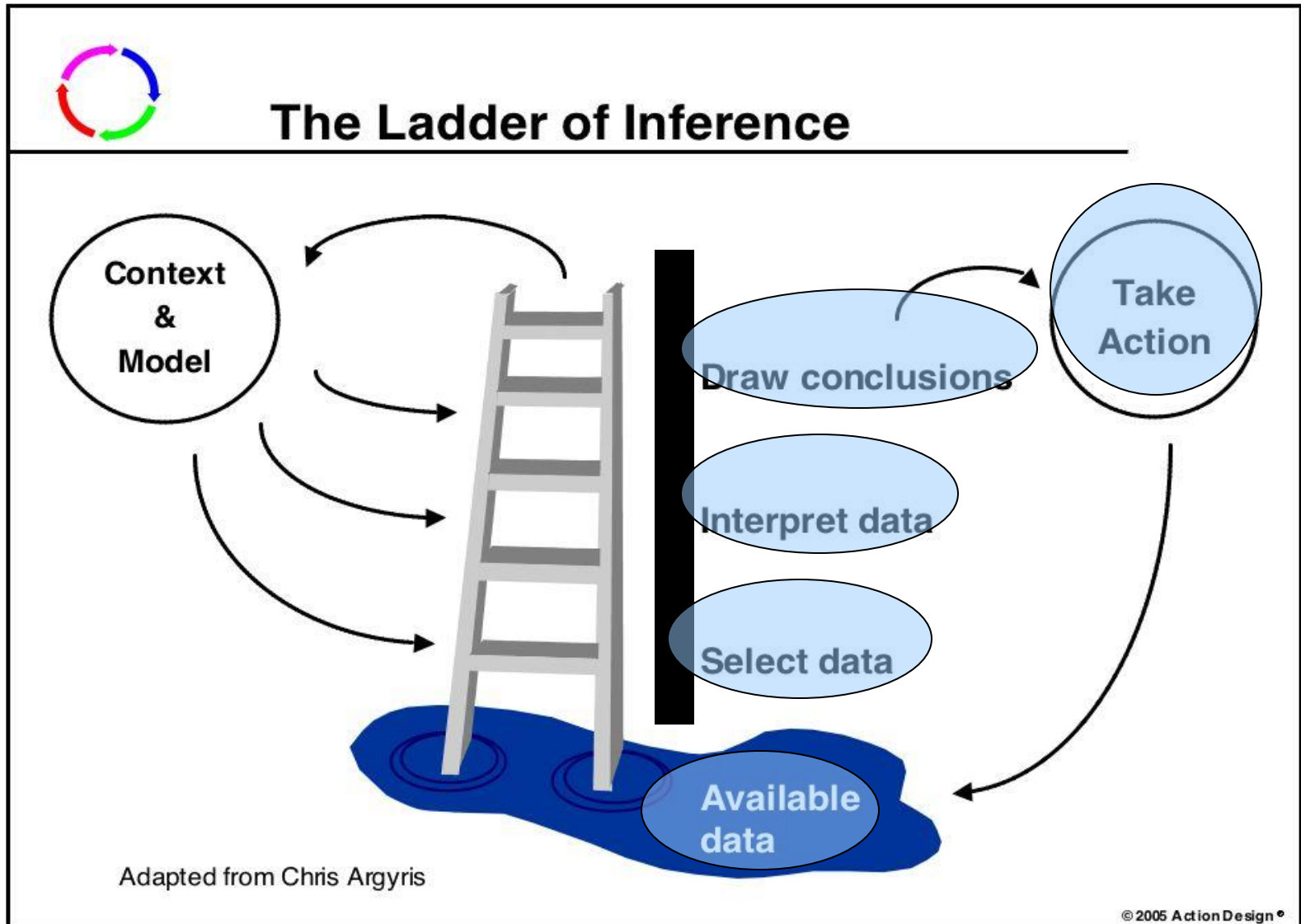
Microaggression Chart

Sue, D. in American Psychologist May-June 2007



Inference:

Available? Meaningful, Valid, Good, Understandable?



EXPERIENCE OF DIFFERENCE



DEVELOPMENT OF INTERCULTURAL SENSITIVITY

Denial	Defense	Minimization	Acceptance	Adaptation	Integration

ETHNOCENTRIC STAGES

ETHNORELATIVE STAGES

Milton, B. (2000)

Cultural Analogy of a Tree

•MORPHOLOGICAL = Branches

•Skin Color, Hair texture, Bone structure, Eye Shape, Lip Shape, Body Hair, Behavior, Language/dialect, Sports, Food, Music Clothing & others (car examples: age, class, gender, race,....)

•STRUCTURAL = Trunk

- Legal system
- Government policies, School system
- Forms, documents, book & Media in general
- Norms & values (overt)

•MYTHICAL – SOURCE OF MEANING = Roots

- Beliefs & spirituality
- Sanity, wellness & sexuality
- values (norms)

Some Fundamental Dimensions Differences in World View

Non-Dominant USA

- 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

Dominant USA

- 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

Cultural Levels of Assessment

Misunderstandings and Skills

- | | |
|-----------------------------|-----------------------------------|
| 1. Work: | 1. Self-awareness |
| 2. Time & Space: | 2. Curiosity |
| 3. Language: | 3. Humility / Empathy |
| 4. Roles: | 4. Listening |
| 5. Values: | 5. Tolerance for Ambiguity |

DISCUSSION & QUESTIONS:

ASSESSMENT YOUR GOALS

Cervero, R. (1989) Becoming more effective in everyday practice.

Awareness

Knowledge & Information Retention

Behavior Change or Skill Use

Attitudes or Responses

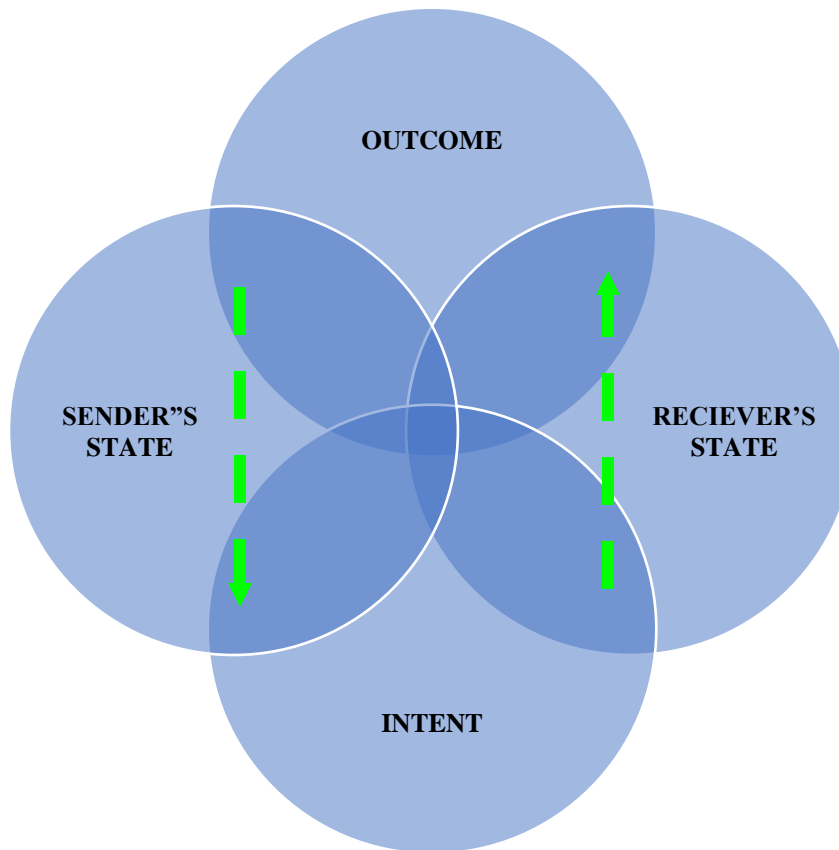
Transmission of Concepts or Skills

Paradigm Shift Paradigm Shift

ORGANIZATIONAL MODELS

MODEL	STAGE 1	STAGE 2	STAGE 3
Adler	Parochial	Ethnocentric	Synergistic
Foster, Jackson & Hardiman	Monocultural	Nondiscriminatory	Multicultural
Barr & Strong	Traditional	Liberal, Managing Diversity	Radical
Cross, Bazron, Dennis & Isaacs	Cultural Destructiveness-Incapacity	Cultural Blindness-Pre-competence	Cultural Competence-Proficiency

Intent vs. Outcome



KEY CULTURAL CONCEPTS

- Culture can impact levels of conflict, cooperation, and community
- Cultures have rules and are systems
- Culture is learned, transmitted and impacts behavior
- Culture changes understanding and values
- Dominant culture has power to define “Normal”

Amygdala

- The amygdala is an almond shaped mass of nuclei located deep within the [temporal lobe](#) of the [brain](#). It is a [limbic system](#) structure that is involved in many of our emotions and motivations, particularly those that are related to survival. The amygdala is involved in the processing of emotions such as fear, anger and pleasure. The amygdala is also responsible for determining what memories are stored and where the memories are stored in the brain. It is thought that this determination is based on how huge an emotional response an event invokes.

Competency Areas

Knowledge

Awareness
of difference

Understanding

Valuing
oppression

Skills

Self-reflection

See many

Cross-cultural
Fluency

Attitudes

At easy

empathy

perspectives

equity focus

differences = assets
anti-

Cultural Components of Personal or Group View of Conflict

Conflict View

Inevitable & Unavoidable

Natural & Solutions Exist

Useful &
Process/Relationship

Outcome View

Withdrawal & Involved

Win-Lose & Bargaining

Mediation/Debate &
Compromise

RESPONDING

- We aspire to be a community that values:
- **RESPECT.** We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.
- **INTEGRITY.** We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.
- **INNOVATION.** We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.
- **OPENNESS.** We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.
- **JUSTICE.** As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.
- **RESPONSIBILITY.** We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

Interrupting Bias: Calling Out vs. Calling In (Dr. Ross)

<https://edib.harvard.edu/calling-and-calling-out-guide>

• CALLING OUT:

• Influence/Safety/Openness

When we need to let someone know that their words or actions are unacceptable and will not be tolerated

- When we need to interrupt in order to prevent further harm
- Will likely feel hard and uncomfortable, but necessary
- Allows us to hit the “pause” button and break the momentum

• CALLING IN:

• Urgent / Influence/ Safety / No Openness

When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference

- When we are seeking to understand or learn more
- When we want to help imagine different perspectives, possibilities, or outcomes
- Provides for multiple perspectives and encourages paradigm shifts
- Focused on reflection, not reaction
- Is *not* just a suggestion with an uptick (Don't you think you should...?)
-

Six Important Elements

- Six important elements that contribute to a organization's ability to become more culturally competent and inclusive of diversity:
- (1) Define it's own *organizational culture*,
- (2) *Value cultural differences*,
- (3) Do continual *cultural self-evaluation*,
- (4) Understand the potential for cross-cultural differences in styles,
- (5) Institutionalize learning of cultural knowledge, and
- (6) Adapt actively to deliver services that reflect an understanding of diversity between and within cultures.
- Further, it is critical that these behaviors are institutionalizes in the organizational system of accountability and rewards if they are to be part of the institutions attitudes, structures, policies, and procedures.

James Bank's Model of Multicultural Education

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

Multicultural Leader Winter/Spring 1991 pg. 4

Culturally Competent Organizations

MODEL	STAGE 1	STAGE 2	STAGE 3
Adler	Parochial	Ethnocentric	Synergistic
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SAMPLE ACTION SHEETS

•Personal

- Attend a new cultures event
- Attend a conflict mediation workshop
- Have a discussion with friends
- Attend a film or lecture
- Read a book

•Professional

- Investigate research on specific population
- Attend a conflict mediation workshop
- Survey attitudes and beliefs of students on cultural issues
- Invite a speaker

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

CLOSING

FEEDBACK

One word for how you are feeling
about the session is _____

RESOURCES

- Adams, et al (2000) *Readings for diversity and social justice*. New York. Routledge
- Adams, M., Bell, L.A. & Griffin, P. (Eds.) (1997). *Teaching for diversity and social justice: A source book*. New York: Routledge.
- Stone, D., & Patton, B. (1999). *Difficult conversations: How to discuss what matters most*. New York, N.Y.: Viking.
- Epstein, D., & Flynn, S. (2003). *Silenced sexualities in schools and universities*. Stoke on Trent, UK: Trentham Books.
- Gioseffi, D. (1993). *On prejudice: A global perspective*. New York: Anchor Books.
- Stockdill, B. (n.d.). *Transforming the ivory tower: Challenging racism, sexism, and homophobia in the academy*.
- Ching, D. (2012). *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success*. Washington, DC: NASPA-Student Affairs Administrators in Higher Education.
- Toomey, S., & Chung, L. (2012). *Understanding intercultural communication* (2nd ed.). New York: Oxford University Press.

Video & Discussion:

<https://www.youtube.com/watch?v=uq83lU6nuS8&t=44s>

Reviewing Ash Beckham's story:

What happened?

What caused it to happen?

“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