

“When the Situation Gets Odd: Preparing for Diversity Dialogues

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- ▶ Senior Executive Director for Inclusive Excellence & Faculty Engagement
- ▶ Neurological Sciences Annual Education Retreat, October 6th 2023

October 6, 2023

1:45 - 3:15 PM

Land Acknowledgement

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. 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 guests in this land. We need to respect and help protect the land and water within our use. In offering this land acknowledgement, UVM affirms Indigenous Peoples' sovereignty, history, and experiences. We note that a land acknowledge is only a beginning in a larger process of naming injustice and relationship building.

UVM Diversity, Equity and Inclusion

**Office of the Vice Provost
for Diversity, Equity and
Inclusion**

**Interfaith
Center**

**Mosaic Center
for Students
of Color**

Prism Center

**Women &
Gender Equity
Center**

**“Diversity is a fact, inclusion
is a choice, equity is a
practice.”**

[Shadiin Garcia](#)

AGENDA

Introduction

- ▶ Multiple Perspective
- ▶ Cultural Diversity
- ▶ Evaluating
- ▶ Defining Goals & Outcomes
- ▶ Application
- ▶ Discussion
- ▶ Closing & Feedback



Potential Agreements

- ▶ *Demonstrate Respect: Platinum Rule
- ▶ Maintain Confidentiality
- ▶ Allow Silence
- ▶ Share “air” time actively
- ▶ Seek Clarification
- ▶ Suspend Disbelief
- ▶ “I” statements vs. generalizations

Four Step Process

- ▶ 1. I am / They are ?
 - ▶ Prism, Laser or Kaleidoscope
- ▶ 2. What is the context / Whose?
 - ▶ Person, Place, Position and Pulse
- ▶ 3. Defining goals and/or outcomes for ___?
 - ▶ Change, Defense, Naming or Teach
- ▶ 4. Caring About?
 - ▶ Self, Group, Others, Mission and/or Rules

How many F's are there?

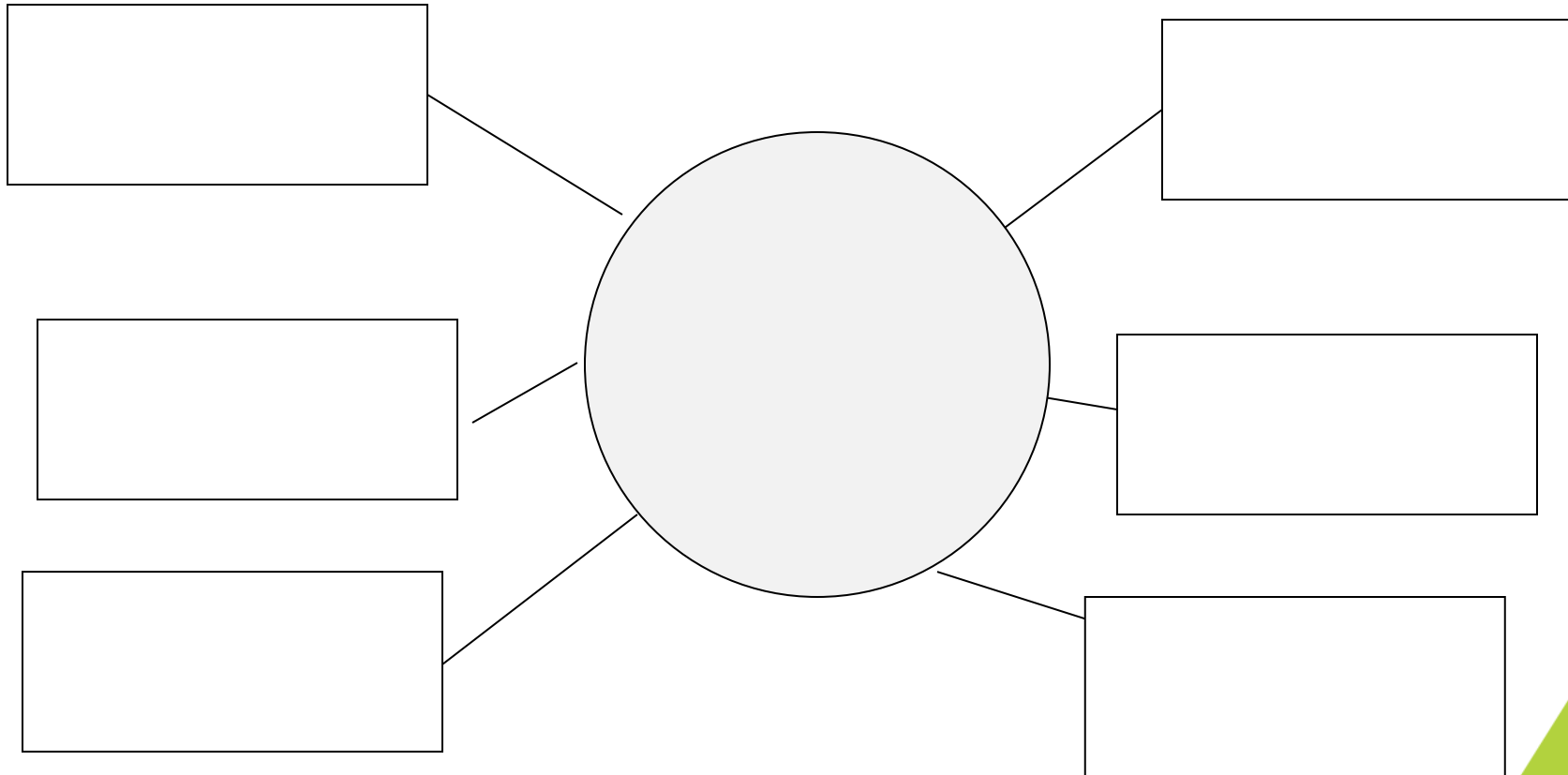
FINISHED FILES ARE THE
RESULT OF F YEARS OF
SCIENTIFIC STUDY
COMBINED WITH THE
EXPERENCE OF F MANY F YEARS

Comments, Questions & Discussion

- THEMES?: Person, Context, Goal and Caring

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**”).



Personal Skill Levels

* Sherwood's Diagram

Unconscious

Conscious

Incompetent

Competent

*** Preconscious consciousness

Culture Diversity



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:

- LANGUAGE
- ARTS LITERATURE
- DRAMA MUSIC DRESS
- DANCING GAMES SPORTS COOKING
- //////////////////////////////////////\awareness level
- NOTIONS OF MODESTY CONCEPTS OF BEAUTY
- EDUCATION CHILD RAISING RULES OF DESCENT
- COSMOLOGY RELATIONSHIP TO THINGS, ANIMALS & PLANTS
- COURTSHIP PRACTICES CONCEPT OF JUSTICE MOTIVATION TO WORK
- CRITERIA FOR LEADERSHIP DECISION MAKING PROCESSES DEITIES
- IDEAS OF CLEANLINESS LOCUS OF CONTROL THEORY OF DISEASE PHYSICAL SPACE
- ROLES IN RELATION TO STATUS BY AGE, GENDER, CLASS, KINSHIP, OCCUPATION, RELIGION,....
- CONVERSATIONAL PATTERNS IN VARIOUS SOCIAL CONTEXTS, CONCEPTION OF TIME AND SPACE
- DEFINITION OF SANITY, FRIENDSHIP, LOVE, MURDER, LIFE, GENDER, FACIAL EXPRESSIONS
- PREFERENCES FOR COMPETITION, COOPERATION, INDIVIDUALISM OR GROUPING SIN OR GRACE
- NOTION OF ADULTHOOD NOTION OF LOGIC AND VALIDITY PHYSICAL SPACE ARRANGEMENTS
- PATTERNS OF HANDLING EMOTIONS LIFE ACCEPTANCE OF FRUSTRATION AND/OR PAIN

Beyond the Tip of the Iceberg Author: Jerome Hanley

"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."

Culture and Personality

Culture	Personality
Macro, social, group-level construct	Individual differences that exist among individuals within groups
Social psychological framework within which individuals reside	Unique constellation of traits, attributes, qualities, and characteristics of individuals within those frames
Shared among individuals and transmitted across generations	Not shared among individuals
Stable across individuals	Different across individuals

CULTURAL ANALOGY OF A TREE

MORPHOLOGICAL = Branches

Art, Language/dialect, Sports, Food, Music Appearance & others
(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)

EXPERIENCE OF DIFFERENCE



DEVELOPMENT OF INTERCULTURAL SENSITIVITY

Denial	Defense	Minimization	Acceptance	Adaptation	Integration
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ETHNOCENTRIC STAGES

ETHNORELATIVE STAGES

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

Levels of Culture

- ▶ **Branch Culture - low** emotional load
- ▶ **Trunk Rules - high** emotional load
- ▶ **Root Rules - intense** emotional load

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 |

Examples of implicit bias

- When conductors were placed behind a screen, the percentage of female new hires for orchestral jobs increased 25% – 46%.



EXAMPLES:

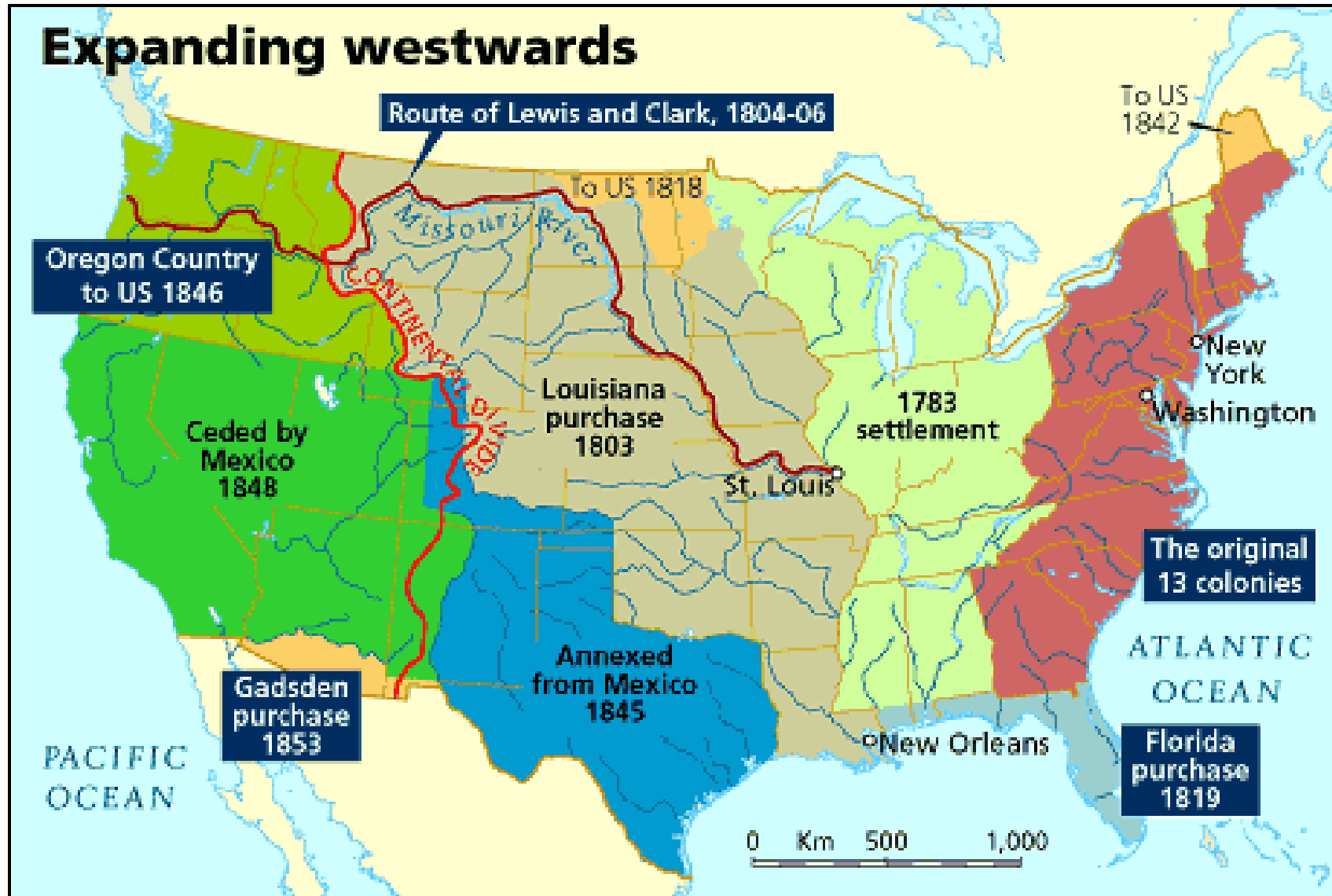
- ▶ **Gender Bias in Cardiovascular Testing Persists after Adjustment for Presenting Characteristics and Cardiac Risk**
- ▶ Anna Marie Chang MD, Bryn Mumma BA, Keara L. Sease MAEd, Jennifer L. Robey BSN, Frances S. Shofer PhD, Judd E. Hollander MD
- ▶ First published: 28 June 2008
- ▶ <https://doi.org/10.1111/j.1553-2712.2007.tb01842.x>

Formerly “Turn it loose”, but then mistakenly translated to “Suffer from diarrhea” in Spanish.



► Where is Coors Home location?

USA Obtained in 1845 & 1848

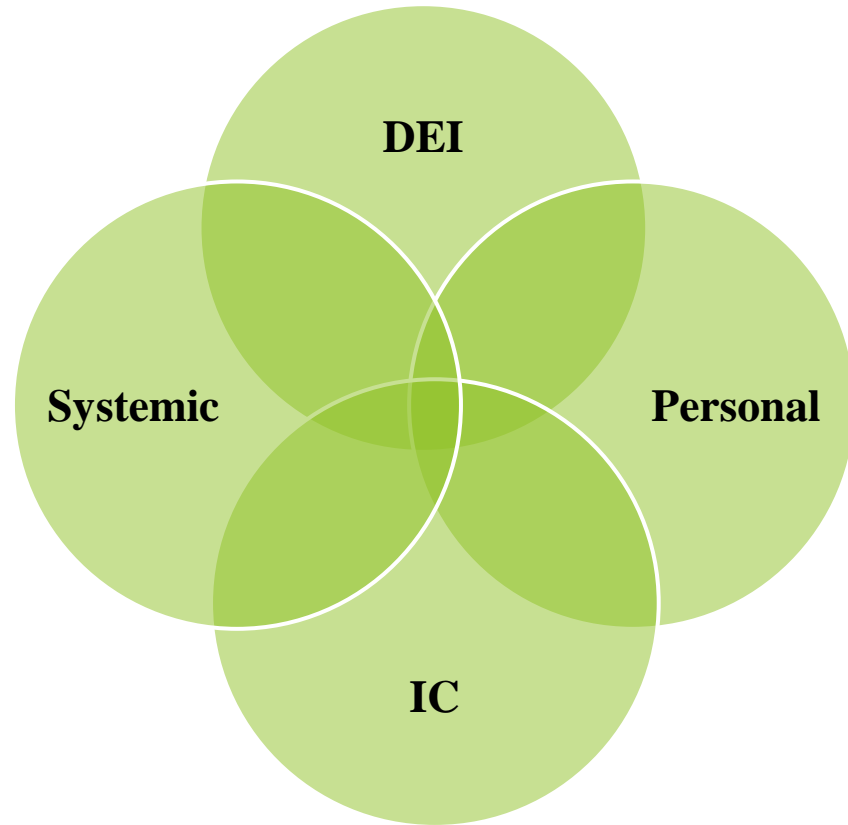


Why women are poor at science, by Harvard president

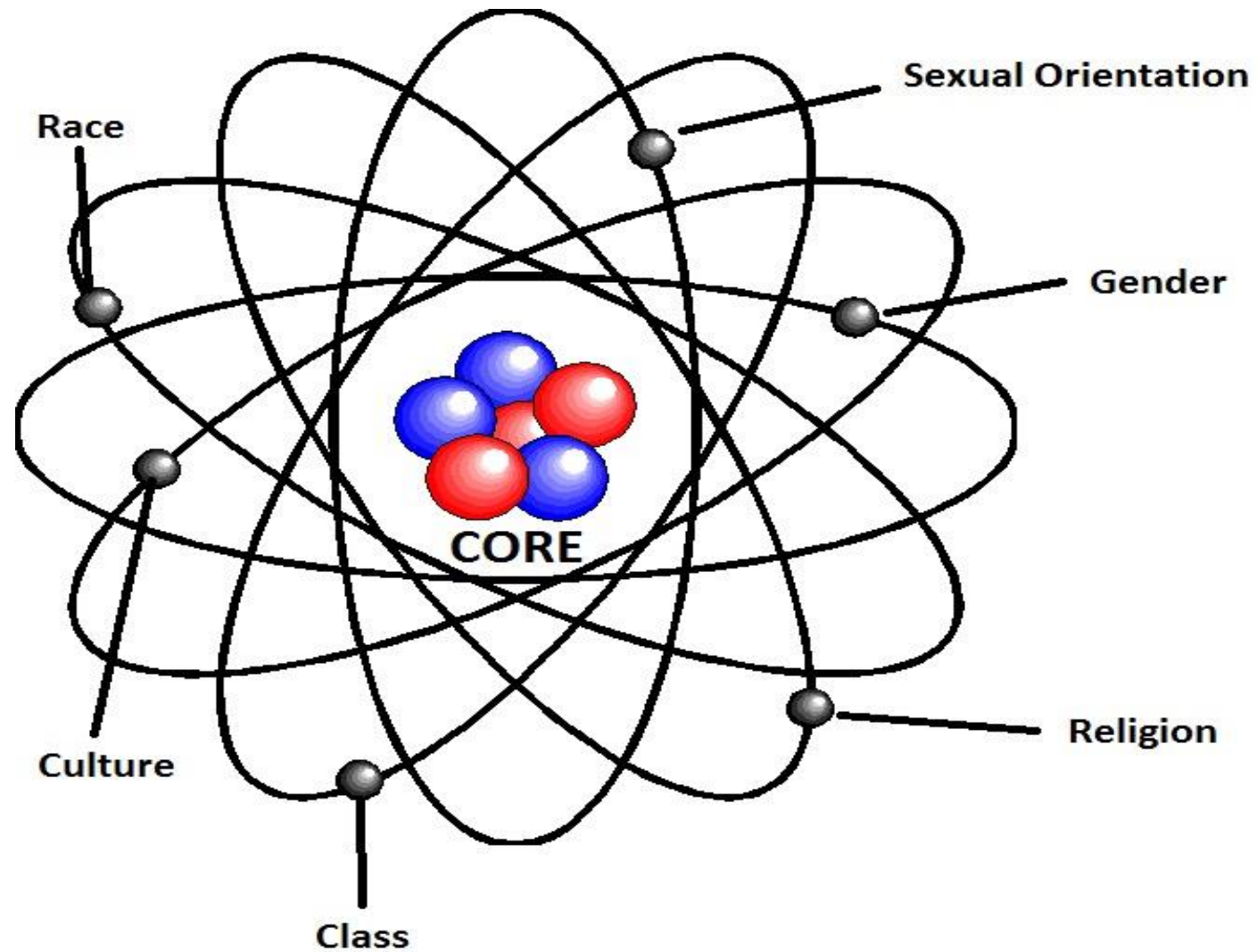
- ▶ <https://www.theguardian.com/science/2005/jan/18/educationsgendergap.genderissues>
- ▶ Jan 18, 2005 - The *president* of Harvard University has provoked a furore by arguing that men outperform *women* in *maths* and ... "It was really shocking to hear the *president* of Harvard *make* statements like that," *said* Denice Denton, who is ...
- ▶ Harvard Chief Defends His Talk on Women - The New York Times
- ▶ <https://www.nytimes.com/2005/01/18/.../harvard-chief-defends-his-talk-on-women.html>
- ▶ Jan 18, 2005 - Harvard Univ *president* Lawrence H Summers stands by his remarks that offended some ... why fewer *women* succeed in science and *math* careers; now *says* he regrets if his remarks were ...

Domestic (DEI) & Intercultural (IC)

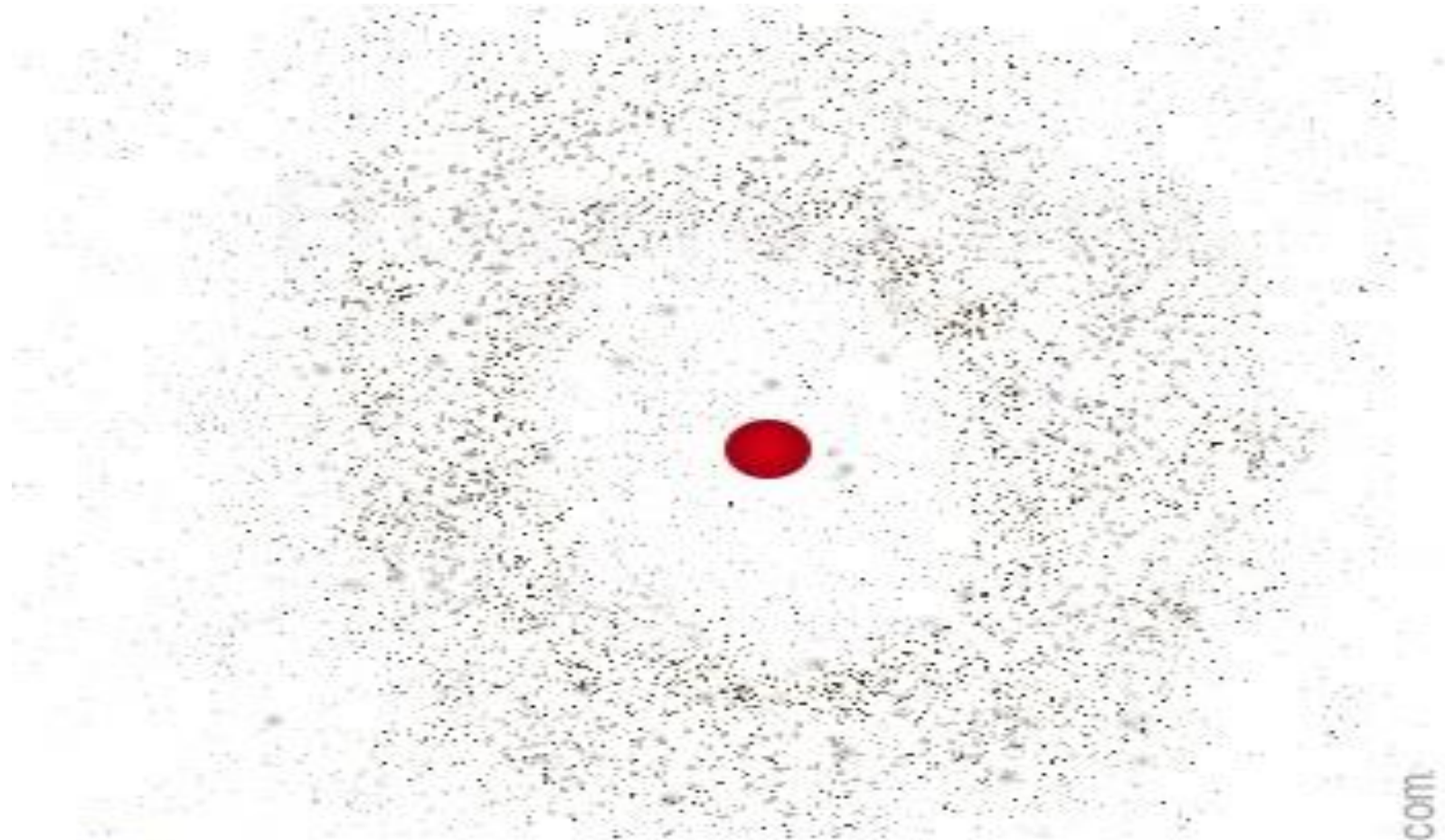
Four interconnected circle show the dynamics



Identity Graphic: An Atom Model



Identity Atom Graphic With Context



- Probable Locations of Electrons
- Atomic Nucleus

Four Layer Graphic of Cultural Diversity:

Era, Organizational, External, Internal & Personality

Era

Organizational

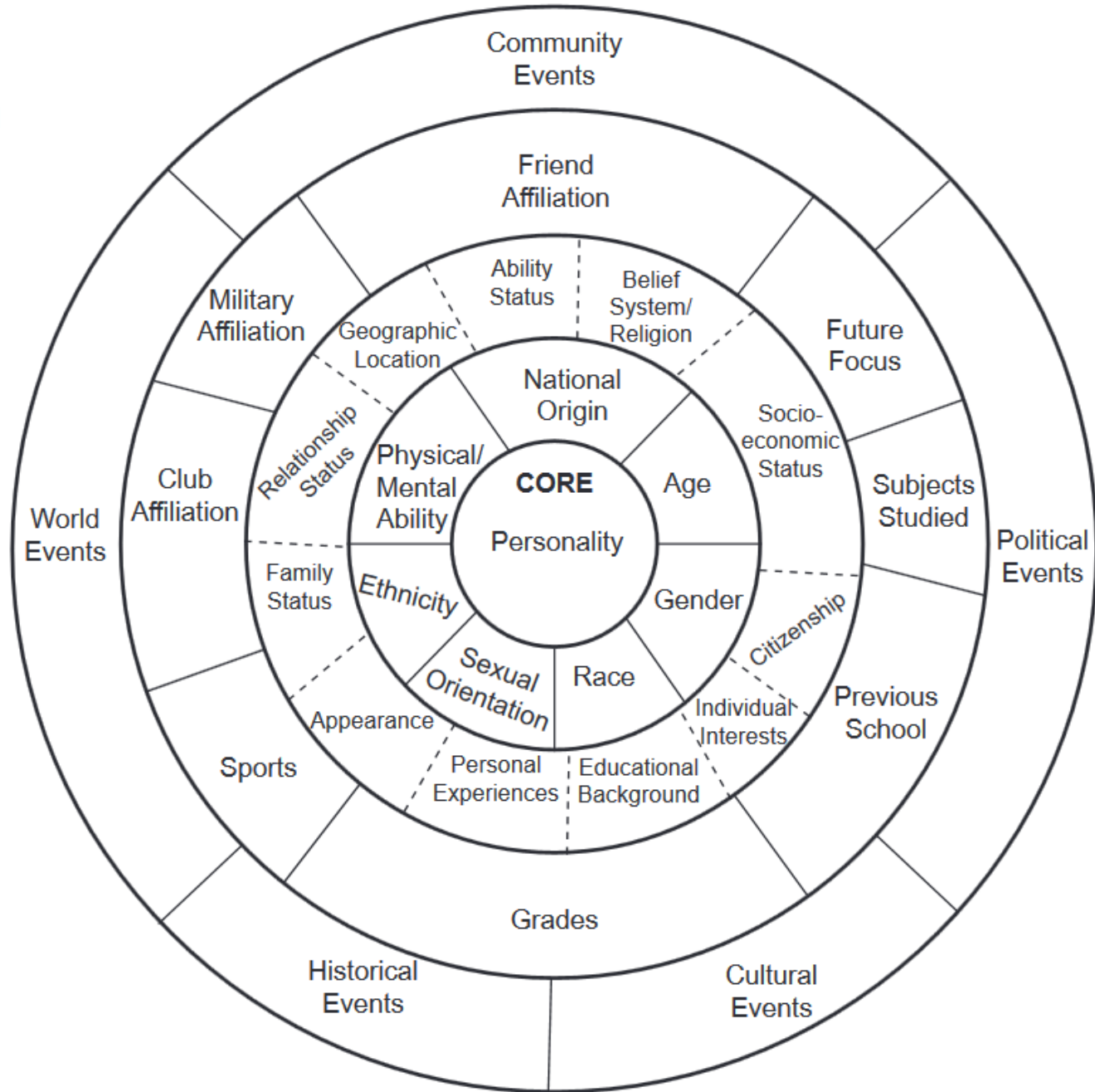
External

Internal

Personality

Marginalized

Privileged



ZONES OF ENGAGEMENT

- ▶ Comfort Zone
- ▶ Fear Zone
- ▶ Learning Zone
- ▶ Growth Zone

Amygdala

The main function of the amygdala is in **emotional responses, including feelings of happiness, fear, anger, and anxiety.**

Note, if high emotional response complex cognition is limited.

Awareness of Context

- ▶ Cultural Differences
 - ▶ Description, Interpretation and analysis/causation
- ▶ Awareness of **Context**
 - ▶ Dominate, Marginalized & Participation
- ▶ Biases in one's **Perceptions**
 - ▶ Internal and External locus
 - ▶ Power and Privilege informed

APPLICATION:

POTENTIAL TOOLS:

- ▶ Curiosity & Empathy
- ▶ Reflecting back / paraphrase to check agreement
- ▶ Thoughtful questioning = “Calling On”
- ▶ Naming: impact clarity, personalize feelings, links with related issues]
- ▶ “Calling On” statements of high expectations
- ▶ Revisiting in a different space or time

View of Conflict

Conflict View

Inevitable & Unavoidable

Natural & Solutions Exist

Useful &
Process/Relationship

Direct v. Indirect

Outcome Goal

Withdrawal & Avoidance

Win-Lose & Bargaining

Mediation/Debate &
Learning/Growth

Saves Face & Unifier

Case

- ▶ A patient calls after one initial appointment with a resident asking to change to a different physician. The patient states that they just didn't have the same communication style and would like someone they feel more comfortable with. When the resident is informed that the patient has requested a change, they say they are not surprised, that from the moment the resident walked into the room with this patient they could tell that the patient was not expecting to see a person of color and that the patient did not seem to like them from the beginning of the encounter

•DISCUSSION

•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

CULTURE:

Some Fundamental Differences in World Views

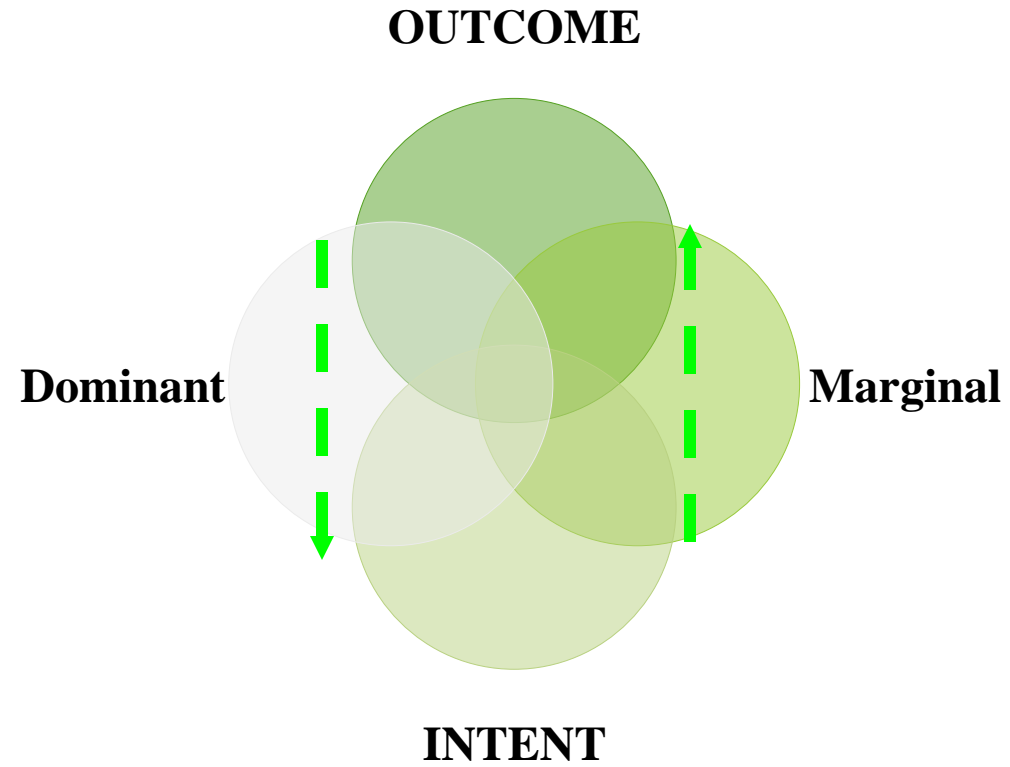
People, Place & Power

- ▶ **Emphasize group cooperation**
- ▶ Achievement as it reflects group
- ▶ **Accept affective expression**
- ▶ Extended family
- ▶ Religion permeates culture
- ▶ **Accept world views of other cultures**
- ▶ Socially oriented

People, Place & Power

- ▶ **Emphasize individual competition**
- ▶ Achievement for the individual
- ▶ **Limit affective expression**
- ▶ Nuclear family
- ▶ Religion distinct from other parts of culture
- ▶ **Feel their world view is superior**
- ▶ Task oriented

Intent vs. Outcome



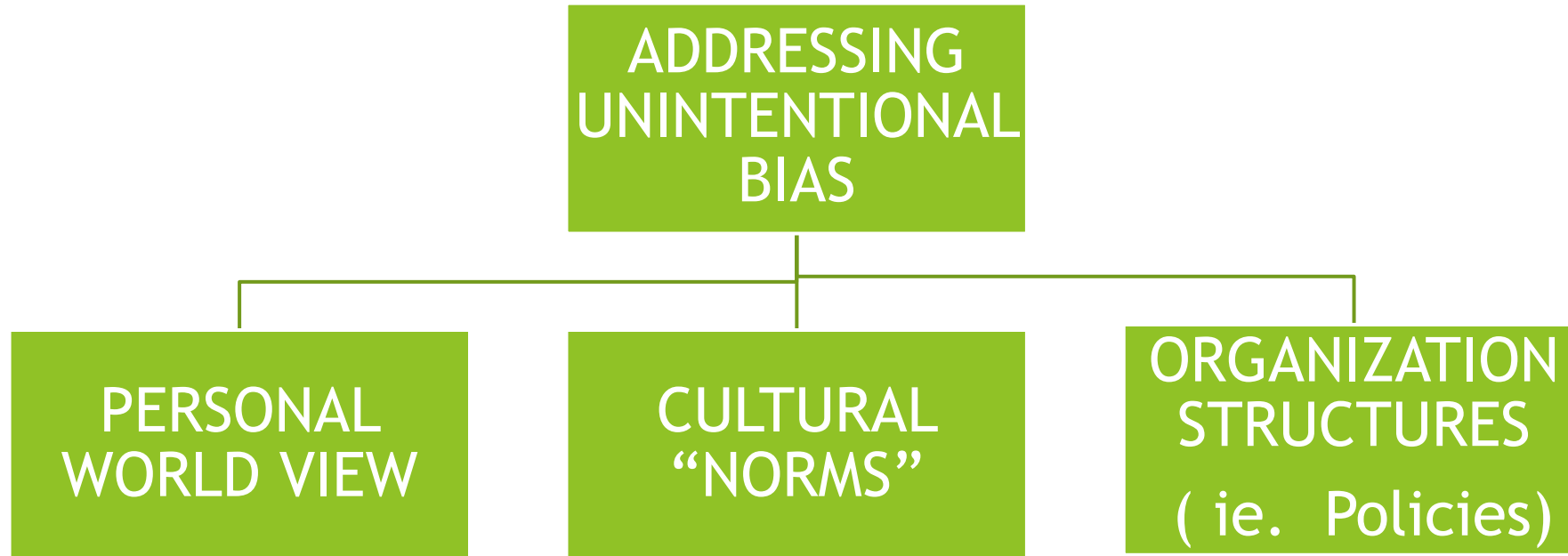
CASE

- ▶ A white patient is more cooperative with history and physical exam with white physicians than with physicians of color. When doing group rounds, the inpatient team of residents, medical students, and attending physicians (a racially diverse group) notes that the patient's skin is tattooed with neo-nazi and white supremacist hate symbols.

•DISCUSSION

**“The hottest places in Hell are reserved for those who in times of great moral crisis maintain their neutrality.”
Dante Alighieri**

What are 3 Key Points For Action

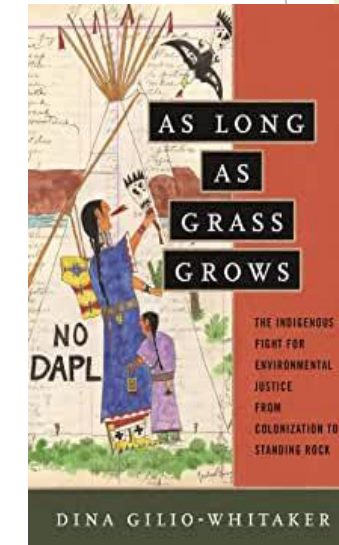
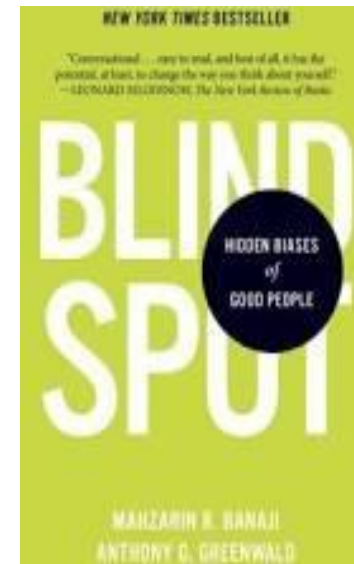
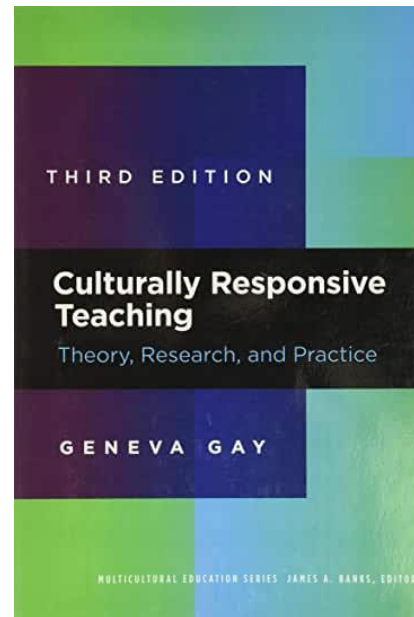
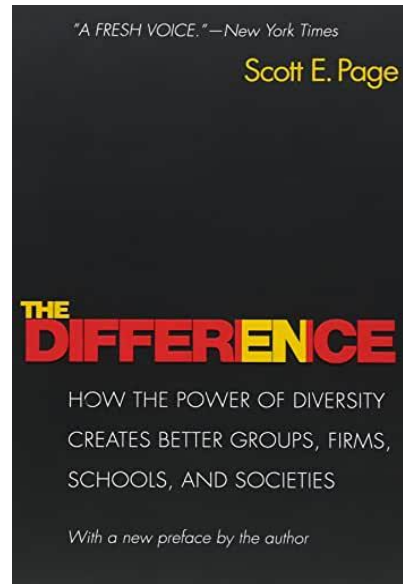
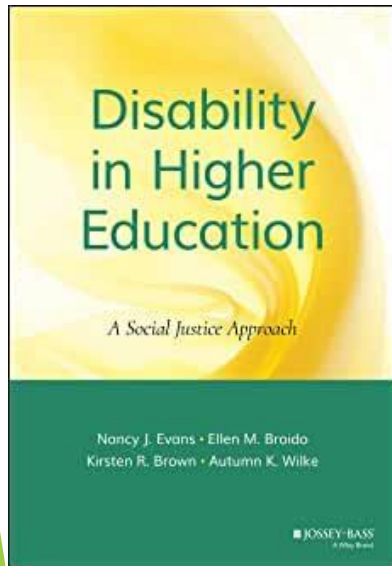
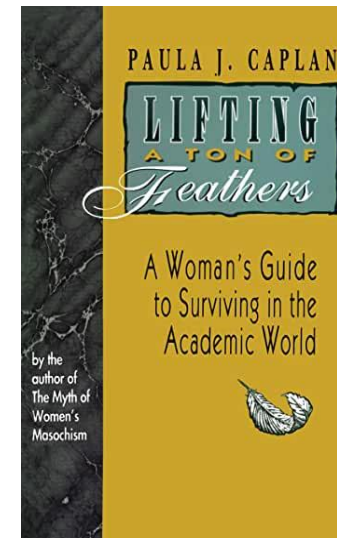
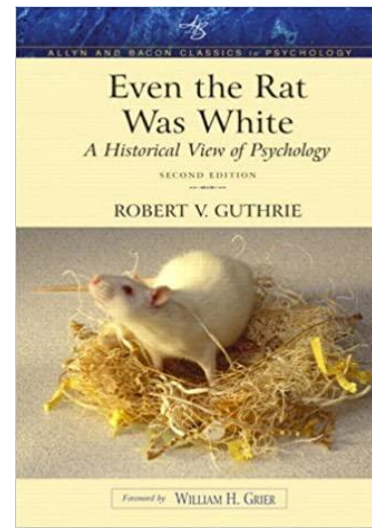
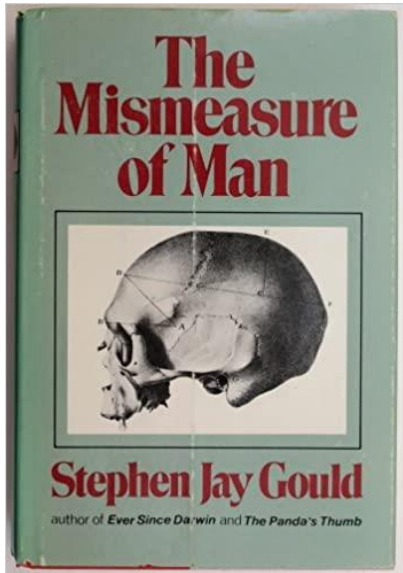


Discussion

Five Possible Areas for Growth

- ▶ Creating relationships that challenge you
- ▶ Clearly defining and understand processes/ systems
- ▶ Expansion of personal experiences/trainings
- ▶ Naming of bias and affirming behaviors (Self & Others)
- ▶ Support for marginalized identities = voicing your convictions and validating their experiences/stories

Resources



Diversity Language & Definition Question:

▶ **Intercultural Communication**

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

Social Justice

Adams, M., Bell, L.A. & Griffin, P. (4th Eds.) (2022). *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.

▶ **Microaggressions resource:** <https://www.apa.org/monitor/2017/01/microaggressions>

▶ **Multiculturalism**

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

MORE RESOURCES

- ▶ Adams, et al (2000) *Readings for diversity and social justice*. New York. Routledge.
- ▶ 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.
- ▶ 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.
- ▶ Nakayama, Thomas K. and Martin, Judith N. (1998). *Whiteness: The Communication of Social Identity*. Thousand Oaks, CA: Sage Publications.
- ▶ Stockdill, B. (n.d.). *Transforming the ivory tower: Challenging racism, sexism, and homophobia in the academy*.
- ▶ Stone, D., & Patton, B. (1999). *Difficult conversations: How to discuss what matters most*. New York, N.Y. Viking Press
- ▶ Toomey, S., & Chung, L. (2012). *Understanding intercultural communication (2nd ed.)*. New York: Oxford University Press.

REVIEW: Four Step Process

- ▶ 1. I am / They are ?
 - ▶ Prism, Laser or Kaleidoscope
- ▶ 2. What is the context / Whose?
 - ▶ Person, Place, Position and Pulse
- ▶ 3. Defining goals and/or outcomes for ___?
 - ▶ Change, Defense, Naming or Teach
- ▶ 4. Caring About?
 - ▶ Self, Group, Others, Mission and/or Rules

Questions and Discussion

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

Martin Luther King Jr.

The end for now

extras

1. A nurse manager calls to say that several nurses on the floor find one resident to be unresponsive to their concerns, offering short answers in a tone that is perceived as unfriendly. The resident speaks English as a second language and feels targeted for their accent and for a different communication style.
- ▶ Scenario of when a medical students calls the Attending by first name. What to do/how to approach, if the Attending prefers to be called as Dr. Last Name (which is the standard practice followed, even by Residents).

EQUITY & EQUALITY: What's is the Difference?

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Privilege Types

- ▶ **Individual:** Personal earned & unearned
- ▶ **Cultural:** Norms and values benefits
- ▶ **Institutional:** policies and laws privileging
- ▶ **Economic:** monetary privileging

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

▶ CALLIN 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

INCLUSION CULTURE:

- ▶ **“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.”**
It requires we understand ourselves first and acknowledgement of power relationships both personal and systemic.