



Implications for Learning, Mentoring & Teaching of Diversity

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- GOALS:
 - Enrich knowledge about diversity and cultural identities and their impacts on us and on the EPSCoR
 - Gain strategies and approaches for developing a more just & inclusive environments



Culture Learning Process

- **“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*

AGENDA

- **Welcome**
Presenter & Participant Introductions
- **Cultural Awareness**
- **Mentoring, Teaching and Appreciative Inquiry**
- **Defining Context & Impact**
- **Lunch**
- **Strategies to Support Underrepresented Students**
- **Implications for the Work**
- **Closing Questions and Feedback**

BEGINNING OF EXPECTATIONS

- Demonstrate Respect: Platinum Rule
- Maintain Confidentiality of People
- Allow Silence
- Share “air” time actively
- We are all learners and learning in this work
- Suspend Disbelief
- Own our beliefs by Using “I” statements
- Be Willing to Take A Risk to Learn

4 Questions for this Session



- What is Culture?
- Why does context matter?
- How do engage across differences?
- What do we need to understand about the context, ourselves and our students?

EXERCISE

- Please form two concentric circles
- Stand across from a partner facing each other
- Introduce Yourself
- Answer the following Question:



Top four qualities most important in a mentor

(Posse Foundation 2014)

Mentees

- *patience*
- *good listening skills*
- *compassion*
- *knowledge of campus resources*

Scholars

- *caring, good*
- *listening skills*
- *understanding*
- *patience*



Research on Mentoring

- Mentoring minority (“underrepresented”) college students results in those students being twice as likely to persist as non mentored students and to have higher GPAs
(Crisp and Cruz 2009)
- Mentored first year students are more likely to return for a second year (Terenzine,et al 1996)
- Discussing college with mentors, especially those who have attended themselves ,generates interest in going to college among students whose students have not gone to college(Dubois, et.al. 2002)



Cultural Awareness

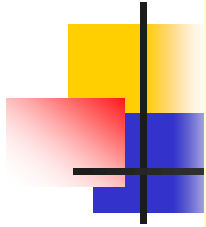
- **I. Personal Variables**
- **II. Cultural Issues**



Key Issues

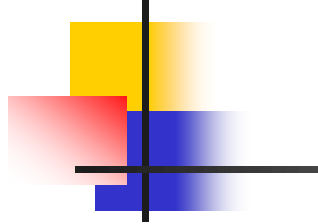
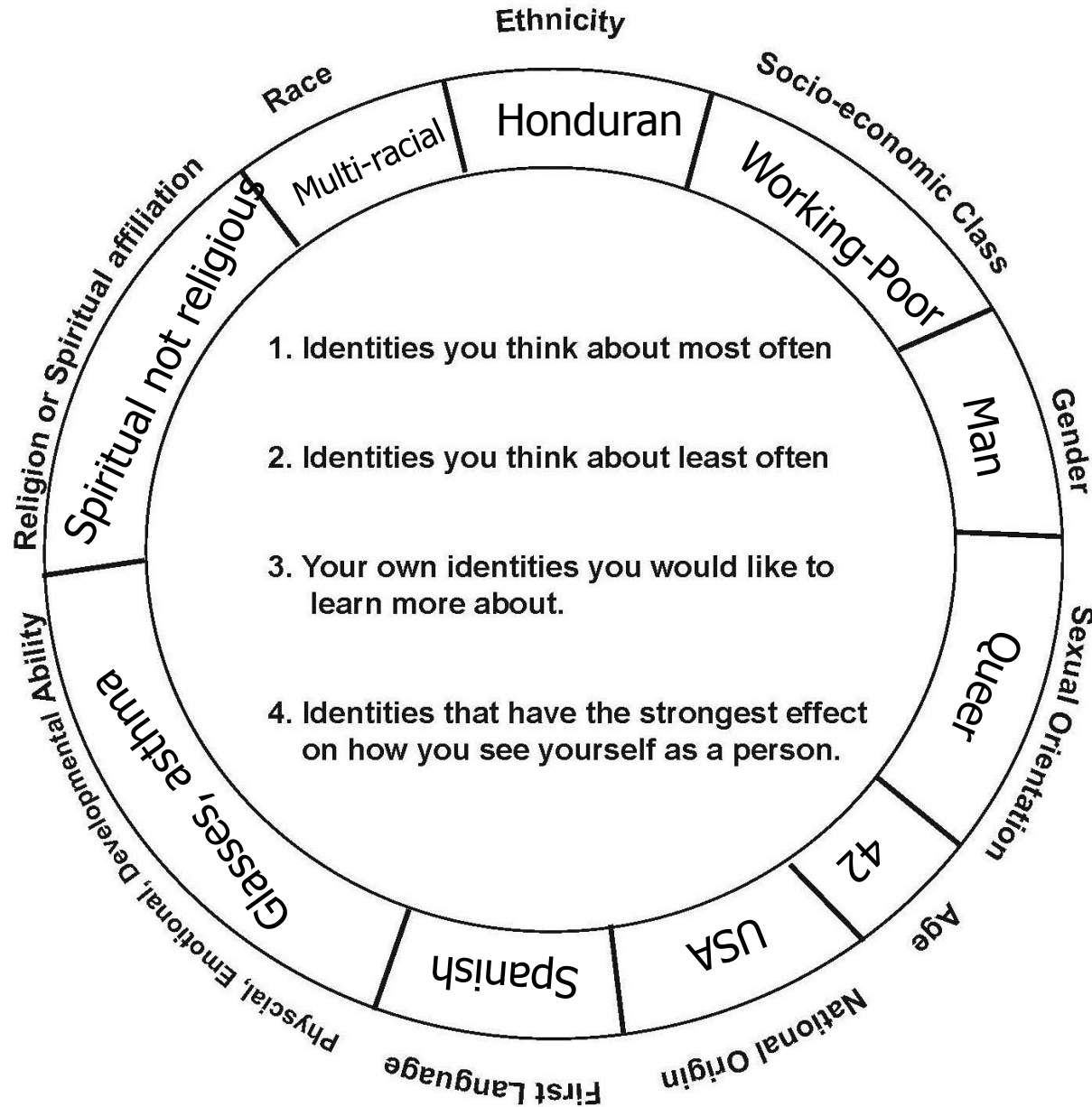
Topics

- 1. Identity**
- 2. Context**
- 3. Culture**



Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)





EXERCISE

- <https://www.youtube.com/watch?v=epuTZigxUY8>
- Luncheon Date on You Tube



Personal Skill Levels

Unconscious

Conscious

Incompetent

Competent

Preconscious Competency

Model by Sherwood Smith, 2006

Nation Brief

Boy misses bus, takes family car, crashes


WICOMICO CHURCH, Va. — A 6-year-old Virginia boy who missed his bus tried to drive to school in his family's sedan — and crashed.

State police say the boy suffered only minor injuries, and authorities drove him to school after he was evaluated at a local hospital. Police say the boy arrived shortly after lunch.

The boy, who wasn't identified, missed the bus, took the keys to his family's 2005 Ford Taurus and drove 10 miles toward school while his mother was asleep.

He ran off the road several times before hitting an embankment and utility pole about a mile and a half from school.

Police say he wasn't wearing a safety belt.

An iceberg floating in the ocean. The tip of the iceberg is above the water line and is labeled 'primarily in awareness'. The much larger part of the iceberg is submerged below the water line and is labeled 'primarily out of awareness'. The background shows a blue sky and distant mountains.

primarily in awareness

dress
music
literature
games
drama
cooking
fine arts

primarily out of awareness

courtship practices
social interactions
decision-making patterns
relations to animals
conception of cleanliness
nature of friendship
notions of beauty

CULTURE

- Iceberg mode **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."*

Mentoring
and

Appreciative Advising





Appreciative Advising

(<http://www.appreciativeadvising.net/>)

■ Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. The great news is that it works!



Appreciative Inquiry

- Appreciative Advising harnesses the power of the organizational development theory of Appreciative Inquiry and the positive psychology literature to provide a framework for increasing adviser and student success.
- *"[AI teaches these] lessons: that strengths transform, that inquiry intervenes, that questions we ask determine what we find, and human systems move in the direction of the questions we most deliberately and frequently ask."*—David L. Cooperrider
- *"When you focus on what works and you dream of the possibilities, it's very inspiring to people."*—Green Mountain Coffee Roasters founder Robert P. Stiller

Six Phase Model





SIX PHASES OF APPRECIATIVE ADVISING

DISARM

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

DISCOVER

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

DREAM

Inquire about students' hopes and dreams for their futures.

DESIGN

Co-create a plan for making their dreams a reality.

DELIVER

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

DON'T SETTLE

Advisers and students alike need to set their own internal bars of expectations high



DISARM

Recognizing the importance of first impressions, create a welcoming and safe environment.

- How are you today?
- Where are you from?
- ❖ What has been a high point in your day so far?
- ❖ What's the best thing that has happened to you today?
- Give me a brief sketch of who you are and I'll do the same. Let me start...



DISCOVER

Utilizing positive open-ended questions to draw out what they enjoy doing, their strengths and their passions.

- What are some things from your past you are most proud of?
- What energizes you in the present?
- ❖ What are you looking forward to in the near future?
- Who are the most important role models in your life? What qualities do you hope to emulate ?
- Tell me a story from your life that would give me a picture of who you really are?



DREAM

Help students formulate a vision of what they want to become and assist them with goals for the summer.

- If you had unlimited resources and couldn't fail, what would you set out to do?
- ❖ Imagine yourself at the end of the summer looking back. What will you see? What have you accomplished? What have you learned? Are you different in any way? Which ways?
- What makes your heart sing? What excites you?
- If you could change one thing in the world what would it be? What led you to that choice?



DESIGN

Help students devise concrete, incremental and achievable goals

- Name one step you can take in the next week to get one step closer to your dream.
- List two challenges that you expect to face in trying to accomplish this goal.
- Name two people that you could enlist to help you make this dream possible.
- List two strategies you can use to deal with these challenges.
- SMART Goals: Specific-Measurable-Attainable-Realistic-Timeline



DELIVER

Help the student follow through on their plans. The mentor is there to encourage and support them; for them to go to when they stumble, remind them of their strengths and their dreams and goals for the summer. Help them to adjust to the experience and adjust their goals as appropriate.

- Action Plan
- Next Steps



DON'T SETTLE

Challenge the students to proactively raise the student's internal bar of self expectations /Challenge yourself to extend and engage across difference

- You have done great so far and is there one thing you can do even better?
- Is there one thing we can do better to improve our program?
- Is there something you were hoping to get from this experience that you haven't gotten yet?
- What have you done well and what have been the challenges?
- Are there some things that haven't lived up to your expectations?
- What do you miss about home that isn't here?

REFERENCES: Appreciative Work



- Appreciative Advising <http://www.appreciativeadvising.net/>
- Appreciative Inquiry: Change at the Speed of Imagination by Jane Magruder Watkins and Bernard Mohr, 2001.
- •Appreciative Inquiry: A Positive Approach to Building Cooperative Capacity by Frank Barrett and Ronald Fry, 2005.
- •Appreciative Inquiry: A Positive Revolution in Change by David Cooperrider and Diana Whitney, 2005.
- •Appreciative Inquiry in Higher Education: A Transformative Force by Jeanie Cockell and Joan McArthur-Blair, 2012

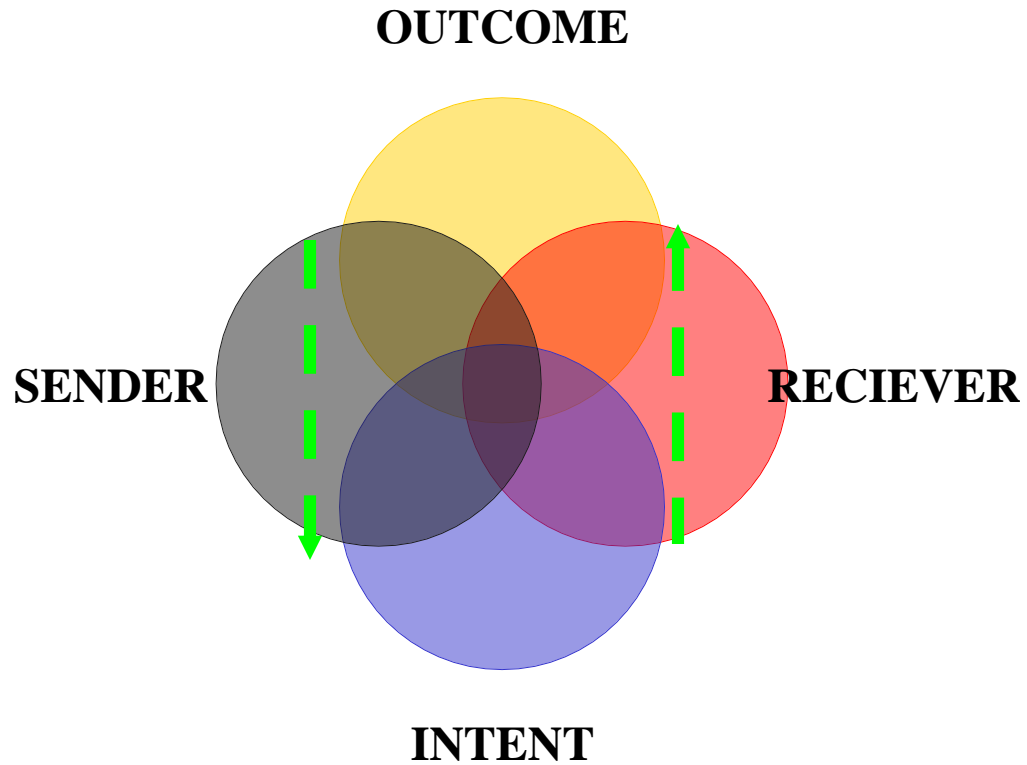
Extremes of Community

Responses:

- **IGNORANCE**
- **FEAR OF**
- **SEPARATENESS**
- **SHUNNING**
- **DEMEAN**
- **INSENSITIVITY**
- **AVOIDANCE**
- **SILENCE**

- KNOWLEDGE**
- IDENTIFICATION WITH**
- INTERDEPENDENCE**
- APPRECIATION**
- IMPORTANCE**
- EMPATHY**
- APPRECIATION**
- ATTENTION**

Intent vs. Outcome



EXPERIENCE OF DIFFERENCE

DEVELOPMENT OF INTERCULTURAL SENSITIVITY



Denial	Defense	Minimization	Acceptance	Adaptation	Integration

ETHNOCENTRIC STAGES

ETHNORELATIVE STAGES

Milton Bennett, 1986, 1993



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

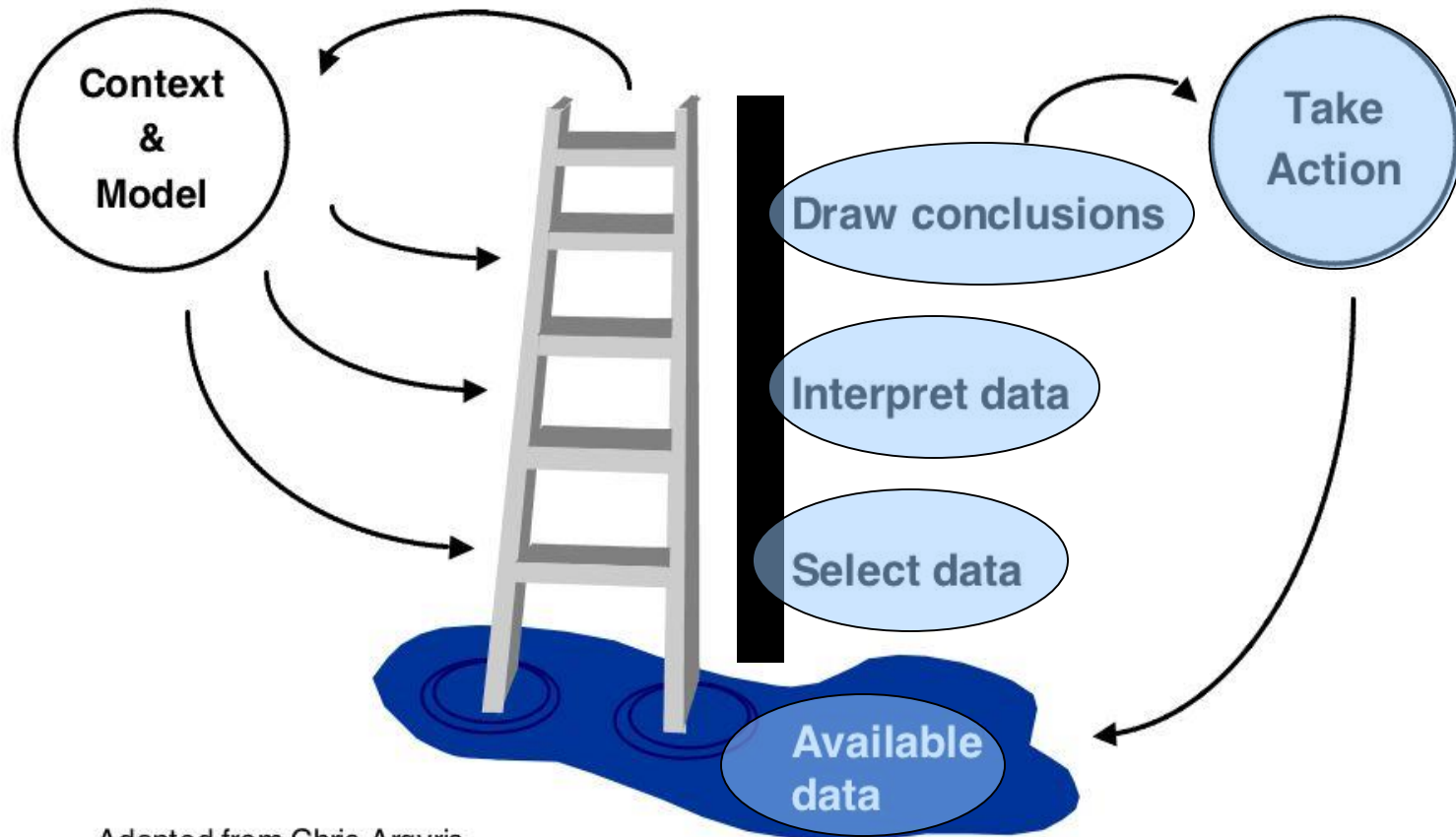
Culturally Competent Organizations

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

Process Model:



The Ladder of Inference



Adapted from Chris Argyris

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Humorous Examples of Cultural Flubs.

THE FOLLOWING WERE ACTUAL TRANSLATIONS OF ADVERTISEMENTS.

- 1. The Dairy Association's huge success with the campaign "Got Milk?" prompted them to expand advertising to Mexico. It was soon brought to their attention the Spanish translation read "Are you lactating?"
- 2. Coors put its slogan, "Turn it loose," into Spanish, where it was read as "Suffer from diarrhea".
- 3. Scandinavian vacuum manufacturer Electrolux used the following in an American campaign:
 - "Nothing sucks like an Electrolux".
- 4. Clairol introduced the "Mist Stick", a curling iron, into Germany only to find out that "mist" is slang for manure. Not too many people had use for the "manure stick".
- 5. When Gerber started selling baby food in Africa, they used the same packaging as in the US, with the smiling baby on the label. Later they learned that in Africa, companies routinely put pictures on the labels of what's inside, since many people can't read.
- 6. Colgate introduced a toothpaste in France called Cue, the name of a notorious porno magazine.
- 7. Pepsi's "Come alive with the Pepsi Generation" translated into "Pepsi brings your ancestors back from the grave", in Chinese.

South Burlington Covenants

"No person of any race other than the white race shall use or occupy any building or any lot, except that this covenant shall not prevent occupancy by domestic servants of a different race ..."

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OUTLINE OF PROTECTIVE COVENANTS

Burlington, Vermont

Insuring Office Federal Housing
Administration

Subdivision

For Mayfair Park
Williston Road, South Burlington, Vermont

The Protective Covenants outlined meet the minimum objectives of the Federal Housing Administration for the protection of a subdivision through recorded covenants. The subdivision shall also comply with existing zoning and subdivision regulations. An explanation of these requirements is given in FHA Circular No. 5 Page 3, "Subdivision Standards," Revised September 1, 1959.

When approved, the covenants must be recorded as a blanket encumbrance against the entire Subdivision or against neighborhood units thereof. In the absence of zoning regulations or where zoning is not rigidly enforced, it is also important that limited protective covenants regulating the use of adjoining land under control of the sponsor be recorded in the same instrument. The Protected Areas shall be clearly described by reference to the recorded plat or by metes and bounds.

Legal counsel should be retained to draft Protective Covenants which not only meet the objectives of the minimum protection herein set forth, but which also provide additional protection that will insure maximum degree of stability and appeal.

The covenants should not be recorded until the complete final draft has been approved by the Burlington Vt. Office, Federal Housing Administration.

Two certified copies of the recorded covenants shall be furnished this Office 26710 R. 11/17/59

For Elimination and Revocation of Restrictive Covenant - Mayfair Park
refer to Volume 69, page 381 - PROTECTIVE COVENANTS

A All lots in the tract shall be known and described as residential lots except one lot on Williston Road

No structures shall be erected, altered, placed, or permitted to remain on any residential building plot other than one detached single-family dwelling not to exceed two and one-half stories in height and a private garage for not more than 2 cars and none (other outbuildings incidental to residential use of the plot.)

C-1 No building shall be located nearer to the front lot line or nearer to the side street line than the building setback lines shown on the recorded plat. No building shall be located nearer than 5 feet to any side lot line except that the side line restriction shall not apply to a detached garage or other outbuilding located 20 feet or more from the front lot line.

The building setback lines to be shown on the recorded plat shall be as described in C-2. If setback lines cannot be shown on recorded plat, C-2 rather than C-1 should be used. Exceptions to setback lines, applying to entire tract or to certain lots, may be made in C-2 where special conditions warrant.

C-2 No building shall be located on any residential building plot nearer than 20 feet to the front lot line, nor nearer than 20 feet to any side street line; except that on all building plots abutting no building shall be located nearer than 20 feet to the front lot line nor nearer than 20 feet to any side street line. No building, except a garage or other outbuilding located 20 feet or more from the front lot line, shall be located nearer than 5 feet to any side lot line.

If desired a minimum setback line may be included as follows:
No residence or attached appurtenance shall be erected on any lot farther than 20 feet from the front lot line.

D No residential structure shall be erected or placed on any building plot, which plot has an area of less than 5000 square feet nor a width of less than 20 feet at the front building setback line, except that a residence may be erected or placed on lots Nos.

E No noxious or offensive trade or activity shall be carried on upon any lot nor shall anything be done thereon which may be or become an annoyance or nuisance to the neighborhood.

F No persons of any race other than the white race shall use or occupy any building or any lot, except that this covenant shall not prevent occupancy by domestic servants of a different race domiciled with an owner or tenant.

G No trailer, basement, tent, shack, garage, barn or other outbuilding erected in the tract shall at any time be used as a residence temporarily or permanently, nor shall any structure of a temporary character be used



Competency Areas

Knowledge	Skills	Attitudes
Awareness	Self-reflection	At ease with difference
Understanding	See many perspectives	Empathy Equity focus
Valuing	Cross-cultural differences are okay Communication	Anti-oppression

Summary

Focus Points

&

Outcomes

- Biases in one's **Perceptions**
 - Internal and external
- Cultural **Differences**
 - Description and analysis
- Awareness of **Contexts**
 - social and political
- Location in society, **Power and Status**

- **Cultures can impact levels of conflict, cooperation, learning and community**
- **Cultures have rules**
- **Culture is learned and transmitted**
- **Culture changes understanding and**^{B9}

Institutional and



Putting to all together

- Thoughts?
- Questions?
- Feedback



Closing

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

Spring, J. (2006) Deculturalization and the Struggle for Equality. NY: McGraw-Hill

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/>

Demonstration gauges prejudicial attitudes or beliefs about certain groups.