

**“Diversity may be the
hardest thing for a society
to live with, and perhaps
the most dangerous thing
for a society to be
without.”**

William Sloane Coffin Jr.

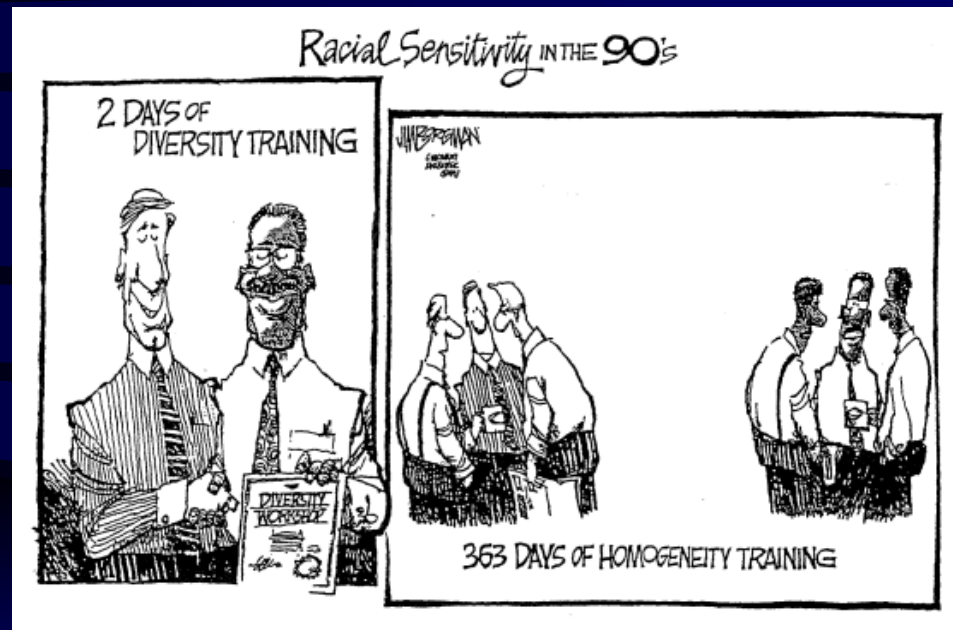
Learn, Unlearn and Relearn

- “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” -- Alvin Toffler (2009)
- Espoused Theories - theories we claim to support, speak about and practice. i.e. “We value and celebrate Diversity.”
- Theories-in-use - existing theories that direct and serve to rationalize our actions. “We make the minimal efforts to support diversity to avoid censure or criticism.”
- We are not always conscious of the incongruence between espoused theories and theories-in-use. When we are we tend to avoid facing it.

-- Argyris &

Schon (1974)

Learning about Diversity is a Journey, not a Destination



Diversity-What Does it Mean?

- ***Diversity, generally understood and embraced, is not casual tolerance of anything and everything not yourself. It is not polite accommodation, instead, diversity is, in action, the sometimes painful awareness that other people, other races, other voices, other habits of mind, have as much integrity of being, as much claim on the world as you do...And I urge you, amid all the differences present to the eye and mind, to reach out to create the bond that will protect us all. We are meant to be here together.***

William M. Chase

Diversity Definition

- **Diversity exists when all communities, including traditionally excluded communities, and all designated groups within communities, can give voice effectively to their issues and partake equitably in the decision-making structures that determine their lives.**

A person is running on a dirt path in a dark, hilly landscape. The person is wearing dark clothing and light-colored shoes. The background shows rolling hills under a dark sky. The overall mood is one of determination and perseverance.

**If it is important to you,
you will find a way.
If not, you will find
an excuse.**

CE *collective . . .*
EVOLUTION

CONTEXT

- Context: Context includes the facts, circumstances and conditions which "surround" a situation or an event. This context (including the physical location) of an event or situation can be of major significance. The relationship of artifacts and other cultural remains to each other and the situation in which they are found.

CONTEXT

Includes the political, social, historical, psychological, institutional, and aesthetic factors that shape the way we understand the performance event. Means that the significance of an action must be analyzed in multiple contexts such as society as a whole (human, national), the affected region, the affected interests, and the locality. The background information that enhances understanding of technical and business environments

Demographic Change


- **Whites Becoming a Smaller Piece of the Pie**

While whites accounted for **83.9 percent** of the U.S. population in 1990, they are expected to only be **65.5 percent** of the population by 2015, according to the U.S. Census Bureau.

A Process for Change

1. Honesty
2. Empathy
3. Advocacy
4. Action

“If inequity is built into the system, how do we change the system?” Pedro Noguera

A person is running on a dirt path in a dark, hilly landscape. The person is wearing dark clothing and is captured in mid-stride. The background shows rolling hills under a dark sky.

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CE *collective ...*
EVOLUTION

Go find yourself first
so you can also
find me...

Rumi

 *collective . . .*
EVOLUTION



Who Are You?



Identity, Racial and Cultural Self-knowledge

- 1. In terms of my identity, race and culture I am a _____, _____, _____, _____.
- 2. One experience shaping this description was _____.
- 3. The first time I remember noticing differences in identity, race and culture was _____.
- 4. The last time I saw someone treated differently because of their identity, race or culture was _____.
- 5. One positive thing about being who I am is _____.
- 6. One difficult or challenging thing about being who I am is _____.

Quienes Somos? This activity illustrates the challenges of engaging others. Choose a partner, someone you do not know. You will have a total of four (4) minutes to talk. You may talk about anything you wish. Suggested questions are:

1. Who are you?

2. What is Bias?

3. What does privilege mean to you?

4. Who is a equity or inclusion role model for you?

5. What equity or inclusion issue would you like to see addressed in your school/community?

6. What motivates you address issues of equity and inclusion or to take on a leadership role?

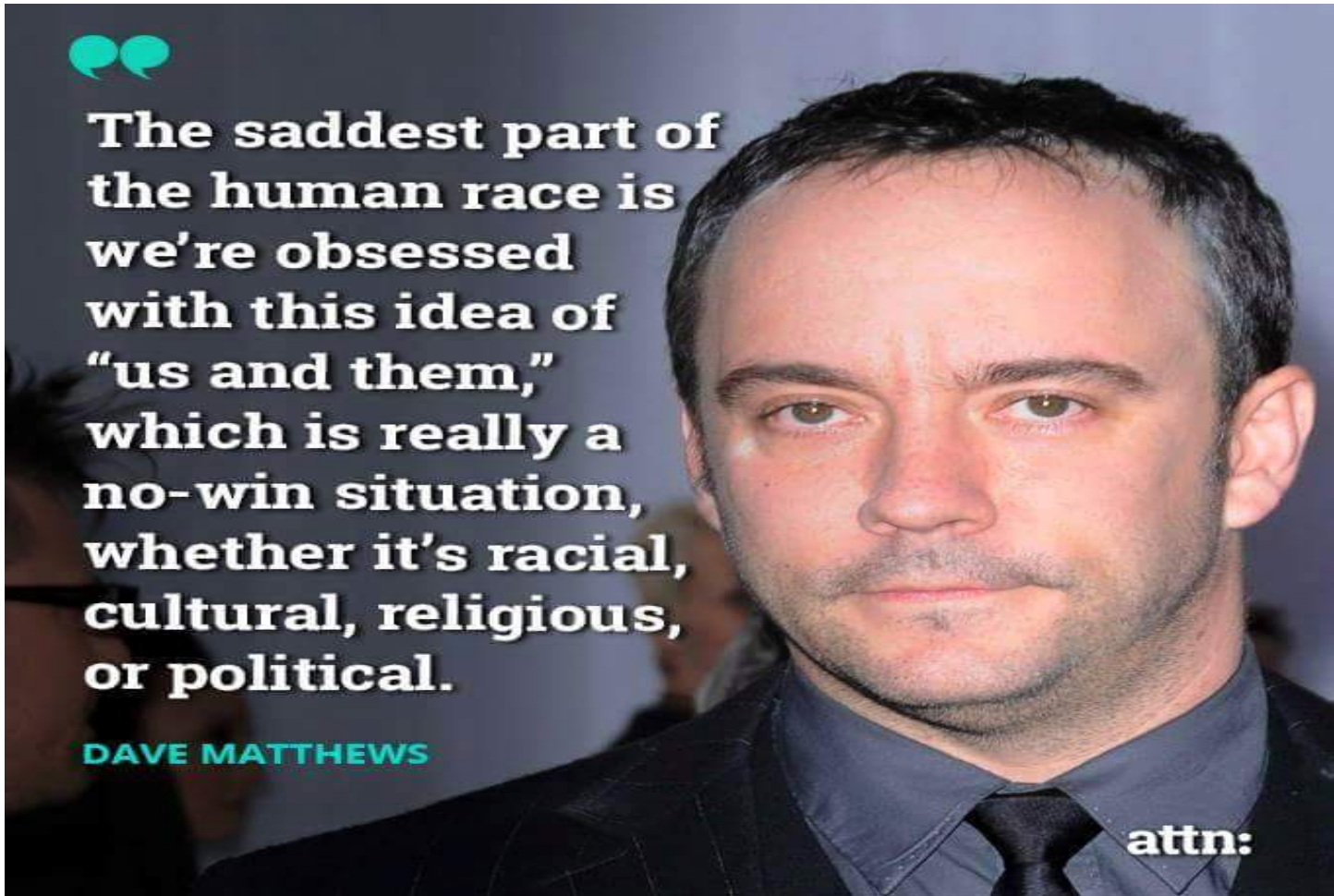
- Remember your partner's response to these questions and be prepared to introduce him/her



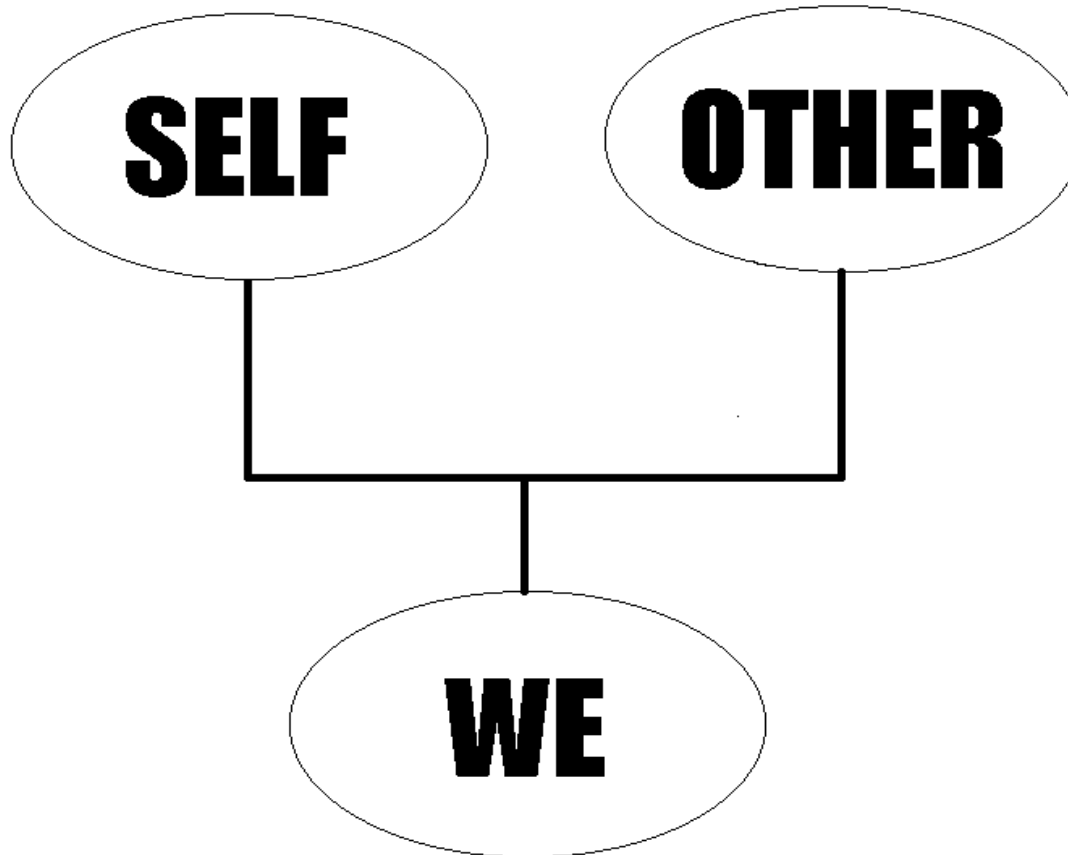
The saddest part of the human race is we're obsessed with this idea of "us and them," which is really a no-win situation, whether it's racial, cultural, religious, or political.

DAVE MATTHEWS

attn:



Communication- Key to Connecting



Communication!



Communication starts before we ever open our mouth. Over 80% of communication is non-verbal.

Defining Race

- Race
 - Groupings of people based on shared physical characteristics (physiognomy)
 - 3 so-called races (caucasoid, negroid, mongoloid)
 - Within-group differences related to race account for more variation in genetic and behavioral systems than do between-group differences (B & L)
 - Socially constructed → Race is now a socio-historical concept dependent on societal perception that differences exist and they are important

Defining Ethnicity

- Ethnicity
 - More directly connected to concept of culture
 - Common nationality, origin, lineage, roots, language
 - A means by which culture is transmitted
 - Today: at least 270 ethnic groups including at least 170 Native American groups
 - Ethnicity and race inexorably linked to other social variables (B & L)

Sociopolitical Context

- Race, in fact, is an empty biological category.
- It is the complex set of social, political and cultural forces, described as the sociopolitical context (Nieto, 2011) that continues to work to reproduce disparities that are viewed as “racial” outcomes in American society.
- These sociopolitical forces , overt and subtle, has tremendous influence and impact.

Culture and Race Conflated

- In the absence of clear biological evidence to support racial definitions, a set of cultural practices are accepted and function as a racial marker and category.
- Thus, “acting white” or “acting black” is a cultural critique perceived as a racial critique, i.e. “Obama is not Black enough”.

Race and Culture

- T/F America's schools were never designed to educate everyone. Explain.
- Define Race.
- Define culture.
- Explain how they may intersect in classrooms and schools and affect achievement.

Defining Culture

- Culture- culture consists of the abstract values, beliefs, and perceptions of the world that lie behind people's behavior, and which are reflected in their behavior. These are shared by members of a society, and when acted upon, they produce behavior considered acceptable within that society. Culture is learned, rather than inherited biologically, and the parts of a culture function as an integrated whole.

CULTURE AS AN ICEBERG

ORGANIZATIONAL

rules
policies
mission
regulations

PERSONAL

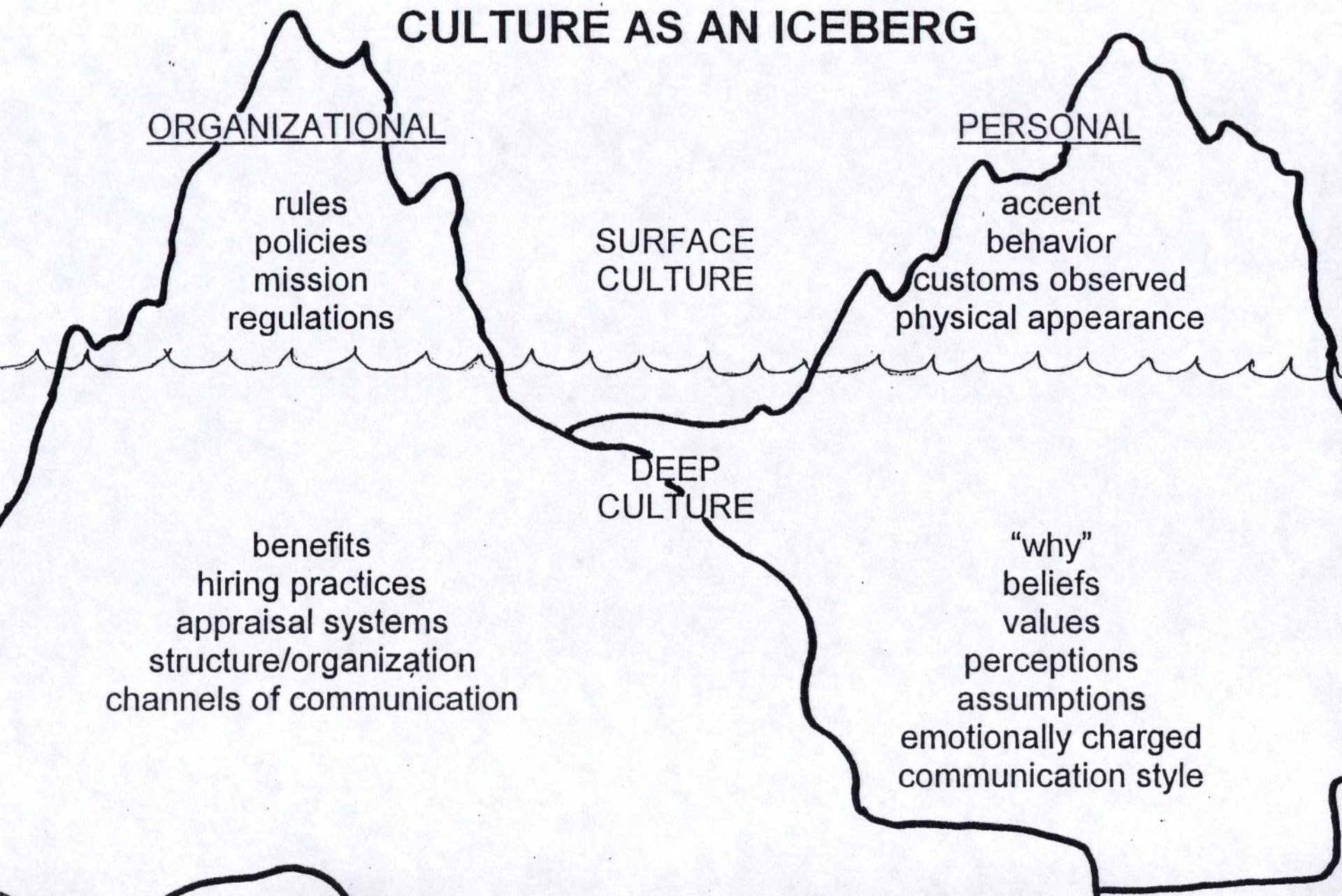
accent
behavior
customs observed
physical appearance

SURFACE
CULTURE

DEEP
CULTURE

benefits
hiring practices
appraisal systems
structure/organization
channels of communication

"why"
beliefs
values
perceptions
assumptions
emotionally charged
communication style



Three-Dimensional Model of Culture

(Kugelmass, 2004, adapted from Hall, 1983)

- Dimension I. Visible-technical level observed by insiders and outsiders
- Dimension II. The private level shared by insiders, revealed to trusted outsiders, and seen in patterns of interactions
- Dimension III. The underlying, implicit level of primary culture that links and defines patterns of interconnections between and among each dimension

Cultural Contests

By identifying and investing specific behaviors, physical and cultural components with meaning and value, schools and institutions can create a hierarchy based on characteristics of children, their families, cultures and communities. “When a majority group assumes the power of instituting norms from which minority groups are seen as deviate, differences between these groups become institutionalized. Difference is then perceived as a deficit, or as a failure to meet the standards of the majority.” (Kich, 1996: p. 266).

Cultural Match/Cultural Mismatch

- The majority of teachers and school personnel are generally white and middle class, and cultural norms and values of the institutional cultures are generally derived from and defined by dominant, middle class culture perspective.
- There may be a “cultural match” between similarly situated persons and institutions.
- There may exist a “cultural mismatch” between poor and minority communities and teachers and school staff.

Adjusting and Changing Cultural Perspectives

- Patterns of Adjustment- As indicated by Cushner (1996), "studies of cross-cultural experiences suggest that there is a fairly predictable pattern of adjustment when interacting with people one perceives as different from oneself" (p.84).
- It Takes Time to Change- Most individuals require a significant amount of time before they develop the in depth understanding required for them to live and work effectively and comfortably with people from other backgrounds. Some suggest that this period may be as long as two years.
- Reshaping Cultural Outlooks- "Clearly, if acquiring a cultural identity through primary socialization requires full immersion in a culture over a long period of time, it stands to reason that reshaping one's cultural outlook as a result of secondary socialization will also take considerable time" (p.84).

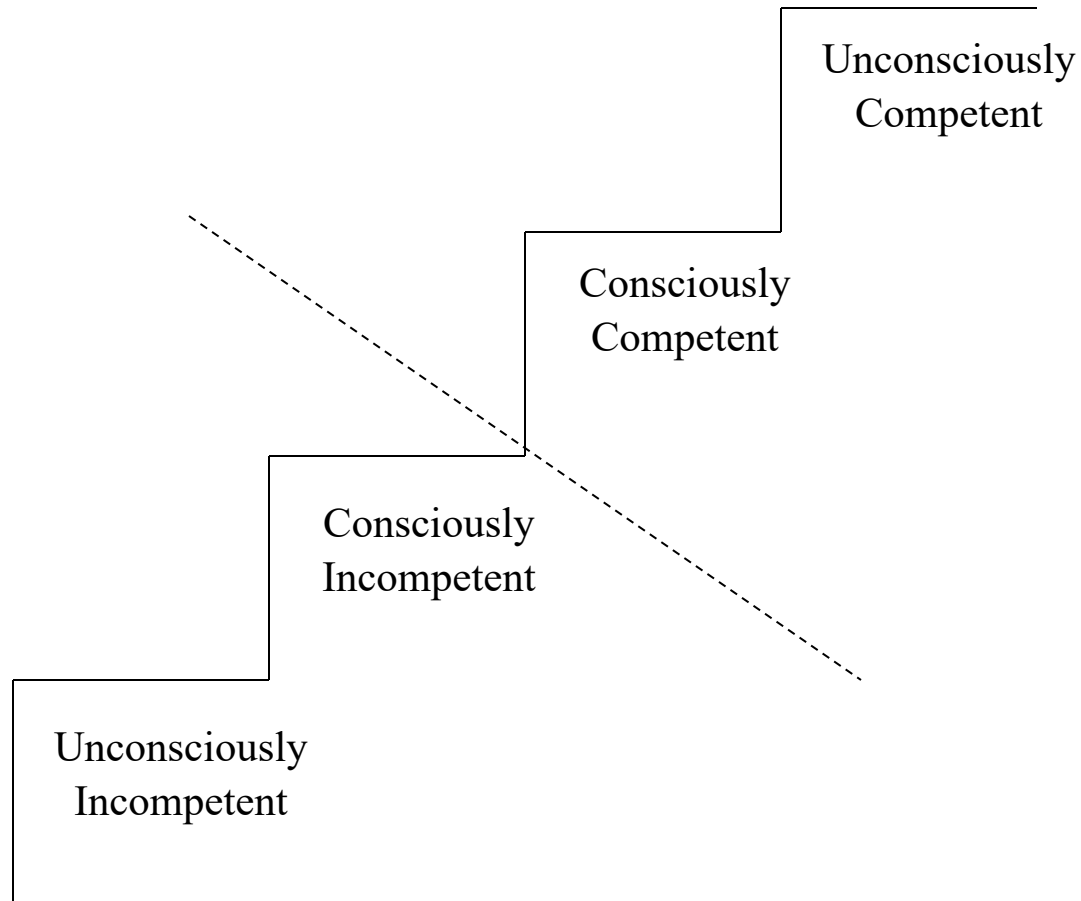
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Cultural Competence

- Cultural competence- an ongoing effort of learning, developing and using skills and abilities that explicitly recognizes and values cultural differences and attempts to be inclusive and competent in interactions with other racial, ethnic and cultural groups. The ability to operate effectively and successfully with your own and other cultures different from your own.

Hierarchy of Cultural Competency



Personal and Organizational Stages

	Stage I	Stage II	Stage III
Level of self-Awareness	My perspective is right (only one)	My perspective is <u>one</u> of many	My perspective is changing and being enhanced
Emotional Response to Differences	Fear/Rejection/ Denial We're all alike	Interest Awareness Openness	Appreciation Respect/Joy/ Enthusiasm
Mode of Cultural Interaction	Isolation Avoidance Hostility	Integration Interaction Acceptance	Transforming Internalizing Rewarding
Approach to Managing Diversity	Autocratic Monocultural Directive	Compliance Tolerance	Valuing diversity Maximizing potential

Dyad Activity- 2 Questions

1. Discussion Questions: What do you need in order to participate in an honest conversation about your own beliefs, assumptions, stereotypes and biases.

2. What do you need to be more culturally competent? What about your agency?

LEADERSHIP

Leadership

- The leader cannot do it all. Solving challenging issues is not simply a matter of finding the right leader. Leadership is not simply a position or place, but is best viewed as an "activity, a social practice that stretches across many people and include the situation in which leadership activity takes place"(Goodlad, 2004, p. 96, 109).

Trust

- Trust- being able to rely on each other. This creates a sense of confidence and cooperation.
- We can believe that others will act according to expectations whether we are watching them or not.
- Indispensable for organizational change and progress.

Organizational Trust

Trust within an organization results in:

- Increased Energy
- Greater Commitment
- Supports and encourages relationships
- Supports and encourages communication
- Sense of safety and support

Commitment to Moral Change

- Leadership that engages in moral change seeks to change what really matters and develop what serves the benefit of all
- Ethical leadership always works to do the right things the right ways
- Establishing the authority and trust necessary to facilitate and lead organizational change

Mutual Accommodation

- Organizations and their clients, must be willing and able to learn and practice behaviors and attitudes in the effort to reach what should be shared common goals.
- All staff and clients need help and support to develop skills in multicultural communication, interactions and understanding.

What Does It Look Like?

- The organization will accept, respect and build on the culture, language and family knowledge and experiences as legitimate and valuable resources and basis for working successfully with diverse clients and communities.
- Clients will learn and interact with the culture of the organization and work to meet expectations and learn necessary skills to reach goals.

What Should We Do?

- Develop an approach that addresses diversity issues within the broader social context
- Recognize social location as a function of institutional arrangements
- Take into account the impact and intersection of multiple identities
- Recognize that usual generalizations do not address the complexity of diversity in the US

First- and Second-Order Change

- First-order change is doing more-or less- of something we are already doing. First order change is always reversible.
- Second-order change is deciding-or being forced- to do something significantly or fundamentally different from what has been done before. The process is irreversible; once you begin, it is impossible to return to the way you were doing it before.

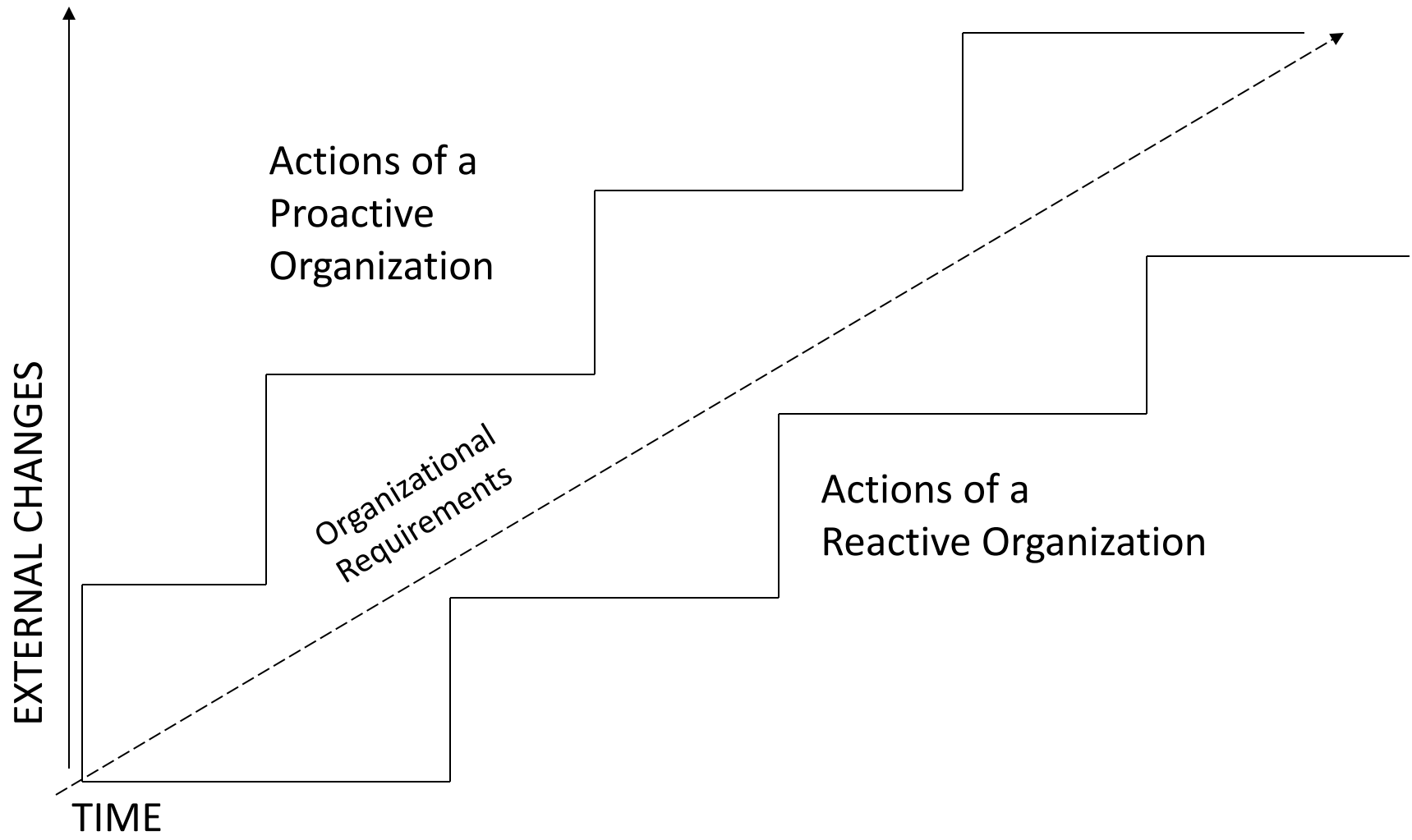
CONCLUSION

“The world changes according to the way people see it, and if you can alter, even by a millimeter, the way people look at reality, then you can change the world.”

James Baldwin

Improvement Efforts

- Improvement efforts can not be viewed as special events, single episodes or brief snapshots in time. Efforts to improve must be characterized by relevant activities that create and maintain meaningful and consistent opportunities for learning and for practice.



Actions of a Proactive Organization

Organizational Requirements

Actions of a Reactive Organization

21st Century Skills

- Successful implementation of 21st century skills will require more than the creation and adoption of new policies; *it will require all people to embrace different assumptions, develop interdependent relationships, and, most importantly, act in new ways.*
- Effective professional development is a very important part of the work.