



Diversity & Inclusion Training: Developing Our Cultural Competencies

September 17, 2019



WELCOME SLAC PARTICIPANTS!

Today's Facilitators:

**Angela Rola, Director - Asian American
Cultural Center (AsACC)**

**Fany Hannon, Director, Puerto Rican/Latin
American Cultural Center (PRLACC)**

Land Acknowledgement

We would like to begin by acknowledging that the land on which we gather is the territory of the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, and Lenape Peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land, and aspire to uphold our responsibilities according to their example.

Working Assumptions

- All participants are contributors
- Listen from a place of learning, rather than for confirmation of current thinking
- Honest dialogue welcome; agree to disagree
- Conflict is the “juicy” part
- Approach each other with respect
- Be confident that this is a brave space
- Wait & ask yourself: Why am I talking?; Why aren't I talking?
- ????

Learning Intentions

Participants will:

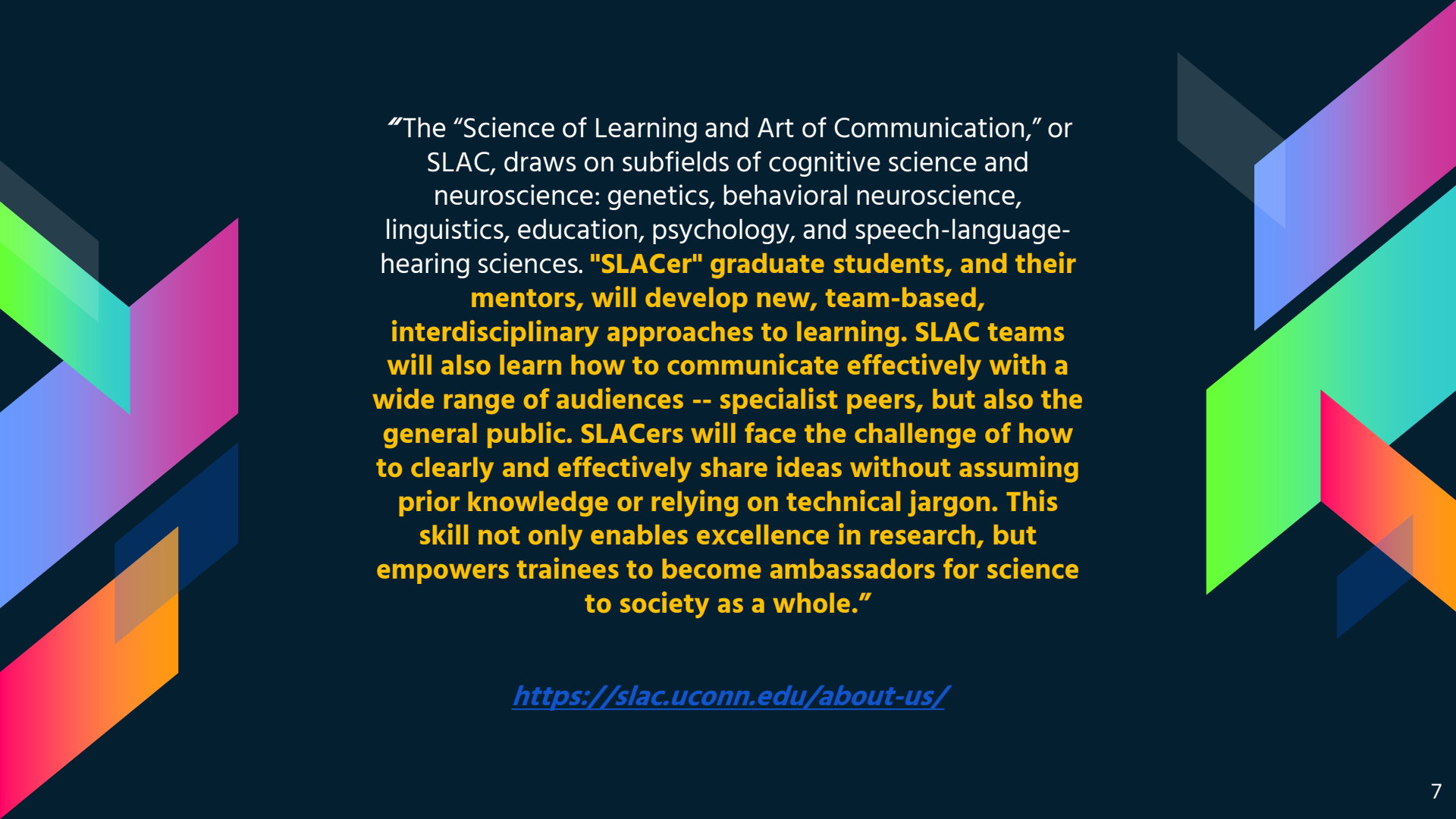
- ✓ Engage authentically and vulnerably in critical reflection about their privileged and subordinate identities and associated socialization
- ✓ Assess their work/research environment using the CECE model
- ✓ Learn strategies for creating an inclusive learning environment
- ✓ Develop skills for culturally responsive interactions/teaching across cultures

WHO'S IN THE ROOM?

- Your name
- Your pronouns: (They, Them, Their; She, Her, Hers; He, Him, His; Ze, Zim, Zir;.....etc.)
- Your area of research
- What do you hope to gain today?

No repeats, please. Extended remix encouraged!





“The “Science of Learning and Art of Communication,” or SLAC, draws on subfields of cognitive science and neuroscience: genetics, behavioral neuroscience, linguistics, education, psychology, and speech-language-hearing sciences. **“SLACer” graduate students, and their mentors, will develop new, team-based, interdisciplinary approaches to learning. SLAC teams will also learn how to communicate effectively with a wide range of audiences -- specialist peers, but also the general public. SLACers will face the challenge of how to clearly and effectively share ideas without assuming prior knowledge or relying on technical jargon. This skill not only enables excellence in research, but empowers trainees to become ambassadors for science to society as a whole.”**

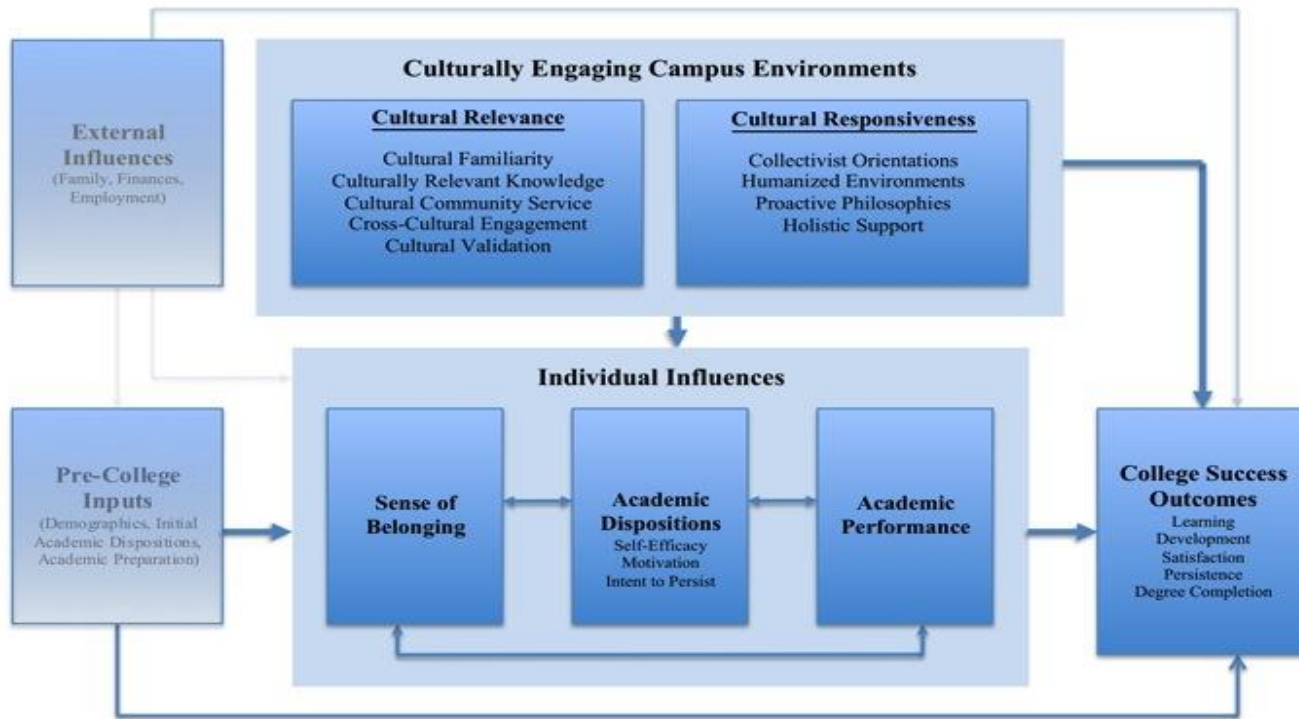
<https://slac.uconn.edu/about-us/>

The Culturally Engaging Campus Environments (CECE) Model

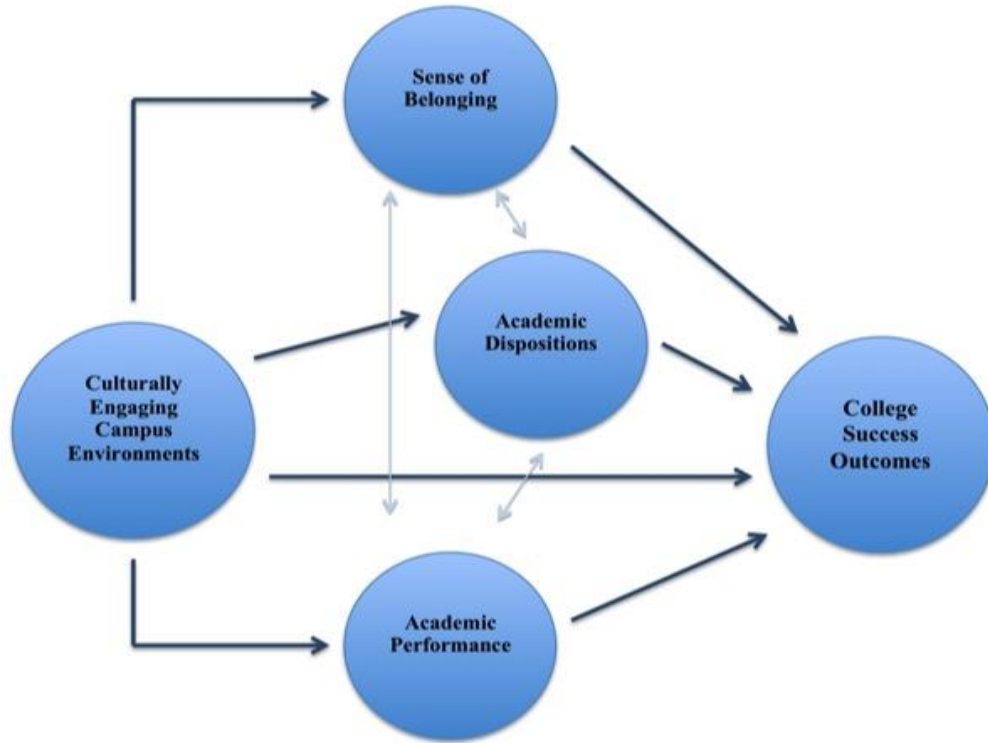
The Culturally Engaging Campus Environments (CECE) Project is an initiative aimed at transforming campus environments to create the conditions for diverse college student populations to thrive in college. The CECE Project's design, goals, and activities are founded on four pillars:

1. **Vision**
2. **Inquiry**
3. **Transformation**
4. **Equity**

Museus, S. D. (2014). The Culturally Engaging Campus Environments (CECE) Model: A new theory of college success among racially diverse student populations. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 189-227). New York: Springer



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Applying CECE to Your Work Environment

Cultural Relevance

Five indicators focus on the ways that campus environments are relevant to the cultural backgrounds and communities of diverse college students:

- ▶ Cultural Familiarity
- ▶ Culturally Relevant Knowledge
- ▶ Cultural Community Service
- ▶ Meaningful Cross-Cultural Engagement
- ▶ Culturally Validating Environments

Cultural Responsiveness

The remaining four indicators focus on the ways in which campus environments respond to the norms and needs of diverse college students:

- ▶ Collectivist Cultural Orientations
- ▶ Humanized Educational Environments
- ▶ Proactive Philosophies
- ▶ Holistic Support

Community Cultural Wealth



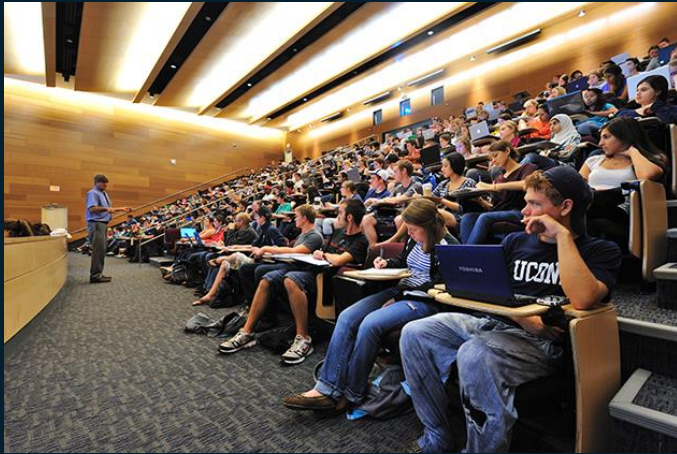
Practical Ways To Be More Culturally Self-Aware

- Question yourself before you act or speak: suspend judgment only temporarily, to allow yourself to reflect critically on your assumptions and reactions
- Speak out against intolerant behavior when you notice it
- Support equity for marginalized & minoritized individuals however you are capable
- Take a genuine interest in other people: listen to and engage with them actively
- Try new experiences, from eating different foods to attending cultural events
- Keep apprised of cultural, political, and social news
- Vote: research the candidates and issues before you do so
- Travel more: whether it be around campus, the state, the country, or the world
- Remain humble: remember that we don't know what we don't know

Active Listening and Engagement: An Ethic of Care

- Care about, dignify, and validate the student, colleague, or other person
- Take responsibility for your role in the conversation
- Be responsive and thoughtful

*Quoted and adapted from Joan C. Tronto, "An Ethic of Care", in Ann E. Cudd and Robin O. Andreasen, *Feminist Theory: A Philosophical Anthology*. Malden, MA: Blackwell Publishing, 2005.



Inclusive Teaching Pedagogy

“**Inclusive teaching** involves **deliberately cultivating** a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching **attends to student identities** and **seeks to change** the ways systemic inequities shape dynamics in teaching learning spaces, affect individuals’ experiences of those spaces, and influence course and curriculum design.”

Source: University of Michigan Center for Research on Learning and Teaching (CRLT)

Inclusive Teaching Pedagogy

1

Social belonging

Ambrose et al. 2010; Walton & Cohen 2011

2

High expectations/Paths to success

Dweck 2006; Steele 2011; Yeager et al. 2013

3

Transparency

Eddy & Hogan 2014; Stephens et al. 2012

4

Structured interactions across difference

Johnson & Johnson 2014; Gurin et al. 2013

1.

Social belonging

Students' feelings of **social belonging** are strongly correlated to their ability to learn. By the same token, feeling excluded, marginalized, or devalued on campus or in a class or discipline can be a significant barrier to student learning.

2.

Transparency

Transparency about expectations and norms benefits all students' learning and is especially beneficial for first-generation college students and other groups who have been traditionally underserved by higher education.

3.

High expectations/Paths to success

Students are more likely to persist through challenges when instructors communicate **high standards and provide clear paths** to success for all students.

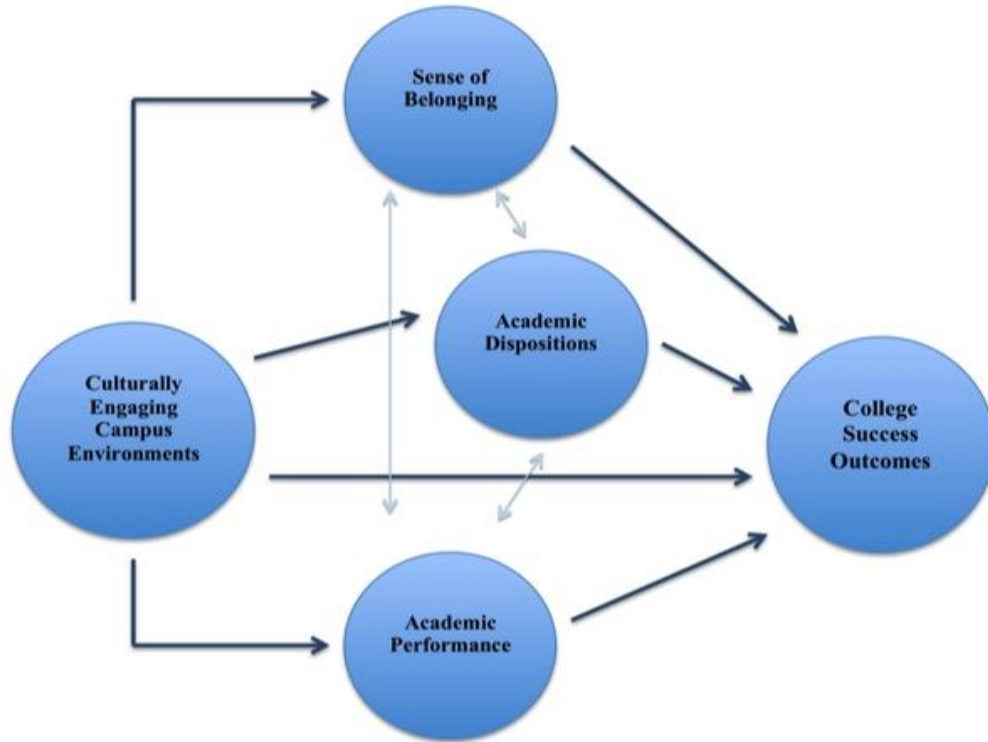
4.

Structured interactions across difference

Student awareness of and appreciation of diversity are maximized when instructors create **structured opportunities** for classmates to learn about and from one another.

Skills for Creating an Inclusive Classroom

1. Understanding perceptions and assumptions
2. Noticing and managing dynamics
3. Asking questions that produce discussion and reflection.
4. Reflecting: The process of paraphrasing and restating both the feelings and words of the speaker.
5. Redirecting: Moving the question, statement, or conversation back to the speaker or others in the room
6. Encouraging sharing of experience and ideas.
7. LARA/I: Listen, Acknowledge, Respond, Add Information and/or Inquiry
8. The 4 D's of Bystander Intervention: Distract, Delegate, Direct, Delay



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Equity-minded Practices in Your Syllabi

- > **Demystifying** college policies and practices
- > **Welcoming** students and creating a classroom culture in which they feel cared for
- > **Validating** students' ability to be successful
- > **Creating a partnership** in which faculty and students work together to ensure success
- > **Representing** a range of diverse experiences and backgrounds in assignments, readings and other materials
- > **Deconstructing** the presentation of dominant culture (White, Heterosexual, Cisgender, Able-body...etc.) students as the "norm"

Source: University of Southern California- Center for Urban Education

CLOSING ACTIVITY

Please share with the group:

- › An AHA moment
- › One action item
- › Gratitude to a colleague

Thank you for your participation!

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