

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo







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Diversity – Looks at Who We Are (cont.)

Internal Dimension (“immutable characteristics”):

- Race
- Ethnicity
- Sex
- Sexual Orientation
- Age

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Diversity – Looks at Who We Are (cont.)

External Dimension:

- Class
- Income
- Geographic location
- Appearance
- Marital status
- Parental status
- Veteran status
- Educational background
- Recreational habits
- Personal habits
- Religion
- Work experience
- Immigration Status
- COVID vaccine Status

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Diversity – Looks at Who We Are (cont.)

Organizational Dimension:

- Internal structures/hierarchies
- Management/labor status
- Academic/classified
- Tenure/non-tenured/adjunct
- College/district office
- Staff/student
- District/community
- Work location (main campus/secondary campus)
- Exempt/Non-Exempt

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Diversity – Describes Reality

- California generally
- Community colleges specifically



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EEO in California Community Colleges

“Each district employer shall commit to sustained action to devise recruiting, training and advancement opportunities that will result in equal employment opportunities for all qualified applicants and employees”

***EC 87101(c).**

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EEO in California Community Colleges

Academic & Administrative Applicants Must Demonstrate:

“sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students.”*

***EC 87360.**

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Diversity – Describes A Goal

- Maximizing diversity at work and school while maintaining standards
- Developing a process that attracts diverse pools of highly qualified candidates

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Diversity – Describes a Goal (cont.)

Diverse groups tend to engage in more rigorous decision-making, more consideration of different perspectives, which lead them to decisions that are more objective; they're less likely to make certain mistakes. But, that is not always the easiest social process."

- Evan Apfelbaum,
Boston University associate professor
of organizational behavior

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Inclusion – What It Is

- Inclusion is about how we engage in a diverse environment
- Inclusive environments embrace diversity
- Inclusive environments engender openness to a wide variety of ideas, behaviors, experiences values & beliefs

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Inclusion – What It Is (cont.)

Inclusive work & educational environments encourage:

- Celebration
- Curiosity
- Empathy
- Good will

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Inclusion – What It Is Not

- It is NOT a “melting pot”
 - A “melting pot” erases/negates differences
 - Contrast: Inclusive environments enjoy and respect differences
- On the other hand, studies show that focusing on differences can make groups who exist in small numbers feel that focusing on differences may make them stick out

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Cultural Competence: Culture

Culture is defined as the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts.

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Cultural Competence: Culture (cont.)

Is the shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization. Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group.

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Cultural Competence: Competence

A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.

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Cultural Competence

“Cultural competence is having an awareness of one’s own cultural identity and views about differences, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry.”

National Education Association (NEA)

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Cultural Competence – Components

- Awareness – consciousness of one’s own attitudes and biases as well as the socio-political issues that confront culturally different individuals
- Knowledge – accumulation of factual information about different cultural groups
- Skills – integration of awareness competencies to positively impact people from culturally distinct groups
- Attitude – belief that differences are valuable and change is necessary and positive

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Cultural Competence

- The ability to interact effectively with people of different cultures and socio-economic backgrounds
- Goes beyond knowledge/sensitivity
- Describes individual and institutional capacity
- A process

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The Challenge

Moving from diversity to inclusion:

- Recognizing how diversity vitalizes work and education
- Institutional commitment
- Personal commitment

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Creating Cultures Of Respect Step 1 – Valuing Diversity

A diverse group of people who function in an inclusive environment have a better capacity for:

- Creativity
- Recognizing alternatives
- Anticipating problems
- Seeing new opportunities
- Respecting each other

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Creating Cultures Of Respect Step 1 – Valuing Diversity (cont.)

Consequences of non-inclusive environment:

- People feel unwelcomed, devalued, and marginalized
- Ideas and solutions go unexpressed
- Induce negativity among students

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Creating Cultures Of Respect Step 1 – Valuing Diversity (cont.)

- Conduct Exercise
- “It’s Our Idea”

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**Creating Cultures Of Respect
Step 2 – Institutional Commitment**

- Leadership
- Visible support at all levels
- Institutional curiosity
- Policies/procedures
- Training/education

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**Creating Cultures Of Respect Step 2 –
Institutional Commitment (cont.)**

Leadership

- Must have “buy-in” at the top
- Boards
- Chancellors
- Presidents
- Union leaders
- Senate leaders

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**Creating Cultures Of Respect Step 2 –
Institutional Commitment (cont.)**

- Visible support at all levels
 - Community-wide “buy-in”
 - Ensure input from all stakeholders
 - Inter-departmental collaboration
- Institutional curiosity
 - Climate surveys
 - Employee bios
 - Strong no-retaliation policies
 - Cultural events

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Creating Cultures Of Respect
Step 3 – Personal Commitment

Willingness to:

- Recognize cultural context of your statements and actions
- Examine personal attitudes and conduct
- Recognize and discount own biases and stereotypes
- Move beyond tolerance: accept, appreciate and benefit from diversity

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Step 3 – Personal Commitment (cont.)

Five Steps

- Awareness of self
- Awareness of others
- Acceptance
- Appreciation of differences
- Constructively using the differences

Gary W. Janka

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Exercise

“Connections”

- Spend 5 minutes
- List the 10 people you are closest to or trust the most in your life, exclusive of immediate family (spouse, partner, children)

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Step 3 – Personal Commitment (cont.)

- Recognizing cultural context of our actions
- Diverse communities include historically excluded and underrepresented groups working and learning side-by-side with historically dominant groups within an organizational structure

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Creating Cultures Of Respect
Step 3 – Personal Commitment (cont.)

Part of what we “bring to the table” are our “immutable” characteristics

- Sex assigned at birth: female/male
- White/nonwhite
- Hetero/LGBTQ/asexuality
- Individuals without disabilities/individuals with disabilities

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Step 3 – Personal Commitment (cont.)

- Part of what we “bring to the table” are our roles and power relations
 - Boss/subordinate
 - Faculty/student
 - Staff/student
- Interactions can result in “Microaggressions”

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Step 3 – Personal Commitment (cont.)

Microaggressions – Interactions:

- Brief
- Commonplace
- Intentional or unintentional
- Hostile/derogatory/negative/insulting

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Step 3 – Personal Commitment (cont.)

Microaggressions can be:

- Combination of verbal (our words/tone) and non-verbal conduct (our looks/gestures/body language)

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Step 3 – Personal Commitment (cont.)

Microaggressions result from:

- Insensitivity to experience of people in traditionally disempowered groups based on:
 - Race/ethnicity
 - Age
 - Disability
 - Religion
 - Veteran status
 - Gender
 - Sexual orientation/LGBTQ
 - Immigration status
 - Job Function
 - Parental status
- Active manifestation of oppressive views that create, foster and enforce marginalization

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Step 3 – Personal Commitment (cont.)

Impact of microaggressions:

- Hurtful
- Detrimental
- Undermining
- Impairs performance
- Disempowering
- Anxiety
- Depression
- Sleep difficulties
- Diminished confidence

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Step 3 – Personal Commitment (cont.)

Why microaggression can be difficult to address:

- Subtle
- Glossed over
- Perceived as innocuous
- Fear of appearing petty

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Step 3 – Personal Commitment (cont.)

Three types of Microaggression:

- Micro-Assault
- Micro-Insult
- Micro-Invalidation

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Step 3 – Personal Commitment (cont.)

Micro-Assault:

- Explicit
- Intentional

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Step 3 – Personal Commitment (cont.)

Micro-Insult:

- Unintentional
- Unseen by giver
- Examples from your own experience
- Ever felt a subtle put-down that made you feel smaller?
 - "Where are you *really* from?"
 - "What are you?"

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Abandoning Microaggression –
Individuals

- Recognize that dismissive attitudes are harmful
- Engage in self-reflection to identify times that you may have been subtly or covertly aggressive in your personal and work life
- Participate in continuing education activities on the topic
- Avoid making assumptions and labeling individuals

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Abandoning Microaggressions – Institutions

- Foster inclusive environments
- Collaborate with groups and organizations who are committed to addressing issues of diversity and inclusion
- Offer training and opportunities for continuing education and diversity workshops

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Step 3 – Personal Commitment (cont.)**

Micro-invalidation

- Unintentional
- Intent often is to express opposition to bigotry
- Negate the experiences of historically disempowered groups
 - "I don't see color."
 - "Our neighbor is gay, but we love him!"
 - "Everyone can succeed in this country, if they work hard enough."
 - "I don't even think of you as disabled!"

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Strategies for preventing conflict:

- Avoid stereotyping
- Words don't exist in a vacuum
 - Hear them in context of empowered v. disempowered groups

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**Diversity Plan In Action:
Ongoing Goals**

- Improve communications
- Understand group interaction
- Manage culture clash
- Find common ground

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**Diversity Plan In Action:
Avoiding Stereotyping**

Persons with disabilities:

- Are the most diverse of all protected statuses
- Yet, generally all receive societal misunderstanding, prejudice or discrimination
 - Segregated from others in "special" programs
 - Viewed with pity or fear

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**Diversity Plan in Action:
Effective Communication**

Action Plan for Respectful Communication with Persons with Disabilities:

- Use "People First" language
- Follow etiquette rules
- Lead by your example

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**Diversity Plan In Action:
People First Language**

- Language perpetuates negative stereotypes:
 - “Handicapped” is archaic; do not use it
 - “Disabled person” indicates that the disability is all the person is
 - “Special needs” or “suffering from a disability” generates pity
- People First Language focuses on the person or the person’s needs, not problems
- Communications, Policies and Procedures, CBAs

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**Diversity Plan In Action:
People First Language (cont.)**

<p><u>People First Language</u></p> <ul style="list-style-type: none">• Has a disability• Accessible parking or room• Uses a wheelchair• Communicates with a device	<p><u>Stereotyping Language</u></p> <ul style="list-style-type: none">• Is suffering from a disability• Handicapped/disabled parking or room• Wheelchair bound/confined• Cannot speak/dumb
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**Diversity Plan In Action:
Etiquette Rules**

- Speak directly to the person with the disability and not to a companion or interpreter
- If you offer assistance, wait for acceptance, and then listen for and take instruction
- Do not hang on or lean on a wheelchair
- Never pretend to understand a person with a speaking disability; ask clarifying questions
- Look at a person with a hearing disability while talking; don’t block your mouth
- Do not overly praise a person with a disability for completing routine tasks

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Strategies for moving beyond conflict:

- Get to know the people you work with and assist
- Appreciate contributions
- Facilitate productive outcomes
- Feel enriched by diverse environment
- Treat everyone as an individual and with respect

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Strategies for conflict resolution

- Avoid being defensive
- Accept perceptions of others
- Ask questions
- Don't trivialize
- Apologize



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Thank You!

Yesenia Z. Carrillo
Associate | Fresno
559-256-7816 | ycarrillo@lcwlegal.com
www.lcwlegal.com/people/yesenia-carrillo/

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