

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

LCW LIEBERT CASSIDY WHITMORE

Creating a Culture of Respect

Presented By:
Yesenia Z. Carrillo

Agenda

- Defining Terms
- The Value of Diversity
- Institutional Commitment
- Personal Commitment
- Strategies for Creating Cultures of Respect

LCW LIEBERT CASSIDY WHITMORE

LCW LIEBERT CASSIDY WHITMORE

Diversity – Looks at Who We Are

Recognizes 4 layers:

- Personality
- Internal Dimension
- External Dimension
- Organizational Dimension

Diversity – Looks at Who We Are (cont.)

Internal Dimension (“immutable characteristics”):

- Race
- Ethnicity
- Sex
- Sexual Orientation
- Age

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

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

Diversity – Describes Reality

- California generally
- Community colleges specifically



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).**

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.**

Diversity – Describes A Goal

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

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

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

Inclusion – What It Is (cont.)

Inclusive work & educational environments encourage:

- Celebration
- Curiosity
- Empathy
- Good will



LIEBERT CASSIDY WHITMORE

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



LIEBERT CASSIDY WHITMORE

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.



LIEBERT CASSIDY WHITMORE

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.



LIEBERT CASSIDY WHITMORE

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.



LIEBERT CASSIDY WHITMORE

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)



LIEBERT CASSIDY WHITMORE

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

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

The Challenge

Moving from diversity to inclusion:

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



LIEBERT CASSIDY WHITMORE

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



LIEBERT CASSIDY WHITMORE

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

 LIEBERT CASSIDY WHITMORE

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

- Conduct Exercise
- “It’s Our Idea”

 LIEBERT CASSIDY WHITMORE

Creating Cultures Of Respect Step 2 – Institutional Commitment

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

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

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

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

 LIEBERT CASSIDY WHITMORE

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

 LIEBERT CASSIDY WHITMORE

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

Five Steps

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

Gary W. Janka

 LIEBERT CASSIDY WHITMORE

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)

 LIEBERT CASSIDY WHITMORE

Creating Cultures Of Respect 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

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

Creating Cultures Of Respect 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”

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

- Microaggressions – Interactions:
- Brief
 - Commonplace
 - Intentional or unintentional
 - Hostile/derogatory/negative/insulting

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

Microaggressions can be:

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

LCW LIEBERT CASSIDY WHITMORE

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

Microaggressions result from:

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

LCW LIEBERT CASSIDY WHITMORE

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

Impact of microaggressions:

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



LIEBERT CASSIDY WHITMORE

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

Why microaggression can be difficult to address:

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



LIEBERT CASSIDY WHITMORE

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

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

Three types of Microaggression:

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

 LIEBERT CASSIDY WHITMORE

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

Micro-Assault:

- Explicit
- Intentional

 LIEBERT CASSIDY WHITMORE

Creating Cultures Of Respect 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?”

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

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

Creating Cultures Of Respect 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!”

Creating Cultures Of Respect

Strategies for preventing conflict:

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

Diversity Plan In Action: Ongoing Goals

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

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

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

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

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

People First Language

- Has a disability
- Accessible parking or room
- Uses a wheelchair
- Communicates with a device

Stereotyping Language

- Is suffering from a disability
- Handicapped/disabled parking or room
- Wheelchair bound/confined
- Cannot speak/dumb

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

Creating Cultures Of Respect

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

Creating a Culture of Respect

LCW Consortium | March 4, 2022

Presented By: Yesenia Z. Carrillo

Creating Cultures Of Respect

Strategies for conflict resolution

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



 LIEBERT CASSIDY WHITMORE

Thank You!

Yesenia Z. Carrillo

Associate | Fresno

559-256-7816 | ycarrillo@lcwlegal.com

www.lcwlegal.com/people/yesenia-carrillo/

 LIEBERT CASSIDY WHITMORE