

Committee on Diversity Minutes

September 28, 2011

Present- Kim Bobby, Westley Dang, Lisa Ferrari, Nadav Heman, Zaixin Hong, Pepa Lago-Grana, Margi Nowak, Czarina Ramsay, Amy Ryken, Kurt Walls

1. The meeting was called to order by chair Amy Ryken at 8:03am
2. The minutes for our first meeting on September 13, 2011 were approved without objection or correction.
3. Announcements
 - a. All future Diversity Committee meeting this fall will be in the Misner Room in the Library
 - b. Hispanic Film Festival - Community is the theme, Sept 21, Oct 12, Nov 9, Rausch Auditorium
 - c. Seattle Women's Chorus performing "True Country" at Benaroya Hall Oct 1st and 2nd
4. The topic of discussion for the day was focused on the document entitled "What is Cultural Competence?" We read aloud the first page, and then each member of the committee answered questions from the four sections, Awareness, Knowledge, Skills, and Advocacy. It was explained that this document was a work in progress and it is designed "to support conversations about how sameness and difference is experienced at Puget Sound." It is now being used as a tool in new staff orientation and has been used with a number of departments across campus including Dining and Conference Services, Technology Services, and Career and Employment Services. The November 2, 2011 Wednesday at 4 session will focus on this topic.

The discussion turned to particular parts of the document that seemed unclear or raised questions.

Awareness Section: Is it possible to be "not ethnocentric"? Should language be added to the statement, "comfortable with differences that exist between oneself and colleagues and others in terms of . . . "?

Knowledge Section: Is the phrase "generic characteristics" too vague? Does it essentialize or negate a more complex understanding of culture?

The committee discussed the opportunities and challenges of honestly grappling with both the document and the larger questions and tensions raised by it. All agreed that we should continue this discussion at our next meeting. Attach to these minutes is a copy of this document.

5. Move to adjourn at 8:50am

Next meeting October 11, 8am, Misner Room.

Respectfully submitted by:

Kurt Walls

Theatre Arts

WHAT IS CULTURAL COMPETENCE?

All effective organizations need highly competent people, and their competencies are demonstrated in a variety of valuable areas, such as creativity, strategic agility, integrity, and functional/technical skills, to name a few. Equally important to organizational effectiveness is the ability to develop a related competency called cultural competency. Like all professional competencies, cultural competency requires intentional engagement as part of our ongoing professional growth.

*A culturally competent individual is one who is actively in the process of becoming **aware of his or her own assumptions** about human behavior, values, biases, preconceived notions, personal limitations, and so forth.*

*Second, a culturally competent professional is one who actively attempts to **understand that our worldviews and identities are socially located and made** and how it is that some worldviews and identities have become dominant and others, marginalized.*

*Third, a culturally competent professional is one who actively attempts to **understand the worldview of culturally diverse populations**. In other words, what are the values, assumptions, practices, communication styles, group norms, biases, experiences, perspectives and so on, of culturally diverse students, families, communities and colleagues you interact with?*

*Fourth, a culturally competent professional is one who is in the process of actively **developing and practicing appropriate, relevant, and sensitive strategies and skills** in working with culturally diverse students, families, communities and colleagues.*

*Fifth, a culturally competent professional is one who **advocates on behalf of their students, families, colleagues** they work with. They take action in their work place, community and society to create a culture of respect and equity.*

Thus, cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved. (S: Adapted from Sue & Sue)

Cultural competence is one of the many competencies faculty and staff members and students bring to our roles as active members of the Puget Sound community and beyond—with our families, friends, and neighbors; in community organizations; in our travels; etc. Cultural competence is applicable to all aspects of social diversity, which we at Puget Sound have defined as characteristics that could cause groups or individuals to be systematically excluded from full participation in higher education, including age, disability, gender, race/ethnicity, religion/spiritual tradition, sexual orientation, job status or socioeconomic class, personal appearance, and political beliefs. (S: University of Puget Sound Diversity Strategic Plan)

Cultural competence is critical to our success as individual members of the university community; to advancing the university's strategic plan, including the diversity strategic plan; and to forwarding the university's mission:

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of

intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives. (Emphasis added)

CULTURAL COMPETENCE: AWARENESS

<p align="center">Awareness</p> <p><i>The culturally competent professional is...</i></p>	<p align="center"><input checked="" type="checkbox"/> Mark the box that most closely identifies you:</p>
<p><i>...one who has moved from being culturally unaware to being aware and sensitive to his or her own cultural heritage and to valuing and respecting differences.</i></p> <ul style="list-style-type: none"> • Explores one's values, standards and assumptions about human behavior • Is not ethnocentric and believing in the superiority of one's group 	<p>I work towards becoming aware and sensitive to my own cultural heritage and valuing and respecting differences.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...aware of one's own values and biases and how they may affect culturally diverse people.</i></p> <ul style="list-style-type: none"> • Avoids prejudices, unwarranted labeling, and stereotyping • Actively challenges one's own assumptions 	<p>I work towards becoming aware of my own values and biases and how they might affect culturally diverse people.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...comfortable with differences that exist between oneself and colleagues and others in terms of race, gender, sexual orientation, and other socio-demographic variables. Differences are not seen as being deviant.</i></p> <ul style="list-style-type: none"> • Does not profess color blindness • Does not negate the existence of differences in attitudes, behavior, beliefs & cultural norms, beliefs among different groups. 	<p>I feel comfortable with differences that exist between me and my students, family, and colleagues in terms of race, gender, sexual orientation, and other socio-demographic variables.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...sensitive to circumstances (personal biases; stage of racial, gender, and sexual orientation identity; sociopolitical influences, etc.) that may dictate referral of colleagues, and others to someone else.</i></p> <ul style="list-style-type: none"> • Aware of one's limitations and at the same time is not threatened by seeking from other professionals. <i>However...</i> • Willing to work with people from ethnically and culturally diverse populations 	<p>I am sensitive to circumstances that may dictate referral of a student to someone else at the same time I am committed to working effectively with culturally diverse colleagues and families.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>

<p><i>...aware of and accepts responsibility for one's own racist, sexist, heterosexist, or other detrimental attitudes, beliefs, and feelings.</i></p> <ul style="list-style-type: none"> • Does not deny that he/she has directly or indirectly benefited from individual, institutional, and cultural biases • Makes attempts to deal with his/her own racism, sexism, heterosexism, etc., and attempts to deal with them in a non-defensive, guilt-free manner • Has begun the process of defining a new non-oppressive and non-exploitive attitude 	<p>I work towards becoming aware of and accepting responsibility for my own racist, sexist, heterosexist, or other detrimental attitudes, beliefs and feelings.</p> <p><input type="checkbox"/>Continuously <input type="checkbox"/>Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
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CULTURAL COMPETENCE: KNOWLEDGE

<p style="text-align: center;">Knowledge</p> <p><i>The culturally competent professional...</i></p>	<p style="text-align: center;"><input checked="" type="checkbox"/> Mark the box that most closely identifies you:</p>
<p><i>...must possess specific knowledge and information about the particular group with which one is working.</i></p> <ul style="list-style-type: none"> • History, experiences, cultural values, and lifestyle issues. 	<p>I possess specific cultural knowledge and information about the diverse students, families and colleagues I work with.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/>Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...will have a good understanding of the sociopolitical systems operating in the United States with respect to treatment of marginalized groups in our society.</i></p> <ul style="list-style-type: none"> • Impact and operation of oppression, effect on institutions, i.e. education • Role of ethnocentric monoculturalism in the development of identity and worldviews among minority groups 	<p>I have understanding of the sociopolitical systems operating in the U.S. with respect to treatment of marginalized groups in our society.</p> <p><input type="checkbox"/>Strong <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> No</p>
<p><i>...must have clear and explicit knowledge and understanding of the generic characteristics of individuals from diverse ethnic, racial and socioeconomic backgrounds.</i></p> <ul style="list-style-type: none"> • Language factors, culture-bound values, and class-bound values • Being able to determine theories and models 	<p>I have a clear and explicit knowledge and understanding of the generic characteristics of students, families and colleagues from diverse ethnic, racial, and socioeconomic backgrounds that I work with.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/>Sometimes</p>

<p>that may be useful to culturally and ethnically diverse individuals is important, but also being careful not to limit the potential of a person from a different group</p>	<p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...has knowledge of institutional barriers that prevent some diverse groups from using services.</i></p> <ul style="list-style-type: none"> • Location of services, transportation • Formality or informality of décor • Languages used to advertise services • Where services are publicized • Availability of underrepresented groups at different levels in the organization • Organizational climate • Hours and days of operation • How services may be viewed 	<p>I am knowledgeable of institutional barriers that prevent diverse groups from using services.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>

CULTURAL COMPETENCE: SKILLS

Skills	<input checked="" type="checkbox"/> Mark the box that most closely identifies you:
<p><i>The culturally competent professional...</i></p> <p><i>...must be able to generate a wide variety of verbal and nonverbal responses.</i></p> <ul style="list-style-type: none"> • Different groups may learn to problem solve and respond differently (e.g., to teaching or communication styles) than their majority counterparts • The wider the repertoire of responses and pedagogy the educator possesses, the better educator he or she will be • Must become comfortable with a multitude of teaching styles and modalities 	<p>I practice generating a wide variety of verbal and nonverbal responses with my diverse students, families and colleagues.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...must be able to send and receive both verbal and nonverbal messages accurately and appropriately.</i></p> <ul style="list-style-type: none"> • Must be able to communicate thoughts and feelings as well as read messages received • Is knowledgeable and skillful with different styles of communication e.g. subtlety and indirectness vs. directness and confrontation 	<p>I practice sending and receiving both verbal and nonverbal messages accurately and appropriately.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>

<p><i>...is able to exercise a variety relationship building skills.</i></p> <ul style="list-style-type: none"> • Attending special events • Outreach • Ombudsman roles • Home/community visits • Acting as change agent 	<p>I practice a variety of relationship building skills.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...is aware of one's helping style, recognizes the limitations that one possesses, and can anticipate the impact on culturally diverse populations.</i></p> <ul style="list-style-type: none"> • Consult with others • Participate in Culturally Relevant Professional Development • Is able to communicate one's desire to help 	<p>I am aware of my helping style and recognize my limitations anticipating the impact on my culturally diverse students, families and colleagues.</p> <p><input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>

CULTURAL COMPETENCE: ADVOCACY

<p align="center">ACTION/ADVOCACY The culturally competent professional . . .</p>	<p><input checked="" type="checkbox"/> Check the box that most closely identifies you</p>
<p>. . . educates others about racism, sexism, heterosexism, systematic oppression and other forms of social inequality</p> <ul style="list-style-type: none"> • Can provide information on institutional resources that support multicultural interests and needs and directs people to them. • Establishes discussion groups and other activities (e.g. readings, films, exercises) • Seeks out and actively participates in culturally responsive professional development to enhance their knowledge and skills in effectively working cross culturally • Engages in conversations about social inequality with students, families, and colleagues 	<p>I _____ educate others about racism, sexism, heterosexism, systematic oppression, and other forms of social inequality</p> <p><input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p>. . . advocates for inclusive work and learning environments</p> <ul style="list-style-type: none"> • Raises issues in the workplace with supervisors, departmental, and/or campus leaders who have similar and different identities to myself • Raises issues in the workplace with colleagues who have similar and different identities to myself 	<p>I _____ advocate for inclusive work and learning environments.</p> <p><input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>

<ul style="list-style-type: none"> • Makes sure that resources are allocated for enhancing the learning experiences of marginalized students • Reviews organization mission and vision and hiring policy and practices to include diversity. • Ensures their organizations evaluations and assessment tools take into consideration issues of systematic oppression, power, privilege, and oppression 	<input type="checkbox"/> Rarely <input type="checkbox"/> Never
<p>...questions norms at work, in the community, and society</p> <ul style="list-style-type: none"> • Acts as a model, taking risks and questioning the dominant power structure • Challenges what normally appears on bulletin boards, walls, handouts, newsletters • Demonstrates awareness of and ability to provide educational tools (i.e. publications, visual aids, and resources) on issues of bias and cultural inequities • Openly addresses oppressive behaviors (i.e. comments, jokes, and actions) of those around them. • Demonstrates a willingness to change self-vs. others as it relates to cultural norms, values, behaviors, and attitudes. 	<p>I _____ question norms at work, in the community, and society.</p> <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
<p style="text-align: center;">Add your own</p>	<p>I _____</p> <input type="checkbox"/> Continuously <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
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Adapted from Sue, D.W., & Sue D (2003). Counseling the culturally diverse: Theory and practice, 4th Ed. New York: John Wiley. (Caprice D. Hollins) Action/Advocacy Section Adapted from Katz, J.H. (1978) White awareness: Handbook for anti-racism training. Oklahoma Press. (Caprice D. Hollins)