

# **WELCOME, DIVERSITY CHAMPIONS!**

**October 6, 2020: 10:00 a.m. – 11:00 a.m.**

**COURAGEOUS LEADERSHIP**



**Oregon State University**  
Extension and  
Engagement

# COURAGEOUS CONVERSATION ABOUT RACE PROTOCOL

Courageous Conversation protocol utilizes the four agreements, six conditions, and compass in order to engage, sustain, and deepen interracial dialogue about race.

## THE COMPASS



## THE CONDITIONS

1. Focus on what is personal, local and immediate
2. Isolate race
3. Normalize social construction and multiple perspectives
4. Monitor agreements and conditions. Establish parameters
5. Use a “working definition” for race
6. Examine the presence and role of “Whiteness.”

## THE AGREEMENTS

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

# Welcome, Angela!



Outreach and Engagement Regional  
Director for the Portland Metro area  
(*Multnomah, Washington  
and Clackamas counties*)



Oregon State University  
Extension and  
Engagement

# Plan for our time together

<b>Time</b>	<b>Activity</b>
<b>10:00</b>	Introduction & Background
<b>10:15</b>	Culture & Bias
<b>10:30</b>	North Willamette Region
<b>10:45</b>	Reflections-Comments-Questions

## I hope to:

- Provide some content and context
- Promote discussion
- Create a supportive space
- Draw from our experience and knowledge
- Share a slice of what is happening in North Willamette Region
- Build relationships with you all

# What my Objectives Are *NOT*

- Shame
- Blame
- Belittle
- Humiliate
- Stress
- Point Fingers
- Divide
- Lecture (I do not have all the answers!)

A wise woman once taught me:

$$C + C + C = R$$

Relationships are built on:

**Conversation +**

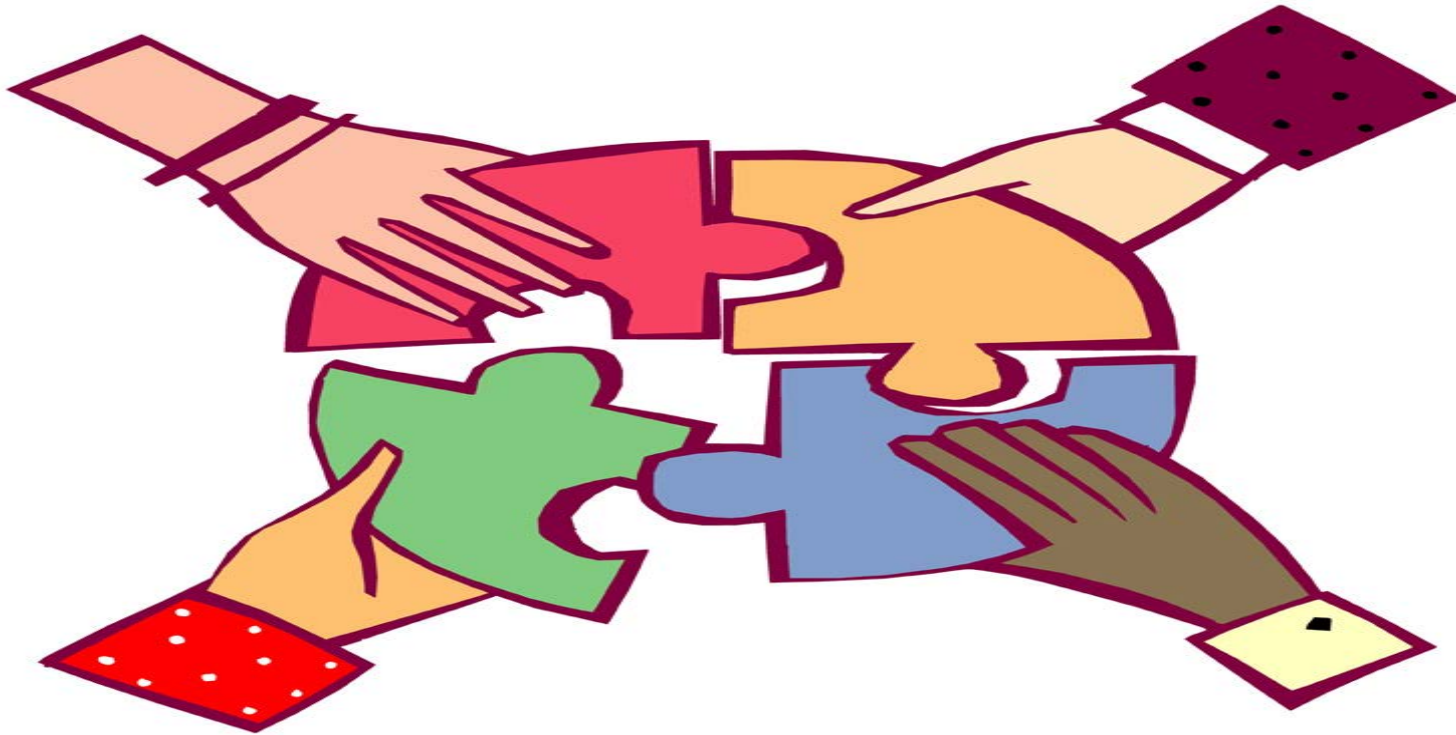
**Conversation +**

**Conversation =**

**Relationship**



We are ALL on this Journey





“A JOURNEY OF A THOUSAND  
MILES BEGINS WITH A  
SINGLE STEP.”

*LAO - TZU*

# Who am I?

- **ESL and Spanish Teacher**

- Background in anthropology (Basque Country)

- Hillsboro, Beaverton, PPS
  - Overseas Educator
    - Chile, South Korea, Mexico, Thailand, Spain, Nicaragua and Japan
  - Fulbright to Chile
  - Love working with youth & adults
  - Advocate for equal access for all

# Who am I?

- Administrator
  - Beaverton and Portland
  - Vice-Principal
  - Designer/ Principal of PISA (Portland International Scholars Academy)
  - Director of:
    - ESL
    - Migrant
    - Homeless
    - Conectando, Instruyendo y Aprendiendo (Home based pre-K)
    - Neglected & Delinquent
    - Title 1A Poverty (Federal Programs)
    - PPS-PSU Bilingual Teachers Pathway, etc.



# Who am I?

- Senior Director at Education NW
  - Oregon Leadership Network Director
  - Technical Assistance across USA
  - Redmond Dual Language Immersion
  - Oregon Governor's Council on Ed Advancement
  - Louisiana/Arkansas/Alaska/Washington/ New York/Oregon/ California..... State ESOL/ Migrant
  - Equity Trainer-Sherwood, Redmond, Klamath
  - ODE Coach
  - Native American Curriculum designer-Cow Creek Band of the Umpqua

# Who am I...now?

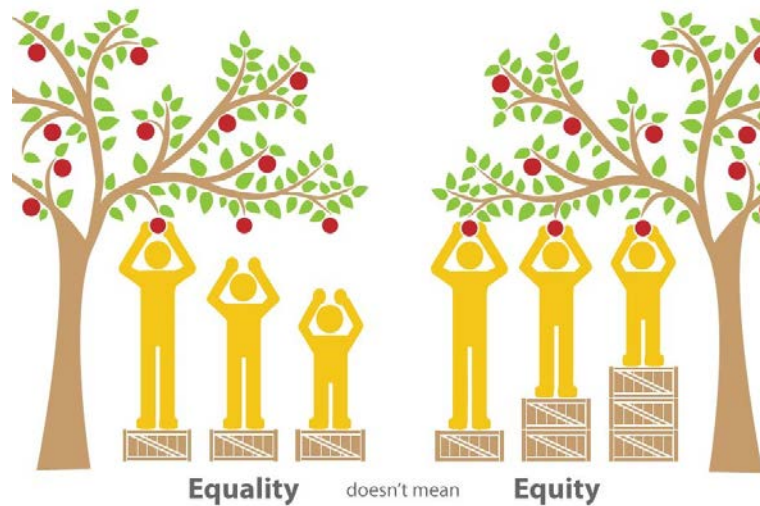
- Regional Director--OSU Extension
  - Clackamas
  - Multnomah
  - Washington
  - 75- 80% of state's population
  - 3 most populous/diverse counties
  - 2 years in position
  - Best job ever!
  - Brings together so many of my skills and experience
  - Great, talented, amazing team!

# What is Educational Equity?

There are many definitions of equity.

Some include all groups: poverty, Sped, race, ethnicity, LGBTQ, etc.

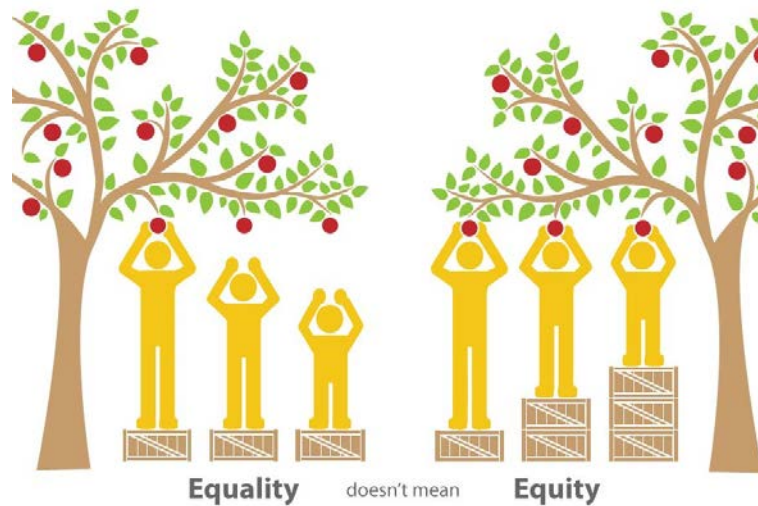
Others are more focused on race/ethnicity.



# What is Educational Equity?

## One Definition:

Education equity is the policy, practices, and legislation that translates into resource allocation and opportunities for all students but especially for those historically and currently underserved youth and families including protected classes (EDI, 2017).

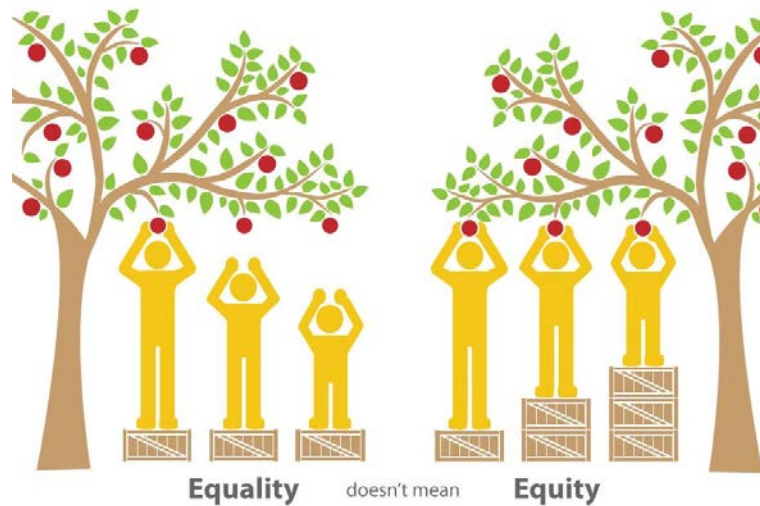




# What is OSU Extension's Definition?

Diversity Champions--defining how equity should be implemented in OSU Extension.

Definition should match the community, as best as possible.



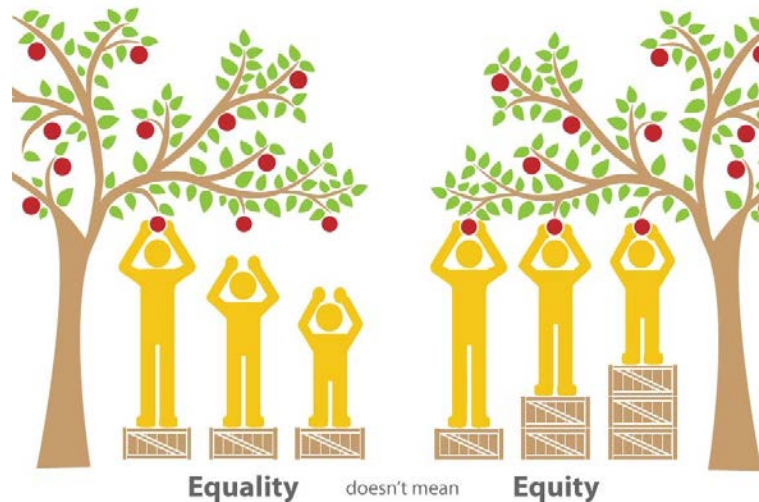
# What is My Definition?

Equity means **everyone** should be valued, respected, included and have equal access.

I come to equity out of a place of humility.

I have a lot of experience in this field and dedication.

I do not have all of the answers.



# Power of Language

When you can name something →

Moves from realm of mystery →



to concrete

# Chat & Talk

- **What does educational equity mean to you?**



# Understanding Culture

My work in DEI is Based on a Foundation of Understanding Culture



# Culture is:

- The way we all make sense of the world
- **EVERYONE** regardless of race or ethnicity has a culture
- Brain uses cultural information to turn everyday events into meaning

# What is Culture

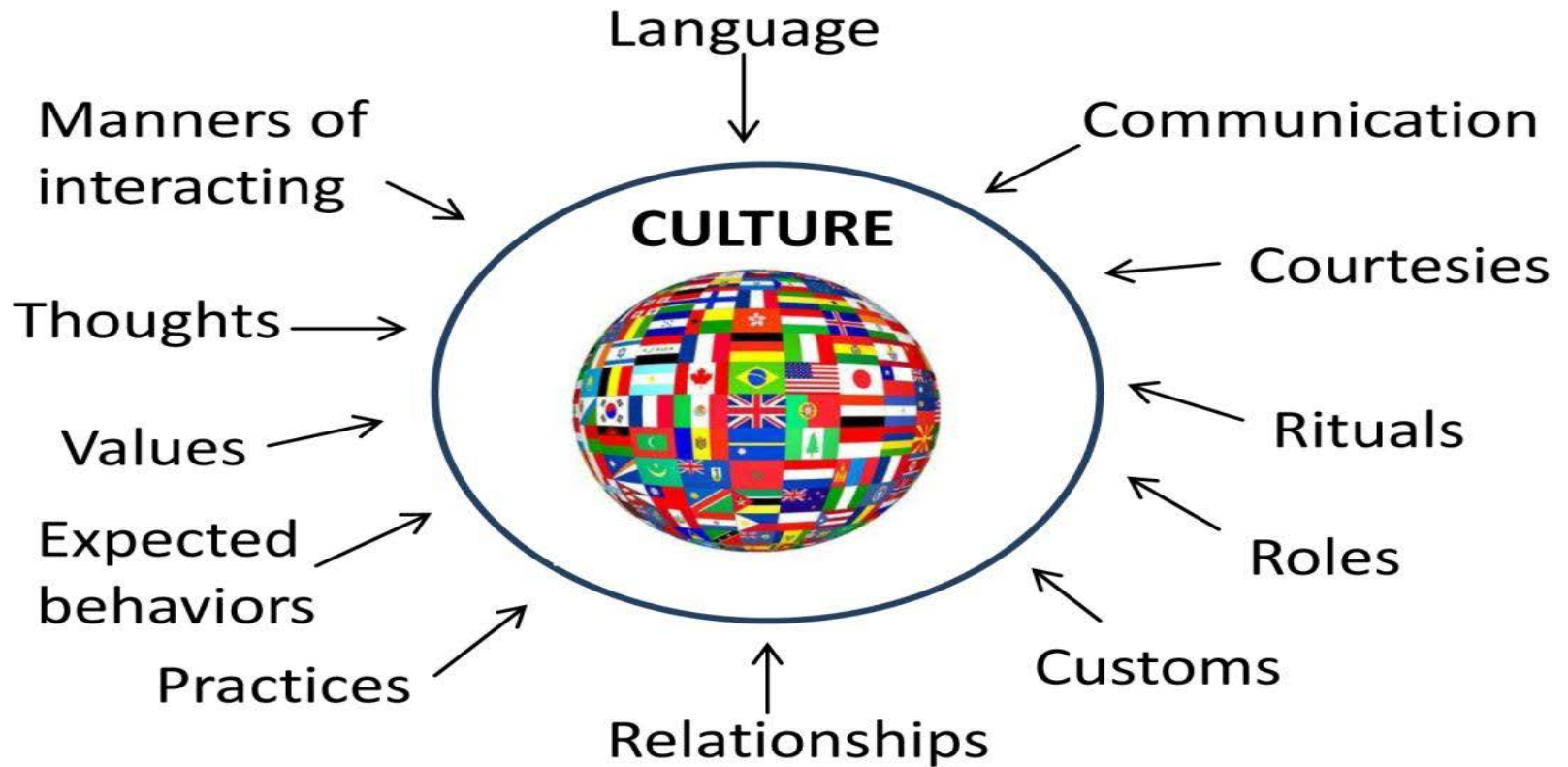
- ...integrated patterns of human behavior that include the **language**, **thoughts**, **communication**, **actions**, **customs**, **beliefs**, **values**, and **norms** of **racial**, **ethnic**, **religious**, or **social groups**.
  - Ethnic groups have cultures; businesses have cultures; neighborhoods have cultures
  - It is dynamic and changes over time
  - There is diversity within cultures



# Think of DEI Work as... ...Widening Our Cultural Aperture



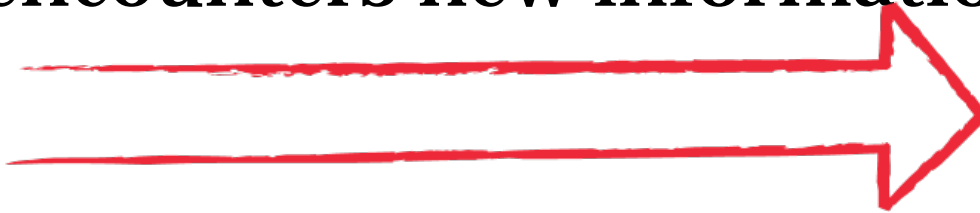
# Culture



*Everybody has a culture.*

# Making Meaning

Brain encounters new information



Searching → making connections →



All based on one's

**cultural frame of reference**

# “Cultural Relevance/Responsiveness”

- Personal connections give us perspective
- Engages our attention
- Helps us make meaning
- Understand new ideas
- Conceptualize
- Reason
- Theorize

# Ethnicity-Race-Culture-

What's the difference?

# Ethnicity-Race-Culture-

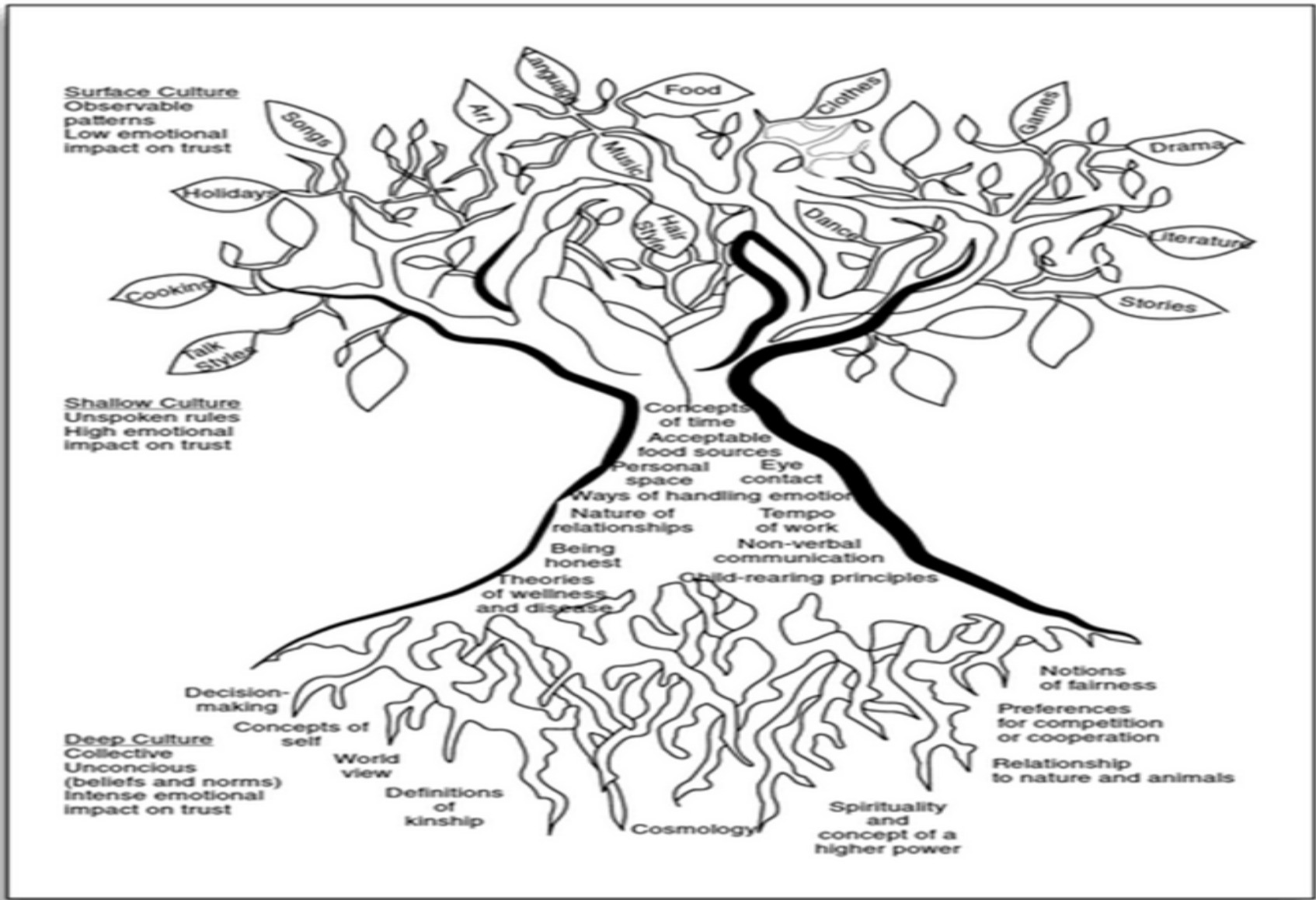
## **Culture - Ethnicity - Race :**

- Culture is learned
- Ethnicity is inherited
- Race is socially constructed

# My Why-What Drives Me



# Culture Tree





# Three Levels of Culture

- Surface
- Shallow
- Deep



Hammond, Z. (2014). Culturally responsive teaching and the brain. Thousand Oaks, CA: Corwin

# Surface Culture

Talk styles	Cooking
Holidays	Songs
Art	Language
Music	Food
Clothes	Hair style
Dance	Games
Drama	Literature
Stories	



## Fiestas Nacionales / National Holidays

6 Enero	Epifanía del Señor
6 Abril	Viernes Santo
1 Mayo	Fiesta del Trabajo
15 Agosto	Asunción de la Virgen
12 Octubre	Fiesta Nacional de España
1 Noviembre	Festividad de Todos los Santos
6 Diciembre	Día de la Constitución Española
8 Diciembre	Inmaculada Concepción
25 Diciembre	Natividad del Señor

# Surface Culture Examples



Latino culture → importance of appearance



Cajun → emphasis on food

# Surface Culture

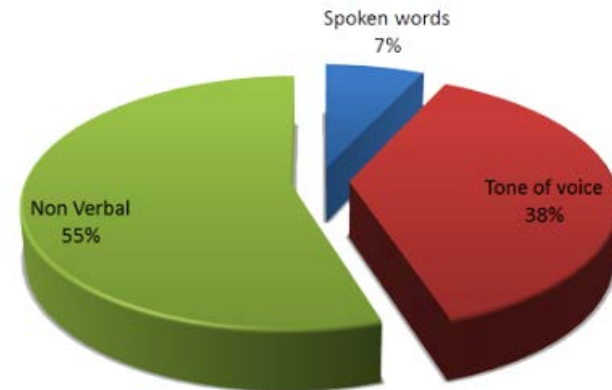
- **Observable, concrete**
- **Low emotional impact on trust**
- **Does not produce great anxiety**
- **“Culture fairs”**

# Shallow Culture

Concepts of time	Acceptable food sources
Personal space	Eye contact
Ways of handling emotion	Nature of relationships
Tempo of work	Being honest
Non-verbal communication	Theories of wellness and disease
Child-rearing principles	



"I read someplace that eye contact is a very important business skill."

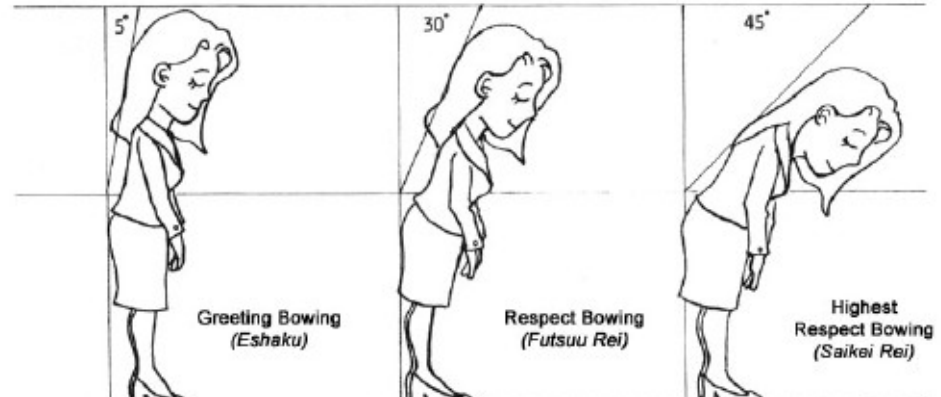


# Shallow Culture Examples

Houston → PDX  
(personal space, touch)



Greetings-Eye Contact  
(Thailand-Japan-Latin America-France-USE, etc.)



# Shallow Culture

- Deep values begin at this level
- Unspoken rules
- High emotional impact on trust

# Violations of Norms

- Mistrust
- Distress
- Social friction
- Hostility
- Feel disrespected
- Shutting down



# Deep Culture

Decision making	Concepts of self
World view	Definitions of kinship
Cosmology	Spirituality and concept of a higher power
Relationship to nature and animals	Preferences for competition or cooperation
Notions of fairness	



# Deep Culture Examples

## Japan Genkan

(*Cosmology*: shoes= dirty,  
tatami mats and inside= clean)



## Presentation

(*Concepts of self*)  
(African-American English)



# Deep Culture

- Collective knowledge
- Unconscious assumptions
- Intense emotional impact on trust
- Brain interprets threats or rewards
- *Cosmology*= View of good & bad
- Honor/Shame

# Deep Culture Guides

- Ethics
- Spirituality
- Health
- Worldview
- Group harmony
- How we function in society
- ***How we learn new information***

# Violations of Norms

- Culture shock
- Fight or flight response
- Highly emotional
- We carry these norms throughout our life

*We can change our geography but it is very difficult to change our deep culture*

# Culture Tips

- **Don't** focus on the “leaves” of culture
- **Do** focus on surface & deep culture and how it guides the brain & learning



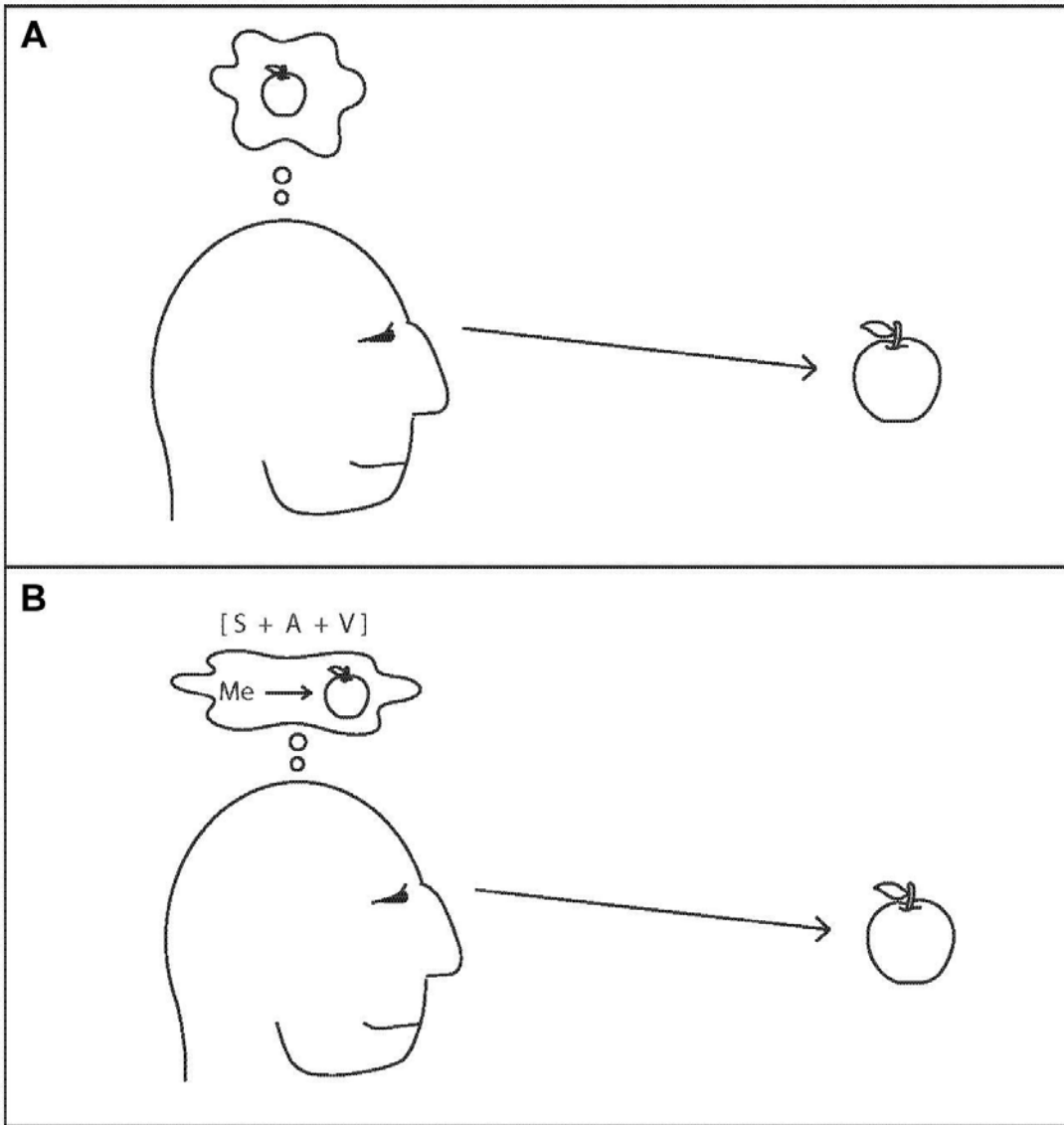
**Our mental models stay with us forever...**

**“You can take the kid out of the country, but you can’t take the country out of the kid.”**

# Schema = Background Knowledge

- Information we take in
- Process
- Interpret
- Categorize based on our deep cultural norms





**SCHEMA** → How we make sense of the world

# “Funds of Knowledge”

## *What is a party?*



Oregon



Nicaragua

# Check Your Filters

- CNN
- MSNBC
- FOX News
- FACEBOOK
- Friends
- *USA TODAY*
- Twitter
- *Wall Street Journal*
- *New York Times*
- *Oregonian*
- KGW
- KOIN
- NPR
- KATU
- Police Scanner
- Family
- Colleagues
- Journals
- Church
- Organizations
- Movies
- Music
- Art
- Books
- Magazines
- Restaurants
- What else?

# Begin with Intention

- Identify your cultural framework
- Widen your cultural aperture



# Identify Your Cultural Framework

- What is the story of your family in America?
- Has your family been here for a few years or decades?
- How did your family identify ethnically or racially?
- Where did you live (urban, rural, suburban)?
- How would you describe your family economics (middle, upper middle, low-income, working class)? What did that mean in terms of quality of life?
- Were you the first in your family to attend college?
- What family folklore or stories did you regularly hear growing up?
- What are some of your family traditions?
- Who were the heroes celebrated in your family and/or community? Why?
- Who were the anti-heros (the bad guys)?

Hammond, Z. (2014). *Culturally responsive teaching and the brain*. Thousand Oaks, CA: Corwin

# Identify Your Cultural Framework

- What family stories are regularly told or referenced? What message do they communicate about core values?
- Review primary messages from your upbringing; what did your parents, neighbors, and other authority figures tell you respect looked like? Disrespect?
- How were you trained to respond to emotional displays—crying, anger, and happiness?
- How were you expected to interact with authority figures? Was authority of teachers and others assumed or did it have to be earned?
- What earned you praise as a child?
- What's your family/community relationship with time?

Hammond, Z. (2014). *Culturally responsive teaching and the brain*. Thousand Oaks, CA: Corwin

# Strategies to understand the cultures of our stakeholders:

- Reflect on your own cultural perceptions, interpretations, and blind spots
- Share these reflections, modeling it is not only acceptable to think about one's own cultural blind spots but that it can be instructive
- We learn by doing this and gradually become better at making cultural interpretations through reflection and practice.

# Strategies to understand the cultures of our stakeholders:

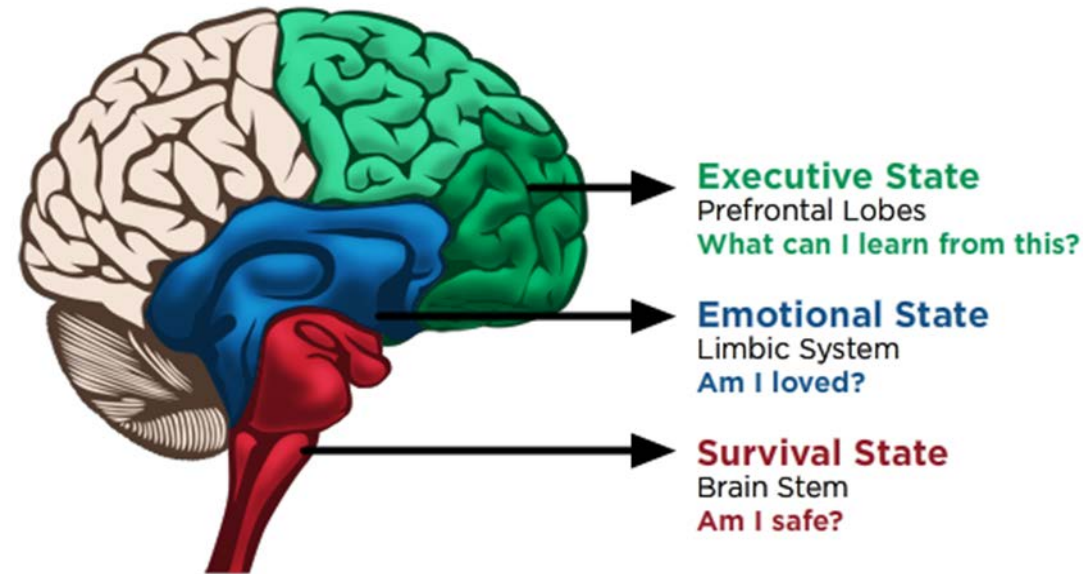
- **Use of Home Language:** Stakeholders get a message of acceptance of themselves and their cultural backgrounds also through language.
- Acceptance not based on language
- Provide written (translation)
- Provide oral (interpretation)
  - Whenever possible



# Strategies to understand the cultures of our stakeholders:

- Be a “student” when you enter a different cultural environment. Be willing to learn.
- **Ask questions; don't presume to be an expert.**
- We are the learners and the stakeholders are the experts.
- We should be looking for: **What is practiced in the home/community?** This is the operational definition of culture.

# Brain functions



Stages of processing: input, elaboration, and application  
In oral cultures knowledge is taught and processed through story, song, movement, repetitious chants, rituals, and dialogic talk.

# Experiences

We make associations very quickly, based on our experience or beliefs, and more slowly when we see something counter to our experience or beliefs.

# Big Picture - Why Cultural Relevance matters

- Personal connections give us perspective
- Engage our attention
- Help us make meaning
- Understand new ideas
- Conceptualize
- Reason
- Theorize

# North Willamette Region

- Strategic plan
- Aligned to SP 4.0
- Office of Institutional Diversity
- Input from employees in region, RECAN, stakeholders
- Jan. 2020-December 2025
- 5 goals



### OUR MISSION

The Oregon State University Extension Service engages the people of Oregon with research-based knowledge and education that strengthen communities and economies, sustain natural resources, and promote healthy families and individuals.

### OUR VALUES

- ▶ **Community:** We value community relationships and connect OSU to local people and issues to enhance the present and the future of the people and communities of Oregon.
- ▶ **Responsiveness:** We engage with community partners and learners to identify priority issues and needs, to design timely responses, and to build future capability.
- ▶ **Credibility:** We deliver relevant, research-based knowledge through our educational programs.
- ▶ **Diversity:** We exhibit respect, value differing perceptions and worldviews, and encourage diversity.
- ▶ **Partnerships:** We collaborate with academic, public, and private partners to achieve greater results and build community capacity. We value the public good that comes from collaborating with volunteers.
- ▶ **Accountability:** We focus on achieving measurable outcomes, and document and communicate the impact and value of our work.

## GOAL 1: Enhance the culture and impact of Oregon State University



### STRATEGIES:

- ▶ Communicate and align efforts and events occurring within our region with all of OSU.
- ▶ Coordinate OSU efforts with our region as a partner and resource to meet community needs.
- ▶ Provide highly relevant, demand-driven opportunities to learners and communities.
- ▶ Communicate our significance and contributions to OSU and its mission.

## GOAL 2: Engage a broad diversity of learners, communities, and stakeholders



### STRATEGIES:

- ▶ Identify new and historically underrepresented communities and stakeholders.
- ▶ Institutionalize and regularly conduct community and learner assessments.
- ▶ Align hiring, retention, and performance evaluation policies and practices.
- ▶ Expand and leverage partnerships to reach underserved audiences.
- ▶ Develop culturally appropriate content and delivery mechanisms.

## GOAL 3: Increase community and learner engagement



### STRATEGIES:

- ▶ Create and leverage partnerships.
- ▶ Adapt to meet community and learner needs.
- ▶ Utilize a wide array of approaches for teaching, learning, and relationship building.

## GOAL 4: Bolster awareness of our impacts and as a resource



### STRATEGIES:

- ▶ Continue our high quality, impactful work.
- ▶ Diversify our external marketing strategies.
- ▶ Internally market our expertise, impact, and achievements.
- ▶ Increase awareness of our impact to improve perception and stakeholder support.

## GOAL 5: Ensure a supportive workplace culture



### STRATEGIES:

- ▶ Implement and support equitable workplace policies and practices.
- ▶ Foster transparency in decision-making.
- ▶ Foster dialogue to advance understanding of individual diversity and organizational culture.
- ▶ Be responsive to issues, ideas, and concerns of colleagues.

# North Willamette Region Action Plan

## Continuous improvement=goal

- Regional RECAN
- Meets quarterly
- Plus Clackamas County ECAN
- Meets monthly
- Strive for diversity of thought and members
- My job-promote Extension with existing AND new communities
- ALL employees should feel like they have a voice and are actively part of the process to meet strategic goals
- Our job-promote Extension with existing AND new communities
- Extension is different in the Metro area than other locations in Oregon
- Keep and review data
- Measurable outcomes
- Hold me accountable!



# Debrief

- Key understandings?
- Take-aways?
- What are you struggling with?
- What are you excited about?

# Thoughts? Comments?



**Thank you!**

# Resources

- [Collaborative for Academic, social and Emotional Learning http://www.casel.org/](http://www.casel.org/)
- Darling-Hammond, L. (2008). The collaborative classroom: An interview with Linda Darling-Hammond. Video available at edutopia.
- Hammond, Z. (2015). Culturally Responsive Teaching and the Brain

# Resources

- Culturally Responsive Teaching: A Guide to Evidence-based Practices for Teaching all Students Equitably  
<http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>
- A Practitioner's Guide to Educating Traumatized Children  
<http://educationnorthwest.org/sites/default/files/resources/educating-traumatized-children.pdf>
- The Youth Voice Project  
<http://njbullying.org/documents/YVPMarch2010.pdf>