

Review Chapter 4

Beyond Strategy: Culture

The business world analogy

- *Good strategies matter – plans, ways of doing things*
- *Culture matters more – shared values, beliefs, behaviors*
- *Companies with positive cultures outperformed companies with negative cultures*
- *Revenue, income and stock prices of companies with positive cultures were 246% - 755% above those with negative cultures*

How is positive culture defined in business world?

- Employee Engagement =
 - Better customer engagement
 - Higher productivity
 - Better retention
 - Fewer accidents
 - Higher profitability

Beyond Strategy: Culture

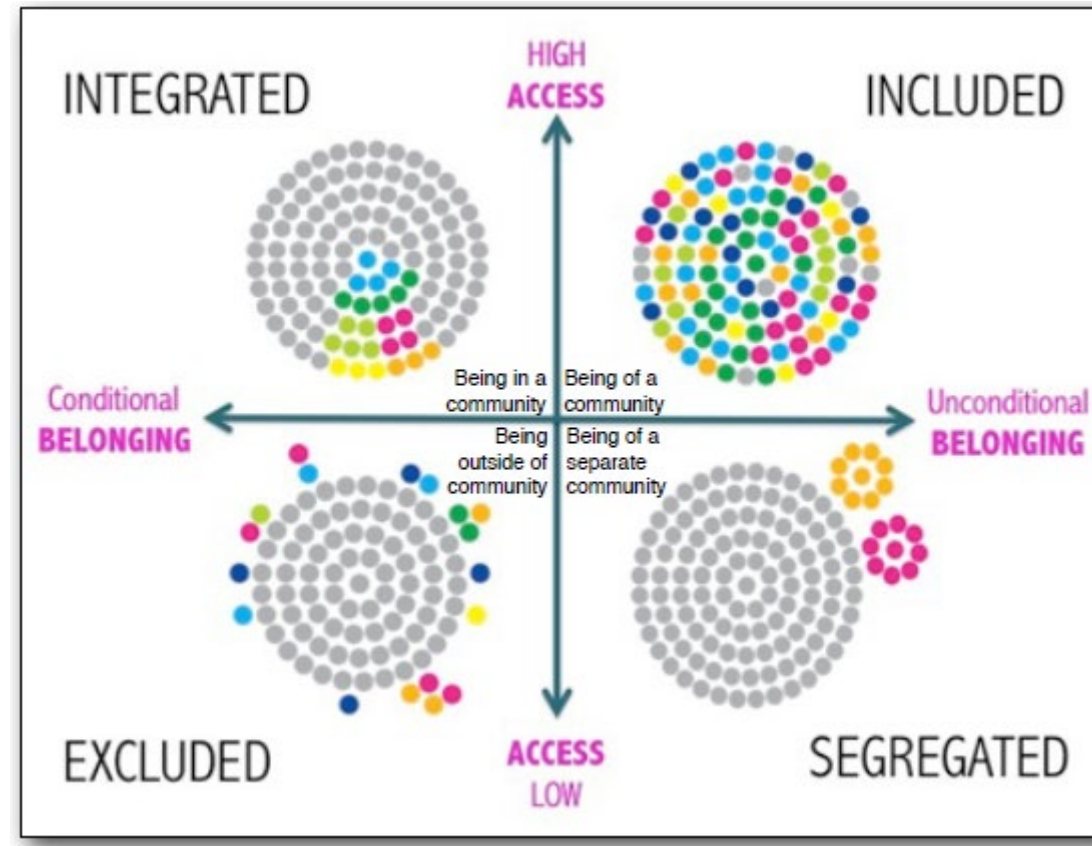
- *Without positive culture in a school, equity strategies will underperform.*
- *Culture and belonging must precede inclusion and engagement strategies.*

Environment = climate + culture

Climate is “the heart and soul” of the environment – do people feel like they belong?

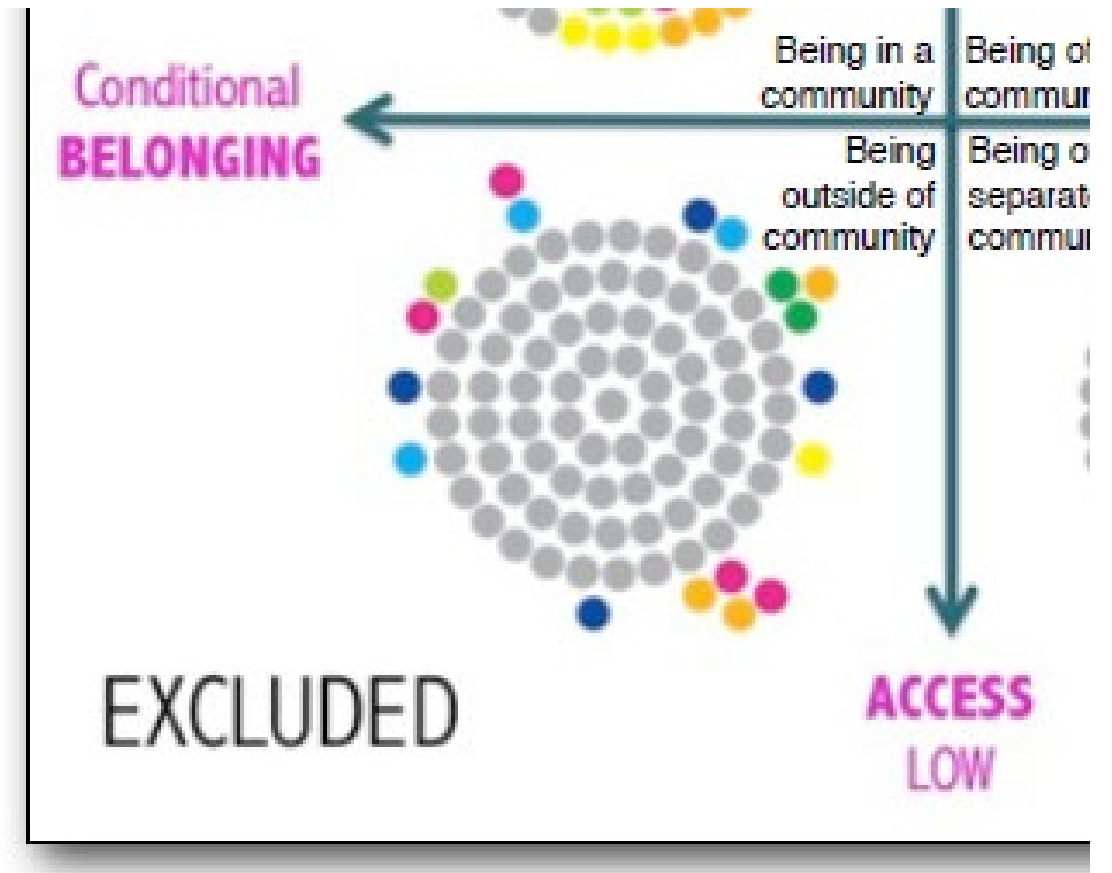
Culture is “the way we do things around here” - norms, values, beliefs, traditions, and rituals that build up over time

Four Diverse Environments



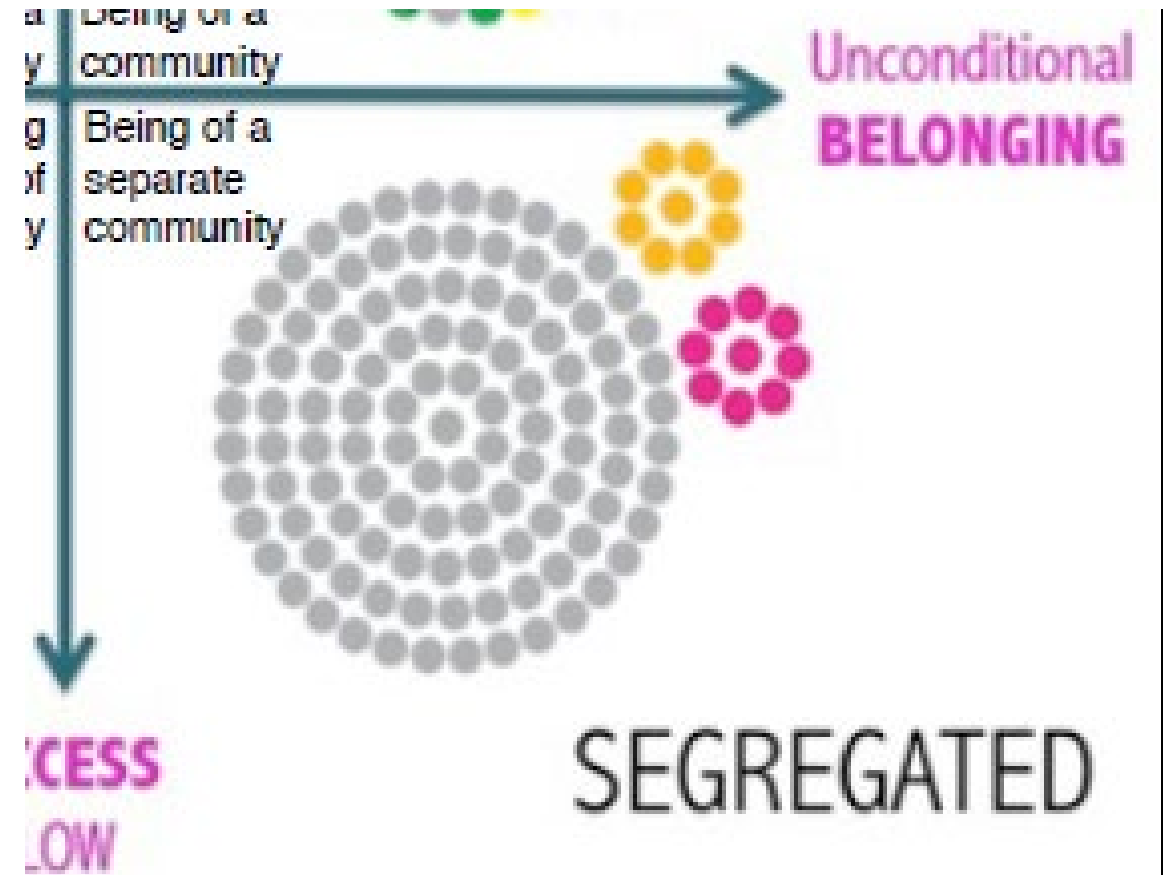
Excluded

People are *outside of the culture*, denied access because they are unable to meet the membership standards of belonging



Segregated

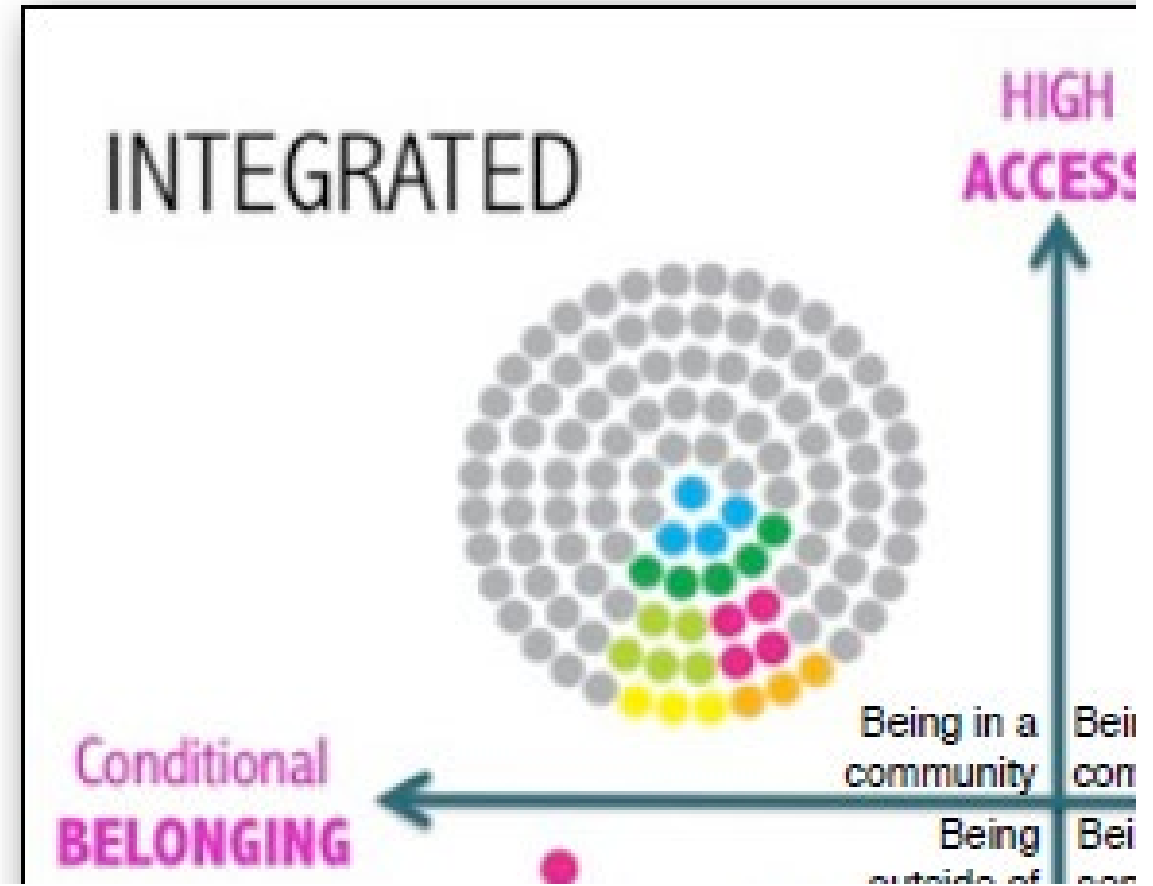
People are *in a subordinate culture*, separated from the mainstream culture, where they experience a sense of belonging but disproportionately low access





Integrated

People are *in the dominant culture*, having access but belonging remains conditional, based on the degree to which people are able to achieve and conform to academic and social standards of the dominant culture





Included

People are *of the culture*, co-creating and experiencing access and belonging through a process of systemic and cultural transformation





American Association of Colleges and Universities (AACU) – Inclusive Excellence Scorecard

FOUR ELEMENTS OF FOCUS

1. A focus on student intellectual and social development
2. A purposeful development and utilization of organizational resources to enhance student learning
3. Attention to the cultural differences learners bring to the educational experience that enhance the enterprise
4. A welcoming community that engages all of its diversity in service of student and organizational learning

FOUR CATEGORIES FOR SCORING

1. Access and Equity
2. Diversity in the formal and informal curriculum
3. Campus climate
4. Student learning and development



Chapter 5

Beyond Respect: Dignity

- Dignity is not the same as respect.
- Dignity: the innate, *equal worth* of each human being simply because that person is human
- We are born with it but we aren't born with an understanding of how recognize, reclaim, or extend it to others
- Donna Hicks: “an internal state of peace that comes with the recognition and acceptance of the value and *vulnerability* of all living things”



Indicators of Belonging – 4 States of Being

- **Appreciated** - having parts of your identity admired and positively noticed and/or represented by people, media, others
- **Validated** - having your lived experiences, thoughts, and/or feelings recognized and accepted as real, even if the other person(s) has not experienced similar things and may even disagree with the issues involved in your experience
- **Accepted** - having your personhood completely embraced and regarded favorably without conditions attached to full belonging
- **Treated Fairly** – having interactions defined by fairness and justice according to your specific circumstances, which may mean not being treated the same as others in order to ensure access to opportunities



How can we know if a person feels they belong?

Examples of Various Dimensions of Difference

Ability	Accent	Age	Appearance
Background	Body	Size/Shape	Class
Culture	Education	Ethnicity	Gender
Job/Title/Role	Politics	Race	Religion/Faith
Sexual Orientation	Style	Values	

Hicks's 10 Essential Elements of Dignity

Acceptance of Identity – support expression of people's authentic selves without judgment	Safety – put people at ease, physically and psychologically
Recognition – validate people	Independence – enable agency
Acknowledgement – respond to concerns	Understanding – listen to perspectives
Inclusion – welcome and issue invitations	Benefits of the Doubt – extend trust
Fairness – treat people with equity	Accountability – apologize for causing harm

Chapter 6: Recognize Distortions of Dignity

“Othering” is the problem

- Us vs. Them mentality
- Innate hostility toward the unfamiliar
- The instinct to perceive and push back against those who are different than us
- Feeling superior over those we consider inferior

Cultures That Honor or Violate Dignity

Culture of Dignity A foundation for equity and inclusion	Culture of Indignity A foundation for inequity and exclusion
NORMS	
Presume Competence and positive intent	Presume Incompetence
Build partnerships and community	Dominate
Repair harm and restore relationships	Blame and shame
Affirm differences and uniqueness	Degrade differences



Cultures That Honor or Violate Dignity

Culture of Dignity A foundation for equity and inclusion	Culture of Indignity A foundation for inequity and exclusion
Experiences	
Belonging	Othering
Appreciated	Otherized
Treated fairly	Mistreated
Accepted	Marginalized
Validated	Dismissed



Cultures That Honor or Violate Dignity

Culture of Dignity A foundation for equity and inclusion	Culture of Indignity A foundation for inequity and exclusion
Core Dispositions	
Empathy	Apathy
Openness	Judgment
Patience	Intolerance
Listening	Denial



Cultures That Honor or Violate Dignity

Culture of Dignity A foundation for equity and inclusion	Culture of Indignity A foundation for inequity and exclusion
Core Values	
Inclusion:	Exclusion, Integration, Segregation:
Unconditional belonging (belong to achieve)	Conditional belonging (achieve to belong)
High access	Low access

Honoring dignity is the precursor to cultural responsiveness and any other equity methodology ever conceived – past, present or future.

We are wired to violate dignity

- We are instinctively aware of our own vulnerability of human dignity
- We all want to be accepted and treated as if we matter
- In a perverse way, we can weaponize this human vulnerability by seeking to diminish others' feelings of belonging
- We seek to seize control so that we can feel safe rather than vulnerable
- It's a natural human failing that when we feel our own dignity is vulnerable, we can be tempted to violate the dignity of others



Hicks's Temptations to Violate Elements of Dignity

Take the bait: letting the bad behavior of others determine your own for the purpose of getting even	Avoid Conflict: allowing someone to violate your dignity without speaking up for yourself
Save Face: lying to cover up or deceive others to prevent looking bad in the eyes of others	Play the Victim: claiming innocence in failed relationships
Shirk Responsibility: refusing to admit it when you have made a mistake and shifting the blame onto someone else	Resist Feedback: deflecting feedback about your blind spots that others can see and you cannot
Seek False Dignity: gaining one's sense of self-worth from external sources instead of relying on one's inherent self-worth	Blame or Shame Others to Deflect Your Guilt: not being able to tolerate being exposed of a wrongdoing; instead, placing blame on others
Seek False Security: remaining in a relationship in which your dignity is routinely violated	Gossip: talking about others in a negative way in order to connect with others

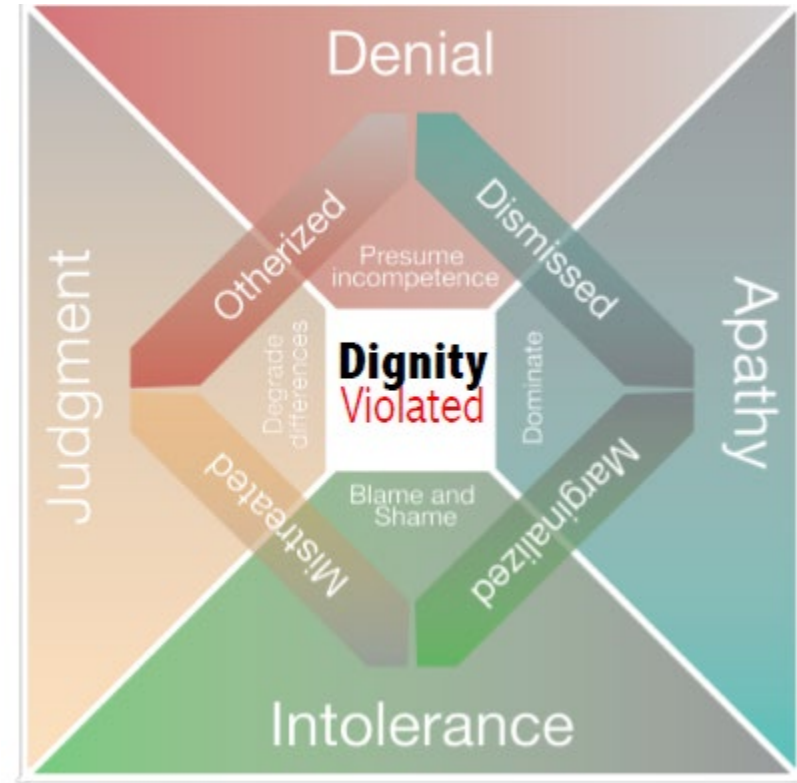
Deficit Thinking

- Deficit Thinking is the notion that students, particularly low income, minority students, fail in school because they have inherent inadequacies that obstruct the learning process
 - Limited intelligence
 - Lack of motivation
 - Inadequate home socialization
- Deficit Thinking grants educators permission to blame students for their poor performance within a system that sends them countless signals that they do not belong
- Deficit Thinkers look outward toward the students and not inward toward their own role (and the role of the dominant culture) in these students' experiences

Mitigating the Effects of Negative Stereotypes

- Normalize belonging uncertainty
- Routinely share personal stories
- Continually affirm people
- Practice perspective taking
- Help people work together successfully
- Extend positive greetings at the door

Q: How can we know if a person feels they belong?



Answer: Ask ourselves another question - Have we honored or violated their dignity?