

EmpowerEDConnections:

Finding Common Ground Through Lived Experience & Cultural Humility

Dr. Aura J. Cazares, Chief Administrative Officer
The Michigan Hispanic Collaborative

Before We Begin

Prioritize your
wellbeing

This information will be available
at a later time if you need to
excuse yourself.





EmpowerED Break Barriers & Influence Change

With this theme as our foundation, participants can expect to:

- Gain motivation and confidence to advance meaningfully in both their personal and professional journeys;
- Recognize their own influence and be equipped with practical tools to pave the way for future leaders in higher education and;
- Build the resilience and adaptability needed to thrive amid constant change, while developing strategies for lasting success.

Impetus for Cultural Humility



Developed by Tervalon and Murray-Garcia (1998) as a framework to enhance medical care (care overall) with a focus on a practitioner's ability to allow the people/community to lead the conversation on what they need and use lifelong learning and critical self-reflection, challenge power imbalances, and develop mutually beneficial relationships with the communities we serve as the central point to serve, support, and advocate.

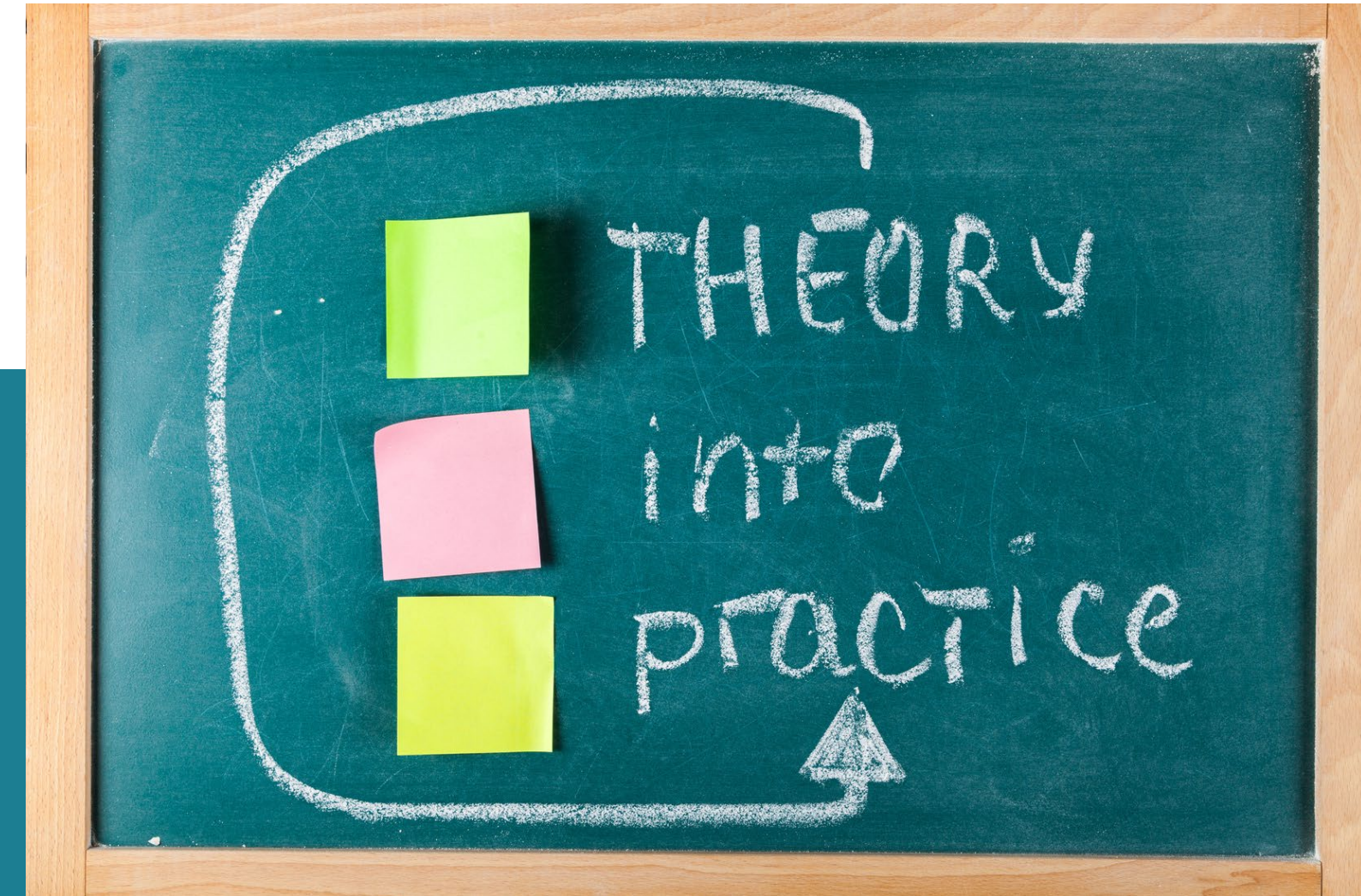
Connection \neq Agreement



The cultural humility framework conversation provides an instrument for self-validation and finding common denominators with the communities we serve.

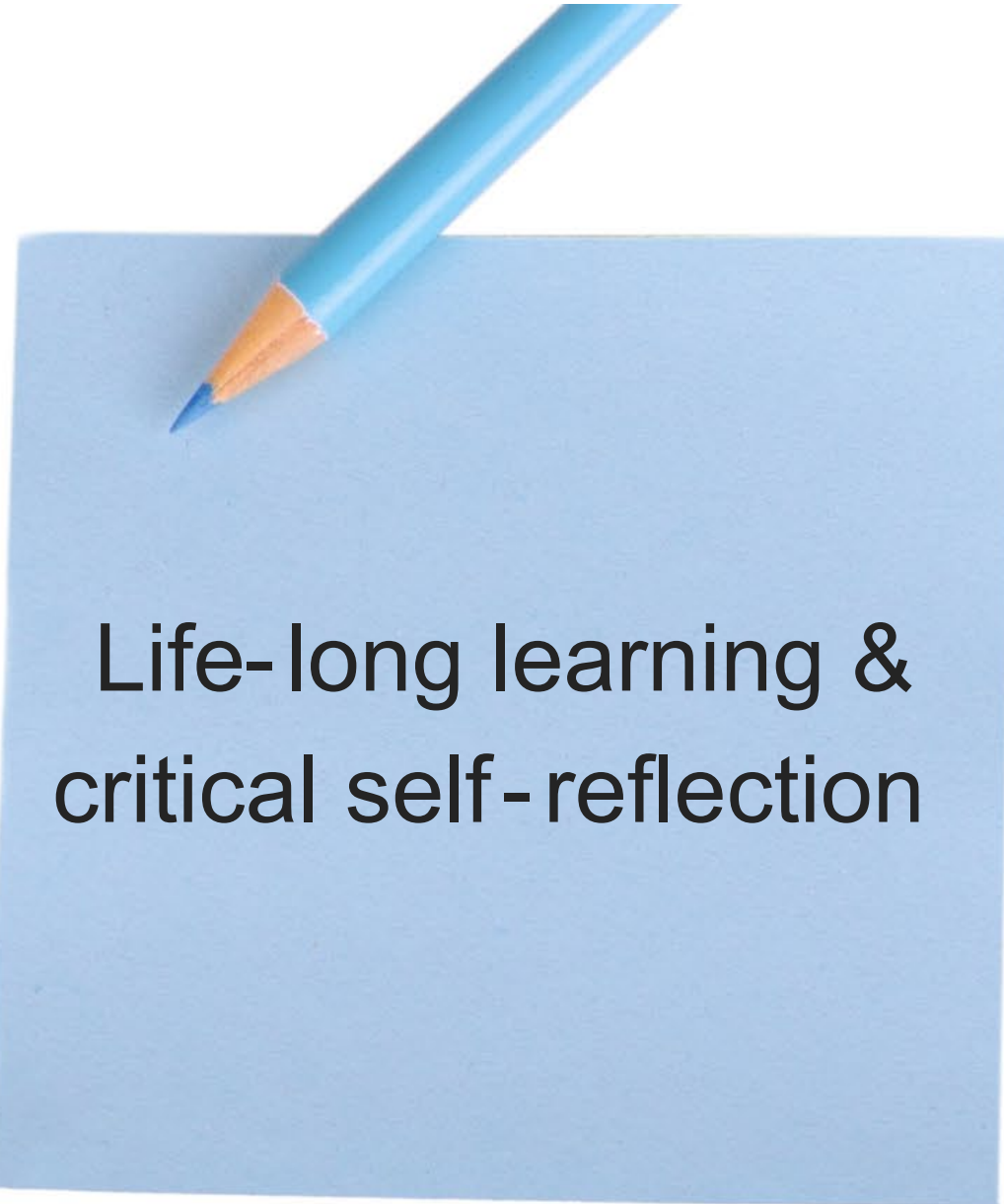
Theory in Motion

- Define Cultural Humility tenets
- Pause & Reflect
- Review Cultural Humility Model
- Reflection & Questions
- Create path for or own model
- Practice




Cultural Humility Tenets


(Tervalon & Murray-Garcia, 1998)



Life-long learning &
critical self-reflection



Recognize &
challenge power
imbalances



Develop mutually
beneficial partnerships
with the communities
we serve

Insight into cultural competence



Cultural norms are fluid thus perceived competence may lead to conflation of expertise with awareness yielding disconnect between medical practitioners and their patients (Lekas Pahl, & Fuller Lewis, 2023).



Review of cultural competence trainings found that there is variance in definitions used for cultural context, outcome assessment and data points assessed, disconnect with additional cultural layers such as language barriers (Lekas Pahl, & Fuller Lewis, 2023).



Cultural competence practices such as depending on employees of various backgrounds or patients' family members as translators increases disconnect between patient and practitioners (Rose, 2013).

Tervalon and Murray-Garcia (1998)
highlight the conflation of awareness
and competence with “expertise” in
other community’s needs or culture .

WHO DO WE SEE, OR, DON'T SEE?

PRIMARY	SECONDARY	WORKPLACE	STYLE
Generation / Life Stage	Nationality	Organization / Affiliate	Thinking
Race / Ethnicity	Language / Accent	Occupation	Decision-Making
Sex / Gender	Geographical Location	Department	Communication
Gender Identity	Education	Shift	Influencing / Motivating
Sexual Orientation	Military Experience	Level	Work
Neurodiversity	Marital Status	Tenure	Leadership
Disability	Religious Beliefs	Skills	Extrovert / Introvert
Other...	Other...	Other...	Other...

Image Credit, Dimensions of Diversity (DoD)

pause
reflect
act



Reflect on your own expanded dimension of SELF

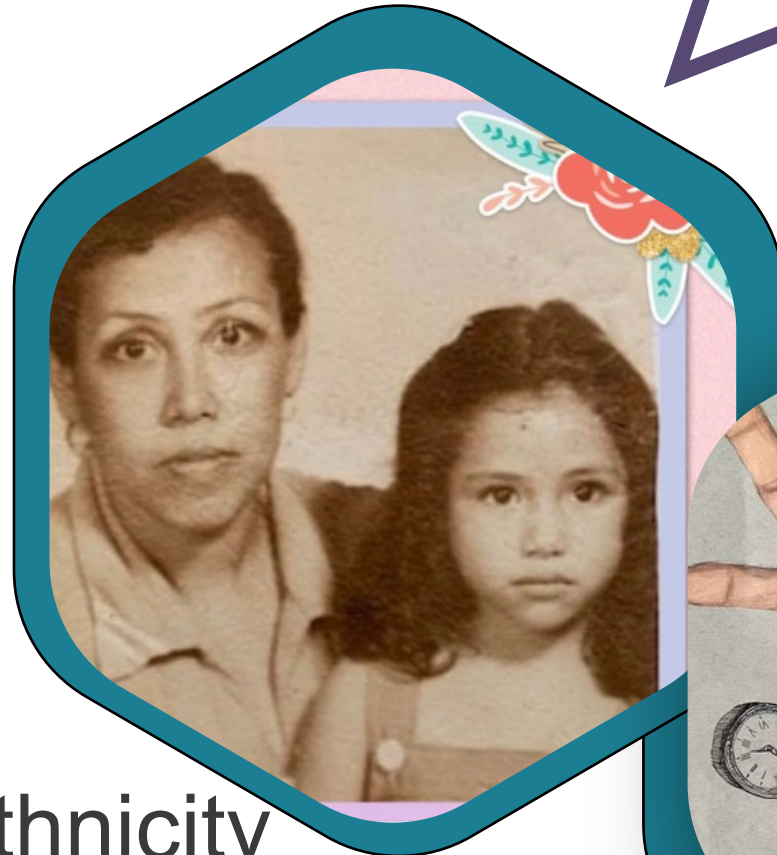
Aura's Multiple Dimensions

Shared/Assumed

Work Status

Gender

Education



Ethnicity

Immigrant



Faith/Religion



Texigander



First-Gen



Value System

Thinking Style

Cultural Humility & Finding Common Ground

Connection

- What brought you here?
- What is your intended outcome/goal?
- Can you, did you listen “past the noise”?
- Are you aware of “seasonal” situations?

Actions to practice and reflect when preparing for difficult conversations, delivering bad news, and when advocating for yourself and others.

Transparency

- What systemic avenues are you able to use?
- What impacted/created the situation (even if it is “self-inflected”)?
- What role as a person, department, or division can help improve/prevent the situation?

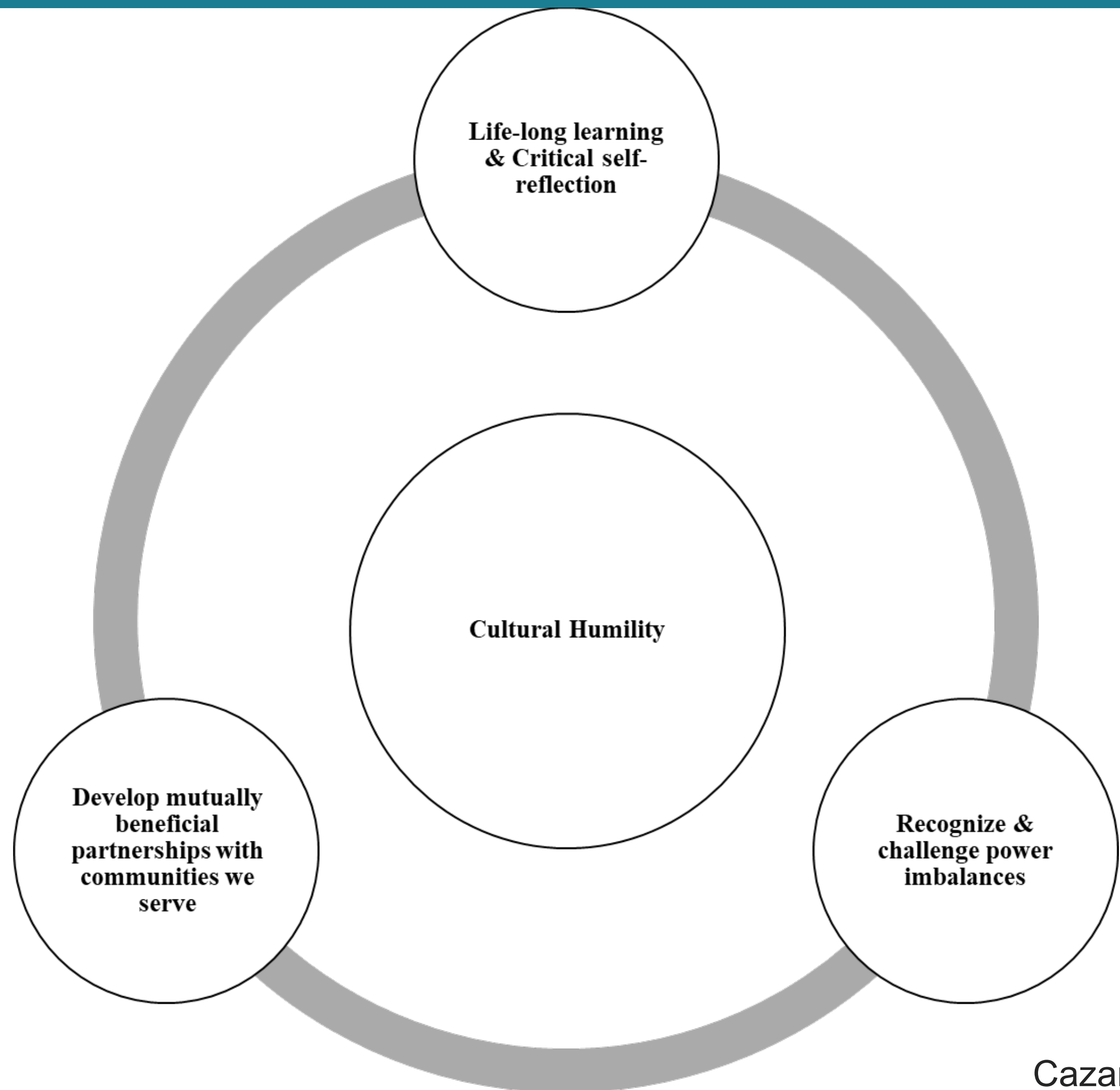
Validation

- What feelings are behind the behavior?
- What are potential resolutions?
- What type of next steps are possible (if it's within your role)?
- What does advocacy (power imbalance) look like in the situation?

Reflection

- Did you allow the person to inform you, what you could do for them?
- Did you identify what went right/wrong?
- Did you notice systemic impact linked to additional layers (first-gen, veterans, International, Grads, Athletes, ETC)?
- Can you identify how situation is perceived by external partners? How can a cultural humility approach enhance our external relationships?

Practice
≡ MAKES ≡
Progress



Develop & Practice Your Cultural Humility Model.

Worksheet



Life-long learning & critical
self-reflection

Recognize & challenge power
imbalances

Develop mutually beneficial
partnerships with communities we
serve

Tervalon & Murray-Garcia,
1998

Thank YOU



Aura J. Cazares, Ed.D.
aurajcazares@gmail.com

linkedin.com/in/itsdrajc



[Access to this presentation](#)



[Access to worksheet](#)



References

Chávez, V [vivianchavez5622]. (2012, October 9). Cultural humility: People, principles, and practices [Video]. [YouTube](#).

Cazares, A.J. (2023), A practitioner's guide to cultural humility: Autoethnography of Mexican-American woman overseeing compliance in higher education. [Doctoral dissertation, Ferris State University]. <https://ferris.academia.edu/AuraCazares>

Lekas, H. M., Pahl, K., & Fuller Lewis, C. (2020). Rethinking cultural competence: Shifting to cultural humility. *Health services insights*, 13, 1178632920970580.

Rose, P. R. (2013). *Cultural competency for the health professional*. Jones & Bartlett Publishers. Chicago

Slide presentation of A practitioner's guide to cultural humility: Autoethnography of Mexican-American woman overseeing compliance in higher education. [A PRACTITIONER'S GUIDE TO CULTURAL HUMILITY: AUTOETHNOGRAPHY OF A MEXICAN WOMAN OVERSEEING COMPLIANCE IN HIGHER EDUCATION](#)

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education, *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.