Diversity Mapping: Key Insights For Action

R. Tamiko Halualani, Ph.D., Managing Principal & Founder
Halualani & Associates
• Review the diversity mapping process that was undertaken in Fall 2016 through Spring 2017

• Showcase the key findings about diversity at the University of Alabama

• Highlight:
  • strengths & leverage points
  • “opportunities” or possible “growth areas
• De-Mystifying Your Diversity Habits
• “Make Decisions”
• “Take Strategic Action”
Diversity Mapping

- Takes stock of actual efforts
- Sets baseline
- 43 analytical layers
- Leverage points
- Gaps or “Opportunities”
Mapping Methodology

- Web scraping/search engine optimization (SEO)
- Info collected from campus divisions
- Spreadsheet codings
- 43 analytical layers
- Data analytics applied to all information ("domain analysis" coding, NVIVO, QDA Miner)
- Graphical/visual mapping via Concept Draw
- Insights, Gaps, & Leverage Points Analysis
Key Terms

• **Diversity Efforts** = Campus activities, programs, initiatives, processes, and or events related to diversity, culture, & inclusion

• January 1, 2011 - December 31, 2016

• >>>>>>>>2016 - 2017
• **Diversity Courses** = Curricular offerings that “focus on issues and topics related to various cultural groups, backgrounds, identities and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public.”
Collected Information

• 777 Responses via the Diversity Efforts Informational Survey

• Reviewed 191+ Documents Submitted Via Dropbox (average of 3 pages per document = 573 total pages)

• 152 Responses on the Diversity Pedagogy Instrument (DPI)
*What Does UA’s Diversity Activity Reveal About the State of Diversity & Inclusion?
Key Insights

1695 Diversity Efforts
Key Insights

95% Primary Focus

Extrinsically & Intrinsically Motivated
Key Insights

Quality

95% Primary Focus

All Divisions on Deck
No Strategic Framing or Alignment

A Strategic Mindset

2008 Plan - Goal 2, 5
Key Insights

Not Strategically Aligned

92% (1552) of Efforts Driven By Individual Divisions/Programs

19% (316) Collaborations

- 1111 Collaborators
- Average of 2 Collaborators Per Effort
- 70 External Collaborators

Efforts (All) - Initiation Point

Program-Driven 92%

Student-Initiated 8%
Key Insights

- One-Shot Activities
- Level of Institutionalization & Permanence

Enduring Factor (All)

1 = Immediate, short-term
53%

2 = The next 1-2 years
4%

3 = The next diversity strategy cycle
43%

4 = Transcending
0%
Key Insights

- One-Shot Activities
- Level of Institutionalization & Permanence
- Broad Culture/Diversity & Gender - Increase
- Spurts - Race/Ethnicity & International Cultures
Key Insights

- Mostly Events/Programming
- Spread Out Over 24 Effort Types

Efforts - Theme (All)

- Event (809) - 48%
- Student Club/Organization (144) - 8%
- Campus Resource (141) - 8%
- Student Recruitment (131) - 8%
- Training/Workshop (116) - 7%
- Community Outreach/Partnership (65) - 4%
- Stud. Retention-Graduation Initiative (44) - 3%
- Faculty Recruitment/Retention (38) - 2%
- Committee (29) - 2%
- Strategic Plan (29) - 2%
- Curricular (28) - 2%
- Mission Statement (25) - 1%
- Financial Aid/Scholarship (19) - 1%
- Co-Curricular (16) - 1%
- Grant (11) - 1%
- Role (10) - 1%
- Award (8) - 0%
- Institutional Research (8) - 0%
- Special Initiative (6) - 0%
- Directive/Policy (5) - 0%
- Academic Program Support (4) - 0%
- Public Affairs (4) - 0%
- Diversity Infrastructure (3) - 0%
- Staff Recruitment/Retention (2) - 0%
Key Insights

• Different Effort Types in Different Divisions

<table>
<thead>
<tr>
<th>Event</th>
<th>Student Affairs</th>
<th>Community Affairs</th>
<th>Academic Affairs</th>
<th>Financial Affairs</th>
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</thead>
<tbody>
<tr>
<td>33%</td>
<td>19%</td>
<td>47%</td>
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<table>
<thead>
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<th>Student Affairs</th>
<th>Community Affairs</th>
<th>Academic Affairs</th>
<th>Financial Affairs</th>
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<tr>
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<td>21%</td>
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<table>
<thead>
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<th>Student Affairs</th>
<th>Community Affairs</th>
<th>Academic Affairs</th>
<th>Financial Affairs</th>
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<tr>
<td>92%</td>
<td>17%</td>
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<table>
<thead>
<tr>
<th>Campus Resource</th>
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<th>Academic Affairs</th>
<th>Financial Affairs</th>
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<tbody>
<tr>
<td>37%</td>
<td>11%</td>
<td>45%</td>
<td>7%</td>
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</table>
Key Insights

- Events = Mostly One-Time
- Focus on Knowledge Awareness

Events - Recurring vs. One Time
- One-Time: 92%
- Recurring: 8%

Events - DELTA
- 1 - Knowledge Awareness (243)
- 2 - Skills (3)
- 3 - Interaction (36)
- 4 - Advanced Analysis (14)
- 5 - Evaluation-Critique (34)
- 6 - Social Agency & Action
- 7 - Innovation

Events - DELTA
- 21%
- 7%
- 10%
- 1%
- 61%
# Diversity Engagement & Learning Taxonomy (DELTA)

## Level 1 - Knowledge-Awareness
- Knowledge, Awareness, Appreciation
- Touches on Social Approvability Level

## Level 2 - Skills
- Application/Intercultural Competence/Skills-based

## Level 3 - Interaction
- Active Involvement in Intercultural Interactions
- Motivation, Seeking Out, Participating Behavior

## Level 4 - Advanced Analysis
- Perspective-Taking/ Reflection/ Analysis, Self-Other Dynamic
- Personally invested in diversity
- Unscripted/Off the Beaten Path
- Free-flying among concepts, areas to ferret out the big, difficult questions and major problematics, stakes, urgencies

## Level 5 - Evaluation-Critique
- Evaluation/Critique of Power Differences, Positionality/
- Compassion
- Posing Complex Questions

## Level 6 - Social Agency & Action
- Designing Actions, Personal-Social Responsibility
- Able to see connections across differences
- Problem-solving, Responsive decision making
- Constructive-Resistive (from the marginalized side)
- Action, Advocacy, Allies, Sharing with/Teaching Others

## Level 7 - Innovative Problem Solving
- Innovative thinking
- Uses multiple perspectives to develop new, original, unique, impactful strategies & solutions to problematics
- Relies on multiple heuristics (from all cultures, contexts, arenas of life)
Key Insights

- At DELTA Level 5 = Engages Race/Ethnicity, Gender
- One-Time Events = More Coverage on Socioeconomic Status, Nationality, Language, Religion, Disabilities, Gender, Race/Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>Recurring</th>
<th>One-Time</th>
<th>Recurring Vs. One-Time Events - Definition of Culture</th>
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</thead>
<tbody>
<tr>
<td>Brd. Culture</td>
<td>25%</td>
<td>75%</td>
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<tr>
<td>Intersect.</td>
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<tr>
<td>R/E</td>
<td>7%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>5%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>8%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Sex. Orientn.</td>
<td>15%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Intl</td>
<td>4%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>SES</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>6%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Pol. Ideology</td>
<td></td>
<td>50%</td>
<td></td>
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<tr>
<td>Veterans</td>
<td>18%</td>
<td>82%</td>
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</tr>
<tr>
<td>Age</td>
<td></td>
<td>100%</td>
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</tbody>
</table>
Key Insights

Blended Focus

Specific Group-Focused & Mainstreamed

*Robust Focus on Important Segments

- College Completion
- Historically Underrepresented
Key Insights

Continue the Focus on Campus Climate

Structures of Belonging

*48% (808) Towards This Area Now

• Thriving/Success/Leadership
• Interactional Support Networks
• Adjustment & Acclimation

Efforts By Topical Focus (All)

- Specific Group Focused: 70%
- Mainstream: 30%
Key Insights

• Important, highly relevant, & complex constructions of culture & diversity

Definitions of Diversity in Efforts (All)

- Race/Ethnicity (1547): 23%
- Intersectionalities (1476): 22%
- Gender (1432): 21%
- Socioeconomic Status (683): 10%
- Broad Culture/Diversity (565): 8%
- International/Global (229): 3%
- Sexual Orientation (221): 3%
- Nationality (176): 3%
- Language (129): 2%
- Disability (60): 1%
- Religion (59): 1%
- Political Ideology (47): 1%
- Active Duty/Veterans (32): 0%
- Region (31): 0%
- Age: 0%
- Generation: 0%
Key Insights

• Framed in terms of topics or groups
Key Insights

- Active Diversity, Inclusion
- Pluralistic Discourse

<table>
<thead>
<tr>
<th>Efforts - Type of Diversity (All)</th>
<th>Active Diversity</th>
<th>Inclusion</th>
<th>Social Justice</th>
<th>Pass. Diversity (Compositional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Key Insights

- More Emphasis on Educational Resource/Capacity

Bar chart showing:
- Educational Resource/Capacity (977): 58%
- Organizational/Structural Resource/Capacity (575): 34%
- Social Capital (142): 8%
**ASSESSING THE EVOLUTION OF A DIVERSITY PRACTICE**

H & A has developed an unique numbering sequencing designation that indicates the degree of strategic evolution of a diversity effort/practice in terms of the following: (Halualani, 2012)

<table>
<thead>
<tr>
<th></th>
<th>First order -</th>
<th>Declarative efforts &amp; policies that establish a commitment to diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Second order -</td>
<td>Commitment is demonstrated by an action, effort, or program. These constitute the &quot;1st wave&quot; of efforts in its evolution of diversity practices.</td>
</tr>
<tr>
<td>3</td>
<td>Third order -</td>
<td>Sustained action and practices are aligned with a strategic framework. Evidence of impact and responsive action must be provided.</td>
</tr>
<tr>
<td>4</td>
<td>Fourth order -</td>
<td>Transformative &amp; culture changing practices. Indicates sustained and prioritized actions evolving from 1st to 2nd to 3rd order. Stands as fully resourced and institution-wide. Reflects major impact in diversity engagement for the entire campus community.</td>
</tr>
</tbody>
</table>

* These categories remake the notion of “business as usual.”

* The goal is to have a sequential, "building," and intentional enactment of diversity efforts across all change orders.
Key Insights

- Solidly Positioned in Second Order Stage
Key Insights

UA: Diversity Mapping Composite

- Div. Infrastructure: 17%
- Div. Strategy: 17%
- Div. Momentum: 17%
- Div. Capacity: 17%
- Div. Curr. Exposure: 17%
- Div. Achvmnt.: 22%

Div. Curricular Exposure: 3
Div. Infrastructure: 3
Div. Strategy: 3
Div. Momentum: 2
Div. Capacity: 3
Div. Achievement: 4
DIVERSITY ACTIVITY WITHOUT A STRATEGY

Diversity Mapping Findings

- 1695 Diversity Efforts in the Last 5 Years
- 95% (1615) Were Primarily Focused on Diversity
- All Divisions on Deck
- All Schools/Colleges on Deck (for Diversity Curricula)
- Room For Action & Strengthening/Making a Mark
DIVERSITY STRATEGIC PLAN

Diversity Mapping Recommended Action Steps #1–7

- Strategic Vision
- Approach
- Goals, Priorities
- Action Steps
- Targets, Milestones, Benchmarks, Outcomes
DIVERSITY INFRASTRUCTURE

Diversity Mapping Recommended Action
Steps #8 & #9

- Staff Positions/Team
- Larger Diversity-Centered Office
- In Charge of University-Wide Diversity, Equity, & Inclusion Strategic Direction, Functions, Initiatives
Diversity Mapping Recommended Action
Step #10

- Conduct a Campus Climate Assessment (as a “Campus Experience Survey”) Every Two Years
DIVERSITY EFFORTS FOR STAFF & FACULTY

Diversity Mapping Recommended Action
Step #13

- Customized Diversity Efforts for Staff & Faculty Members
- Diversity Professional Development
STREAMLINE THE DIVERSITY EDUCATIONAL CAPACITY OF UA

Diversity Mapping Recommended Action Steps #15-18

- Connect and Integrate the Co-Curricular Diversity Events/Offerings with UA’s Diversity-Related Curricula
- Align the Co-Curricular Offerings to Shared Diversity-Related SLOs
Diversity-Related Courses

Diversity Courses Percentage Total For Each Curriculum

- Undergrad (1083): 36%
- Core Curr./GE (363): 50%
- Graduate (851): 39%
Diversity-Related Courses

UG
- Partial: 64%
- Primary: 30%
- Integrated: 6%

CORE CURR./GE
- Partial: 69%
- Primary: 27%
- Integrated: 4%

GR
- Partial: 52%
- Primary: 38%
- Integrated: 10%
## Curricular Characteristics (Leanings)

<table>
<thead>
<tr>
<th>UG</th>
<th>CORE CURR./GE</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary Content Courses</td>
<td>Disciplinary Content Courses</td>
<td>Disciplinary Content Courses</td>
</tr>
<tr>
<td>Culture-General</td>
<td>Culture-General</td>
<td>Culture-General</td>
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<tr>
<td>Two or More Cultures</td>
<td>Two or More Cultures</td>
<td>Two or More Cultures</td>
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<tr>
<td>International</td>
<td>International</td>
<td>International</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Contemporary/Both</td>
<td>Contemporary</td>
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</table>
GE - Temporality of Culture By Defn. of Culture

GE - Temporality of Culture - Definition of Culture

Historical

Contemporary

Both

International/Global
Broad Culture/Diversity
Religion
Language
Race/Ethnicity
## Definitions of Diversity

<table>
<thead>
<tr>
<th>UG</th>
<th>CORE CURR./GE</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>International/Global Formations</td>
<td>Gender</td>
</tr>
<tr>
<td>International/Global Formations</td>
<td>Gender</td>
<td>International/Global Formations</td>
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<tr>
<td>Nationality</td>
<td>Nationality</td>
<td>Nationality</td>
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<tr>
<td>Race/Ethnicity</td>
<td>Language</td>
<td>Language</td>
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<tr>
<td>Intersectionalities</td>
<td>Intersectionalities</td>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>Language</td>
<td>Race/Ethnicity</td>
<td>Intersectionalities</td>
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</table>
Class Level By Defn. of Culture

<table>
<thead>
<tr>
<th>Level</th>
<th>Broad Culture/Diversity</th>
<th>International/Global</th>
<th>Language</th>
<th>Religion</th>
<th>Disability</th>
<th>Race/Ethnicity</th>
<th>Intersectionalities</th>
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<tbody>
<tr>
<td>100 Level</td>
<td>10%</td>
<td>27%</td>
<td>45%</td>
<td>10%</td>
<td>1%</td>
<td></td>
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</tr>
<tr>
<td>200 Level</td>
<td>8%</td>
<td>42%</td>
<td>20%</td>
<td>6%</td>
<td>23%</td>
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<td>300 Level</td>
<td>19%</td>
<td>45%</td>
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<td>5%</td>
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<tr>
<td>400 Level</td>
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<td>42%</td>
<td>5%</td>
<td>4%</td>
<td>30%</td>
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Key Insights

How Much of UA’s Diversity Courses Are Offered?

- **UG**
  - Offered: 83%
  - Not offered: 17%

- **CORE CURR./GE**
  - Offered: 90%
  - Not offered: 10%

- **GR**
  - Offered: 85%
  - Not offered: 15%
DIVERSITY CURRICULAR CONVERSATIONS

Diversity Mapping Recommended Action Steps #20–30

- Exposure to Diversity Content & Contexts, Inclusive Pedagogical Approaches in the Undergraduate and Graduate Curricula
- Core Curriculum/GE Program’s Connection to Diversity
- Inclusive Pedagogical Training Opportunities for Faculty
CREATION OF A DIVERSITY IMPACT CULTURE

Diversity Mapping Recommended Action
Steps #3–5

Design a Culture of Identifying the Impact and Change Effects of Diversity Efforts & Strategies
Questions or Comments?