

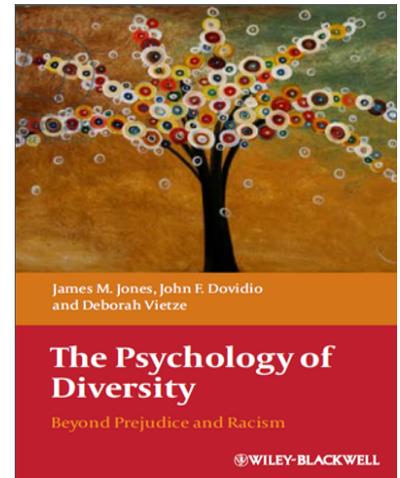
Diversity Competency: A model for enhanced diversity outcomes in higher education

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Overview

- The challenging context of diversity
 - Rate of cultural change
 - Demographic shifts and immigration
 - Effects of social media
 - Complexity of difference
 - Different assumptions
- Diversity competency
 - The idea
 - Measurement
 - Outcomes
- Summing up
- Tell it like it is: Storytelling

The Challenging Context of Diversity

- ***Rate of cultural change***

- *Moore's law* (Moore, 2015) – the observation that the number of [transistors](#) in a dense [integrated circuit](#) doubles approximately every two years;
- How staggering is this rate of change: 1971 VW improved at this rate, speed (300,000mph) , mileage (2,000,000 mpg), cost(4 cents)--Friedman, (2016)

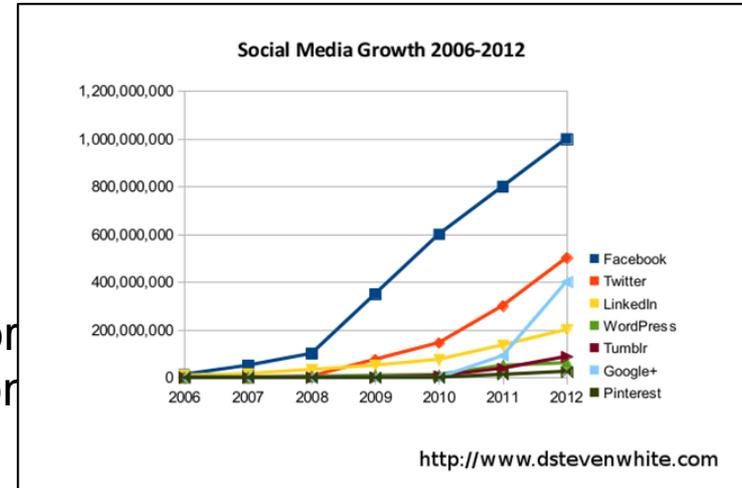
- ***Demographic shifts and Immigration***

- 16% of US residents are foreign born
- 56.7 million U.S. citizens (19%) have a disability
- 9 million adults (3.8%) identify as LGBT
- 41.5 million people(13.4%) over age 65
- “tipping point” (the year when Whites in a given age group will no longer be a majority of that age group’s population-Frey, 2015)
 - under age 18 (2018)
 - 18-29 year olds (2027)
 - 30-39 year olds (2033)
 - 40-49 year olds (2041)

The Challenging Context of Diversity

- *Social Media Use*

- 69% of American adult users
- foster more negative and antisocial behavior than face-to-face interaction
- But dramatically increase opportunities for positive and constructive social interaction
- Create virtual identity groups
- Source of data:
 - searches for the word “nigger,” were as frequent as searches for “migraine,” “economist” and “Lakers.”
 - election night 2008, searches for the Stormfront website increased tenfold
 - searches for “nigger president” exceeded those for “first black president.” (*Everybody lies*, Stephens-Davidowitz, 2016)



The Challenging Context of Diversity

Complexity of Difference (*The Difference*, Page, 2007)

- **Cognitive diversity**
 - *Perspectives*— ways of representing understanding the world around us;
 - *Heuristics*—strategies for solving personal problems or achieving desired goals;
 - *Interpretations*— creating categories that give meaning to things, events experiences;
 - *Predictions*— *inferences* about what goes with or causes what.
- **Identity diversity** –affinity for and identification with one’s social categories.
- **Demographic diversity** –social categories independent of their psychological salience
- **Preference(Value) diversity** – reflects differences in taste and values,
 - **fundamental preferences**—the *outcomes* we value or prefer
 - **instrumental preferences** –the *means* by which we pursue preferred outcomes

The Challenging Context of Diversity

Different assumptions (Jones & Dovidio, in press)

- **Diversity as default**
 - If contexts are diverse, then models should be based on diversity, not homogeneity (Apfelbaum et al, 2014; Levine et al, 2014);
- **Diversity as dilemma**
 - From moral clarity (racism) to moral ambiguity(diversity). Approach-approach conflict
- **Diversity as both/and thinking**
 - *Either/or* is inadequate for the complexity of diversity; *both/and* enables finding a “*middle way*.”

Diversity Competency

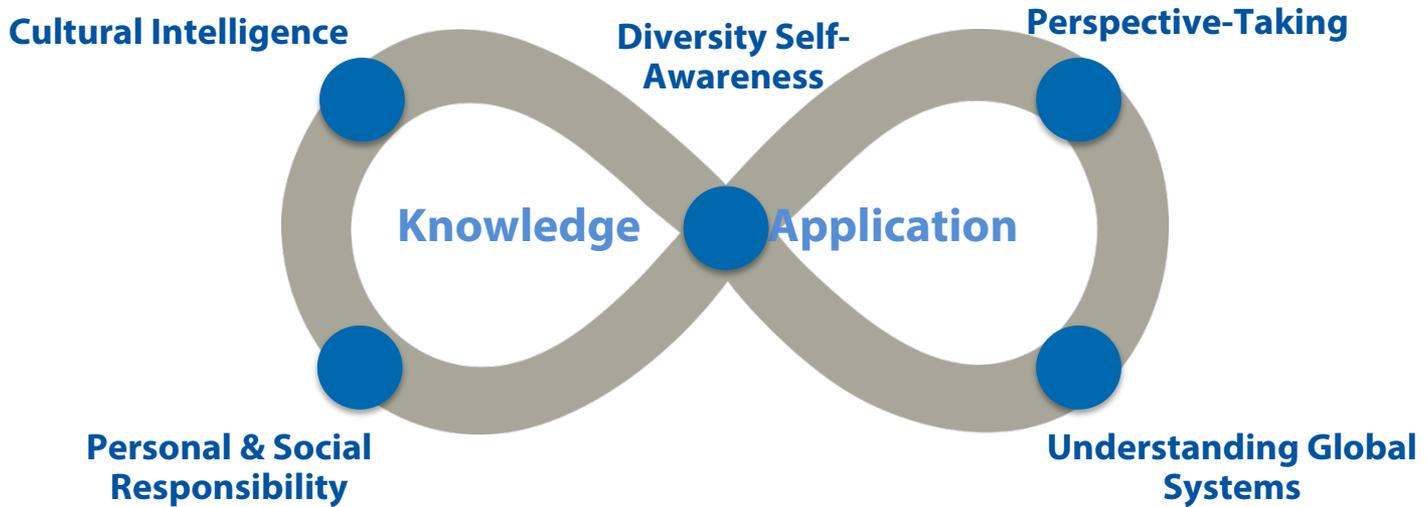
- **Psycho-behavioral traits**...skills and dispositions appropriate for living and working in a diverse society (Hurtado, Ruiz & Whang, 2012)
- **Leadership**--align with people with many different points of view and backgrounds around common goals? resolve conflicts? When conflict exists, turn it into a creative opportunity rather than a destructive one? harness passion (own and others) in the service of some larger, superordinate goal? (Salovey, 2015)
- **Multilevel capabilities and interests**--the individual, institutional and cultural competence to address and support diversity efforts to the benefit of everyone... characteristics associated with the ability to and interest in participating fully in or creating diverse contexts to the mutual benefit of all. (Jones, Lee & Splan, 2017)

Diversity Competence

adapted from AAC&U-global learning rubric

Diversity Self-Awareness	Understanding the interrelationships between the self and others who belong to diverse social groups
Perspective Taking	Ability to engage and learn from perspectives and experiences different from your own
Cultural Intelligence & Communication	Recognizing the influences of one's cultural heritage, learn about diversity of cultures and communicating effectively across cultural differences
Personal & Social Responsibility	Recognizing one's responsibilities to society, and being aware of ethical and power relations among various social status groups, flourishing of others
Understanding Global Systems	Understanding the historic and contemporary roles of organizations, how they influence lives worldwide, and their effects on people in different strata and societies
Knowledge Application	The ability to apply knowledge and skills gained through higher education to real-life problem-solving regarding diversity

Diversity Competency Model



Diversity Competency Scale (DCS)

Scale development

- Develop 6-10 Items to measure each of the DC6 factors
- Conducted EFA, on the pool of items
- Conducted CFA
- Examined construct validity

Diversity Competency Scale (DCS)

- **Diversity Self-Awareness ($\alpha = .72$, $n=4$)**

I understand that others may not hold the same ideas and beliefs that I do.

- **Perspective Taking ($\alpha = .62$, $n=3$)**

Often I step back from myself and look at the world through the eyes of others to try to understand their point of view.

- **Cultural Intelligence & Communication ($\alpha = .80$, $n=3$)**

It is important to learn about cultures that are different from my own.

- **Personal & Social Responsibility ($\alpha = .69$, $n=3$)**

I believe I have a certain responsibility to society.

- **Understanding Global Systems ($\alpha = .47$, $n=2$)**

Historical group conflicts still affect group statuses today.

- **Knowledge Application ($\alpha = .82$, $n=5$)**

I can use my knowledge/expertise to address my own experience of diversity

DCS Scale methods

- 648 participants completed DCS and other scales;
Two subsamples for EFA and CFA respectively

Group A: n= 323 EFA-principal axis

- Single factor explains 45.8% of the total variance; eigenvalue = 9.5; alpha = .94 DC6-→DCS
- DCS unrelated to race, or SATs

Group B: n= 325 CFA-single factor model

- CFI = .90; RMSEA = .08; SRMR = .048

DCS Scale

Construct Validity fall 2015

Measure	Corr. with DCS	Example Item
System Justification	-.32**	If people work hard, they almost always get what they want.
Social Dominance	-.31**	Some groups of people are simply inferior to other groups.
Psychological Well-being	.32**	For me, life has been a continuous process of learning, changing, and growth (Environmental Mastery).
Counterfactual thinking	.37**	When I am expecting to meet someone, I will imagine every possible scenario and conversation.
Collective Self-esteem	.151*	The social groups I belong to are an important reflection of who I am.
Control Pref(CP) Collaboration	.42**	I like being in a group in which everyone makes decisions together.
CP-Dominance	.14	I like making decisions for others.
CP-Autonomy	.36**	I like choosing goals for myself.
CP-	.00	I like it when someone makes decisions for me.

DCS Scale

Construct Validity spring 2016

Measure	Corr. with DCS	Example Item
Racial Resentment	-.29**	African Americans should not need any special privileges when slavery and racism are things of the past.
Egalitarianism	.34**	If people were treated more equally we would have fewer problems in America.
PCR-Empathy	.30**	When I hear about acts of racial violence, I become angry or depressed.
PCR-Guilt	.19**	Being White makes me feel personally responsible for racism.
PCR-Fear	-.11*	I often find myself fearful of people of other races.
Perspective taking	.43**	I believe that there are two sides to every question and try to look at them both.
Empathic Concern	.39**	When I see someone being taken advantage of, I feel kind of protective toward them.
Self-esteem	.18**	On the whole, I am satisfied with myself.
CSW-Approval of others	0.03	My self-esteem depends on the opinions others hold of me.
CES-D	0	I felt depressed

DCS Scale

Construct Validity fall 2017

	<i>B</i>	P value
Gender Stigma Consciousness (Female participants only)	+	.014
Self-monitoring (concern)	+	.002
Self-monitoring (ability)	+	.07
Self-monitoring (cross-situational variability)	+	.026
Need to Belong	+	< .001
Feeling Thermometer – Black	+	< .001
- The Poor	+	< .001
- Undocumented Immigrants	+	< .001
- Drug Users	+	.021
- College Students	×	> .3
- The Rich	×	>.5
- White	×	>.5

*Controlling for Pluralistic Orientation

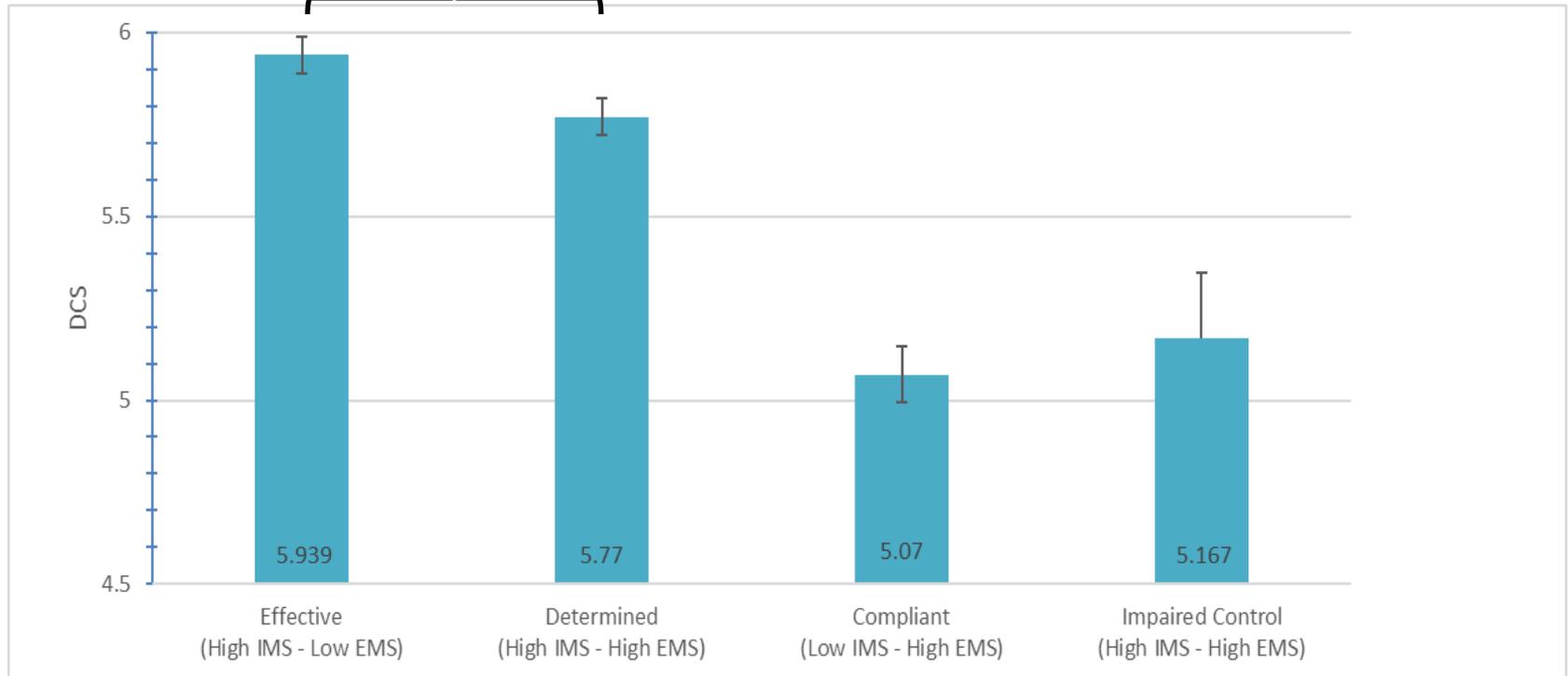
DCS Scale

Construct Validity fall 2017

Motivation to avoid prejudice responses - Butz & Plant (2009)

$p's < .01$

$p < .05$



DCS Construct Validity

DCS and Campus Engagement

Diverse Interactions ($\alpha = .76$; $r = .21$; $p < .01$)

- Interacting with people at UD makes me want to try new things
- At UD, I come into contact with new people all the time
- Interacting with people at UD reminds me that everyone in the world is connected

Belonging ($\alpha = .88$; $r = .19$; $p < .01$)

- I feel I am part of the UD community
- I am interested in what goes on at UD

- **Note that in a simultaneous regression, only diverse interaction predicts DCS**

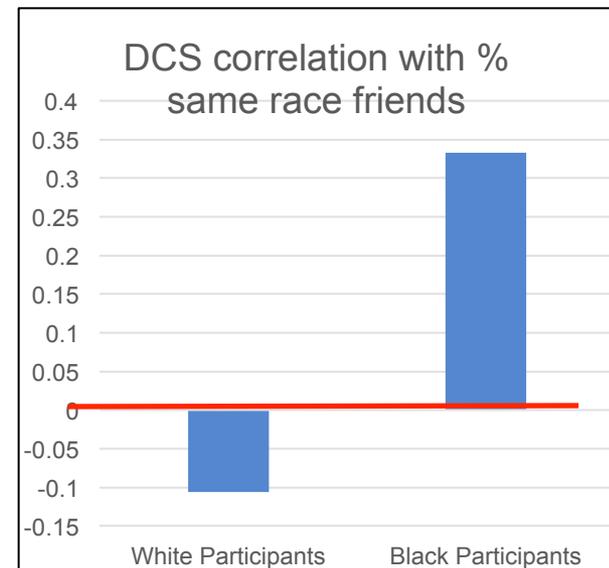
DCS related to more racial diversity experiences.

Self-reported diversity experiences

- Do you have or have you ever had a roommate of a different race or ethnicity than yours?
- How much of your interactions in a classroom context (e.g., who you sit nearby, your project partners, etc.) is with a person who is a different race or ethnicity than yours?
- What percentage of your closest friends are _____?

Relationship to DCS

- **Yes** vs. No; $t= 1.96$, $p= .05$
- 0 (None, Very few) vs. 1 (**Many, Most all**), $t= -2.78$, $p= .006$



DCS

Behavioral evidence

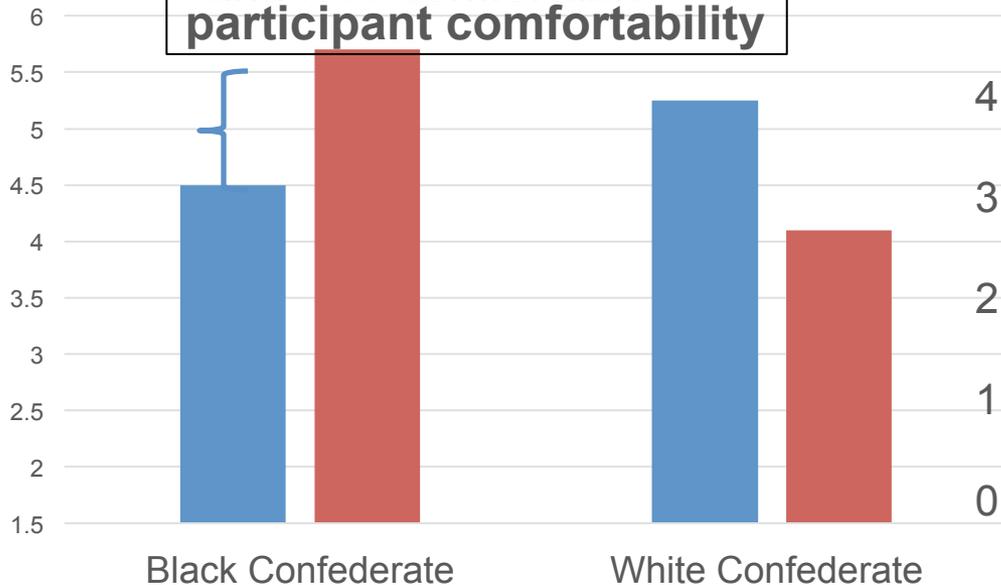
- 40 white Participants think about and describe interactions with White or Black partners (audio recorded); and complete computer surveys about it.
- P interacts with either a White or Black confederate who asks the participant 6 questions from the “fast friends” paradigm (video recorded).
 - 1. Would you like to be famous? In what way?
 - 2. When did you last cry in front of another person? By yourself?
 - 3. If you could change anything about the way you were raised, what would it be?
- Both participant and confederate evaluate the interaction.

Oooooops!

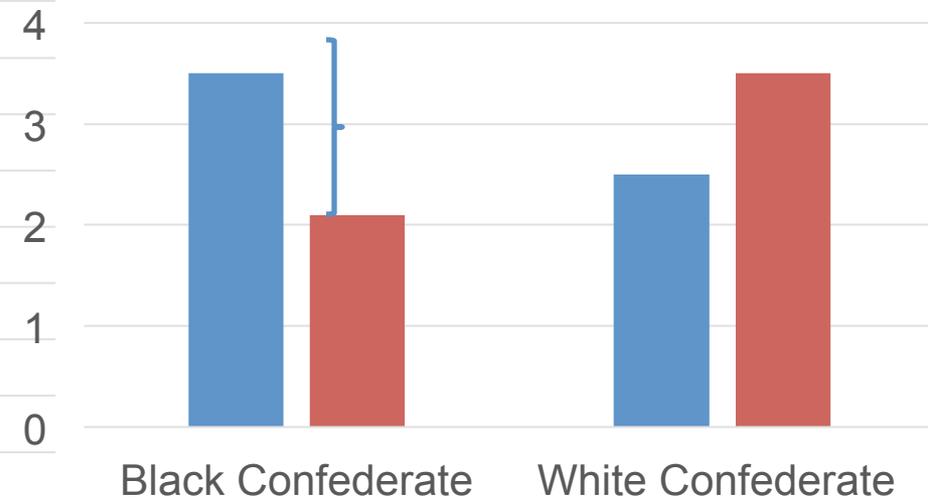
- Predicted hi DCS more positive in cross-race interaction.

- No confederate race difference in participants' evaluation of the interaction.
- Black Confederate perceived the Hi DCS participants to be **more** anxious

Confederate perception of participant comfortability and **less** comfortable



Confederate perception of participant anxiety



■ DCS ■ DCS

■ DCS ■ DCS

Diversity Competency:

Interactions across boundaries of difference

Question: Do people high in Diversity Competency, compared to those who are low, behave differently when discussing an issue with someone with whom they disagree?

If so, do those differences reflect DC6 dimensions?



Method:

- Pretested **Diversity Competency** (1 SD Above, Below)
- Pretested attitudes toward **social issues** (1 SD Above, Below)
 - **Free speech (People have a right to free speech even if that speech is hateful to other people.)**
 - **Travel ban** (Banning travelers from majority-Muslim countries is acceptable to keep the country safe.)
 - **Black Lives Matter** (Of course all lives matter, but current racial injustices require specific and focused attention, such as the Black Lives Matter movement.)
 - **Pro-choice** (What are your personal beliefs regarding the practice of abortion?)
- Participants matched on DCS (Both High or Both Low), but differ on attitudes toward a social issue (one Agrees other Disagrees).

Introduction to Study:

We are interested in people's opinions on a variety of social issues. You have been selected for this study because of your attitudes toward an issue from pretesting. We do understand that your attitudes can change over time.

Please indicate your attitude toward the issue again below.

Position Statement:

Write a short paragraph (at least 150 words) describing first, your understanding of the issue (that is—what is this issue about), and then your stance on this issue. Make sure you explain why you feel this way toward the issue.

Pre-discussion feelings: Think about the upcoming discussion and your discussion partner and respond to the questions below.

- How do you feel toward your interaction partner? (-10: Very cold or unfavorable feeling, 0: No feeling at all, +10: Very warm or favorable feeling)
- How comfortable are you about the upcoming discussion? (0: Not at all comfortable, 10: Very comfortable)
- How anxious are you about the upcoming discussion? (0: Not anxious at all, 10: Very anxious)

	Warmth toward Partner	Comfort about Discussion	Anxiety about Discussion
LO DCS Pair	4.4 .20	4.5 5.1	8 .1
HI DCS Pair	7.9 10	8.8 10	.1 0

Discussion Prompt

Now that you've had a chance to think about your position on the issue, we will begin the discussion. You can start the discussion by each stating your positions on this issue and continue with the discussion for at least 5 minutes. I'll set the alarm here for 5 minutes and will leave the room during your discussion. I will now turn on the timer and the camera to start filming.

Statement Prompt

Now, based on your discussion, produce a statement together about your positions on the issue (at least 150 words—you can see the word count at the bottom of the screen). It is ok to have different perspectives and you do not need to come to a consensus about the issue. Start by writing about each of your positions and describe how the discussion went. Then, finish up the statement by writing a conclusion. Try to take about 5 minutes or so on writing the essay and knock on the hallway door when you're finished.

Clips of free speech/hate speech discussion for HI and LO DCS pairs



Post-discussion ratings: Think about the discussion that you just had with your partner and answer the following questions.

- Rate how much you overall agreed or disagreed with your partner (-10: Completely disagreed with, +10: Completely agreed with)
- Thinking about the discussion and statement writing, how much did you feel like you were working as a group vs. working as two separate individuals? (1: Working as one group, 7: Working as two separate individuals)

	Agreement w/ Partner	Group-y vs. Individ-ness
LO DCS Pair	10 8.4	6 6
HI DCS Pair	4 7.7	3 1

Participant #0419_4_F:

Pretest: 1, Initial Attitude: 1, Importance: 5

“.....Just because you think something about someone does not mean you have to share if it to hurtful...people should not be allowed to be hateful to one another even by only using words. Some words can be much more offensive in one persons culture than another so you may say something to someone as a joke and it can be very offensive in their mind.”

Participant #0419_4_E:

Pretest: 7, Initial Attitude: 4, Importance: 2

“.....I feel that people should have the right to say what they want. I feel the issue is normally the person on the receiving end takes the quote too literal and need to relax because what people say isn't always what they mean. Unless the quote is directed in a meaningful hurtful way the receiver cannot take the message to heart.”

Session #0419_4: Statement

We started our discussion by saying that I thought people should not be allowed to say things that they know are hateful to another person. We talked about how you should be able to have free speech and say what you want, and sometimes people hurt each other when they do not mean to so that is a different scenario. You should be punished if you try to be hateful to someone but if you accidentally are hateful to someone when you are not trying to it is a different scenario.

People need to be more understanding that not everything is meant in a mean way. Sometimes people say things that they don't mean and it becomes misinterpreted. If people didn't take everything to heart so easily there would be less conflict. People tend to over react which, leads others to over react. In the end people should say harmful things if they truly mean it and others shouldn't take everything to seriously.

Behavioral coding of discussion interaction

Variable	High DCS	Low DCS	Difference
Initial Body Language (1 = closed off ; 4 = lean in)	3.5	2	1.5
Initial Comfort (1=Uncomfortable; 5= Comfortable)	4.5	3	1.5
Discussion Body Language	4	2	2
Discussion Comfort	5	4	1
Total Discussion Time	5:28	5:35	-7 sec
# Turn-taking (Same for Pair)	19	11	8
How many min. it takes to reach Consensus	2:42	1:15	1:27
Awareness/Perspective Taking Words	7.5	3.5	4
Post-Discussion Shift (-10 no shift at all to 10 complete shift)	-.45	-9.95	9.5

Low DCS

Pre-Discussion

Disagree) Hate speech could be anything from racial to hating another person for their beliefs. Personally I care about this a lot. I understand that the world has put a halt on what people can and cannot say in the media and out in public. But that shouldn't stop people from speaking their minds. But there should be a line drawn somewhere on what people are allowed to say. I do not think it is right to hurt someone else and their belief, but if you were to calmly argue your opposition to them, it could be reasonable.

Agree) I feel that in the United States specially, free speech is a huge part of who we are as a country. We were created as a free country where we can express whatever opinions we have and no one can take that away from us. Today, we are still that free country, as long as we do not say anything that can be considered a threat to our government or our safety as a nation, we should be able to say whatever we want.

Post-Discussion Shift

Disagree) **It did not shift.** I still believe that everyone should have free speech. People should also be aware that hate speech is not a valid choice in an argument.

Agree) **It did not shift** because we shared the same viewpoint on the topic

High DCS

Pre-Discussion

Disagree) I believe that issue is that people think that because they have free speech they can say whatever comes to their mind, even if it is degrading and rude. People hide behind their first amendment right of free speech in order to justify saying hateful or wrong things to another person or group of people. **I think this is extremely wrong and is another way for people to spread racism and hate. Why should one think it's ok to hurt others just because that's their interpretation of the first amendment.**

Agree) So the issue is about whether or not people have the right to free speech even if it's hateful towards others. Basically, it's whether or not free speech covers hate speech. Personally, I believe that every person does have the right to free speech and what they may not like is the reaction they get from their words. Hate speech and free speech are technically the same since they are covered in the constitution. **I somewhat agree with the idea that people have the right to free speech even when it's hateful, they just can't be mad about the reaction they get from it.**

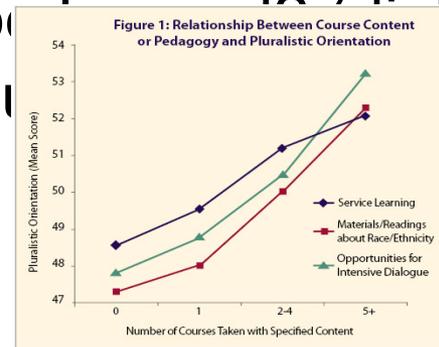
Post-Discussion Shift

Disagree) I saw her point and it wasn't much different than mine. She explained that **people have the freedom and shouldn't have it taken away, which i agree with and we both agreed it was the reaction that causes people to have a problem.** I still believe that their should be consequences for the spreading of things like racism but over all we had the same views.

Agree) My position about free speech and whether or not hate speech is covered by free speech stayed relatively the same because **while I understood the perspective of my discussion partner I didn't necessarily agree with the idea hate speech shouldn't be allowed because of the issues of censorship and what not.**

Summing up

- DCS is a “precursor” to competency not competency itself—
 - Identify the skills and how they affect interactions, decision-making, institutional change
- Diversity competency may be different from a “minority” or “majority” perspective
 - Minoritized social identity --Respect v. liking; --differences in goal motivation
- Diversity competency can be developed through dialogue, interaction, contact, curriculum
 - Pluralistic orientation
 - MCR project at UD



Summing up

- Diversity and Inclusion (D&I)
 - who is diverse,
 - who is included?
- What are benefits and how are they achieved?
 - We know more about this from Intergroup relations, and other research
- What are challenges and how can they be mitigated?
 - Know less about this; contact hypothesis (Pettigrew & Tropp, 2011); diversity hypothesis (Jones, Lynch, Tenlund & Gaertner, 2000)

Thanks to



Rosalie Rolon Dow



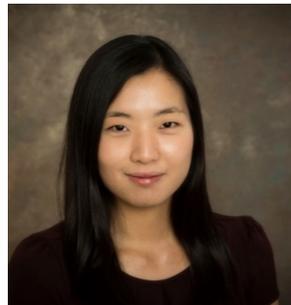
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