Diversity Mapping:
Key Insights For Action

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Halualani & Associates
Review the diversity mapping process that was undertaken in Fall 2016 through Summer 2017

Showcase the key findings about diversity at University of Nebraska-Lincoln (UNL)

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
Key Terms

• 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

• 3189 Responses via the Diversity Efforts Informational Survey (**)AWESOME!**

• Reviewed 168+ Documents Submitted Via Dropbox (average of 4 pages per document = 672 total pages)

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

1151 Diversity Efforts
Key Insights

99%
Primary Focus
Intrinsically Motivated
Key Insights

Quality

99% Primary Focus

All Divisions on Deck

Efforts’ Levels of Focus (All)

Primary (1140) 99%

Partial (11) 1%
No Strategic Framing or Alignment

A Strategic Mindset
Key Insights

Not Strategically Aligned

90% (1033) of Efforts Driven By Individual Divisions/Programs

16% (179) Collaborations

- 364 Collaborators
- Average of 3 Collaborators Per Effort
- 58 External Collaborators
Key Insights

- Level of Institutionalization & Permanence
- One-Shot Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Immediate, short-term (487)</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The next 1-2 years (41)</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The next diversity strategy cycle (623)</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Transcending</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Key Insights

- Level of Institutionalization & Permanence
- One-Shot Activities

Diversity Efforts (All) by Year

- Single Year Efforts
- All Years Efforts
Key Insights

• Mostly Events/Programming
• Spread Out Over 29 Effort Types

<table>
<thead>
<tr>
<th>Efforts - Theme (All)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event (552)</td>
<td>48%</td>
</tr>
<tr>
<td>Student Club/Organization (118)</td>
<td>9%</td>
</tr>
<tr>
<td>Campus Resource (103)</td>
<td>6%</td>
</tr>
<tr>
<td>Financial Aid/Scholarship (71)</td>
<td>6%</td>
</tr>
<tr>
<td>Training/Workshop (44)</td>
<td>4%</td>
</tr>
<tr>
<td>Student Recruitment (42)</td>
<td>4%</td>
</tr>
<tr>
<td>Committee (29)</td>
<td>3%</td>
</tr>
<tr>
<td>Institutional Research (27)</td>
<td>2%</td>
</tr>
<tr>
<td>Mission Statement (20)</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty Recruitment/Retention (19)</td>
<td>2%</td>
</tr>
<tr>
<td>Stud. Retention-Graduation Initiative (15)</td>
<td>1%</td>
</tr>
<tr>
<td>Co-Curricular (13)</td>
<td>1%</td>
</tr>
<tr>
<td>Directive/Policy (13)</td>
<td>1%</td>
</tr>
<tr>
<td>Special Initiative (11)</td>
<td>1%</td>
</tr>
<tr>
<td>Strategic Plan (10)</td>
<td>1%</td>
</tr>
<tr>
<td>Curricular (9)</td>
<td>1%</td>
</tr>
<tr>
<td>Award (8)</td>
<td>1%</td>
</tr>
<tr>
<td>Community Outreach/Partnership (8)</td>
<td>1%</td>
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<tr>
<td>Learning Community (7)</td>
<td>1%</td>
</tr>
<tr>
<td>Residential Hall/Housing (6)</td>
<td>1%</td>
</tr>
<tr>
<td>Affinity Groups (5)</td>
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<tr>
<td>Peer Mentor Program (5)</td>
<td>0%</td>
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<tr>
<td>Role (4)</td>
<td>0%</td>
</tr>
<tr>
<td>Staff Recruitment/Retention (3)</td>
<td>0%</td>
</tr>
<tr>
<td>Academic Program Support (2)</td>
<td>0%</td>
</tr>
<tr>
<td>Grant (2)</td>
<td>0%</td>
</tr>
<tr>
<td>Study Abroad (2)</td>
<td>0%</td>
</tr>
<tr>
<td>Diversity Infrastructure (1)</td>
<td>0%</td>
</tr>
<tr>
<td>Extracurricular (1)</td>
<td>0%</td>
</tr>
</tbody>
</table>
Key Insights

• Different Effort Types in Different Divisions

<table>
<thead>
<tr>
<th>Theme - Division</th>
<th>Event</th>
<th>Training/Workshop</th>
<th>Student Club/Organization</th>
<th>Campus Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32%</td>
<td>28%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>13%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>51%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Academic Affairs
Office of Chancellor
Student Affairs
Institute of Agric. & Natural Resources
Key Insights

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

Events - Recurring vs. One Time

One-Time: 83%
Recurring: 17%

Events - DELTA

0% 1% 26% 56%

1 - Know. Awareness (243)
2 - Skills (3)
3 - Interaction (36)
4 - Advanced Analysis (14)
5 - Evaluation-Critique (34)
6 - Adv. Analysis (3)
7 - Innovation
<table>
<thead>
<tr>
<th>Level 7 - <strong>Innovative Problem Solving</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative thinking</td>
</tr>
<tr>
<td>Uses multiple perspectives to develop new, original, unique, impactful strategies &amp; solutions to problematics</td>
</tr>
<tr>
<td>Relies on multiple heuristics (from all cultures, contexts, arenas of life)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6 - <strong>Social Agency &amp; Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing Actions, Personal-Social Responsibility</td>
</tr>
<tr>
<td>Able to see connections across differences</td>
</tr>
<tr>
<td>Problem-solving, Responsive decision making</td>
</tr>
<tr>
<td>Constructive-Resistive (from the marginalized side)</td>
</tr>
<tr>
<td>Action, Advocacy, Allies,</td>
</tr>
<tr>
<td>Sharing with/Teaching Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 - <strong>Evaluation-Critique</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation/Critique of Power Differences, Positionality/Compassion</td>
</tr>
<tr>
<td>Posing Complex Questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 - <strong>Advanced Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective-Taking/Reflection/Analysis, Self-Other Dynamic</td>
</tr>
<tr>
<td>Personally invested in diversity</td>
</tr>
<tr>
<td>Unscripted/Off the Beaten Path</td>
</tr>
<tr>
<td>Free-flying among concepts, areas to ferret out the big, difficult questions and major problematics, stakes, urgencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 - <strong>Interaction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active involvement in Intercultural Interactions</td>
</tr>
<tr>
<td>Motivation, Seeking Out, Participating Behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 - <strong>Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Intercultural Competence/Skills-based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 - <strong>Knowledge-Awareness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, Awareness, Appreciation</td>
</tr>
<tr>
<td>Touches on Social Approvability Level</td>
</tr>
</tbody>
</table>

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**Diversity Engagement & Learning Taxonomy (DELTA)**

(Halualani, Haiker, & Lancaster, 2012)
Key Insights

Key Insights

**Blended Focus**

Specific Group-Focused & Mainstreamed

*Robust Focus on Important Segments*

- College Completion
- Historically Underrepresented
Specific Group Focus - Topical Layer

- African American Campus Members: 67% (Student Club/Organization), 17% (Campus Resource), 8% (Financial Aid/Scholarship), 8% (Academic Program Support), 8% (Student Retention-Graduation Initiative)
- Asian American Campus Members: 83% (Student Club/Organization), 13% (Campus Resource), 4% (Financial Aid/Scholarship), 6% (Academic Program Support)
- Disabled Campus Members: 59% (Student Club/Organization), 29% (Campus Resource), 6% (Financial Aid/Scholarship), 17% (Academic Program Support)
- Female Campus Members: 69% (Student Club/Organization), 25% (Campus Resource), 6% (Financial Aid/Scholarship), 17% (Academic Program Support)
- First Generation Campus Members: 50% (Student Club/Organization), 17% (Campus Resource), 33% (Financial Aid/Scholarship), 6% (Academic Program Support)
- Hispanic/Latino Campus Members: 12% (Student Club/Organization), 69% (Campus Resource), 21% (Financial Aid/Scholarship), 6% (Academic Program Support)
- International Campus Members: 18% (Student Club/Organization), 83% (Campus Resource), 17% (Financial Aid/Scholarship), 6% (Academic Program Support)
- LGBTQIA Campus Members: 20% (Student Club/Organization), 80% (Campus Resource), 17% (Financial Aid/Scholarship), 17% (Academic Program Support)
- Native American Campus Members: 50% (Student Club/Organization), 17% (Campus Resource), 17% (Financial Aid/Scholarship), 17% (Academic Program Support)
- Pacific Islander Campus Members: 18% (Student Club/Organization), 21% (Campus Resource), 21% (Financial Aid/Scholarship), 39% (Academic Program Support)
- Veterans/Military: 12% (Student Club/Organization), 50% (Campus Resource), 17% (Financial Aid/Scholarship), 69% (Academic Program Support)

Specific Group Focus - Topical Layer

- Student Club/Organization
- Campus Resource
- Financial Aid/Scholarship
- Academic Program Support
- Student Retention-Graduation Initiative
Key Insights

Focus More on Campus Climate

Structures of Belonging

* 27% (316) Towards This Area Now

- Interactional Support Networks
- Adjustment & Acclimation
Key Insights

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

Definitions of Diversity in Efforts (All)

- Race/Ethnicity (976) - 25%
- Gender (956) - 25%
- Intersectionalities (547) - 14%
- Socioeconomic Status (404) - 10%
- Sexual Orientation (294) - 8%
- Broad Culture/Diversity (203) - 5%
- Nationality (157) - 4%
- Language (154) - 4%
- International/Global (84) - 2%
- Disability (34) - 1%
- Religion (34) - 1%
- Active Duty/Veterans (19) - 0%
- Generation (12) - 0%
Key Insights

• Framed in terms of topics or groups

<table>
<thead>
<tr>
<th>Diversity Form</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic/Issue (542)</td>
<td>47%</td>
</tr>
<tr>
<td>Group/Community (332)</td>
<td>29%</td>
</tr>
<tr>
<td>Context/Setting (214)</td>
<td>19%</td>
</tr>
<tr>
<td>Skill (31)</td>
<td>3%</td>
</tr>
<tr>
<td>Demographic/Data Number (19)</td>
<td>2%</td>
</tr>
<tr>
<td>Concept/Philosophy/Approach (13)</td>
<td>1%</td>
</tr>
</tbody>
</table>

Bar chart showing the distribution of diversity forms, with Topic/Issue being the most frequent at 47%.
Key Insights

- Active Diversity, Inclusion

![Chart showing efforts in Active Diversity, Inclusion, and Social Justice]
Key Insights

• More Emphasis on Educational Resource/Capacity

<table>
<thead>
<tr>
<th>Kind of Capacity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Resource/Capacity (589)</td>
<td>52%</td>
</tr>
<tr>
<td>Org./Structural Resource/Capacity (400)</td>
<td>35%</td>
</tr>
<tr>
<td>Social Capital Resource/Capacity (143)</td>
<td>12%</td>
</tr>
<tr>
<td>Not Needed (10)</td>
<td>1%</td>
</tr>
</tbody>
</table>
ASSESSING EVOLUTION OF A DIVERSITY PRACTICE

H & A has developed a unique numbering sequencing designation that indicates the degree of evolution of a diversity effort/practice in terms of the following:

1. **First order** - Declarative efforts and practices establishing a commitment to diversity.

2. **Second order** - Commitment is demonstrated by an action, effort, or program. “1st wave” efforts in evolution of diversity practices.

3. **Third order** - Sustained action and practices aligned with strategic initiative.

4. **Fourth order** - Transformative & culture changing practices. Indicates sustained and prioritized efforts evolving from 1st to 2nd to 3rd order. Reflects major impact and outcomes on diversity engagement in campus community.

* These categories remake the notion of “business as usual.”
* The goal is to have a balanced representation of diversity efforts, practices, and processes across designations, as each change order foregrounds its successor.
Key Insights

- Solidly Positioned in Second Order Stage

Diversity Change Order Sequence (All)

- 3% 1st Order
- 97% 2nd Order
- 0% 3rd Order
- 0% 4th Order
Key Insights

UNL: Div. Mapping Composite

- Div. Curricular Exposure: 38%
- Div. Infrastructure: 30%
- Div. Strategy: 1%
- Div. Capacity: 1%
- Div. Momentum: 1%
- Div. Achievement: 30%

UNL: Div. Mapping Composite

- Div. Infrastructure: 0.1
- Div. Strategy: 0.1
- Div. Momentum: 0.1
- Div. Capacity: 0.1
- Div. Curricular Exposure: 5
- Div. Achievement: 4

0 2.5 5 7.5 10
DIVERSITY ACTIVITY WITHOUT A STRATEGY

Diversity Mapping Findings

- 1151 Diversity Efforts in the Last 5 Years
- 99% (1140) 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 #1–8, 10

- Strategic Vision
- Approach
- Goals, Priorities
- Action Steps
- Targets, Milestones, Benchmarks, Outcomes
CAMPUS CONVERSATIONS ABOUT WHAT DIVERSITY & INCLUSION MEAN TO UNL

Diversity Mapping Recommended Action
Step #3

- Dialogues Around “What Does Diversity and Inclusion Mean to the UNL Community?”
DIVERSITY INFRASTRUCTURE

Diversity Mapping Recommended Action
Step #9

- **Key Diversity Leadership Role**
- **Staff Positions/Team**
- **Larger Diversity-Centered Office**
- **In Charge of University-Wide Diversity, Equity, & Inclusion Strategic Direction, Functions, Initiatives**
Diversity Mapping Recommended Action
Step #11

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

Diversity Mapping Recommended Action
Step #15

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

Diversity Mapping Recommended Action
Steps #17–20

- Connect and Integrate the Co-Curricular Diversity Events/Offerings with UNL’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 (1736) 37%
- ACE (388) 49%
- Graduate (1089) 37%
Diversity-Related Courses

- **UG**
  - Primary: 63%
  - Partial: 31%
  - Integrated: 6%

- **ACE**
  - Primary: 71%
  - Partial: 29%

- **GR**
  - Partial: 44%
  - Integrated: 25%
  - Primary: 31%
<table>
<thead>
<tr>
<th>UG</th>
<th>ACE</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>
</tr>
<tr>
<td>Two or More Cultures</td>
<td>Two or More Cultures</td>
<td>Two or More Cultures</td>
</tr>
<tr>
<td>International</td>
<td>International</td>
<td>Domestic</td>
</tr>
<tr>
<td>Both Contemp. &amp; Historical</td>
<td>Historical</td>
<td>Contemporary</td>
</tr>
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</table>
## Definitions of Diversity

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

UG

<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</td>
<td>22%</td>
<td>53%</td>
<td>13%</td>
<td>4%</td>
<td>1%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>21%</td>
<td>53%</td>
<td>10%</td>
<td>4%</td>
<td>3%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>18%</td>
<td>57%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>19%</td>
<td>48%</td>
<td>2%</td>
<td>7%</td>
<td>24%</td>
<td>24%</td>
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</tr>
</tbody>
</table>

GR

<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>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>10%</td>
<td>13%</td>
<td>73%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>2%</td>
<td>15%</td>
<td>78%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>12%</td>
<td>4%</td>
<td>81%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>800</td>
<td>35%</td>
<td>24%</td>
<td>19%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>45%</td>
<td>35%</td>
<td>13%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Class Level By Defn. of Culture

100 Level
- Broad Culture/Diversity: 39%
- International/Global: 48%
- Language: 1%
- Religion: 6%
- Disability: 6%
- Race/Ethnicity: 1%
- Intersectionalities: 7%

200 Level
- Broad Culture/Diversity: 23%
- International/Global: 59%
- Language: 1%
- Religion: 8%
- Disability: 1%
- Race/Ethnicity: 7%
- Intersectionalities: 1%

300 Level
- Broad Culture/Diversity: 16%
- International/Global: 67%
- Language: 7%
- Religion: 1%
- Disability: 8%
- Race/Ethnicity: 1%
- Intersectionalities: 4%

400 Level
- Broad Culture/Diversity: 13%
- International/Global: 76%
- Language: 3%
- Religion: 4%
- Disability: 4%
- Race/Ethnicity: 4%
- Intersectionalities: 1%
Key Insights

How Much of UNL’s Diversity Courses Are Offered?

- **UG**
  - Offered: 54%
  - Not offered: 46%

- **ACE**
  - Offered: 76%
  - Not offered: 24%

- **GR**
  - Offered: 45%
  - Not offered: 55%
DIVERSITY CURRICULAR CONVERSATIONS

Diversity Mapping Recommended Action Steps #24–27

- Exposure to Diversity Content & Contexts, Inclusive Pedagogical Approaches in the Undergraduate and Graduate Curricula
- ACE Program’s Connection to Diversity (Rework ACE #9)
- Inclusive Pedagogical Training Opportunities for Faculty
CREATION OF A DIVERSITY IMPACT CULTURE

Diversity Mapping Recommended Action
Steps #1–8, 10

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