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Mapping: Framework for Diversity Assessment

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Goals for today

- Overview assessment of diversity
- Mapping
- Interactive session
- Some Q&A



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Mapping Institutional Diversity Efforts

Hurtado & Halualani, 2014

- Historically
 - Demographics / Numbers
 - Gender, Underrepresented groups, etc.
 - Campus Climate Studies
 - How individuals perceive and experience the work and learning environment
 - Psychological and behavioral dimensions
 - Linking Quantitative & Qualitative Data
 - Numbers + Focus Groups
 - Connecting Assessment Strategies
 - Stand alone Campus Climate Surveys
 - Linked to college and educational outcomes
 - Faculty & staff satisfaction with the quality of work-life
 - Enrollment data; student, faculty, & staff attrition
 - NSSE
 - Annual Reports



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- Diversity Mapping

- Form of inquiry and research methodology with new metrics for benchmarking institutional change related to diversity
- Reflective practice focused on identifying where a college or university is - in terms of values, principles, objectives, goals, outcomes, and resource allocations – with regard to establishing a deeply embedded campus structure grounded in diversity



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Assessment

- Definition: Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional or agency effectiveness.
- Knowing our strengths and our weaknesses



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Self-Assessment

- This model provides an opportunity to create baseline measures. As a reminder, it is through the comparison of the stages of development that the principle of the assessment process takes place.
- The results are not meant as a rating scheme that compares one campus, program, department, student or groups to the other, but rather an assessment process whereby practices, knowledge, and content of diversity, inclusion and equity constitute the comparative features.



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DEI Definitions - Diversity

- Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.



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Definitions - Inclusion

- The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.



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Definitions - Equity

- Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:
 - Representational equity, Resource equity, and Equity-mindedness



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Measures and Counting

- Be aware of our own biases in this work
 - Data labels, counting, categories and subjectivity
- Information Justice
 - “fundamental ethical judgment of social arrangements for the distribution of information and it’s effects on self-determination and human development.” - Jeffrey Alan Johnson



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- NERCHE* Self-Assessment Rubric for Institutionalization of Diversity, Equity, and Inclusion in Higher Education
 - New England Resource Center for Higher Education



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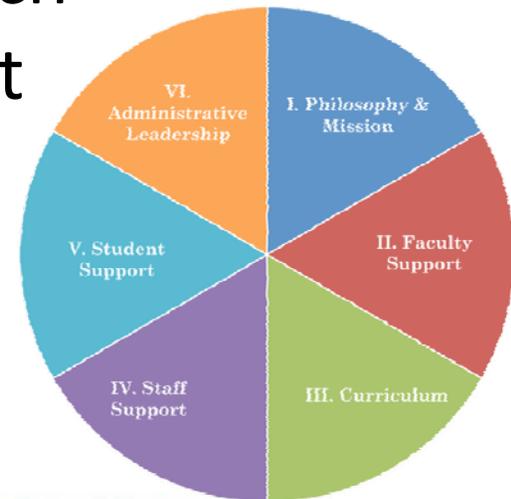
Stages of Development



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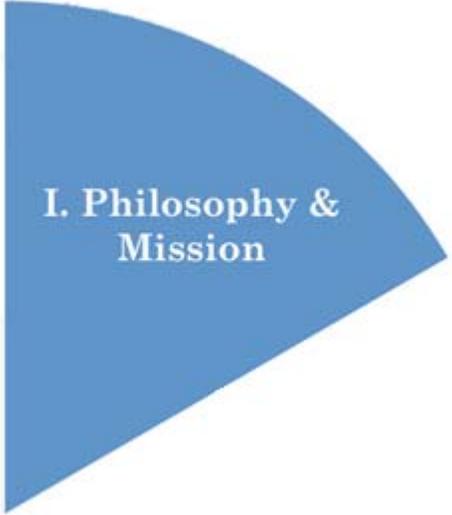
Dimensions

- Philosophy and Mission of Diversity, Equity, and Inclusion
- Faculty Support and Involvement
- Curriculum, Pedagogy, and Research
- Staff Engagement and Involvement
- Student Support and Involvement
- Administrative Leadership



Philosophy & Mission

- Definitions understood
- Strategic plan alignment
- Mission alignment
- Education reforms alignment
- Accreditation
- Historical & geographical context



I. Philosophy &
Mission



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Philosophy and Mission

- Examples of this dimension using the following components
 - Strategic Planning
 - Alignment with Institutional Mission



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	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming
Strategic Planning	The campus does not have an official strategic plan for advancing diversity, inclusion and equity on campus.	Although certain short-range and long-range goals for diversity, inclusion and equity have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing diversity, inclusion and equity on campus, which includes viable short-range and long-range institutionalization goals.



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Strategic Planning

- November 2016 – Brockport plan for EDI, 4 goals:
- Speak to employees, students, training, along with campus climate.
- Goals are multi-year with annual benchmarks



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Example of Goal 1

- Multi year: Achieve a balance of representation in faculty and staff in line with student population, and national, state, and regional demographics; and maintain a commitment to retention and promotion of minority and underrepresented faculty and staff.
- Annual: Increase percentages of diverse faculty and staff annually for 5 years.



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	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming
Alignment with Institutional Mission	While diversity, inclusion and equity complement many aspects of the institution's mission, they remain on the periphery of the campus. Diversity, inclusion and equity are rarely included in larger efforts that focus on the core mission of the institution.	Diversity, inclusion and equity are often mentioned as a primary or important part of the institution's mission, but are not included in the campus' official mission or strategic plan.	Diversity, inclusion and equity are part of the primary concern of the institution. Diversity, inclusion and equity are included in the campus' official mission and/or strategic plan.



Alignment

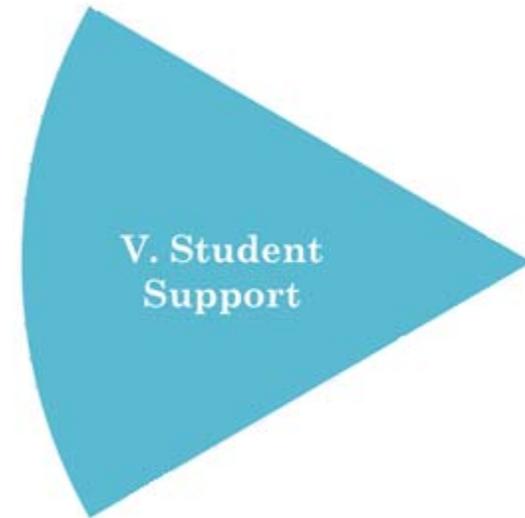
- College Strategic Plan, “Building a Better Brockport”
 - Operational plan has various metrics for CDO / Diversity Office
 - Goal 1, a great college at which to learn emphasizes inclusive environment
 - Goal 4, a great college at which to work emphasizes “an appreciation of equity, diversity, and inclusion”



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Student Support

- Knowledge and Awareness
- Opportunities
- Involvement & Engagement
- Leadership
- Incentives & rewards



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	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Student knowledge & awareness	Very few students know what diversity, inclusion & equity are or understand why knowledge & experience in these areas are essential to their education & their future work	Some students know what diversity, inclusion & equity are and understand why knowledge & experience in these areas are essential to their education & their future work	A substantial number of students know what diversity, inclusion & equity are. They understand and can articulate why knowledge & experience in these areas are essential to their education & their future work	
Student success	Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion & equity & campus definitions of student success both within & the outside the classroom	Some evidence exists supporting the link between diversity, inclusion and equity & students success	Publicly available definitions of student success in curricular and co-curricular experiences always include references to diversity, inclusion & equity as a critical indicator	



	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Student opportunities for engagement	Only a handful of co-curricular opportunities to enhance student learning about diversity, inclusion & equity issues are available; Very few students are involved or engaged in diversity activities	There are some opportunities to enhance student learning about diversity, inclusion & equity issues. However, involvement and engagement are limited to affinity groups, and co-curricular programming exists in segregated communities.	There are ample opportunities and options offered to enhance student learning about diversity, inclusion & equity issues on campus and within the larger community. Administrators at all levels, faculty, staff, and student collaborate with community members to assure development of these opportunities.	



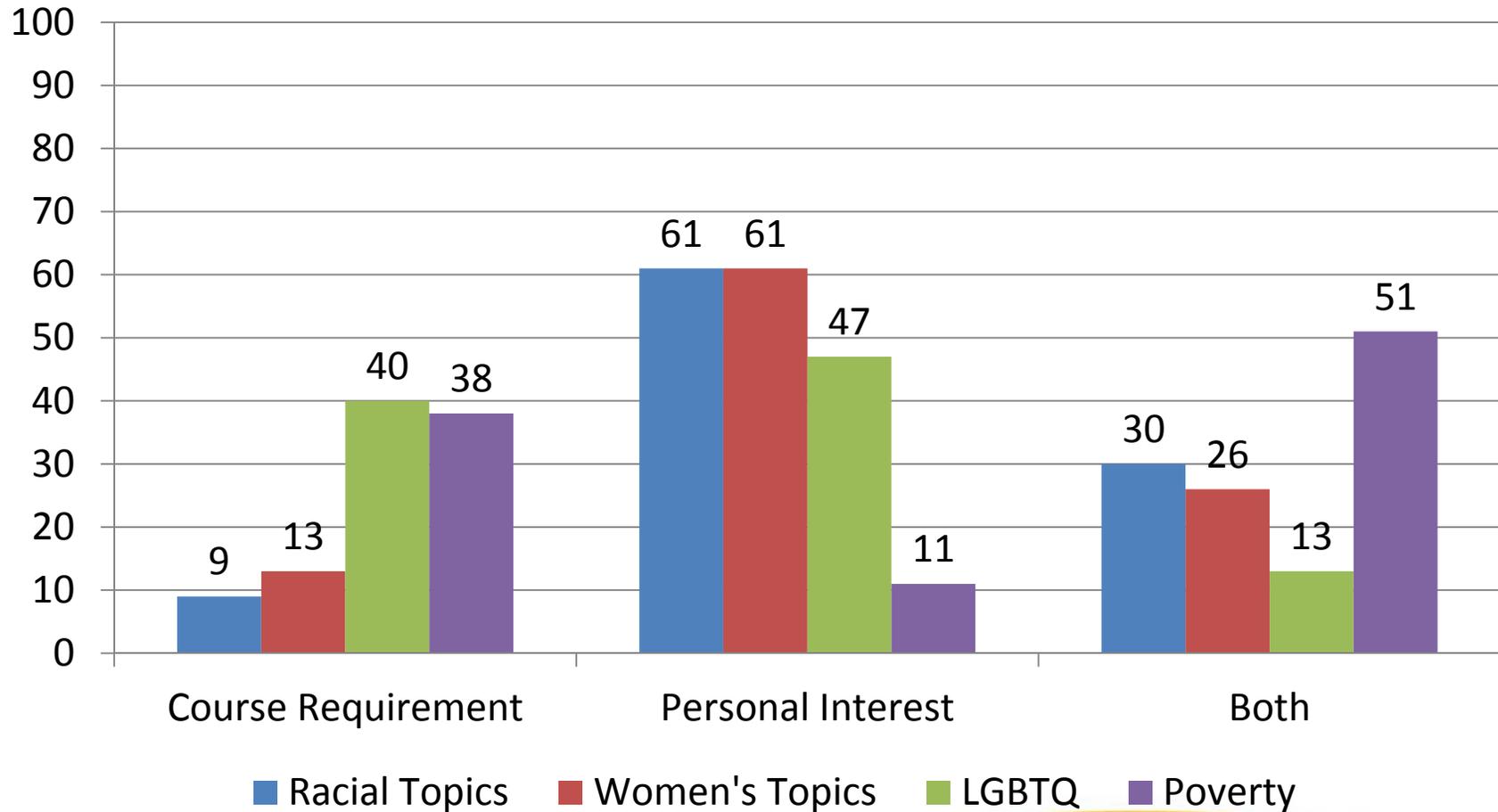
	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Student leadership	Few, if any, opportunities on campus exist for students leaders to develop expertise on diversity, inclusion & equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular setting throughout the campus	There are some opportunities on campus for student leaders to develop expertise on diversity, inclusion & equity issues; there are opportunities on campus for students to take on leadership roles in advancing diversity in co-curricular setting throughout the campus	There are a number of training and development opportunities to develop students' expertise on diversity inclusion & equity issues. Students are encouraged to develop inclusive leadership skills and serve as advocates and ambassadors for institutionalizing diversity in curricular settings throughout the campus	



	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Student incentives and rewards	The campus has neither formal mechanisms (e.g. diversity notation on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in diversity.	While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few rewards or no formal incentives and rewards.	The campus has formal mechanisms in place that encourage students to participate in diversity and inclusion efforts and provides campus wide recognition for their participation in these efforts throughout the campus.	

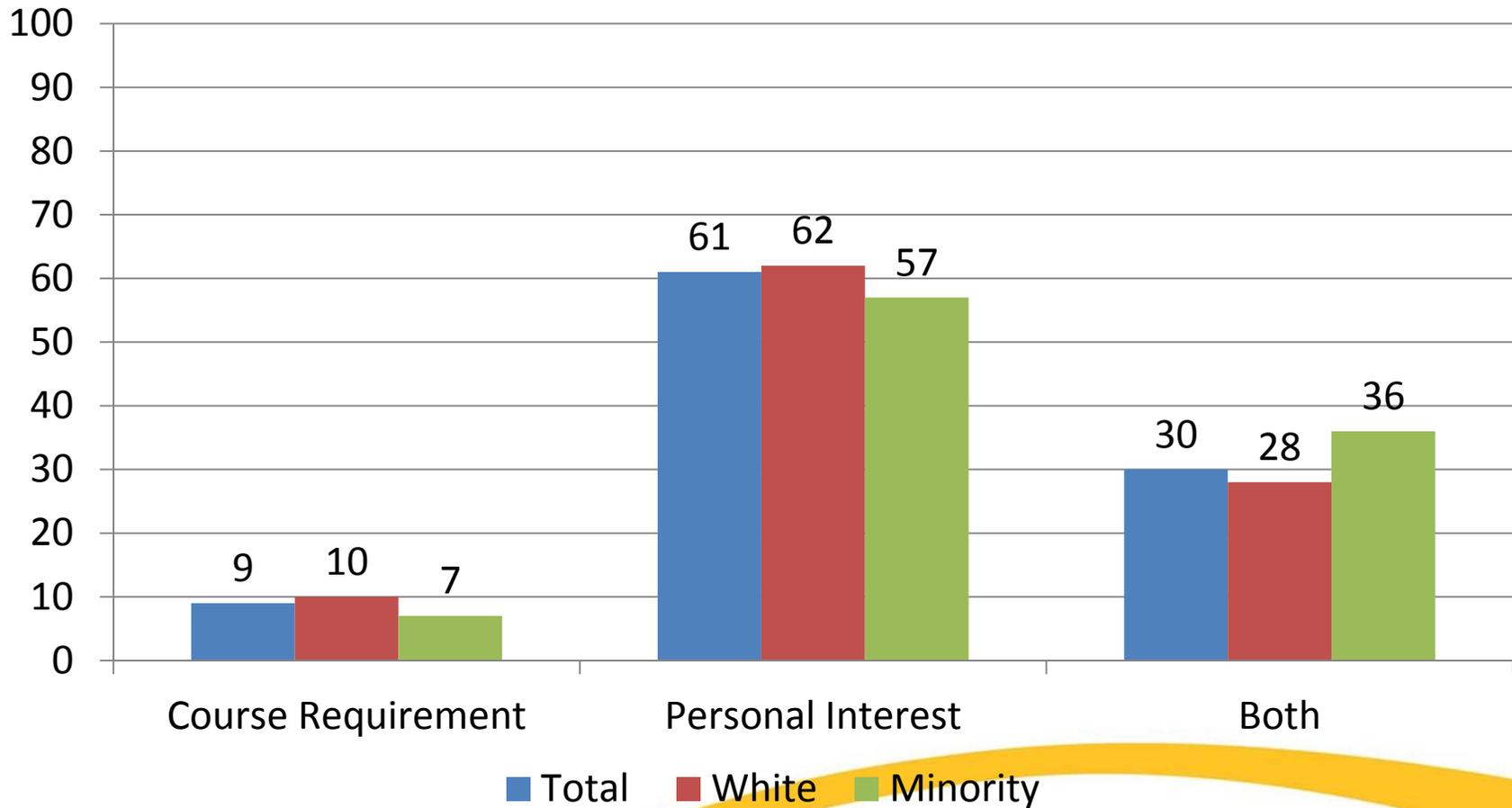


Reasons for Attending by Topic



Racial Topics

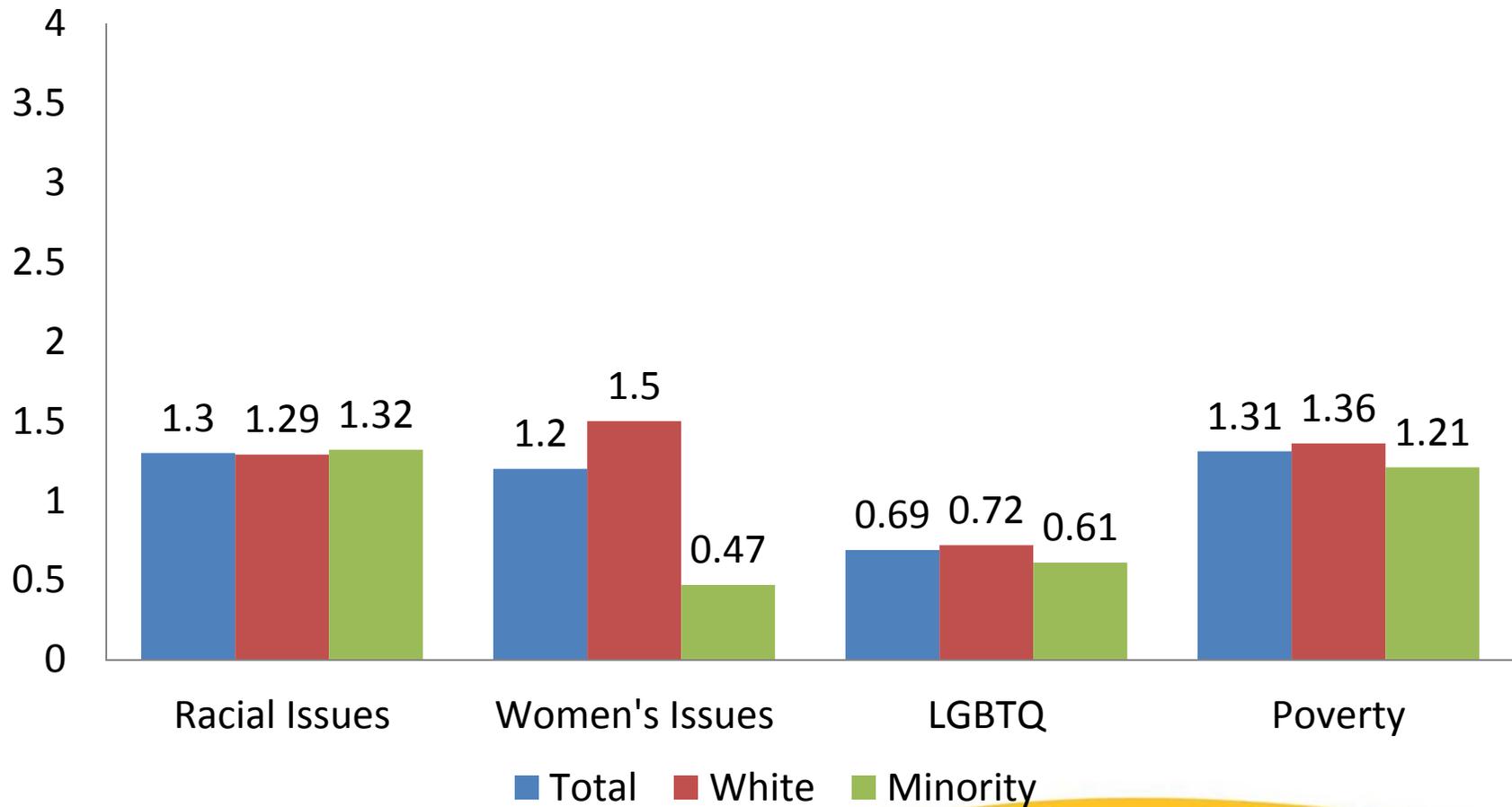
Reasons for Attending by Race



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Mean Scores: Race by Events Attended

Scale: 0-4

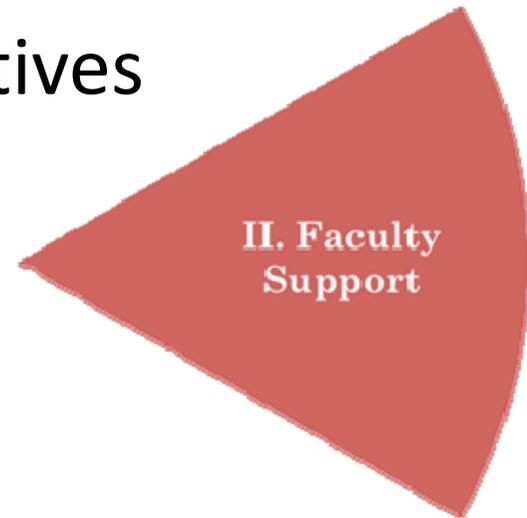


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Faculty Support

For and Involvement in DEI

- Faculty knowledge & awareness
- Faculty involvement and support
- Faculty development & incentives
- Academic departments
- Faculty leadership
- Faculty rewards



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Components	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Faculty Knowledge & Awareness	Very few members know what DEI are or understand why they are essential aspects of student's education	An adequate number of faculty members what DEI are <i>and</i> understand why it is essential aspects of student's education	A substantial number of faculty members know what DEI are and understand why it is an essential aspects of student's education	
Faculty Involvement & Support	Very few faculty members are instructors, supporters, or advocates of DEI. Few support the strong infusion of DEI into the academy or into their own professional work. A few faculty members on campus sustain DEI activities	While a satisfactory number of faculty members are supportive of DEI, few faculty members are advocates for infusing diversity in the overall mission &/or their own professional work. An inadequate or unsatisfactory number of key faculty members are engaged in DEI	A substantial number of influential faculty members participate as instructors, supporters, and advocates of DEI, support the infusion of DEI both into the institutions' overall mission and the faculty members' individual professional work.	



Components	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Faculty Leadership	Very few of the most influential faculty members on campus serve as leaders for advancing DEI on campus &/or are not encouraging colleagues to engage in diversity work on campus or in their courses	There are only several (2 or more) influential faculty members who provide leadership to the campus' DEI efforts & encourage colleagues to engage in DEI work on campus or in their courses	A highly respected, influential group of faculty members serves as the campus' DEI leaders &/or advocates and encourages colleagues to engage in DEI work on campus or in their courses	
Faculty Rewards	In general, faculty members are not encouraged to engage in DEI; faculty members work in DEI is not usually recognized during their review, tenure, & promotion and sabbatical processes.	Although faculty members are encouraged to pursue DEI activities, their work in DEI is not always recognized during their review, tenure, & promotion and sabbatical processes.	Faculty who are involved in DEI receive recognition for it during the campus' review, tenure, & promotion and sabbatical processes; faculty is encouraged to pursue DEI activities	



Components	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming	INDICATORS
Faculty Development & Incentives	There are few opportunities and dedicated funds to support and sustain faculty capacity for diversity over time. There are few incentives provided (e.g. mini-grants, course releases, funds for conferences, etc.) to pursue diversity activities	There are some opportunities and dedicated funds to support and sustain the faculty capacity to do DEI work over time. There are some incentives provided to pursue DEI activities	There are many opportunities and dedicated funds to support and sustain the faculty capacity to do DEI work over time. There are many incentives provided to pursue DEI activities	
Academic Departments	Few, if any, departments infuse DEI as formal part of their academic programs	Several departments offer opportunities to engage in DEI related activities (e.g. research study abroad) and courses, but these opportunities are not part of the academic program of the department &/or not primarily supported by departmental funds.	In a fair to large number of departments, DEI shape course content, project design, and pedagogy	



Administrative Leadership

- Policies
- Coordination
- Commitment & participation
- Hiring and retention
- Diversity-focused positions
- Professional Development
- Institutional Research
- Resource Management



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Q&A

- Questions?



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