We’re Not In Kansas Anymore!

Mastering the Challenges of a Dramatically Different and Diverse and Global Community

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Purdue’s Mission Statement

- Purdue University serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.
DDI Vision Statement

- The creation of a campus community in which diversity is expected and inclusive excellence becomes the standard operating procedure
Major Goals of DDI

- Increase and retrain the number of URM students
- Increase and retain the number of URM faculty and staff
- Creation of a welcoming and inclusive campus community
- Provide opportunities for faculty, staff and students to gain cultural competence
Diversity Defined

...a mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as assets to the group and organizations with which they connect.
Primary Dimensions of Diversity

Sexual Orientation
Gender
Age
Race
Ethnicity
Physical Ability
Primary & Secondary Dimensions

- Organizational Role and Level
- Parental Status
- Work Experience
- Educational Background
- Communication
- First Language
- Geographic Location
- Religious Beliefs
- Income
- Marital Status
- Military Experience

Primary & Secondary Dimensions include:

- Sexual Orientation
- Gender
- Age
- Ethnicity
- Race
- Physical Ability
Inclusion

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum activities, and in the organization designed to increase ---

1) awareness  
2) content knowledge  
3) cognitive sophistication  
4) empathic understanding of the complex ways individuals interact within systems and institutions.
Diversity is the highway
Diversity - complex and dynamic
Ideal that we are working toward
Building an inclusive community is a collective transformational process - Not an event!
Diversity in Higher Education

- 16 M students in 2015 up from 13.4 M in 1995
- 80% of new students – African American, Hispanic, or Asian American
- Minority students will make up 37% of college going students, 8% increase since 1995
- Hispanics students will be largest college going minority
- Asian Americans will become the fastest growing minority group.
- By 2050 more than 50% of college age students will be students of color
Key Framing Issues

- Higher Education major economic engine of the State and Nation
- Shift to a knowledge based economy – STEM focused
- Dramatic demographic shifts - Simultaneously growing older and more diverse
- Least educated racial and ethnic groups are growing the fastest
- Workforce becoming more diverse
- Employers seek students with cultural competencies for global economy
- Non-Hispanic White population shrinking entry level workforce increasing made up of minorities
- Multi-hued workforce will support social safety nets for Baby boomers
- Simultaneously we are growing older and more diverse
- Minorities historically underrepresented in STEM while the demand increases
- Achievement gaps between student groups lead to more-serious economic implications
- Drop in education level of US workers
- Potential for serious shortages in critical professions
- 2050 50% of US population is minority by 2060 – majority minority
How does Purdue respond to the frame in light of its role as a land grant university and its prestige as world renowned R1 – STEM focused institution
Levels of Diversity/Inclusion Implementation

Organizational Level
Vision * Culture * Policy * Procedure * Accountability

Departmental Level
Composition * Interaction * Norms * Accountability

Personal Level
Awareness * Attitude * Action * Accountability
PARADOX OF DIVERISTY

- We are like all people
- We are like some people
- We are like no other person
Difference

Deficient
All the things our students bring
Culture …

- Learned pattern of perception, values and behaviors
- Provides our sense of being and knowing!
Culture

* Learned
* Transmissible
* Ethnocentric
* Dynamic
* Selective
* Composed of interrelated facets
The Guiding Principles

- Culture is a predominant force, you cannot **not** be influenced by culture
- People are served in varying degrees by the dominant culture
- Group identity is as important as individual identities
Results of Cultural Programming

- Mental Processes
- Communication and Language
- Dress and Appearance
- Food and Eating Habits
- Time and Time Consciousness
- Relationships
- Work Habits and Practices
Do you see what I see?
Perception
Perception
Perception
Turn you head slightly
The World as 100 People

- 70 nonwhite
- 30 white
- 52 women
- 48 men
- 57 Asian
- 21 European
- 14 Other Western Hemisphere
- 8 African
The World as 100 People

89 Heterosexual
11 Gay  Lesbian

6 US citizens would hold 59% of the total wealth of the world

80 living in substandard housing
The World as 100 People

1 with a computer
1 with a college-level education
PARADOX OF DIVERISTY

- We are like all people

- We are like some people

- We are like no other person
PERCEPTIONS AND STEROTYPES

Perceptions

- Raised in homogeneous communities.
- Gravitate towards people like us.
- Uncomfortable with differences we don’t understand.
- Screen out evidence which contradicts existing perceptions.
PERCEPTIONS AND STEROTYPES

Stereotypes
- Fixed generalizations about people in certain groups.
- Judgments don’t take into account the here and now.

Prejudice
- Seeing differences as weaknesses.

Ethnocentrism
- One’s own group is superior to all others.
Building Blocks of Inclusion

- A system that values, recognizes difference
- Continue to learn
- Treat others with fairness
- Open Minded Attitude
- Self Awareness
- Self Awareness
At the end of day –
Cultural Proficiency
Cultural Proficiency

- Way of **being** that enables the individuals and organizations to **respond effectively** to people who differ from them.
Social System

Values

Norms

Rules
Dominant Culture

- Male
- White
- Young
- Wealthy
- Protestant
- Able-bodied
- Heterosexual
Systems seek stability

**System Tools**
- Laws
- History
- Education
- Media
- Rituals
- Legal System
- Economic System

**Values**
- Maintenance
- Stability
- Status Quo

**Rules**
- Maintenance
- Stability
- Status Quo
Difference and Social Systems

Values
- Male
- White
- Young
- Wealthy
- Protestant
- Able-bodied
- Heterosexual

Rules

Norms

Visible Difference

Non-visible Difference
Difference and Social Systems

Male
White
Young
Wealthy
Protestant
Able-bodied
Heterosexual

Visible Difference

Non-visible Difference

Rules???

Values?

Norms???
Do Numbers Matter?

- Support
- Excess visibility
We are perfectly aligned to get the results that we are getting!
Where are we headed?
Dialogue Blockers

**Explain-Aways**
That may be true, but here’s how I see it… or another way to view it…

When you say that, I feel you’re discounting my experience. In that situation, I felt…

**Yea, but…**
You may not have intended this, but when you give a “YEA, BUT” I feel discounted and that you have dismissed my perspective and experience.

I’m curious why you chose to give me a “Yea, But” just then?

**That happens to me/my group, too…**
How does it feel when it happens to you? How often does that happen? Why does it happen to you? (Create a “window of understanding”)

**I know someone who…and they don’t agree with you…**
There might be some people who don’t see this as I do. That doesn’t discount my experience or perception.
You’re too sensitive… you’re overreacting…

Your intent might be to try to help or support me, but the impact of that statement is infuriating.

S/he’s a good person… they never meant to do that…

That comment just dismissed and discounted my experience.

Many “good people do very inappropriate and harmful things…”

I don’t see it that way therefore, it doesn’t really happen…

You might not have ever recognized this dynamic before or seen it happen, but after having it happen SO MANY times with no other explanation, I connect this type of reaction to some form of prejudice.

That doesn’t happen to me… so it doesn’t exist

It might not or you may not notice it happening to you… but here’s what I’ve tracked and noticed in my life…
Dialogue Enhancers

- Let go of unproductive emotional Reactions
- Listen
- Seek more information
- Receive your feedback as a gift
- Take a new perspective
- Problem solve
- Integrate new behavior
Bias incidents and hate crimes don’t just hurt the individuals they damage the community.
The Southern Poverty Law Center counted 1,018 active hate groups in the United States in 2011. Only organizations and their chapters known to be active during 2011 are included.

All hate groups have beliefs or practices that attack or malign an entire class of people, typically for their immutable characteristics.

This list was compiled using hate group publications and websites, citizen and law enforcement reports, field sources and news reports.
BIAS AND HATE IS PRESENT

2012 HATE CRIMES

College Park, MD
A noose and hate messages were left in two classroom buildings on the University of Maryland campus.
Type: Intimidation  Reported: 03/31/2012

Chicago, IL
Anti-Semitic remarks were spray-painted on a local synagogue.
Type: Vandalism  Reported: 03/28/2012

Monmouth, IL
A gay man's rainbow flag was set afire in his yard.
Type: Vandalism  Reported: 03/27/2012

Source: Southern Poverty Law Center
BIAS AND HATE IS PRESENT
IN HoA N A HATE CRIMES

Notre Dame, IN
Fried chicken parts were put in the mailboxes of two black student associations at the University of Notre Dame.
Type: Harassment Reported: 02/24/2012

Michigan City, IN
Rocks and a large cinderblock were thrown through the window of an Islamic center.
Type: Vandalism Reported: 08/11/2011

Martinsville, IN
Copies of the Ku Klux Klan publication The Crusader were left in driveways.
Type: Leafleting Reported: 03/07/2011

Sellersburg, IN
A gay teen was assaulted in a school restroom. His assailant used anti-gay slurs during the attack.
Type: Assault Reported: 03/07/2011

Source: Southern Poverty Law Center
BIAS INCIDENT

• Conduct or behavior (verbal, nonverbal, or written)

• Harasssing, intimidating, discriminatory or hostile behavior

• Based on a person’s identity or group affiliation including but not limited to race, age, disability, status, gender, gender identity /expression, national origin, sexual orientation, religion

• No State or Federal Crime has occurred.
HATE AND BIAS DEFINITIONS

HATE CRIME

• Conduct or behavior (verbal, nonverbal, or written)

• Harassing, intimidating, discriminatory or hostile behavior

• Based on a person’s identity or group affiliation including but not limited to race, age, disability, status, gender, gender identity/expression, national origin, sexual orientation, religion

• Committed against a Person or Property

• A State or Federal Crime has occurred
Hate & Bias Interactive Quiz
Q. The automobile of a prominent gay student leader on campus is “keyed” in the parking lot. The phrase, “Die faggot!” is carved into the car’s finish.

A. Hate Crime

Criminal vandalism and property damage is involved.
Q. The Black Student Union invites a well-known African-American writer, with extremist leanings, to speak on campus. In his talk, he encourages Black students to attack the "white power structure" on campus. After the lecture, a group of Black students who had attended, get into an argument over the lecture with a group of white students who had picketed the talk outside the hall. Several on both sides are injured.

A. More Info Needed

It is unlikely that direct incitement to violence can be shown. More information is needed about the content of the talk in order to label it as an example of bias. The "power structure" reference may have been general and allegorical.
Q. Members of a campus sports team attack a group of Asian-American students on campus a few hours after they had gotten into a verbal altercation at an off-campus bar. Both groups were inebriated and include under-age drinkers. One of the Asian students suffers a fractured skull and is taken to the hospital in a comatose state.

A. More Info Needed

It is not clear if bias (or even ethnic slurs) was involved in the altercation. More information is also needed to determine if there was a criminal assault.
Q. A sorority refuses to accept an openly lesbian pledge. The sorority claims that there was nothing personal in this decision, but that the Christian values of the sorority require them to reject any and all lesbian applicants.

A. Bias Incident

While such events have caused much distress on many campuses, no crime is involved. Nonetheless, this may well be a violation of campus rules and procedures as well as a possible violation of anti-discrimination statutes (although private groups with religious affiliations are generally given much leeway in membership acceptance matters).
Personal Choice

- When hate happens, we are faced with two choices:
  - Do nothing, and let hate go unchallenged.

- Or do something — rise up, speak up and stand up against hate.
In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.
Diversity, inclusion and competence in your organization

- Employment Practices
- Marketing Internal/External
- Leadership
- Committee Composition
- Staff Development
- Diversified Strategies
- Progress does not suffer due to tradition
Questions?

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