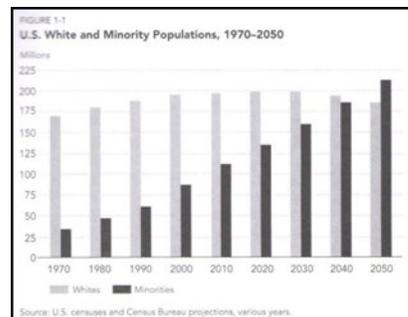


# Diversity Competency

Diversity in the United States is greater than it has ever been and continues to grow at such a rate that no racial/ethnic group will constitute a majority of U.S. citizens by 2042.

Institutions of higher education have made diversity a priority and seek to expand the diversity of its student body, faculty and staff.

% Whites in U.S.					
83%	(1970)	61%	(2010)	46%	(2050)
16% of US residents are foreign born					
56.7 million U.S. citizens (19%) have a disability					
9 million adults (3.8%) identify as LGBTQ					
7 million people(26%) over age 55					
(U.S. Census 2010, Frey, 2015)					



## Diversity is:



Diversity is defined by more than demographic, social identity and other group differences. One important idea is “full participation:”

“...creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully and successfully in institutional life, and contribute to the flourishing of others.” (Sturm, Eatman, Saltmarsh & Bush, 2011)

## Diversity is valuable because:

It improves civic engagement and professional competency for everyone.

Diverse groups produce better outcomes than homogeneous groups, even when comprised of experts

**UNIQUE  
PERSPECTIVES**

Employees with different backgrounds and experiences offer a variety of viewpoints that increase problem-solving and innovation.

## Diversity Competency is:



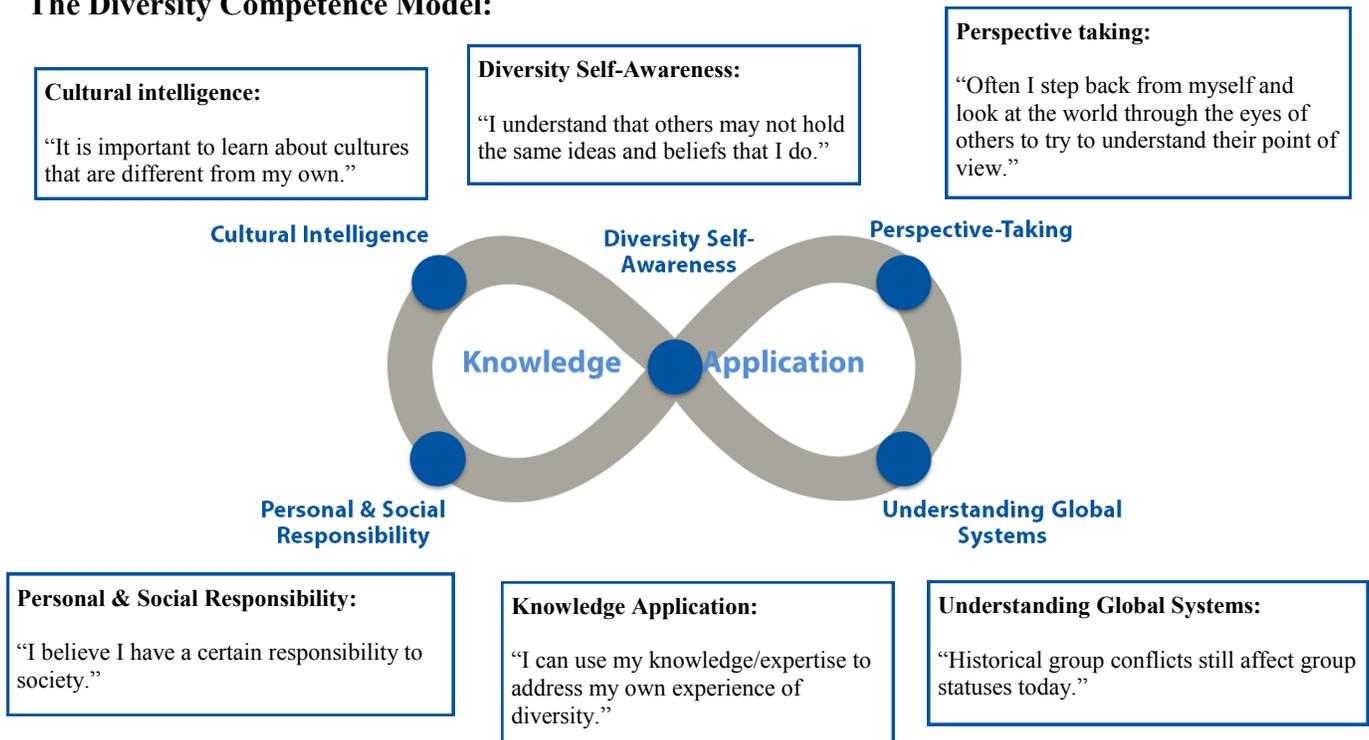
With growing diversity come benefits as well as complexity and increased risks for conflict. Having the individual, institutional, and cultural competence to address and support diversity efforts to the benefit of everyone takes **Diversity Competence**.

# Diversity Competency

## General Characteristics

- Self-awareness, ability to see others' points of view, valuing diverse experiences,
- Recognizing the challenges and complexities of life and willingness to engage them,
- Ability to learn about others' experiences and desire to grow from the knowledge.

## The Diversity Competence Model:



## Research evidence for Diversity Competency

### 1) Psychological characteristics

#### High competence related to:

Empathy, perspective-taking, collaboration, egalitarianism, self-esteem, guilt, pluralistic orientation and multiculturalism

#### Low competence related to:

Racial resentment, social dominance, system justification, fear, colorblindness

### 2) Behavioral characteristics

#### High competence

more likely to have a different race roommate, more diverse experiences in classroom, fewer same race close friends (whites) OR more same race close friends (blacks) learn more from interactions with different people, greater sense of belonging at UD; related to more courses that provide opportunities for intense dialogues.

**The mission of the Center for the Study of Diversity (CSD) is to promote academic research and scholarship that facilitate dialogues about and understanding of the social and academic impact of diversity. The Center brings a broadly interdisciplinary focus to its activities, projects, programs, and publications on research and analysis, training, public scholarship, community projects, and information dissemination.**