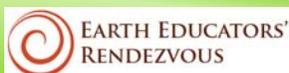


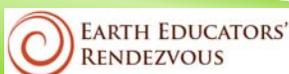
## Context Diversity Model



### A Critical Question About Diversity in Education in the US Today:

Why, despite long-term efforts by affirmative action programs, do many segments of the national population remain grossly underrepresented, especially in STEM fields?

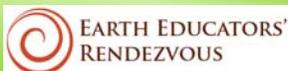
1996: The issue involves the achievement gap.



## Reassessing the Problem: The Achievement Gap

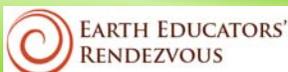
### Bowen & Bok – Shape of the River (1998)

- Demonstrated Affirmative Action works but even accounting for all variables, gaps in academic performance among various groups still exist.
- Average class rank in their graduating class:
  - African Americans: 23<sup>rd</sup> percentile;
  - Hispanics: 36<sup>th</sup> percentile,
  - Majority students: 53<sup>rd</sup> percentile.
- Found social/cultural factors that reduce the gaps – people-oriented relationships, family/community engagement, supportive psychological environments, working in groups, collaborative learning environments, etc.



## The problem lies in the origins of academic culture!

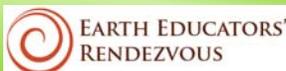
- The context of higher education in the U.S. is locked into a centuries-old German research model imported from Europe and clamped on a British colonial college system;
- The predominance of a particular and preferred learning environment tends to exclude all others, and thus defines the cultural context of higher education today;
- The outcome is not only a Euro-centric learning community, but also a hidden dimension of cultural context that has been an invisible element of diversity ignored until now.



## The Emerging Multicontext World

In the 1960's, anthropologist **Edward T. Hall** identified a variety of national origin cultures that exhibited learned preferences or Cultural Contexts that influence how:

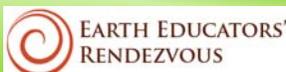
- one **interacts** and **associates** with others,
- uses living **space**,
- perceives concepts of **time**,
- processes **information**,
- responds to a various teaching and **learning styles**,
- **Performs** academically or in the workplace, and
- Includes many other cognitive factors that were imprinted on them in childhood by family and community and continue to help shape their world view throughout their lives.



## The Emerging Multicontext World

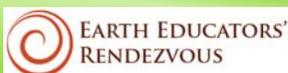
### Definition of “Cultural Context”:

- Hall defined it as **inter-cultural communication** based on observations of interpersonal transactions across a wide variety of cultural interfaces. That transaction takes account of how information is handled and how cultural messages are transmitted.
- **Cultural context** translates behavior into meaning – why do people do what they do and how that affects everything around us both consciously and unconsciously.
- **Cultural Hidden Dimensions.**



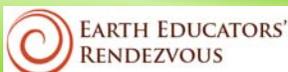
## The Emerging Multicontext World

Using a binary model, Hall identified some populations, mainly Northern European cultures (English, German, Swiss, and Scandinavian people) as **“Low Context” (LC)** cultures because they required little contextualization to communicate, interact, and interpret the world around them.



## The Emerging Multicontext World

Hall also identified some populations (including Asians, Arabs, people from other Middle Eastern and Mediterranean-based countries, Africans, Latin Americans, and North American Indian groups) as **“High Context” (HC)** cultures because they required more social and cultural contextualization to communicate, interact and interpret the world around them.



## The Emerging Multicontext World

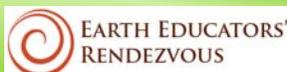
**U.S. populations** are varied and still exhibit to varying degrees the low or high context imprinting of their ethnic heritage. Although high context populations are increasing in the U.S. today, mainstream “American culture” and core values are primarily low context. North American men are generally, **but not always**, found to be more low context than North American women.



## The Emerging Multicontext World

**1990's research on Latinos revised the cultural context model (Ibarra 2001):**

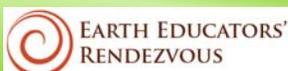
Diverse populations in the U.S. higher education are not necessarily predominantly HC or LC but instead are **MULTICONTEXTUAL** – a learned ability to survive in LC academic culture while maintaining HC characteristics in other aspects of life.



## The Emerging Multicontext World

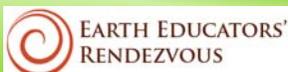
Since WWII, the GI Bill opened doors to a variety of populations, including those with different religious faiths, women, and underrepresented groups who tended to bring Multicontextual experiences that are quite different, and even at odds with the cultural context of academe and even many workplace environments.

These individuals tended to under-perform academically or possibly drop out but they also have had an impact on changing the academic cultures in many institutions.



## The Emerging Multicontext World

Although the cultural context model was never applied to examine organizational cultures in the past, applying the Multicontext model today reveals that higher education is predominantly a LC culture derived from the 19<sup>th</sup> century German research institute model that grounded graduate and professional training over the last century. The resulting conflict between LC academic culture and HC cultural preferences causes the dissonance we note among underrepresented groups.

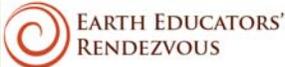


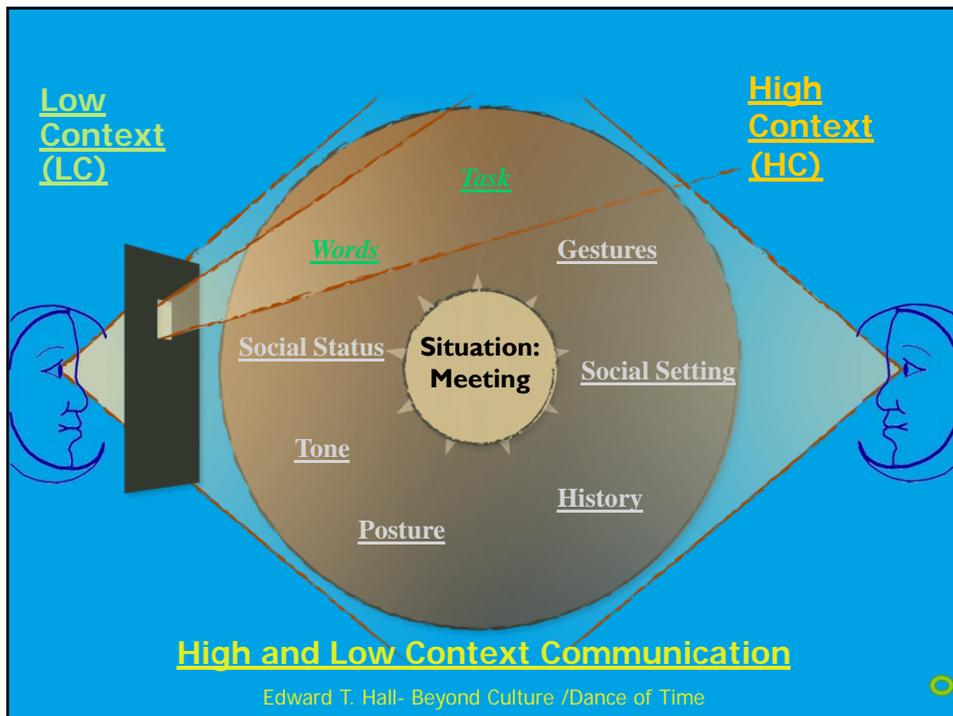
Clues about how to increase diversity in STEM emerged in 1970s with Uri Treisman's *Mathematics Workshop* showing **group study** increased academic success among minority students. The reason was never understood.



## Cultural Context Components & Functional Levels

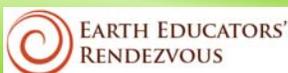
1. Interaction ➤ **Micro level:** Individual or workplace/classroom
2. Association ➤ Workplace, campus, community
3. Temporality ➤ Time orientation
4. Territoriality ➤ Use of space and place
5. Information ➤ Networks, information flow, and cognition
6. Gender/Culture ➤ Gender orientation
7. Learning ➤ Learning styles and cognition
8. Academic systems ➤ **Macro level:** Institutional level characteristics (predominantly LC)

<h2>Low Context</h2> <p>↓</p> <p><b>MC</b></p> <p>↓</p>	<h2>High Context</h2> <p>↓</p>
<p><u>Interaction</u></p> <p>Emphasis on words to supply meaning &amp; low use of non-verbal signals</p> <hr/> <p>Communication is <b>direct</b></p> <hr/> <p>Disagreement is <b>depersonalized</b></p>	<p><u>Interaction</u></p> <p>High use of non-verbal signals with words to contextualize meaning.</p> <hr/> <p>Communication is <b>indirect</b></p> <hr/> <p>Disagreement is <b>personalized</b></p>
	



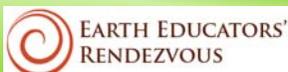
## Context Diversity: Helping the system adjust to people

- **An emerging transformative paradigm** that emphasizes reframing rather than reforming organizational cultures to meet the needs of all populations and especially underrepresented groups.
- **The dynamic effect is to create a community** with myriad ways to attract diverse populations and have them thrive in an academic or workplace environment.



## Context Diversity

- **Is associated with systemic change** in the core organizational cultures, not just programmatic change.
- **It shifts diversity initiatives** from current concepts about recruitment and retention to concepts that emphasize **attracting** and **thriving** (“**People want to be here**”) or **reframing** rather than **reforming**.



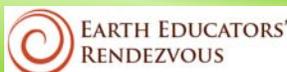
## Context Diversity

- It also shifts the focus from people as the source of conflict to the institutional and organizational cultures as the source of conflict.
- It should not be associated with concepts of institutional racism, which are often policies used by dominant groups to subjugate subordinate groups.



## Context Diversity

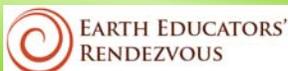
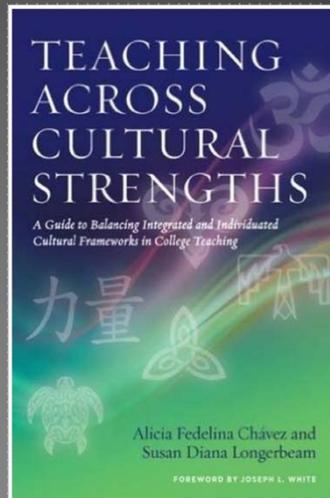
- Results are measured not only by how well we attract diverse populations, but also by how well we enhance our campus climate and cultures to improve upon the academic and work performance among all students, faculty, and staff.
- Objective: *Build diversity into the context of our higher education system, our learning communities, and beyond.*



## Recent Additional Work Published

### Chávez and Longerbeam, 2016

- Focuses on applications in the classroom
  - Low Context = Individuated
  - High Context = Integrated



## Chávez and Longerbeam, 2016

Individuated	Integrated
In a culturally <b>individuated</b> framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.	In a culturally <b>integrated</b> framework, an interconnected, mutual, reflective, cyclical, contextually dependent conception of the world is common, assumed, and valued.
<b>Purpose of learning:</b> Knowledge, individual competence, to move forward toward goals and the betterment of humanity.	<b>Purpose of learning:</b> Wisdom, betterment of the lives of those with whom we are connected – family, tribe, community.
<b>Ways of taking in and processing knowledge:</b> Mind as primary, best or only funnel of knowledge.	<b>Ways of taking in and processing knowledge:</b> Mind, body, spirit/intuition, reflection, emotions, relationships as important aspects and conduits of knowledge.
<b>Interconnectedness of what is being learned:</b> Compartmentalized and separate; belief that understanding how the parts work separately, abstractly and in isolation will lead to the greatest understanding.	<b>Interconnectedness of what is being learned:</b> Contextualized and connected; belief that understanding how things affect each other within the whole and within family and community will facilitate understanding.
<b>Time:</b> Linear, task-oriented, can be measured and used, to be on time shows respect.	<b>Time:</b> Circular, seasonal, process oriented, dependent on relationships; to allow for enough time shows respect.
<b>Sequencing:</b> Learning by mastering abstract theory first, followed by testing; unlikely to include application, experience or doing in real life.	<b>Sequencing:</b> Learning by doing, listening to others' experiences, imagining, or experiencing first, then drawing out abstract theory.

