Equity and Intervention Planning

February 2023
Pulse Survey and Reflection
Equity by Design
Insight Dashboard and U of I Equity Data
Questions/Discussion
How would you describe U of I’s commitment and/or action related to Diversity, Equity, & Inclusion?
U of I Diversity, Equity, and Inclusion Initiatives

President’s Council on Diversity and Inclusion

Student Recruitment & Retention
Faculty Recruitment & Retention
Staff Recruitment & Retention
Curricular and Co-Curricular Development
Campus Culture & Climate Assessment & Continuous Improvement
Community and State-Wide Engagement

Vandal Climate Education and Support Team
Equal Employment Opportunity/Affirmative Action
Events
Presentations
Cultural Literacy and Equity Symposium
Diversity Plan
Excellence Awards
Inclusion Statements

Office of Equity and Diversity
College Assistance Migrant Program
Black/African American Cultural Center
LGBTQA Office
Native American Student Center
Office of Multicultural Affairs
Women’s Center
Reflection

1. What do is your role here at U of I?
2. What do you see as your role (individually and departmentally) in promoting Diversity, Equity, and Inclusion at U of I?
Equity by Design
Equity by Design

- **Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.**
  
  - **Clarity in language.** Inequality in higher education is a structural problem that is hidden or revealed through the use of language imbued with political and social meaning.
  
  - **Clarity in goals and measures.** Quantitative data are typically not available in user-friendly formats, and individuals who do not routinely work with data may struggle to use them.

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- **Principle 2:** “Equity-mindedness” should be the guiding paradigm for language and action.

  - Equity-minded individuals are aware of the sociohistorical context of exclusionary practices and racism in higher education and the impact of power asymmetries on opportunities and outcomes, particularly for African Americans and Latinas/os.

  - Equity-minded individuals are aware of the sociohistorical context of exclusionary practices impacting other historically marginalized groups, such as indigenous people, women, people with disabilities, and so on.

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- Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of students’ learning—not to treat all students the same.
  - Simply put, achieving equality in outcomes does not mean—in fact cannot mean—treating all students as though they are the same.

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- Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

  While disaggregated data are necessary to identify and prioritize problems, disaggregated data alone are insufficient to attain equity-focused change. What matters is how practitioners interpret the data. Do they interpret racialized inequities as a symptom of student deficiencies or as an indication of failed practices? The interpretive lenses through which practitioners make sense of data are far more consequential than the collection of the data itself.

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Common Metrics Used to Measure Equity in Higher Education

• Retention and persistence
• Academic outcomes
• Co-curricular participation
• National Survey of Student Engagement (NSSE)
• Campus climate studies – belonging, safety, connection, appropriate resources
• Continued education and job placement
Insight Dashboard and U of I Equity Data
Anthology Insight Dashboard
U of I Equity Data – Yr. 1 to Yr. 2 Retention

Retention by UI Subpopulation (5-Year Average)

- Native Hawaiian or Other Pacific Islander: 51.0%
- American Indian or Alaska Native: 52.9%
- First Generation: 70.8%
- Pell Eligible: 71.2%
- Black or African American: 73.7%
- Male: 73.9%
- Direct Loan (No Pell): 76.7%
- White: 77.1%
- Hispanic Latino: 77.5%
- Asian: 78.1%
- All Students: 78.4%
- Female: 78.7%
- Not First Generation: 79.4%
- No Pell or Direct Loans: 80.4%
Comparison Data – Yr. 1 to Yr. 2 Retention

Peer Comparison of Retention
(5-Year Average)

- University of Idaho: 78.4
- National Peer Group: 77.3
- Regional Peer Group: 67.7
Appreciative Inquiry for Intervention Planning
Appreciative Inquiry

- Builds on positive assets
- Utilizes an exploratory framework
- Future-focused
- Data-driven
- Grounded in:
  - Appreciation
  - Inquiry
  - Wholeness

Adapted from www.centerforappreciativeinquiry.net
Appreciative Inquiry - DEFINE

- U of I Yr. 1 to Yr. 2 retention rates are consistent with national averages
- U of I Yr. 1 to Yr. 2 retention rates are significantly higher than regional peer group averages
- U of I Yr. 1 to Yr. 2 retention rates show areas of growth for students of color and students from low income backgrounds
Appreciative Inquiry - DISCOVER

• Disaggregate data by identified sub-populations
• Examine data from the National Survey of Student Engagement (NSSE)
• Look at (or consider conducting) a campus climate survey
• Talk to peer institutions
• Find out what programs/resources on campus are currently doing
• Utilize Data from Engage, Outcomes, Canvas, etc.
• Talk to your constituents!
Appreciative Inquiry - DREAM

- Think about where you want to be in 1, 3, 5 years and beyond
- Create a vision for your intervention and enlist support, buy-in
- Collaborate with campus partners, such as the Office of Equity and Diversity, TRIO programs, One Stop, etc.
- Talk to your constituents!
Appreciative Inquiry - DESIGN

• Set SMART goals for your intervention:
  – Specific, Measurable, Achievable, Relevant, Timely
• Leverage collaboration with campus and community partners
• Assign specific roles and responsibilities
• Create a communication plan
• Prepare your data infrastructure
• Talk to your constituents!
Appreciative Inquiry - DELIVER

- Launch your initiative WITH your constituents
- Have a clear plan for assessing progress
- Follow through with your design, including timeline and communication plan
- Track progress using the data infrastructure you put in place
- Talk to your constituents!
Appreciative Inquiry - DISSEMINATE

• Examine and celebrate successes
• Acknowledge key stakeholders who have contributed positively to the current state
• Identify areas for potential growth
• Establish relevant data to drive continued growth and improvement
Questions and Discussion