

IR 101

Supporting EDI at Your Institution

CAIR Annual Conference
October 27, 2021

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Land Acknowledgement

Olympic Valley sits on the ancestral lands of the Wašiw people. Within a few short years after the starts of the Gold and Silver Rush, settlers had encroached on these lands and destroyed the Wašiw hunting grounds without compensation.

Beyond the theft of their lands, the Wašiw were forced to send their children to the Stewart Indian School where they were forcibly assimilated with the goal of cultural genocide. The school did little to stop diseases from killing the children at high rates. Most children also experienced physical and psychological abuse at the hands of teachers and school administrators.

Today, there are over 1,500 official tribal members of the Washoe Tribe of Nevada and California. The tribe supports programs that preserve Washoe culture and traditions including language, education, and more.

Source: <https://washoetribe.us/>

Outline

- Case for supporting EDI
- Disaggregate data including intersections
- Collaborate with campus partners
- Challenge data interpretations
- Investigate commonly-held beliefs
- Improve data infrastructure/methods

Learning Goals:

- Learn basic steps to take to support EDI as an IR analyst
- See examples of how to approach analysis and reporting from an EDI perspective



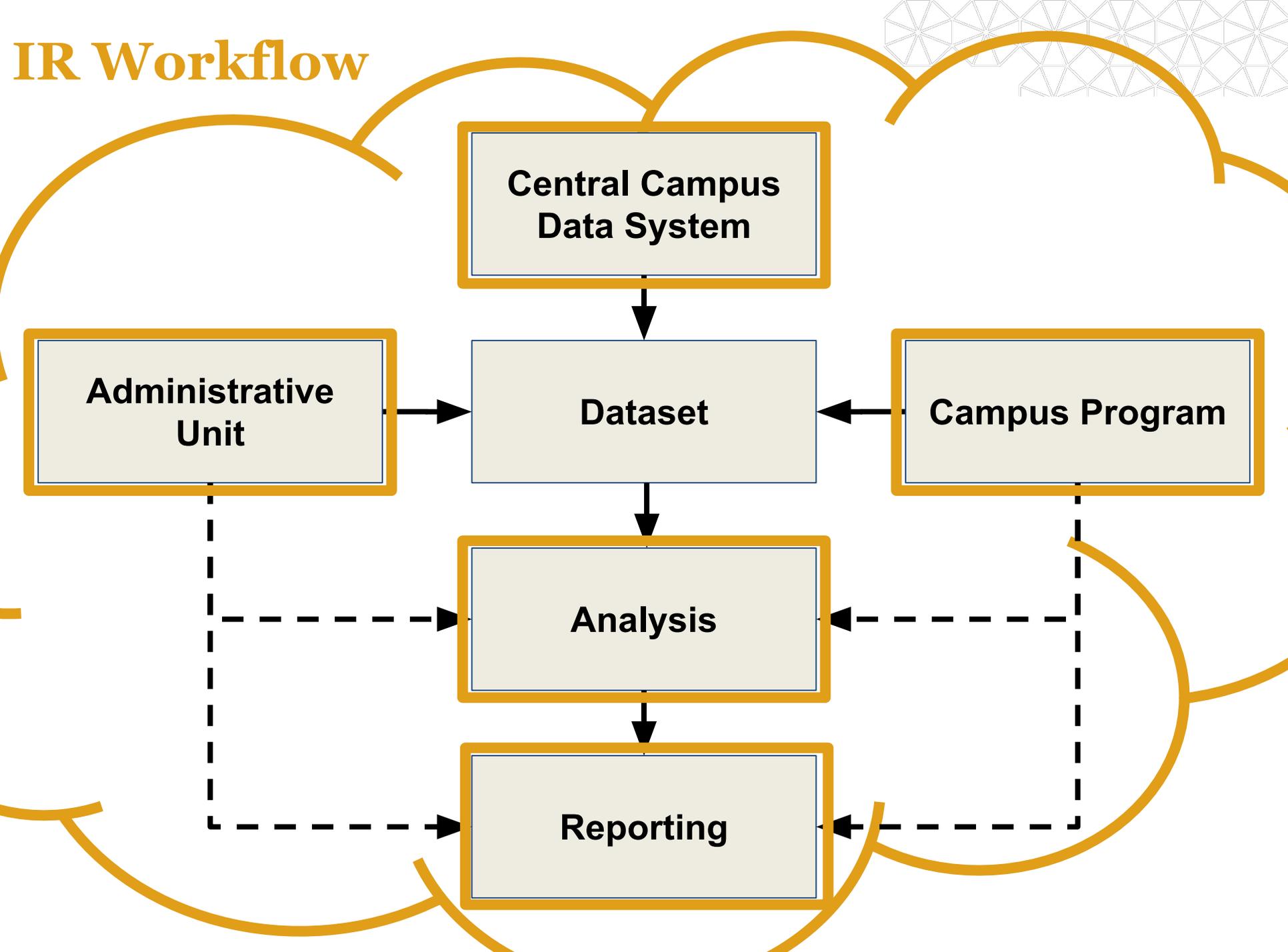
Case for Supporting EDI

What is EDI?

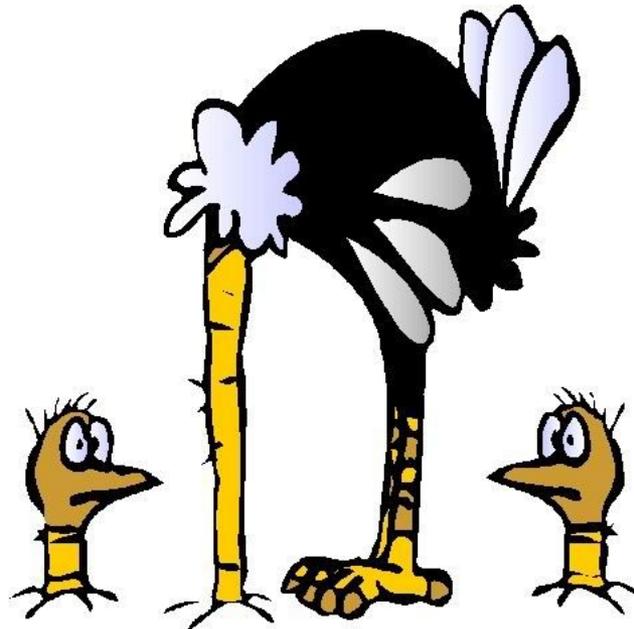
- **Diversity** -- The baseline of humanity is diversity. Social structures shape which groups face barriers and which do not. These structures include Racism, Sexism, Classism, Ableism, Xenophobia, Transphobia, and Homophobia.
- **Equity** -- The measure of parity between groups.
- **Inclusion** -- The act of ensuring that a given space represents and welcomes marginalized groups.

Higher education is not separate from these structures but exists within them -- sometimes in alignment, sometimes in opposition. The supposed neutrality of the status quo perpetuates these barriers.

IR Workflow



Data Disaggregation: How to not be an Ostrich



Data Disaggregation for EDI

- Disaggregate all metrics as far as your campus systems will allow
 - Toplines mask equity gaps
 - Try to include gender (including transgender), race/ethnicity, disability, income, parental education, and sexual orientation disaggregations
 - Even aggregations (e.g., URM or Asian/Pacific Islander) can mask gaps
 - Aggregate across cohorts to minimize small-cell size issues
 - Include Native American/Alaska Native and Pacific Islander groups explicitly to avoid erasure that comes from omission or footnoting

Data Disaggregation for EDI, Example

UC Berkeley Student Enrollment, Fall 2021

Group	Undergraduate	Graduate	Total
Total	31,814	13,243	45,057
Female	17,226	6,312	23,538
Male	14,321	6,762	21,083
Nonbinary	104	44	148
Decline to State Gender	163	125	288
Asian	12,504	2,715	15,219
White	6,590	4,046	10,636
Chicanx/Latinx	6,022	1,257	7,279
African American/Black	1,212	636	1,848
Native American/Alaska Native	137	74	211
Pacific Islander	69	14	83
Decline to State Race/Ethnicity	1,288	601	1,889
International	3,992	3,900	7,892

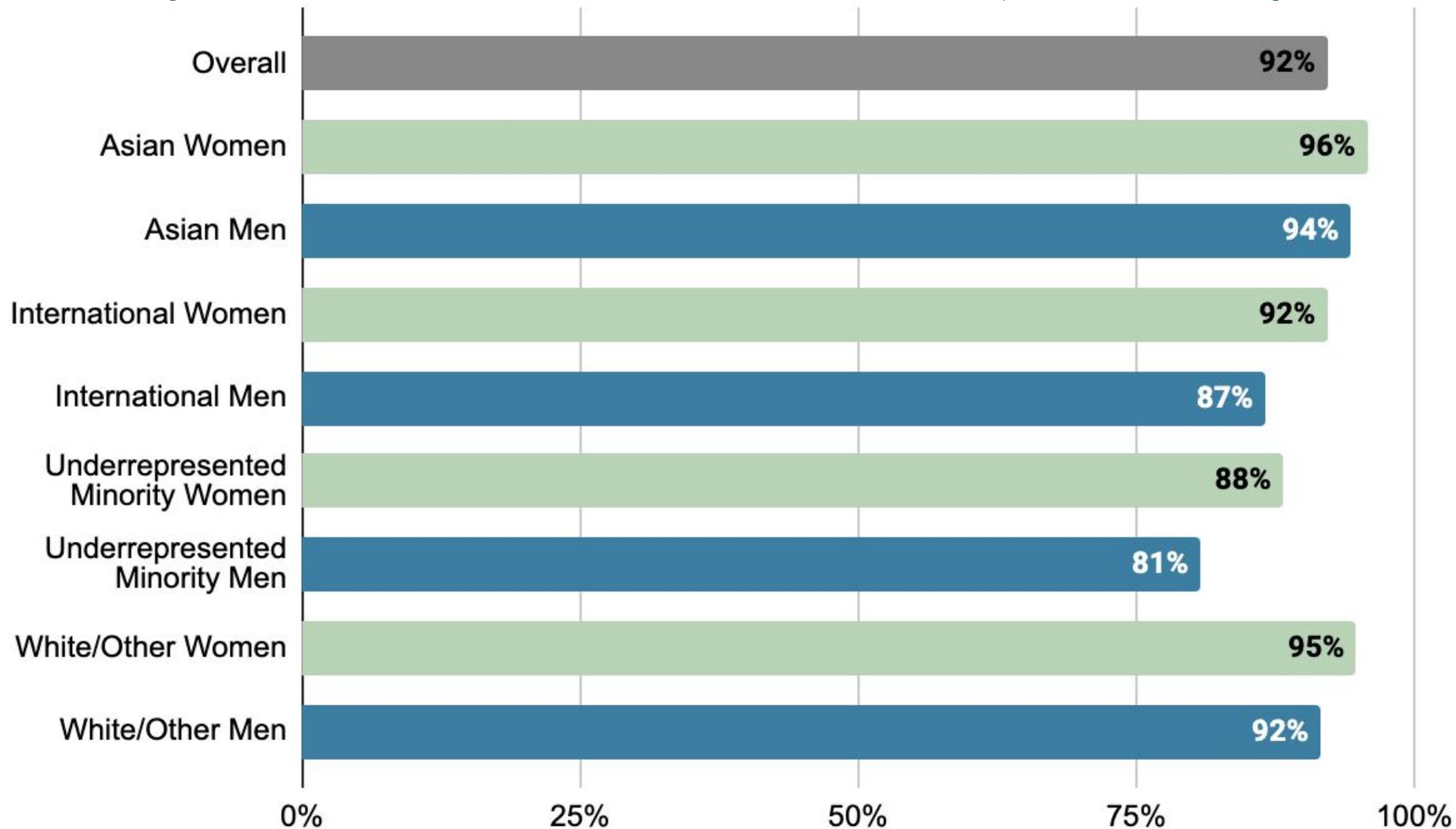
Source: UC Berkeley Quick Facts

Data Disaggregation for EDI

- Cross-tabulate metrics
 - Report the intersections of affinity groups (e.g., gender x race/ethnicity)
 - Intersections of three or more groups can expose hidden equity gaps
 - Use the number of minoritizations/marginalizations to avoid small cell sizes that arise with multiple interactions
 - Possible marginalizations: women, people of color, first generation college, low income, disabled, trans/gender non-conforming

Data Disaggregation for EDI, Example

UC Berkeley Freshman Entrant 6-Year Graduation Rates, Fall 2014 Entry Cohort



Source: UC Berkeley, Our Berkeley

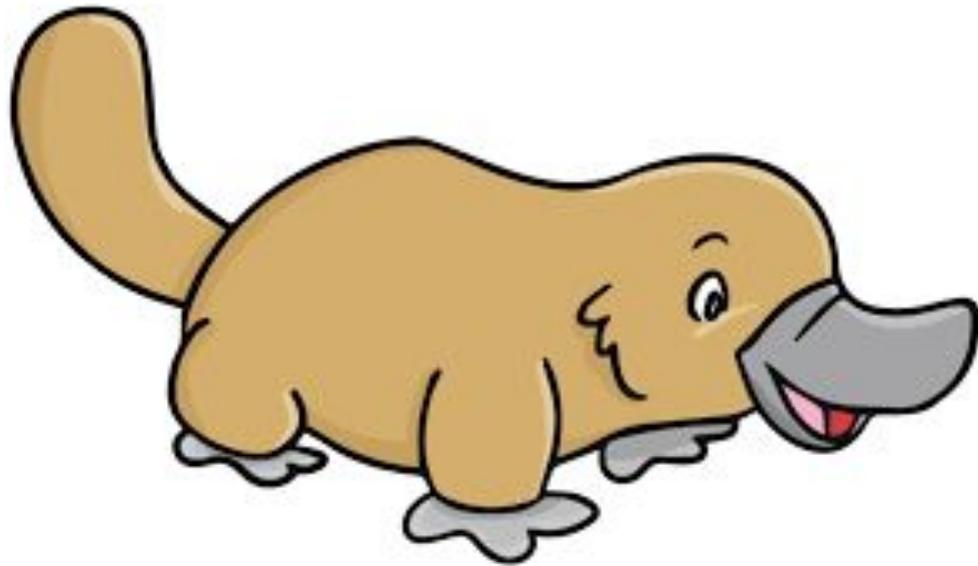
Collaboration: How to Fly in Formation



Collaboration for EDI

- Who are the main programs on your campus working on EDI? Which are the campus offices whose work intersects with yours?
- These programs/offices could include the following:
 - Federal TRIO programs
 - McNair Scholars
 - Student Support Services programs
 - POSSE Scholars
 - Educational Opportunity Program
 - Financial aid
 - Admissions
 - Human Resources
 - Student affairs
 - Career services
- Seek collaboration with these programs/offices
 - Do they collect their own data? Will/do they share it with you?
 - Do they have reporting needs you can support?
 - Do they have projects you can collaborate on?
 - Can they provide insights into any of your findings?

Data Interpretation: Duck? Beaver? Something Else?



Data Interpretation for EDI

- Promote interpretations of findings that identify structural barriers rather than deficit-thinking that places the burdens on minoritized individuals.
- Push back against existing or proposed policies that will disproportionately harm minoritized students.
 - For example, increasing credit minimums will likely fall on disabled students, low income students, student parents, etc.
- Identify potentials for perverse incentives that run counter to EDI. Report these possibilities to campus decision makers.
 - As an example, if your campus has equity gaps in retention and graduation for minoritized students, then rewarding departments/programs with high graduation rates penalizes those programs with more minoritized students and may lead some programs to admit fewer minoritized students or exclude them via GPA thresholds

Data Interpretation for EDI, Example

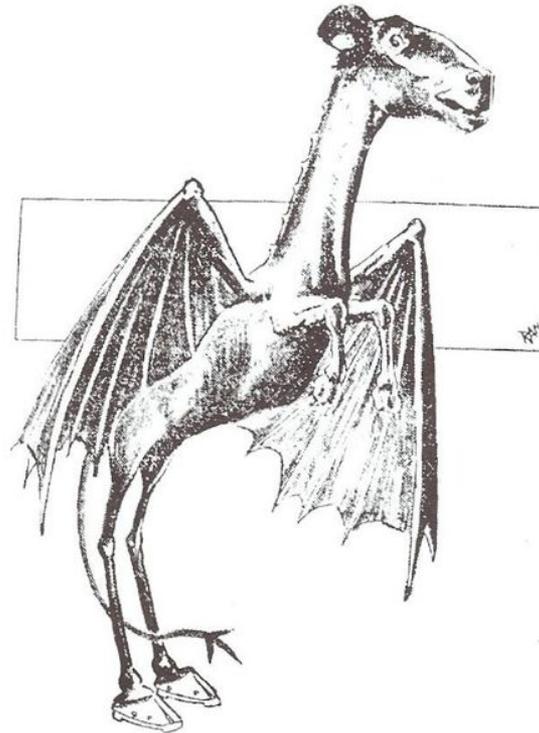
UC Berkeley African American Graduation Rates by Entry and SES Factors

Number of Low SES Factors	Avg 6-Year Grad Rate 2010-2014 Freshmen	Avg 4-Year Grad Rate 2012-2016 Transfers
0 Factors (Pell NOR First Gen)	83%	91%
1 Factor (Pell XOR First Gen)	80%	88%
Overall	78%	87%
2 Factors (Pell AND First Gen)	73%	83%

Source: UC Info Center

A structural interpretation of African American graduation rates would be to provide additional financial aid and other resources (e.g., housing, food) to African American students and to investigate lower division advising/transition/ culture rather than the false interpretations that African Americans “can’t cut it” or “lack skills.” The data shows that African American students can and do succeed.

Campus Lore Investigation: The Devil is in the Details



Myth-Busting for EDI

- Identify commonly-held beliefs at your institution about marginalized populations
- Interrogate the beliefs to see if they are true or how they should be contextualized
- Report your findings to help correct the narrative
- Use truth sandwiches to avoid perpetuating the myth
 - “Start with the truth. The first frame gets the advantage.
 - Indicate the lie. Avoid amplifying the specific language if possible.
 - Return to the truth. Always repeat truths more than lies.” – G. Lakoff

Data Infrastructure: Creating Your Data Honeycomb



Data Infrastructure for EDI

- What demographic data is missing/incomplete?
 - Does gender include transgender/gender non-conforming?
 - Does race/ethnicity include Southwest Asian/North African? Southeast Asian ethnic groups (Vietnamese, Thai, Malaysian, Cambodian, Lao, Hmong, etc.)? Chicanx/Latinx ethnic groups (Puerto Rican, Cuban, Mexican, Central American, South American, etc.)?
 - Does sexual orientation differentiate gay from lesbian? Does it include asexual, pansexual, etc.?
- What are the policies/protocols about reporting demographic data?
 - What happens when people report two or more race/ethnicities? How are Afro-Latinx people reported? How are international or undocumented students or employees reported?
 - How are transgender or gender non-conforming people reported?
- Are there ways you can address these gaps independent of campus policy?



EDI Reporting at UC Berkeley's IR Office

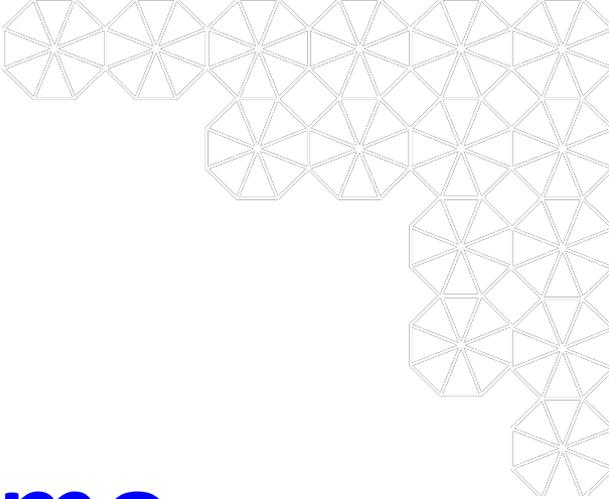
Our Berkeley Data Digest

- Public-facing, interactive, narrative-driven data digest
- More than 20 dashboards across the following subject areas:

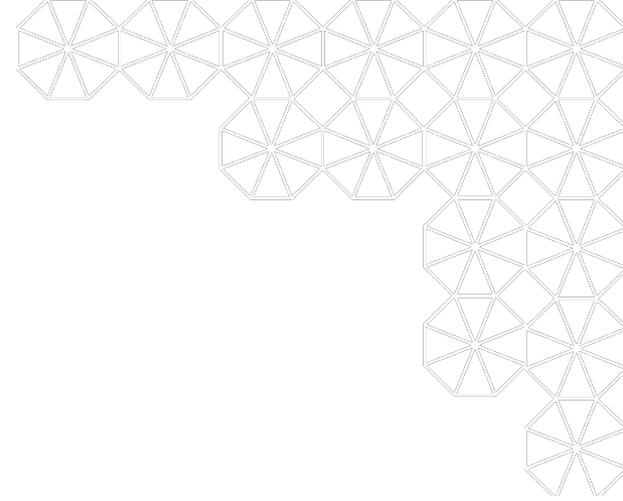
- Admissions
- Enrollment
- Faculty & Staff
- Financial Aid
- Instruction
- Maps
- Outcomes
- Research
- Student Experience

The screenshot displays the Berkeley Data Digest website interface. At the top, there is a navigation menu with tabs for: All (selected), Admissions, Enrollment, Faculty & Staff, Financial Aid, Instruction, Maps, Outcomes, and Research. Below the navigation menu is a sub-menu for "Student Experience". The main content area is a grid of dashboard cards, each with an icon and a brief description:

- Affordability & Undergrad Cost of Attendance**: The Affordability & Undergrad Cost of Attendance dashboard displays trend data on the Berkeley undergraduate student budget, including housing, food and personal costs.
- Class Size**: The Class Size dashboard shows data about UC Berkeley's class sizes from several different perspectives. You can view data for the past three years, within a variety of categories.
- Degree Recipients by Major**: The Degree Recipients by Major dashboard displays information on the number of degree recipients by major, degree level, division, entry status, residency, ethnicity, gender, STEM status, and minor program.
- First Destination Survey**: The Career Center's First Destination Survey dashboard shows post-graduation plans and career-related activities for the three most recent cohorts of graduating seniors.
- GPA by Major**: The GPA by Major dashboard displays aggregated grade point averages (GPA) for degree recipients in UC Berkeley undergraduate major programs.
- Grades by Course**: The Grades by Course dashboard shows the letter grade average, median, and distribution for a selected course and term. This allows students to provide context for their grades within the overall set of grades awarded for those courses.
- Graduation & Retention**: The Graduation & Retention Rates dashboard shows data for undergraduates who've entered Berkeley over the last 10 years. You can view this data by several demographic and academic groupings.
- Historical Enrollment**: The Historical Enrollment dashboard shows UC Berkeley's enrolled student counts since the university's first class entered in 1869. You can view this data by student level, gender, and (since 1983) ethnicity.
- Of Every 100 Undergrads**
- Pell Grant Recipients**
- Sponsored Project Awards**
- Staff Headcount**



Our Berkeley Demo



Conclusion

Summary

- Disaggregate data multiple ways to make marginalized groups visible and to identify equity gaps
- Collaborate with campus partners to identify needs, data possibilities, limitations
- Challenge data interpretations that de-center structural barriers
- Investigate commonly-held beliefs and correct them as warranted
- Improve data infrastructure/methods to expand analytical possibilities for EDI

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