



Office of Institutional Research and Decision Support (IRDS)

# **Making Diversity, Equity and Inclusion an Integral Part of Our IR/IE Work**

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# Overview

1. IUPUI DEI Context
2. IRDS DEI Strategic Plan: Frameworks, Components, Processes
3. Challenges
4. Resources
5. Questions





# IUPUI Context

# Institutional Context

Indiana University-Purdue University Indianapolis

(IUPUI)

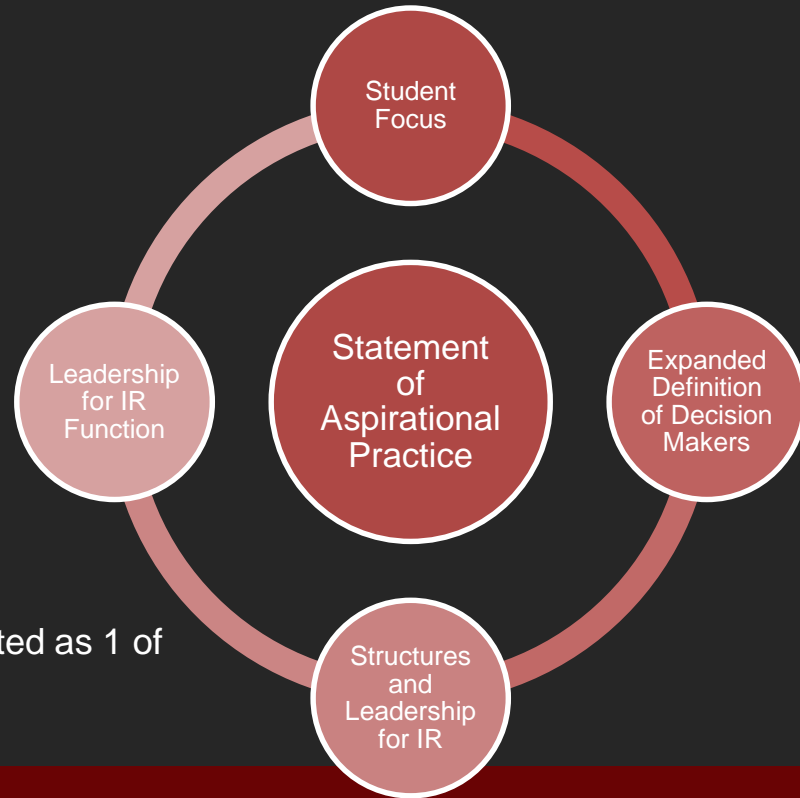
- Recognized for Service Learning, Learning Communities & the First Year Experience, Top 50 Most Innovative (U.S. News)
- Large Urban Public Research University
- Student population of about 28,000 students
- First-Time cohort just over 3,100 and New External Transfers just over 1,200 each year
- Over 250 degree programs from both Indiana & Purdue Universities, guided by the Profiles of Learning for Undergraduate Success (Communicator, Problem Solver, Innovator, and Community Contributor)
- Approximately 42% undergraduates are Federal Pell Recipients and 28% are First Generation College Students
- About 50% of First-Year students commute to campus

# Institutional Research and Decision Support Context

- IRDS new office in August 2015.
- Reorganized all data-generating, decision support offices under one structure to leverage expertise and integrate data across units.
- Had opportunity to organize new office guided by Statement of Aspirational Practice for Institutional Research.



# Statement of Aspirational Practice For Institutional Research – Association of Institutional Research (AIR)



IUPUI Selected as 1 of  
10 Founding  
Institutions



- “Perhaps it is the combination of Mr. Floyd’s murder and the health disparities laid bare by COVID-19 that inspires so many profound statements and commitments to work for a change that is long overdue.”

- A Message for Our Time, Karen L. Dace, Ph.D., Vice Chancellor, DEI, IUPUI



# DEI IUPUI Context: Several Initiatives to Live Out Our Campus Commitment to DEI

1. Statements/messages across the IUPUI community indicating our commitment to ensuring a safe and civil environment.
2. All Schools and Units engaged in efforts to develop DEI Strategic Plans.
3. Action Committee to examine IUPUI's actions and policies to identify where systemic racism is translated into higher education's daily practices, expectations, predictions, decision-making, and regulations that target Black individuals and other People of Color.
4. Racial Healing Project
5. Campus Reading *How To Be An Antiracist* by Ibram X. Kendi.
6. Recognition of Faculty Activities Related to Diversity Equity and Inclusion in Promotion and Tenure Review





**Making Diversity, Equity  
and Inclusion an Integral  
Part of Our IR/IE Work:  
IRDS DEI Strategic Plan**

# DEI Strategic Planning Guiding Questions

1. How does our Mission Statement reflect our commitment to diversity?
2. How do we apply an equity lens to our work?
3. How does we assist our campus in living out “a strong commitment” to diversity and support campus DEI efforts?
4. How do we implement internal office practices to support the recruitment and retention of a diverse team?
5. In what ways can we ensure IR/IE professionals are aware of current trends in DEI practices?



# Clarifying Terms

1. **Diversity** recognizes a range of identities and the value in the varied perspectives that each identity brings to a collective. Here we seek to highlight those efforts that target groups underrepresented in our institutions, particularly those having a range of racial/ethnic, socioeconomic, and academic backgrounds.
2. **Equity** seeks to meet the needs of individuals to ensure their access to opportunities and resources.
3. **Inclusion** involves systems and dispositions that seek to engage individuals from diverse backgrounds and create a welcoming and supportive environment in which these individuals can successfully operate.
4. **Socially Just** IR practice involves being culturally responsive, avoiding bias in our IR work and also exposes and seeks to understand the impact of social structures on power and oppression.
5. At the core of any diversity, equity, and inclusion effort is respect, regard for others as humans with something to contribute to IR/IE Assessment enterprise.





## DI·VER·SI·TY

All the ways in which people differ.



## EQ·UI·TY

Fair treatment, access, opportunity, and advancement for all people. One's identity cannot predict the outcome.



## IN·CLU·SION

A variety of people have power, a voice, and decision-making authority.

*Definitions sourced from City of Portland Office of Equity and Human Rights, The Independent Sector, and UC Berkeley.*



## Justice



Compassion and accountability together ensure that we all have fair access to opportunity

## Equity



Each of us is fully supported in our education, in the unique ways we may need

## Diversity



Differences in perspective, identity, and background are an integral part of our community.

## Inclusion



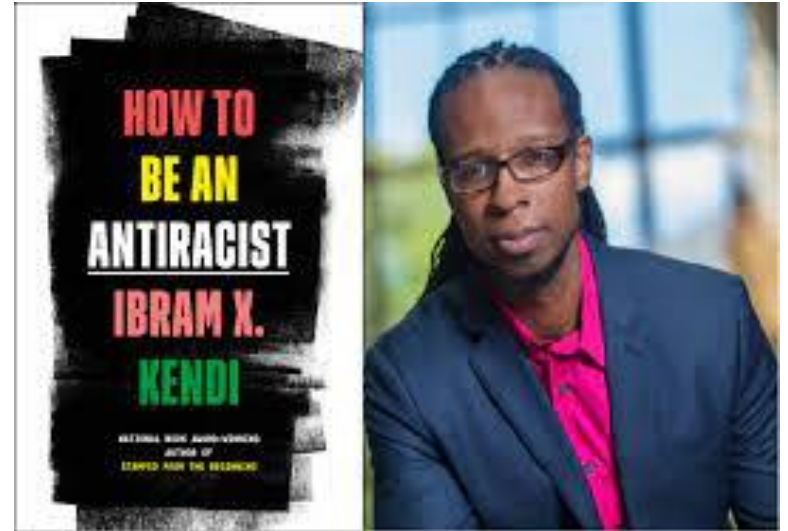
We actively make room for everyone to bring their unique strengths and full selves to the table

# Framework for Our DEI Plan

“Americans have long been trained to see the deficiencies of people rather than policy. It's a pretty easy mistake to make: People are in our faces. Policies are distant. We are particularly poor at seeing the policies lurking behind the struggles of people.”

“What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?”

— Ibram X. Kendi, *How to Be An Antiracist*



# Key Strategies for IR Practice

1. We in IR/IE/Assessment offices key play a key role in building equity-minded decision cultures.
2. Create shared understandings and meanings. The Language we use matters.
3. Critical to understand institutional contexts and foster understanding of what structures, policies, implicit biases, stereotype threats and factors that are contributing to inequities.
4. Important to be aware that many frameworks do not fully consider the experiences of marginalized groups or approach their experiences from a deficit perspective. We need to make sure to take time to thoughtfully select a framework to help answer proposed research questions.
5. We need to pay attention to small populations. All voices are important.
6. Rethink comparisons and reference groups. White students' experiences are often held as the norm to which other groups are compared (Mayhew & Simonoff, 2015), carrying the assumption that White students' experience is "normal" and implying this should be achieved by other student groups.



# Commit to Learning: There are No Quick Fixes or Magical Lists that Fit All Campus Contexts

1. Read
2. Participate in professional development activities
3. Take steps to understand campus context
4. Understand decision makers' frameworks, biases, and needs
5. Engage in self-reflection and assessment







# Applying an Equity Lens to Our Work

# Examples of How We Apply an Equity Lens to Our IR Work: Current Reality

1. We disaggregate data to help decision makers understand inequities in access and outcomes by student groups (e.g., first generation, gender, historically marginalized, under-resourced, low-income, nontraditional, transfer, veteran status).
2. We disaggregate data to help decision makers understand inequities in access and outcomes by faculty and staff groups (e.g., gender, historically marginalized, age, rank).
3. We have designed multiple interactive reports so decision makers can examine intersectionality.
4. We conduct various analyses and investigations that examine inequities in student access and outcomes (e.g., retention, academic performance, student engagement, learning outcomes). These analyses allow decision makers to understand and address inequities.



# Strategic Goals In Applying Equity Lens

- Develop a guide to the meaning of terms such as diversity, equity, inclusion, social justice, and more to create shared understanding and meaning.
- Intentionally acknowledge the importance of interrogating and disaggregating data and considering intersectionality.
- Make sure everyone in IRDS embraces the importance of socially just IR/IE/Assessment practices.
- Plan to disaggregate beyond federally required levels in order to better understand or account for groups that may be traditionally marginalized.
- Ensure we apply Universal Design Principles to our website and all reports to so that they can be accessed, understood and used to the greatest extent possible by all people.



**IRDS's Role In Assisting  
IUPUI In Living Out "A  
Strong Commitment To  
Diversity"**

# IRDS's Role In Assisting IUPUI In Living Out “A Strong Commitment To Diversity”

1. Prepare and disseminate an annual campus-level Diversity Report in collaboration with Vice Chancellor Karen Dace and the Chancellor's Diversity Cabinet.
2. Plan, administer, and disseminate results from campus climate surveys.
3. Support the data and assessment needs of all DEI initiatives and programs.
4. Provide data to support school and unit-level DEI strategic plan process and goals.
5. Provide data support for IUPUI strategic planning process which includes a focus on Goal 9: Promote an Inclusive Campus Climate.



# Strategic Plans

1. Provide opportunities to ensure decision makers at all levels across campus are aware of our reports and have the data fluency necessary to understand how to use the data and reports we provide.
2. Develop a data dictionary or guide to clarify terms and labels we use in data reports (e.g. historically marginalized, minoritized). May need to consult with DEI and the Multicultural Center to ensure alignment.
3. Develop a Diversity Cookbook. These labels can be fluid and change and we want to be sure we keep up with those changes.
4. Ensure that data definitions are accessible and widely shared on IRDS website, especially definitions of common data fields.



**Ensuring that IUPUI  
Decision Makers Have  
Access to and Know How  
to Use and Leverage  
Pertinent Information to  
Enhance DEI Efforts**

# Ensuring that IUPUI Decision Makers Have Access to and Know How to Use and Leverage Pertinent Information to Enhance DEI Efforts

1. Conducted a series of data workshops to enhance data fluency and help decision makers navigate the wealth of data reports and analytics available across IUPUI and IU for decision making, planning, and implementing improvements to enhance inclusion.
2. Shared data resources specifically related to the DEI Strategic Planning process. These workshops did not just highlight where to find information but how to translate data into actionable recommendations.
3. Developed a comprehensive integrated data infrastructure (student, faculty, staff, financial, diversity indicators, and strategic planning indicators) to provide unprecedented access to data for all decision makers across IUPUI to help monitor their DEI goals.
4. Optimized the use of enabled technology such as Tableau to put data in the hands of decision makers. The technology-enabled data reports allow users to explore, interact with, disaggregate, and analyze information that is actionable and tailored to specific decisions.





# Strategic Plans

1. Conduct an audit or needs assessment to make sure our reports and investigations are serving campus needs in terms of working toward creating an inclusive campus climate.
2. Provide additional workshops and information sessions specifically related to the DEI Strategic Planning process, including a standard workshop to support ongoing DEI initiatives.



# Internal Processes to Enhance DEI

# Internal Activities and Processes

1. IRDS professionals present and lead discussions on equity and inclusion at professional meetings
2. Ensuring IRDS professionals in IRDS have access and opportunities to enhance understanding of current trends in DEI practices
3. Use best practices to recruit new staff (e.g. diverse search committees, appropriate behavior-based questions) in an effort to enhance diversity and ensure that we have an inclusive interview process that minimizes bias.



# Meaning of Socially Just IR Practice

- Incorporating a socially just approach means considering how issues of power, privilege, and identity impact the experiences and perceptions of students and educators.
- Socially Just IR/assessment practice acknowledges power differentials in each step of the IR/assessment process (in addition to considering *bias* and *culture*)
  - Example: An assessment of student retention that seeks to understand the impact of campus climate on students' continuation at an institution.
- Contribute to the **improvement of society** (or an institution) and **positive outcomes for individuals** or to **eliminate injustices**.
- Promote “full and equal participation of all groups in a society [or an institution] that is mutually shaped to meet their needs.” (Bell, 2007, as cited in Dorime-Williams, 2018, p. 43)



# Role in Campus Initiatives

1. NSF ADVANCE Grant (Project EPIC at IUPUI; *STEM Department Enhancement Grant* Projects)
2. Welcoming Campus (e.g., *Welcoming Campus Initiative at IUPUI*)
3. School/unit colleagues working on DEI Strategic Plans
4. Other DEI-related research projects (led by individual faculty, faculty teams, or by academic/service units)



# Strategic Plans

1. Ensure that we explicitly support IRDS professionals in participating in DEI campus and external professional development opportunities
2. Incorporate DEI professional development activities into existing meetings and activities such as IRDS monthly meetings, check-ins, and strategic planning retreats.
3. Actively involve all IRDS professionals in DEI Strategic Planning process.
4. Learn to be effective allies to assist others to ensure their voices are heard when they may not be heard otherwise.
5. We plan to enhance efforts to attract and retain a diverse staff in our office and across the University. For example, we will expand where we announce positions and job openings.
6. Be intentional about where we post job opportunities to ensure a diverse pool of applicants is available.





# Challenges

# Challenges

1. Ensuring that all IRDS professionals are involved in DEI strategic planning and implementation
2. Making DEI an integral aspect of our work
3. Engaging faculty more fully in adopting ***equitable assessment practices***
4. Removing barriers to success (for an increasingly diverse student population)
5. Making appropriate accommodations (in different institutional contexts)
6. Recognizing systemic biases in data interpretation and analyses







IUPUI

# Resources

1. Kendi, Ibram X. (2019). *How to Be an Anti-Racist*. Random House Publishing Group.
2. McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (2020) *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*. San Francisco, California: Jossey-Bass. DOI:10.1002/9781119428725
3. National Survey of Student Engagement (NSSE), Tips for More Inclusive Data Sharing and Analysis: <https://nsse.indiana.edu/support-resources/data-results-guides/tips-for-more-inclusive-data-sharing-and-analysis/index.html>
4. Stewart, A. J. & Valian, V. (2018). *An inclusive academy: Achieving diversity and excellence*. Cambridge, MA: MIT Press
5. AIR Professional files, Webinars, Coffee Chats, Statements, AIR Forum, and more.
6. Dorime-Williams, M. (2018). Developing socially just practices and policies in assessment. *New Directions for Institutional Research*, no. 177. DOI:10.1002/ir.20255



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Presentation available at

