



Intro to Diversity, Equity, & Inclusion Session 1

Brandi Neal, Ph.D.

University of Southern Indiana

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Objectives

- Differentiate between diversity, equity, inclusion, and equality
- Recognize and illustrate the value of diversity, equity, and inclusion initiatives in higher education
- Identify where equity enrich practices are enriched or deprived within respective departments



Defining DEI

- **Diversity**
 - Differences in racial, ethnic, socioeconomic, geographic, beliefs, etc.
 - What you have
- **Inclusion**
 - Bringing together diverse forces
 - What you do
 - Puts diversity into action
- **Equity**
 - “Focuses on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes” (Harris & Wood, n.d.)
 - How you keep everything together



Inclusion

Campus Climate Survey Examples

	Insensitive or Disparaging Remarks					Discrimination or Harassment				
	Mean	vs. Undergraduate students	vs. Graduate students	vs. Faculty	vs. Staff/administrators	% Yes	vs. Undergraduate students	vs. Graduate students	vs. Faculty	vs. Staff/administrators
Undergraduate students	1.94		↓	≈	≈	11%		≈	↓	↓
Graduate students	2.03	↑		↑	≈	11%	≈		↓	↓
Faculty	1.94	≈	↓		≈	20%	↑	↑		≈
Staff/administrators	1.95	≈	≈	≈		17%	↑	↑	≈	

	Insensitive or Disparaging Remarks				Discrimination or Harassment			
	Mean	vs. Men	vs. Women	vs. Non-binary individuals	% Yes	vs. Men	vs. Women	vs. Non-binary individuals
Men	1.90		≈	↓ ↓ ↓	12%		≈	↓ ↓
Women	1.96	≈		↓ ↓ ↓	14%	≈		↓ ↓
Non-binary individuals	2.65	↑ ↑ ↑	↑ ↑ ↑		30%	↑ ↑	↑ ↑	

Campus Climate Survey Examples Cont.

	Insensitive or Disparaging Remarks				Discrimination or Harassment			
	Mean	vs. U.S. white individuals	vs. U.S. persons of color	vs. International individuals	% Yes	vs. U.S. white individuals	vs. U.S. persons of color	vs. International individuals
U.S. white individuals	1.91		↓	↓	10%		↓ ↓	↓ ↓
U.S. persons of color	2.13	↑		≈	29%	↑ ↑		↑
International individuals	2.11	↑	≈		21%	↑ ↑	↓	

	Insensitive or Disparaging Remarks			Discrimination or Harassment		
	Mean	vs. Heterosexual individuals	vs. LGB+ individuals	% Yes	vs. Heterosexual individuals	vs. LGB+ individuals
Heterosexual individuals	1.91		↓ ↓	12%		↓
LGB+ individuals	2.20	↑ ↑		20%	↑	

What does an
inclusive
community do?

Provide

Engage

Educate

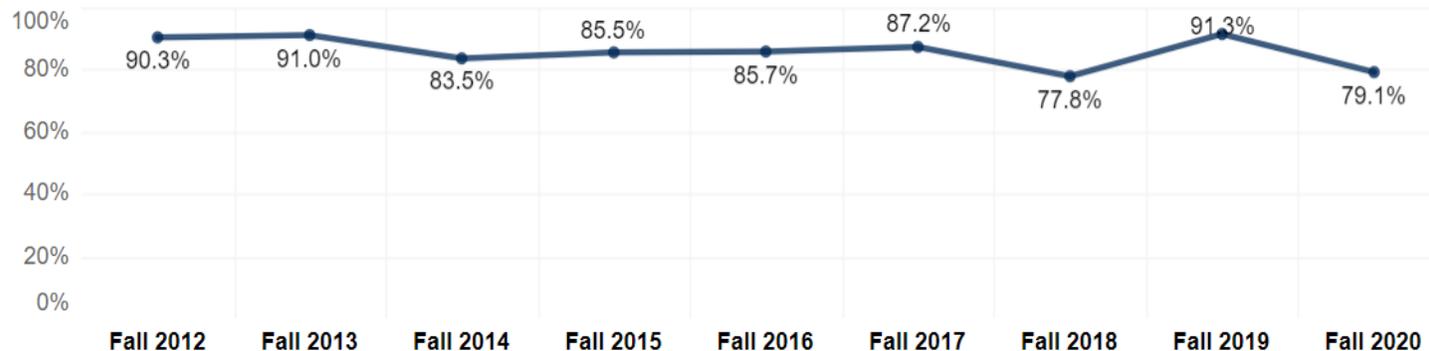
Value

Respond

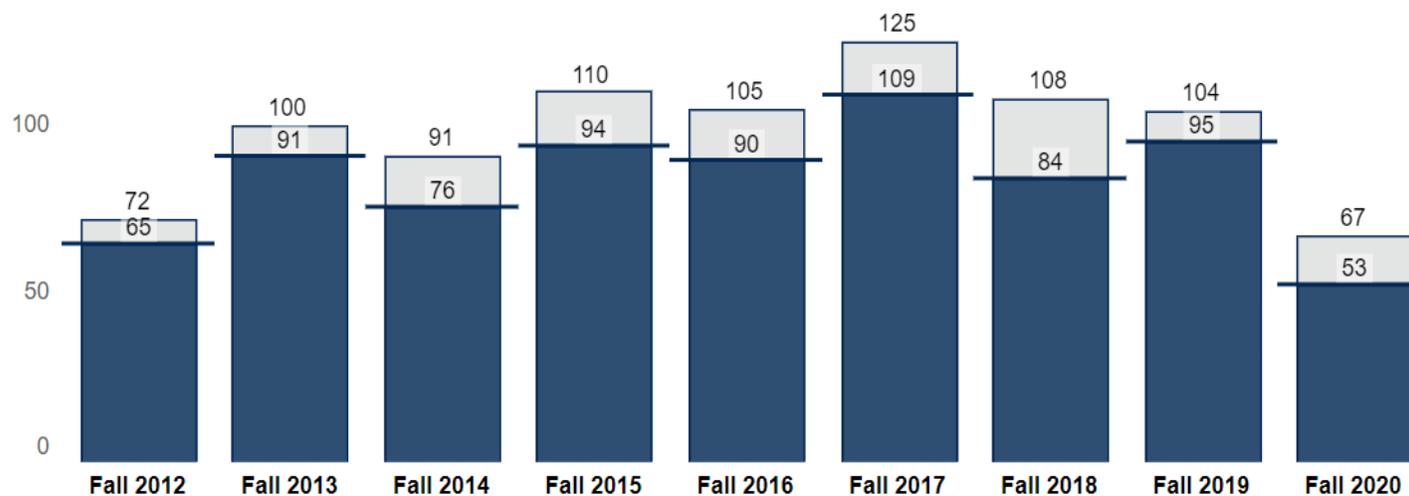


Equity

USI by the Numbers



Retained to 2nd Semester by Fall Terms



**For official USI retention and graduation rates, leave filters set to Baccalaureate Degree Seeking and Full Time students.*

Multiple Value Filters' Selections

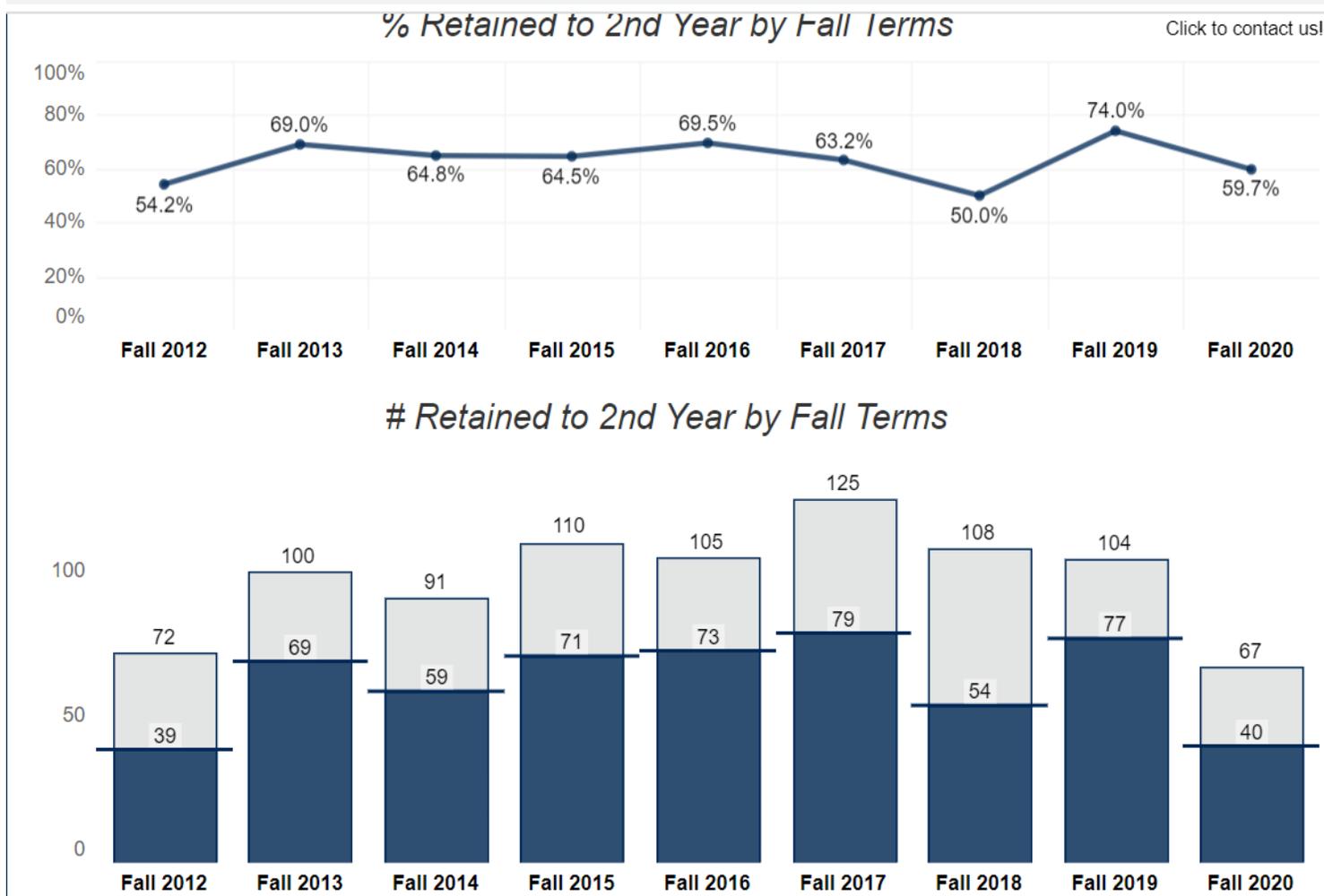
College: All, **Major(s):**All, **First Term's GPA:** All

Ethnicity/Race: Black & Hispanic , **Geographic Areas:** All, **Campus Location(s):** All

High School GPA: All, **High School Name:** All, **High School Diploma Type:** All

Housing: Apartments & Residence Hall, **Pell Status:** All, **Living Learning Community (LLC):** All

USI by the Numbers



*For official USI retention and graduation rates, leave filters set to Baccalaureate Degree Seeking and Full Time students.

Multiple Value Filters' Selections

College: All, Major(s): All, First Term's GPA: All

Ethnicity/Race: Black & Hispanic, Geographic Areas: All, Campus Location(s): All

High School GPA: All, High School Name: All, High School Diploma Type: All

Housing: Apartments & Residence Hall, Pell Status: All, Living Learning Community (LLC): All

USI by the Numbers

e Freshmen Retention and Graduation Comparison

This dashboard displays the retention and graduation rates (determined by the "Retention and Graduation Metrics" selector) exclusively or the new first time freshmen population within each fall term displayed*. Use the Dashboard Filters to configure your view.

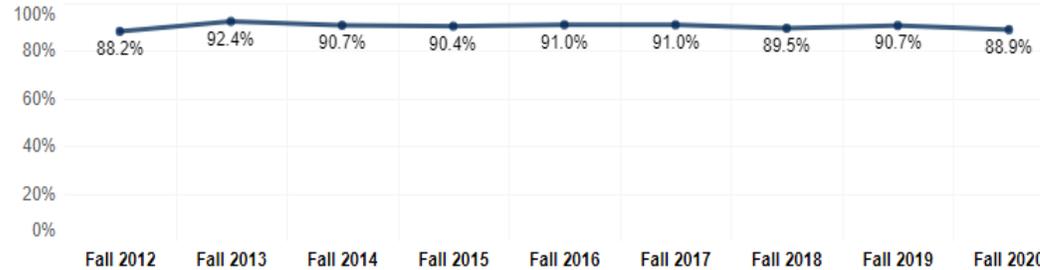
Hover over the information icon for more details regarding the filters, how to print effectively, and general dashboard notes.

- Entering Class Cohort
- Retention and Graduation Metric

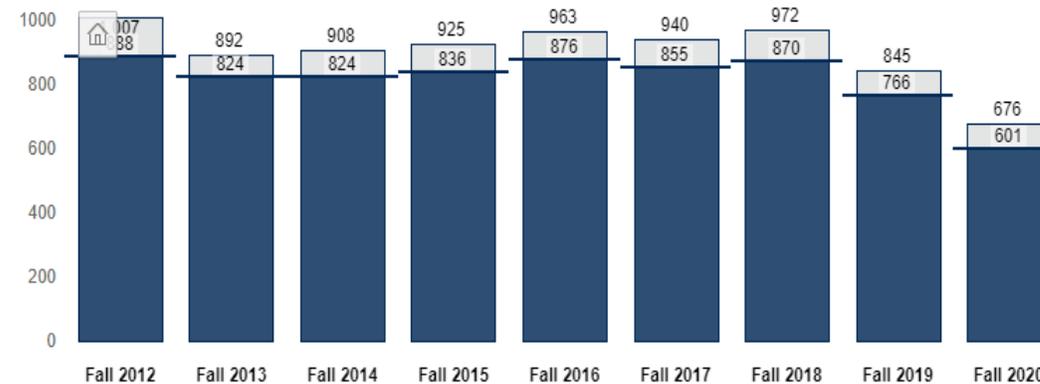
datacookbook
Click for supporting documentation

-  Information Icon
-  Click to refresh filters.
-  Questions?
Click to contact us!

% Retained to 2nd Semester by Fall Terms



Retained to 2nd Semester by Fall Terms

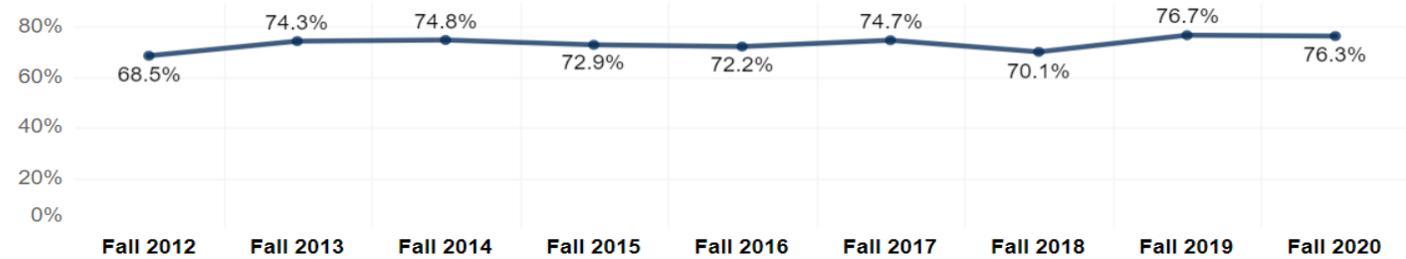


*For official USI retention and graduation rates, leave filters set to Baccalaureate Degree Seeking and Full Time students.

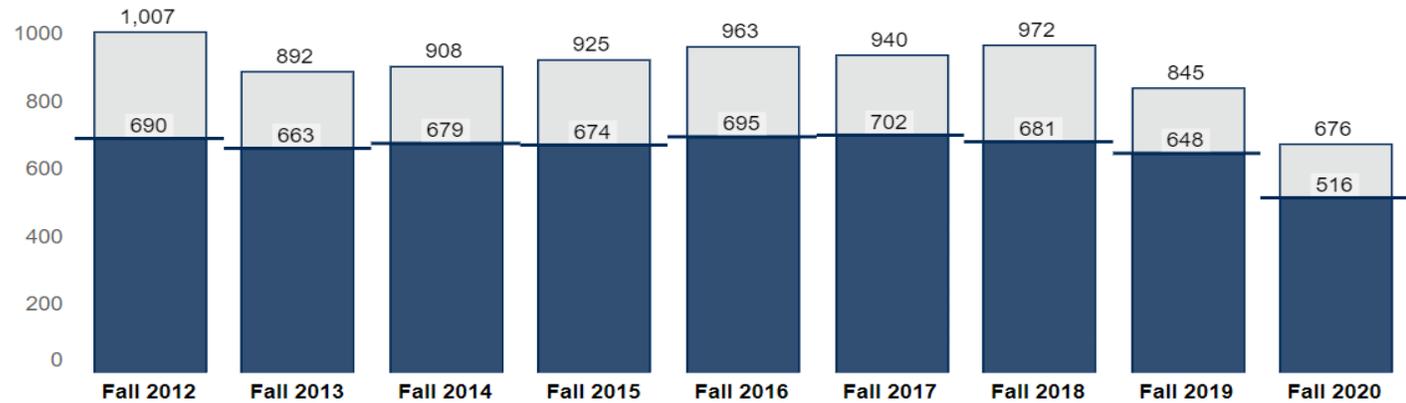
Multiple Value Filters' Selections

College: All, Major(s): All, First Term's GPA: All
 Ethnicity/Race: White, Geographic Areas: All, Campus Location(s): All
 High School GPA: All, High School Name: All, High School Diploma Type: All
 Housing: Apartments & Residence Hall, Pell Status: All, Living Learning Community (LLC): All

USI by the Numbers



Retained to 2nd Year by Fall Terms



*For official USI retention and graduation rates, leave filters set to Baccalaureate Degree Seeking and Full Time students.

Multiple Value Filters' Selections

College: All, Major(s): All, First Term's GPA: All

Ethnicity/Race: White, Geographic Areas: All, Campus Location(s): All

High School GPA: All, High School Name: All, High School Diploma Type: All

Housing: Apartments & Residence Hall, Pell Status: All, Living Learning Community (LLC): All

Additional Factors

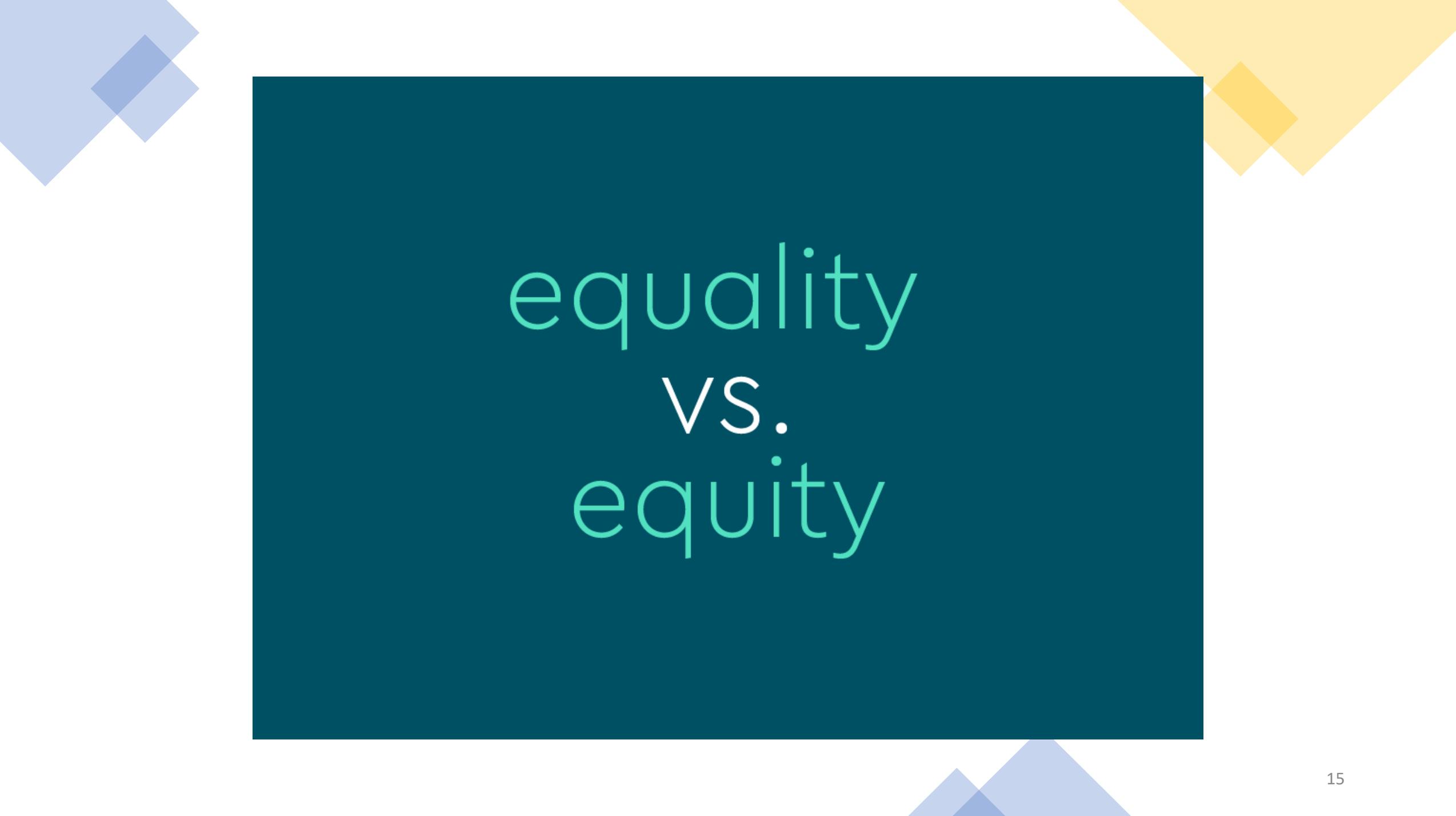
2nd Semester

- Pell- 92.3%
- First Gen- 83.9%
- AP Credit- 91.8%

2nd Year

- Pell- 71.8%
- First Gen- 66.7%
- AP Credit- 83.6%



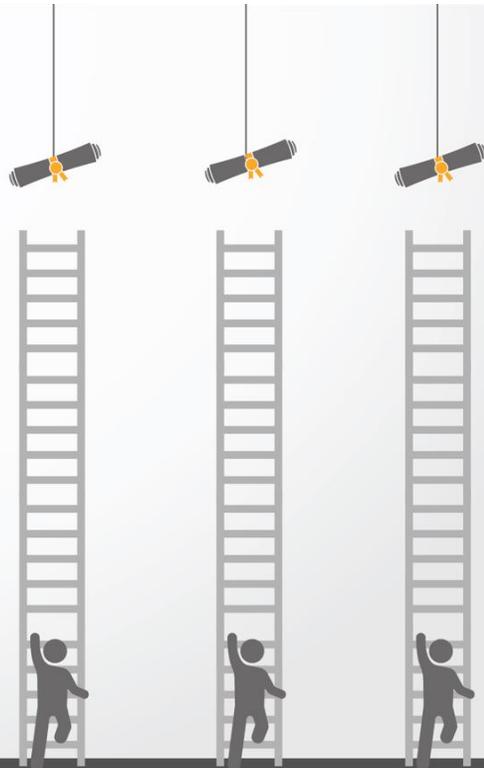


equality
vs.
equity

Equity and Student Success

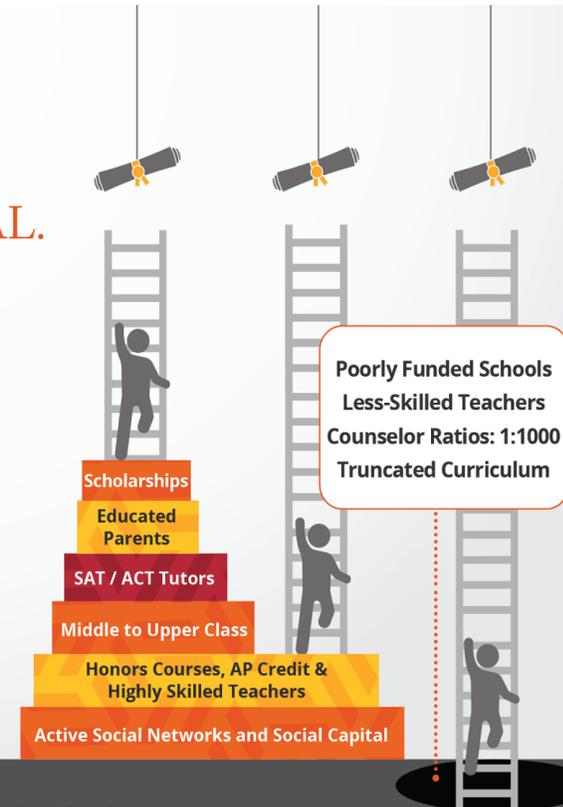
EQUALITY
imagines an
equal world.

*"I care about all
students equally"*



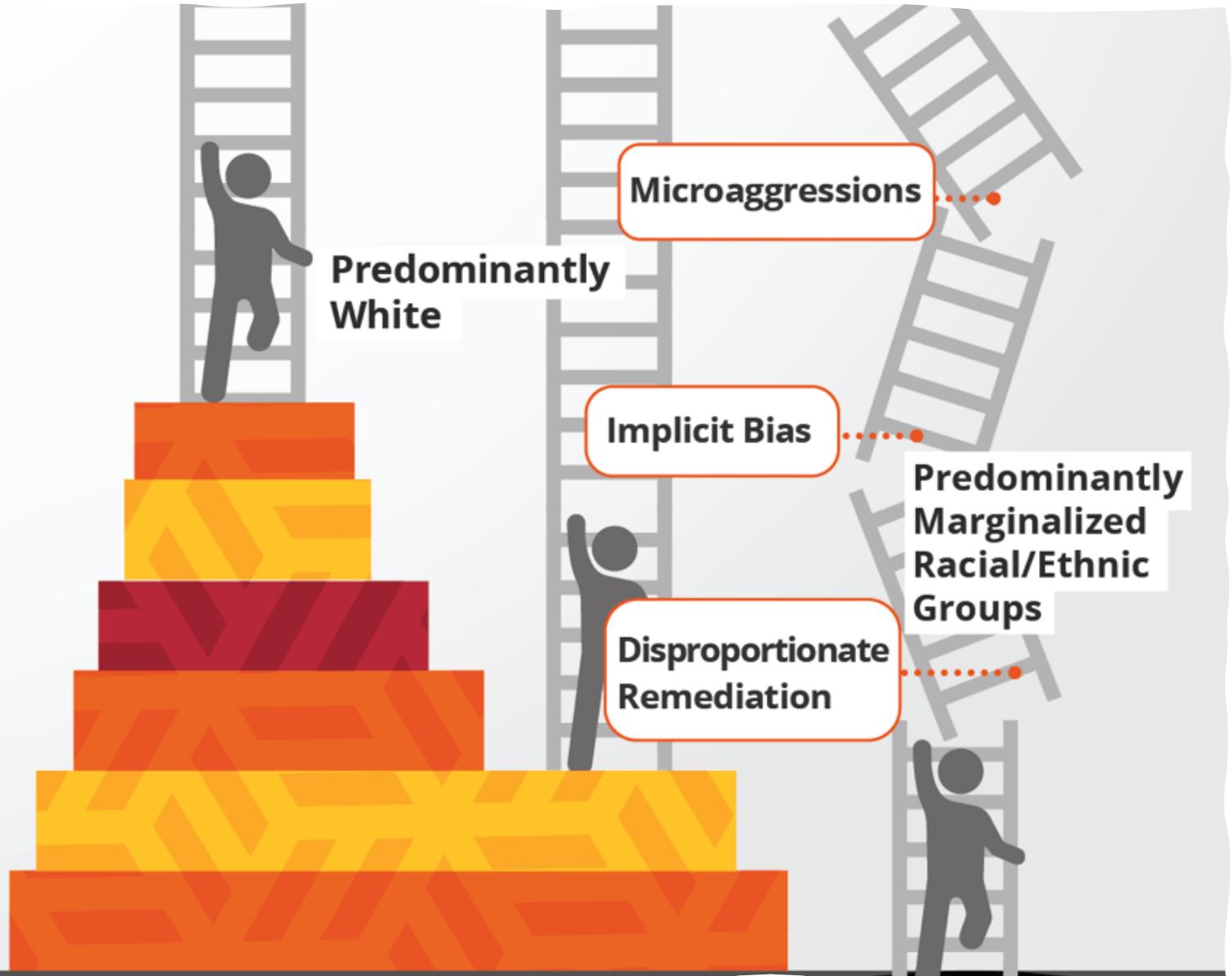
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But the world
ISN'T EQUAL.



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SYSTEMIC RACISM.

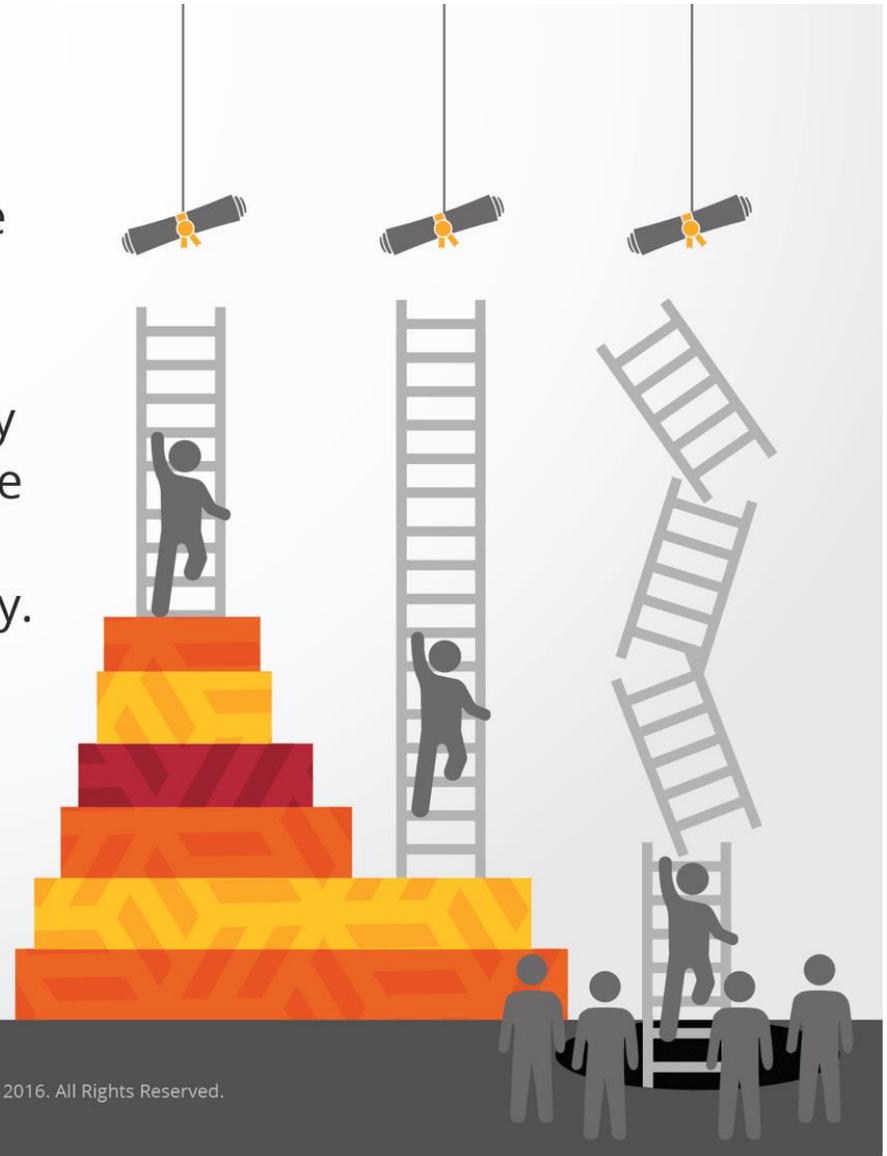


Equity & Student Success

Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.



CENTER *for* URBAN
EDUCATION



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In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



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Equity Enriched Practices

Mindset

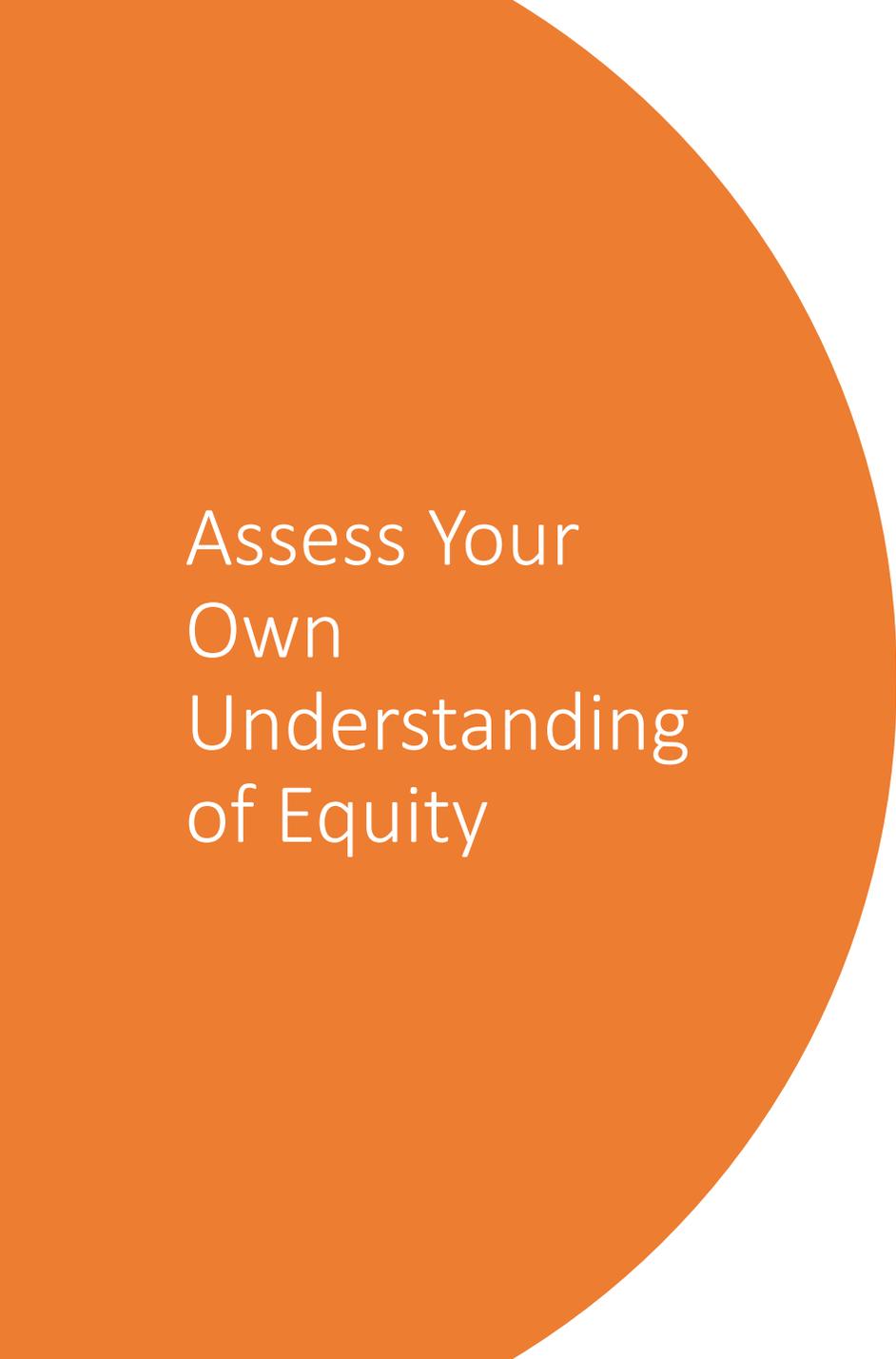
- Moving from a deficit mindset to asset-based mindset
- Moving from a culture of compliance to a necessity/institutional strength

Reflection

- Awareness of one's own biases and privileges
- Critically reflecting upon one's role(s) and responsibilities

Adaptation

- Equity is viewed as an urgent issue
- Equity is valued
- Equity is widely embraced and embedded throughout the institution



Assess Your
Own
Understanding
of Equity

Where is equity visible at USI?

Where is equity valued in your department? If it is not, where are some areas to start?

To what degree is equity a salient aspect of your departmental practices?

How can we start to shift our culture to become more equity enriched?

Conclusion

