



Manhattanville
COLLEGE®



Conducting Diversity and Equity Audits

Cindy Porter, Interim Chief Diversity Officer

Time for a Paradigm Shift?



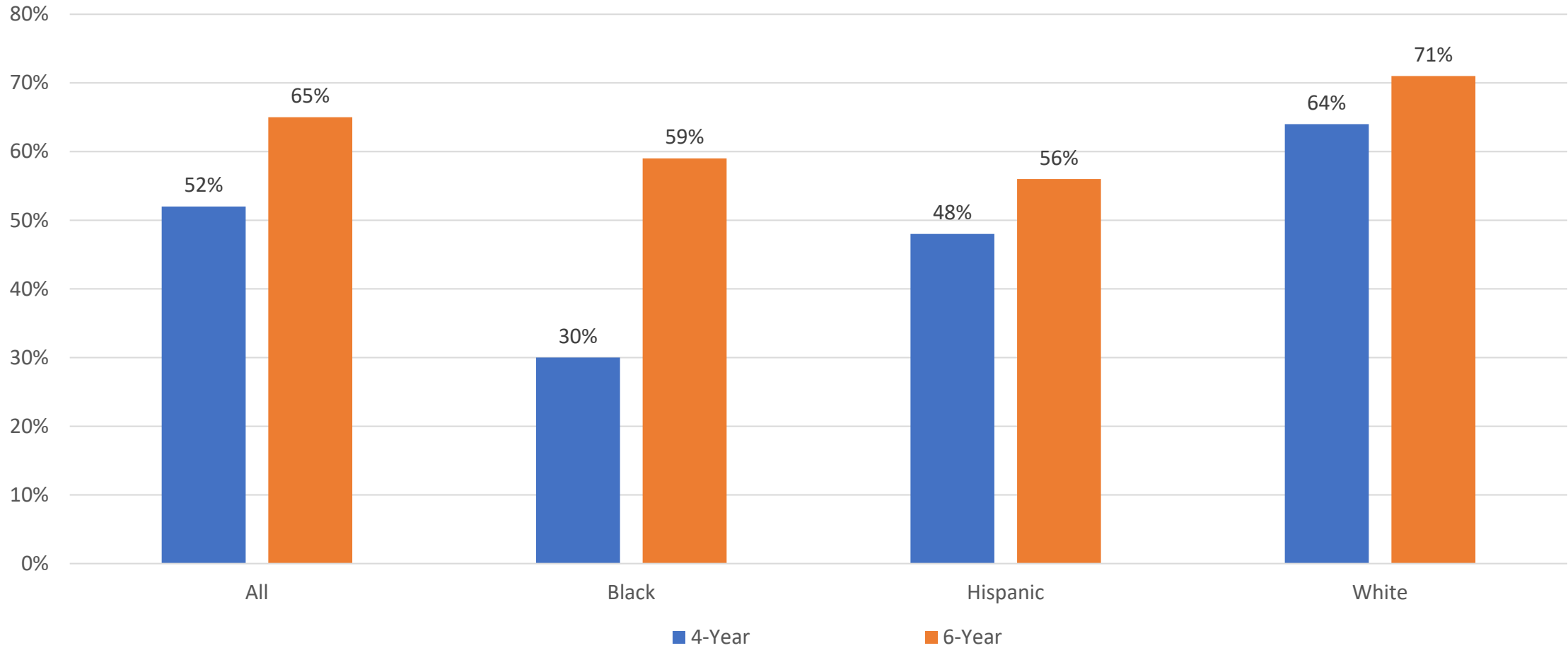
Workshop Goals

Provide participants with an understanding of diversity and equity audits and strategies to start the process

Measures of Student Outcomes and Student Success

- Four-year and Six-year Graduation rates
- First year Retention Rates
- Term-to-term persistence rates
- Critical course Failure and Withdrawal Rates
- First Destination Surveys
- Participations in High Impact Practices
- Student Debt Ratio

Four and Six Year Graduation Rates by Race



Definitions

Diversity: The wide range of identities including race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives, and values. **Racial Diversity**

Equity: Fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups within the community

Diversity and Equity Audit

A review of **data, materials, policies, procedures** and **campus culture** regarding diversity, equity and inclusion to strengthen and coordinate our approach.

Audits ask whether the supports we have in place are working? Are our **policies and procedures** creating disparate effects on different groups of students.

Informs the **process** of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an **equitable** and excellent education.

Five Components of an Audit

Marketing

Data

Programs

Processes and
Procedures

Campus
Climate

Marketing

- **Is there visible diversity among all aspects through photos and student features?**

Representation Matters

- **Is the material authentic and is there a variety of photography?**
Showing genuine engagement of the diverse populations

- **Are social media accounts being used?**

Highlight a diversity of students, use student takeovers to leverage peer-to-peer influence, get student feedback.

Data

- Data collection and analysis provides a holistic view of your unit in terms of diversity, equality, and inclusion.
- Lumping data together does not always show the full picture. Disaggregated data by race can be very effective in increasing awareness and addressing any gaps in outcome.

Disaggregating data helps to create targeted strategies, inform resource allocation, and helps the institution make wiser decisions to improve positive student outcomes.

SSI Survey Question	2019	2020
Financial Aid counseling is available if I need it	56%	53%
Admissions counselors respond to students' unique needs/requests	52%	58%
New student orientation services help students adjust to college	52%	55%
My academic advisor helps me set goal to work towards	54%	52%
A variety of intramural activities are offered	53%	53%
I can easily get involved in campus organizations	58%	56%
Counseling staff care about students as individuals	66%	63%
The personnel involved in registration are helpful	54%	53%
There are adequate services to help me decide upon a career	56%	53%
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	24%	23%

Programs

- Who are the students who participate in your programs and services?
- What are the criteria for acceptance to the program? In what ways might the criteria have disadvantaged students of color?
- How have you targeted the participation of under-represented students?

Processes and Procedures

Ensuring that policies though well-intentioned are not creating disparate effects

- Do policies and practices accommodate differences in students' aspirations, life circumstances, ways of engaging in learning and participating in college, and identities as learners and students? (Witham et al. 2015b, 31)
- When were policies established, and are they still relevant?

Campus Racial Climate

Climate refers to the attitudes, perceptions, and experiences of the college community members regarding **race** relations and **racial** justice among and between students, faculty, and staff.

- **Student Satisfaction Data**
- **Climate Surveys for Students, Faculty, and Staff**
 - **Student Focus Groups**

Stumbling Blocks



- Claiming not to see Race
- Unwillingness to Notice Racialized Content
- Skirting Around Race
- Unwillingness to Aggregate Data by Race
- Seeing inequities as a Reflection of Student Deficit



Small Group Activity

Part I: Diversity Lens

- Rate how well your department represents inclusiveness using the scale below.

5 Excellent 4 Good 3 Fair 2 Poor 1 Failure

(Marketing, visual displays, office, etc)

- Provide at least one example that exemplifies this rating?
- Who is under-represented *and* who is over-represented?

Part II: Equity Lens

- Write down at least two programs, policies, or procedures your department is responsible for?
- Using the equity lens, what is one question you might ask?
- How might you find the answer? How difficult would that be? Why?
- How might you redesign one of the programs, policies, or procedures to yield equity-minded outcomes?

Homework Assignment

- Schedule a department meeting before the end of February.
- Identify one of the five dimensions as a starting point for your unit's diversity and equity audit.
- Identify what information you need to begin and assign who is responsible for specific aspects.
- Identify resources needed to support your efforts
- Follow Up at the End of the Term

Questions

Resources

