“What’s in a value?”
Contextualizing disaggregated data collection in Canadian Higher education

April 8, 2022
NextGen EDI Data Symposium
Evelyn Asiedu, EDI Data Analysis and RDM Postdoctoral Fellow
easiedu@tru.ca
I acknowledge that I am an uninvited settler in the unceded traditional lands of the Secwépemc Nation. The region TRU serves also extends into the territories of the St’át’imc , Nlaka’pamux, Tshiłhqot’in, Nuxalk, and Dakelh communities within these territories.

I am humbled and grateful for the generosity of the Secwépemc Nation’s while I live, learn and work here. I hope my work contributes to reconciliation and relationship building between land-keepers and settlers in this territory, and towards a more inclusive future for all peoples living in Canada.
I.e., the progressive loss (and/or lack) of Black talent on their pursuit of careers in STEMM

How can we use a systematic approach to increase the number of Black professionals in STEMM?
Question the system

**Students:**
- How many students are exposed to research in undergrad?
- What is the rate of successful entry into graduate school?
- What proportion of students have published?

**Faculty:**
- What is the impact of a higher weighting of service in promotion/tenure?
- How long do Black faculty stay at a universities?
Evidenced-based approaches to equity

1. **Observe**
2. **Question or Hypothesis**
3. **Introduce Intervention**
4. **Monitor & Analyze**
5. **Report & Set Targets**
<table>
<thead>
<tr>
<th>Four Designated Groups</th>
<th>June 2021 Program Representation</th>
<th>2029 Equity Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racialized minorities</td>
<td>21.4%</td>
<td>22% (data: 2016 Census)</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>3.2%</td>
<td>4.9% (data: 2016 Census)</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>5.5%</td>
<td>7.5%*</td>
</tr>
<tr>
<td>Women and gender minorities**</td>
<td>38.6%</td>
<td>50.9% (data: 2016 Census)</td>
</tr>
</tbody>
</table>
Focus on the “3 Rs”

Recruit  Retain  Reproject
EDI Capacity-Building Grant

2021 Winners:

- Cégep de l’Outaouais
- Centennial College
- Collège de Maisonneuve
- Emily Carr University of Art + Design
- Georgian College of Applied Arts and Technology
- Lethbridge College
- Mohawk College of Applied Arts and Technology
- NorQuest College
- St. Francis Xavier University
- Université du Québec à Rimouski
- University of Lethbridge
- Thompson Rivers University
Inclusive Excellence

Steps in the equity data project

design

collect

analyze

Krause. We All Count. Data Equity Bootcamp 2021.
This is NOT straightforward
What we know:

Data collection in Canadian Universities
Many universities are now collecting demographic data.
Universities Canada’s Report

Equity, diversity and inclusion at Canadian universities

Report on the 2019 national survey

Feb – Jun 2019

92% member universities responded to at least 1/3

n=88

- President’s perspectives
- Policies/practices (EDI leads)
- Self ID data
Findings on self ID data across Canadian institutions

- Most collect age, gender; not sexual orientation
- Few collect data about board, senate, and committee members
- More data on academic staff vs. students
  - Information is collected on Indigenous identity of students (72%) vs racialized students (21 – 23%) or disability (40%)
  - Of those which collect info on students, most focused on undergrads v grads
- Some self ID data were not consistently collected
  - citizenship, ethnicity, first-generation status, language, socio-economic status, and religion
How do we start?
Is there data to support institutional values?

• **Inclusion and Diversity**
  Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another.

• **Community-mindedness**
  We come together to help one another.

• **Curiosity:**
  We seek out new ideas and embrace change, understanding they may involve risks.

• **Sustainability:**
  We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources.
Converting institutional values to metrics

Context

values

metrics
Context is created with consultation

welcome

recognize wellness

come together

embrace change

Use key phrases from values to frame metrics
Use key phrases from values to frame metrics

How do community members (i.e., stakeholder groups) experience the institutional values?
Qualitative context for quantitative data (inferences and interpretation)
Is there data to support our vision?

Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw’seltktnéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.
Context created with consultation

- Qualitative data is required to realize a vision
- Review of the culture and climate
  Allowing stakeholders to describe their journeys and their needs
- Cultural mapping of EDI at TRU
  to better understand stakeholder groups
“It is important to build trust in data collection and management mechanisms in order to encourage participation among vulnerable and/or marginalized members of the community.”

-EDI leader

Equity, Diversity, and Inclusion at Canadian Universities report. Universities Canada. 2019
Equity is a path function

-E. Asiedu