A Survey to Measure DEI

- Demographics, retention rates, and graduation rates, etc., are fundamental pieces of DEI data.
- Social dynamics related to DEI strongly relate to the retention and success of students, faculty, and staff.
- Studies show that marginalized groups commonly face identity threat, imposter syndrome, and a lack of belonging in their places of work and learning.
- To address issues of DEI, we need more than metrics—we need systematic collection and analysis of data that evaluates the extent to which DEI is experienced.

Survey Pros and Cons

Survey data are indirect measures of characteristics, actions, behaviors, or opinions of a group of people.

PROS: Surveys can gather information that would be otherwise difficult to measure.

CONS: A lot of can go wrong…

Poor survey instrument = measurement error.
Response bias, survey fatigue and dropout are real concerns.
If too few participate, the findings may not be representative.

Survey Research Questions

- To what extent are diversity, equity, and inclusion experienced in primary environments?
- To what extent are intolerance, inequity and exclusion experienced at QC widely?

Survey Definitions for DEI

DIVERSITY
- A community that values diversity respect: the wide variety of shared and different characteristics among human beings and promotes cross-cultural competence through empathic understandings of individual and group differences.

EQUITY
- An equitable community guarantees fair treatment, impartial practices, and equal access to opportunities for all by acknowledging that marginalized groups face inequality and eliminating barriers that prevent desirable outcomes across groups.
Survey Definitions for DEI

INCLUSION

- An inclusive community brings people together in supportive environments where all students, faculty, and staff can thrive. This involves bringing traditionally excluded groups into processes and decision-making in a way that shares power, and advancing an authentic sense of belonging through infrastructures that promote broad engagement and genuine connections.

<table>
<thead>
<tr>
<th>Area</th>
<th>Factor</th>
<th>Survey Item example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Respect for Diversity</td>
<td>My background has little to no bearing on how I'm treated.</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence</td>
<td>The curriculum is culturally inclusive.</td>
</tr>
<tr>
<td>Equity</td>
<td>Fair Treatment</td>
<td>I am treated fairly within my department.</td>
</tr>
<tr>
<td></td>
<td>Impartial Practices</td>
<td>My instructors base grades solely on the quality of my work.</td>
</tr>
<tr>
<td></td>
<td>Equal Access</td>
<td>I have the same opportunities to do well in my classes as my peers.</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Supportive Environments</td>
<td>My colleagues genuinely care about my success.</td>
</tr>
<tr>
<td></td>
<td>Shared Power</td>
<td>I have a voice in the decision-making that affects my work.</td>
</tr>
<tr>
<td></td>
<td>Sense of Belonging</td>
<td>I have a sense of connectedness to my fellow students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Factor</th>
<th>Survey Items</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Respect for Diversity</td>
<td>4 items</td>
<td>UGRD</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity</td>
<td>Fair Treatment</td>
<td>4 items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Impartial Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal Access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion</td>
<td>Supportive Environments</td>
<td>12 items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shared Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sense of Belonging</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each factor has a mean score for a population (e.g., UGRD).

If DEI initiatives are informed by survey responses, mean scores should improve over time. Importantly, any differences between subpopulations (BIPOC-White, etc.) should also improve.
Intolerance, Inequity & Exclusion

- To what extent are diversity, equity, and inclusion experienced in primary environments? ✓
- To what extent are bias, inequity and exclusion experienced? ??

13

Some Examples

How many times you were treated unfairly because of your...
- Ability/disability status
- Age
- Gender or gender identity
- Height or weight
- Political orientation
- Racial or ethnic identity
- Religious views
- Sexual orientation
- Socioeconomic class

15

Area | Factor | Survey Item |
--- | --- | --- |
Campus Climate | Perceptions of Bias, Inequity, and Exclusion | 13 items |
Microaggressions | Experiences of Bias, and Exclusionary Experiences | 9 items |
Unfair Treatment | Experiences of Inequity | 10 items |

14

The QC DEI Survey: Summary

- 25 Questions, ~15 minutes, period of recall is one semester.
- Branched to students, faculty, and staff.
- Proceeds in three parts:
  - Your Experiences
  - Your Background
  - Your Recommendations
- Anonymity guaranteed -- no Qs ask for department!
- Designed Spring and Summer 2021.
- Reviewed/piloted Fall 2021 and Spring 2022 (N=~50).
- 1st round fielded in Fall 2022.

17

Microaggressions

<table>
<thead>
<tr>
<th>Microaggression</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-class Citizen</td>
<td>Being passed over for persons from more privileged groups.</td>
</tr>
<tr>
<td>Denial of Privilege</td>
<td>Downplay of the lived differences of marginalized groups.</td>
</tr>
<tr>
<td>Insignificant Person</td>
<td>Being perceived as unworthy of attention (being ignored/invalidated).</td>
</tr>
<tr>
<td>Alien in own Land</td>
<td>Being treated as an outsider who does not belong (e.g., foreign born).</td>
</tr>
<tr>
<td>Em Invalidation</td>
<td>Being the only person of your background in the group.</td>
</tr>
<tr>
<td>Disparaging Humor</td>
<td>Jokes that insult or dehumanize certain groups or characteristics.</td>
</tr>
</tbody>
</table>

Some Examples * Not the complete list.

16

Data-informed, Inclusive Decision-making

a. What do the data show?
b. What actions can we take?
c. When should the impacts of those actions be assessed?
d. Who decides what actions to take?

When one person or group is making the decisions, the "actionable insights" gleaned from the data can leave out important perspectives.
DEI Decisions at QC

- New Chief Diversity Officer, hired Fall 2021
  Jerima DeWese, QC's first CDO, is tasked with fostering cross-campus collaboration on DEI:
  - DEI Advisory Committee
  - College Town Halls on DEI
  - Campus Mailers on DEI: Diversity Dialogues
  - QC Diversity Week
- The QC DEI Advisory Committee, a diverse group of faculty and staff, will review the results of the QC DEI survey and produce a set of recommended actions on DEI.

Important Terms

- **Framework** = conceptual structure underlying the main variables
- **Construct** = elements of the framework to be measured
- **Factors** = dimensions that compose the construct as whole
- **Instrument** = the survey tool itself
- **Survey item** = a prompt designed to measure one of the factors
- **Item reliability** = consistency of item interpretation.
- **Construct validity** = items measure the intended construct(s).