

# “What’s in a value?”

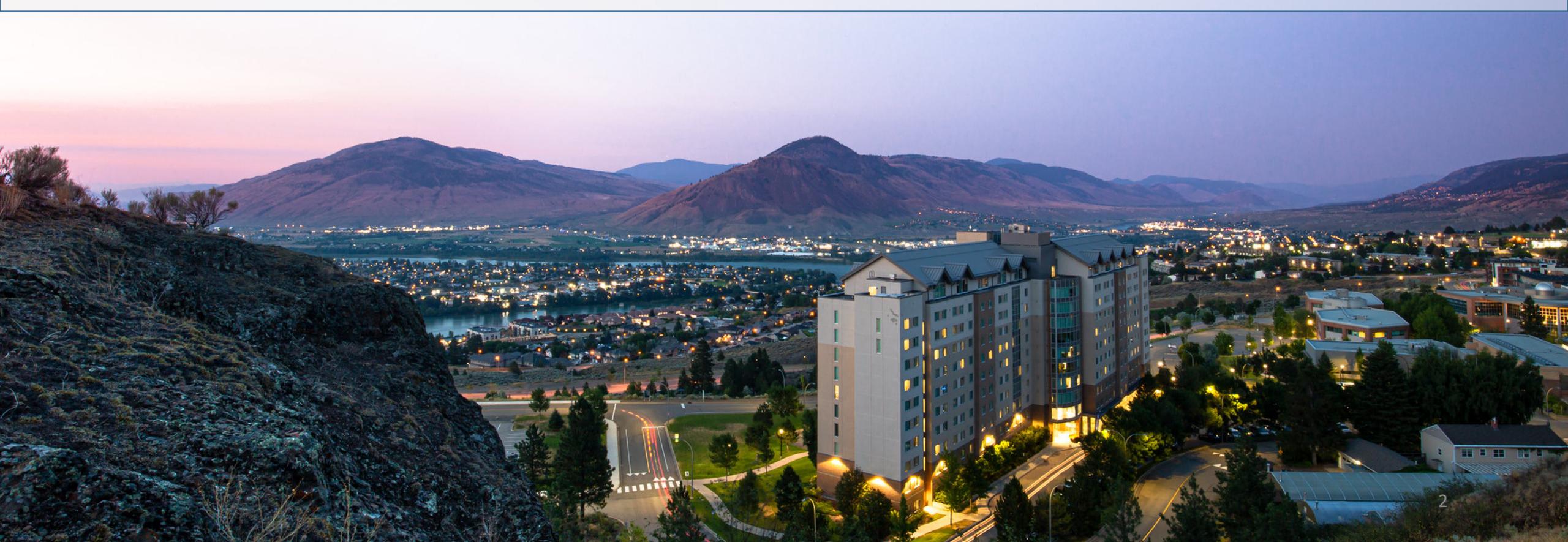
## Contextualizing disaggregated data collection in Canadian Higher education

April 8, 2022

NextGen EDI Data Symposium  
Evelyn Asiedu, EDI Data Analysis and RDM Postdoctoral Fellow  
[easiedu@tru.ca](mailto: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, T̄silhqot'in, Nuxalk, and Dakelh communities within these territories.

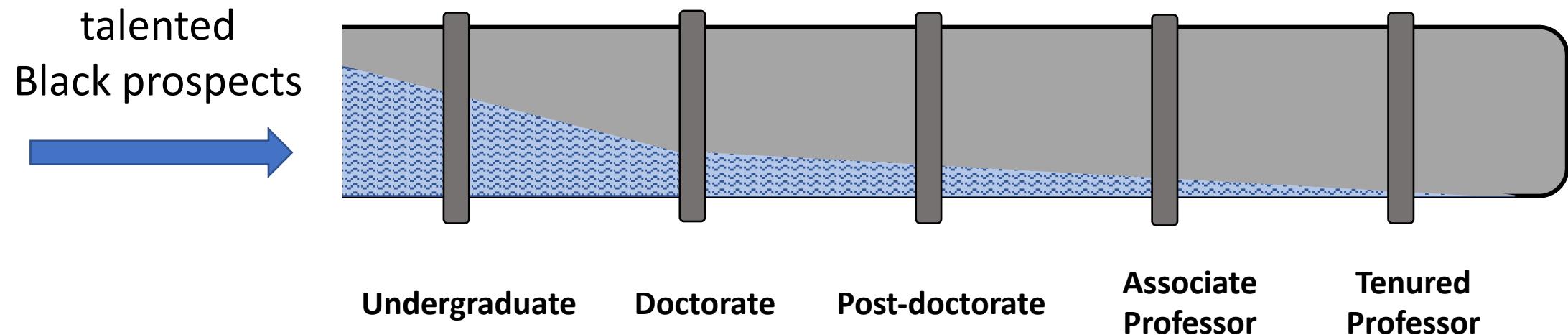
I am humbled and grateful for the generosity of the Secwepemc Nation's while I live, learn and work here. I hope my work contributes to reconciliation and relationship building between land-keepers and settlers in this territory, and towards a more inclusive future for all peoples living in Canada.





# The “leaky pipeline”

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

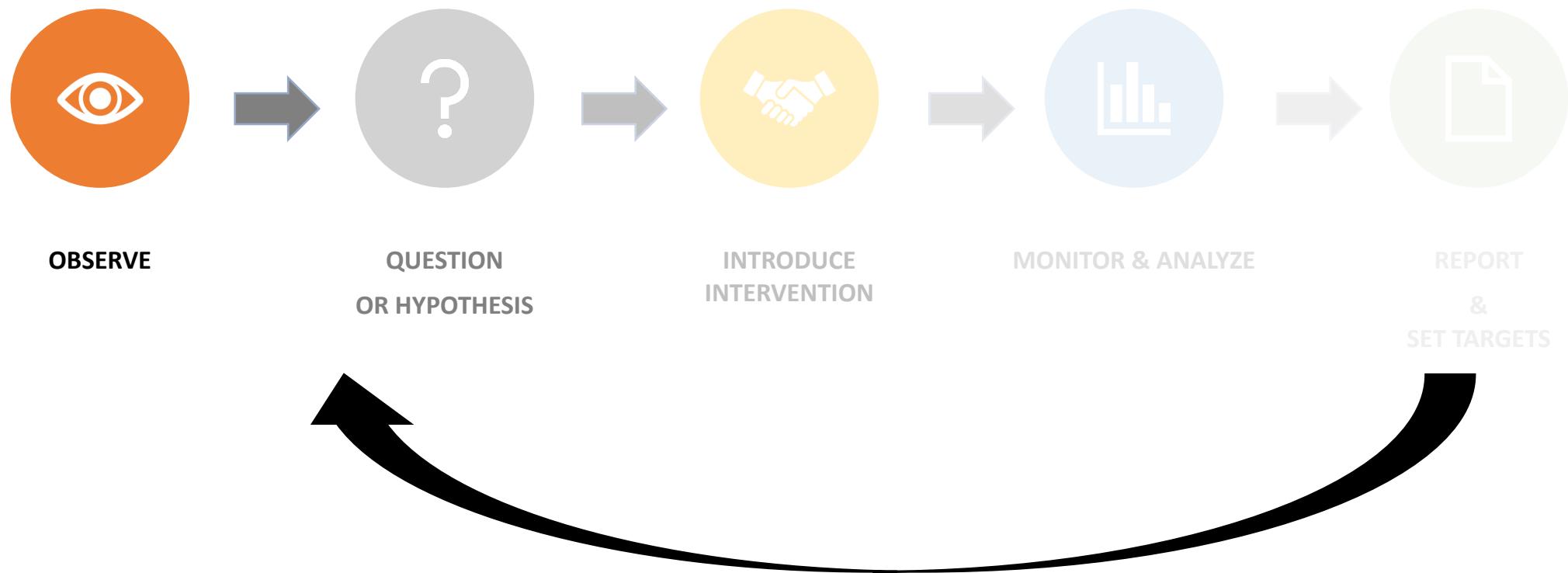
## Students:

- *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



2017.

Table 1: June 2021 representation in the program vs. 2029 targets

Four Designated Groups	June 2021 Program Representation	2029 Equity Targets
Racialized minorities	21.4%	22% (data: 2016 Census)
Indigenous Peoples	3.2%	4.9% (data: 2016 Census)
Persons with disabilities	5.5%	7.5%*
Women and gender minorities**	38.6%	50.9% (data: 2016 Census)



Canada Research  
Chairs

Chaires de recherche  
du Canada

Canada

# Focus on the “3 Rs”



*Recruit*



*Retain*



*Reposition*

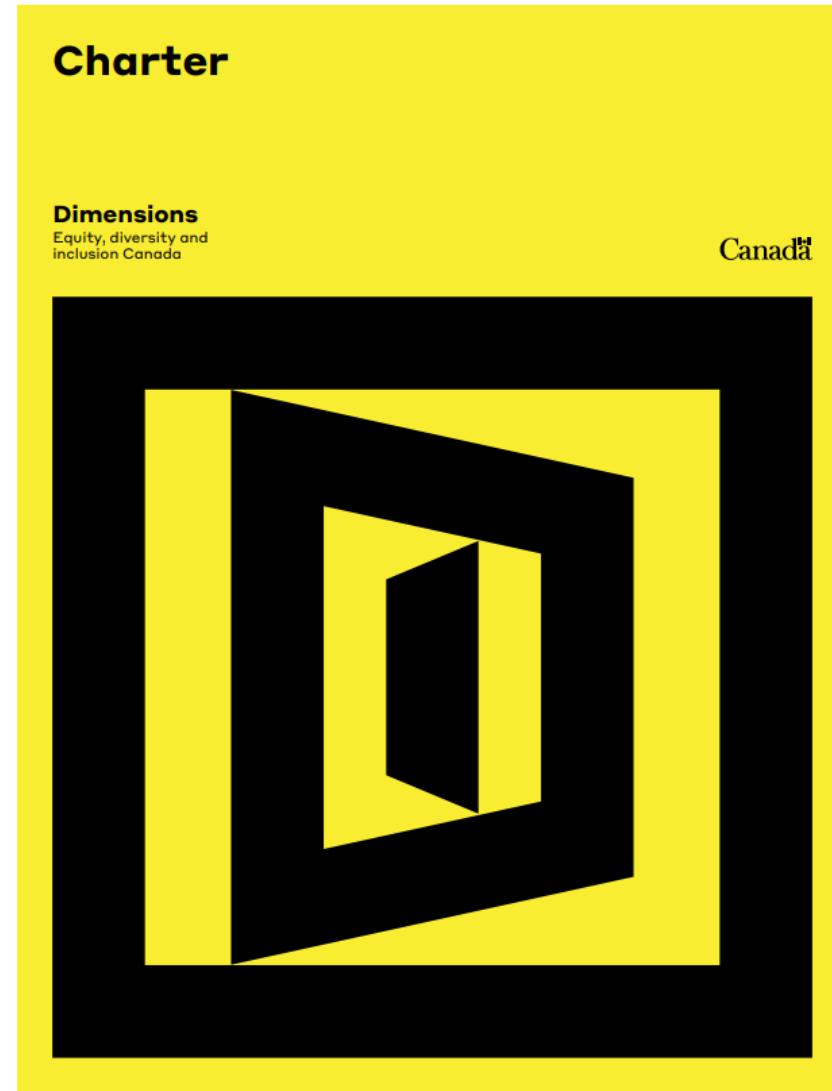
# EDI Capacity-Building Grant

## 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

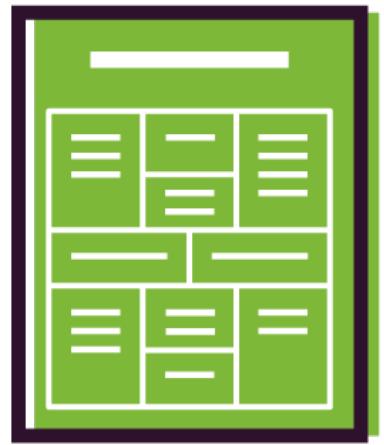


**Charter**

**Dimensions**  
Equity, diversity and  
inclusion Canada

Canada<sup>TM</sup>

# Steps in the equity data project



*design*

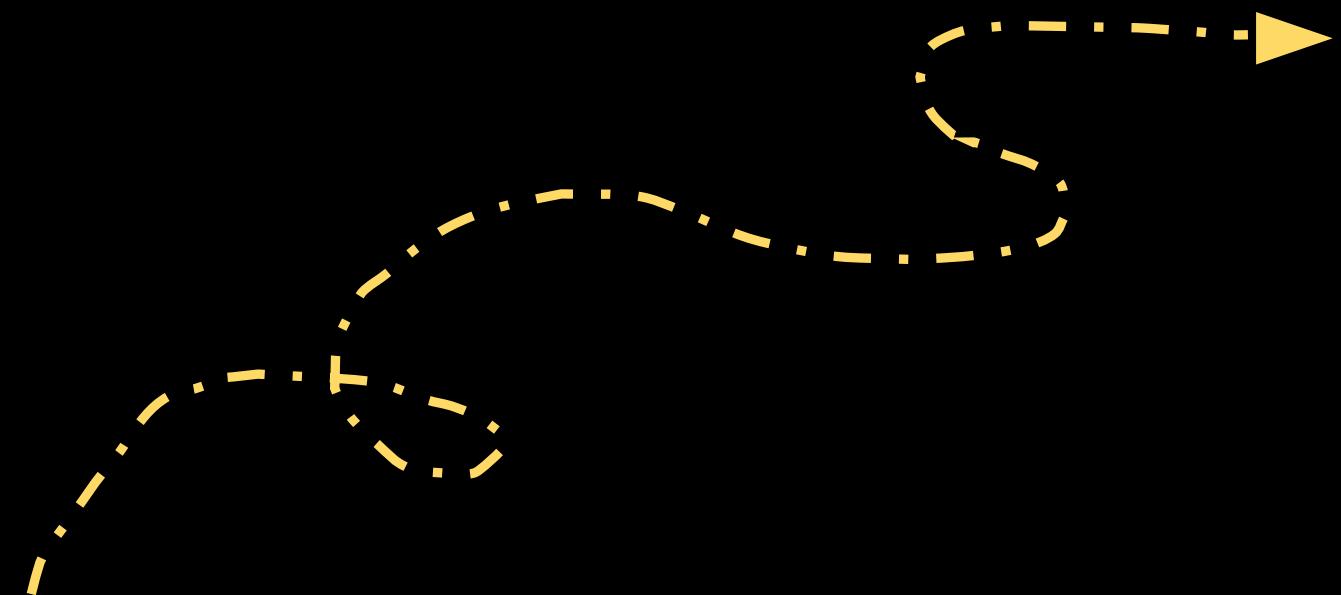


*collect*



*analyze*

This is NOT straightforward



# What we know:

*Data collection in Canadian Universities*

# Many universities are now collecting demographic data



## Racial and/or Ethnocultural Identity

Do you identify as a racialized person/person of colour?

The [Ontario Human Rights Commission](#) defines racialization as a process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.

- Yes
- No
- Not sure
- Prefer not to answer

Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The terms below reflect terms used in the Canadian census. Using terminology consistent with the census will help the University to understand our student body in relation to Canadian demographics.

- Asian
  - Caribbean (e.g., Guyanese, Trinidadian, Jamaican)
  - East Asian (e.g., Chinese, Japanese, Korean)
  - European (e.g., British, French, Portuguese, Spanish)
  - South Asian (e.g., Indian, Pakistani, Sri Lankan, Kenyan)
  - Southeast Asian (e.g., Filipino, Malaysian, Vietnamese)
  - Prefer to self-identify (please specify)

- Black
  - African (e.g., Ghanaian, Kenyan, Somali)
  - Caribbean (e.g., Bajan, Grenadian, Jamaican)
  - European (e.g., British, French, Portuguese, Spanish)
  - North American (e.g., American, Canadian)
  - South and Central American (e.g., Brazilian, Panamanian)
  - Prefer to self-identify (please specify)

# Universities Canada's Report

**Equity,  
diversity  
and inclusion**

*Feb – Jun 2019*

**at Canadian universities**

*92% member universities  
Report on the 2019 national survey*

October 2019

*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 the ~~seed~~<sup>key</sup> phrase did facilitate the ~~meta~~ <sup>meta</sup> 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.

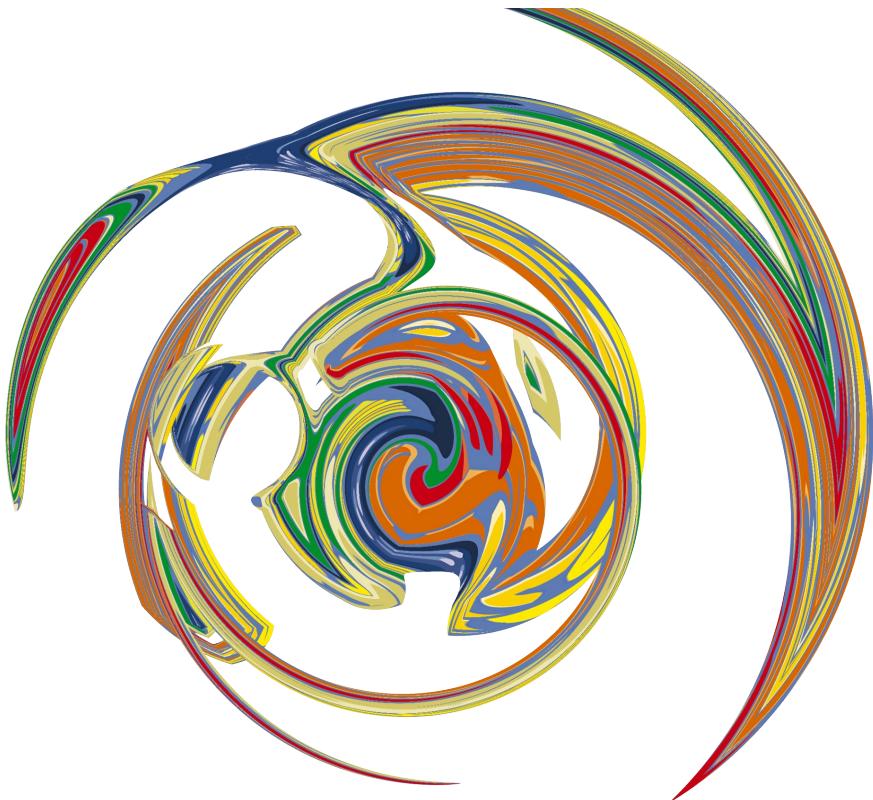
- ***Curiosity:***

We seek out new ideas and embrace change, understanding they may involve risks.

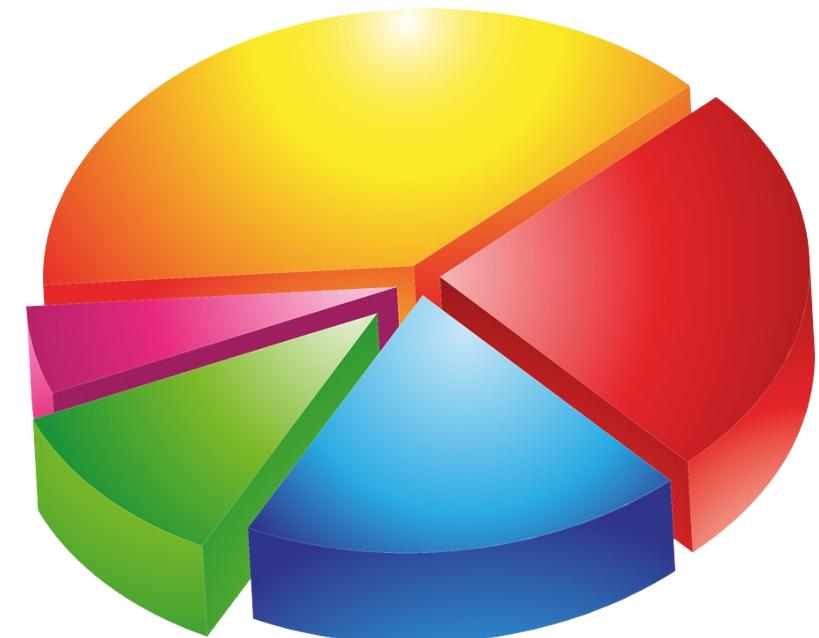
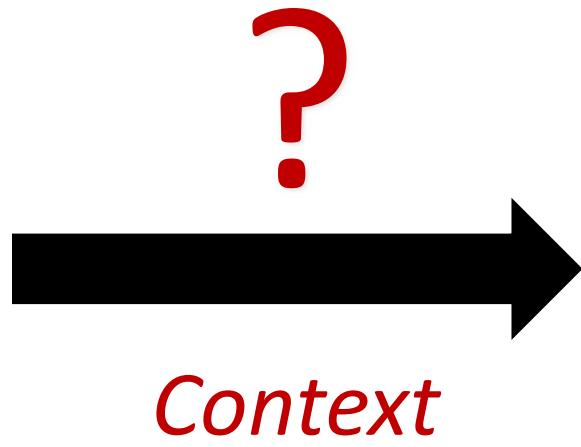
- ***Sustainability:***

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.

Collide key phrases and values to frame metrics



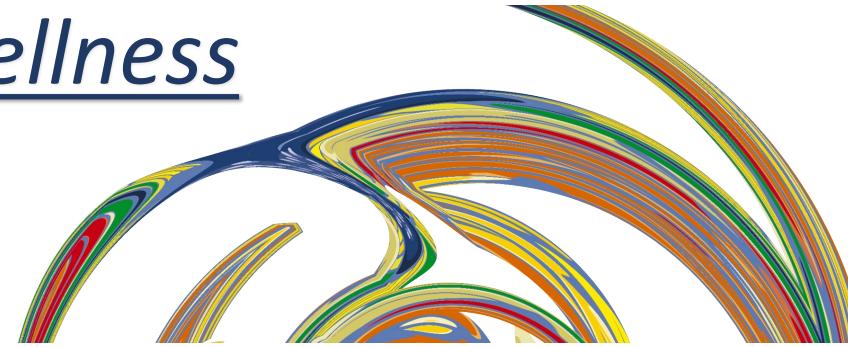
*values*



*metrics*

Use key phrases from values to frame metrics

recognize wellness



come together

Context is created with consultation

welcome



embrace change

# 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



# The value of trust



*“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 is a  
path function

*-E. Asiedu*