RACIAL EQUITY ADMISSIONS DATA DIALOGUE

Equity in Graduate Education

STRATEGIES FOR USING DATA TO ADVANCE RACIAL EQUITY IN RECRUITMENT & BEYOND

Strategy 1: Collect Data

Work with institutional research, the grad division, or program adminstrators to gather unit/program level application data.

Strategy 2: Identify Inequities

Identify racial equity gaps in your applicant pool. This will provide insight into actions you can take to advance equity.

Strategy 3: Equity-minded Data Analysis

Analyze data from an equity-minded perspective by asking questions about what is not working for minoritized groups.

Strategy 4: Eliminating Equity Gaps

Once gaps are identified attempt to link them to policies or practices that might be barriers to advancing equity.

Strategy 5: Setting Equity Goals

Develop short, medium, and long term goals that will help keep you on track with your racial equity goals.

FACILITATING A RECRUITMENT DATA DIALOGUE

This facilitation guide is designed to allow faculty and program administrators to engage in meaningful dialogue about admissions recruitment, application, and enrollment data. We encourage department or graduate division admission teams to have a data dialogue at the beginning and end of each admissions cycle. One of the primary goals of this dialogue is to empower faculty and staff to identify policies and practices that may be barriers to achieving your division/program's racial equity goals.

On the pages that follow there are three worksheets that will guide you through the **predictions**, **observations**, and **inferences** phase of a data dialogue. Each of the three phases described below is oriented toward helping you work through strategies two, three, and four on the left side of this page.

Phase I Predictions

Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations

Phase II Observations

Analyzing the data for patterns, trends, surprises, and new questions that "jump" out

Phase III Inferences

Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.

EQUITY IN GRADUATE EDUCATION

Phase I Predictions dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data.

Private Think Time

Before beginning your Phase I Predictions dialogue, please reflect privately and record several of your preliminary thoughts about the data. One or more of the following thought-starters may be helpful.

- I assume....

- I predict....

- I wonder....

- My questions/expectations are influenced by...

- Some possibilities for learning that this data may present...

EQUITY IN GRADUATE EDUCATION

During Phase II Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half of the applicants...), the presence of certain specific information and/or numerical relationships between predictors (e.g., Over 90% of the applicants offered admission attended highly selective institutions; compared to last year's data, the percentage of applicants from racially minoritized groups who were offered admission increased by 8%...)

Private Think Time
Before beginning Phase II Observations dialogue, please study the data privately and record several of your observations.

Remember:
Just the facts! If you catch yourself using..., then stop.

~~Because...~~ ~~Therefore...~~ ~~It seems...~~ ~~However...~~

- I observe that...(name an inequity)

- Some racialized patterns/trends that I notice...

- I notice that students are eliminated at this stage of the process...

- I'm surprised that I see...

EQUITY IN GRADUATE EDUCATION

During Phase III Inferences dialogue, you (a) generate multiple explanations for your Phase II Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose changes to policy and practice that may advance your racial equity goals; and (d) identify data needed to monitor the impact of any changes your team has made to the admissions process.

Private Think Time
Before beginning Phase III Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...

- Additional data that would help me verify/confirm my explanations is...

- I think the following changes to admission policy and practice will address the racial disparities I notice in the data...

- Additional data that would help guide implementation of changes to admission policy and practice....

- I think the following data would need to be collected to help us determine if the changes to admissions policy and practice are working...