

Equity, Equality, Diversity, and inclusion as Key Performance Indicators in Higher Education

Mustafa Kayyali

^{1*} Manager of Higher Education Quality and Assessment Council HEQAC

*Corresponding Author: e-mail: kayyali@heranking.com

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Abstract— Equity, equality, diversity, and inclusion are all essential considerations for any organization, and higher education institutions are no exception. These concepts are closely related and often used interchangeably, but they have distinct meanings.

Keywords— Higher Education – Equity – Diversity – Quality Assurance.

I. EQUITY, EQUALITY, DIVERSITY, AND INCLUSION AS KEY PERFORMANCE INDICATORS IN HIGHER EDUCATION

Equity, equality, diversity, and inclusion are all essential considerations for any organization, and higher education institutions are no exception. These concepts are closely related and often used interchangeably, but they have distinct meanings.

Equity refers to the fair distribution of resources and opportunities to ensure that everyone has the same chance to succeed. It takes into account the fact that different individuals and groups may have different needs and face different barriers.

Equality, on the other hand, refers to treating everyone the same, regardless of their individual characteristics or circumstances. This approach may not always lead to equitable outcomes, as some individuals or groups may require additional support or resources in order to achieve success.

Diversity refers to the presence of individuals from different backgrounds and with different perspectives within an organization. This can include factors such as race, ethnicity, gender, sexual orientation, socioeconomic status, and more. A diverse workforce can bring a wealth of different perspectives and ideas to the table, leading to more innovative solutions and better decision-making.

Inclusion refers to the active engagement and empowerment of individuals from diverse backgrounds within an

organization. It ensures that everyone feels valued, respected, and supported and that their contributions are recognized and utilized.

In the context of higher education, equity, equality, diversity, and inclusion are crucial for ensuring that all students have access to the same opportunities and resources, regardless of their backgrounds. This includes ensuring that the curriculum is inclusive and representative of different perspectives, that there is a diverse and inclusive faculty and staff, and that there are programs and support services in place to help all students succeed.

One way to measure the success of these efforts is through the use of key performance indicators (KPIs). These are quantifiable measures that can be used to track progress and identify areas for improvement. Examples of KPIs that could be used to measure equity, equality, diversity, and inclusion in higher education include:

Student enrollment and graduation rates by race, ethnicity, and socioeconomic status.

Faculty and staff diversity by race, ethnicity, gender, and sexual orientation.

The number of inclusive and diverse curriculum offerings.

The availability and utilization of support services for underrepresented groups.

By monitoring these KPIs and taking action to address any disparities or shortcomings, higher education institutions

can work towards creating a more equitable, equal, diverse, and inclusive environment for all students.

It is important to note that equity, equality, diversity, and inclusion are ongoing efforts that require continuous attention and improvement. While it is important to measure progress through KPIs, it is also important to recognize that these efforts cannot be reduced to numbers alone. It requires active engagement and commitment from all members of the higher education community to create a truly inclusive and equitable environment.

Additionally, it is not just the responsibility of the higher education institution, but also of the government to create policies that support equity, equality, diversity, and inclusion in higher education. This includes providing funding for programs and support services for underrepresented groups, implementing anti-discrimination laws and policies, and holding higher education institutions accountable for their efforts in these areas.

Inclusion in higher education has become a critical topic in recent years. As society becomes more diverse, it is essential that higher education institutions create an environment that is inclusive of all students, regardless of their background, culture, race, ethnicity, or gender. The article "Inclusion as Key Performance Indicators in Higher Education" discusses the importance of inclusion in higher education and suggests ways in which universities and colleges can measure their success in promoting inclusion.

II. WHY IS INCLUSION IMPORTANT IN HIGHER EDUCATION?

Inclusion is important in higher education because it creates a welcoming and safe environment for students. When students feel included, they are more likely to be engaged in their studies and are more likely to succeed academically. Inclusive environments can also help to reduce the achievement gap between different groups of students, ensuring that all students have the opportunity to reach their full potential.

Inclusion also prepares students for the workforce, which is becoming increasingly diverse. Inclusive environments teach students how to work with people from different backgrounds and cultures, which is an essential skill in today's global economy. Inclusive higher education also helps to create a more just and equitable society by promoting diversity, equity, and inclusion in all areas of life.

How Can Higher Education Institutions Measure Inclusion?

Measuring inclusion in higher education is critical to promoting it. The article suggests that universities and colleges should develop key performance indicators (KPIs) that measure inclusion. KPIs are a set of metrics that can be used to measure an organization's performance in a specific area. In the context of inclusion, KPIs can be used to measure how well higher education institutions are promoting and supporting inclusion in their communities.

The article suggests four KPIs that can be used to measure inclusion in higher education: representation, engagement, support, and success.

Representation

Representation refers to the diversity of the student body, faculty, and staff. Universities and colleges can measure representation by collecting data on the demographics of their community, including race, ethnicity, gender, sexual orientation, and socioeconomic status. This data can then be used to assess whether the institution is meeting its diversity goals.

Engagement

Engagement refers to the level of participation and involvement of students in the university community. Higher education institutions can measure engagement by tracking the number of students involved in extracurricular activities, the number of students attending events, and the number of students participating in community service.

Support

Support refers to the resources and services that are available to students to help them succeed academically and personally. Universities and colleges can measure support by tracking the number of students who use academic support services, mental health services, and career services.

Success

Success refers to the academic and career success of students after they graduate. Universities and colleges can measure success by tracking the graduation rates, post-graduation employment rates, and earnings of their alumni.

How Can Universities and Colleges Improve Inclusion?

Measuring inclusion is the first step to improving it. Once universities and colleges have identified areas where they need to improve, they can take action to create a more inclusive environment. The article suggests several strategies that universities and colleges can use to improve inclusion:

Increase Diversity

Universities and colleges can increase diversity by recruiting students, faculty, and staff from underrepresented groups. They can also create scholarships and financial aid programs to help make higher education more accessible to students from low-income families.

Create Inclusive Curriculum

Universities and colleges can create an inclusive curriculum that reflects the diversity of their community. They can also create courses and programs that focus on issues related to diversity, equity, and inclusion.

Foster an Inclusive Campus Climate

Universities and colleges can foster an inclusive campus climate by creating a safe and welcoming environment for all students. This includes providing resources and support for students

III. CONCLUSION

In conclusion, equity, equality, diversity, and inclusion are crucial for ensuring that higher education is accessible and inclusive for all students. By using key performance indicators to measure progress in these areas and taking action to address any shortcomings, higher education institutions can work towards creating a more equitable, equal, diverse, and inclusive environment for all students. However, it is important to remember that these efforts are ongoing and require active engagement and commitment from all members of the higher education community and the government to truly make a change.