IRDS DIVERSITY EQUITY AND INCLUSION (DEI) STRATEGIC PLAN

IRDS Vision and Mission Statements

How Does the IRDS Mission and Vision Statements Reflect Our Commitment to Diversity?

<u>Current Reality</u>

While our mission and vision statements clearly articulated our IRDS office purposes, goals and values as well as desired future state, our mission and vision did not explicitly state our commitment to DEI.

Current Mission

IRDS provides accurate, timely, and actionable information to support decision making at IUPUI. Using information from this office will allow greater coordination and alignment of activities to achieve maximum effectiveness in regard to IUPUI's Strategic vision, mission, values, and goals related to the success and learning of our students as well as overall institutional effectiveness. We strive to be a national leader in institutional research and decision support in higher education.

Current Vision

Empower the entire IUPUI community to use data and analytics to make evidence-based decisions that shape IUPUI's future.

Diversity and Inclusion is listed as a Core Value and this is used as part of our annual formal performance appraisal feedback.

IRDS team members should strive to promote an atmosphere of inclusion and tolerance. This includes the recruitment, retention, and meeting the needs of diverse students, staff, and faculty. IRDS team members demonstrate a commitment to civility and mutual respect in all interactions and are willing to expand knowledge of diverse cultures and perspectives. Behaviors associated with meeting expectations in annual performance appraisal process. promotes an atmosphere of inclusion, respect, and acceptance; addresses the needs of diverse staff, faculty, and students.

<u>Plans and Next Steps</u>

- We recognize it is important to explicitly state our commitment to diversity, equity and inclusion in our mission statement.
- We began to develop new shared vision and mission statements just prior to the pandemic. We will resume this process and refine our mission and vision statements—including our commitment to diversity, equity and inclusion—during the IRDS DEI Strategic Planning Process.

<u>Metrics and Assessment</u>

- Metrics could involve a content analyses of mission and vision statement to ensure that it reflects genuine commitment to DEI and that external audiences understand the mission.
- Assessment of the mission statement and vision statement may entail conducting focus groups of external stakeholders to ensure that WFYI is clearly articulating their commitment to DEI externally. Another thought might be a quick "pulse" survey to frequent collaborators (e.g., Chancellor's Diversity Cabinet, Program Review and Assessment Committee, Data Inquiry Group, Enrollment Management Advisory Council, Strategic Information Council) to see if they are aware that a commitment to DEI work is included in the mission and vision, and prominently featured on the website.

External Activities and Support For IUPUI DEI Work

How Do We Apply an Equity Lens to Our Work?

Current Reality
We in IRDS engage in many efforts to promote culturally responsive and inclusive institutional analytics and research, institutional effectiveness and assessment practices that take into account the increasingly diverse student, faculty, and staff populations we serve. We engage in the following practices:

- We disaggregate data to help decision makers understand inequities in access and outcomes by student groups (e.g., first generation, gender, historically marginalized, under-resourced, low-income, nontraditional, transfer).
- We disaggregate data to help decision makers understand inequities in access and outcomes by faculty and staff groups (e.g., gender, historically marginalized, age, rank).
- We have designed our interactive reports so decision makers can examine intersectionality.
- We conduct various analyses and investigations that examine inequities in student access and outcomes (e.g., retention, academic performance, student engagement, learning outcomes). These analyses allow decision makers to understand and ideally address inequities.
- We conduct various analyses and investigations that examine inequities in faculty hiring and outcomes. These analyses allow decision makers to understand and ideally address inequities.
- We strive to always use inclusive language and appropriate labels in our reporting in an effort to consider power structures and engage in socially just IR/IE/assessment work.

Plans and Next Steps

- Need to develop a guide to the meaning of terms such as diversity, equity, inclusion, social justice, and more to create shared understanding and meaning.
- Critical to understand institutional context and foster understanding of what structures, policies, implicit biases, stereotype threats and factors that are contributing to inequities.
- Consider how we conceptualize our research. This is just as important as the methods we select. Our frameworks help us determine what variables to use and how to approach interpretations. Important to be aware that many frameworks do not fully consider the experiences of marginalized groups or approach their experiences from a deficit perspective.

We need to make sure to take some time to thoughtfully select a framework to help answer proposed research questions.

- We need to also pay attention to small populations. All voices are important
- Rethink comparisons and reference groups. White students' experiences are often held as the norm to which other groups are compared (Mayhew & Simonoff, 2015), carrying the assumption that White students' experience is "normal" and implying this should be achieved by other student groups.
- We need to continuously take steps to intentionally acknowledge the importance of interrogating and disaggregating data and considering intersectionality.
- We need to work as a team to make sure everyone in IRDS embraces the importance of socially just IR/IE/assessment practices.
- Plan, whenever possible or necessary, to disaggregate beyond federally required levels in order to better understand or account for groups that may be traditionally marginalized.
- Ensure that we apply Universal Design Principles to our website and all reports to so that they can be accessed, understood and used to the greatest extent possible by all people.
- Use the following as a guide for data reporting at a minimum: National Survey of Student Engagement (NSSE), Tips for More Inclusive Data Sharing and Analysis: https://nsse.indiana.edu/support-resources/data-results-guides/tips-for-more-inclusive-data-sharing-and-analysis/index.html

Metrics and Assessment

- Metrics may focus on the percentage or number of reports and dashboards that include data disaggregation and intersectional identities.
- Assessment may be an annual audit of reports created in the past year.
- Another assessment and evaluation measure may involve conducting surveys or focus groups with campus stakeholders to understand how reports increased awareness and behaviors associated with DEI.
- Finally, we may conduct an annual audit of the IRDS website, posted presentations, and reports related to the use of inclusive language and appropriate labels (especially because these can be fluid and shift). This audit might also include who is used as references and comparator groups in reports

How Does IRDS Play a Role in Assisting IUPUI to Live Out "A Strong Commitment to Diversity"?

Current Reality

We provide a wealth of data and information to help IUPUI assess and measure progress in terms of living out "a strong commitment to diversity." The following are reports prepared and analytics activities engaged in to this end:

- Prepare and disseminate an annual campus-level Diversity Report in collaboration with Vice Chancellor Karen Dace and the Chancellor's Diversity Cabinet.
- Plan, administer, and disseminate results from campus climate surveys.
- Support the data and assessment needs of all DEI initiatives and programs.

- Provide data to support school and unit-level DEI strategic plan process and goals.
- Provide data support for IUPUI strategic planning process which includes a focus on Goal 9: Promote an Inclusive Campus Climate.
- Create and maintain a series of interactive accessible reports that disaggregate student, faculty, and staff data to understand access, recruitment/hiring, and outcomes.
- Help design and administer surveys (self-administered questionnaires, focus groups, interviews) to assess student, staff, and faculty perceptions and experiences.
- We engage in collaborative work in support of the IUPUI ADVANCE Project led by the office of academic affairs

Plans and Next Steps

- Continuously make efforts to ensure decision makers across campus are aware of our analytics reports and have the data fluency necessary to understand how to use the data and reports we provide.
- Develop a data dictionary or guide to clarify terms we use in data reports (e.g. historically marginalized, minoritized). May need to consult with DEI and the Multicultural Center to Ensure Alignment. Develop a Diversity Cookbook. These labels can be fluid and change and we want to be sure we keep up with those changes.
- Work with groups such as multicultural center and IUPUI DEI office to ensure we are using proper terms and labels in reports.
- Ensure that data definitions are accessible and widely shared on IRDS website that can have definitions of common data fields.
- Limit bio-demographic data given while fulfilling data requests-right now based mostly on who is asking
- Survey reports (static paper/PDF reports) not always broken out by demographic information and looking at intersection of different demographics the same way IRDS Tableau reports are.
- Constantly survey and keep up with trends and any changes in language.
- Living out means to go beyond reporting. Practicing what we preach. Holding ourselves accountable to have a strong commitment to diversity.
- Develop instructions on how to properly use reports/dashboards
- There is more about these plans in the next section specifically focused on ensuring access and use of data, information, analyses, reports and investigations. Specific plan:

Metrics and Assessment

- Metrics might include the number of DEI related analyses and reports conducted and generated each year. Particular attention may be paid to ad hoc reports.
- Another metric may be related to the data dictionary and diversity cookbook.
- Assessment may include the number of reports, as well as retaining a "map" of where and for whom these activities take place.
- In conjunction with the assessment of how we apply an equity lens to our work, additional measures may involve conducting surveys or focus groups with campus stakeholders to understand how reports increased awareness and behaviors associated with DEI.

- Additionally, assessment may include using web analytics to determine the number of people or "hits" used to access the data dictionary and diversity cookbook.

Does IRDS Ensure That IUPUI Schools, Units, Offices and Decision Makers Across Campus Have Access to and Know How to Use and Leverage Pertinent Information to Enhance DEI Efforts?

<u>Current Reality</u>

We have engaged in several efforts to ensure decision makers across campus are aware of our reports and have the *data fluency* necessary to understand how to use the data and reports we provide. The following are steps and activities we have engaged in:

- Developed a comprehensive integrated data infrastructure (student, faculty, staff, financial, diversity indicators, and strategic planning indicators) to provide unprecedented access to data for all decision makers across IUPUI to help monitor their DEI goals.
- Optimized the use of enabled technology such as Tableau to put data in the hands of decision makers. The technology-enabled data reports allow users to explore, interact with, disaggregate, and analyze information that is actionable and tailored to specific decisions.
- Conducted a series of data workshops to enhance data fluency and help decision makers navigate the wealth of data reports and analytics available across IUPUI and IU for decision making, planning, and implementing improvements to enhance inclusion.
- Developed small teams within IRDS who work collaboratively with decision makers in schools and in units to ensure that that we are providing them with quality information and data tools so that they are empowered and effective decision makers. Process is integrative, nimble, and data is actionable and aligned with strategic planning decisions.
- Meet with new leaders to explain what services, resources, and data our office provides to support their role as leaders.
- Established the Data Inquiry Group (DIG). The primary purpose of DIG is to leverage the data and analytic tools available across IUPUI. Group members are composed of key data users/analysts in schools and other units as appointed by Deans from each school or Vice Chancellors of units. The group has approximately 43 members and meets 2-3 times per semester. The charge is to serve as data coaches for IUPUI in collaboration with the IRDS. As such, group members engage in dialogue around data-driven decision-making, serve as advisors around types of data needed for decision-making and provide input on issues such as data quality, literacy, use, capacity, and transparency.
- Leverage data analytic power with the formation of Strategic Information Council (SIC). SIC meets regularly and strategically mine our data repositories, including advising tools and institutional analytics developed by [vendors] or available through Canvas, in order to identify soluble barriers to student success and to address them systematically. The council engages in a deliberate cycle of piloting responses to identified barriers, evaluating their efficacy, and rapidly scaling them up or implementing policy to support undergraduate student retention and success in coordination with appropriate councils, faculty governance groups, and the Center for Teaching and Learning.

- IRDS professionals serve on various councils, groups, and committees across campus to make sure we at the table and ensure data/information is integrated into discussions/decisions and is not an afterthought: Chancellor's Diversity Cabinet, Program Review and Assessment Committee (PRAC), Deans Meetings, Enrollment Management Advisory Council (EMAC), Strategic Information Council (SIC), and more.
- We participate on hiring committees bringing a DEI lens to hiring processes at IUPUI.

Plans and Next Steps

We need to continuously make efforts to ensure decision makers across campus are aware of our reports and have the data fluency necessary to understand how to use the data and reports we provide. We also need to continuously be at the table and ensure that we are members of key committees, councils, groups, and meetings so that data/information is integrated into every stage of the decision-making process and is not an afterthought. Here are specific action plans:

- Engage in audit or needs assessment to make sure our reports and investigations are serving campus needs in terms of working toward creating an inclusive campus climate.
- Provide workshops and information sessions specifically related to the DEI Strategic Planning process. These workshops should not just highlight where to find information but how to translate data into actionable recommendations.
- Provide workshops and information sessions specifically related to creating an inclusive campus and make it a standard workshop to support DEI ongoing initiatives across campus.

Metrics and Assessment

- Metrics might be the number of DEI related analyses and reports conducted and generated each year. Particular attention may be paid to ad hoc reports.
- Another metric may be related to the data dictionary and diversity cookbook.
- Assessment may include the number of reports, as well as retaining a "map" of where and for whom these activities take place.
- Maybe in conjunction with the assessment of #2, additional measures may involve conducting surveys or focus groups with campus stakeholders to understand how reports increased awareness and behaviors associated with DEI.
- Additionally, assessment may be using web analytics to determine the number of people or "hits" used to access the data dictionary and diversity cookbook.

Do IRDS Professionals Present and Lead Discussions on Equity and Inclusion at Professional Meetings?

Current Reality

IRDS professionals often serve as leaders in promoting DEI and empowering others to use data and information to enhance DEI initiatives across campus. The following are specific examples:

- We provide and deliver many presentations at national conferences and professional meetings that directly focus on DEI IR/IE/assessment/program evaluation: Association for

Institutional Research (AIR), Indiana Association for Institutional Research (INAIR), Assessment Institute, Higher Learning Commission (HLC), Association of Public and Land Grant Universities Meetings (APLU), and more.

- We serve in leadership roles in external associations (AIR, INAIR) and serve as a co-leader of the DEI Track at the Assessment Institute in Indianapolis.
- We publish peer reviewed articles and manuscripts related to our DEI work.

Plans and Next Steps

- We need to continue to make sure we are publishing and presenting on our DEI work and how we strive to apply an equity lens when doing IR/IE/Assessment and Program Evaluation. We often focus on our internal work, but could also hold ourselves up as a national model for this work.

- We should bring a DEI lens to presentations to all external presentations, even when the topic is not explicitly about DEI work (i.e., discussions of our work related to test-optional admissions and COVID-related surveys).

Metrics and Assessment

- Metrics may involve the total number of DEI-related—by specific focus or the use of a DEI lens—publications and presentations by IRDS staff each year.
- Additional metrics may relate to the number of DEI committees, programs, or experiences in which IRDS staff members are members or facilitators.
- Assessment would include compiling the numbers related to each of the metrics.

Internal Activities and Processes

Do We Ensure IRDS Professionals in the Unit Have Access and Opportunities to Current Trends in Equity?

Current Reality

- We provide feedback to IRDS professionals during performance appraisal feedback meetings. Diversity and Inclusion is listed as a Core Value and an integral part of our annual performance appraisal process.
- We continuously encourage IRDS professionals to engage in professional development activities and allocate resources to make this participation possible.
- Many of the professional development activities we participate in are not directly related to DEI work.
- Admittedly, given the nature of our work and urgent requests for data and information, we often do not take the time to engage in the professional development activities directly related to DEI offered by IUPUI.

Plans and Next Steps

Engaging in quality DEI and culturally responsive IR/IE/assessment/program evaluation work necessitates ongoing professional development. We plan to take the following steps:

- Ensure that we explicitly support IRDS professionals in participating in DEI campus and external professional development opportunities
- Incorporate DEI professional development activities into existing meetings and activities such as IRDS monthly meetings, check-ins, and strategic planning retreats.
- Actively involve all IRDS professionals in DEI Strategic Planning process.
- Learn to be effective allies to assist others to ensure their voices are heard when they may not be heard otherwise.
- Commit to being learners and constantly educating ourselves: read, learn, participate in professional development, and self-assessment.

Metrics and Assessment

- Metrics may involve the total resource allocation (dollar amount devoted) to support staff professionals in participating in DEI professional development opportunities, both internal and external. Metrics may also include number of events and professional opportunities attended.
- Metrics and assessment may involve measuring to the extent to which DEI professional development activities are integrated into existing meetings and activities such as monthly meetings, check-ins, and strategic planning retreats.
- May conduct focus groups to actively involve all IRDS professionals in DEI Strategic Planning process. Important that all are involved into the development and assessment of DEI strategic plan.
- Assess the extent to which staff have learned to be effective allies to assist others to ensure their voices are heard when they may not be heard otherwise.
- Assess extent to which staff are committing to being learners and constantly educating themselves: reading, self-assessment, participating in professional development. Knowledge, awareness and participation could be assessed by surveys, focus groups, interviews or content analyses of existing documents and programming content.
- Assessment may include allowing staff to self-report on DEI-related training they have attended (on- or off-campus), either through the annual evaluation process or some other means. This number could be compiled annually.

How Do We Implement Internal Office Practices to Support the Recruitment and Retention of a Diverse Team?

Current Reality

- We engage in best practices in terms of recruiting new staff in an effort to enhance diversity and ensure that we have an inclusive interview process that minimizes bias.
- We try to retain talent by fostering an inclusive environment while offering competitive salaries/benefits.

Plans and Next Steps

- We plan to enhance efforts to attract and retain a diverse IRDS staff. For example, we will expand where we announce positions and job openings.

- Be intentional about where we post job opportunities to ensure a diverse pool of applicants is available.

<u>Metrics and Assessment</u>

- Metrics may focus on the implementation of strategies to enhance diversity (number of and nature of) such as implicit biases training, inclusive interview strategies to minimize biases, practices to enhance the diversity of applicant pools by posting positions in sources that attract and are welcoming to readers of color.
- Metrics may also include the number of staff of color, LGBTQ+, and women over time and the development of benchmarks to assess improvement in staff representation.
- Assessment may also involve the development and implementation of a climate survey to ensure that staff feel affirmed and valued for their unique perspectives.
- Additional assessment may include allowing staff to self-report on DEI-related training they have attended (on- or off-campus), either through the annual evaluation process or some other means. This number could be compiled annually.
- Assessment may also include noting where advertisements for open positions were placed; this obviously would only occur when positions need to be filled.