



Assessing for DIB in Your Department

Setting the Focus

In doing your assessment of culture and climate, there are a number of dimensions that can be the focal point of your assessment activities. It is important to gather baseline and foundational information about your organization that can inform the action steps you take.

Perhaps you need to take a broad approach to gather new insights on a range of issues (e.g. challenging power dynamics; ability to value others, for example), social identities (e.g. race, gender identity, disability, etc.) or forms of oppression (e.g. racism, sexism, homophobia, etc). Or, you know that there needs to be a deeper exploration of a specific set of concerns or issues you have some awareness of already (e.g. exploring issues tied to intercultural interactions in a lab setting, for example). In either case, it is critical to be intentional about the focus and goals of the survey.

Framing the Survey Process

Below are some helpful steps to orient community members on the survey process and how it will impact the diversity and inclusion efforts ahead:

- Establish an understanding on how gathering data helps to inform your forthcoming action steps by providing an awareness of what the community is experiencing, feeling, cares about, is concerned about, and/or would like to improve.
- Speak to any specific issues, identities and/or forms of oppression that will be a focus of the survey and why that is the case.
- Communicate the nature of the survey (e.g. multiple choice, open ended questions, etc) and what respondents should expect with the assessment instrument and the timeline for completion.
- Speak to confidentiality on responses and information shared. And be transparent about the data analysis process (e.g. who is involved and why). Also, be clear about ways in which data will not be used in order to allay any fears or concerns that the community may have.
- Provide a general timeline (that you are committed to) that ranges from the data collection process to the point at which you are ready to share the results with the community.
- Be clear about the commitment to using the data gathered to inform action steps moving forward. Share any information with the community that is available to you at the time with respect to what action steps may look like or any general approaches that may be taken in response to the data.

Possible Dimensions to Explore

Below are examples of different themes to guide the focus of the survey. Whether you go broad or focus it on a more narrow set of issues, these categories can still apply. It may be helpful to capture insights in each area at different points in time, but they do not necessarily need to be compiled into one survey. Below reflects some common possibilities (this is not intended to be an exhaustive list):

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| Incidents Experienced or Observed | Sense of Belonging or Feeling Included |
| Insights on Persistent Issues/Barriers to Inclusion | Insights on Policy, Practices & Systems Changes |
| Learning Needs on DIB Issues/Topics | Perspectives on Actions Taken/To Be Taken |
| Participation/Barriers to Participation on DIB Activities | Insights on Positive Practices Being Used |
| Areas of Growth with Research Practices | Areas of Growth with Pedagogical Practices |

Assessing for DIB in Your Department *continued*

Presenting Data In Your Community

Once you have collected data and identified themes, it is important to engage your community on the findings to help establish a shared understanding of the issues and a shared commitment to moving forward. Transparency here can be helpful, and it is important to consider the format and forum design for such a session, as well as any facilitation strategies that may be helpful relative to the conversations to be had. Below are some approaches that can inform your steps here:

- It is helpful in your opening to restate why the survey was done, the value it will add, and who participated in the data analysis.
- Consider how you will present the data (e.g. any visuals, power point, handouts, etc.) and what data points you will use. Identify the high-level themes, foundational issues, and topics that community members care about.
- State clearly and concisely what the goals of the survey were. Identify a short set of goal statements that can be articulated to your community.
- Share any data that you may have on survey respondents and the degree to which the respondents were representative of the community. This can help ground everyone in the validity of the findings. Incorporate any data on key statistical significance if available. At times it can be challenging for community members to embrace the reality of such findings—especially when such a survey is a new experience and/or when the findings regarding experiences of others speak to experiences that differ from their own.
- Highlight key findings and high level themes, and speak to any possible action steps in response to specific issues highlighted.
- Create room for discussion, questions, and/or an interactive experience with the community. Consider using prompts for breakout rooms/groups or a question and answer component.
- Allow additional ways to capture feedback at the conclusion of the session, such as Qualtrics survey for example, being that not everyone may be comfortable sharing their reflections and thoughts in a group setting.
- Highlight any related action steps or activities in progress or soon to be underway by your department. This is an opportunity to reaffirm a commitment to action through tangible items.

List of Common Higher Education Experiences to Explore

Below is a list of issues and experiences in higher education that you can explore and work to better understand:

- Racism/Race & Ethnicity
- Cultural Differences With Values and Practices
- Undocumented Student Experience
- Expérience of International Communities
- Xenophobia
- Disability Based Discrimination
- Accessibility Issues/Universal Design
- Class/Socioeconomic Status
- Supporting first-generation experience/students
- Religious diversity
- Sexual assault prevention, rape culture, and supporting survivors of sexual violence
- Sexual identity/orientation
- Veteran experience
- Sexism in the Workplace
- Transphobia
- Gender identity and gender expression

Moving to Action

Use the data to inform the work of your task force, diversity committee, or planning team. Use available resources to identify priority items and your starting points for a plan of action:

Identify Available Resources For Setting Priorities

- Action plan templates
- Identifying metrics
- Accountability measures
- Measuring progress
- Engaging your community along the way

Please connect with
Office of Diversity
and Inclusion for
additional resources