



# Decoding DEI Data: How Analysis Can Lead to Action

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CUPA-HR Webinar

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# Presenters



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# Agenda

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- What are some DEI metrics for HR?
- How can we adapt existing data for DEI?
- How do we communicate DEI data?



# Defining DEI Metrics in HR

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## Diversity

- Who's in our workforce?
- Number/ percentage: gender, race, veteran, disability (perhaps others)

## Equity

- Are our demographics proportional to the labor market?
- Are our hires proportional to applicant pools?
- What is the demographic representation of other job actions: promotions, involuntary terminations, professional opportunities/rewards, salary, recognition

## Inclusion

- Climate: surveys, “stay interviews”
- Experience of exiting employees
- Demographic representation of voluntary exits (compared against workforce)

# Decoding Equity with AA Reporting

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Question sound familiar?:

*“Are our demographics proportional to the labor market?”*

**This is exactly what Affirmative Action reporting  
requires of us**

# Poll Question

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What's your relationship to your affirmative action plan?

- I write it
- I actively use and discuss metrics (but I don't write it)
- I know about the plan (but I don't use it)
- I'm not too familiar

# Affirmative Action Report

## Incumbency to Availability Analysis

80% Whole Person

10/1/2020  
School AAPs  
Focus: XX

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Job Group	Total		Females		Minorities	
			#	%	#	%
1 - Tenure/Ten-Trk Faculty & Librarians	X	Employment:	XX	XX	X	X
		Availability Percent:		XX		X
		Avail-Incumbency Comparison Result:		X %		X %
2 - Clinical & FT Non-Tenure Track Fac	X	Employment:	XX	XX	X	X
		Availability Percent:		XX		X
		Avail-Incumbency Comparison Result:		X %		X %
3 - Other Academic: Visitors & Part-Time	X	Employment:	XX	XX	X	X
		Availability Percent:		XX		X
		Avail-Incumbency Comparison Result:		X %		X %

# Challenges with AAP Data for DEI

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- Regulations are rigid
- Software is rigid
- Often clunky internal data systems

# How is your AAP/ AAP data used in your organization?

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- Compliance Only
- AAP Shared with University leadership
- AAP Shared with many levels of school decisionmakers
- Data is customized & shared for individual units/functions
- AAP goals are used strategically in hiring processes
- AAP is used strategically in campus diversity initiatives
- AAP goals are embedded as criteria in evaluations/audits

# Making AAP Data work for DEI

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- AAP asks for us to consider an entire establishment or location holistically
- Hiring decision-making often more localized

# The Technical: Adapting the AAP

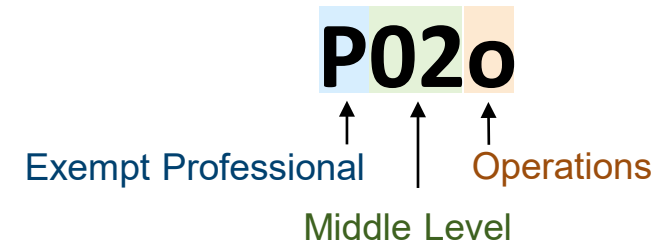
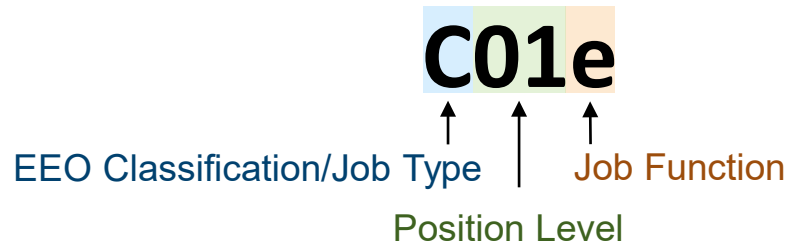
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- Software requires certain fields, but allows some “free fields”
  - We add a field called “School AAP”
  - Filter based on this field to create our school AAPs
- Can discuss metrics and goals at the level hiring decisions are made with hiring decisionmakers

# The Technical: Adapting the AAP

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- At the school level, our AAP job groups are too granular
  - “Aggregate up” based on our job classification system



# Decoding Equity with Applicant Data

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Question sound familiar?:

*“Are our hires proportional to their applicant pools?”*

**This is exactly what our Impact Ratio Analysis (“IRA”) requires of us**

# Poll Question

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What's your relationship to the Impact Ratio Analysis?

- I write it
- I actively use and discuss metrics (but I don't write it)
- I know about the IRA (but I don't use it)
- I'm not too familiar

# Making Applicant Data work for DEI

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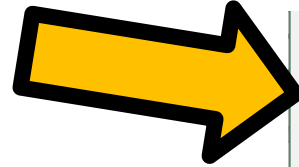
- We consider school AAP data alongside school IRA data.
- Where there is underrepresentation in AAP we ask: how does the availability data look with the applicant data?
  - Applicant % is much lower than labor pool % – Look for gaps in recruitment (or bad labor pool model)
  - Applicant % much higher than workforce % – Look for disparate impact in process



# The Technical: Understanding Applicants

You can use those new fields to make pivot tables

- Where are applicants coming from?
- Where aren't applicants coming from?



Country	United States	Percent	State	Indiana	Percent
Indiana	75	36%	Marion County	19	25%
Texas	19	9%	Hamilton County	18	24%
Illinois	17	8%	Monroe	6	8%
New York	10	5%	Tippecanoe	4	5%
Ohio	10	5%	Hendricks	4	5%
California	9	4%	Hancock County	3	4%
Florida	8	4%	Allen	3	4%
Michigan	6	3%	Vigo	3	4%
Pennsylvania	6	3%	Johnson	3	4%
North Carolina	6	3%	Owen	2	3%
Louisiana	6	3%	Delaware	2	3%
Georgia	5	2%	St. Joseph County	2	3%
Kentucky	5	2%	Floyd	1	1%
Tennessee	4	2%	Madison County	1	1%
Arkansas	4	2%	Bartholomew	1	1%
Oregon	3	1%	White County	1	1%
Colorado	3	1%	Clay	1	1%
Missouri	3	1%	Morgan	1	1%
Alabama	3	1%	Lake	1	1%
Arizona	2	1%	<b>Grand Total</b>	<b>76</b>	<b>100%</b>
Iowa	2	1%			
Montana	2	1%			
<b>Grand Total</b>	<b>208</b>	<b>100%</b>			

# Decoding Inclusion with Data

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How many of these sound familiar?

*“We can’t improve our diversity because:*

*... Our salaries aren’t competitive*

*... Our location is a hard sell*

*...We’ve tried everything, but “nothing works”*

*...Our top talent keeps getting recruited away*

*...The hiring process is too slow”*

# Decoding Inclusion with Exit Data

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- “Bimodal” data – people are very happy or very upset
- People do not experience the same environment in the same way
- We have found exits most useful at the individual level and campus level

# Using Data to Communicate Out

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- Partner with key people across campus
- Know your audience
- Know the key takeaways for the group AND have an idea of what they can do about the takeaways
- Anticipate and prepare for push-back / questions

# Using Data to Communicate Out

- School AAP meetings



Office of Equal Opportunity - Annual School Meeting  
School of XX

#### School of XX – Important Takeaways

- OEO has new software – our reports look different.
- JFR has impacted the way staff will be classified in future reports.
- (School areas of strength/concern)

#### University-Wide OEO Updates

- Campus-wide trends to note from this year's AAP process:
  - (Campus areas of strength/concern)
- COVID & ADA:
- Changes to UA-03: Discrimination, Harassment, and Sexual Misconduct Policy:
- Trends in OEO Complaints:
- Changes at OEO:
- Exit survey trends:

#### School of XX Applicant Demographics - Staff

American Indian or Alaska Native	X	X %
Asian	X	X %
Black or African American	X	X %
Hispanic or Latino	X	X %
Multiracial	X	X %
Native Hawaiian or Other Pacific Islander	X	X %
White	X	X %
Unknown	X	X %
<b>Grand Total</b>	<b>X</b>	<b>100 %</b>

Female	X	X %
Male	X	X %
Unknown	X	X %
<b>Grand Total</b>	<b>X</b>	<b>100 %</b>

#### Employees with Disabilities

Compliance Expectation – 7 %  
Faculty – X %  
Staff – X %  
Overall – X %

#### Veteran Employees

Compliance Expectation – 5.9 %  
Faculty – X %  
Staff – X %  
Overall – X %

## Incumbency to Availability Analysis

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		Availability Percent:		XX		X
		Avail-Incumbency Comparison Result:		X %		X %

# Using Data-Informed Practices within OEO

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- Search and Screen Process @ IUPUI
  - Monitoring faculty and staff searches using data
    - Resource allocation determined by need
    - Understanding applicant & affirmative action data to inform monitoring
    - Building relationships across campus
  - Waivers
    - Using affirmative action information for waiver determinations
- Implementing Training Programs

# Overall Takeaways

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- ✓ With a little planning, our compliance reporting can be adapted for DEI
- ✓ Know your institution's information
- ✓ Know how to communicate/use it
- ✓ Communicate strategies – not just data

# Have a Question?



Submit questions to our presenters  
using the Chat.



# Thank You

*Please complete your event evaluation*

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