Decoding DEI Data: How Analysis Can Lead to Action

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CUPA-HR Webinar

Presenters

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Data & Compliance Specialist, IUPUI
Agenda

- 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

**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

Question sound familiar?:

“Are our demographics proportional to the labor market?”

This is exactly what Affirmative Action reporting requires of us.
Poll Question

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
## Incumbency to Availability Analysis

**10/1/2020**
School AAPs
Focus: XX

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total</th>
<th>Females</th>
<th></th>
<th>Minorities</th>
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<tbody>
<tr>
<td>1 - Tenure/Ten-Trk Faculty &amp; Librarians</td>
<td>X</td>
<td>Employment: XX XX</td>
<td>XX</td>
<td>X X</td>
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<td></td>
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<td>Availability Percent: XX</td>
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<td>Avail-Incumbency Comparison Result: X %</td>
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<td>2 - Clinical &amp; FT Non-Tenure Track Fac</td>
<td>X</td>
<td>Employment: XX XX</td>
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<td>Availability Percent: XX</td>
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<td>Avail-Incumbency Comparison Result: X %</td>
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<td>3 - Other Academic: Visitors &amp; Part-Time</td>
<td>X</td>
<td>Employment: XX XX</td>
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<td>Availability Percent: XX</td>
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Challenges with AAP Data for DEI

- Regulations are rigid
- Software is rigid
- Often clunky internal data systems
How is your AAP/ AAP data used in your organization?

- 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

- AAP asks for us to consider an entire establishment or location holistically

- Hiring decision-making often more localized
The Technical: Adapting the AAP

• Software requires certain fields, but allows some “free fields”
  o We add a field called “School AAP”
  o 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

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

<table>
<thead>
<tr>
<th>EEO Classification/Job Type</th>
<th>Job Function</th>
<th>Position Level</th>
</tr>
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<tbody>
<tr>
<td>Exempt Professional</td>
<td>Operations</td>
<td>Middle Level</td>
</tr>
<tr>
<td>C01e</td>
<td>Job Function</td>
<td></td>
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</tbody>
</table>

P02o

- Exempt Professional
- Operations
- Middle Level
Decoding Equity with Applicant Data

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

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

• 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?
  
  o Applicant % is much lower than labor pool % – Look for gaps in recruitment (or bad labor pool model)
  o Applicant % much higher than workforce % – Look for disparate impact in process
The Technical: Understanding Applicants

- If you export zip codes from your ATS, you can quickly identify multiple levels of geography in Excel.
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?
Decoding Inclusion with Data

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

• “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

• 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
Using Data-Informed Practices within OEO

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

• Implementing Training Programs
Overall Takeaways

✓ 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
Submit questions to our presenters using the Chat.
Thank You

Please complete your event evaluation

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