EAB

TOOLKIT

Climate Feedback Gathering and Action Planning Toolkit

8 Tools to Turn Faculty and Staff Climate Survey Results into Actionable Next Steps

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How to Use This Toolkit

Resource in Brief

Use this toolkit to center faculty and staff needs when planning or responding to an employee climate survey.

The tools are grouped into three sections: one section on developing a listening plan, one section on generating unit- and institutional-level goals and action plans, and one section on embedding accountability measures to ensure progress toward your institution’s climate goals.

Who Should Use the Toolkit:

- Cabinets
- Deans
- Chairs
- Unit leaders

When to Use the Toolkit:

- During the faculty and staff climate or engagement survey planning process
- After running a faculty and staff climate or engagement survey

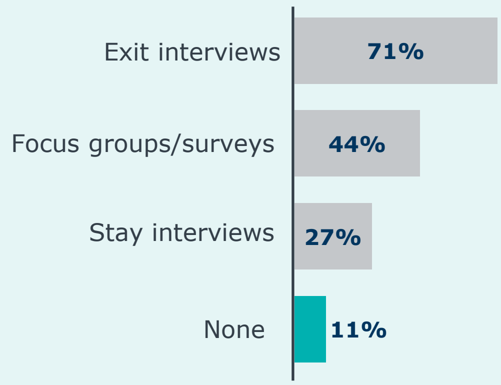
Source: EAB interviews and analysis.

Listening Tools Underused, Rarely Followed by Action

Leaders know they need to listen to a variety of perspectives when crafting policies and practices to improve institutional climate for faculty and staff. However, most institutions do not use most of use the listening tools available to them, and some are not using any at all.

EAB Talent Questionnaire Shows Missed Opportunities to Listen to Employee Feedback

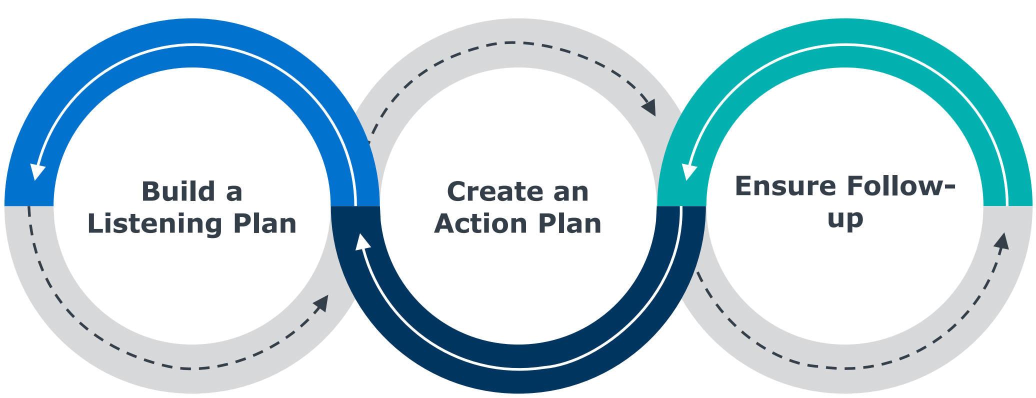
What initiatives related to internal feedback and work adjustments has your institution tried since July 2021 to improve staff recruitment/retention?[1]



When leaders use traditional listening tools (e.g., town halls, climate surveys, senate meetings), they typically over-weigh what they hear during live listening sessions. Live listening sessions tend to replicate historical patterns of exclusion because they spotlight contributions of a few highly-vocal employees rather than gathering balanced perspectives from across the faculty and staff. Leaders also fail to directly connect these listening tools to action on campus, which threatens trust. Faculty and staff invest valuable time and energy into these processes, and, in return, they expect transparency and a commitment to shared governance. Quite simply, *listening without action is worse than not listening at all*.

Most leaders know they need to publish survey results and act based on the themes they heard in survey data. Many succeed in identifying high-level goals but then struggle to write and share action plans that outline the steps their institution needs to take to achieve those goals. Even leaders who implement action plans can still fail to make progress if they do not embed accountability measures from the beginning. These failures to follow through on commitments can exacerbate some of the climate concerns leaders set out to address in the first place.

Leaders must follow up on faculty and staff climate surveys by gathering input from faculty and staff, mapping out action plans, and building systems of accountability. Leaders should follow the steps outlined in the graphic below to turn faculty and staff feedback into progress toward an inclusive climate.



1) n = 73

Source: EAB interviews and analysis.

Build a Listening Plan

SECTION 1

Tools in this section:

1: Inclusive Feedback Gathering Checklist

2: Listening Tools Comparison Chart

Coordinated Listening Overcomes Inclusion Barriers

Climate surveys are powerful tools for higher education leaders to better understand faculty and staff's experiences, identify strengths and areas for improvement, and measure progress toward strategic goals. However, most climate surveys fail to capture the perspectives of 2nd and 3rd shift staff, English language learners, faculty and staff with disabilities, and employees who do not have access to technology outside working hours. When institutions fail to listen to these voices, faculty and staff feel excluded from decision-making, and leaders can miss out on valuable expertise that furthers the institution's mission and advances the institution's goals.

Leaders can overcome these barriers to inclusion by creating a coordinated approach to gathering input from across their institutions. Use this section of the toolkit to develop an inclusive listening plan to supplement a campus climate survey. You will identify whose input to gather and what listening tools best suit your institution's goals.

How to Use This Section

After analyzing the results from a climate survey, use this section to determine whose perspectives you want to hear to inform your climate-related action planning and identify how to seek out those perspectives. Once you have created your listening plan, move to Section 2 to create an action plan.

Tools in This Section:

1. Inclusive Feedback Gathering Checklist

Use this checklist to ensure you have plans to gather a diverse set of perspectives when running and following up on your climate survey.

2. Listening Tools Comparison Chart

Use the chart below to consider some of the advantages and disadvantages of common listening tools available at your institution.

Source: EAB interviews and analysis.

Tool 1: Inclusive Feedback Gathering Checklist

Leaders can foster an inclusive climate by proactively determining who to gather input from. EAB recommends seeking input from the following groups:

- Faculty Senate
- Staff Senate/Council
- Faculty, staff, and graduate student union leaders
- Employee Resource Group leaders
- Unit leaders
- Department chairs
- Deans
- Faculty and staff subject matter experts (e.g., student services staff when developing accessibility policy)
- Individual faculty and staff members

How to Use This Tool: Use the checklist below to ensure you have plans to hear the perspectives that are typically overlooked when planning and following up on your climate survey. Once you have decided whose perspectives you need to gather, move to Tool 2 to determine what set of listening tools best suit your needs.

Inclusive Feedback Gathering Checklist

Have you made plans to listen to faculty and staff:

- ❑ At all levels of seniority?
- ❑ Of different races, genders, sexual orientations, etc.?
- ❑ Who work part-time?
- ❑ Who work full-time?
- ❑ Who cannot attend in-person meetings or town halls?
- ❑ Who need accommodations to share input?
- ❑ Who need translation support to share input?
- ❑ Who will implement action plans (e.g., teaching and learning center staff for an inclusive pedagogy program)?

Tool 2: Listening Tools Comparison Chart

Use multiple channels to promote employee engagement and psychological safety. When selecting listening tools, consider how faculty and staff can provide asynchronous and anonymous input. This approach offers all employees the flexibility to choose the method that best suits their individual needs.

How to Use This Tool: Use the chart below to consider some of the advantages and disadvantages of common listening tools available at your institution. Choose 3-4 tools whose advantages and potential downsides complement one another. For example, if your primary listening tool is synchronous and non-anonymous, then make sure your secondary tool is anonymous, and your third tool accessible asynchronously. See the lists on p. 12 for tools organized by synchronicity and anonymity.

Listening Tool	Advantages	Potential Downsides	Implementation Considerations
Large scale events (town halls, forums, Q&As)	• Opportunity for senior leaders to engage with large audiences • Flexible and responsive • Can include Q&A session, break out groups to involve people	• Agenda you set may not be what the audience wants • May be expensive • Time consuming for organizations	• Involve unit and cabinet leaders in setting the agenda and format • Host virtually to increase accessibility • Train facilitators
Faculty and staff climate and engagement surveys	• Gather qualitative and quantitative data on institutional climate • Data can be disaggregated to identify gaps and disparities • Can use to benchmark against other institutions	• Time consuming and resource intensive • Questions may not identify root causes of negative sentiment • Results may not directly translate into action items, follow up steps	• May require collaboration with an external consultant • Pre-plan how you will analyze data and identify follow up steps • Use representative sampling
Follow-up pulse surveys	• Gather qualitative and quantitative data on single topic or initiative • Useful for monitoring progress over time • Not time consuming for faculty and staff	• May not identify root causes of issues • Results may not directly translate into action items, follow up steps	• Use to monitor progress on a single topic or initiative • Repeat consistently • Use in conjunction with other listening tools to gain holistic picture of employee sentiment
Manager check ins, skip level meetings, stay interviews	• Opportunity for discussion and feedback • Flexible and responsive • Leaders can use information immediately to improve workplace climate	• Time commitment for managers, faculty, and staff • May not stay on the topic leaders want to discuss • Lack of anonymity may compromise faculty and staff's psychological safety	• Schedule during the workday to accommodate parents' and caregivers' schedules • Give managers a specific set of climate-related questions to ask during check ins
Analysis of high-level trends in bias reports, EEO/Title IX complaints	• Identify trends and patterns in institutional workplace climate • Promote information sharing across departments, units	• Cannot publish all data to protect impacted faculty and staff • May not directly identify root causes of acts of exclusion	• Prioritize which types of bias incidents and events to track • Use a visualization tool to help track data

Listening Tools Comparison Chart, cont.

Listening Tool	Advantages	Potential Downsides	Implementation Considerations
Leader coffee chats, office hours	• Flexible and responsive • Leaders can ask for specific feedback • Informal nature promotes faculty and staff's psychological safety	• Time consuming • Lack of anonymity may compromise faculty and staff's psychological safety	• Prepare questions and discussion topics in advance • Schedule regular informal listening sessions • Host office hours at different times to support shift schedules
Suggestion box	• Can gather climate feedback, suggestions over time • Anonymous reporting promotes psychological safety	• Follow-up process can lack transparency • Not all suggestions can be implemented	• Create a system to investigate the feasibility of each suggestion • Collect suggestions over a designated time period and perform lookback analysis • Communicate to faculty and staff when a suggestion can be implemented and when it cannot
Small group meetings (department/team meetings, committee meetings, focus groups)	• Opportunity for discussion, feedback, questioning, and ideas • Facilitator can hold a lively and interactive session • Can help build understanding and engagement • Draw perspectives from different departments and units within the institution	• Time commitment for both manager and audience • Lack of anonymity may compromise faculty and staff's psychological safety	• Train facilitators • Schedule during the workday accommodate parents and caregivers • Support neurodivergent employees by hosting virtual meetings and providing support materials
Employee Voice Sessions*	• Gathers robust qualitative and quantitative data • Promotes faculty and staff's psychological safety by offering complete anonymity and live conversation • Provides prioritized recommendations based on units' individual needs • Accessible to remote, hybrid, and on-campus faculty and staff	• Small sample size • May get audience feedback that is not feasible to implement	• Partner with EAB to host Employee Voice Sessions on a theme you identified in a faculty and staff climate survey • Most effective when used as a population-specific follow-up to a climate or engagement survey • Host sessions both during and outside of traditional working hours to make sure that caregivers and 2nd/3rd shift staff are represented

**Available for Strategic Advisory Services partners only*

Source: EAB interviews and analysis.

Listening Tools Comparison Chart, cont.

Listening Tools by Synchronicity

Synchronous Listening Tools:

- Town halls
- Forums, Q&A sessions in faculty and staff senate meetings
- Coffee chats
- Office hours
- Focus groups
- Committee meetings
- Manager check ins
- Skip-level meetings
- Stay and exit interviews
- Employee Voice Sessions

Asynchronous Listening Tools:

- Faculty and staff climate and engagement surveys
- Follow-up pulse surveys
- Analysis of high-level trends in bias reports, EEO/Title IX compliance
- Suggestion box
- Reading reviews on Glassdoor, Indeed

Listening Tools by Anonymity

Anonymized Listening Tools

- Faculty and staff climate and engagement surveys
- Follow-up pulse surveys
- Analysis of high-level trends in bias reports, EEO/Title IX complaints
- Suggestion box
- Employee Voice Sessions
- Reading reviews on Glassdoor, Indeed

Non-anonymous Listening Tools

- Town halls
- Forums, Q&A sessions in faculty and staff senate meetings
- Coffee chats
- Office hours
- Focus groups
- Committee meetings
- Manager check ins
- Skip-level meetings
- Stay and exit interviews

Create an Action Plan

SECTION 2

Tools in this section:

3: Action Plan Template

4: SMART Framework Checklist

5: Plan Modeling Worksheet

Follow Up on Your Climate Survey with Action

Build a Plan to Ensure Clear Next Steps

After leaders complete climate surveys and other listening efforts, they often fail to generate concrete action steps based on feedback. This failure to act can diminish trust between faculty, staff, and institutional leaders. Action plans help leaders focus their efforts on 3-5 concrete steps they can complete in one year to address the needs identified by the climate survey and other listening efforts. Leaders should also revisit their plans at least annually to assess progress and success, reassess needs, and revise action items.

In order to build an action plan that will demonstrate commitment to and ensure progress toward institutional or unit goals, leaders should use the SMART framework to break down goals and objectives into actionable steps and determine how they will track progress and assess success. These elements are outlined below, with additional guidance on the following pages.

How to Use This Section

Use these tools after completing a climate survey and using the listening tools in Section 1 to build an action plan that includes goals, objectives, action items, measurements, responsible parties, and timelines.

Identify Concrete Action Items

Action plans must respond to specific community needs. Outline concrete action items, name responsible parties, ensure adequate resources, and set a timeline for all action items.

- Tool 3: Action Plan Template
- Tool 4: SMART Framework Checklist

Define Progress Trackers and Success Metrics

Many action plans conflate progress trackers and success metrics, which serve helpful, but distinct, purposes. Progress trackers update students, faculty, and staff on the status of actions, which shows them that leaders followed through on their commitments. Meanwhile, success metrics assess whether these actions led to the desired results. Leaders should plan to track progress and analyze success metrics to hold themselves accountable for action and build trust with faculty and staff.

- Tool 5: Plan Modeling Worksheet

Source: EAB interviews and analysis.

Break Down Goals and Objectives into Actions

3 Levels of Planning Leaders Need to Understand

Institutions often fail to include action steps in their plans that break down goals and objectives into the concrete steps administrators, faculty, and staff can take to create a more inclusive campus climate. Institutional and unit-level action plans should include goals, objectives, and action items. In order to develop appropriate action items, planning teams should understand these three levels.

Goals

The end results we want to see on campus to address the concerns we heard

Objectives

The areas of improvement we need to address to achieve the goals

Actions

The specific steps we will take to achieve the plan objectives

Sample Goal, Objective, and Actions from Pima Community College's 2017-2020 Diversity, Equity, and Inclusion Plan

Goal focuses on end results

Strategic Goal 2: Improve recruitment and retention of employees from underrepresented populations

PimaCommunityCollege

Objective	Action	Unit(s) of Measurement	Responsible Administrator(s)	Timeline
Create applicant pools that reflect the diversity of the community	Regular monitoring of applicant pools	Applicant pool data	Vice Chancellor for Human Resources; EEO Office, DEI Officer	Establish baseline data and evaluate 2017-18 data in Spring 2018
	Regular monitoring of search committee membership	Search committee membership data	Vice Chancellor for Human Resources; EEO Office, DEI Officer	Establish baseline data and evaluate 2017-18 data in Spring 2018
	Advertise open positions on websites and other outlets focusing on underrepresented populations	Number of advertisements on website and other outlets focusing on underrepresented populations	Vice Chancellor for Human Resources	Evaluate 2017-18 data in Spring 2018

Objective focuses on one area that will drive progress toward that goal

Action items focus on achieving objective through concrete steps and contribute to overarching goal

How Do These Levels Apply to This Toolkit?

This toolkit focuses on the **action** level. For information on developing strategic goals and objectives, see EAB's Institutional DEIJ Plan Starter Kit.

Source: Adapted from Pima Community College's 2017-2020 Diversity, Equity, and Inclusion Plan; EAB interviews and analysis.

Tool 3: Action Plan Template

How to Use This Tool: Complete this action plan as you work through the other tools in this toolkit. This action plan should focus on one goal. You should complete multiple action plans if you are working on multiple goals. You do not need to provide exactly two objectives for each goal or exactly three action items for each objective.

Goal #1:

Objective	**Action**	**Success Metrics**	**Responsible Parties**	**Timeline**
Objective #1:	Action Item #1:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:
	Action Item #2:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:
	Action Item #3:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:
Objective #2:	Action Item #1:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:
	Action Item #2:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:
	Action Item #3:	What to measure: How to measure:	Administrator accountable: Tasks assigned to:	Progress updates due: Completed by:

Source: Adapted from Pima Community College's 2017-2020 Diversity, Equity, and Inclusion Plan; EAB interviews and analysis.

Tool 4: SMART Framework Checklist

SMART Actions Inspire Commitment and Make It Easy to Evaluate Progress

Institutions can better deliver on their inclusive climate strategies by developing action items using the SMART framework. SMART is an acronym that stands for specific, measurable, attainable, relevant, and time-bound. For example, instead of committing to a more general action like "improve sense of inclusion in decision-making," an institution that uses the SMART framework would commit its VPSA to enacting a new policy in 10 months that requires leaders to consult student life staff before making major changes to student programming.

The SMART framework provides clarity and direction to action plans and sets expectations for faculty and staff.

How to Use This Tool: Complete this checklist for every action item in your plan to ensure you address each component of the SMART framework. Check each box when you address the question to the right.

The SMART Framework

Checklist for Writing Concrete and Prescriptive Action Items

S
Specific

- ☐ What are the specific steps to achieving our objectives and goals?
- ☐ Who is responsible for completing these action items?

M
Measurable

- ☐ How will we track progress and completion of action items?
- ☐ What metrics will we use to assess the success of objectives and goals?

A
Attainable

- ☐ What resources do we need to complete each action item?
- ☐ Can we realistically complete these action items in the timeline provided?

R
Relevant

- ☐ Do our objectives and goals reflect the feedback from faculty and staff?
- ☐ If we complete these action items, will we further our objectives and goals?

T
Time-Bound

- ☐ When should we have completed these action items?
- ☐ How often should we share updates on action item progress?

Source: McKinsey How Effective Goal Setting Motivates Employees; EAB interviews and analysis.

SMART Framework in Practice

The action items below show how different institutions use the SMART framework in practice. Read the following examples to see which components are **specific, measurable, attainable, relevant,** and **time-bound**.

Action outlines **specific** task

"University of Toledo will develop a Student Success Web Page in the Office of the Provost to communicate major student success initiatives, standing committees, etc.

Responsible Unit: Office of the Provost
Time period: 1 to 5 months
Measure: Web Page established and online"

Action includes **measure** of progress

University of Toledo
The University of Toledo's Strategic Plan for Diversity, Inclusion and Equity 2020-2023

"Colgate will provide enhanced funding to student organizations or individual students to incentivize programs and projects that help to build greater inclusivity on campus."

Responsible: Finance and administration division; Dean of the college division
Target Date: Funding identified; communication to students by the beginning of the 2020 spring semester"

Institution identified funding, which shows the action is **attainable**

Colgate University
The Third-Century Plan

Action is **relevant** to overarching goal of building greater inclusivity on campus

"ASU commits to recruit more underrepresented faculty with a commitment to 10 positions this year."

Arizona State University
Arizona State University list of 25 actions to support Black students, faculty and staff

Proposed action is **time-bound** and will occur within one year

Source: EAB interviews and analysis.

Define Progress Trackers and Success Metrics

2 Types of Measurements to Include in Action Plans

Too often, leaders fail to plan how they will measure whether their action plans are moving forward. To measure progress, and make sure that action items truly advance the goals they are supposed to, action plans should include two types of measurements. **Progress trackers** measure whether the person or group accountable for each action item has completed that item. **Success metrics** measure whether the progress on each action item impacted higher-level goals. Make sure you choose progress trackers and success metrics that you can feasibly report on with the data you have available. Then, update faculty and staff on both to build trust and hold leaders accountable.

Action Plan

Progress Trackers

Hold leaders accountable to **follow through** on plans

- Connect to specific action items
- Communicate to faculty and staff whether action items were completed

Example:

President establishes a faculty and staff inclusive climate taskforce that meets consistently for a year

Success Metrics

Hold leaders accountable for **results** of plans

- Connect to goals and objectives
- Communicate to faculty and staff whether action items achieved desired goals and objectives

Example:

Change in faculty and staff retention rates year-over-year, disaggregated by race and gender

Source: EAB interviews and analysis.

Bringing It All Together

Visualize Connections Between Goals, Resources, Actions, and Outcomes

In addition to reviewing the SMART framework criteria (p. 17) and example action items, progress trackers, and metrics (p. 18-19), leaders often find it helpful to think through how all these pieces fit together when writing an action plan. When leaders systematically think though these components, they are better prepared to identify action items that lead to the desired goals and objectives as well as define the progress trackers and success metrics they need to foster accountability.

The University of Michigan trained its unit DEI plan leaders using the chart below to help them think through the relationships between goals and objectives, resources, actions, and outcomes. By thinking through these relationships, leaders ensure they map out SMART action items for their action plans (the "actions" column in the chart below) that align with their goals and objectives as well as available resources. Then, leaders identify short-, medium-, and long-term outcomes to determine appropriate progress trackers and success metrics.

The University of Michigan's Planning Model:

UNIVERSITY OF MICHIGAN

	GOALS/OBJECTIVES	RESOURCES	ACTIONS	OUTCOMES
DEFINITION	Impact leaders aim to achieve with this action plan	Resources available to accomplish the actions; human, financial, material, technical, etc.	Concrete steps to complete to achieve goals and objectives	Short-term, medium-term, and long-term results of the completed actions
EXAMPLE	Incorporate anti-racist principles into undergraduate curricula	Research on anti-racist principles Committee of faculty and students Collection of previous course syllabi	Revise course syllabi to include lectures and/or materials related to anti-racism Require students to take at least one Race & Ethnicity class within their major	Short-term: ability to identify racist ideologies and practices within field of study Medium-term: implementation of anti-racist framework in personal work Long-term: greater sense of inclusion among students of color

Source: Adapted from the University of Michigan's "Guide for Identifying Metrics for DEI 2.0;" EAB interviews and analysis.

Tool 5: Plan Modeling Worksheet

How to use this tool: Complete this worksheet after reading p. 20. Use this worksheet to complete the action plan template on p. 16. This tool will help you define SMART action items as well as progress trackers and success metrics. Use the guiding questions below as needed to complete this worksheet. Update your action plan after you complete this worksheet.

Guiding Questions:

- **Goals/Objectives:** What general problem do we want to address? Who does this problem affect?
- **Resources:** What resources do we need to address this problem? Do we have these resources?
- **Actions:** What concrete steps can we take to achieve our goal of addressing this problem? How will we know when these steps are completed and communicate action status to faculty and staff?
- **Outcomes:** What will happen in the short-, medium-, and long-term because we take these actions? How will these actions affect the group(s) we want to support? How will we know if we have succeeded in addressing this problem? How will we communicate about success to faculty and staff?

GOALS/OBJECTIVES	RESOURCES	ACTIONS	OUTCOMES
			Short-term: Medium-term: Long-term:
			Short-term: Medium-term: Long-term:
			Short-term: Medium-term: Long-term:

Source: Adapted from the University of Michigan's "Guide for Identifying Metrics for DEI 2.0;" EAB interviews and analysis.

Ensure Follow-Up

SECTION 3

Tools in this section:

Hold Leaders Accountable to Complete Action Plans

Set Accountability Measures in Motion Ahead of Time

Leaders lay the groundwork for follow through with detailed action plans, yet the urgent day-to-day demands of higher ed distract from this important but long-term work. As a result, many leaders make plans but fail to complete them. However, leaders can get ahead of this tendency by planning how they will hold themselves accountable.

Use the following two accountability mechanisms to ensure you follow through on plans. First, leaders can design their own performance evaluation structures to assess themselves based on success metrics. Second, leaders can publish regular progress updates.

How to Use This Section

Review these examples of how leaders use performance reviews and progress updates to hold themselves accountable for the successful completion of their action plans. Consider how to implement these practices at your institution. Finally, create a timeline for the entire listening, action planning, and implementation process to stay on track with this work.

Evaluate Leaders on Success Metrics

Success metrics communicate whether action items achieved desired goals and objectives. In order to hold themselves accountable for achieving their action plan goals and objectives, leaders should base their own performance reviews on these success metrics. This practice incentivizes leaders to focus on action plans amid competing demands and builds trust with faculty and staff through transparency.

▶ Tool 6: Leadership Performance Reviews

Publish Progress Updates

When leaders plan to publish regular progress updates, they hold themselves accountable for making progress in the first place. This practice also builds trust with faculty and staff by providing transparency into the action plan implementation process.

▶ Tool 7: Regular Progress Updates

Map Timeline for Climate Improvement Workstream

To see how listening, action planning, and implementation fit together, leaders can map out these stages on a timeline. During implementation, leaders can also refer back to this timeline to see if they are on pace with their progress.

▶ Tool 8: Action Planning Timeline Template

Source: EAB interviews and analysis.

Tool 6: Leadership Performance Reviews

Track Progress and Instill Accountability at All Levels of Leadership

Students, faculty, and staff remain skeptical of institutional commitments. Time and time again, they have seen institutions promise to change only for these promises to fall by the wayside. Well-intentioned leaders fail to follow through on their commitments when institutional structures incentivize them to prioritize other responsibilities.

Instead, presidents and cabinet-level leaders should hold themselves publicly accountable by tying their performance evaluations to their action plan commitments. This performance review structure communicates to the senior leaders themselves as well as students, faculty, and staff that these commitments are the top priorities. Then, senior leaders will drive forward progress through resource allocation, policies changes, and more. Further, senior leaders should cascade this system down to the deans, chairs, unit directors, and other managers on their teams.

The University of West Georgia's Leadership Scorecards:

The University of West Georgia developed **leadership scorecards** for the president and each of their direct reports. Leadership scorecards are **public performance grids** that include **specific targets** for institutional goals (e.g., student success). Performance is assessed on a 1-5 scale based on pre-assigned improvement targets over the previous year.

Scorecards **align goals and metrics across leadership levels** to ensure everyone is working toward the same institutional priority. However, the metrics are still **specific to each role** to reflect the different action items each leader will be responsible for.

Please note that while this example relates to enrollment management, the same principles can apply to any area, such as the inclusive climate goals you identified through your listening efforts and action planning.

President's Scorecard

Provost's Scorecard

Imperative	Measure	Tool	Scale
Student Success	Degree Attainment Retention Graduation	Degrees Conferred Retention Rate 6-Year Grad Rate	5 = 2,400; 75%; 44% 4 = 2,350, 74%; 43% 3 = 2,300, 73%; 42% 2 = 2,250, 72.5%; 41.5% 1 = 2,150, 72%; 41%

Vice President of Enrollment Management's Scorecard

Imperative	Measure	Tool	Scale
Student Success	FY Retention 2-3rd year Progression	Retention Rate 30 SCH, 60 SCH	5=77%; 61% 4=76%; 60% 3=75%; 59% 2=74%; 58% 1=73%; 57%

Unit Director's Scorecard (Ex: Director of Advising)

Imperative	Measure	Tool	Scale
Student Success	FY Retention 2-3rd year Progression	Number of Freshman Degree Plans Advising Meetings for Sophomores	Evaluation metrics and grading scale to be determined

Additional Institutional Examples:

Drake University **links unit leaders' performance evaluation goals to employee survey results.** The chief of staff and unit leaders set 2-3 goals per year based on these survey results (separate from university-wide goals).

In its DEI strategic plan, the University of Alberta defines which cabinet leaders are responsible for which action items. The plan **outlines specific expectations for senior leaders**, and Alberta includes these expectations and target outcomes **in annual goal-setting and performance reviews**. Further, all VPs developed DEI statements for their units and will **cascade down these DEI accountability systems**.

Source: EAB interviews and analysis.

Tool 7: Regular Progress Updates

Continued Communication on Action Plans Reaffirms Commitments

Leaders should revisit action plans at least once per year and update them to reflect where needs have changed. Community members should participate in this process and provide feedback on how their needs have changed. Leaders should regularly evaluate progress, report back, and update plans. Effective progress reports should:

- Refer to specific action items
- Connect back to goals and objectives
- Communicate updates to plan
- Include progress trackers and success metrics
- Consider input from those who implement actions and those affected by the actions

Unit-Level Progress Updates from the University of Michigan and the University of Virginia:

UNIVERSITY OF MICHIGAN

At the University of Michigan, all 50 units on campus **create five-year DEI plans**. The first iteration of this planning process started in 2015 and covered 2016-2021. For the duration of these five-year plans, units **publish annual updates**.

For example, the College of Literature, Science, and the Arts (LSA) published plan updates for every year of its 2016-2021 plan as well as an overall summary at the end. In addition to **sharing progress trackers and success metrics**, these plan updates break down the five-year goals and objectives into **action items for each year.** This shows how units can review and revise their plans on a yearly basis.

To the right, see how LSA broke down a high-level goal into action items for the first year and the entire duration of the plan. LSA updated this section in each yearly progress report.

Strategic Goal 30

Monitor Staff Climate and Focus on Staff Retention

1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Continue monitoring potential climate issues and proactively resolving DEI-related issues.	Volume of issues identified and addressed in timely and effective manner.	UHR – Staff HR OIE	DEI Officer LSA HR Staff Managers
Provide units with variety of U-M and non-U-M resources to address climate issues.	Roll out menu of resources by 1Q 2017; ongoing evaluation with stakeholders.	UHR – Staff HR OIE IGR ADVANCE	DEI Officer LSA HR Staff Managers
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Review trends in DEI issues; determine intervention effectiveness.	Decreasing trend in DEI-related HR issues; U-M climate survey results.	UHR – Staff HR OIE	DEI Officer LSA HR
Educate supervisors on UHR retention toolkit; commence conducting interviews.	Provide bi-annual reminder about toolkit resources; low turnover rate for high performing and diverse staff.	UHR – Staff HR	DEI Officer LSA HR Staff Managers

UNIVERSITY of VIRGINIA

At the University of Virginia, approximately 90 percent of units participate in action planning for inclusive excellence (IE). The university's Division for Diversity, Equity, and Inclusion provides guidance for action planning and reporting progress. UVA asks units to summarize the following:

- **Overall goals and objectives**
- **Status of action plan implementation process**
- **Assessment of impact (i.e., metrics)**
- **Remaining work**

See below an excerpt from UVA's "IE Impact Report Guide," which helps leaders prepare progress updates.

Climate + Intergroup Relations	UVA 2030 Vision: *Continuously promote and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.*

Briefly describe the primary goals and objectives established in this dimension, if any, and provide a summary of:

- *The status of the implementation process and key milestones met or adapted for each goal area*
- *An assessment of the impact of efforts to date in relation to the metrics or aspirations at the heart of the goal or objective*
- *The work that remains to complete or otherwise advance the goal or objective and/or measure the outcome*

Find this tool under "Planning Resources: IE Tools + Reporting Template."

Source: EAB interviews and analysis.

Regular Progress Updates, cont.

Institution-Level Progress Updates from the University of Iowa:

The University of Iowa published updates **each semester** for the duration of its 2019-2021 Excellence through Diversity, Equity, and Inclusion Plan. Each update included a selection of **action items marked with a progress tracker** (i.e., completed or underway). Completed item updated shared **what happened**, **success metrics** (if available), and any **continuing efforts**. Underway item updates included **what has happened, what will happen,** and **when it will happen**.

IOWA

Original Action Item:

Engage communications specialists, scholars, and diverse campus constituencies to review the UI Brand Manual Editorial Style Guide.

Action Item Update:

Task completed and ongoing: With guidance from other campus's diversity style guides, faculty, staff, and various groups on campus at UI **worked together to create a Diversity, Equity, and Inclusion Style Guide**. This guide is meant to answer questions, highlight best practices, and provide thoughtful guidance on topics that may arise when creating or editing content. A **copy of the guide can be found** on the UI Brand Manual website.

Original Action Item:

Develop an online video that provides foundational information about the research on bias in academic and administrative processes and strategies for mitigating its effect.

Action Item Update:

Task underway: An **Implicit Bias Taskforce has been assembled** to increase the capacity of implicit bias trainers on campus as well as access to foundational implicit bias information. As part of its charge, **two sets of train-the-trainers will be hosted in the spring** (one focused on the search process and one focused on general knowledge). A **series of online, informational videos** regarding the foundational components of implicit bias **also will be created and made available** campus wide.

Source: EAB interviews and analysis.

Tool 8: Action Planning Timeline Template

After you have analyzed the results of your faculty and staff survey, set a timeline with regular checkpoints to review and assess your institution's progress towards your goals and action items. Share these dates with faculty and staff to support the implementation of their climate action plans and create shared accountability. EAB recommends the following frequency for each accountability metric.

Accountability Measure	Suggested Frequency
Publish progress reports	1-2 times annually
Revisit and update action plan	At least annually
Assess leaders' performance vis-à-vis plan goals	At least annually

How to Use This Tool: Fill in the timeline below with the dates when you expect to complete each of the following action planning and assessment steps. Repeat steps 3-5 on an annual basis.

1

Implement Follow-Up Listening Tools
Start Date:
End Date:

Analyze Results:
Start Date:
End Date:

2

Create Action Plans
Start Date:
End Date:

3

Implement Action Plans
Start Date:
End Date:

Publish Progress Reports
Report Date #1:
Report Date #2:

4

Revisit and Update Action Plan
Publish Date:

5

Assess Leaders' Performance Against Plan Goals
Annual Review Date:

Source: EAB interviews and analysis.

Appendix: Decision-Role Framework

Use the RAPID Method to Make Transparent Decisions

APPENDIX

How to Use This Appendix

Introducing the RAPID Method to Structure Decisions

Resource in Brief

Why Leaders Need Decision Support:

Throughout the action planning process, leaders will work with faculty, staff, and other leaders determine priorities, set goals and objectives, plan concrete action steps, set metrics and timelines, and more. Leaders can struggle to make timely decisions at each of these steps if it is unclear exactly what decision is being made, who has direct authority over the decision, whose inputs are required, and who needs to sign off on the final decision.

A decision-making method structures the process to ensure leaders clarify roles, collect input from participants, and communicate results. While other methods cover role assignment in project management, the RAPID method addresses role assignment in the decision-making project. This method outlines the responsibilities of each role to ensure the decision-maker has the information they need to commit the institution to a plan of action aligned with its best interests.

Who Should Use This Resource:

- Cabinets
- Deans
- Chairs
- Unit leaders

How to Use This Resource:

- Clarify what decisions are being made
- Assign decision-making roles to prevent gridlock
- Compile recommendations based on input and data from faculty and/or staff to make informed decisions
- Create buy-in for decisions ahead of time to streamline implementation
- Communicate decisions to all faculty and staff involved in giving input or implementing decisions

Source: EAB interviews and analysis.

Use RAPID to Make Transparent Decisions

Leaders must make decisions throughout the action planning process about which objectives to prioritize, what concrete steps to take, how to allocate resources, and more. Decision-making is often a confusing process where roles remain undefined. Processes often stall as groups seek consensus instead of deferring to one individual's decision. Determining one decision-maker is key to making efficient decisions and moving action planning forward because this eliminates the need for consensus.

Use the RAPID method, outlined below, to help your institution determine roles in decision-making. This method embraces a participative approach to decision-making that encourages collaborative input while also identifying one person who is accountable for making a final decision. All participants are expected to support the decision made through this process.

ROLES	DEFINITION	RESPONSIBILITES
RECOMMEND	One person who makes the recommendation; the "R"	Gather and assess relevant facts Obtain input from relevant parties Drive robust analysis and conclusions Synthesize all information
AGREE	Person or people who must approve recommendation; the "As" (not all decisions have As)	Provide formal approval of recommendation Advises on feasibility Advises on compliance
PERFORM	Person or people who must execute final decision; the "Ps"	Shares information regarding implementation risks/challenges
INPUT	Person or people consulted to inform recommendation; the "Is" (may overlap with Ps)	Share expertise, experience, data, and information Share advice for recommendation
DECIDE	One person who makes the final decision; the "D"	Sets clear expectations regarding the RAPID method Review recommendation Make and communicate final decision Commit the institution to action

Source: Bain & Company, EAB interviews and analysis.

RAPID Template

Use this tool when making decisions that are ambiguous and/or involve many people. The RAPID method helps leaders define decisions and decision-making roles as well as systemically collect input and communicate recommendations. This template walks you through how to use RAPID in practice.

How to Use This Tool: Complete this template when you encounter complex decisions during action planning to make sure you communicate what decision you will make and who will play each RAPID role in the decision-making process. This template also guides you on how to communicate the recommendation and final decision.

1 Define the Decision

Determine what decision your team will need to make as you action plan. Commit to making that decision using the RAPID method. Share what decision will needs to be made with everyone involved with action planning to promote transparency in the decision-making process.

What decision do we need to make to complete or implement our action plan?

2 Assign RAPID Roles

See below the list of roles from the RAPID method. Use the questions below to determine who should play each role. There may be multiple As, Ps, and Is, but there can only be one R and one D. The D should complete this section and then share it with all those involved.

Recommend: Who will synthesize data from the Ps and Is, consider constraints from the As, and compile a recommendation for the D?

Agree: Who does the R need to consult regarding feasibility and compliance?

Perform: Who will execute the decision?

Input: Who has the data, expertise, and advice the R needs to hear to make an informed recommendation?

Decide: Who will lead the RAPID process, make the decision, and communicate the decision?

Source: Bain & Company, EAB interviews and analysis.

RAPID Template (cont.)

3 Write the Recommendation

The R completes the following section to articulate a clear recommendation. The R shares this completed form with everyone involved in the decision-making process after they complete it.

Recommendation: Based on what I've learned,, what decision would I make?

Key Questions Informing the RAPID Process: What did we think about as we gathered input?

Input from "A": What do I need to think about?

Benefits of Proposed Recommendation: What are pros of this decision?

Potential Drawbacks: What are cons of this decision?

Other Options Considered: What other decisions did I consider? What were their pros/cons?

4 Make the Decision

The D uses the above recommendation to make their final decision, which they then communicate to everyone involved in the decision-making process.

Final Decision: Based on what I've learned from the recommendation, what will we do?

Source: Bain & Company, EAB interviews and analysis.

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At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.