Community & Diversity Planning & Assessment Reporting

How to complete the annual report and encourage progress throughout the year

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ACCD Chair
What do we mean by community and diversity?

- Focus on the internal Emory community.
- How can you make your communities more just, fair, equitable, diverse and inclusive?
- Diversity is focused on, but not exclusive to, Emory’s nondiscrimination policy.

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University’s commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment.
Community & Diversity
Planning & Assessment Process

**DCCD**
Division Committee on Community and Diversity
*Division Leader*
*DCCD Chair(s)*
*DCCD Members*

**Responsible for**
- Annual report with leader involvement
- Monitoring and encouraging progress throughout the year

**ACCD**
Advisory Council on Community and Diversity
*ACCD Chair*
*Executive Committee*
*ACCD Members*

**Responsible for**
- Leading the process
- Reviewing DCCD Reports
- Feedback to/from divisions
- Enterprise Summary report & recommendations

**Emory Executive Leadership**
President, Provost, EVP Health Affairs, University Senate, etc.

**Responsible for**
- Reviewing Enterprise Report
- Accepting Recommendations
- Advising process
If you didn’t chart it, you didn’t do it.

If you didn’t document, you didn’t do it.
Why do we do this?

- Measure Emory’s progress on GOALS, ACTIONS, and ASSESSMENTS.
  - Does this division have a logical, evidence-based plan to accomplish C&D goals?
  - Are these goals ambitious, attainable, and measurable?
  - Is progress being made?
- Provide informed feedback & assistance.
- Send recommendations to executive leaderships.
## Analysis of Updates from 2015-16 Report

<table>
<thead>
<tr>
<th>Category</th>
<th>2014-15 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of division goals</td>
<td>64</td>
</tr>
<tr>
<td>Goal with a target outcome</td>
<td>83%</td>
</tr>
<tr>
<td>Goals with targets met</td>
<td>75%</td>
</tr>
<tr>
<td>Continuing goals</td>
<td>78%</td>
</tr>
<tr>
<td>Total # of division actions</td>
<td>127</td>
</tr>
<tr>
<td>Actions related to goals</td>
<td>94%</td>
</tr>
<tr>
<td>Related actions that are a specific activity</td>
<td>69%</td>
</tr>
<tr>
<td>Related actions with a specific assessment</td>
<td>69%</td>
</tr>
<tr>
<td>Actions still in process</td>
<td>31%</td>
</tr>
<tr>
<td>Actions completed</td>
<td>58%</td>
</tr>
<tr>
<td>Completed actions with assessment results</td>
<td>68%</td>
</tr>
</tbody>
</table>
PAUSE FOR QUESTIONS . . .
Target Outcome

“The measurement that will be used to determine whether the goal has been met. The target is typically a number.”

YES
• Product: Create and distribute mentoring guides for students and faculty and provide training to faculty.
• Percentage: 20% increase in participation over the coming 24 months.

NO
• Engage student groups in building community.
• Work with multiple entities to increase school’s exposure to a diverse candidate pool.
• Looking at our environment and finding ways to better serve our patients as they utilize our hospital.
Action

“A specific, concrete activity that must be accomplished in order to reach a goal. Only list actions you expect to complete in the reporting year.”

YES – actions, verbs
• Finish Chapel construction and open as an interfaith chapel.
• Pilot SAFE (Sexual Assault Forum to Educate) Greeks program.
• Increase the number of languages in which signage is provided.

NO
• Leaving this field blank.
Assessment of Actions

**METHOD**
"The way, technique, or process by which one evaluates or measures the success of an action.”
- Paper survey collected from participants at end of presentation.

**RESULTS**
“A summary of the results of your assessment of the action.”
- Survey completion rate was 92% (N=153).
- Strengths:
  - 89% of participants rated the program "good" or "excellent."
- Areas for growth:
  - 62% of participants said they were likely to implement one best practice within the next month.
  - 48% of participants were able to name 2 best practices.

Sometimes the assessment of an action is a product – a new policy, for example. In that case,
METHOD: New policy approved and published.
RESULTS: The new policy was approved by the dean on May 3, 2016 and published on the website in September 2016.
"Well, here we go again. ... Did anyone here not eat his or her homework on the way to school?"

PAUSE FOR QUESTIONS . . .
Small vs Big Goals

Provide a multicultural end of life presentation to staff.
  • Have two meetings with the DCCD and chaplain.
  • Create presentation.
  • Host presentation in fall or winter of 2018.

Educate at least 75% of nursing staff on religious and cultural sensitivities in patient care by September 2019.
  • Develop a training with religious leaders and patient/family advocates.
  • Develop a story-telling panel.
  • Provide training in X, Y, and Z departments.
  • Purchase/create paper or online guides for end of life care.
  • Identify and publicize champions who can provide additional education & assistance.
Tips for DCCD Reporting

1. Fill out each box of the worksheet.
2. Only report on the top three goals and make sure the leader is on board.
3. Target outcome = specific measurement to prove you met goal.
4. Only list actions you plan to complete that year.
5. Don’t sugarcoat – write about successes and failures.
Your X-Ray shows a broken arm. You have two choices. I can fix it for $850, or I can just photoshop the X-ray for $8.50.

PAUSE FOR QUESTIONS . . .
Encouraging and Monitoring

• DCCDs don’t just write reports – they keep the continuous improvement process on track.

• DCCDs may or may not have responsibility for goal-related actions and assessments, but all DCCDs should be encouraging, monitoring, and inquiring about the progress of the work.

• Sometimes nothing gets done unless you check in.