



Campus Climate Data Action Toolkit

Overview

The University of Wisconsin-Madison (UW-Madison) is committed to creating a community where every person feels safe, valued, like they belong, and set up for success. Each school/college/division (S/C/D) has a part in creating such a community. While it may seem like deploying a unit-level climate survey is the only way to get the data necessary to determine what is needed to ensure such a community, there are alternate approaches and ways to leverage existing data from already deployed campuswide climate surveys and/or strategies to consider collecting different data, to accomplish this.

This toolkit is meant to assist equity and diversity committee (EDC) chairs or other diversity, equity, and inclusion (DEI) leads across the S/C/D as they determine the best way forward in compiling climate data and taking action. Within this context, 'climate' refers to the social environment you experience at UW–Madison. It includes the interactions you have with others, your thoughts about community attitudes and behaviors, and how you and others are treated.

UW-Madison deploys climate surveys to the campus community to better understand the differences that members of the campus community experience, to identify promising practices, and to make improvements. Three such surveys targeted at particular audiences have been deployed in the recent past:

- [Staff Climate Survey](#) (2022)
- [Student Campus Climate Survey](#) (2021)
- [Study of Faculty Worklife](#) (2022)

Results of these surveys are sent to administrators at the S/C/D level after the survey has been completed and analyzed. Sharing results of the survey is just the first step in making meaningful change. While campus climate surveys do an excellent job of highlighting the differences in the campus community experience, it takes additional effort to ensure that improvements are actually made across campus. This toolkit contains recommendations and resources on the following:

- Reviewing and analyzing climate data
- Collecting additional data for review
- Sharing data findings
- Action planning
- Assessing progress

Promising Practices | Collecting and Reviewing Climate Data

There are multiple strategies that could be employed to collect and review climate data. Promising practices are strategies that have great potential for success. The feasibility and the implementation of these practices may depend on organizational context, audience, needs, and resources. It is critical to consider organization-specific needs before engaging in these practices.

DEFINING WHO WILL BE RESPONSIBLE

Before we dive into the promising practices, it is important to keep in mind who the responsible parties will be for each part of this process. While it may be different across each S/C/D, the table below is a helpful reference to determine who may be the person to consult as your S/C/D embarks on this.

Task	Responsible Party
Obtaining Campus Climate Survey Data Reports	Admin Lead or DEI Lead
Obtaining Employee-Level Data	HR Lead
Obtaining Student-Level Data	Data Analyst or DEI Lead
Sharing Data Findings & Next Steps	Dean/Director or DEI Lead
Developing Action Plan	Dean/Director with Input from All
Assessing Progress	Data Analyst or DEI Lead

REVIEWING AND ANALYZING CLIMATE DATA

Climate data at face value is not neutral. Thoughtfully reviewing and analyzing data that is collected about what employees are experiencing - and how that experience looks and feels differently for different students and/or employee groups - allows S/C/Ds to understand and communicate the story behind the data. Consider the following when reviewing and analyzing data.

- **Data access** | Consider data accessibility by individual departments, units, or potentially all students and/or employees. Widespread data access promotes transparency and growth and allows departments and units to filter data and develop unique visualizations on the department/unit level as needed.
- **Data filtering** | Consider filtering data by different units, groups and/or demographics. Data filtering allows S/C/D to identify gaps in the data and what groups may be disproportionately impacted by different dimensions of campus climate.
- **Data visualizations** | Consider developing visualizations of data results to provide an opportunity to easily identify data trends and patterns.
- **Data storytelling** | Consider developing a narrative that clearly represents the insights that have been identified from data results. This tells the data story and provides context around what the data represents.

COLLECTING ADDITIONAL DATA FOR REVIEW

Climate survey data provides data about what students and/or employees are experiencing at one point in time. It is important to consider collecting additional data to capture a broad, comprehensive understanding of the campus climate and the student and/or employee experience.

- Consider collecting and conducting an ongoing review of historical and current demographic information, track patterns
- Consider collecting additional climate data focused on the following:
 - Students
 - [Application, admission, and enrollment patterns](#)
 - [Retention and graduation rates](#)
 - [Time to degree](#)
 - [Wisconsin Experience or high-impact learning experiences](#)
 - Employees
 - Recruitment and hiring processes, candidate experiences during and after hiring processes
 - Retention information, track turnover for different groups and collect information about what keeps employees and why employees decide to leave
 - Onboarding and offboarding data (i.e. exit surveys and/or interviews) and employee experiences
 - Additional surveys that may provide additional context to data already collected such as pulse surveys and stay surveys
 - 360 performance reviews
- Consider an ongoing review of historical and current equity, diversity, inclusion, and belonging (EDIB) goals and initiatives
- Consider coordinating and hosting listening sessions, town halls, and/or focus groups (see [Resources for Action | Taking Action for Equity](#) section for suggestions on how to run these)

SHARING DATA FINDINGS

Consistent, clear, and regular communication to students and/or employees before, during, and after data collection is critical and can have a significant impact on how they engage with the process and engage with the S/C/D long-term.

- Examine population-size prior to any reporting of filtered or disaggregated data
 - Consider if a student and/or employee may be easily identifiable because the population-size is so small. It is important to never share data broadly if it can be traced back to a specific individual. It's considered a best practice to not report out disaggregated data if the population size is less than 5.
 - Consider that some populations may be too small for the conclusions to be meaningful. We should not lead readers to draw inferences or make decisions based on relatively little comparative data between certain groups. For example, a

large percent change in a very small population size could be the result of only a handful of individuals.

- Carefully construct the narrative prior to sharing the results
 - Consider what context is important to the data you're sharing. Identify what the important takeaways are from the analysis. Don't assume everyone will see the data the same way as you.
 - Consider how deficit model thinking may play into your audience's mindset as they review the data. If there are differences found among groups, it's important to identify which systems may have been historically designed to exclude, prevent, or limit the success of certain groups.
- Communicate overall results
 - Consider regular and consistent communication before, during and after any climate data collection process. Transparent communication about the process allows employees to begin trusting the process.
 - Consider diverse and multiple modes of communication to reach students and/or employees to meet their needs including, but not limited to, consistent S/C/D-wide announcements during all-staff meetings/engagements, detailed email communications and updates, asynchronous updates on available Teams and Slack channels, updates via What's App for students and/or employees who do not consistently use email, promotion of engagement and feedback opportunities via email and paper flyers as needed, etc.
- Engage and collect feedback from employees and stakeholders
 - After sharing results, hold space and time for students, employees and/or other stakeholders to provide feedback and ask questions. It is critical that the S/C/D cultivate a shared understanding of data collected and how it will be used.

ACTION PLANNING

Collecting and analyzing data is not enough. Thoughtful consideration of how the data will be used to inform S/C/D-wide change is critical to improving the campus environment and addressing student and/or employee needs.

- Review results
 - What is the data telling you?
 - What data is missing?
 - What has/is going well?
 - What has been/are growth areas?
- Co-create priorities and goals
 - Once feedback is collected, review feedback and continue to engage students, employees, and/or other stakeholders in co-creating priorities and goals to focus efforts.
- Collectively develop a data-driven action plan
 - Identify areas of improvement and develop corresponding strategic goals based on all of the climate data collected (consider utilizing [SMART Goals](#) criteria)
 - Consider these key steps:
 - Identify organizational priorities

- Co-create goals & strategies (see above)
- Implementation
- Measure & track
- Communicate through every step of the process
 - Share results and next steps early on
 - Consider to what extent you are engaging stakeholders

ASSESSING PROGRESS

Consider how and to what extent the S/C/D will assess progress and ongoing needs of the S/C/D and the students and/or employees. Collecting, analyzing, and taking action on climate data is ongoing and requires collective S/C/D commitment.

- Determine how and to what extent your S/C/D will measure and track progress
- Develop an assessment strategy with short-term and long-term outcomes to utilize with future iterations of climate assessments
- Consider embedding mechanisms of accountability - how will the S/C/D hold themselves accountable to named goals and priorities?

Resources for Action | Taking Steps for Equity

CONDUCTING FOLLOW-UP SESSIONS

- [How to Conduct a Listening Session](#) | Guide written by the UW-Madison's EDC Assessment Subcommittee to assist in conducting a listening session related to unit's DEI efforts.
- [How to Conduct an Employee Focus Group](#) | Guide written by UW-Madison's OHR to assist in conducting employee focus groups.
- [How to Run Employee Town Halls](#) | Guide written by the Society for Human Resource Management (SHRM) to assist in conducting employee town hall meetings.
- [University of Wisconsin Survey Center's Focus Group Facilitation](#) | Provides consultation on how to facilitate a focus group on-campus.

CAMPUS DATA RESOURCES

- [Repository for Administrative Dashboards & Reports \(RADAR\)](#) | Provides access to a variety of reports on faculty, staff, and student demographic data.
- [InfoAccess](#) | Contains data from multiple systems across campus. Data views are refreshed regularly and can be accessed by data analysts across campus after requesting access and receiving approval from the appropriate departments.
- [Madison Tableau User Group \(TUG\)](#) | Group of Tableau users in the local area that meets regularly to share best practices.
- [Office of Data Management & Analytic Services \(ODMAS\) KnowledgeBase Articles](#) | Provides consultation on organizational assessment and evaluation. Charges fee for service.
- [Academic Planning and Institutional Research \(APIR\)](#) | Provides several campus level reports as well as support and consultation on data collection and analysis focused primarily on student experiences.

- [Office of the Registrar Data Reports & Requests](#) | Provides the ability to request student-level data via a data request intake form.
- [Office of Human Resources UWBI/OBIEE & Tableau Resources](#) | Provides information and trainings on OHR reports shared in a variety of formats.

ASSESSMENT & EVALUATION

- [Office of Strategic Consulting](#) | Provides consultation on organizational assessment and evaluation. Charges fee for service.
- [Office of Equity, Inclusion and Employee Well-Being \(OHR\)](#) | Provides support and consultation on data collection and analysis focused on employee experiences.

COMMUNICATIONS

- [Inclusive Communications Guide](#) | Guide developed by UW-Madison's University Communications that shares best practices on how to communicate in an inclusive manner.
- [Plain Language Training](#) | Training through Cultural Linguistic Services on how to utilize plain language skills to get your message across quickly and clearly.