Context

The University of Oklahoma’s (OU’s) Diversity and Inclusion Academic Council met in September 2016 to develop a Theory of Change (TOC) focused on the retention and recruitment of underrepresented faculty, students, and staff/administrators at OU. In February 2017, it was decided that a separate theory of change (TOC) was needed to focus on the unique experiences of historically underrepresented staff/administrators. In developing four interconnected Theories of Change (Faculty, Staff/Administrators, Graduate Student, Student) the University aims to map complex work to give a sense of direction to behaviors and actions related to broadening the participation and experiences of inclusion among historically underrepresented groups throughout the University. Ideally, individualized plans and maps within colleges, schools, departments and other support units could be designed to achieve goals and outcomes articulated in the TOC.

The Diversity and Inclusivity Academic Council is the primary advisory committee to the Vice President for University Community at OU on matters of diversity, equality, equity, and inclusivity in our academic colleges, schools, departments and support units on the Norman Campus. The Council will serve to develop and promote the TOCs and measure progress within the University as it strives to innovate and actuate the University’s equity and inclusivity goals.

Staff and Administrator Work Group Assessment

Stemming from the September 2016 retreat, the Staff/Administrator Work Group met several times to craft and refine needs, strategies, goals, outcomes, and measures. Three categories of needs emerged from these discussions.

1. Improved Recruitment and Hiring Processes
2. Enhanced Engagement and Retention Practices
3. Reduced implicit bias and increased inclusion in the Staff and Administrator experience

These needs provide a frame and scope for continuing discussions regarding
University of Oklahoma staff and administrators. The Diversity and Inclusivity Academic Council will lead efforts to communicate recommendations for changes in policy and practice and an articulation of identified common outcomes, where appropriate, for current and future practices.

Causal Mechanisms

The DRAFT Staff/Administrator Theory of Change proposes the following:

**IF** we foster a university culture that promotes and supports processes for recruitment and hiring of historically underrepresented staff/administrators, and foster a university culture that supports engagement and retention of historically underrepresented staff/administrators ...

**THEN** increased investment of human and financial resources in recruitment, hiring and retention of historically underrepresented staff/administrators will take place; multi-level policies, procedures, and strategies will be developed and implemented; an adaptable and sustainable human resources structure will be in place that provides guidelines, ongoing consultation, professional learning opportunities, and leadership for those recruiting, managing applicant pools, and hiring historically underrepresented staff/administrators; we will see progress toward cultural proficiency demonstrated among those involved in recruitment and hiring decisions, overseen by the newly created Center for Inclusive Excellence that will look at diversity, inclusion, and belonging theories of change, action plans, and initiatives; we will have access to and utilization of resources, services and promising practices to meet the engagement and inclusion needs and concerns of historically underrepresented staff/administrators; and robust assessments will be in place to gather ongoing data to inform continuous improvement on historically underrepresented staff/administrator engagement and perceptions of satisfaction, inclusion and belonging.

**SO THAT** an increased number and percentage of historically underrepresented staff/administrators are recruited into diverse candidate pools, hired, engaged, developed and retained; perceptions of satisfaction, inclusion and belonging increase; perceptions of being able to navigate bias increase; reports of bias decrease in order to improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks.

Enabling Factors

Success for this TOC depends on funding and resources for outreach and recruitment to support units in providing professional learning opportunities on the needs of historically underrepresented staff and administrative personnel, to allow Human Resources and the newly created Center for
Inclusive Excellence to catalog and make accessible to units an evolving collection of promising practices for mitigating bias in the work units, and to expand the Staff Senate to specifically support diversity and inclusion efforts.

Success for this TOC depends on commitment from University of Oklahoma faculty, staff, and administrators to create a shared vision and direction that advances the University Community in its pursuit of excellence in equity, access, and inclusivity.

Success also depends on the willingness of faculty, staff, and administrators to collaborate in developing plans of action for sustained behavior and institutional culture change.

Long-term success depends on a continuous improvement loop in which goals and benchmarks are assessed to ensure achievement or recalibration of strategies, as needed. This ensures the TOC is a living document that guides behavior, action, and resources.

**Opportunities**

As the University increases its capacity and awareness around issues of diversity and inclusion and broadening participation, there are multiple opportunities for discussion, implementation of practices, and adaptation of practices to meet localized needs for the University, colleges, and units.

For example, the Staff Senate has several committees that could assist with implementation and adaptation of practices: an Awards Committee is charged with planning, organizing, and executing the annual Staff Senate Awards Ceremony, luncheon, and reception at which staff are recognized for achievement, length of service, and retirement; the Communication Committee is charged with improving and promoting the communication of relevant issues concerning staff through a newsletter, brochure for new employees, a website, and other communication events; the Staff Initiatives Committee is charged with researching, discussing, reporting, and making recommendations on current and proposed policy; and the Staff Week Committee coordinates and promotes the activities of the annual OU Staff Week, which are sponsored by the Staff Senate and its member groups. OU Staff Week is intended to recognize, entertain and inform staff. These committees provide excellent opportunities to discuss the Staff/Administrator TOC and its recommendations for recruitment, admissions, and support of historically underrepresented staff. This alone provides events that could promote diversity, inclusion and belonging.

These committees, made up of people from units across the university, can also allow liaisons to learn from each other about which promising practices work in their respective units, and how they implement strategies for
success. These staff leaders can utilize the TOC as a commitment to diversity and inclusion and enable adaptation and evaluation of the TOC in fitting University and programmatic needs.

**Testing the Theory of Change**

Graduate students, faculty, staff, and administrators at the University of Oklahoma will be asked to review the Theory of Change logic for plausibility, testability, and feasibility. Plausibility speaks to the logic of the outcome pathway. "Does it make sense? Are the outcomes in the right order? Are the outcomes (If … then) each necessary and collectively sufficient to reach the long-term outcomes and ultimate impact? Are there gaps in the logic? Feasibility refers to whether the initiative can realistically achieve its long-term outcomes and impact. Does the scope, expectations, or timeline of the theory need adjustment? Testability refers chiefly to the indicators: Are they solid and measurable? Will they yield sufficient information to evaluate the success of the initiative? Will they be convincing to necessary audiences?"

### Need/Problem Statement: Need 1: Improved Recruitment and Hiring Processes.

**Problem Statement:** Staff and administrators need structures, guidelines, and professional learning opportunities to improve practices and processes for recruitment and hiring of historically underrepresented groups.

<table>
<thead>
<tr>
<th>Strategy #1a</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster a university culture that promotes and supports processes for recruitment and hiring of historically underrepresented staff/administrators.</td>
<td>Strategy Leader (Responsible for shepherding this strategy): Vice President for Human Resources</td>
</tr>
</tbody>
</table>

### Desired Short-Term and Intermediate Outcomes

**As a result of this strategy, we expect...**

1. Increased investment of human and financial resources in recruitment and hiring of historically underrepresented staff/administrators.

2. Multi-level policies, procedures, and strategies developed and implemented for strategic recruitment and hiring of historically underrepresented staff/administrators.

3. An adaptable and sustainable human resources structure is in place that provides guidelines, ongoing consultation, professional learning opportunities, and leadership for those recruiting, managing application pools, and hiring historically underrepresented staff/administrators.

**Outcome Measures**

1. The financial plan is procured, and initiatives and staffing plans receive budgets.

2. An accessible online Human Resources operations manual articulating policies and practices in place along with information and resources supporting recruitment and hiring of historically underrepresented staff/administration.

3a. A searchable knowledgebase of online promising practices for human resources is available to support recruitment and hiring efforts of the historically underrepresented.

3b. Cross-training and ongoing training occur to ensure sustainability and continued leadership and support for recruitment and hiring of historically underrepresented staff/administrators.
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  

*Ultimate Goal: Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.*

**Need 1 Strategy 1 and Outcomes**

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Progress toward cultural proficiency demonstrated among those involved in recruitment and hiring decisions.</td>
<td>4. Human Resources cultural proficiency surveys implemented that assess practices and policy.</td>
</tr>
</tbody>
</table>

**Impact Outcomes**

<table>
<thead>
<tr>
<th>Measures</th>
<th>Impact Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a number and percentage baseline for historically underrepresented staff/administrator recruitment.</td>
<td>Increased number and percentage of historically underrepresented staff/administrators recruited</td>
</tr>
<tr>
<td>2. Conduct ongoing number and percentage reviews for historically underrepresented staff/administrators’ recruitment and compare to established baseline.</td>
<td></td>
</tr>
<tr>
<td>3. Conduct ongoing number and percentage reviews for historically underrepresented staff/administrators’ recruitment and compare data on historically underrepresented groups to historically represented groups.</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
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<th>Impact Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a number and percentage baseline for historically underrepresented staff/administrator in candidate pools.</td>
<td>Increased number and percentage of historically underrepresented staff/administrators in candidate pools</td>
</tr>
<tr>
<td>2. Conduct ongoing number and percentage reviews for historically underrepresented staff/administrators in candidate pools and compare to established baseline.</td>
<td></td>
</tr>
<tr>
<td>3. Conduct ongoing number and percentage reviews for historically underrepresented staff/administrators in recruitment pools and compare data on historically underrepresented groups to historically represented groups.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>1. Establish a number and percentage baseline for historically underrepresented staff/administrator hired.</td>
<td>Increased number and percentage of historically underrepresented staff/administrators hired</td>
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University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 1 Strategy 1 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased perceptions of satisfaction among historically underrepresented staff/administrators | 1. Establish a baseline for historically underrepresented staff/administrators’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented staff/administrators’ perceptions of satisfaction and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for staff/administrators’ perceptions of satisfaction and compare data on historically underrepresented groups to data on historically represented groups. |
| Increased perceptions of inclusion among historically underrepresented staff/administrators | 1. Establish a baseline for staff/administrators’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for staff/administrators’ perceptions of satisfaction and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for staff/administrators’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented | 1. Establish a baseline for staff/administrators’ perceptions of belonging through OU climate survey. |
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Staff/Administrator Work Group**

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 1 Strategy 1 and Outcomes**

<table>
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<th>Impact Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>staff/administrators</td>
<td>1. Conduct ongoing surveys for staff/administrators’ perceptions of belonging and compare historically underrepresented data to established baseline.</td>
</tr>
<tr>
<td></td>
<td>2. Conduct ongoing surveys for staff/administrators’ perceptions of belonging and compare historically underrepresented data to historically represented data.</td>
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University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.  

**Need 2 Strategy 2 and Outcomes**

### Need/Problem Statement: Enhanced Engagement and Retention Practices

**Problem Statement:** There is a need to create a vision and pathways for fostering an environment that values and supports shared responsibility for diversity, inclusion, and belonging while demonstrating actions where historically underrepresented staff/administrators are engaged and retained as valued members of the university community.

<table>
<thead>
<tr>
<th>Strategy # 2a</th>
<th>Strategy Leader (Responsible for shepherding this strategy):</th>
</tr>
</thead>
</table>
| Foster a university culture that supports engagement and retention of historically underrepresented staff/administrators. | • Vice President for Human Resources  
• Associate Vice President for University Community |

### Desired Short-Term and Intermediate Outcomes

<table>
<thead>
<tr>
<th>As a result of this strategy, we expect...</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased investment of human and financial resources in recruitment, hiring, and retention of historically underrepresented staff/administrators.</td>
<td>1. The financial plan is procured and initiatives and staffing plans receive budgets.</td>
</tr>
<tr>
<td>2. Center for Inclusive Excellence created for oversight of diversity, inclusion, and belonging theories of change, action plans, and initiatives.</td>
<td>2. The financial plan is procured and initiatives and staffing plans receive budgets.</td>
</tr>
<tr>
<td>3. Access to and utilization of resources, services and promising practices to meet the engagement and inclusion needs and concerns of historically underrepresented staff/administrators.</td>
<td>3. Website hits from easily accessible portals linking staff/administrators to resources, services and promising practices for inclusion and survey results from staff/administrators regarding access to resources, services and promising practices for inclusion.</td>
</tr>
</tbody>
</table>
| 4. Robust assessments in place to gather ongoing data to inform continuous improvement cycle on historically... | 4a. Employee Engagement Index to measure effort and enthusiasm for daily activities.  
4b. Demographic data regarding all forms of... |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 2 Strategy 2 and Outcomes**

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
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</table>
| underrepresented staff/administrator engagement and perceptions of satisfaction, inclusion and belonging. | “separation agreements”  
4c. Climate and survey data regarding engagement and satisfaction  
5. Exit interview procedures and interview protocol are in place and accessible on Human Resources Website.  
6. Utilize the Employee Engagement Index survey. |
| 5. Systematic and centralized process for staff/administrator exit interviews. | |
| 6. Increased perceptions of meaningful engagement among the historically underrepresented staff/administrators | |

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased number and percentage of historically underrepresented staff/administrators who are retained. | 1. Establish a baseline for retention of historically underrepresented staff/administrators.  
2. Conduct ongoing review of retention of historically underrepresented staff/administrators and compare data to established baseline.  
3. Conduct ongoing review of retention of historically underrepresented staff/administrators and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of engagement among historically underrepresented staff/administrators | 1. Establish a baseline for perceptions of engagement of historically underrepresented staff/administrators.  
2. Conduct ongoing surveys for perceptions of engagement of historically underrepresented staff/administrators and compare data to established baseline.  
3. Conduct ongoing surveys for perceptions of engagement of staff/administrators and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of satisfaction among historically underrepresented staff/administrators. | 1. Establish a baseline for perceptions of satisfaction of historically underrepresented staff/administrators through OU climate survey. |
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Theory of Change  
Staff/Administrator Work Group  

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 2 Strategy 2 and Outcomes**

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<th>Impact Outcomes</th>
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| Increased perceptions of inclusion among historically underrepresented staff/administrators. | 1. Establish a baseline for perceptions of inclusion of staff/administrators through OU climate survey.  
2. Conduct ongoing surveys for perceptions of inclusion of staff/administrators and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for perceptions of inclusion of staff/administrators and compare data for historically underrepresented groups to data for historically represented data. |
| Increased perceptions of belonging among historically underrepresented staff/administrators. | 1. Establish a baseline for perceptions of belonging of staff/administrators through OU climate survey.  
2. Conduct ongoing surveys for perceptions of belonging of staff/administrators and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for perceptions of belonging of staff/administrators and compare data for historically underrepresented to data for historically represented. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Staff/Administrator Work Group

*Ultimate Goal: Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.*

**Need 3 Strategy 3a and Outcomes**

| Need/Problem Statement: Need 3 - Reduced bias and increased inclusion in the staff/administrators experience |
| Problem Statement: Explicit and implicit bias result in additional barriers for historically underrepresented staff/administrators that diminishes inclusiveness in all aspects of the staff/administrators experience. |

| Strategy #3a | Promote the adoption of promising practices that reduce implicit bias in the experiences of historically underrepresented staff/administrators throughout the staff/administrator lifecycle. |
| Strategy Leader (Responsible for shepherding this strategy) |
| • Provost |

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University of Oklahoma
Diversity and Inclusion Academic Council
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**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 3 Strategy 3a and Outcomes**

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this strategy, we expect...</td>
<td>How we will measure these outcomes.</td>
</tr>
<tr>
<td>1. An evolving collection of promising practices for mitigating bias in the staff/administrator life cycle is widely utilized.</td>
<td>1. Inventory is disseminated to all Academic Units; made available on the staff/administrator affairs website; Participation and satisfaction surveys for the mitigating bias module is tracked online in Canvas by college, unit, and position, and in-person training by registration forms and satisfaction surveys.</td>
</tr>
<tr>
<td>2. Faculty and staff from across campus promote promising practices for mitigating bias and increasing inclusion in the staff/administrator lifecycle.</td>
<td>2. Participation in the promotion of promising practices for mitigating bias in the staff/administrator lifecycle is recorded for staff/administrators in the Faculty Activity System (FAS) FAS, and for staff by training registration forms.</td>
</tr>
</tbody>
</table>

**Impact Outcomes**

<table>
<thead>
<tr>
<th>Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased retention number and percentages among historically underrepresented staff/administrators</td>
<td>1. Establish a baseline for retention among historically underrepresented staff/administrators. 2. Conduct ongoing reviews of retention among historically underrepresented staff/administrators and compare data to established baseline. 3. Conduct ongoing reviews of retention among historically underrepresented staff/administrators and compare data for historically underrepresented groups to data for historically represented groups.</td>
</tr>
<tr>
<td>Decreased experiences of bias by historically underrepresented staff/administrators</td>
<td>1. Establish counts and prevalence of reports of bias to university bias reporting hotline.</td>
</tr>
</tbody>
</table>
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 3 Strategy 3a and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
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</tr>
</thead>
</table>
| Increased perceptions of being equipped to navigate bias in multiple environments by historically underrepresented staff/administrators | 2. Conduct ongoing comparison of counts and prevalence of reports of bias to university bias reporting hotline to established baseline.  
3. Establish a baseline for staff/administrators reports of bias to university Ombudsperson.  
4. Conduct ongoing comparison of counts and prevalence of reports of bias to university Ombudsperson to established baseline. |
| Increased perceptions by historically underrepresented staff/administrators of being equipped to actively create an inclusive environment for all staff/administrators | 1. Establish baseline through Faculty Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments.  
2. Conduct ongoing review of Faculty Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments. |
| Increased perceptions of satisfaction among historically underrepresented staff/administrators | 1. Establish a baseline for historically underrepresented staff/administrators’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented staff/administrators’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for staff/administrators’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups. |
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Staff/Administrator Work Group**  

*Ultimate Goal: Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.*

**Need 3 Strategy 3a and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
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</table>
| Increased perceptions of inclusion among historically underrepresented staff/administrators | 1. Establish a baseline for staff/administrators’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for staff/administrators’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for staff/administrators’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |

| Increased perceptions of belonging among historically underrepresented staff/administrators | 1. Establish a baseline for staff/administrators’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for staff/administrators’ perceptions of belonging and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for staff/administrators’ perceptions of belonging and compare data for historically underrepresented to data for historically represented. |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  

**Ultimate Goal:** Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

**Need 3 Strategy 3b and Outcomes**

| Need/Problem Statement: Need 3 - Reduced bias and increased inclusion and belonging in staff/administrator experience. |
| Problem Statement: Explicit and implicit bias result in additional barriers for historically underrepresented staff/administrators that diminishes inclusiveness in all aspects of the staff/administrator experience. |
| Strategy #3b | Increase knowledge and build skills among staff/administrators to reduce implicit bias and build scholarly networks. | Strategy Leader |
| | | • Provost |

| Desired Short-Term and Intermediate Outcomes | Outcome Measures |
| As a result of this strategy, we expect... | How we will measure these outcomes |
| 1. Historically underrepresented staff/administrators equipped with knowledge and tools that enhance their ability to mitigate the effects of implicit bias. | 1. Tracking by Canvas of access, completion, and satisfaction of Mitigating Bias Module. Certificate of module completion. Registration and satisfaction completion surveys for in-person sessions on mitigating bias. |
| 2. Scholarly networks formed by historically underrepresented staff/administrators that facilitate an inclusive staff/administrator experience | 2. Registration/Attendance at sessions intended to build scholarly networks reflects historically underrepresented staff/administrators. Satisfaction surveys for each event. |
Ultimate Goal: Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.

Need 3 Strategy 3b and Outcomes

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| Increased retention number and percentages among historically underrepresented staff/administrators. | 1. Establish a baseline for retention among historically underrepresented staff/administrators.  
2. Conduct ongoing reviews of retention among historically underrepresented staff/administrators and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented staff/administrators and compare data for historically underrepresented groups to data for historically represented groups. |
| Decreased experiences of bias by historically underrepresented staff/administrators. | 1. Establish counts and prevalence of reports of bias to university bias reporting hotline.  
2. Conduct ongoing comparison of counts and prevalence of reports of bias to university bias reporting hotline to established baseline.  
3. Establish a baseline for staff/administrators reports of bias to university Ombudsperson.  
4. Conduct ongoing comparison of counts and prevalence of reports of bias to university Ombudsperson to established baseline. |
| Increased perceptions of being equipped to navigate bias in multiple environments by historically underrepresented staff/administrators. | 1. Establish baseline through Faculty Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments.  
2. Conduct ongoing review of Faculty Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments. |
| Increased perceptions of satisfaction among historically underrepresented staff/administrators. | 1. Establish a baseline for historically underrepresented staff/administrators’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented staff/administrators’ perceptions of satisfaction and compare data |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Staff/Administrator Work Group  
*Ultimate Goal: Improve recruitment, retention, and support of historically underrepresented staff and administrators at all ranks to help with recruitment, retention, and success of students.*  
Need 3 Strategy 3b and Outcomes

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3. Conduct ongoing surveys for staff/administrator perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented staff/administrators. | 1. Establish a baseline for staff/administrator perceptions of belonging through OU climate survey.  
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