

Improving the Consistency of Communication with Students
: Needs Analysis for the Office of Diversity, Equity, and Inclusion
(DEI)

R 621 / Fall 2022

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Executive Summary

The ultimate purpose of this needs analysis is to pinpoint the performance problem linked with the office of Diversity, Equity, and Inclusion (DEI) by focusing on the communication domain among their five missions and provide an intervention to help alleviate the performance problem by leveraging the resources of DEI. We chose the “communication” domain because it is a domain that affects most students and is the easiest to observe. We interviewed the administration of DEI to learn about the deficiencies that they encounter in communication with the members of the School of Education (SoE). Also, we conducted a one-on-one interview for a student employee in DEI. We participated in a social event and a professional development workshop held by DEI to observe how DEI communicated and conveyed its values to SoE members. We also conducted a survey among the SoE students and received 56 responses. Using the data we collected, we conducted SWOT and Force Field analysis. Based on this analysis, we suggest a possible solution to improve the consistency of communication of DEI : Declaring and explaining the purpose of DEI’s activities to make students aware of it. To achieve this, we propose two kinds of approaches: improving the quality of written and oral information.

Introduction and Purpose

Goal

The ultimate purpose of this needs analysis is to pinpoint the performance problem linked with the office of Diversity, Equity, and Inclusion (DEI) by focusing on the communication domain among their five missions and provide an intervention to help alleviate the performance problem by leveraging the resources of DEI.

Objectives

To achieve this goal, the project will:

- 1) Describe the performance problem – the consistency of communication – of DEI in the communication domain about their mission.
- 2) Analyze DEI's strengths, weaknesses, opportunities and threats related to the consistency of communication.
- 3) Analyze the forces for and against change for improving the consistency of communication.
- 4) Provide recommendations on strengthening the consistency of communication.

Background of Organization

What Diversity, Equity, and Inclusion is

The Office of Diversity, Equity, and Inclusion (DEI)¹ “aims to create an equitable and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education and the surrounding communities.” (DEI, 2019, p. 1) To achieve this goal, DEI focuses on the five domains, which include 1) Climate, 2) Communication, 3) Policies, 4) Hiring faculty of color, and 5) Leadership.

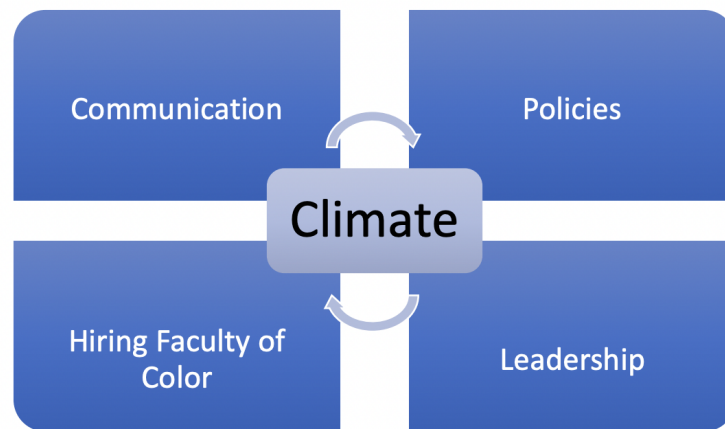


Figure 1. The Five Domains of Diversity, Equity, and Inclusion's mission (DEI, 2019, p. 3).

Goals/Initiatives

DEI has two specific goals for the Communication domain (DEI, 2019, p. 6).

- Goal 1: SoE community members will engage in diverse, inclusive, and equitable conversations that make visible our commitments to DEI.
- Goal 2: All forms of communication within the SoE will explicitly demonstrate and reflect our strong commitment to DEI.

¹ DEI exists in other departments in Indiana University such as Luddy school or Kelly school. In this project, we will focus on DEI in the School of Education.

In regard to the goals, DEI addressed three strategic actions and initiatives for the 2017-2019 academic years (DEI, 2019, p. 6).

- Develop a set of statements related to DEI, which faculty and school leaders can draw upon for different purposes
- Conduct an audit of existing marketing materials to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.
- Organize and facilitate TeachEducateAct (TEA) Talks to create ongoing opportunities for faculty, staff, and students to engage in courageous and risk-taking conversations about DEI.

Decision-Making

Their decision-making would include several responsible units outside of DEI for the strategic actions and initiatives, such as the Committee on Diversity Policy Council, Marketing & Communications, and Committee on Diversity Subcommittee

Our project begins with the three main reasons for selecting this certain professional context. First, we hold the same viewpoint with the mission of DEI that “the diversity within the School of Education should be a reflection of our world and society and utilized to extend and create new knowledge that illuminates the teaching, learning, and research practices needed to engage the world around us and combat educational and social inequalities.” (DEI, 2019, p. 1) Thus, the needs analysis could ultimately enable DEI to build more diverse communities in our society by supporting their performance problems.

Second, according to the newsletter from President Whitten, IU recently comprised more than 47,000 students from every state in the US and 121 countries this semester, which is a breaking record for our school. Therefore, the School of Education will have the greatest array of cultures and experiences, and it takes the DEI some challenges to understand their audiences and to adjust their goals and actions for communication.

Third, we think the goal of DEI is vital from a personal perspective. We value their mission statement because we are also international students who want to belong in diverse communities. The whole climate of diversity, equity, and inclusion on campus has a great impact upon us, and “communication” is a domain that affects most school members and is the easiest to observe.

In terms of needs analysis, we saw as a student that DEI has tried to let students participate in multiple events or activities to engage in diverse and equitable conversation, such as Teach Educate Act (TEA) Talk, Community Conversations, Just Us Luncheon, DEI Social Hour, and more. However, we felt they were not that much active compared to what DEI had advertised the events or activities. So, we assume that they would have an issue with practical jobs, planning to conduct a needs analysis for DEI.

Project Methodology

Data Sources

During the project, our data were collected with the members in DEI and with the general students of the School of Education, the details are as below:

- Documents and artifacts / Sep 12~
 - Job and duty descriptions
 - Strategic Plan for Diversity
 - Ads and Brochures of DEI
 - Internal records of DEI
- One-on-one Interviews
 - Participant: Dr. Darnell (Associate Dean of DEI) / Sep 22
 - Participant: Sehoon Park (Student employee) / Oct 21
- Observations: Events and activities hosted by DEI
 - DEI Social Hour / Sep 29
 - DEI Professional Development / Oct 7
- Online survey
 - Participants: Fifty-six general students of SoE / Oct 25 - Nov 4

Data Collection Procedures

- Timeline

The period of the project was approximately 3 months. Specific schedule for data collection was determined in consultation with the director of DEI. Draft report was presented to DEI as part of the project and it was available for feedback before the trial run. The table below represents an illustrative timeline of key actions involved in conducting the project.

Table 1. Data Collection Timeline

Instruments	Details	Schedule
Conduct background research	● Documents review	Sep 12 - 18
Prepare interview	● Contact the interviewee ● Prepare interview questions	Sep 19 - 21
Conduct interview 1	● Assistant Dean: Dr. Carl Carnell (1 hour)	Sep 22

Instruments	Details	Schedule
Prepare and conduct 1st observation	<ul style="list-style-type: none"> Discuss observation points and participate DEI's weekly occasions "Social Hour" (Sep 29) 	Sep 26 - Oct 2
Prepare survey	<ul style="list-style-type: none"> Prepare survey questionnaires 	Oct 3 - 9
Conduct the 2nd observation	<ul style="list-style-type: none"> Participate DEI's weekly workshop 	Oct 7
Conduct interview 2	<ul style="list-style-type: none"> Student employee: Sehoon park (1 hour) 	Oct 21
Conduct survey	<ul style="list-style-type: none"> 20 - 30 or more general students of the SoE (W200 class) *requiring permission from Dr.Drumm. 10 students employees of DEI *requiring permission from Dr.Darnell. 	Oct 25 - Nov 4
Analyzing Data and Presenting Results	<ul style="list-style-type: none"> All the data collected 	Oct 24 -

Data Analysis Procedures

- Documents and artifacts

To get a background knowledge of DEI, we collected and reviewed the following documents and artifacts.

- Review DEI's website and online documents: Learn about DEI's Job and duty descriptions as well as mission statements on their website.
 - Website: <https://education.indiana.edu/about/offices/diversity/index.html>
 - Strategic Plan for Diversity: https://education.indiana.edu/about/offices/diversity/_docs/17.42-Faculty-Diversity-Plan.pdf
- Collect DEI's promotional documents: Check DEI's Ads and posters around the building of the SoE and collect their brochures which are free in front of their office.
- Review the records of DEI
Request for DEI's performance records such as performance review / training evaluation forms/ records/ photographs / newspaper articles as well as the feedback from their activity participants.

- Interviews

Interviews are one of the easiest tools for gathering information about learning and performance needs. In this project we planned to conduct an interview with the assistant dean and student employee of DEI. The interviews were an in-person, semi-constructed interview

that maximizes human interaction with the interviewees. We prepared a list of objectives with corresponding questions that initially guided the interview, and then spontaneously asked supplemental questions to explore further information about DEI's duties and challenges.

- Observations

The purpose of the observation is to understand how DEI communicated and conveyed its values to SoE members. In this project we conducted an unstructured observation to obtain an initial feel for a situation, then followed up with a structured observation to reduce the potential for bias, increase the reliability of observations and provide an accurate way to report data.

- 1st observation: unstructured observation (weekly social hour)
- 2nd observation: structured observation (weekly professional development workshop)

- Survey

The purpose of the survey is to demonstrate that consistency issues in communication, which is identified with preliminary research, is a genuine problem and find out a possible solution from the perspective of students. To answer this question, we conducted a survey.

- Sample size: 56 general students of School of Education (W200 class & others)
- Medium: an online questionnaire (Google forms with the QR code)
- Questionnaire: 22 questions (Rating, Multiple-choice, and Open-ended)
- Deliver: collaborate with the instructor, AIs and students of W200 class.

Findings

Survey

This is a summary of major results of the survey about the effectiveness of the communication of the office of Diversity, Equity, and Inclusion. The whole results are in appendix A.

Table 2. Survey Results 1

Questions	Responses	%
What kinds of ways did you acquire information from the DEI?	Posters in School of Education	66.1
	Email	46.4
	Friends and peers	25.0
	Social media	17.9
	Ads and brochures	17.9
	None	12.5
How frequently do you look for information from the DEI on purpose?	Rarely	39.3
	Never	35.7
	Sometimes	14.3
	Often	8.9
	Always	1.8
(If you have not participated) You said that you've never been to the events and activities held by the DEI. Can you give us the reasons?	Lack of information	61.9
	Time conflict	45.2
	Lack of time	38.1
	Lack of friends	28.6
	Lack of interests	19.0
	Lack of sense of belonging	7.1

From these results, we identify that students got information from posters in School of Education most, which means they got it from hard copies while walking around in SoE. Then, the second way is email. Also, it is reported that most students do not look for information from the DEI on purpose. It means that there is a need to pique students' interests in looking into the description of information from DEI, which is helpful to them. On top of that, many students among them who have not participated in any activities of DEI stated that the lack of information is a reason for not attending any events.

All of this data implies that the performance problem of consistency of communication with students can be related to information issues. Thus, we should consider the quality of information and the best way to give information to improve the consistency of communication with students.

Table 3. Survey Results 2

Questions	Results (5 points Likert scale)
Are you satisfied with information acquired from the DEI?	3.41
How much do you believe your values are aligned with the goals/purposes of Diversity, Equity, and Inclusion (DEI)?	4.05
How much are you interested in attending or participating in an event or an activity organized by DEI?	3.29
(If you have participated) Were you satisfied with the DEI's events and activities?	4.5
After completing events and activities with DEI, did you still feel a sense of connection and belonging with DEI issues and values?	4.17
How much do you want to keep participating in DEI's events?	3.92

According to the survey, students have a moderate level of satisfaction with the information acquired from the DEI but a high level of satisfaction with the activities they participated in. Given their level of satisfaction with the activities, this high satisfaction suggests that there is a positive possibility to improve students' participation by giving them high quality of information because they are already satisfied with the activities themselves.

Also, students highly believe their values are aligned with those of DEI but relatively lower interests in attending in activities organized by DEI. This means there is a gap between students' affection and action for DEI's value. It can be possible that although they have a high sense of belonging with DEI's values, it is hard to act right away.

Besides, students have a high level of feeling a sense of connection after completing activities and willingness to keep participating in DEI's activities. These results mean that DEI have had great connections with students and there is a positive chance to improve it more.

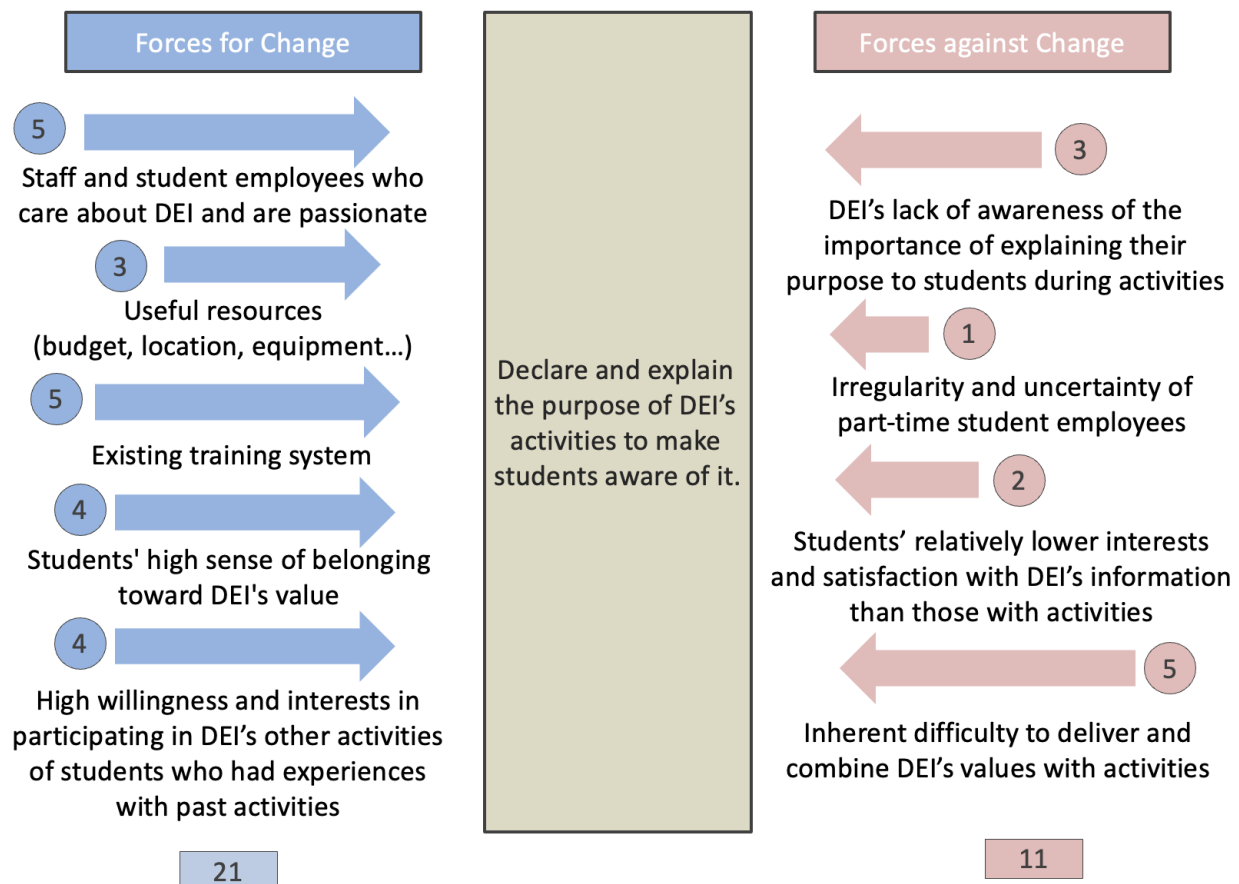
SWOT Analysis

This SWOT Analysis aims to identify the strengths and weaknesses within DEI that promote the consistency of communication as well as opportunities and threats external to the DEI that enable and inhibit communication with students.

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Building a welcome and inclusive culture in the SoE <ul style="list-style-type: none"> - The staff and student employees are friendly and open minded. Also, they are very willing to help and answer the participants' questions. ● A great location in the center of SoE <ul style="list-style-type: none"> - DEI is located in the center of School of Education, that enable reach out to many students easily ● A suitable place for interacting with students in using a space in the DEI's office <ul style="list-style-type: none"> - There are sofas, chairs, and desks which make students feel comfortable when interacting in DEI's office. ● Hosting diverse kinds of activities <ul style="list-style-type: none"> - DEI holds different kinds of activities such as social event, professional workshops. Also, they sponsor special activities which support students' school life (i.e. halloween movie, free food with cafe study.) 	<ul style="list-style-type: none"> ● Ineffective communication ways in terms of sharing information <ul style="list-style-type: none"> - The lack of specific information about the events' purposes makes it difficult to pique students' interests. For instance, there isn't a poster explaining what the Social Hour is for nearby during that time. ● Quality of information <ul style="list-style-type: none"> - Students feel a lack of information about DEI although they send emails frequently, which means there might be low-quality of information/advertisements. Also, it seems unconnected to the value of DEI and their events due to lack of information about that during the activities. ● Lack of full-time employees & Irregularity and uncertainty of part-time employees <ul style="list-style-type: none"> - The three official staff are not enough to deal with five domains of their goals, especially the communication domain. Also, student employees are coming and going semester by semester.
Opportunities	Threats
<ul style="list-style-type: none"> ● Students' high sense of connection and belonging in DEI value. <ul style="list-style-type: none"> - Students believe the values sought by DEI are important and relevant to them, and thus they support the values. ● High satisfaction with DEI's events from students with experience in DEI's events. <ul style="list-style-type: none"> - According to a survey, the majority of students who participated in DEI events said they want to keep attending in the future events of DEI. (3.92 of 5.00) ● Utilizing existing social media <ul style="list-style-type: none"> - DEI uses the SoE Facebook page, which has 4.2K followers, to announce their activities and values. They can use this opportunity to communicate consistently. 	<ul style="list-style-type: none"> ● Relatively lower satisfaction of students with information acquired from DEI compared to their satisfaction with the events. <ul style="list-style-type: none"> - There is a gap between satisfaction with the quality of information and events. Although they were less satisfied with the information, students were extremely satisfied with the DEI's events. ● Students' low interests of DEI's information and activities ● Limitation of existing social media <ul style="list-style-type: none"> - The process of uploading new posts on SoE Facebook requires complicated communication with other department staff, making it hard for DEI to announce their news frequently.

Force Field Analysis

The purpose of this Force Field Analysis is to identify the internal and external factors that support or inhibit a possible solution – declaring and explaining the purpose of DEI's activities to make students aware of it.



To improve the consistency of communication of DEI, we suggest that a possible solution is to declare and explain the purpose of DEI's activities to make students aware of it. By analyzing the data, it is found that the quality of DEI's information could be a key to provoke or hinder communication with students. Thus, making sure that students know what DEI's are doing during activities make communication with students more effective, efficient, and consistent.

Through the force field analysis, we found there are five forces for change: 1) Staff and student employees who care about DEI and are passionate, 2) Useful resources (budget, location, equipment...), 3) Existing training system, 4) Students' high sense of belonging toward DEI's value, and 5) High willingness and interests in participating in DEI's other activities of students who had experiences with past activities.

On the other hand, we found four forces against change: 1) DEI's lack of awareness of the importance of explaining their purpose to students during activities, 2) Irregularity and uncertainty of part-time students employees, 3) Students' relatively lower interests and satisfaction with DEI's information than those with activities, and 4) Inherent difficulty to deliver and combine DEI's values with activities.

Consequently, the forces for change have 21 points but the forces against change have 11 points in total. Thus, driving forces outweigh restraints, declaring and explaining the purpose of DEI's activities can be a possible solution.

Recommendation

We identified that the performance problem of DEI is the consistency of communication of DEI. It means that DEI has had difficulty keeping communication with students consistent after students attended their activities, resulting in fragmentary student participation and communication of students. This approach to communication can be hard to reach to combine DEI's value with students' daily lives meaningfully, although they enjoy one-time events or activities held by DEI. Thus, fundamentally, to improve the consistency of communication with students, we should consider how DEI could meaningfully integrate their value into students' daily lives.

All of this data that we collected implies that the performance problem of consistency of communication with students can be related to quality of information. By analyzing the data, it is found that the quality of DEI's information could be a key to provoke or hinder communication with students. Therefore, we suggest that a possible solution is to declare and explain the purpose of DEI's activities to make students aware of it so that they feel the importance of DEI's value in their everyday lives.

The fundamental problem is that students don't know what they are doing and what it is for during DEI's activity. To improve their communication effectively and efficiently, it is important to make students know what they are doing, what the purpose is, and how this activity can be related to the value of DEI. Then, students can have a basic understanding of DEI's value and get more interested in the future activities by combining DEI's value with students' daily lives.

Therefore, it is important to declare and explain the purpose of DEI's activities to make students aware of it. To achieve this, we propose two kinds of approaches: improving the quality of written and oral information. First, new instructions about how to visualize information efficiently and effectively can be added to the existing training system. It can include how to make a poster with key points, how to upload SNS with information that students would like to get, and more. Second, new training aimed at improving the oral skills of staff and student employees can be designed. The goal of this instruction is to improve their presentation skills so that they can explain meaningful points to students during the activity, such as the purpose of this activity. This possible solution can help address the fundamental issue of maintaining consistent communication with students.

Client Feedback

We plan to get feedback from our client, Dr. Darnell who is the assistant dean of DEI. We will make a meeting schedule with him. Then, we will provide our final product of this needs analysis and present it to him. After the meeting, We will discuss the revision plan for this project based on his feedback and share reflection with group members to improve our knowledge and skills as an analyst.

Table 4. Client Feedback Procedures

Procedures	Schedule
● Scheduling to meet Dr. Darnell (the assistant dean of DEI)	Dec 11
● Providing the needs analysis report and presenting it to Dr. Darnell and staff ● Getting feedback from Dr. Darnell and staff	Dec 14 (tentative)
● Discussing revision plan for this project based on feedback and sharing reflection with group members	Dec 16 (tentative)

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Appendix A: Interview

Interview Analysis of DEI's Dean Dr. Darnell

- **The main communication ways used by the DEI: Email, website and physical ads**
“The main channel is e-mail; however, I think more people see our things through our website. And the people who actually show up are people who are probably already going through the building and will see the physical one.”
- **The contributions that the DEI's communication (events and activities) make to building up students' sustainable attitudes about diversity and equity.**
 - Building a welcome and inclusive culture in the SoE ***Strength**
“There's 2,000 Students in the school. We might have 20 who show up at an event, it's 1%. But if we communicate to all of them afterwards, this is who showed up this, how it went. This ad is how it happened and somebody notices. Oh, this event was okay or they had food at this event, or they gave me T-shirt, so whenever it was, it might make more than want to come and it might make more of them know that we're more than just a talk.”
 - Developing a variety of ways to convey DEI's value ***Strength**
“Here's more than one way to do diversity. The school is doing something about it, and I can connect to it in a very easy way. So, on Instagram we can be telling folks we got this event. We play music in the lobby. Come out like this in the lobby.”
 - Using approachable ways to convey DEI's value ***Strength**
“I think when it comes to diversity, equity inclusion, a lot of times people feel like, oh, I have to sit down and listen to somebody talk and that's the old thing and tell me about how bad I am. I think if they can see the activities that we're doing, it's like some of the things are just parties, like there's no nobody talking at you, it's just a party... It could be just connecting with people, and I think that might change the way they might think about DEI is not a bad thing.”
- **The biggest issue in the communication domain of DEI: consistent communication**
 - Not sending out a regular message to everybody at the SoE
“After we have the event, we're not sending out a regular message to everybody at school education... We just had this event to have a conversation about this. We're glad for the people who came and we'd like more people to come. But we don't really communicate that consistently enough.”
 - Not using a uniform approach to communicating with people
“We put things sometimes in on the website, sometimes we send an e-mail, but it's not consistent.”
 - An urgent need for social media
“The most urgent thing would be social media because They're the current generation which is much more involved with social media. I don't think we have an Instagram.”

- **The factors preventing DEI from building consistent communications**
 - Restrictions of communication from IU ***Threat**
 - Security restriction

“I used to have access to a piece called the Marketing Cloud, and with the Marketing Cloud I could send out Emails on a more regular basis. Indiana University puts some more security in place, so there's like this eight-hour training I had to do and I just didn't have eight hours, so I don't have access to marketing cloud anymore.”
 - Communication agent restriction

“I would have to craft the message, send it to somebody else, and then wait for them to set it up on some kind of regular thing. And I just never did do that.”
 - Limitation of SoE communication approaches ***Threat**
 - Not align with DEI's values

“The School of Education has Facebook, Instagram, whatever, and so sometimes we have events or communications team, we can post this on these websites. But they're also posting their own stuff, and the School of Education is visibly, very white, very white, so most of the bigger posters are gonna have a bunch of white people... Here's not gonna have the same followers that if it was just my office.”
 - Lack of Personnel
 - Lack of full-time employees ***Weakness**

“It would be great to have another full-time person you know. There are five domains in strategic planning. If I could have one person for each domain. Great! But that's not what we have. I am the Assistant Dean; I have a director for student Outreach and engagement and then I have an implementation manager then.”
 - Irregularity and uncertainty of part-time employees ***Threat**

“We have like 10-12 work study students, but they'll come like 2-3 days a week, but They only could work for like an hour and a half. There's not so much they could do.”

“I might have a work study student who, loves Instagram, can give us an Instagram account up and post things on there. And then next semester when their schedule changes, there's nobody on the Instagram account.”

“Over the summer, I don't have any work study students. So, who's posting stuff this summer? We just silent in the summer.”
- **The ways that DEI office can intervene and do something differently with communication.**
 - Increase exposure of DEI messages to people in the SoE ***Opportunity**
 - Using social media
 - Putting up signage around the building
 - Putting more content in the digital screens

- Broaden DEI's communication to the public ***Opportunity**

"There's the city newspaper. We could put stuff in the city newspaper. There's a whole TV station on this campus. Using the TV station to advertise that stuff, it's so many things we could do. Maintain a common calendar to coordinate and promote related events."
- Collect and release people's experiences with DEI ***Opportunity**

"There are people who come to our events. And if we could actually have some way where somebody comes, like almost interviews them and say how was it for you? What did you get from this? And then they get a part of their story. These pieces of testimonials and have those out there for people, whether it's visually like on the wall or we put on the website or wherever. So people can hear from other folks how their experience was in it."
- **Physical factors affecting DEI's communication**
 - A great new location in the center of SoE ***Strength**

"I used to be in 2024 and that was way too small for all the students who would come in there. And then I was in 2072 in the corner, but that was off to the side so students couldn't really see it. So, when we got this office and it's way more visible. It's super easy for students to apply. It's here and it kind of opens to the balcony."
 - A suitable place for interacting with students ***Strength**

"We're having a conference in my office cause I have the space now... When students need to talk to me, one to one or faculty or staff, ... We just sit down and just have a regular calm conversation. And I do all that in there, and sometimes when folks meet like kind of be moving and active, cause sometimes folks are a little anxious and they can't sit still. I could just I can just raise this up and we can stand up and have the meeting and so I can address all these so physically."
 - Convenience in using a space in the SoE ***Strength**

"I can reserve the atrium anytime I want to. I can reserve almost any classroom in here Whenever I want to."
- **Other DEI offices on IU campus**
 - Every school has a DEI office

"Kelly office diversity exist. Eskenazi School of Art, Architecture + Design has a director of diversity. Hamilton Lugar School and all schools on campus have their own diversity person, diversity staff and diversity office."
 - Limited collaboration with other DEI offices due to separated budget ***Weakness**

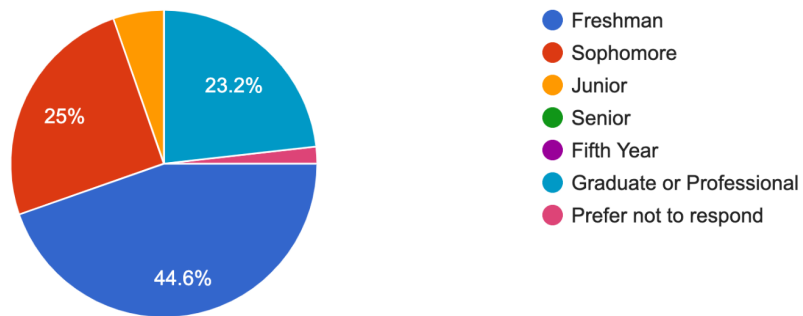
"I use very isolated, so school of education folks do through school education things because we get our money from school education. Normally people in Luddy School of Informatics, computing and Engineering only does stuff with Luddy cause they get their money from lending. So, we don't partner a whole lot of stuff because they may be like I'm not using Luddy money."

Appendix B: Survey

Survey: Effectiveness of the Communication of the Office of Diversity, Equity, and Inclusion

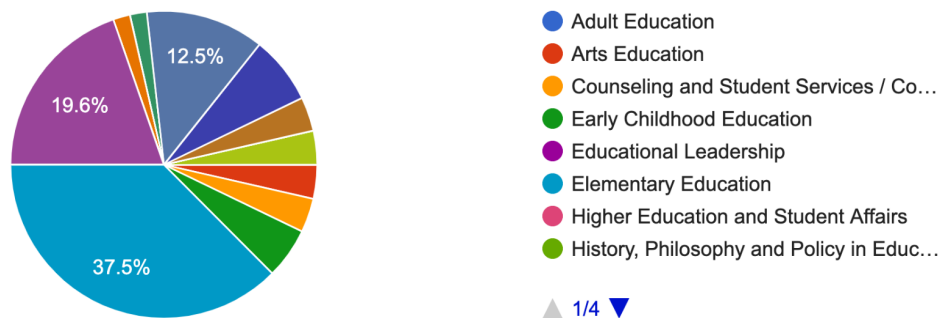
1. What year are you?

56 responses



2. What is your current major?

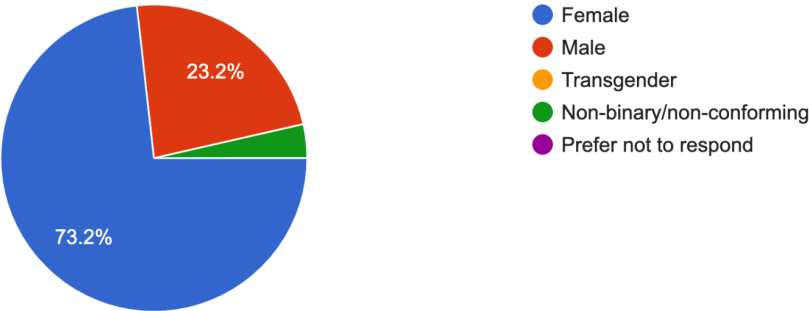
56 responses



▲ 1/4 ▼

3. Which gender do you most identify with

56 responses



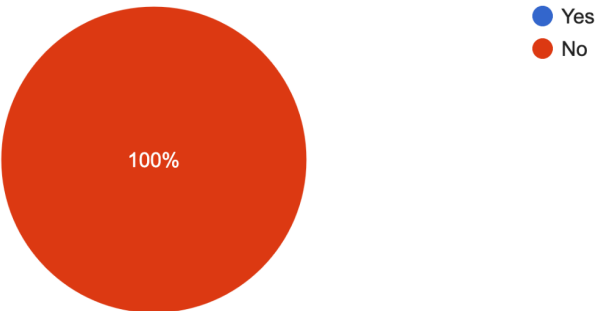
4. Which of the following best describes you?

56 responses



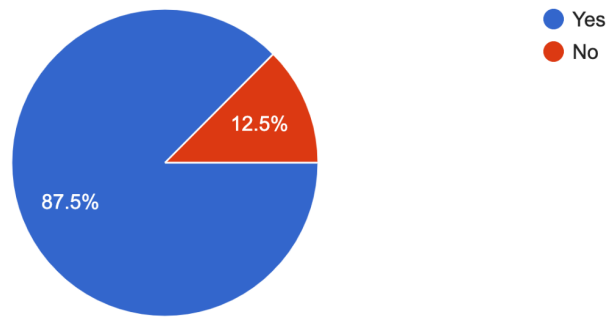
5. Are you a student ambassador employed by DEI?

56 responses



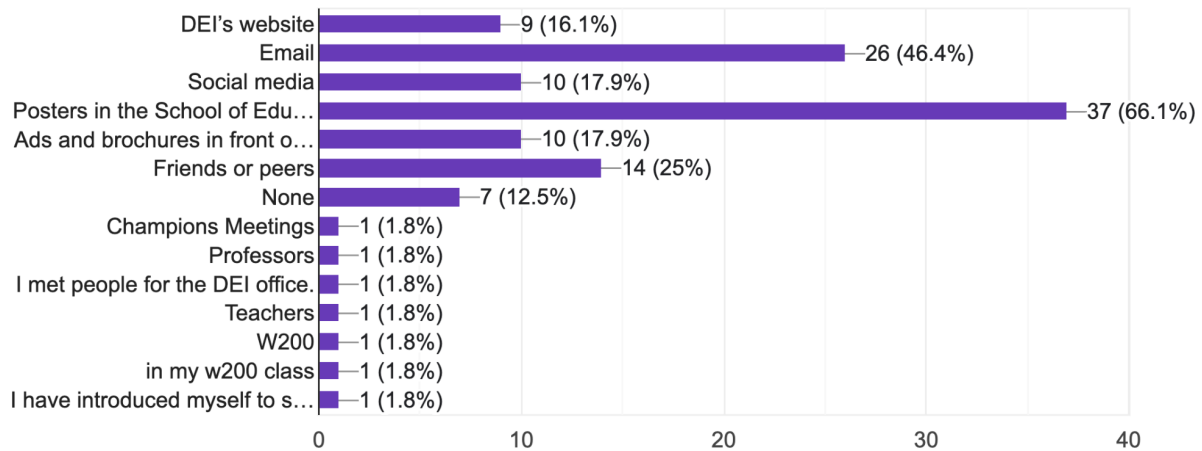
1. Do you know the existence of the Office of Diversity, Equity, and Inclusion (DEI)?

56 responses

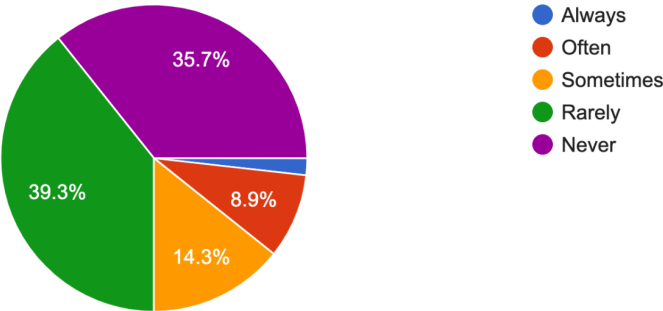


2. What kinds of ways did you acquire information from the DEI? (check all that apply)

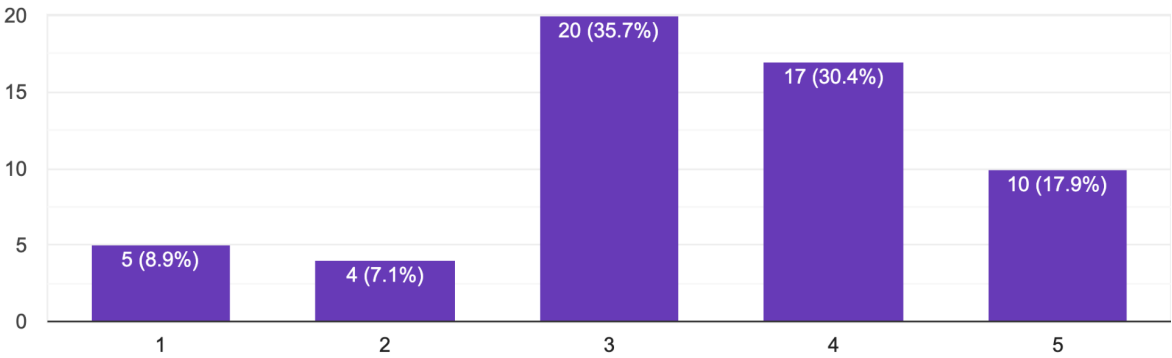
56 responses



3. How frequently do you look for information from the DEI on purpose?
56 responses

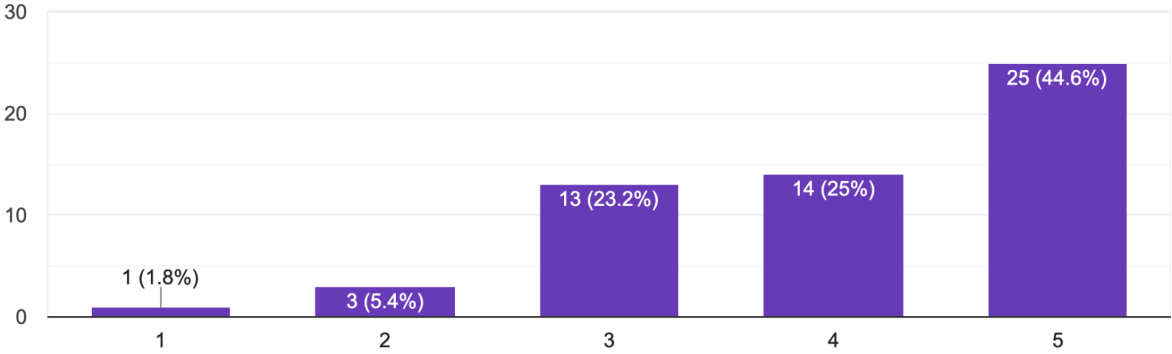


4. Are you satisfied with information acquired from the DEI?
56 responses



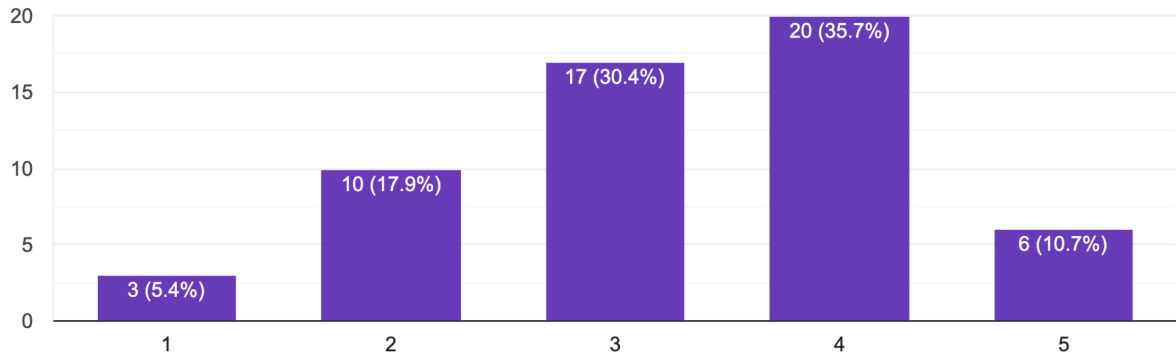
5. How much do you believe your values are aligned with the goals/purposes of Diversity, Equity, and Inclusion (DEI)?

56 responses



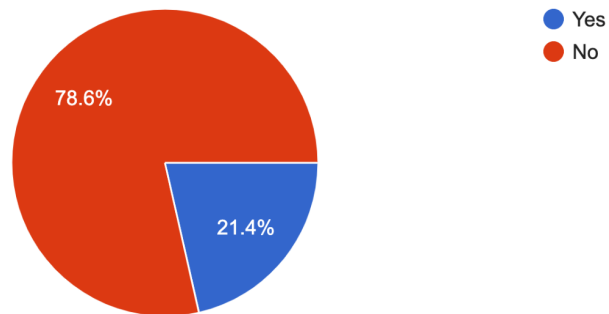
6. How much are you interested in attending or participating in an event or an activity organized by DEI?

56 responses



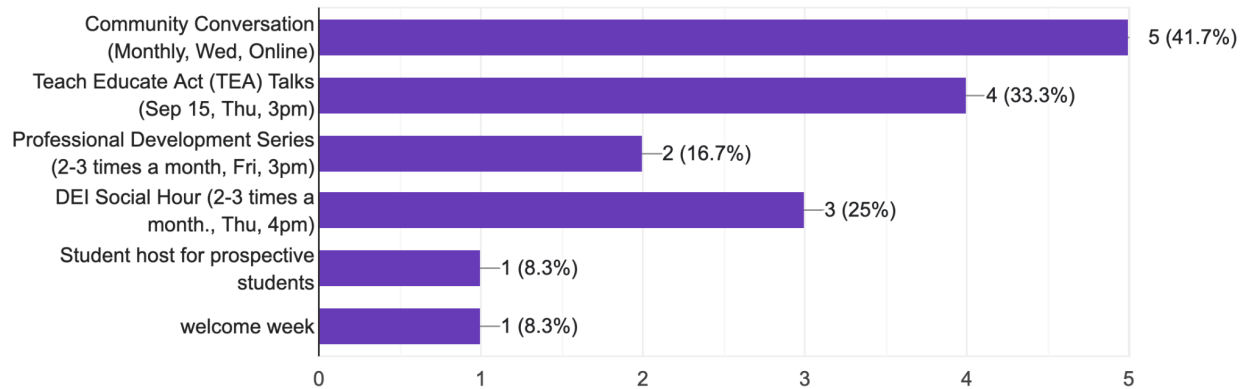
7. Have you ever participated in events and activities held by the DEI?

56 responses



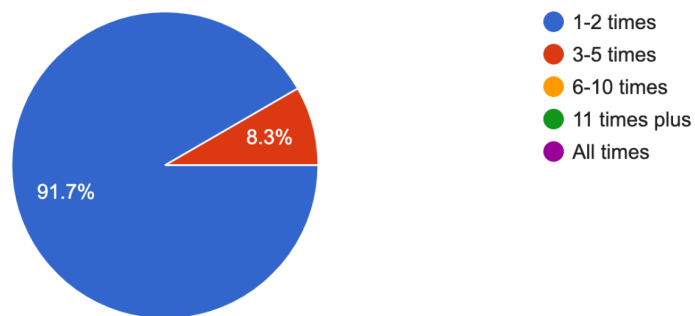
8. What kinds of DEI events and activities have you taken part in? (check all that apply)

12 responses



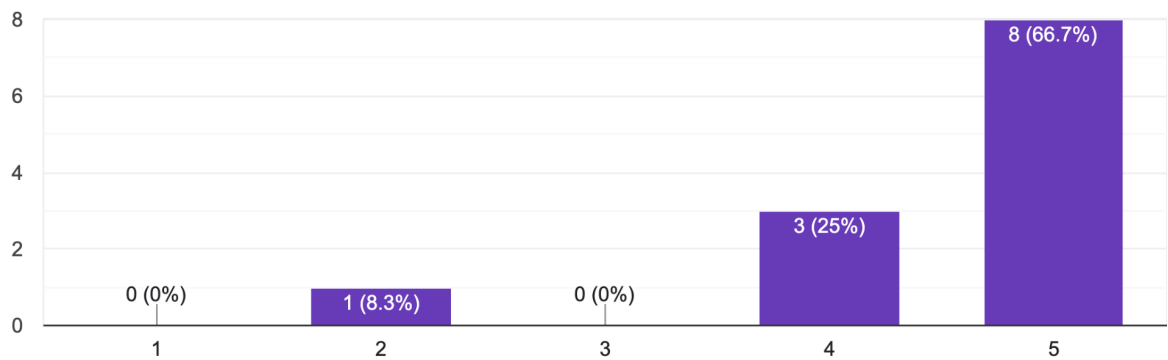
8-1. How many times have you ever been to participate in events and activities held by the DEI throughout this semester?

12 responses



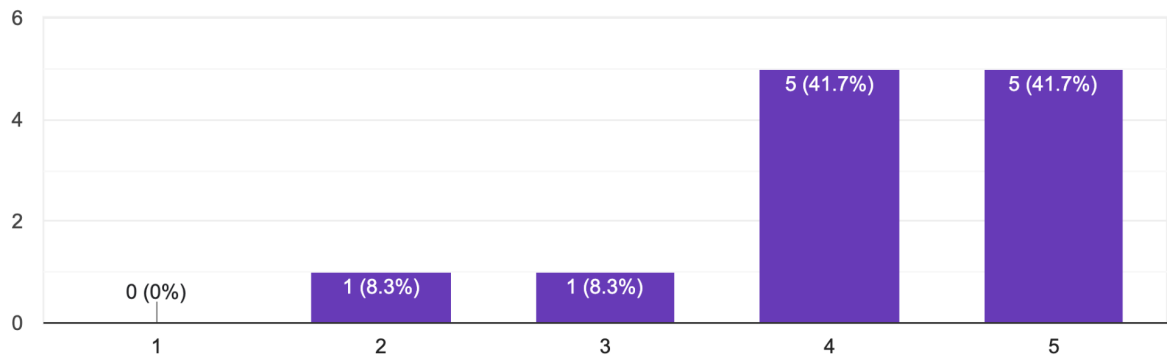
8-2. Were you satisfied with the DEI's events and activities?

12 responses



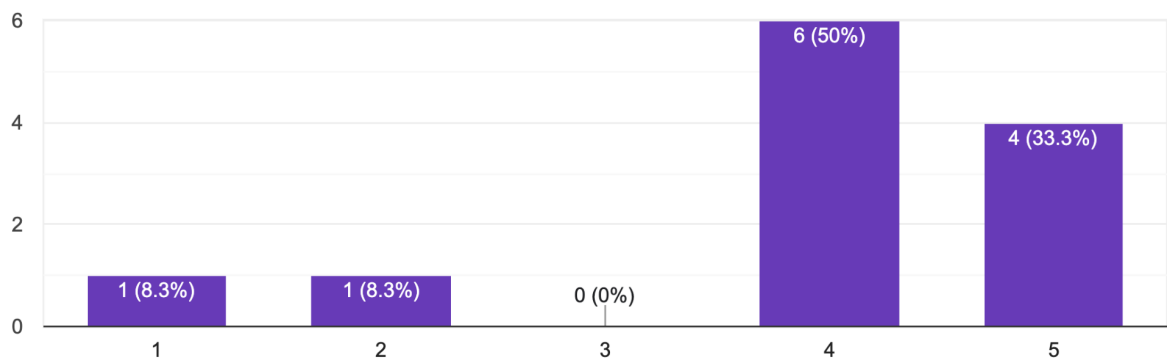
8-3. After completing events and activities with DEI, did you still feel a sense of connection and belonging with DEI issues and values?

12 responses



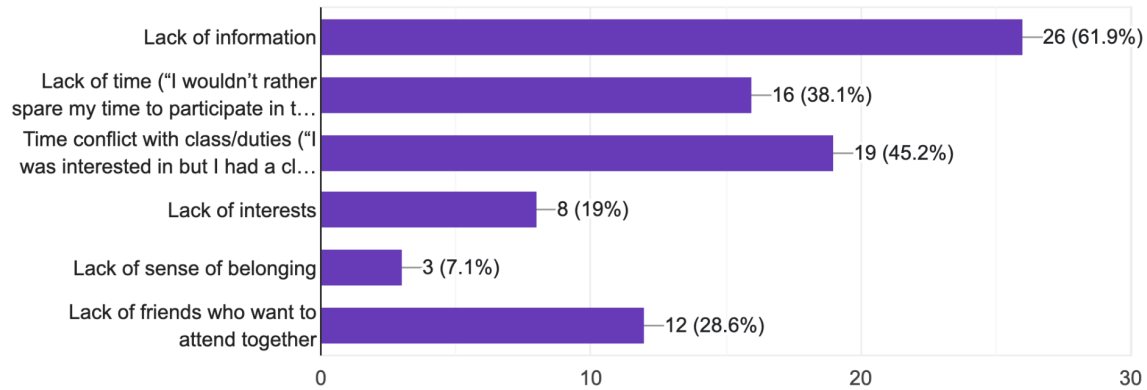
8-4. How much do you want to keep participating in DEI's events?

12 responses



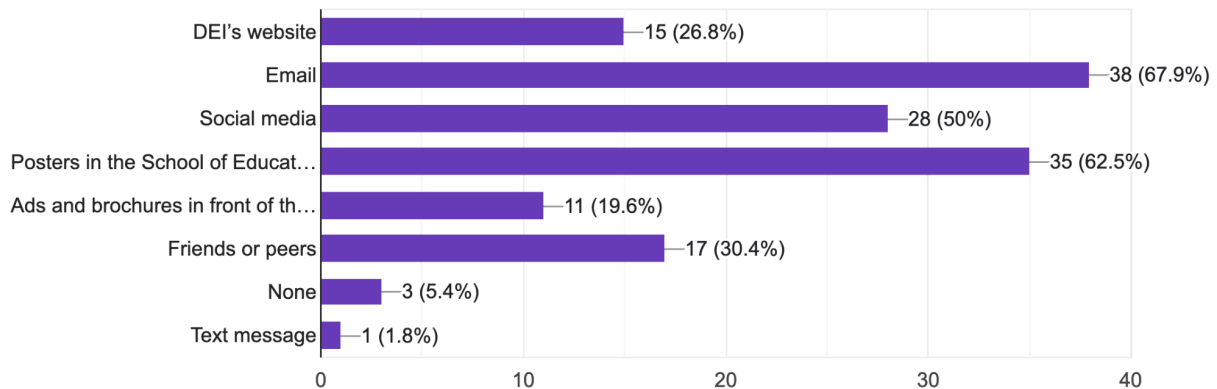
9. You said that you've never been to the events and activities held by the DEI. Can you give us the reasons? (check all that apply)

42 responses



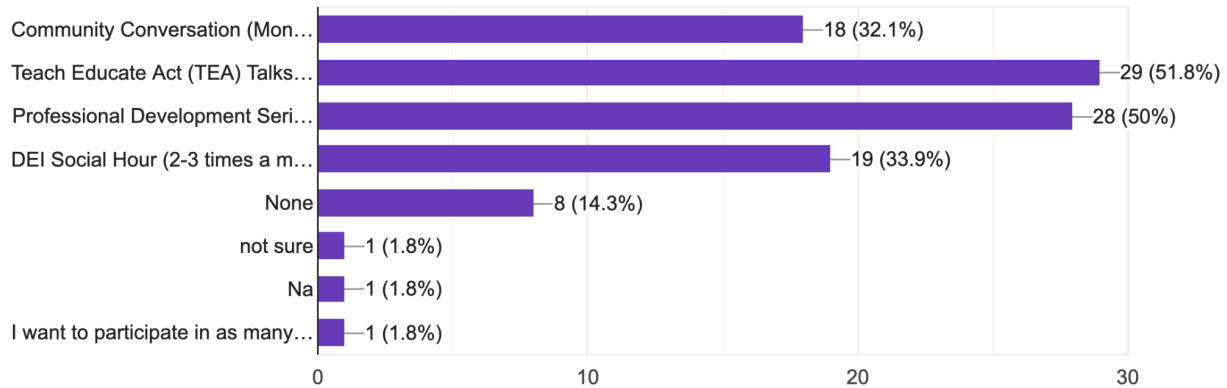
1. What kinds of channels do you prefer to get information and communicate with DEI? (check all that apply)

56 responses



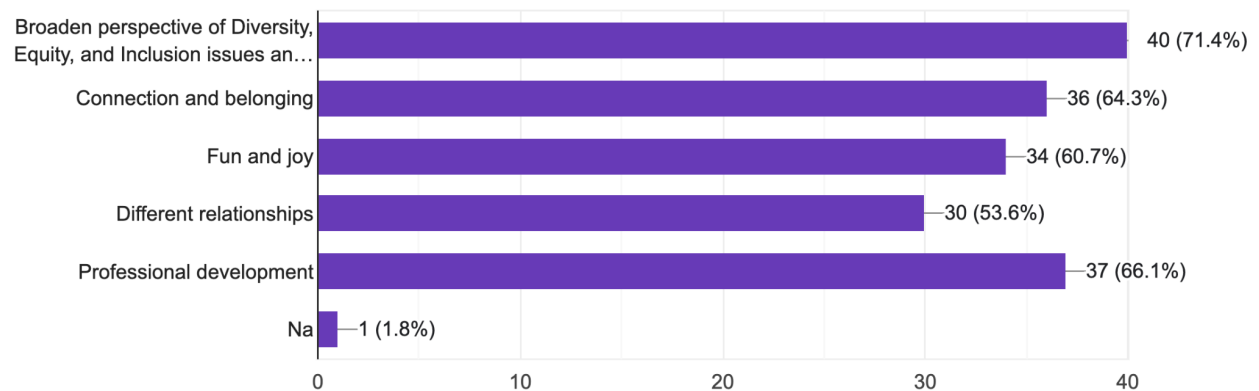
2. What kinds of DEI events and activities do you prefer or want to participate in? (check all that apply)

56 responses



3. What do you expect to take away from DEI's events and activities? (check all that apply)

56 responses



4. What suggestions or comments do you have for DEI in terms of communication, including events, activities, and communication methods (Please briefly write comment)

maybe do more social media communication

brand yourself more so more people know about DEI and the activities you hold, maybe more posters or have a social media and have it on your website

I'm not sure. As much as it does sound nice to learn and get a sense of diversity and inclusion, it feels like all the options sound like sitting in another lecture rather than an experience I'd willingly want to sit-in on

None

I would be interested in learning more about the events!

Be more efficient with advertising the events that happen at DEI

I dont really hear about anything got the DEI so many spread more word about it!

None that I can think of!

I feel like they are doing a great job!

Many events take place when I am in class.

Advertise the events more!!

N/a

Have our professor in the education building tell us about event coming up.

DEI communicates well. Perhaps several options for times can be offered.