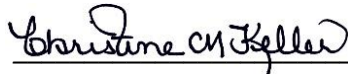


I. Ends Monitoring Report – Policy C

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I certify that the information contained in this report is true.



Christine Keller, Executive Director & CEO

October 30, 2024

Submitted (date)

This report provides updates on the success indicators for Policy C only. Ends reports are provided quarterly for specific sets of policies (see BRE III and/or the [Board Operating Calendar](#)). Previous Ends reports can be found in the Board Teams account - [Monitoring Reports - HISTORY](#)

AIR ENDS

As a global association, AIR empowers higher education professionals to use data, information, and analytics in ways that are effective, ethical, and equitable. AIR supports data-informed decision making that amplifies student and institutional success.

These must be done within AIR's available resources and in such a manner that the value to higher education is worth the investment of those resources.

- A. AIR educates higher education professionals and organizations on the value and role of institutional research and institutional effectiveness.
- B. AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through:
 - Contextualizing data throughout higher education;
 - Learning methods and tools of the institutional research and institutional effectiveness profession;
 - Sustaining and advancing data literacy;
 - Conducting research and scholarship.
- C. [AIR provides and promotes equitable opportunities for the development of diverse and inclusive professional networks.](#)

CONTEXTUAL INFORMATION FOR 2024 REPORTING

Global Policy Language

As a global association, AIR empowers higher education professionals to use data, information, and analytics in ways that are effective, ethical, and equitable. AIR supports data-informed decision making that amplifies student and institutional success. These must be done within AIR's available resources and in such a manner that the value to higher education is worth the investment of those resources.

Interpretation - vision of success (2024)

AIR works at the intersection of people and data to build the individual and institutional competencies necessary to use data, information, and analytics in ways that are effective, ethical, and equitable.

Therefore, AIR programs, services, and resources are designed to serve the interests of three primary constituencies:

1. *Higher education professionals, especially AIR members.* AIR seeks to educate, elevate, connect, and support professionals who produce, analyze, and use data.
2. *Higher education institutions.* AIR works to build, sustain, and support institutional capacity and capabilities to use data and analytics for better decision making and institutional improvement.
3. *Higher education community.* AIR facilitates the informed use of data and analytics within higher education systems, institutions, and policies through advocacy and partnerships.

Historically, AIR has largely focused on serving individual professionals – “empowering higher education professionals to use data, information, and analytics in ways that are effective, ethical, and equitable.” More recently AIR has intensified and expanded its efforts to serve institutions and the broader community through programs such as the Data Literacy Institute (DLI) and the addition of organizational membership. The new Global Ends language codifies these expanded efforts as part of AIR's mission, noting that “AIR supports data-informed decision making that amplifies student and institutional success.”

Within the three constituent groups, AIR strives to include diversity of perspectives, approaches, and backgrounds to advance and model the effective, ethical, and equitable use of data, information, and analytics. This includes working with the AIR community to co-create and sustain a welcoming and inclusive association in which individuals find a sense of belonging, connection, and respect.

Framework for Success Indicators

The Executive Office has three operational priorities for 2024. The priorities are not intended to encompass all of AIR's programs, events, or activities – many of which are important to the AIR community and AIR's financial viability. However, these priorities are areas of special focus to advance AIR's continued progress, sustainability, and expansion.

1. Grow and retain individual and organizational members.
2. Continue to develop and implement the systems, expertise, and infrastructure necessary to deploy professional services and technical assistance to institutions.
3. Improve internal use of data and technology for decisions, operations, and programming.

The allocation of time, resources, and money for these operational priorities will be considered and balanced with ongoing commitments and activities. In the words of the Ends, this will “be done within AIR's available resources and in such a manner that the value to higher education is worth the investment of those resources.” Specific considerations and commitments that will be balanced include the following:

- The achievement of grant and contract deliverables.
- Delivery of a successful AIR Forum within a changing environment.
- The necessary staff capacity, required expertise, and organizational infrastructure.
- The level and sustainability of projected revenue streams and the size and composition of the audience.
- The value and benefit of the program, resource, or service to the AIR community.

C. Policy Language

AIR provides and promotes equitable opportunities for the development of diverse and inclusive professional networks.

Interpretation – vision of success

“Diverse and inclusive professional networks” can be defined as “networks within a professional community that intentionally include and encourage a broad range of perspectives, backgrounds, experiences, and identities.” **AIR’s role is to provide and promote equitable opportunities** for the development of such networks so that individuals are welcomed, able to contribute, and supported in their professional learning and growth.

While the added emphases on providing “equitable opportunities” and “diverse and inclusive” professional networks require further exploration and actions, current programs, activities, and partnerships contribute to AIR’s efforts to provide a range of opportunities for network development.

- AIR continues its work within areas of common interest with other associations that represent other professions (APLU, EDUCAUSE, NACUBO).
- AIR continues to build relationships within the Gates ecosystem with organizations that support underrepresented communities and/or Minority Serving Institutions (AIHEC, Growing Inland Achievement, UNCF).

As indicated in the January 2024 Ends report, AIR will continue to investigate other actions and strategies to meet the intent of this policy to provide opportunities for the development of networks that are welcoming, inclusive, and supportive of professionals from diverse backgrounds.

2024 Policy C Success Indicators

2024 Indicators	Results as of October 2024
1. Continue the partnership work with NACUBO, EDUCAUSE, and subject matter experts from outside the IR/IE community on the creation of a dynamic guide that operationalizes the Joint Statement on Analytics. The work is funded by the Gates Foundation and the delivery date for the guide is late summer or early fall of 2024.	The Change with Analytics Playbook was released on August 30, 2024. The final grant report will be submitted to the Gates Foundation on October 31, 2024. Discussions are underway to incorporate the work into other AIR products and services as well as the possibility for additional collaboration across the three associations.
2. Continue to build relationships with professionals working at Minority Serving Institutions and organizations that focus on serving minoritized students within the Gates ecosystem to provide data capacity support and assistance.	AIR and AIHEC are developing a comprehensive set of services for Tribal Colleges and Universities (TCUs) that include core IR training, professional development, and technical assistance with nuanced attention to the unique needs of TCUs and IR professionals who work with sovereign data. AIR provides services for Growing Inland

2024 Indicators	Results as of October 2024
	Achievement (GIA) institutions that meet individual schools' training and data infrastructure needs.
3. Provide opportunities at the 2024 AIR Forum for attendees from diverse backgrounds or identities to connect and build professional networks. Post-event evaluations will indicate that at least 75% of respondents were satisfied with the diversity and inclusivity of these networking opportunities.	<p>AIR provided logistical and planning support for a second meeting of Black Professionals at the 2024 AIR Forum. However, no evaluation data were gathered. Anecdotal feedback was positive.</p> <p>Efforts to provide space for underrepresented groups to network and share experiences at the AIR Forum are ongoing, including conversations with the Tribal College and University IR Council.</p>
4. Investigate and identify actions or strategies that provide AIR members from minoritized communities with ways to connect and learn together outside of the AIR Forum.	Initial inquiries did not provide clear evidence of members' interest in AIR supporting such groups. The 2025 indicator was changed to address this question.
5. Identify higher education professional communities outside of IR/IE for specific outreach during the second phase of the organizational membership implementation in 2025.	The next step in the implementation of organizational membership is to gain a better understanding of the 5,000+ individuals who now access AIR membership through their organizations. The analysis will help inform outreach to IR/IE adjacent fields.

Success Indicators as of October 2024

1. *Provide data services and technical support within the Gates ecosystem to higher education institutions that are working to transform their institutions to increase the success of Black, Latino, Indigenous, and low-income students.*
2. *Assess the interest among AIR community members for AIR to provide space or time for smaller community or interest groups to gather in person or virtually.*
3. *Better understand the profiles and professional development needs of the individuals who access their AIR memberships through their organizations. Use the information to support the development of strategies to include and welcome these new members into the AIR community and networks.*
4. *Investigate the potential interest in forming a "young professionals advisory group" for the Executive Office to more explicitly consider the perspectives of younger professionals and learn more about their professional development needs.*