



DIVERSITY AND INCLUSION

Reflective Inventory for Diversity Planning



TOOLKIT

Reflective Inventory content is adapted from [the University of California, Berkeley Division of Equity and Inclusion Strategic Planning for Equity, Inclusion, and Diversity Toolkit](#).

Circle your response:

Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

Compositional Diversity

Our college/school utilizes active outreach and recruitment strategies to encourage underrepresented students to pursue undergraduate and graduate education.	Y	N	S	DK	N/A
Our college/school engages in partnerships to encourage underrepresented students to pursue and complete higher education.	Y	N	S	DK	N/A
Our admissions practices demonstrate progress in achieving a more diverse undergraduate student body.	Y	N	S	DK	N/A
Our admissions practices demonstrate progress in achieving a more diverse graduate student body.	Y	N	S	DK	N/A
Our college/school supports the academic persistence and success of all students.	Y	N	S	DK	N/A
Our search, hiring, retention, and promotion processes employ best practices in the areas of diversity, equity, and inclusion for faculty and staff.	Y	N	S	DK	N/A

Organizational Diversity

Circle your response:

Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

Our institutional structures facilitate the success of underrepresented undergraduate students.	Y	N	S	DK	N/A
Our institutional structures facilitate the success of underrepresented graduate students.	Y	N	S	DK	N/A
Our institutional structures facilitate the success of underrepresented faculty.	Y	N	S	DK	N/A
Our institutional structures facilitate the success of underrepresented staff.	Y	N	S	DK	N/A
Undergraduate students are exposed to diversity issues and experiences across the curriculum.	Y	N	S	DK	N/A
Graduate students are exposed to diversity issues and experiences across the curriculum.	Y	N	S	DK	N/A
Undergraduate students are exposed to diversity issues and experiences in co-curricular opportunities.	Y	N	S	DK	N/A
Graduate students are exposed to diversity issues and experiences in co-curricular opportunities.	Y	N	S	DK	N/A
We ensure that all students engage in curricular and co-curricular opportunities that are responsive to the needs of our increasingly diverse state, national, and global context.	Y	N	S	DK	N/A
We ensure that faculty are prepared to address diversity, equity, and inclusion in curricular, cocurricular, and professional activities.	Y	N	S	DK	N/A
We ensure that staff are prepared to address diversity, equity, and inclusion in curricular, cocurricular, and professional activities.	Y	N	S	DK	N/A
Our college/school leaders communicate expectations regarding diversity and nondiscrimination.	Y	N	S	DK	N/A
Our budget process reflects our commitment to diversity and equity.	Y	N	S	DK	N/A
We regularly assess our campus climate for diversity within the college/school and the university.	Y	N	S	DK	N/A

Intrapersonal/Interpersonal Diversity

Circle your response:

Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

Our college/school creates an inclusive and welcoming environment for all students, staff and faculty.	Y	N	S	DK	N/A
We recognize our biases and/or stereotypes and work to challenge them within the college/school.	Y	N	S	DK	N/A
Our students, faculty, and staff reach out to include diverse colleagues in their personal and professional activities.	Y	N	S	DK	N/A

Historical Legacy of Diversity

Our history within the university with regards to diversity issues (desegregation, relationship with communities, faculty hiring, etc.) is documented and highlighted for all college/school constituents.	Y	N	S	DK	N/A
Diversity is reflected as a core value of the college/school, as well as each department, center, unit, or portfolio.	Y	N	S	DK	N/A

Government/Policy Forces and Sociohistorical Forces

Our college/school examines how laws, policies and events in the larger society impact diversity within the college/school and the university (legal decisions, accrediting bodies, financial aid policies, etc.).	Y	N	S	DK	N/A
Our college/school examines how community contexts and external commitments impact the institution.	Y	N	S	DK	N/A

Questions adapted and developed from:

AASCU/NASULGC Task Force on diversity. (2005). *Now is the Time: Meeting the Challenge for a Diverse Academy*. American Association of State Colleges and Universities.

University of California, Berkeley Division of Equity and Inclusion Strategic Planning for Equity, Inclusion, and Diversity Toolkit.

Hurtado, S., Alvarez, C.L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J.C. Smart & M.B. Paulsen (Eds.), *Higher education: Handbook of theory and research* 27 (pp. 41-122). New York, NY: Springer.

[The University of Texas at Austin, Office for Inclusion and Equity.](#)