

Self-Assessment Worksheet



This tool is designed to assist units in assessing their work through a lens of equity, inclusion, and diversity.

The Self-Assessment Worksheet supports units in identifying key strengths, gaps, and needs in relation to equity, inclusion, and diversity. It offers both a way to take stock of current efforts and a set of benchmarks for the design and implementation of future projects. Strategic planning teams are encouraged to use the pages that follow as a basis for dialogue and as a way to help identify issues of focus for their strategic plans.

Areas covered in this tool include: vision; leadership and messaging; faculty; students; staff; curriculum, research, and teaching; and departmental climate.

Please note that the purpose of this tool is to spark dialogue and inspire goals for the unit's equity and inclusion plan; it is not intended to provide a "score" or formal evaluation of the department's practice. As such, some of the indicators are fairly general and/or have multiple parts, and response choices do not fall along a numbered scale – this is intentional. The "Somewhat" option has been included for use on indicators where the department is doing some, but not all, of the listed items.

You may wish to invite multiple stakeholders to provide their perspectives on the statements below. In this way, broad input can be gathered, and key constituencies can be engaged early in the planning process.

How to Use This Tool

This tool can be filled out in either an individual or a group format.

DIRECTIONS:

For each statement, circle the response that best reflects your own perspective on how the department is doing. Then, using the bottom of the page, jot down any comments, ideas, or questions related to the department's work in the area noted.

Planning teams often find it helpful to begin with members completing the worksheet alone, and then comparing and discussing answers together. Departments may also benefit from involving additional faculty, staff members, and/or students in discussion of strengths, challenges, and opportunities.

The summary sheet at the end of the tool may be helpful in synthesizing group observations and sparking ideas for possible goals to include in your equity and inclusion plan.

*This tool is from UC Berkley's Strategic Planning Toolkit for Equity Inclusion, and Diversity (Academic Units)
View the full Toolkit here: <https://diversity.berkeley.edu/sites/default/files/academic-strategic-toolkit-final.pdf>*

A. Vision, Leadership and Messaging

Circle your response:

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

1. Our unit is actively committed to issues of equity, inclusion, and diversity.	Y	N	S	DK	N/A
2. The unit's mission and vision include goals relating to our equity and inclusion values.	Y	N	S	DK	N/A
3. Leaders – including the Chair, Dean, Chief Administrative Officer, and others – help set the tone for creating an engaging and inclusive environment for all groups.	Y	N	S	DK	N/A
4. Our equity and inclusion values are reflected in internal and external communications, such as program descriptions, outreach materials, and our website.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

B. Faculty

Circle your response:

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

1. Our unit actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability/disability, and religious backgrounds.	Y	N	S	DK	N/A
2. Current faculty demographics reflect or exceed the diversity of our students.	Y	N	S	DK	N/A
3. Our faculty search and hiring processes employ best practices in the area of equity, inclusion, and diversity, such as: defining searches broadly, appointing diverse search committees, actively reaching out to scholars from underrepresented groups, using clear evaluation criteria, being open to candidates with non-traditional backgrounds, etc.	Y	N	S	DK	N/A
4. Faculty searches in the unit attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of terminal degrees in this field.	Y	N	S	DK	N/A
5. We have a strong faculty mentoring system which is effective in supporting all faculty members in the tenure and advancement process, as well as in expanding their academic and professional growth.	Y	N	S	DK	N/A
6. The unit provides a supportive and welcoming environment for all faculty members to pursue their careers as teachers and scholars. Faculty from groups historically underrepresented in the field and/or in society are fully included in the intellectual life of the department.	Y	N	S	DK	N/A
7. All faculty in the unit are comfortable and knowledgeable about working with diverse student populations.	Y	N	S	DK	N/A
8. The unit encourages and rewards faculty members' contributions to equity, inclusion, and diversity.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

C. Graduate And Undergraduate Students

Circle your response:

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

1. Our unit actively values and seeks to enroll students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
2. Our outreach and admissions processes employ targeted practices for attracting diverse populations.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
3. Our applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
4. Students of all identities and experiences are valued by faculty and staff, and everyone has a place in unit study or focus groups, labs, project teams, etc.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
5. Our students engage in scholarly inquiry about topics related to diversity, inclusion, equity, and public service as appropriate to their chosen field of study. This kind of inquiry is actively supported and valued.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
6. We have a strong mentoring system, which is effective in supporting all students both academically and professionally.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
7. Extra support is provided, where needed, to ensure the success of students from underresourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
8. Success rates within the unit are comparable across students of all identity groups and backgrounds. This includes both degree completion rates and job placement.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

D. Staff

Circle your response:

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

1. Our unit actively values and seeks to hire a diverse staff.	Y	N	S	DK	N/A
2. We employ best practices for fair and inclusive hiring and advancement, such as: active outreach to underrepresented communities, appointing diverse hiring committees, using clear hiring criteria, supporting professional development and career advancement for current staff, etc.	Y	N	S	DK	N/A
3. Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.	Y	N	S	DK	N/A
4. Staff members engage in professional development and/or dialogue about topics related to diversity, inclusion, and equity, and include attention to these issues in their work.	Y	N	S	DK	N/A
5. All staff have departmental support to continue their professional growth and career advancement.	Y	N	S	DK	N/A
6. We provide staff with opportunities to engage in community-based learning and public service.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

E. Curriculum, Teaching and Research

Circle your response:

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

1. The unit supports a research, teaching, and public service agenda that is responsive to the needs of our increasingly diverse state, national, and global context.	Y	N	S	DK	N/A
2. Course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study.	Y	N	S	DK	N/A
3. The unit's curriculum includes elements related to public and/or community engagement.	Y	N	S	DK	N/A
4. Teaching practices throughout the unit are culturally relevant, accessible, and inclusive for all groups.	Y	N	S	DK	N/A
5. Our program offers students from all groups – and especially those from groups that are underrepresented in the field – the opportunity to engage in research and other scholarly activities.	Y	N	S	DK	N/A
6. Faculty research agendas address issues of equity, inclusion, and diversity as related to our field(s) of inquiry.	Y	N	S	DK	N/A
7. To the extent that the unit holds internal and external speaker events, lecture series, colloquia, and/or conferences, these events include speakers from diverse and underrepresented groups.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

F. Departmental Climate

Circle your response:

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

1. Visible images and materials throughout the unit are welcoming and inclusive to diverse groups – e.g. they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the unit's equity efforts.	Y	N	S	DK	N/A
2. All unit-sponsored events and activities are physically accessible to participants with disabilities.	Y	N	S	DK	N/A
3. There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the unit.	Y	N	S	DK	N/A
4. The unit provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.	Y	N	S	DK	N/A
5. If issues of insensitivity, exclusion, disrespect, or harassment arise, they are addressed directly and in a timely fashion.	Y	N	S	DK	N/A
6. The unit provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, dis/ability, nationality, and other areas of diversity.	Y	N	S	DK	N/A
7. Services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
8. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves within the unit.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS: