Reflective Inventory for Diversity Planning

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, and 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

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
Undergraduate students are exposed to diversity issues	Y N S DK N/A

and experiences in co-curricular opportunities.	
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, co-curricular, and professional activities.	Y N S DK N/A
We ensure that staff are prepared to address diversity, equity, and inclusion in curricular, co-curricular, and professional activities.	Y N S DK N/A
Our college/school leaders communicate expectations regarding diversity and non-discrimination.	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

Circle your response:

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

Intrapersonal/Interpersonal Diversity

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 with the college/school.	Y N S DK N/A
Our students, faculty, and staff reach out to include diverse colleagues in their personal 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 polices, etc.).	Y N S DK N/A
Our college/school examines how community context 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.