



UNIVERSITY *of* CALIFORNIA

Excellence Through Diversity



Achieving a Culture of Inclusion

A Self-Assessment Tool

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Self-Assessment Tool

Developed by

Susan Drange Lee

Director, Faculty Diversity, UCLA

Cover and Layout

by Andrés E. Aguilar

UCLA Office for Faculty Diversity

Self-Assessment Tool – Achieving a Culture of Inclusion

Recommendations of the President’s Task Force on Faculty Diversity

Leadership – Strong leadership is critical to institutional change.

Academic Planning – Diversity will thrive if incorporated into academic planning at every level.

Resource Allocation and Faculty Rewards – Resources and rewards are essential to influence action in support of diversity and equal opportunity.

Faculty Recruitment and Retention – Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices.

Accountability – Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

INSTRUCTIONS:

The following tool was developed to help you assess your campus on five dimensions related to the recommendations of the President’s Task Force on Faculty Diversity. The goal is to promote diversity and equal opportunity and to advance institutions toward achieving a culture of inclusion.

Step	Action
1	Briefly review the description(s) of the five stages of the <i>Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion</i> chart.
2	Complete the Self-Assessment Tool on the following pages.
3	Discuss the results of your assessment with others at your table. What can you do to help move your campus toward diversifying the faculty and achieving a Culture of Inclusion?

OVERVIEW

Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion

	Pre-Awareness	Diversity Awareness	Transition State	Intentional Inclusion	Culture of Inclusion
<p>General Characteristics</p> <p><i>These stages are fluid and overlapping. Most organizations will exhibit characteristics spread across several stages simultaneously, as they move from Pre-Awareness to a Culture of Inclusion</i></p>	<p>The general population is unaware bias is an issue for diverse groups.</p> <p>Homogeneous groups are the norm.</p>	<p>There is a growing awareness that bias exists and that diverse groups are negatively impacted by it. Intellectual struggle around what is “fair” and how to “fix” the problem.</p>	<p>Institutional culture change gains progress through special programs, funding and leadership focused on issues of diversity.</p>	<p>Institutional culture change is embraced, most groups accepting and articulating how and why diversity is integral to the institution’s success.</p>	<p>Institution achieves a new culture of inclusion. Valuing diversity is no longer “separate” but is naturally woven into decision making, resource allocation and social interactions.</p> <p>Diverse groups are the norm.</p>
<p>Examples of Typical Behaviors and Beliefs</p>	<ul style="list-style-type: none"> • Conversations include discussion of “Diversity vs. Excellence,” as if mutually exclusive concepts. 	<ul style="list-style-type: none"> • Individuals believe that barriers exist for different groups. • Issues related to diversity and diversity-related service are delegated to under-represented minorities and women. 	<ul style="list-style-type: none"> • People struggle with how to be inclusive and how to value differences. 	<ul style="list-style-type: none"> • Discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered. • Improving the climate for diverse populations and recruiting and retaining diverse individuals from undergraduate students through faculty is <i>increasingly</i> seen as <i>everyone’s responsibility</i>. 	<ul style="list-style-type: none"> • Inclusiveness and diversity are assumed to be part of “the way we operate.”

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*Circle the statement in each category that **best** describes your campus. If you feel that multiple statements are **equally** descriptive of your campus, then circle each one and include all your responses on the chart on the last page of the exercise.*

1. **Leadership** *(Think about the senior academic leadership on your campus.)*
 - a. Leadership is mainly silent on the importance of faculty diversity.
 - b. Leadership makes occasional statements supporting the importance of diversity.
 - c. Leadership includes the importance of diversity in all major communications and links it to the institution's mission.
 - d. Leadership consciously appoints diverse academic leaders. A high-level Diversity Officer is an integral part of academic planning and decision making.
 - e. The Diversity Officer role becomes obsolete. A diverse senior leadership team is part of the expected institutional landscape.

2. **Academic Planning**
 - a. Diversity elements do not appear in planning documents.
 - b. Diversity elements are retrofitted into planning documents as an afterthought, and/or diversity elements are represented by counting heads, and not as an integral value-added component.
 - c. Efforts are made to link diversity with its value to the institution and increasing diversity is part of academic planning.
 - d. Curricula increasingly integrate diversity elements across all divisions. People at all levels of the organization notice if diversity is NOT an included consideration during academic planning.
 - e. Curriculum includes subject matter relevant to and about diverse populations and all academic planning honors the needs and values of the entire academic community without the need for special focus or diversity metrics attached.

3. **Resource Allocation and Faculty Rewards**
 - a. Diversity-related service is under-valued and not rewarded. Few resources are targeted for diversity efforts.
 - b. Policy language is drafted to specifically include recognition of contributions to diversity and some resource allocation is devoted to increasing diversity in the Academy.
 - c. Extra funding is used to jump start efforts to increase numbers of diverse faculty or to retain diverse faculty.
 - d. Research on diversity-related topics is honored separately with special awards and incentives.
 - e. Research on all topics is valued and diversity-related research is on equal footing with other types of research.

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4. Faculty Recruitment and Retention

- a. Government mandated Affirmative Action policies exist.
- b. Compliance with mandated Affirmative Action policies is achieved, however buy-in to the value of faculty diversity is not present. Most diverse faculty reside in a small number of departments.
- c. Special programs are used to boost diversity in the graduate pipeline and lots of “how-to” training is needed (how to recruit and retain a diverse faculty, how to work in a diverse environment, how to overcome bias, etc.)
- d. Special programs to help mentor and advance underrepresented groups and women exist.
- e. Programs exist to help ALL junior faculty advance and these successfully reach all segments of the population.

5. Accountability

- a. Accountability is to the external government entity that requires compliance with Affirmative Action policies.
- b. Internal measures include counting heads and increasing numbers or doing numerically “better” than competitor institutions. Internal rewards or sanctions for meeting/not meeting goals don’t exist.
- c. Individual performance evaluation for promotion and compensation includes recognition of diversity-related efforts. Climate studies are undertaken to provide a baseline for institutional change.
- d. Academic/Strategic Planning goals (including diversity components) are monitored and rewarded at the department and division level. Metrics from climate, retention and salary studies are used to help develop a culture of inclusion.
- e. Diversity across the academic enterprise is understood to be necessary for success in receiving grant funding, attracting a student body, maintaining a strong faculty and community/public support. Diversity is important and is maintained as part of doing business.

6. Typical Behaviors and Beliefs

- a. Conversations include “diversity vs. excellence” considered as separate and distinct elements.
- b. Diversity issues and diversity-related service are delegated to underrepresented minorities and women as “their” task.
- c. People struggle with how to be inclusive and value differences.
- d. Discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered.
- e. Inclusiveness and diversity are assumed to be part of the way we operate.

Self-Assessment Tool – Achieving a Culture of Inclusion

Place an X in the grid below that corresponds to the letter and number of each of your circled statements.

	Pre-Awareness	Diversity Awareness	Transition State	Intentional Inclusion	Culture of Inclusion
	A	B	C	D	E
1. Leadership					
2. Academic Planning					
3. Resource Allocation and Faculty Rewards					
4. Faculty Recruitment and Retention					
5. Accountability					
6. Typical Behaviors or Beliefs					

This chart shows a continuum of culture change, from “Pre-Awareness” to a full “Culture of Inclusion.” The distribution of your X’s in the columns provides an indication of your campus culture relative to each dimension.

Your campus may be at different stages relative to each of the dimensions which may suggest a need for more targeted planning and coordination around diversifying the faculty.