



Self-Assessment Tool – Achieving a Culture of Inclusion¹

INSTRUCTIONS:

The following tool was developed to help you assess Washington State University (WSU) and/or your College/Department/Unit with respect to five important diversity stages. The goal is to help diversify the WSU community, including students, faculty, administrators, and staff, and advance WSU toward achieving a Culture of Inclusion.

Step	Action
1	Briefly review the descriptions of the five stages of the chart entitled <i>Pathways to Diversifying the Workforce – Achieving a Culture of Inclusion</i> found on page 2.
2	Complete the Self-Assessment Tool on pages 3 - 5.
3	Discuss the results of your assessment with others. Ask yourself “What can <i>I</i> do to help move WSU toward diversifying the workforce and achieving a Culture of Inclusion?”

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OVERVIEW
Pathways to Diversifying the Workforce – 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>	<ul style="list-style-type: none"> • The general population is unaware that bias is a challenge for diverse groups. • Homogeneous groups are the norm. 	<ul style="list-style-type: none"> • Awareness is growing that bias exists and that diverse groups are negatively impacted by it. • An intellectual struggle is occurring around what is “fair” and how to “fix” the problem. 	<ul style="list-style-type: none"> • Institutional culture change gains progress through special programs, funding. • Leadership is focused on issues of diversity. 	<ul style="list-style-type: none"> • Institutional culture change is embraced. • Most groups accept and articulate how and why diversity is integral to the success of WSU and/or the College/ Department/ Unit. 	<ul style="list-style-type: none"> • 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. • Diverse groups are the norm.
<p>Examples of Typical Behaviors and Beliefs</p>	<ul style="list-style-type: none"> • Conversations include discussion of “diversity vs. excellence,” as if the concepts were mutually exclusive. 	<ul style="list-style-type: none"> • Individuals believe that barriers exist for different groups. • Issues related to diversity and diversity-related services 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, staff, and administrators may be affected by any decision, program, or policy being considered. • Improving the climate for diverse populations. • Recruiting and retaining diverse and under-represented individuals in the workforce and the student body is increasingly seen as everyone’s responsibility. 	<ul style="list-style-type: none"> • Inclusiveness and diversity are assumed to be part of “the way we do business.”

Self-Assessment Tool – Achieving a Culture of Inclusion

Circle the statement in each category that best describes WSU and/or your College/Department/Unit. If you feel that multiple statements are equally descriptive, circle each one and include all of your responses on the chart located on page 5 of the exercise.

1. Leadership (Think about the senior academic leadership at WSU and/or in your College/Department/Unit.)

- a. Leadership is mainly silent on the importance of workforce/student body 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 institutional and/or unit mission.
- d. Leadership consciously appoints diverse leaders. A high-level Diversity Officer is an integral part of planning and decision making.
- e. The Diversity Officer role becomes obsolete. A diverse senior leadership team is part of the expected University/College/Department/Unit landscape.

2. Planning

- a. Diversity elements do not appear in curricula and/or planning documents.
- b. Diversity elements are retrofitted into curricular and/or 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 workplace and learning environments, and increasing diversity is part of planning.
- d. Curricula and/or planning documents increasingly integrate diversity elements in all Colleges/Departments/Units. People at all levels of the University/College/Department/Unit notice if diversity is NOT an included consideration during planning.
- e. Curricula and/or planning documents include subject matter relevant to and about diverse populations and all planning honors the needs and values of the entire university community without the need for special focus or diversity metrics attached.

3. Resource Allocation and 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 University/College/Department/Unit.
- c. Extra funding is used to jump start efforts to increase numbers of a diverse workforce or student body, or to retain a diverse workforce/student body.
- 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.

Self-Assessment Tool – Achieving a Culture of Inclusion

4. 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 workforce diversity is not present. Most diverse workforce members reside in a small number of departments or offices.
- 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 workforce/student body, how to work in a diverse environment, how to overcome bias, etc.).
- d. Programs exist to help mentor and advance women and underrepresented groups.
- e. Programs exist to help ALL members of the workforce/student body advance and these programs successfully reach all segments of the population.

5. Accountability

- a. Accountability consists only in filing reports with the external government entities that require 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 do not exist.
- c. Individual performance evaluation for promotion and compensation includes recognition of diversity-related efforts. Climate studies are undertaken to provide a baseline for change in the University/College/Department/Unit.
- d. Academic and strategic planning goals (including diversity components) are monitored and rewarded at the University/College/Department/Unit 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 diverse student body, maintaining a strong workforce and ensuring community/public support. Diversity is important and is maintained as part of doing business.

6. Typical Behaviors and Beliefs

- a. Conversations often consider “diversity and excellence” as “either/or” propositions.
- b. Diversity issues and diversity-related services are often delegated to underrepresented minorities and to women as “their” task.
- c. People struggle with how to be inclusive and value differences.
- d. Discussions consciously include how diverse staff, administrators, faculty, and students may be affected by any decision, program, or policy being considered.
- e. Inclusiveness and diversity are assumed to be part of the way WSU does business.

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 Rewards	⋮	⋮	⋮	⋮	⋮
4. 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 Xs in the columns provides an indication of WSU’s and/or your College/Department/Unit’s culture relative to each dimension.

WSU and your College/Department/Unit 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 workforce.