

DIVERSITY, INCLUSION & ACCESS

mines.edu/diversity

Diversity, Inclusion & Access Self-Assessment-Academic

Circle your response: Y=Yes, N=No, S=Somewhat, DK=Don't Know, NA=Not Applicable

VISION, LEADERSHIP AND POLICY					
1. Our department or division is actively committed to issues of equity, inclusion, and diversity.	Y	N	S	DK	N/A
2. Our department/division's mission and vision statements include references to or goals on equity, inclusion, and diversity.	Y	N	S	DK	N/A
3. Department/division leaders – including the Department Head, Dean, and others – help set the tone for creating an engaging and inclusive environment for all groups.	Y	N	S	DK	N/A
4. We have resources dedicated to equity, inclusion, and diversity issues, including professional development for managers and staff.	Y	N	S	DK	N/A
5. Our equity and inclusion values are reflected in our internal and external communications, such as program descriptions, outreach materials, website, and newsletters.	Y	N	S	DK	N/A
Comments on Department/Division Vision, Leadership and Messaging					

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FACULTY					
1. Our department/division 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. Faculty searches in the department/division regularly attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of PhD's in this field.	Y	N	S	DK	N/A
4. 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
5. The department/division 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/division.	Y	N	S	DK	N/A
6. All faculty in the department/division are comfortable and knowledgeable about working with diverse student populations.	Y	N	S	DK	N/A
7. The department/division encourages and rewards faculty members' contributions to equity, inclusion, and diversity.	Y	N	S	DK	N/A
Comments on Department/Division Faculty					

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GRADUATE STUDENTS					
1. Our department/division actively values and seeks to enroll graduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.	Y	N	S	DK	N/A
2. Our graduate outreach and admissions processes employ targeted practices for attracting diverse populations.	Y	N	S	DK	N/A
3. Our graduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.	Y	N	S	DK	N/A
4. Graduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental/divisional study groups, labs, project teams, etc.	Y	N	S	DK	N/A
5. Our graduate 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.	Y	N	S	DK	N/A
6. We have a strong mentoring system, which is effective in supporting all graduate students both academically and professionally.	Y	N	S	DK	N/A
7. Extra support is provided, where needed, to ensure the success of graduate 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.	Y	N	S	DK	N/A
8. Success rates within the department/division are comparable across graduate students of all identity groups and backgrounds. This includes both degree completion rates and job placement.	Y	N	S	DK	N/A
Comments on Graduate Students					

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UNDERGRADUATE STUDENTS					
1. Our department/division actively values and seeks to enroll undergraduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.	Y	N	S	DK	N/A
2. Our undergraduate outreach and admissions processes employ targeted practices for attracting diverse populations.	Y	N	S	DK	N/A
3. Our undergraduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.	Y	N	S	DK	N/A
4. Undergraduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental/divisional study groups, labs, project teams, etc.	Y	N	S	DK	N/A
5. Our undergraduate 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.	Y	N	S	DK	N/A
6. We have a strong undergraduate mentoring system, which is effective in supporting all students both academically and professionally.	Y	N	S	DK	N/A
7. Extra support is provided, where needed, to ensure the success of undergraduate 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.	Y	N	S	DK	N/A
8. Success rates within the department/division are comparable across undergraduate students of all identity groups and backgrounds. This includes both degree completion rates and job placement.	Y	N	S	DK	N/A
Comments on Undergraduate Students					

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STAFF					
1. Our department/division 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/division.	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/divisional 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 on Staff					

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CURRICULUM, TEACHING & RESEARCH					
1. The department/division 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 department/division's curriculum includes elements related to public and/or community engagement.	Y	N	S	DK	N/A
4. Teaching practices throughout the department/division 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 department/division 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 on Curriculum, Teaching & Research					

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DEPARTMENTAL/DIVISIONAL CLIMATE					
1. Visible images and materials throughout the department/division are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the department/division's equity efforts.	Y	N	S	DK	N/A
2. All department/division-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 department/division.	Y	N	S	DK	N/A
4. The department/division 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 department/division provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.	Y	N	S	DK	N/A
7. Departmental/divisional 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 department/division.	Y	N	S	DK	N/A
Comments on Departmental/Divisional Climate					

Statements drawn from [UC Berkeley's Strategic Planning Toolkit](#).