

## Background and Directions for the Campus Pilot Implementation of the INCLUDES Self-Assessment Tool

The **APLU Faculty Diversity Self-Assessment Tool** is designed to help institutions assess their progress, implemented strategies, strengths, and weaknesses as they aim to increase STEM faculty diversity. The tool is grounded in the *Institutional Model for Increasing Faculty Diversity*, which is a conceptual framework describing the multiple factors scholars and practitioners have identified as impacting faculty diversity at the institutional, college, and departmental level. The model suggests that campuses need to implement programs, policies, and strategies that address: institutional context; faculty recruitment, or short and long term efforts to bring faculty from diverse backgrounds to campus; transition, or the process by which faculty are welcomed and incorporated into campus communities between their hiring and formal initiation of employment; and retention, or efforts focused on promoting faculty success and satisfaction that keep them at the institution.

The Self-Assessment Tool is based on this framework and has two components: a data collection template (Campus Self-Assessment Data Collection Template) and a campus self-assessment questionnaire (Campus Self-Assessment Questionnaire). The data collection template allows institutions to get a better understanding of their current context, and provides some insight into trends in student enrollments, the current state of faculty diversity, faculty hiring, and faculty departures. The campus questionnaire is the foundation of the institutional self-assessment. There are four sets of core questions, which parallel the components of the *Institutional Model for Increasing Faculty Diversity*: Institutional Context, Recruitment (Outreach, Hiring, and Yield), Transition, and Retention (Professional Development, Advancement, and Satisfaction and Support). The fifth set of questions offer Self-Assessment teams an opportunity to reflect on their responses to the Self-Assessment, to identify their strengths and weaknesses, and to begin articulating the foundation of new strategies and action plans to increase faculty diversity through a campus action plan.

The material for undertaking this Campus Self-Assessment can be found at [this site](#) and is listed here (each linked to the document):

[Explanation of Faculty Diversity Model and Self-Assessment Tool \(PP\)](#)  
[Campus Self-Assessment Data Template \(Excel\)](#)  
[Campus Self-Assessment Questionnaire \(Excel\)](#)  
[Guide for Developing a Campus Action Plan Following a Self-Assessment](#)  
[Follow up Questionnaire after Campus Self-Assessment Reaches Step 7 or Higher](#)

A full implementation would include the steps below. We are in a pilot phase now but are in the process of writing a grant that would provide five more years of support for the APLU INCLUDES initiative. While a campus doing a pilot can do the full set of steps, we are asking, for the purpose of the pilot, that the campus go through at least step 7. If you want to build an action plan and execute it, that can be done. On the other hand, if you do the steps through 7 or 8, you may want to wait until next fall or spring 2019, when we expect to have the INCLUDES Alliance grant which will allow us to better support the implementation of your action plan.

### **Components of the INCLUDES Campus Self-Assessment Process:**

1. Decide to do the pilot.
2. Establish the Campus Team.
3. Campus Team meets to Kick off the Campus Self-Assessment.
4. Begin Data Collection—led primarily by the IR Office using the Campus Self-Assessment Data Collection Template.
5. Begin Working through the Campus Self-Assessment Questionnaire.  
(Decides the whether to ask some sub-units to answer select question separately.)
6. Campus Team Completes the Campus Self-Assessment Questionnaire.
7. Campus Team Reviews Data and Questionnaire Results to understand their strength and challenges.
8. Based on Results, Campus Team build an Action Plan to share with Campus Leadership.
9. Based on Action Plan, Campus/Campus Team Identifies Internal and External Resources Needed to Execute the Plan.
10. Based on Action Plan and Approved Internal and External Resources, Campus/Campus Team develops timelines for each component, who is responsible, and reporting expectations for individual components and overall.
11. Campus Implements Resourced Action Plan.

### **The Campus Team**

A key to doing the pilot self-assessment with broad campus support is to establish a campus team with participation from multiple levels. We understand that each campus is in the best position to judge who would be included on an effective team to complete the self-assessment; however, we do strongly suggest individuals with the following campus roles be included on your team:

- Provost (and an Assistant Provost to assist Provost), Chair
- Chief Diversity Officer (if applicable)
- Graduate Dean
- Chair or Vice Chair of the University/Faculty Senate
- Dean of a STEM College
- A Senior Staff Member from Human Resources
- A Senior STEM Faculty Member
- A Recently Promoted and Tenured STEM Faculty Member
- An Underrepresented STEM Faculty Member
- Campus Liaison to INCLUDES, if the Campus Has Named One

- Leader of the Institutional Research Office

**Timeframe**

We estimate that it will take about two months to proceed through the self-assessment process up through Component 7. Some campus may move through this process more quickly.

We would greatly appreciate your campus being willing to pilot the Self-Assessment tool. We think it will be beneficial to the campus as a means of understand where your diversity and inclusion initiatives are meeting with success and as a way to identify areas where you have challenges. It will also benefit the overall INCLUDES project to have responses and advice based on your experience with the tool and process. We are asking that you complete the Follow Up Questionnaire after you have completed at least step 7 in the process.

If you are willing to implement the pilot on your campus just let me know, [amabe@aplu.org](mailto:amabe@aplu.org).