

Audit Questionnaire Step 6: Inventory of Diversity Education Programs

This dimension of the diversity audit provides the opportunity to gauge the systematic implementation and integration of diversity education programs across the institutional spectrum. Although a listing of programs offered across the university or college is a useful first step, the inventory also needs to address whether and how university leadership has articulated the importance, urgency, and focus of diversity education. From this vantage point, the audit then considers how specific offerings advance the process of diversity organizational learning.

Vision and Focus

1. Are diversity education programs informed by a common vision for diversity and inclusion?

___ Yes ___ No

2. Has the president/chancellor articulated the vision, urgency, and focus of diversity education programs in official statements?

a. ___ Yes ___ No

b. If yes, please identify the specific ways this vision has been communicated:

3. Have vice presidents and deans communicated the vision, focus, and urgency of diversity education to the areas they oversee?

a. ___ Yes ___ No ___ In some divisions and colleges

b. If yes, please identify the specific ways this vision has been communicated:

4. In what ways does the diversity officer(s) work collaboratively with academic and nonacademic areas to promote a common vision, urgency, and focus in diversity education programming?

5. What steps would help infuse the vision, urgency, and focus of diversity education more consistently across all organizational areas?

- a. _____
- b. _____
- c. _____

Diversity Education Infrastructure

1. What staffing (FTE) has been allocated for diversity professional development of faculty, administrators, staff, and students? What is the level of the staff and where is the staffing located?

- a. Responsible office _____ FTE _____ Title(s) _____
- b. Responsible office _____ FTE _____ Title(s) _____
- c. Responsible office _____ FTE _____ Title(s) _____
- d. Responsible office _____ FTE _____ Title(s) _____

2. Besides salary compensation, what is the recurring budget for diversity professional development in each of the offices designated in question 1?

Budget allocation	Office
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

Specific Types of Diversity Education

1. Is diversity education provided for the board of trustees?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
 _____ Every semester
 _____ Annually
 _____ On demand
 _____ Other

2. Is diversity education provided for academic and administrative leadership, including vice presidents and deans?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
 _____ Every semester

_____ Annually
_____ On demand
_____ Other

3. Is diversity education provided for managers and supervisors?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
- _____ Every semester
_____ Annually
_____ On demand
_____ Other

4. Is diversity education provided for faculty?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
- _____ Every semester
_____ Annually
_____ On demand
_____ Other

5. Is diversity education provided for staff?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
- _____ Every semester
_____ Annually
_____ On demand
_____ Other

6. Is diversity education provided for graduate assistants?

- a. ___ Yes ___ No
- b. How often is diversity education provided?
- _____ Every semester
_____ Annually
_____ On demand
_____ Other

7. Is diversity education provided for students?
- a. ___ Yes ___ No
- b. How often is diversity education provided?
- _____ Every semester
- _____ Annually
- _____ On demand
- _____ Other

Content of Diversity Education

1. Does the institution offer a DICP?
 ___ Yes ___ No
2. Please assess the primary themes covered in diversity organizational learning in Table 7.2. Multiple elements can occur within a single course or seminar and there may be some overlap of topical areas among different offerings. Space is provided to include other topical areas.

TABLE 7.2. Topics Covered in Diversity Education Programs

<i>Diversity-Related Policies and Processes</i>	<i>Responsible Area(s)</i>
<input type="checkbox"/> Affirmative Action/Equal Opportunity	
<input type="checkbox"/> Appointment Policies	
<input type="checkbox"/> Discrimination Complaint Process	
<input type="checkbox"/> Disciplinary/Termination Process	
<input type="checkbox"/> Diversity Policy/Statement	
<input type="checkbox"/> Ethics	
<input type="checkbox"/> Federal and State Civil Rights Laws	
<input type="checkbox"/> Preventing Discrimination	
<input type="checkbox"/> Promotion and Tenure Guidelines	
<input type="checkbox"/> Recruitment and Hiring	
<input type="checkbox"/> Search Committee Training	
<input type="checkbox"/> Sexual Harassment	
<input type="checkbox"/> Whistleblower Protections	
<input type="checkbox"/> Other	
<i>Strategic Diversity Leadership</i>	
<input type="checkbox"/> Administrative Diversity Leadership	
<input type="checkbox"/> Board Diversity Leadership	

(Continues)

TABLE 7.2. (Continued)

<i>Diversity-Related Policies and Processes</i>	<i>Responsible Area(s)</i>
<input type="checkbox"/> Collaborative/Integrative Leadership	
<input type="checkbox"/> Cultural Change	
<input type="checkbox"/> Department Chair Leadership	
<input type="checkbox"/> Executive Diversity Leadership	
<input type="checkbox"/> Other	
<i>Intergroup Relations</i>	
<input type="checkbox"/> Conflict Resolution	
<input type="checkbox"/> Community Relations and Outreach	
<input type="checkbox"/> Diversity Dialogues	
<input type="checkbox"/> Intergroup Dialogue	
<input type="checkbox"/> Gender and Sexual Orientation	
<input type="checkbox"/> Racial/Ethnic Diversity	
<input type="checkbox"/> Religious Diversity	
<input type="checkbox"/> Social Identity and Intersectionality	
<input type="checkbox"/> Other	
<i>Workplace Climate</i>	
<input type="checkbox"/> Behavioral and Organizational Barriers	
<input type="checkbox"/> Empowerment	
<input type="checkbox"/> Inclusive Communication	
<input type="checkbox"/> Overcoming Stereotypes	
<input type="checkbox"/> Respect and Civility in the Workplace	
<input type="checkbox"/> Valuing Diversity	
<input type="checkbox"/> Workplace Bullying	
<input type="checkbox"/> Other	
<i>Campus Climate</i>	
<input type="checkbox"/> Green Zone (Veterans to Civilian Life)	
<input type="checkbox"/> Safe Zone	
<input type="checkbox"/> Other	
<i>Diversity Awareness/Competencies</i>	
<input type="checkbox"/> Cultural Competence	
<input type="checkbox"/> Disability Awareness	
<input type="checkbox"/> Gender and Sexual Orientation	
<input type="checkbox"/> Implicit/Explicit Bias	

(Continues)

TABLE 7.2. (Continued)

<i>Diversity-Related Policies and Processes</i>	<i>Responsible Area(s)</i>
<input type="checkbox"/> Mentoring/Coaching	
<input type="checkbox"/> Micro Inequities, Micro Aggressions	
<input type="checkbox"/> Multiculturalism	
<input type="checkbox"/> Other	
<i>Sociohistorical Awareness</i>	
<input type="checkbox"/> Antiracism	
<input type="checkbox"/> Privilege/Oppression	
<input type="checkbox"/> Social Justice Education	
<input type="checkbox"/> Other	
<i>Pedagogy, Research, and Curriculum</i>	
<input type="checkbox"/> Facilitating Classroom Discussion	
<input type="checkbox"/> First-Generation Students	
<input type="checkbox"/> Inclusive Teaching	
<input type="checkbox"/> Infusing Diversity in the Curriculum	
<input type="checkbox"/> Research in Diversity	
<input type="checkbox"/> Other	
<i>Citizenship and International Issues</i>	
<input type="checkbox"/> Civic Engagement	
<input type="checkbox"/> Cross-Cultural Issues	
<input type="checkbox"/> Diversity and Democracy	
<input type="checkbox"/> Global Citizenship and Perspective-Taking	
<input type="checkbox"/> National Trends and Issues	
<input type="checkbox"/> Other	
<i>Diversity Assessment</i>	
<input type="checkbox"/> Accreditation	
<input type="checkbox"/> AI	
<input type="checkbox"/> Climate Surveys	
<input type="checkbox"/> Metrics, Measurement, and Evaluation	
<input type="checkbox"/> Other	

Summative Evaluation: Please provide a summative evaluation of the results of this questionnaire and concrete steps for enhancement:

Goals for enhancement:

1. _____
2. _____
3. _____