



EQUITY AND INCLUSION SELF-ASSESSMENT FOR CAMPUS CONSULTANTS

University of California, Berkeley

This Self-Assessment Worksheet supports campus-based consultants in identifying key strengths, gaps, and needs in relation to equity, inclusion, and diversity. It offers both a way to take stock of current efforts and a set of benchmarks for the design and implementation of future activities. Consultants and consulting teams are encouraged to use the pages that follow as a basis for dialogue and as a way to help identify issues of focus for their activities.

Indicators found here reflect key priorities from the UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity, and many align with other equity materials. Areas covered include: vision and leadership; workforce demographics and priorities; consulting practices; and climate.

Please note that the purpose of this tool is to spark dialogue and support goal setting; it is not intended to provide a “score” or formal evaluation of the consultants’ or consulting units’ practice. As such, some of the indicators are fairly general and/or have multiple parts, and response choices do not fall along a numbered scale – this is intentional. The “Somewhat” option has been included for use on indicators where the unit is doing some, but not all, of the listed items.

You may wish to invite multiple stakeholders to provide their perspectives on the statements below. In this way, broad input can be gathered, and key constituencies can be engaged early in the planning process.

This tool was developed at UC Berkeley by Amy Scharf and Brit Toven-Lindsey. It was adapted from the Self-Assessment Worksheet in UC Berkeley’s Strategic Planning Toolkit for Equity, Inclusion and Diversity in Academic Units.

How to Use the Worksheet

For each statement, circle the response that best reflects your own perspective on how your department, program or unit is doing. Then, using the bottom of the page, jot down any comments, ideas or questions related to the department’s work in the area noted. Consulting teams often find it helpful to begin with members completing the worksheet alone, and then comparing and discussing answers together.

VISION AND LEADERSHIP

Circle your response:

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

- | | | | | | |
|--|---|---|---|----|-----|
| 1. Our department, program or unit is actively committed to issues of equity, inclusion, and diversity. | Y | N | S | DK | N/A |
| 2. Our mission includes helping to increase access, representation and success for diverse and underrepresented populations. | Y | N | S | DK | N/A |
| 3. Leaders within our unit help set the tone for creating an engaging and inclusive environment for all groups – both internally and for our consulting clients. | Y | N | S | DK | N/A |
| 4. Our equity and inclusion values are reflected in internal and external communications, such as program and service descriptions, outreach materials, and our website. | Y | N | S | DK | N/A |
| 5. Our strategy on equity, inclusion, and diversity contributes to specific accomplishments and to the organization's overall success in observable and measurable ways. | Y | N | S | DK | N/A |

Comments:

WORKFORCE DEMOGRAPHICS AND PRIORITIES

Circle your response:

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

- | | | | | | |
|---|---|---|---|----|-----|
| 1. Our department, program or unit actively values and seeks to hire a diverse staff and consultant team. | Y | N | S | DK | N/A |
| 2. Hiring and advancement processes employ best practices in the area of equity, inclusion, and diversity, 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, program or unit. | Y | N | S | DK | N/A |
| 4. All staff and consultants have support to continue their professional growth and career advancement. | Y | N | S | DK | N/A |
| 5. Department 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 |

Comments:

CONSULTING PRACTICES

Circle your response:

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

1. Our consulting efforts actively seek to reach individuals and groups (e.g., faculty, researchers, students) who represent the diversity of personal backgrounds and identities, academic disciplines, and professional/academic roles and titles of our campus community.	Y	N	S	DK	N/A
2. Our actual client demographics reflect the diversity of those we are seeking to serve.	Y	N	S	DK	N/A
3. Our consultants provide services and resources that support the needs of underrepresented and marginalized identity groups.	Y	N	S	DK	N/A
4. Our department, unit or program collects feedback, metrics, and other data to better understand which groups we are (and are not) serving, and how well we are meeting the needs of diverse constituencies.	Y	N	S	DK	N/A
5. Our consulting services, resources and events are financially accessible to all individuals and groups we serve.	Y	N	S	DK	N/A
6. Our consulting services, resources and events are physically accessible to participants with disabilities (e.g., websites, presentations, meetings, physical spaces, etc.).	Y	N	S	DK	N/A
7. Our consulting services are designed to be accessible and relevant for individuals with varying levels of prior knowledge, skills and experience.	Y	N	S	DK	N/A
8. Clients with diverse backgrounds and identities feel welcomed and see themselves reflected in the physical spaces, presentation materials, online resources, and "best practice" examples shared by our consultants and our department or unit.	Y	N	S	DK	N/A
9. Our consulting practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
10. The content we provide to our clients is created with an eye toward diversity, equity and inclusion.	Y	N	S	DK	N/A
11. All of our interactions with clients are centered on understanding their needs, respecting their diverse talents and skills, and empowering them with new tools and opportunities to advance their work.	Y	N	S	DK	N/A

Comments:

WORKPLACE CLIMATE

Circle your response:

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

- | | | | | | |
|---|---|---|---|----|-----|
| 1. Within our department, visible images and materials are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the unit's equity efforts. | Y | N | S | DK | N/A |
| 2. There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of our department. | Y | N | S | DK | N/A |
| 3. If issues of insensitivity, exclusion, disrespect or harassment arise within our unit or in our consulting efforts, they are addressed directly and in a timely fashion. | Y | N | S | DK | N/A |
| 4. Our department or unit 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 |
| 5. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves within our unit and in their interactions with our consulting team. | Y | N | S | DK | N/A |

Comments: