

Academic Department Inclusive Environment Inventory

Use the Academic Department Inclusive Environment Inventory to evaluate your unit. We recommend that each member of the unit completes the inventory to prompt discussion and engagement in the development of action steps. The inventory takes about 15 minutes to complete. It is comprised of nine sections, each of which includes bolded prompts to draw attention to key concepts. Under each bolded prompt are sub-questions.

Step 1: Complete the inventory on your own. To start, read each question and check *yes* or *no*. If you can check *yes*, but you believe there is need for improvement, check *no*. If an item does not apply to your unit, cross it out or skip it. You may use the blank spaces to add additional items. Items shaded gray are written in reverse.

Step 2: When you are finished, select four to six items that you perceive to be a priority for your unit. In the *Priority* column, put an “x” by each of those items.

Step 3: After everyone has completed the inventory, share and discuss your selections. Then, collectively choose priority items to implement. To get started, we recommend selecting a few items that are easier to implement and one or two more difficult or systemic items. Finally, write out action plans with timelines and get started on implementation. Please contact us if you are interested in action plan templates.

Section 1: Searches & Hiring

Search processes are integral to UWMs goal to having a more diverse workforce. Casting a wide net can help reach more potential applicants. Clear goals and intentional strategies to reduce implicit biases can help us hire employees who bring new ideas, methods, and perspectives. Furthermore, standardization and transparency can foster a positive climate for current and prospective employees. Furthermore, we can be proactive with intentional efforts to diversify the pipeline for years to come.

	Yes	No	Priority
Does the unit foster inclusion and fairness in the hiring practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do all positions undergo a search process (i.e., no direct appointments)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When possible, are current employees offered the chance to move laterally before searches are launched?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are search committees diverse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are students included on search committees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the hiring authority give the committee a <i>charge</i> with clearly state diversity goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are positions posted in several locations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do position descriptions include a statement about our commitment to diversity, equity, and inclusions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees share positions with their professional networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are positions shared with alum to share with their professional networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do department chairs/colleagues shoulder tap people who may be qualified but who may not think to apply?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are applicants masked during the screening phases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are interview questions standardized and reviewed for clarity and subtle biases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are candidates directly asked to share an example of their efforts to foster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

inclusion, engage with students of underrepresented identities and backgrounds, and/or work in diverse groups?			
Do search committees use scoring rubrics to support consistency in evaluations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit engage in efforts to foster smooth transitions for new employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit partner with other units to coordinate cluster hires?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do search committees designate one person to answer candidates' questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are search committee members called on to welcome chosen candidates to UWM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a new employee mentorship program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit engage in intentional efforts to diversify the academic pipeline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a formal mentorship program for graduate students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit engage in intentional efforts to shoulder tap undergraduates of underrepresented identities to participant in undergraduate research, publication opportunities, performance opportunities, academic competitions, and opportunities to present at conferences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit foster relationships with Historically Black Colleges and Universities, Tribal Universities, and Hispanic Serving Institutions to recruit rising scholars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Onboarding

The culture and climate of the university, and more importantly the unit, can impact employee engagement and retention. Transitions are particularly important because employees are immersed into the culture for the first time and first impressions can linger for a long time. Further, transitions in general can be difficult. A strong onboarding experience can help new employees feel welcome and set up for success. A positive transition experience can be especially important for employees who see or suspect that their identities are underrepresented. We can all play an active role in setting up new employee for success.

	Yes	No	Priority
Prior to a new employee's first day of employment:			
Does a designated employee or supervisor reach out to assist in their transition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is information provided about the community (childcare, K-12 schools, places to live, health resources, community organizations, local events, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is information provided about UWM (parking & transportation, benefits, workspace location, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the first day:			
Is their workspace clean and organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do they have all needed equipment and supplies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are they welcomed by current employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do they have a meeting with their supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lines of communication set up (calendar sharing, listservs, phone numbers, emails, team chats, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are they shown the basics (restrooms, refrigerator/break room, mailbox, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are they provided employee policies, expectations, work rules, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are new employees given a campus tour? Does it include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Places to eat and/or get coffee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic spaces (Library, Center for Teaching and Learning, Classroom Support, IT Help Desk, Graduate School, Lubar Entrepreneurship Center, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places where student gather?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places where employees gather?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are employees provided information to how to get involved? Does it include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared governance & committees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' Experiential learning (advising student organizations, undergraduate research opportunities, volunteer opportunities, <i>Furrow</i> literary journal, Zelazo Center for performing arts, UWM Union Art Gallery, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UWM Events & Traditions (Student Welcome, athletics, Panther Prowl 5K, Milwaukee & LGBT Film Festivals, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Relationships and Connections

All employees can benefit from strong university connections and relationships. In particular, employees of underrepresented identities may benefit from opportunities to engage with others who share similar backgrounds. Mentoring relationships can be particularly impactful. Units can actively facilitate formal and informal opportunities for mentoring, networking, and collaboration. Additionally, units can be purposeful about engaging in activities and developing habits that foster inclusion.

	Yes	No	Priority
Does the unit have regular department meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have regular meetings with department chairs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have informal spaces to gather and collaborate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have a physical space (e.g., breakroom or lunchroom)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit use a Teams group or group chat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have a shared departmental calendar to foster connections and engagement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have regular social events to help employees build connections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are social events varied to appeal to a wide range of interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are efforts made to intentionally invite everyone in the unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees talk to and build connections with other employees in the unit, including:			
Administrators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student services staff (e.g., academic advisors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative assistants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School/college support staff (e.g., information technology, human resources, business representatives, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building support staff (e.g., custodians, grounds & maintenance staff, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are appropriate titles for all employees known and used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your unit engage in passive ways to help employees build connections, including:			
Posting names and titles to make it easier to acknowledge employees (etc., physical directory, online directory, office placards, on mailboxes, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing all employees name badges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using name badges or name tags used during large social gatherings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging pronoun use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a space for pronouns on business cards, name placards, name badges, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including braille on business cards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Culture

A healthy culture and climate fosters openness, inclusion, trustworthiness, collaboration, sharing of feedback, and continuous improvement. Unit leaders can facilitate progress by leading by example, formalizing processes, and creating spaces for employees to share, learn, and contribute. Units can foster a culture and climate that prioritizes diversity, equity, and inclusion. Proactive, visible, and meaningful efforts toward diversity, equity, and inclusion can contribute to a positive culture and climate for all employees.

	Yes	No	Priority
Does the unit have clear goals related to diversity, equity, and Inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are they shared widely and known among employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit foster a culture that values diversity, equity, and inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees actively engage in discussions about diversity, equity, and inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees become quiet or avoid engagement in activities that focus on equity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees listen when their colleagues bring up issues related to equity and inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees of historically underrepresented identities have the space to speak about diversity, but not the <i>expectation</i> to teach others or lead efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit intentionally seek to engage a variety of voices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are strategies used to hear ideas and seek feedback from all unit employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are efforts made to consider groups not represented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are meetings facilitated so that those who are quieter are given space to share and those who are more talkative are given space to listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have expectations, whether formal or informal, that help foster engagement among employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have expectations for employees to attend department, school/college, and university-wide events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have expectations for engagement (e.g., no checking email or doing other tasks during meetings and events)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit recognize employees formally and informally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have departmental awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit coordinate submissions to the provost's weekly update?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit collaborate with University Relations to share stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a process that allows faculty to be able to teach a variety of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i.e., a process that is not solely seniority-based)?			
Are workload policies regularly and systematically reviewed to ensure alignment with the unit's values and goals? Do efforts include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement with students (e.g., advising student orgs, engagement with learning communities, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement in service to the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement in service to UWM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: Addressing Concerns

Several variables can prevent employees from providing feedback, reporting concerns, or seeking help. Employees may question their own behavior, feel like they won't be heard, feel that nothing will happen, fear retaliation, or fear harm to their reputation. Furthermore, when concerns fester, they can become all-consuming, lead to isolation, and impact performance. To counter this, units can have processes in place to ensure fair and prompt response to concerns. Furthermore, unit leaders can share information and resources, seek feedback, and demonstrate that they can appropriately respond to feedback and concerns.

	Yes	No	Priority
Do supervisors and administrators actively seek feedback from employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are supervisors and chairs receptive to critical feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is problematic behavior ignored or avoided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a culture where confidentiality and privacy are upheld?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a reputation for appropriately handling issues and conflicts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are concerns handled expeditiously?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a formal process for reporting concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees know about the process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the process easy for employees to navigate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the process followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there an informal option for reporting concerns when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is open dialogue encouraged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it foster understanding of multiple perspectives on areas of common interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it attempt to repair harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees know why and how to contact:			
The Ombud's Council?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The employee assistance program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Title IX Office?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity and Diversity Services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Dean of Students Office?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The UWM Police Department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees know how to submit anonymous concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Professional and Leadership Development

Professional development and leadership development may help employees enhance their skills, build new relationships, feel support from colleagues, and feel like they are a part of a positive campus culture and climate. In particular, employees who were the first (or one of only a few) in their families to attend or work at a university may not have supportive systems that can help them navigate their career paths. Units can foster their professional and leadership development. Furthermore, units benefit from these efforts by having an internal pipeline of up-and-coming scholars and leaders.

	Yes	No	Priority
Does your unit actively support employees' professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do supervisors/department chairs regularly and proactively discuss with employees' their career goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have a formalized mentorship program to guide employees who seek promotion, tenure, and/or administrative positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer regular opportunities for employees to share their research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit engage in efforts to introduce employees to new topics, inspire creativity, and foster innovation (e.g., regularly invite guests to share research, engage in seminars, colloquia, conferences, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit coordinate or encourage participation in research communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit coordinate or encourage participation in writing communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit pool resource with other units to engage in collaborative research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit provide support for formal training, such as grant writing, research practices, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit annually review the topics of workshops, colloquia, and invited guests to ensure diversity and inclusivity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit support all employees service to the UWM community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do all employees have opportunities to serve in a variety of opportunities or committees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have rotations for common service roles (e.g., dept. chair, graduate director)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are employees' service commitments mapped out on a spreadsheet to foster transparency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit evaluate the distribution of service roles to counter potential implicit biases (e.g., men are more often selected for x roles)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your unit intentional about shoulder tapping employees who may not have considered leadership roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit regularly engage in diversity, equity, and inclusion trainings? Specifically:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-racism training (doing "self-work" by examining implicit biases, structural biases, & white supremacy)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microaggressions/belonging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotype threat (internalization of stereotypes about ones' own identities)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Destigmatizing mental health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabilities & accommodations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender biases, masculinity, femininity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive interviewing & hiring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allyship & bystander training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural communication, behaviors, and customs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: Metrics & Data

Though we may strive to be equitable and inclusive, we still have gaps in outcomes based on identities and circumstances. Thus, we must continue to make improvements to ensure we serve all employees and students well. Furthermore, the university exists within a societal context that is constantly shifting with changing demographics, generational behaviors, community and global challenges, industries, technology, and so on. As such, employees and students have evolving needs and expectations. By actively seeking information, we can evolve and serve constituents well.

	Yes	No	Priority
Does your unit regularly conduct equity audits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit conduct an analysis of compensation by identities (e.g., race, ethnicity, gender) and years of experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit collect data on identities (e.g., race, ethnicity, gender) by position title or classification (assist., assoc., full professor) and annually compare data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have goals for more diverse representation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have targets for diverse representation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your unit set timelines for when targets will be met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the entire unit know what the targets are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit regularly and transparently collect feedback about the climate within unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit have process to share results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit use climate data to develop action plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit update employees with implementation progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 8: Information Sharing

Universities have many specialized and decentralized operations which can be difficult for employees to navigate. As such, employees may miss out on opportunities, make costly mistakes, or experience delay advancement or research progress. Units can work to ensure employees have key information that can aid in their success.

	Yes	No	Priority
Is information available and easy to find on how to access resources, including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional development funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching resources and materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit have a handbook? Does the handbook include information about:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations of employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roles and responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic processes (e.g., calling in sick, reporting maintenance issues, building door lock times, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact information of unit employees and key UWM offices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion and advancement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary increases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sabbaticals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding requests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Space assignments (office, lab, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and research assistantships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical leave?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links to additional campus policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the handbook periodically updated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have opportunities to provide feedback and suggest additional content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 9: Student-Centered Practices

Academic departments are also encouraged to complete the [Unit-Level Inclusive Environment Inventory](https://uwm.edu/deanofstudents/inclusive-environment-initiative/) that focuses on fostering an inclusive environment for students. This inventory is available at <https://uwm.edu/deanofstudents/inclusive-environment-initiative/>. In addition to the items listed on this inventory, the following items are specific to academic units.

Students who enter universities feeling as though they do not belong can gain a sense of belonging through authentic relationships with employees who have high expectations and offer affirming messages. Instructors are particularly impactful on students' sense of belonging. Thus, it is critical to examine how employees engage students. Furthermore, students are expected to navigate complex and often unfamiliar systems. Time spent learning how to navigate systems can take away from studying or engagement in learning. Students who have competing responsibilities and limited resources may struggle to access resources. Units can support students with information and flexibility.

	Yes	No	Priority
Do employees intentionally engage students outside of the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit host an orientation for new students and socials for all students in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do faculty advise career focused student organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do faculty host lectures, career path discussions, socials, or study sessions in residence hall living and learning communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do employees regularly attend campus events for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are employees familiar with campus resources that support students' academic success? (e.g., Student Success Center, library, computer labs, career center, counseling center, accessibility resource center, food pantry, financial aid, emergency grants, incident reporting, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have contact information and office locations for each resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have employees visited the resources to help students better navigate them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training offered for TAs and instructional employees on the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive teaching practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are academic maps utilized to help students plan courses to graduate on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are academic maps reviewed and updated periodically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit run simulations of several student academic plans that go off track (e.g., commonly failed courses, withdrawal from a semester, etc.) to examine impact on degree progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are courses strategically offered to minimize potential delays in degree progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are courses always offered in accordance with the academic maps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If not, are there courses substitutions made available to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit periodically and systematically review major cohorts' progress toward degree to identify points at which students commonly stumble?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do advisors use this information to help students sequence their courses to minimize impacts of potential pitfalls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are courses periodically and systematically reviewed for percentages of D, F, and W grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are high D, F, W, courses targeted for additional academic resources (e.g., tutoring, supplemental instruction, coordinated study groups, emphasis on office hours, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are high D, F, W, courses reviewed for structural modifications (e.g., class size, curricular changes, instructor support, prerequisite review, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is engagement and outcome data disaggregated by race, gender, age, transfer status, international status, and other identifying characteristics to identify potential gaps or areas for additional attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer students opportunities that have financial and academic benefits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer employment opportunities to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer internships and/or course credit for engaging in career related projects or work experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit work with campus partners to promote internship and project opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the unit fund paid undergraduate research opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>