

Inclusive Environment Inventory

Use the Inclusive Environment Inventory to evaluate your unit. The inventory is comprised of 10 sections, and it takes about 15 minutes to complete in full.

Step 1: As a group, briefly discuss your ideas on how to advance equity within your unit. Then, briefly review the sections of the inventory and identify which sections most closely align with your groups' ideas. Your group may choose to focus on a few sections or complete all sections.

Step 2: Each member of the team should complete the inventory individually:

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. Use the blank spaces to add additional items. Items shaded gray are written in reverse.

As you respond to each question, consider whether you believe that it should be a priority for you unit. In the *Priority* column, put an "x" by each of those items.

After you have finished the inventory, review the items you identified as priorities. Narrow your priority selections to three (3) or four (4) items.

Step 3: After everyone has completed the inventory, share, and discuss your selections. Then, collectively choose priority items to implement. To help your unit identify action items that both have the greatest impact and are feasible to implement, have each of the team members plot their selections on the Feasibility/Impact Worksheet and discuss the placements. We recommend that your unit collectively agree to a few items action items that are easier to implement and one or two action items that are likely to have significant impact but may be less feasible to implement.

Step 4: Create implementation plans with timelines for each item. Use the Implementation Plan Template for guidance.

Step 5: Share your plans with stakeholders. This not only increases transparency, but it also creates opportunities for collaboration, synergy, and accountability.

Step 6: Get started on the implementation.

ITEMS RELATED TO THE UNIT'S ENGAGEMENT WITH THE CAMPUS COMMUNITY

Section 1: Data-Informed Strategies

Data can help us identify where to begin our work. To advance equity and maximize resources, we can target efforts toward groups/areas where there are gaps in participation and outcomes. Such efforts often increase engagement and outcomes for non-targeted groups as well. Furthermore, data can be used to inform our practice and evaluate whether our efforts are effective.

	Yes	No	Priority
Does your unit use data to examine participation? Is data broken down by participants':	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School/college or program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race, gender, national origin, age, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Years of teaching, job title, course format (e.g., online), campus (e.g., Waukesha)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit develop strategies to engage instructor groups who do not use your unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit use data to target instructional support in areas of known inequities? For example,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses associated with D, F, and W's?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses/programs associated with achievement gaps? Specifically, based on:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race/ethnicity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income/social class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International status?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender identity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other identities or statuses? (e.g., parental, veteran, live on/off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intersectional identities? (e.g., race and class, race, and gender identity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit use UWM data (e.g., NSSE, exit surveys, etc.) to inform practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit use data to evaluate effectiveness of your services? For example,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit give pre/post-assessments to participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit disaggregate participant data by demographics, academic program, etc. to identify implicit biases or blind spots?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit seek feedback from participants of diverse backgrounds and experiences to inform practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit examine participants' course outcomes (student grades) before and after their engagement with your unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Supporting Colleagues

We all have a responsibility to foster a campus culture and climate that is supportive and collaborative. To do this, we make efforts to engage colleagues from other units. We anticipate barriers and challenges our colleagues may experience and we respond in ways to help overcome barriers. We celebrate successes and lead our colleagues and our campus in areas where we have expertise.

	Yes	No	Priority
Do staff in your unit foster connections with colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff know who to contact for help with equity topics outside the scope of your unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff strategically build relationships and partnerships with colleagues to advance equity goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit go where employees are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer programs/services in different spaces on campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer virtual programs and services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit proactively reach out to employees and targeted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit promote resources strategically, timely, and often to promote equity and engagement and to reach employees when they are receptive and available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit recognize employees who utilize your resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are certificates provided upon completion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are semi-annual notifications provided to deans and division heads?	<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: Engaging with Students

For students to see the university as a home, employees must do so as well. Regardless of our roles, we all can foster a campus culture and climate that is invigorating for all students and is committed to their success. We can be engaged in the entire student experience. We also can make sure we know how to navigate the basic operations and resources to assist students and our colleagues in helping students navigate the institution.

	Yes	No	Priority
Do employees intentionally engage students outside of their office or classroom?	<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"/>
At campus events, do staff strive to foster a sense of belonging? For example,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff engage with students they don't know?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff scan and engage with students who seem alone or lost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff facilitate connections between students?	<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"/>
Is your unit familiar with campus resources that support students' academic success? (e.g., Student Success Center, library, computer labs, career center, counseling center,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

accessibility resource center, food pantry, financial aid, emergency grants, incident reporting, etc.)			
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 employees and students better navigate them?	<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: Promoting Inclusive Teaching Practices

Students who feel 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. Additionally, students are expected to navigate complex and often unfamiliar systems in college. Time spent learning how to navigate systems can take away from studying. Students who have competing responsibilities and limited resources may struggle to access resources. Units can support students with information, flexibility, and care. Thus, it is critical to advance practices that support equity in the classroom.

	Yes	No	Priority
When leading trainings and events, do staff model inclusive practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff state their pronouns and explain why they share pronouns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff acknowledge the land and explain why they acknowledge the land?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff use closed captions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff follow universal design principles when presenting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts not only focus on fostering equity, but also on:			
Strategies for instructors to respond to hate, biases, and microaggressions expressed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for instructors to respond to hate, biases, and microaggressions directed at them while teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to help instructors respond when they use a microaggression and realize they've caused harm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit prompt instructors to understand students' experiences in college? Specifically:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences between learning experiences in high school versus college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How first-generation students may not have a social network to help them understand how college works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cost of attendance compared to what students reasonably can afford to pay with student loans and part-time employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation challenges (e.g., bus routes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges for specific groups of students (e.g., parents, foster youth, veterans, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic needs challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are equity principals embedded in all resources and training materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage instructors to have course policies that promote equity? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance of missed or late work for emergencies beyond a student's control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading strategies that assess desired course learning outcomes (as opposed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

technology skills, timeliness, speed, grammar, or good fortune of not have an emergency during the semester)?			
Have policies been reviewed for inherent structural biases? (i.e., though applied consistently, some student groups benefit more than others) (e.g., <i>reducing points for students who come to class late and not allowing exceptions; student relies on bus for transportation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are policies framed with the assumption that most students have good intentions? (e.g., “no late work” versus “contact me in advance if you have an exceptional circumstance”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are consequences proportionate to behaviors? (e.g., if students are one day late, what will happen?).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are policies on exceptions explained to students (to prevent students from not seeking help because they assume there are no exceptions)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that support students who are struggling? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posting hotline information in both highly utilized and discrete locations where students can snap photos and access help? (e.g., suicide, sexual assault, food assistance, housing assistance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactively identifying and reaching out to students who may be absent, struggling, or experiencing trauma? (e.g., change in behavior, decline in performance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing feedback/grades early in the semester and throughout the semester?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using alerts in Navigate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting elevated concerns to the Dean of Students Office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that foster sense of belonging? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having clean and inviting physical spaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using self-disclosure and personal narratives to destigmatize challenges and increase sense of belonging (without glorifying risky behaviors).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honoring privacy and trust (e.g., do not vent about students in front of other students)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that support students who have few financial means? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using free or low-cost course materials such as open-sourced texts, library reserves, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting a technology survey to identify students without laptops or Wi-Fi and refer them to the UWM Laptop and Wi-Fi hotspot loan programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing lessons, curriculum, and/or co-curricular experiences that are meaningful to students from low-income backgrounds (e.g., service, social causes, career interests)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each semester, informing students of the 100% and 50% refund periods for dropped courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that support first-generation students? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling out acronyms and avoiding, defining, or explaining jargon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Canvas for all courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing how and why students should contact you and when they should expect a response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining what they should do if they need to miss a course or come to class late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining what office hours are and why students use them? (Time set aside to assist students, answer questions about careers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Framing advice to students with personal experiences? (e.g., When I was studying for this, I found tutoring to really helped me...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowing basic information about:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchasing texts and course materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility & accommodations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer labs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies on exams, absences, incompletes, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add/drop/withdrawal deadlines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition refund deadlines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid and applying for scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking and transportation options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that support students who manage several responsibilities? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having routine assignment deadlines (i.e., weekly assignments due on Wednesdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breaking up large assignments into smaller parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing with students your communication plan if a course must be cancelled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If classes are cancelled, informing students well in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering office hours by appointment for students who are busy during regular ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that reduce disparities based on identity? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigning roles in group projects (being mindful of assigning gendered roles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counting to 5 before calling on students to speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priming students for desired engagement (Inform students that you seek different voices and diverse perspectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selectively calling on students so a few students do not dominate discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reducing stereotype threats by informing students that there is no inherent bias in the course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that supplement student learning? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introducing supplemental self-directed learning tools (e.g., videos, free or low-cost resources on foundational class concepts, lectures on canvas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting and explain supplemental instruction, study sessions, tutoring, and writing assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Normalizing asking for help (i.e., all students, especially high achieving students access tutoring, writing center, office hours, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students how to use the library and/or organize workshop during class time with a librarian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing information about the Accessibility Resource Center with examples of when and how students might use it. Specifically, address invisible disabilities (mental health, learning, and cognitive disabilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that foster peer support? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having students post video introductions for asynchronous courses or engage in interactive introductions in in-person or synchronous courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating small group discussions, assignments, or projects into the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicitly recommend students to form study groups and provide a few minutes during class for students to form study groups and exchange contact information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting student organizations and co-curricular opportunities that align with the course, major, or career path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging students in creating ground rules that promote vulnerability and openness in discussions. Also, ask students to share what they are apprehensive/nervous about to foster respect and compassion among classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that foster genuine enthusiasm? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drawing on students lived experiences and personal knowledge in lessons and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing lessons on real world examples and projects on tackling real world problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating experiential opportunities for learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing practical examples for complex concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do efforts encourage practices that inspire motivation? For example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having high expectations with the expressed belief that the student can meet expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing brief personalized and timely feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoulder tapping students to lead (e.g., leading discussions or lessons, presenting, engaging in research, applying for awards, submitting articles for publication, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentionally recognizing students' performance, improvement, and effort.	<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: Physical Spaces, Communications, and Cues

Sense of belonging can be influenced by physical spaces and cues. To foster an inclusive campus where all students and employees see UWM as home, we must examine whether our spaces are inclusive, welcoming, and conducive to learning. We must be mindful to create spaces that do not prioritize one culture, identity, or background over another. Omissions can send just as powerful of message as signs of inclusion. We must be intentional in considering who we are excluding, whether intentional or not. Even spaces that primarily focus on an identity must ensure to consider multiple and intersectional identities. Furthermore, we can reinforce our commitment to students and our colleagues by having clean spaces where people feel that they matter. We can also ensure that all spaces are accessible and inviting.

	Yes	No	Priority
Does your space use stickers or decals to designate inclusive and supportive spaces? (e.g., safe space, human rights, dreamers, TIX trained)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your space have art or photos that reflect a multicultural community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your units' meeting spaces include land acknowledgment placards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your space convey openness to all religious backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your space refrain from decorations associated with one religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your space convey people are welcome? (e.g., open doors, spaces for people to sit, clean, uncluttered, with no broken furniture).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are resources, webpages, and communications inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do publications use inclusive pronouns? (e.g., they instead of he/she)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are your physical resources accessible? (e.g., braille, large text size, usage of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and graphics, etc.)			
Are your web-based resources accessible? (e.g., video captions, alt text for pictures, works with older web browsers, can be translated to different languages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit website display contact information (i.e., phone number, email, physical location) on the main page and in obvious places?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit website include staff names with:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bios?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronouns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas of interest and expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your unit webpage easy to navigate? (i.e., information not buried)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you sought feedback from instructors on the functionality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your unit website easy to find?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do key units' websites link to your unit's website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your unit easily searchable on the institution's website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your unit easily searchable on web browsers? (i.e., Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will searches of key words and phrases bring up your unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are pronouns included on:			
Business cards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name tags?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email signature lines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do business cards include braille?	<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"/>

ITEMS FOCUSED ON UNIT'S INTERNAL OPERATIONS

Section 6: 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does a designated employee or supervisor reach out to assist in their transition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is information about the community provided (e.g., 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 about UWM provided (e.g., parking & transportation, benefits, workspace location, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the first day:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 on 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 (e.g., 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 (e.g., 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 7: Unit Culture & Climate

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"/>
Are goals and progress toward achieving goals shared widely with stakeholders?	<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 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 gather 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 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"/>
	<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: Relationships and Connections

All employees can benefit from strong university connections and relationships. 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 unit leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative assistants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School/college/divisional 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 9: 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 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 team members actively seek feedback from others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are team members receptive to receiving 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 when and how to contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 10: Professional Development

We must continue to make improvements to achieve equitable outcomes. 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.

Professional development may also 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. Furthermore, units benefit from such efforts with an internal pipeline of up-and-coming leaders.

	Yes	No	Priority
Does your unit regularly engage in professional development opportunities (e.g., national organizations, conferences, trainings, publications) about student learning and equity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit actively support employees' professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do supervisors 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 advanced opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your unit offer regular opportunities for employees to share their new ideas, practices, or 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 their efforts, engage in seminars, colloquia, conferences, 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 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"/>
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"/>