

Assignment Instructions

Dear HERS Participant,

This assignment is meant to capture information about access, diversity, equity, and inclusion on your campus. HERS faculty will review this information to learn more about what's happening on your campus.

There are 8 questions with many parts. These questions ask you to rate or provide your perceptions of your campus. You will also need to collect faculty, staff, and student demographic information. We know that some of you will find that your campus does not collect some of the data we ask you about. We include these questions for your awareness. If this demographic information is important to your leadership project or your campus leadership, you will know that this data is unavailable after this assignment. Campuses often make decisions based upon data and information they have. Consider how necessary this demographic information is to you and your work.

Contact Ray (raymonda.burgman@du.edu) or Christy-Dale (christy-dale.sims@du.edu) if you have any questions.

Select "Next" to continue with the assignment.

Contact Information

* 1. Please complete the information below.

Last Name, First Name

Campus/Organization

* 2. Which Institute are you attending?

- Bryn Mawr
- Denver
- Wellesley

Inclusive Excellence Campus Demographics Questionnaire

Campus Policies, Documents, and Initiatives

3. The University of Denver defines inclusive excellence as "the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents."

The original definition is available in *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions* (2005) by Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon. To access the report, https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf. For more recent AAC&U inclusive excellence work, see <https://www.aacu.org/making-excellence-inclusive>.

If you're interested in a definition for social justice, take a look at the following professional competency rubrics, <http://www.myacpa.org/sites/default/files/ACPA%20NASPA%20Professional%20Competency%20Rubrics%20Full.pdf>.

Please answer the following pertaining to your campus.

	Yes	No	I'm uncertain.
Inclusive excellence, as I understand it, is mentioned in the campus mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus has policies in the faculty, staff, and student handbooks related to inclusive excellence. These policies pertain to attracting, retaining, and developing faculty, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus has practices (workshops, training, etc.) related to inclusive excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus has clearly articulated goals and initiatives related to inclusive excellence in our accreditation and or strategic planning documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus is a member of a consortium or consortial partnership which brings together faculty, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	I'm uncertain.
My campus requests gender identity information from faculty, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus has a staff advisory council or equivalent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board of Trustees or equivalent on my campus is at least 50% female.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Demographics

* 4. I believe my campus is:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Agree	Strongly Agree
Diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. My campus is located in:

* 6. My campus has the following religious affiliation (current or historical):

7. Please tell us about your campus demographics or percentage of representation. If information is not available or your campus does not record, use N/A to respond. Unless otherwise stated, the information requested pertains to your entire campus. We are using information from Cornell University's Diversity Dashboards (<http://irp.dpb.cornell.edu/university-factbook/diversity>) as categories or identifiers. When gathering information, please ask how your campus defines underrepresented minority for your reference and small group conversations during the Institute.

	Student Enrollment	Student Graduation Rates
Male, Undergraduate	<input type="text"/>	<input type="text"/>
Female, Undergraduate	<input type="text"/>	<input type="text"/>
Transgender/Gender-Variant, Undergraduate	<input type="text"/>	<input type="text"/>
Male, Graduate and Professional	<input type="text"/>	<input type="text"/>
Female, Graduate and Professional	<input type="text"/>	<input type="text"/>
Transgender/Gender-Variant, Graduate and Professional	<input type="text"/>	<input type="text"/>
Underrepresented Minority (US)/Students of Color	<input type="text"/>	<input type="text"/>
International	<input type="text"/>	<input type="text"/>
First-Generation Students	<input type="text"/>	<input type="text"/>
Student-Athletes	<input type="text"/>	<input type="text"/>
Female, STEM majors	<input type="text"/>	<input type="text"/>
Pell-Grant Recipient	<input type="text"/>	<input type="text"/>

8. Please tell us about your campus demographics or percentage of representation. If information is not available or your campus does not record, use N/A to respond. Unless otherwise stated, the information requested pertains to your entire campus. We are using information from Cornell University's Diversity Dashboards (<http://irp.dpb.cornell.edu/university-factbook/diversity>) as categories or identifiers. When gathering information, please ask how your campus defines underrepresented minority for your reference and small group conversations during the Institute.

	Faculty-Ranked Professors	Other Academic Employees, Postdocs	Staff
Male, All	<input type="text"/>	<input type="text"/>	<input type="text"/>
Female, All	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transgender/Gender-Variant	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underrepresented Minority (US)	<input type="text"/>	<input type="text"/>	<input type="text"/>
International	<input type="text"/>	<input type="text"/>	<input type="text"/>
Female, STEM	<input type="text"/>	<input type="text"/>	<input type="text"/>