



Awareness & Readiness for Engagement Audit (AREA) Instrument for Transformation

Instrument Experience

Respondents answer a series of Likert-Scale questions about their perceptions of processes, structure, and behaviors associated with the client's workplace. Each response will be recorded under a specific sub-category within one of the Coop Di Leu Institutional Pillars for Transformation™ (IPT), resulting in a letter-grade score.

Scoring

Responses within each IPT's sub-categories represent coded values ranging from five (5) to one (1). The total score of each sub-category is determined. Afterward, a calculated mean score is derived. An overall category average indicates the "grade" earned for each IPT category.

Example:

A = 5

B = 4

C = 3

D = 2

F = 1

***Grades are rounded to the nearest whole number (.5 and above)**

Categories for Representational Diversity	Category Sub-scores	Average of Sub-scores	Overall Category Average
Attraction	2 – 4 – 1	2.3	2.9
Recruitment	5 – 3 – 2	3.3	
Onboarding	5 – 3 – 3	3.6	
Retention	2 – 3 – 5	3.3	
Promotion	1 – 2 – 2	1.6	
Pipeline Development	3 – 5 – 2	3.3	
			Grade = C*

Awareness & Readiness for Engagement Audit (AREA)

Rank the following statements from one to five per the following legend:

- 5 = Very Often or "Always and intentionally."
- 4 = Often or "Intentional and occurring in many (7 out of 10) instances."
- 3 = Sometimes or "In place but only occurring in a few instances."
- 2 = Rarely or "Spoken about but only used if prompted"
- 1 = Never or "Not considered yet at this institution."

Institutional/unit Leadership & Commitment (ILC)

Categories:

- Mission significance
- Expectations for behaviors
- Resource Investment
- Diversity-related innovations
- Public communications

Sample Questions:

- Does your institution rank the severity of behaviors in contrast to its values and expectations about diversity?
- Is the performance of all senior-level academic and administrative leaders audited for diversity-related advancements annually?
- Is there a diversity fundraising goal in the institution's/unit's capital campaign?
- Are rewards for performance systemically tied to innovation in diversity paradigms, i.e., pedagogy, program design, fiscal equity, behavioral intervention, policy redress, field experiences, metric achievement, and accountability?
- Does the institution/unit intentionally replace historical statues and symbols of racism with diverse historical and contemporary figures and symbols?

Institutional Curricular & Co-Curricular Transformation (ICT)

Categories:

- Integrated Transformation
- Diversity-related Scholarship
- Co-curricular Activity
- Administrative Diversity Activity
- Programmatic Development
- Faculty Diversity Activity

Sample Questions:

- Does the university intentionally adopt policies that mandate integrated use of its resources?

- Are cultural competencies within the curriculum required skills for those held accountable for instruction and field experience design?
- Are white students formally introduced to diverse social experiences historically uncommon in their backgrounds?
- Is there a performance requirement for senior-level mentorship of an underrepresented, mid-level, and diverse professional?
- Is content assessment training mandated regarding diversity program design and relevance?
- Is attendance at diversity pedagogy institutes required as an employment activity for faculty at your institution?

Institutional Climate (IC)

Categories

- Intended Environmental Design
- Relevant Symbolism
- Multicultural Events & Activity
- Program Content Protocols
- Succession Infrastructure

Sample Questions

- Informal conflict resolution processes that encourage reconciliation are used more frequently than formal sanction-wielding methods.
- The institution's climate condition is managed as "physical distancing" instead of "social distancing."
- A strategy for the recruitment of underrepresented professionals is mandated.
- Promotions of underrepresented professionals are used as a recruitment mechanism.
- Underrepresented professionals are formally introduced to persons whom they will supervise.
- The bias incident reporting process is prominently placed on the institution's home or information center webpage(s).
- Affinity groups are available for senior-level underrepresented professionals supporting work-life balance.
- Programs that demonstrate the institution's value of diversity are prioritized for annual funding.

Institutional Representation/Composition (IRC)

Categories

- Plans for Attraction of Underrepresented Professionals
- Relevant Recruitment
- Onboarding
- Retention
- Promotion
- Pipeline Development

Sample Questions

- Do mechanisms ensure a domestic composition of leaders representing the institution's student population?
- Does the board have diversity recruitment criteria in its performance review of the president??
- Is cultural competence training required for those who provide onboarding presentations and training for senior-level underrepresented professionals?
- Are funds allocated to increase the expertise of underrepresented professionals?
- Are discrimination grievances associated with the promotion and filed by underrepresented professionals monitored for structural roadblocks?
- Are job fairs targeting mid-level underrepresented professionals held regularly at your institution?