



College of Criminal Justice
SAM HOUSTON STATE UNIVERSITY
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

**Diversity, Equity, and Inclusion (DEI)
Strategic Action Plan Self-Assessment
Fall 2021- Spring 2022**

The College of Criminal Justice/Criminal Justice Center's Diversity, Equity and Inclusion Strategic Action Plan will be guided by three DEI Priorities aligned to our Institutional Goals:

1. Creating a more inclusive and equitable campus community (Units will need to build human, infrastructure and resource capacity)

1. Recruitment and retention of diverse faculty and staff
2. Environmental conditions to support success and achievement
3. Policies, practices, and systems are developed and maintained to address equity and inclusiveness for all groups

2. Recruiting, retaining and supporting a more diverse community (Commit to success for all employees, educators, and learners)

1. Recruitment efforts for top scholars from underrepresented communities
2. Programming and comprehensive supports to retain diverse students and faculty members
3. Policies and practices that ensure equity
4. Attention to student performance and outcome data for minority and majority groups

3. Promoting and supporting inclusive teaching, scholarship and professional development (Engage in innovative discovery, invention, and application of knowledge)

1. Faculty skill development offerings in DEI best practices
2. Tenure considerations
3. Mentoring considerations for new faculty, graduate students, undergraduates
4. Reviewing data on student performance by major/departments/level/population



Sample College of Criminal Justice Diversity, Equity and Inclusion Mission

The College of Criminal Justice will establish an inclusive work and learning environment that is sensitive, supportive, and equitably responsive to the diverse needs of faculty, staff, and students in the field of criminal justice.

Strategic Planning Guideline: Each College of Criminal Justice agency will complete the Diversity, Equity, Inclusion Self-Assessment and Strategic Plan Template. It is strongly recommended that all faculty and staff members be provided opportunities to give input in the development of the departmental DEI Strategic Plan. The contributions of all departments to the COCJ DEI Strategic Action Plan will solidify the campuswide commitment to the diversity goals and values of Sam Houston State University.

DEI Departmental Self- Assessment – The DEI Departmental Self- Assessment is an internal tool which provides guiding questions for departments to help identify areas of strength and areas in need of additional exploration as we move toward creating a more diverse, equitable and inclusive College of Criminal Justice/Criminal Justice Center.

Purpose: As a result of the departmental responses from the Self-Assessment activity, in addition to acquiring available aggregated data, and reviewing current policies and practices, each department will generate an agency specific DEI Action Plan to enhance diversity and inclusion initiatives, programs, polices and curriculum to support faculty, staff and students in the College of Criminal Justice.

Goal: The goal of the DEI Self-Assessment is to help identify areas of priority, need and opportunity. Accurately and completely demonstrating needs will help each department make sound decisions about policy and practice changes, as well as the allocation of resources.



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Self-Assessment Steps:

1. **Formation of Self –Assessment Team:** Determine if the team will consist of a core group within your department or the administrators of the department.
2. **Complete the Self-Assessment:** Determine if core team will complete the DEI Self- Assessment per individual program or as a group.
 - **Guiding Questions:** The Self-Assessment is separated by the three DEI Priorities with guiding questions to assess how well your department is promoting and supporting diversity, equity and inclusion. In addition to the DEI Self – Assessment questions, each department should review professional association/organizations standards for diversity, equity and inclusion, which may address areas specific to your department’s mission and purpose.



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Review and Discuss Self-Assessment Responses: Reflect on the self-assessment results to generate a collective understanding of your department through a DEI lens. The **responses that generate an answer “Yes”** should be accompanied with justification to include:

- Goals and objectives related to diversity, equity, inclusion, and access
- Lists of programs and curriculums related to diversity, equity, access and inclusion
- Personnel policies, procedures and/or handbook with statements against harassment, discrimination, etc.
- Assessment results such as participation rates, demographics, etc.
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NOTE: To complement quantitative data that may be used to complete the self assessment, consider adding qualitative evidence that assists with describing unique experiences of marginalized and diverse students and employees at SHSU.

Speaking directly to underrepresented and marginalized individuals about their daily realities as well as faculty and service professionals who work with them on a regular basis can help inform your department’s approach to support, service delivery and policy.

Responses generating a “No” or “Don’t Know,” should be used for further exploration and consideration with the Director of Diversity, Equity, & Inclusion.

**Division of Diversity, Equity and Inclusion
 Departmental Self-Assessment**

Department/Unit/Institute:

Department Mission Statement:

Strategic Priorities	Priority 1 Self-Assessment Guiding Questions	Response: Yes, what evidence do we have to support this statement? No, what action is needed to support this statement? Don't Know N/A
Priority 1-Creating a more inclusive and equitable campus community 1. Recruitment and retention of diverse faculty and staff 2. Environmental conditions to support success and achievement 3. Policies, practices, and systems are developed and maintained to address equity and inclusiveness for all groups	1. Does your department review staff demographics (race/ethnicity/gender)?	
	2. Has your department evaluated the employee demographics in comparison to the university student demographics?	
	3. Does your dept. address imbalance in staffing patterns among selected populations of program personnel?	
	4. Has your department implemented strategies to ensure a diverse hiring pool?	
	5. Does your department monitor the balance of representation of department leaders?	
	6. Does your department provide opportunities for leadership mentoring/development for diverse employees?	

	7. Are there diversity and inclusion statements in your department, programs/units? -Mission Statement -Goals/objectives -Student learning outcomes	
	8. Are diversity and inclusion statements and images used to promote awareness through? -websites -brochures -posters -email -social media -publications/research -other	
	9. Are diversity and inclusion policies in place regarding hiring, promotion, tenure, and recruitment?	
	10. Has your department established an inclusive culture where all members of your organization feel safe, respected and valued equally?	
	11. Are staff members assessed/acknowledged, rewarded for proposing/implementing strategies for the advancement of diversity and inclusion?	
	12. Does your department ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable?	
	13. Does your dept. have practices in place to ensure cultural responsiveness of its candidates during hiring practices to ensure values of diversity and inclusion in new hires?	
	14. What are strengths, activities, or practices of your department that support diversity and inclusion?	

Strategic Priorities	Priority 2 Self-Assessment Guiding Questions	Response: Yes, what evidence do we have to support this statement? No, what action is needed to support this statement? Don't Know N/A
Priority 2-Recruitment and retention of diverse students/participants 1. Recruitment efforts for top scholars from underrepresented communities 2. Programming and comprehensive supports to retain diverse students and faculty members 3. Policies and practices that ensure equity 4. Attention to student performance and outcome data for minority and majority groups	1. What student/participant populations does your department consider underrepresented?	
	2. Does the current student/participant recruitment program enhance diversity and inclusion by increasing the enrollment and retention of underrepresented groups?	
	3. Does your department have any support or retention programs?	
	4. Are student/participant support and retention programs reviewed regularly to ensure they are promoting and retaining a diverse student body?	
	5. Are you aware of the demographic breakdown of students enrolled in your program/major?	
	6. Has your department taken measures to support students from diverse populations?	

	7. Has your department utilized available DEI services or resources provided by the institution to contribute to an inclusive environment for students, faculty, staff or participants?	
	8. Are you aware of the trends in retention rates of underrepresented students/participants in your department or program?	
	8a. If a gap exists, does your department have evaluative measures to determine the cause or provide support?	
	9. Has your department taken any steps to improve the retention of underrepresented students/participants?	
	10. Have you reviewed your policies and business practices to ensure they are equitable for all student/participant populations?	
	11. Does your department address imbalances in participation among various populations of students/participants?	
	12. Are financial support programs available specifically for underrepresented groups?	

Strategic Priorities	Priority 3 Self-Assessment Guiding Questions	Response: Yes, what evidence do we have to support this statement? No, what action is needed to support this statement? Don't Know N/A
Priority 3-Promoting and supporting inclusive teaching, scholarship and professional development 1. Faculty skill development offerings in DEI best practices 2. Tenure considerations 3. Mentoring considerations for new faculty, graduate students, undergraduates 4. Reviewing data on student performance by major/departments/level/population	1. Have faculty/staff in your dept. utilized DEI best practices in the environment/classroom to ensure an inclusive and equitable learning/training environment?	
	2. Have steps been taken to make your curriculum appealing, relevant, and equitable for the full diversity of our student body/constituents?	
	3. Does the curriculum include topics that address bias, and stereotypes?	
	4. Are semester reviews of grade distribution conducted for each college? major? course? Program?	
	4a. Are race and gender gaps reviewed?	
	4b. If gaps exist, are strategies implemented to address (pedagogy, curriculum, etc.)	

	5. Does your dept. ensure faculty/staff are culturally responsive or competent?	
	6. Does your department provide DEI training for faculty, staff, students, constituents?	
	7. Does your department offer or require annual DEI professional development? (And/Or) Does your department offer/support ongoing professional development in inclusive and culturally responsive/sustaining pedagogy?	
	8. Are professional development resources for diversity, equity, and inclusion readily available for faculty/staff/students/participants?	

Next Steps: Identify appropriate action steps within your department to address diversity, equity and inclusion gaps resulting from the discussion of your Self-Assessment results. Prioritize the areas of focus and coordinate a meeting with the Director of Diversity, Equity, & Inclusion to develop an operational plan of action to be included in the COCJ comprehensive DEI Strategic Plan.