

Readiness, Willingness

& Ability Assessment

Pilot Implementation 2021

PRE Sense Making Assessment: All Institutions

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Prepared for The John N. Gardner Institute by:

Evaluation and Learning Research Center

Authored by:

Lindley McDavid, PhD

Loran Carleton Parker, PhD



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# Introduction

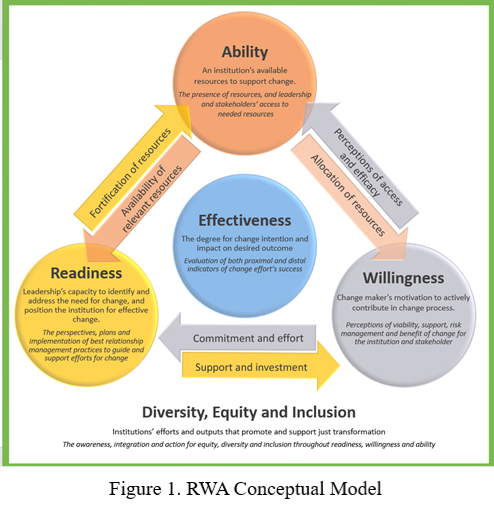
The John N. Gardner Institute (Gardner Institute), in partnership with the Evaluation and Learning Research Center (ELRC) at Purdue University, constructed an assessment tool to comprehensively evaluate an academic institution’s aptitude toward implementing a program focused on an institution’s readiness, willingness, ability (RWA) to engage in institutional transformation work that contributes to more socially just design in higher education. For the purposes of this work, socially just design in postsecondary education refers to how colleges and universities and those who work within them intentionally attend to the ways in which people experience oppression and marginalization within postsecondary institutions and the broader communities of which those institutions are a part. Socially just design in postsecondary education includes examination of and actions to address how burdens, responsibilities, power, benefits, and privileges are unevenly distributed – for both students and educators of all types.

The RWA assessment is grounded in organizational psychology and behavior change theory to promote a sound approach to better understand the inclination to change and the likelihood of using improved practices to instigate change effectively.

Specifically, the RWA is grounded in the Theory of Planned Behavior (TPB) (Ajzen, 1985) to examine individuals’ perceptions of the degree that their colleagues, leadership and institution are positioned for change. The RWA leverages and organizes the primary domains within TPB, namely, attitudes (perceptions about the outcomes of behavior), subjective norms (perceptions of social support/opposition to behavior, and motivation to comply with social norms), perceived behavioral control (perceptions of ease or difficulty in performing a behavior) and intention (likelihood that a behavior will be performed or degree of motivation to pursue a behavior) into four domains.

The RWA domains were not designed to act as a psychometric assessment of TPB, instead, it is rooted in TPB and accommodates needs for practical administration and ease of understanding and application as an institutional evaluation tool. The RWA adheres to key components of TPB by including both positive and negative valence of individual’s attitudes, perceptions of support for change by colleagues, leaders and institutional culture, and likelihood of action and success of behavior change. However, the scale is not designed to offer a complete assessment of any single variable included (i.e., scales are shortened and items represent unique qualities of each domain).

The RWA is action-oriented and focuses on levers for intervention within each domain. For example, both the readiness and willingness domains assess perceptions of leadership and student success community use of relationship management strategies. Participant responses indicate strengths of or targets to improve the institution’s culture for change through leadership and colleague relational interactions. The degree of agreement or disagreement on single and/or composite items identifies opportunities for unity among similar perspectives and reconciliation among divergent perspectives between stakeholder groups (e.g., leaders and student success community, individuals from different personal backgrounds), and personal/collective reflection. Further, each domain integrates perceptions of elements of a socially just design to bring to light and initiate action centered on diversity equity and inclusion (DEI). Finally, the RWA includes and compares both leader and student success community perceptions to create opportunities for more voices to be heard, and create opportunities for mutual understanding among decision makers and doers. Other integrated mechanisms of change include self-efficacy and outcome expectancy across each domain and participant group.

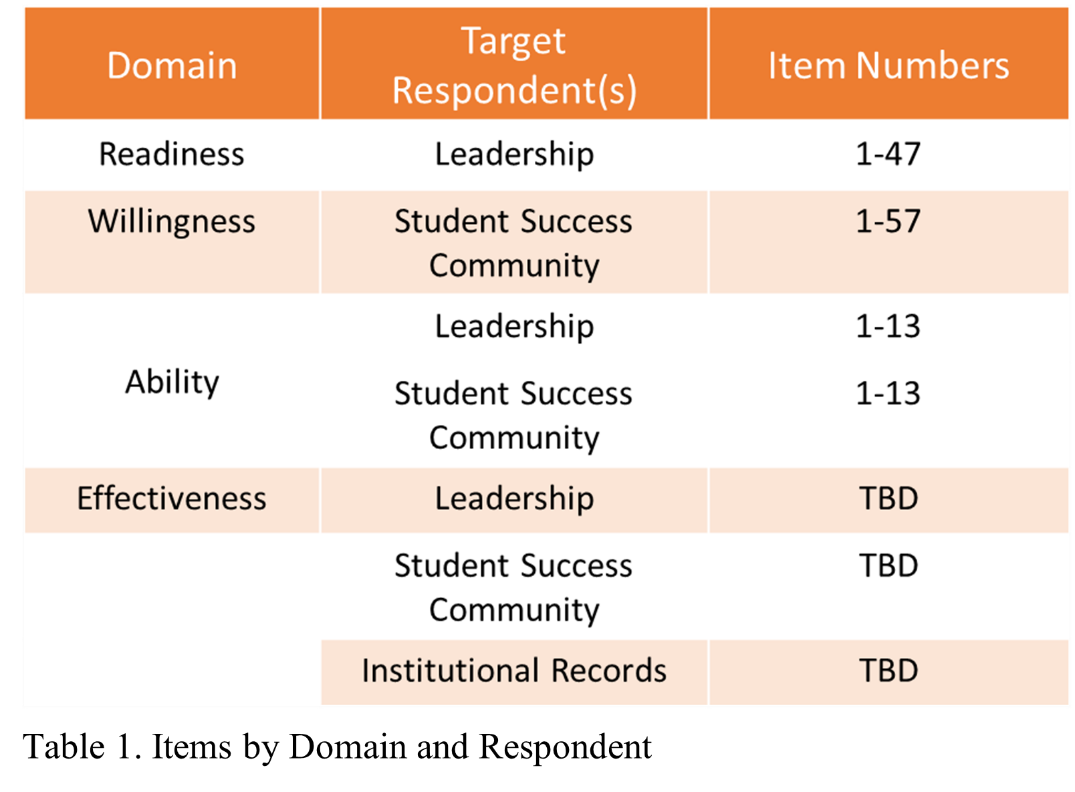
The RWA includes four domains that explore distinct factors relevant to institutional change focused on diversity, equity, and inclusion: institutional and leadership Readiness for enactment; student success community Willingness for participation; institutional Ability to allocate resources, and evaluation of the effectiveness of change efforts. More detailed definitions for each of these domains are included within the tool and the conceptual figure (Figure 1).Within each domain, a relevant conceptualization of diversity, equity, and inclusion (DEI) is included to strategically integrate these values within the tool and throughout the institutional change effort. As part of the Institutional Transformation Assessment, we plan to administer the readiness, willingness, and ability portions of the RWA during a 2021 pilot of the RWA tool.

As academic institutions can vary widely in values, resources, strengths, and challenges, the RWA is a learning tool designed to help the Gardner Institute streamline the get-to-know-you process and quickly accommodate unique institutional contexts in their processes. The RWA will enable the Gardner Institute to gather needed information to efficiently select targets, identify needed resources, and track progress to support effective change with their partners. Therefore, the RWA should be seen as a knowledge-building resource that enables the Gardner Institute to leverage theory and better practices to foster institutional change, centered on improving DEI outcomes in postsecondary ecosystems.

Given each partner’s unique context, the RWA is tailored to each institution and its student success community to quickly build a pool of shared knowledge and identify actionable next steps. Specifically, participants can identify stakeholders at their institution and tailor the survey to references these individuals. The same customization can be applied to ask questions about institutional or program leadership, evaluate perceptions of effectiveness based on certain subgroups, and more. Finally, as individuals select into groups, their opinions, needs, and challenges can be identified, and resources can be allocated to better support these groups and the program overall.

Items in the fourth domain, effectiveness, fall into two categories. The first category is completely dependent on the institution, findings of the initial survey and focus groups, other available institutional data, and the aims of the selected focus of change. Example subdomains are provided, but indicators of effectiveness in this domain will be co-created with partners. The second category contains a series of effectiveness indicators that are consistently assessed over all projects and evaluate critical indicators pivotal in DEI focused institutional change. Overall, this tool is DEI-centered and aims to leverage knowledge gained throughout the partnership to help all involved be active and effective contributors throughout the partnership and evaluation process.

The RWA administration process is straightforward. First, partner universities take an abbreviated pre-assessment to determine if the partnership with the Gardner Institute is viable. Next, as leaders and the student success community are identified, the full assessment would follow. Not all participants answer each question. The target respondents are indicated in Table 1. The RWA assessment will be administered each year to establish baseline values, identify targets and to track change over time (insert table of decision tree and timeline when ready).



# Pre-Sense Making Assessment Findings: All Institutions Pilot

## Participant Demographics Table

##### N, Leadership = 82

| Variable | Value | Frequency |
| --- | --- | --- |
| Gender | Male | 28 |
|  | Female | 52 |
|  | No Response | 2 |
| Race/Ethnicity | Traditionally Underrepresented | 20 |
|  | Not Traditionally Underrepresented | 61 |
|  | No Response | 1 |
| Employment Status | Staff | 53 |
|  | Faculty | 11 |
|  | Other | 17 |
|  | No Response | 1 |
| Employment Length | < 1 year | 5 |
|  | 1-4 years | 22 |
|  | 5-10 years | 11 |
|  | > 10 years | 39 |
|  | No Response | 5 |
| Diversity, Equity and Inclusion Role | Yes, involvement associated with employment | 38 |
|  | Yes, involvement outside of employment | 10 |
|  | No involvement | 31 |
|  | No Response | 3 |

##### 

##### N, Student Success Community = 104

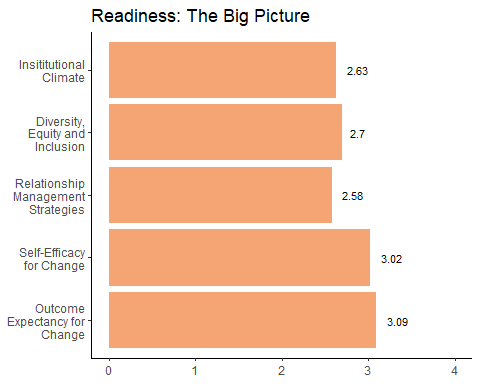
| Variable | Value | Frequency |
| --- | --- | --- |
| Gender | Male | 28 |
|  | Female | 70 |
|  | Other | 3 |
|  | No Response | 3 |
| Race/Ethnicity | Traditionally Underrepresented | 32 |
|  | Not Traditionally Underrepresented | 69 |
|  | No Response | 3 |
| Employment Status | Staff | 48 |
|  | Faculty | 43 |
|  | Other | 9 |
|  | No Response | 4 |
| Employment Length | < 1 year | 1 |
|  | 1-4 years | 18 |
|  | 5-10 years | 20 |
|  | > 10 years | 59 |
|  | No Response | 6 |
| Diversity, Equity and Inclusion Role | Yes, involvement associated with employment | 39 |
|  | Yes, involvement outside of employment | 17 |
|  | No involvement | 45 |
|  | No Response | 3 |

## **READINESS**

Leaders’ capacity to identify and address the need for change and position the institution for effective change.

The bar graph below summarizes leadership’s response across the four sub-domains of institutional climate, DEI, relationship management strategies, and self-efficacy and outcome expectancy. Average scores near or below 2 represent areas for growth as responses focused on less desirable or neutral perceptions of university qualities that enable institutional change. These subdomains could be targets for change and support critical discussions regarding the institution’s current state. Average scores near or above 3 indicate areas of strength that the institution should leverage and capitalize on for change.

Practitioners should consider the voices represented in this group and how their role(s) at the university influence their perceptions and experiences. Consideration of the student success community members’ perceptions in the willingness domain and the direct comparison of items across participant groups will help highlight these differences.



### Overall Leadership Readiness Domain Level Descriptions

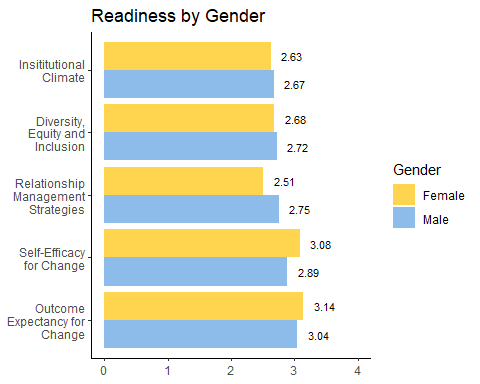
Below is a more detailed look at what comprised the Readiness Big Picture findings. Each scale item represents a quality that contributes to an institution’s aptitude to change. This tool is not diagnostic (i.e., given scores definitively indicate a specific outcome or course of action). Instead, these findings will fast-track the process of learning about the institution, shed light on the experiences and perspectives that contributed to responses, identify areas of increased interest and concern, and enable selection of effectiveness indicators. These findings will spur productive conversations on how to leverage strengths and identify opportunities for change that resonate with and motivate participants.

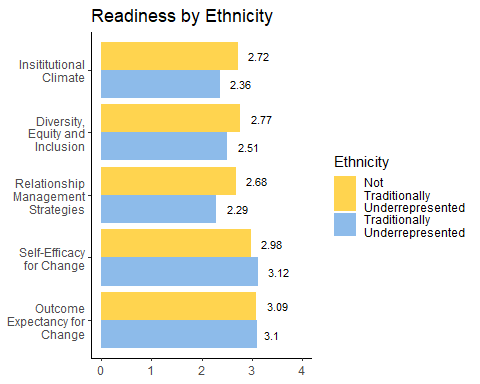
Areas of strength are highlighted in blue and opportunities to identify targets and support discussions on change are highlighted in orange. Negatively worded items are indicated with a (\*) where lower scores represent more desirable perceptions. Another consideration is the standard deviation (SD) and range of responses. A narrower response spread (lower SD and reduced range) represent greater consensus.

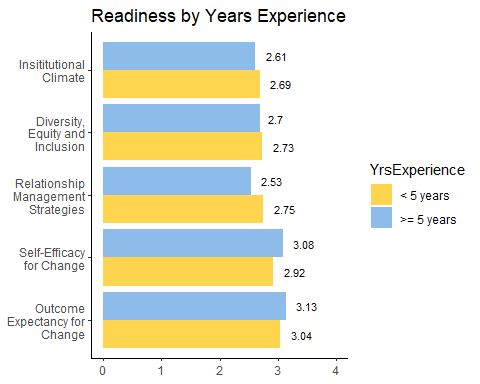
Possible responses include, 0-strongly disagree, 1-disagree, 2-neither, 3-agree, 4-strongly agree.

| Domain | Item | Mean | SD | Range |
| --- | --- | --- | --- | --- |
| Institutional Climate | Overall Mean | 2.63 | 0.56 | 0.67-3.93 |
|  | My institution successfully implements campus-wide change efforts. | 2.69 | 0.91 | 0.00-4.00 |
|  | \*My institution fails to implement campus-wide change efforts. | 1.47 | 1.01 | 0.00-4.00 |
|  | My institution values and supports diversity, equity, and inclusion goals. | 3.23 | 0.73 | 1.00-4.00 |
|  | My institution's climate is poised to support a change effort focused on enhancing diversity, equity, and inclusion. | 3.12 | 0.82 | 1.00-4.00 |
|  | The leadership at my institution have a unified viewpoint that will support institutional change on diversity, equity and inclusion. | 2.88 | 0.97 | 0.00-4.00 |
|  | \*There are many divergent views at my institution that will impede change focused on diversity, equity, and inclusion. | 1.64 | 1.00 | 0.00-4.00 |
|  | \*The leadership at my institution is ill-equipped to guide a change effort focused on diversity, equity, and inclusion. | 1.16 | 0.84 | 0.00-3.00 |
|  | The leadership at my institution is well-equipped to guide a change effort focused on diversity, equity and inclusion. | 2.72 | 0.89 | 1.00-4.00 |
|  | Stakeholders value change efforts that support diversity, equity, and inclusion. | 3.05 | 0.73 | 0.00-4.00 |
|  | \*Stakeholders have conflicting views on diversity, equity, and inclusion. | 2.36 | 1.05 | 0.00-4.00 |
|  | \*It is difficult to unite stakeholders for any institutional change project. | 2.00 | 1.13 | 0.00-4.00 |
|  | Stakeholders are eager to onboard a new project focused on diversity, equity, and inclusion. | 2.69 | 0.85 | 0.00-4.00 |
|  | Stakeholders understand the need for institutional change. | 2.92 | 0.77 | 0.00-4.00 |
|  | \*Stakeholders disrupt change efforts when instituting new policies or programs. | 1.56 | 0.95 | 0.00-4.00 |
|  | My institution effectively evaluates the outcomes of change efforts. | 2.24 | 1.09 | 0.00-4.00 |
| Domain | Item | Mean | SD | Range |
| Diversity, Equity and Inclusion | Overall Mean | 2.70 | 0.66 | 1.00-4.00 |
|  | My institution can assemble a diverse team to lead change efforts. | 2.84 | 0.97 | 0.00-4.00 |
|  | Leadership has reflected on the value of diverse perspectives in the leadership of change efforts. | 3.00 | 0.80 | 1.00-4.00 |
|  | Leadership has critically considered how equity is addressed in this effort. | 2.73 | 0.89 | 0.00-4.00 |
|  | Minoritized groups are supported in their involvement with this project. | 2.66 | 0.82 | 0.00-4.00 |
|  | Leadership takes care not to overburden marginalized or underrepresented groups with the workload for this project. | 2.27 | 0.95 | 0.00-4.00 |
| Domain | Item | Mean | SD | Range |
| Relationship Management Strategies | Overall Mean | 2.58 | 0.69 | 0.24-4.00 |
| Trust | Leadership fosters trust with stakeholders. | 3.06 | 0.76 | 0.00-4.00 |
| Transparency | Leadership communication is clear and straightforward. | 2.60 | 0.89 | 0.00-4.00 |
| Accountability | Leadership is held accountable for directing programmatic success or failure. | 2.61 | 0.99 | 0.00-4.00 |
| Allocation of risks | The consequences of failure for initiatives are communicated broadly. | 1.88 | 0.99 | 0.00-4.00 |
| Allocation of risks | Leadership works to alleviate inequities in workload associated with change efforts. | 2.17 | 1.04 | 0.00-4.00 |
| Organizational commitment | Leadership is highly committed to change | 3.16 | 0.74 | 1.00-4.00 |
| Organizational commitment | Leadership is willing to endure a high degree of resistance to reach project aims. | 2.62 | 1.03 | 0.00-4.00 |
| Roles and responsibilities | Leadership defines stakeholder roles and responsibilities clearly. | 2.37 | 0.97 | 0.00-4.00 |
| Roles and responsibilities | Leadership ensures roles and responsibilities are allocated equitably. | 2.27 | 1.06 | 0.00-4.00 |
| Managerial efforts | Leadership supports appropriate project implementation and management strategies to aid in project coordination (e.g., administrative support). | 2.55 | 0.98 | 0.00-4.00 |
| Mutual benefit | Benefits to change efforts are shared equitably amongst stakeholders. | 2.35 | 0.88 | 0.00-4.00 |
| Mutual benefit | Benefits for stakeholders are clearly communicated. | 2.35 | 0.94 | 0.00-4.00 |
| Mutual benefit | Leadership recognizes the benefit of stakeholder participation beyond contributing to institutional improvements. | 2.99 | 0.82 | 0.00-4.00 |
| Positionality/power imbalance | Leadership pursues power-sharing with all divisions and units fairly. | 2.47 | 1.03 | 0.00-4.00 |
| Communication | Leadership communicates clear program goals that are articulated by all stakeholders. | 2.45 | 0.91 | 0.00-4.00 |
| Flexibility/compromise | Leadership is willing to adopt new strategies when implementation issues emerge. | 2.96 | 0.79 | 0.00-4.00 |
| Visionary leadership | Leadership communicates the need for, rationale, and desired outcome(s) of this change effort. | 2.78 | 0.82 | 0.00-4.00 |
| Domain | Item | Mean | SD | Range |
| Self-Efficacy for Change | Overall Mean | 3.02 | 0.60 | 1.00-4.00 |
|  | I am able to be effective in my role for this change effort. | 3.07 | 0.79 | 0.00-4.00 |
|  | I am able to complete tasks in a timely manner for my role in this change effort. | 3.00 | 0.81 | 0.00-4.00 |
|  | I am able to build a coalition of support for change on campus. | 2.94 | 0.75 | 1.00-4.00 |
|  | I am able to serve as an effective leader for this change effort. | 3.05 | 0.67 | 1.00-4.00 |
| Domain | Item | Mean | SD | Range |
| Outcome Expectancy | Overall Mean | 3.09 | 0.64 | 0.00-4.00 |
|  | My effort on this project will contribute to the desired change as intended. | 3.02 | 0.65 | 0.00-4.00 |
|  | The entire team's efforts will bring about meaningful institutional change. | 3.16 | 0.70 | 0.00-4.00 |

### Overall Leadership Readiness Domain Level Data Broken Out by Demographics







### Overall Leadership Readiness Domain Level Descriptions by Gender

| Sub Domain | Item | Men | Women |
| --- | --- | --- | --- |
| Institutional Climate | Overall Mean | M = 2.67 | M = 2.63 |
|  |  | SD = 0.55 | SD = 0.57 |
|  |  | R = 0.86-3.47 | R = 0.67-3.93 |
|  | My institution successfully implements campus-wide change efforts. | M = 2.52 | M = 2.77 |
|  |  | SD = 1.01 | SD = 0.85 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 |
|  | \*My institution fails to implement campus-wide change efforts. | M = 1.52 | M = 1.44 |
|  |  | SD = 1.05 | SD = 1.02 |
|  |  | R = 0.00-4.00 | R = 0.00-3.00 |
|  | My institution values and supports diversity, equity, and inclusion goals. | M = 3.30 | M = 3.23 |
|  |  | SD = 0.67 | SD = 0.76 |
|  |  | R = 2.00-4.00 | R = 1.00-4.00 |
|  | My institution's climate is poised to support a change effort focused on enhancing diversity, equity, and inclusion. | M = 3.11 | M = 3.14 |
|  |  | SD = 0.89 | SD = 0.80 |
|  |  | R = 1.00-4.00 | R = 1.00-4.00 |
|  | The leadership at my institution have a unified viewpoint that will support institutional change on diversity, equity and inclusion. | M = 3.12 | M = 2.78 |
|  |  | SD = 0.83 | SD = 1.02 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
|  | \*There are many divergent views at my institution that will impede change focused on diversity, equity, and inclusion. | M = 1.41 | M = 1.75 |
|  |  | SD = 0.84 | SD = 1.06 |
|  |  | R = 0.00-3.00 | R = 0.00-4.00 |
|  | \*The leadership at my institution is ill-equipped to guide a change effort focused on diversity, equity, and inclusion. | M = 1.07 | M = 1.17 |
|  |  | SD = 0.77 | SD = 0.86 |
|  |  | R = 0.00-3.00 | R = 0.00-3.00 |
|  | The leadership at my institution is well-equipped to guide a change effort focused on diversity, equity and inclusion. | M = 2.86 | M = 2.71 |
|  |  | SD = 0.80 | SD = 0.89 |
|  |  | R = 1.00-4.00 | R = 1.00-4.00 |
|  | Stakeholders value change efforts that support diversity, equity, and inclusion. | M = 2.96 | M = 3.10 |
|  |  | SD = 0.71 | SD = 0.76 |
|  |  | R = 2.00-4.00 | R = 0.00-4.00 |
|  | \*Stakeholders have conflicting views on diversity, equity, and inclusion. | M = 2.20 | M = 2.47 |
|  |  | SD = 1.12 | SD = 1.00 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 |
|  | \*It is difficult to unite stakeholders for any institutional change project. | M = 2.07 | M = 1.90 |
|  |  | SD = 1.04 | SD = 1.16 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 |
|  | Stakeholders are eager to onboard a new project focused on diversity, equity, and inclusion. | M = 2.69 | M = 2.71 |
|  |  | SD = 1.01 | SD = 0.77 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 |
|  | Stakeholders understand the need for institutional change. | M = 2.85 | M = 2.98 |
|  |  | SD = 0.77 | SD = 0.77 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
|  | \*Stakeholders disrupt change efforts when instituting new policies or programs. | M = 1.20 | M = 1.72 |
|  |  | SD = 0.87 | SD = 0.97 |
|  |  | R = 0.00-3.00 | R = 0.00-4.00 |
|  | My institution effectively evaluates the outcomes of change efforts. | M = 2.08 | M = 2.31 |
|  |  | SD = 1.19 | SD = 1.06 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 |
| Domain | Item | Men | Women |
| Diversity, Equity and Inclusion | Overall Mean | M = 2.72 | M = 2.68 |
|  | SD 0.64 | SD 0.69 |
|  | R = 1.33-4.00 | R = 1.00-4.00 |
| My institution can assemble a diverse team to lead change efforts. | M = 2.64 | M = 2.94 |
|  | SD 1.03 | SD 0.95 |
|  | R = 0.00-4.00 | R = 1.00-4.00 |
| Leadership has reflected on the value of diverse perspectives in the leadership of change efforts. | M = 3.08 | M = 2.96 |
|  | SD 0.88 | SD 0.78 |
|  | R = 1.00-4.00 | R = 1.00-4.00 |
| Leadership has critically considered how equity is addressed in this effort. | M = 2.70 | M = 2.74 |
|  | SD 0.97 | SD 0.85 |
|  | R = 1.00-4.00 | R = 0.00-4.00 |
| Minoritized groups are supported in their involvement with this project. | M = 2.82 | M = 2.58 |
|  | SD 0.66 | SD 0.88 |
|  | R = 1.00-4.00 | R = 0.00-4.00 |
| Leadership takes care not to overburden marginalized or underrepresented groups with the workload for this project. | M = 2.42 | M = 2.20 |
|  | SD 0.84 | SD 1.00 |
|  | R = 1.00-4.00 | R = 0.00-4.00 |
| Domain | Item | Men | Women |
| Relationship Management Strategies | Overall Mean | M = 2.75 | M = 2.51 |
|  |  | SD = 0.49 | SD = 0.77 |
|  |  | R = 1.60-3.65 | R = 0.24-4.00 |
| Trust | Leadership fosters trust with stakeholders. | M = 3.29 | M = 2.96 |
|  |  | SD = 0.60 | SD = 0.82 |
|  |  | R = 2.00-4.00 | R = 0.00-4.00 |
| Transparency | Leadership communication is clear and straightforward. | M = 2.79 | M = 2.51 |
|  |  | SD = 0.74 | SD = 0.97 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Accountability | Leadership is held accountable for directing programmatic success or failure. | M = 2.81 | M = 2.49 |
|  |  | SD = 0.88 | SD = 1.05 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Allocation of risks | The consequences of failure for initiatives are communicated broadly. | M = 1.96 | M = 1.83 |
|  |  | SD = 0.90 | SD = 1.07 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Allocation of risks | Leadership works to alleviate inequities in workload associated with change efforts. | M = 2.61 | M = 1.93 |
|  |  | SD = 0.72 | SD = 1.11 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Organizational commitment | Leadership is highly committed to change | M = 3.32 | M = 3.06 |
|  |  | SD = 0.67 | SD = 0.77 |
|  |  | R = 2.00-4.00 | R = 1.00-4.00 |
| Organizational commitment | Leadership is willing to endure a high degree of resistance to reach project aims. | M = 2.76 | M = 2.57 |
|  |  | SD = 1.18 | SD = 0.97 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 |
| Roles and responsibilities | Leadership defines stakeholder roles and responsibilities clearly. | M = 2.68 | M = 2.23 |
|  |  | SD = 0.78 | SD = 1.03 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Roles and responsibilities | Leadership ensures roles and responsibilities are allocated equitably. | M = 2.70 | M = 2.07 |
|  |  | SD = 0.73 | SD = 1.14 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Managerial efforts | Leadership supports appropriate project implementation and management strategies to aid in project coordination (e.g., administrative support). | M = 2.67 | M = 2.48 |
|  |  | SD = 1.01 | SD = 0.98 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 |
| Mutual benefit | Benefits to change efforts are shared equitably amongst stakeholders. | M = 2.44 | M = 2.32 |
|  |  | SD = 0.62 | SD = 0.99 |
|  |  | R = 1.00-3.00 | R = 0.00-4.00 |
| Mutual benefit | Benefits for stakeholders are clearly communicated. | M = 2.57 | M = 2.26 |
|  |  | SD = 0.81 | SD = 1.00 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Mutual benefit | Leadership recognizes the benefit of stakeholder participation beyond contributing to institutional improvements. | M = 3.07 | M = 2.94 |
|  |  | SD = 0.68 | SD = 0.91 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Positionality/power imbalance | Leadership pursues power-sharing with all divisions and units fairly. | M = 2.55 | M = 2.45 |
|  |  | SD = 0.86 | SD = 1.12 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Communication | Leadership communicates clear program goals that are articulated by all stakeholders. | M = 2.46 | M = 2.45 |
|  |  | SD = 0.86 | SD = 0.96 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Flexibility/compromise | Leadership is willing to adopt new strategies when implementation issues emerge. | M = 3.11 | M = 2.90 |
|  |  | SD = 0.69 | SD = 0.84 |
|  |  | R = 2.00-4.00 | R = 0.00-4.00 |
| Visionary leadership | Leadership communicates the need for, rationale, and desired outcome(s) of this change effort. | M = 2.82 | M = 2.77 |
|  |  | SD = 0.72 | SD = 0.88 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 |
| Domain | Item | Men | Women |
| Self-Efficacy for Change | Overall Mean | M = 2.89 | M = 3.08 |
|  |  | SD = 0.71 | SD = 0.54 |
|  |  | R = 1.00-4.00 | R = 1.75-4.00 |
|  | I am able to be effective in my role for this change effort. | M = 2.89 | M = 3.17 |
|  |  | SD = 0.96 | SD = 0.68 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 |
|  | I am able to complete tasks in a timely manner for my role in this change effort. | M = 2.86 | M = 3.06 |
|  |  | SD = 0.97 | SD = 0.70 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 |
|  | I am able to build a coalition of support for change on campus. | M = 2.89 | M = 2.96 |
|  |  | SD = 0.83 | SD = 0.71 |
|  |  | R = 1.00-4.00 | R = 1.00-4.00 |
|  | I am able to serve as an effective leader for this change effort. | M = 2.93 | M = 3.12 |
|  |  | SD = 0.72 | SD = 0.65 |
|  |  | R = 1.00-4.00 | R = 2.00-4.00 |
| Domain | Item | Men | Women |
| Outcome Expectancy | Overall Mean | M = 3.04 | M = 3.14 |
|  |  | SD = 0.83 | SD = 0.50 |
|  |  | R = 0.00-4.00 | R = 2.00-4.00 |
|  | My effort on this project will contribute to the desired change as intended. | M = 2.96 | M = 3.08 |
|  |  | SD = 0.88 | SD = 0.48 |
|  |  | R = 0.00-4.00 | R = 2.00-4.00 |
|  | The entire team's efforts will bring about meaningful institutional change. | M = 3.11 | M = 3.21 |
|  |  | SD = 0.83 | SD = 0.61 |
|  |  | R = 0.00-4.00 | R = 2.00-4.00 |

### Overall Leadership Readiness Domain Level Descriptions by Ethnicity and Years of Experience

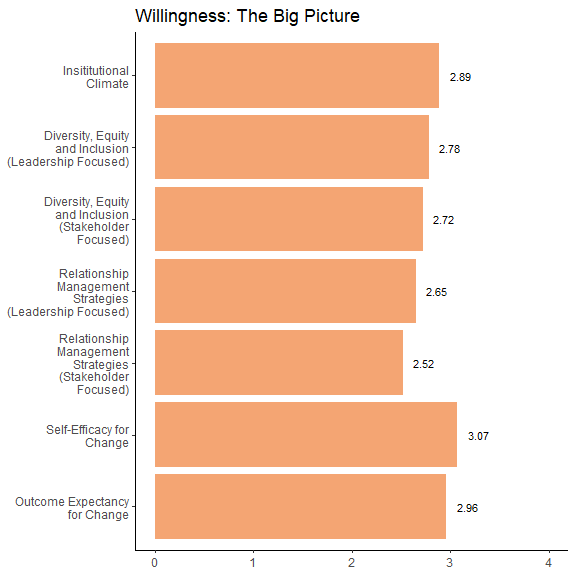
| Sub Domain | Item | White | Minoritized Groups | < 5 Years | >= 5 Years |
| --- | --- | --- | --- | --- | --- |
| Institutional Climate | Overall Mean | M = 2.72 | M = 2.36 | M = 2.69 | M = 2.61 |
|  | SD = 0.51 | SD = 0.65 | SD = 0.61 | SD = 0.54 |
|  | R = 0.86-3.93 | R = 0.67-3.29 | R = 0.86-3.93 | R = 0.67-3.50 |
| My institution successfully implements campus-wide change efforts. | M = 2.77 | M = 2.42 | M = 2.72 | M = 2.66 |
|  | SD = 0.95 | SD = 0.77 | SD = 0.89 | SD = 0.96 |
|  | R = 0.00-4.00 | R = 1.00-3.00 | R = 0.00-4.00 | R = 1.00-4.00 |
| My institution fails to implement campus-wide change efforts. | M = 1.43 | M = 1.60 | M = 1.42 | M = 1.50 |
|  | SD = 1.03 | SD = 0.99 | SD = 0.99 | SD = 1.05 |
|  | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 |
| My institution values and supports diversity, equity, and inclusion goals. | M = 3.35 | M = 2.90 | M = 3.19 | M = 3.24 |
|  | SD = 0.68 | SD = 0.79 | SD = 0.69 | SD = 0.74 |
|  | R = 2.00-4.00 | R = 1.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 |
| My institution's climate is poised to support a change effort focused on enhancing diversity, equity, and inclusion. | M = 3.17 | M = 3.00 | M = 3.19 | M = 3.08 |
|  | SD = 0.81 | SD = 0.86 | SD = 0.85 | SD = 0.81 |
|  | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 |
| The leadership at my institution have a unified viewpoint that will support institutional change on diversity, equity and inclusion. | M = 3.04 | M = 2.44 | M = 2.80 | M = 2.93 |
|  | SD = 0.87 | SD = 1.15 | SD = 1.00 | SD = 0.98 |
|  | R = 1.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| There are many divergent views at my institution that will impede change focused on diversity, equity, and inclusion. | M = 1.54 | M = 1.95 | M = 1.63 | M = 1.67 |
|  | SD = 0.95 | SD = 1.10 | SD = 1.15 | SD = 0.93 |
|  | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-3.00 | R = 0.00-4.00 |
| The leadership at my institution is ill-equipped to guide a change effort focused on diversity, equity, and inclusion. | M = 1.03 | M = 1.55 | M = 1.07 | M = 1.18 |
|  | SD = 0.73 | SD = 1.05 | SD = 0.92 | SD = 0.77 |
|  | R = 0.00-3.00 | R = 0.00-3.00 | R = 0.00-3.00 | R = 0.00-3.00 |
| The leadership at my institution is well-equipped to guide a change effort focused on diversity, equity and inclusion. | M = 2.82 | M = 2.50 | M = 2.70 | M = 2.76 |
|  | SD = 0.83 | SD = 1.00 | SD = 0.91 | SD = 0.87 |
|  | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 |
| Stakeholders value change efforts that support diversity, equity, and inclusion. | M = 3.10 | M = 2.89 | M = 3.23 | M = 2.98 |
|  | SD = 0.69 | SD = 0.88 | SD = 0.71 | SD = 0.76 |
|  | R = 2.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 |
| Stakeholders have conflicting views on diversity, equity, and inclusion. | M = 2.27 | M = 2.71 | M = 2.09 | M = 2.51 |
|  | SD = 1.06 | SD = 0.92 | SD = 1.12 | SD = 0.99 |
|  | R = 0.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| It is difficult to unite stakeholders for any institutional change project. | M = 1.90 | M = 2.21 | M = 1.92 | M = 1.94 |
|  | SD = 1.09 | SD = 1.18 | SD = 1.06 | SD = 1.14 |
|  | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 |
| Stakeholders are eager to onboard a new project focused on diversity, equity, and inclusion. | M = 2.74 | M = 2.59 | M = 2.70 | M = 2.75 |
|  | SD = 0.86 | SD = 0.87 | SD = 1.02 | SD = 0.76 |
|  | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 |
| Stakeholders understand the need for institutional change. | M = 3.00 | M = 2.71 | M = 3.12 | M = 2.87 |
|  | SD = 0.71 | SD = 0.92 | SD = 0.80 | SD = 0.71 |
|  | R = 1.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Stakeholders disrupt change efforts when instituting new policies or programs. | M = 1.48 | M = 1.78 | M = 1.20 | M = 1.71 |
|  | SD = 0.92 | SD = 1.06 | SD = 0.76 | SD = 1.01 |
|  | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-3.00 | R = 0.00-4.00 |
| My institution effectively evaluates the outcomes of change efforts. | M = 2.40 | M = 1.67 | M = 2.22 | M = 2.21 |
|  | SD = 1.13 | SD = 0.77 | SD = 1.20 | SD = 1.09 |
|  | R = 0.00-4.00 | R = 1.00-3.00 | R = 0.00-4.00 | R = 1.00-4.00 |
| Domain | Item | White | Minoritized Groups | < 5 Years | >= 5 Years |
| Diversity, Equity and Inclusion | Overall Mean | M = 2.77 | M = 2.51 | M = 2.73 | M = 2.70 |
|  | SD 0.64 | SD 0.72 | SD 0.67 | SD 0.68 |
|  | R = 1.00-4.00 | R = 1.00-3.40 | R = 1.20-4.00 | R = 1.00-4.00 |
| My institution can assemble a diverse team to lead change efforts. | M = 2.80 | M = 2.95 | M = 2.81 | M = 2.86 |
|  | SD 0.93 | SD 1.13 | SD 0.90 | SD 1.05 |
|  | R = 0.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Leadership has reflected on the value of diverse perspectives in the leadership of change efforts. | M = 3.07 | M = 2.78 | M = 2.82 | M = 3.11 |
|  | SD 0.80 | SD 0.81 | SD 0.91 | SD 0.77 |
|  | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 |
| Leadership has critically considered how equity is addressed in this effort. | M = 2.84 | M = 2.38 | M = 2.65 | M = 2.76 |
|  | SD 0.79 | SD 1.09 | SD 1.09 | SD 0.82 |
|  | R = 1.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 |
| Minoritized groups are supported in their involvement with this project. | M = 2.82 | M = 2.19 | M = 2.73 | M = 2.64 |
|  | SD 0.73 | SD 0.91 | SD 0.77 | SD 0.84 |
|  | R = 1.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Leadership takes care not to overburden marginalized or underrepresented groups with the workload for this project. | M = 2.34 | M = 2.06 | M = 2.42 | M = 2.20 |
|  | SD 0.96 | SD 0.93 | SD 0.96 | SD 0.97 |
|  | R = 1.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Domain | Item | White | Minoritized Groups | < 5 Years | >= 5 Years |
| Relationship Management Strategies | Overall Mean | M = 2.68 | M = 2.29 | M = 2.75 | M = 2.53 |
|  |  | SD = 0.62 | SD = 0.80 | SD = 0.62 | SD = 0.71 |
|  |  | R = 1.18-4.00 | R = 0.24-3.47 | R = 1.54-3.88 | R = 0.24-4.00 |
| Trust | Leadership fosters trust with stakeholders. | M = 3.13 | M = 2.85 | M = 3.19 | M = 3.02 |
|  |  | SD = 0.64 | SD = 1.04 | SD = 0.62 | SD = 0.84 |
|  |  | R = 2.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 |
| Transparency | Leadership communication is clear and straightforward. | M = 2.72 | M = 2.21 | M = 2.96 | M = 2.43 |
|  |  | SD = 0.82 | SD = 1.03 | SD = 0.71 | SD = 0.94 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 |
| Accountability | Leadership is held accountable for directing programmatic success or failure. | M = 2.77 | M = 2.16 | M = 2.92 | M = 2.49 |
|  |  | SD = 0.92 | SD = 1.07 | SD = 0.78 | SD = 1.06 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Allocation of risks | The consequences of failure for initiatives are communicated broadly. | M = 1.98 | M = 1.63 | M = 2.13 | M = 1.77 |
|  |  | SD = 0.96 | SD = 1.07 | SD = 0.97 | SD = 1.01 |
|  |  | R = 0.00-4.00 | R = 0.00-3.00 | R = 0.00-4.00 | R = 0.00-4.00 |
| Allocation of risks | Leadership works to alleviate inequities in workload associated with change efforts. | M = 2.26 | M = 1.87 | M = 2.52 | M = 2.02 |
|  |  | SD = 1.03 | SD = 1.06 | SD = 0.93 | SD = 1.08 |
|  |  | R = 0.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Organizational commitment | Leadership is highly committed to change | M = 3.20 | M = 3.00 | M = 3.28 | M = 3.17 |
|  |  | SD = 0.68 | SD = 0.97 | SD = 0.61 | SD = 0.78 |
|  |  | R = 2.00-4.00 | R = 1.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 |
| Organizational commitment | Leadership is willing to endure a high degree of resistance to reach project aims. | M = 2.72 | M = 2.37 | M = 2.61 | M = 2.72 |
|  |  | SD = 1.02 | SD = 1.07 | SD = 0.99 | SD = 1.04 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Roles and responsibilities | Leadership defines stakeholder roles and responsibilities clearly. | M = 2.51 | M = 2.00 | M = 2.71 | M = 2.21 |
|  |  | SD = 0.88 | SD = 1.11 | SD = 0.86 | SD = 1.00 |
|  |  | R = 1.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Roles and responsibilities | Leadership ensures roles and responsibilities are allocated equitably. | M = 2.42 | M = 1.81 | M = 2.57 | M = 2.13 |
|  |  | SD = 1.05 | SD = 0.98 | SD = 0.90 | SD = 1.12 |
|  |  | R = 0.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Managerial efforts | Leadership supports appropriate project implementation and management strategies to aid in project coordination (e.g., administrative support). | M = 2.53 | M = 2.60 | M = 2.60 | M = 2.58 |
|  |  | SD = 1.01 | SD = 0.94 | SD = 1.00 | SD = 0.98 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 |
| Mutual benefit | Benefits to change efforts are shared equitably amongst stakeholders. | M = 2.45 | M = 2.06 | M = 2.38 | M = 2.36 |
|  |  | SD = 0.85 | SD = 0.93 | SD = 0.86 | SD = 0.90 |
|  |  | R = 1.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Mutual benefit | Benefits for stakeholders are clearly communicated. | M = 2.47 | M = 2.06 | M = 2.58 | M = 2.26 |
|  |  | SD = 0.88 | SD = 1.06 | SD = 0.83 | SD = 0.99 |
|  |  | R = 1.00-4.00 | R = 0.00-3.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Mutual benefit | Leadership recognizes the benefit of stakeholder participation beyond contributing to institutional improvements. | M = 3.04 | M = 2.84 | M = 3.00 | M = 3.02 |
|  |  | SD = 0.82 | SD = 0.83 | SD = 0.92 | SD = 0.75 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Positionality/power imbalance | Leadership pursues power-sharing with all divisions and units fairly. | M = 2.66 | M = 1.95 | M = 2.54 | M = 2.43 |
|  |  | SD = 0.96 | SD = 1.08 | SD = 1.06 | SD = 1.04 |
|  |  | R = 0.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Communication | Leadership communicates clear program goals that are articulated by all stakeholders. | M = 2.53 | M = 2.21 | M = 2.67 | M = 2.35 |
|  |  | SD = 0.93 | SD = 0.85 | SD = 0.96 | SD = 0.87 |
|  |  | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 |
| Flexibility/compromise | Leadership is willing to adopt new strategies when implementation issues emerge. | M = 3.08 | M = 2.58 | M = 3.20 | M = 2.92 |
|  |  | SD = 0.70 | SD = 0.96 | SD = 0.71 | SD = 0.78 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 |
| Visionary leadership | Leadership communicates the need for, rationale, and desired outcome(s) of this change effort. | M = 2.90 | M = 2.40 | M = 2.96 | M = 2.74 |
|  |  | SD = 0.72 | SD = 0.99 | SD = 0.65 | SD = 0.88 |
|  |  | R = 1.00-4.00 | R = 0.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
| Domain | Item | White | Minoritized Groups | < 5 Years | >= 5 Years |
| Self-Efficacy for Change | Overall Mean | M = 2.98 | M = 3.12 | M = 3.08 | M = 2.92 |
|  |  | SD = 0.65 | SD = 0.43 | SD = 0.52 | SD = 0.70 |
|  |  | R = 1.00-4.00 | R = 2.50-4.00 | R = 1.75-4.00 | R = 1.00-4.00 |
|  | I am able to be effective in my role for this change effort. | M = 3.03 | M = 3.20 | M = 3.18 | M = 2.93 |
|  |  | SD = 0.84 | SD = 0.62 | SD = 0.66 | SD = 0.92 |
|  |  | R = 0.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
|  | I am able to complete tasks in a timely manner for my role in this change effort. | M = 2.92 | M = 3.25 | M = 3.06 | M = 2.85 |
|  |  | SD = 0.86 | SD = 0.55 | SD = 0.74 | SD = 0.95 |
|  |  | R = 0.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 | R = 0.00-4.00 |
|  | I am able to build a coalition of support for change on campus. | M = 2.89 | M = 3.10 | M = 3.00 | M = 2.89 |
|  |  | SD = 0.80 | SD = 0.55 | SD = 0.64 | SD = 0.85 |
|  |  | R = 1.00-4.00 | R = 2.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 |
|  | I am able to serve as an effective leader for this change effort. | M = 3.08 | M = 2.95 | M = 3.10 | M = 3.00 |
|  |  | SD = 0.71 | SD = 0.51 | SD = 0.61 | SD = 0.73 |
|  |  | R = 1.00-4.00 | R = 2.00-4.00 | R = 2.00-4.00 | R = 1.00-4.00 |
| Domain | Item | White | Minoritized Groups | < 5 Years | >= 5 Years |
| Outcome Expectancy | Overall Mean | M = 3.10 | M = 3.09 | M = 3.04 | M = 3.13 |
|  | SD = 0.50 | SD = 0.68 | SD = 0.81 | SD = 0.52 |
|  | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 |
| My effort on this project will contribute to the desired change as intended. | M = 3.10 | M = 3.00 | M = 2.93 | M = 3.08 |
|  | SD = 0.45 | SD = 0.71 | SD = 0.78 | SD = 0.57 |
|  | R = 0.00-4.00 | R = 2.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 |
| The entire team's efforts will bring about meaningful institutional change. | M = 3.10 | M = 3.18 | M = 3.15 | M = 3.18 |
|  | SD = 0.64 | SD = 0.72 | SD = 0.91 | SD = 0.56 |
|  | R = 2.00-4.00 | R = 0.00-4.00 | R = 0.00-4.00 | R = 2.00-4.00 |

## **WILLINGNESS**

Change makers’ motivation to actively contribute to the change process, and their perceptions of viability, support, risk management, and benefit of change for themselves, fellow stakeholders, and the institution.

The bar graph below summarizes the change maker’s responses across the four sub-domains of institutional climate, DEI, relationship management strategies, and self-efficacy and outcome expectancy. There are additional bars in this graph, compared to the readiness graph, that represent the change maker’s perceptions of both the student success community and leadership.

Average scores near or below 2 represent areas for growth as responses focused on less desirable or neutral perceptions of university qualities that enable institutional change. These subdomains could be targets for change and support critical discussions regarding the university’s current state. Average scores near or above 3 indicate areas of strength that the university should leverage and capitalize on for change.

Practitioners should consider the voices represented in this group and how their role(s) at the university influence their perceptions and experiences. Contrasts between perceptions of fellow student success community members and leadership can be made. For example, overall how to perceive leader versus stakeholder use of relationship management strategies and what does this difference imply for institutional change efforts? Also, consideration of leadership perceptions in the readiness domain and the direct comparison of items across participants will help highlight these differences.

### Overall Student Success Community Willingness Domain Level Descriptions

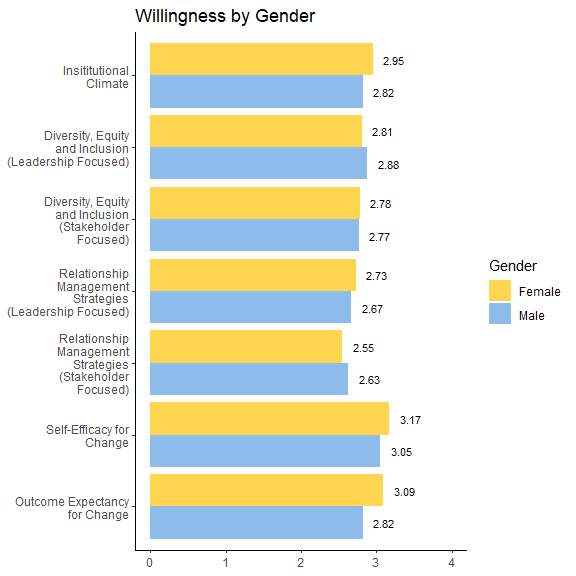
Below is a more detailed look at what comprised the Willingness Big Picture findings. Each scale item represents a quality that contributes to an institution’s aptitude to change. This tool is not diagnostic (i.e., given scores definitively indicate a specific outcome or course of action). Instead, these findings will fast-track the process of learning about the institution, shed light on the experiences and perspectives that contributed to responses, identify areas of increased interest and concern, and enable selection of effectiveness indicators. These findings will spur productive conversations on how to leverage strengths and identify opportunities for change that resonate with and motivate participants.

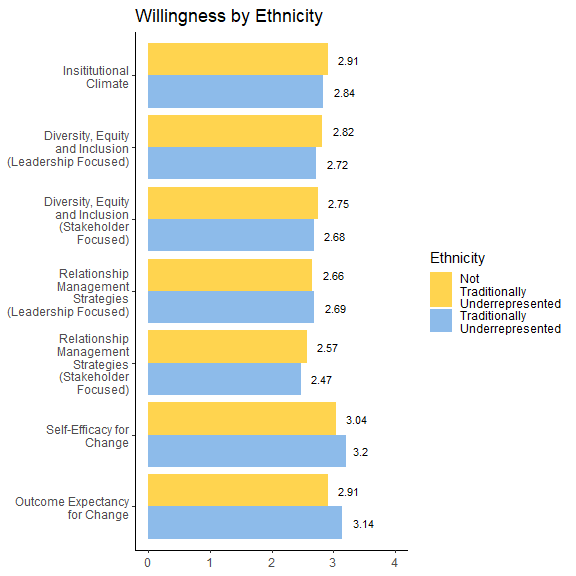
Areas of strength are highlighted in blue and opportunities to identify targets and support discussions on change are highlighted in yellow. Negatively worded items are indicated with a (\*) where lower scores represent more desirable perceptions. Another consideration is the standard deviation (SD) and range of responses. A narrower response spread (lower SD and reduced range) represents greater consensus.

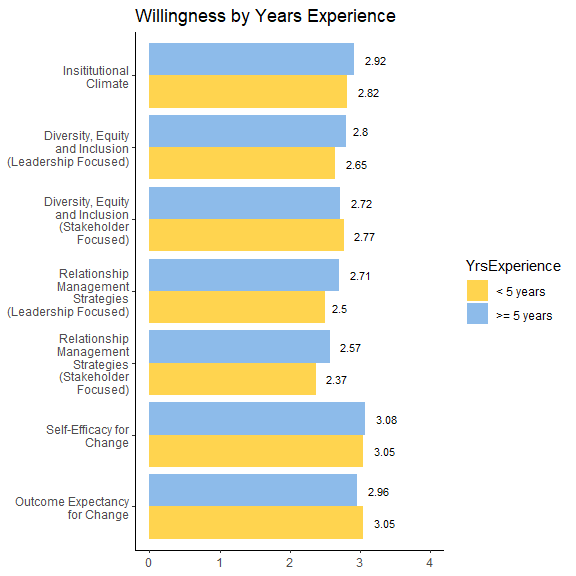
Possible responses include, 0-strongly disagree, 1-disagree, 2-neither, 3-agree, 4-strongly agree

| Domain | Item | Mean | SD | | Range |
| --- | --- | --- | --- | --- | --- |
| Institutional Climate | Overall Mean | 2.89 | 0.65 | | 0.62-4.00 |
|  | My institution successfully implements campus-wide change efforts. | 2.94 | 0.96 | | 0.00-4.00 |
|  | \*My institution fails to implement campus-wide change efforts. | 1.06 | 1.00 | | 0.00-4.00 |
|  | My institution effectively evaluates the outcomes of change efforts. | 2.62 | 0.96 | | 0.00-4.00 |
|  | My institution values and supports diversity, equity, and inclusion goals. | 3.44 | 0.82 | | 0.00-4.00 |
|  | \*My institution is ill-equipped to guide a change effort focused on diversity, equity, and inclusion. | 1.06 | 1.17 | | 0.00-4.00 |
|  | \*There are many divergent views at my institution that will impede change focused on diversity, equity, and inclusion. | 1.40 | 1.02 | | 0.00-4.00 |
|  | Leadership demonstrates the value of diversity, equity, and inclusion. | 3.10 | 1.05 | | 0.00-4.00 |
|  | \*The leadership does not provide support for diversity, equity, and inclusion efforts. | 0.90 | 0.88 | | 0.00-4.00 |
|  | Leadership is able to build a coalition of support for institutional change on campus. | 3.10 | 0.86 | | 0.00-4.00 |
|  | Leadership understands the need for institutional change. | 3.31 | 0.89 | | 0.00-4.00 |
|  | \*The leadership is ill-equipped to guide an institutional change project focused on diversity, equity, and inclusion. | 0.95 | 1.03 | | 0.00-4.00 |
|  | Stakeholders understand the need for institutional change. | 2.80 | 0.95 | | 0.00-4.00 |
|  | Stakeholders are eager to onboard a new project focused on diversity, equity, and inclusion. | 2.74 | 1.00 | | 0.00-4.00 |
|  | Stakeholders value change efforts that support diversity, equity, and inclusion. | 3.05 | 0.91 | | 0.00-4.00 |
|  | \*It is difficult to unite stakeholders for any institutional change project. | 1.58 | 1.11 | | 0.00-4.00 |
|  | \*Stakeholders have conflicting views on diversity, equity, and inclusion. | 2.01 | 1.10 | | 0.00-4.00 |
|  | \*Stakeholders disrupt change efforts when instituting new policies or programs. | 1.20 | 0.91 | | 0.00-4.00 |
| Domain | Item | Mean | SD | | Range |
| Diversity, Equity and Inclusion (Leadership Focused) | Overall Mean | 2.78 | 0.78 | | 0.00-4.00 |
|  | Leadership critically considers how core systems, structures, and policies may have disproportionately hindered the involvement of underserved members of campus for this project. | 2.71 | 0.94 | | 0.00-4.00 |
|  | Minoritized groups are supported in their involvement with this project. | 2.83 | 0.87 | | 0.00-4.00 |
|  | Leadership has critically considered how equity is manifested in this effort. | 2.75 | 0.92 | | 0.00-4.00 |
|  | Leadership routinely examines whether individuals from underrepresented groups are invited to take part in projects. | 2.56 | 1.05 | | 0.00-4.00 |
|  | Leadership values the project contributions of individuals from underrepresented groups. | 3.02 | 0.78 | | 0.00-4.00 |
| Domain | Item | Mean | SD | | Range |
| Diversity, Equity and Inclusion (Leadership Focused) | Overall Mean | 2.72 | 0.80 | | 0.00-4.00 |
|  | Stakeholders consider how core systems, structures, and policies may have disproportionately hindered the involvement of underserved members of campus for this project. | 2.56 | 0.93 | | 0.00-4.00 |
|  | Stakeholders consider how equity is manifested in this effort. | 2.56 | 0.91 | | 0.00-4.00 |
|  | Stakeholders examine whether individuals from underrepresented groups are invited to take part in projects. | 2.72 | 0.93 | | 0.00-4.00 |
|  | Stakeholders value the project contributions of individuals from underrepresented groups. | 3.00 | 0.84 | | 0.00-4.00 |
| Domain | Item | Mean | SD | | Range |
| Relationship Management Strategies (Leadership Focused) | Overall Mean | 2.65 | 0.84 | | 0.00-4.00 |
| Trust | I trust the leadership. | 2.97 | 0.98 | | 0.00-4.00 |
| Transparency | Leadership communication is clear and straightforward. | 2.66 | 1.11 | | 0.00-4.00 |
| Accountability | Leadership is held accountable for their contribution to programmatic success or failure. | 2.46 | 1.11 | | 0.00-4.00 |
| Organizational Commitment | Leadership understands and supports change efforts for diversity, equity, and inclusion. | 3.09 | 0.73 | | 0.00-4.00 |
| Roles and Responsibilities | Leadership assigns clear roles and responsibilities to stakeholders that are appropriate for their position and the project. | 2.53 | 1.04 | | 0.00-4.00 |
| Managerial efforts | Project implementation and management strategies are appropriate to aid in project coordination. | 2.66 | 1.00 | | 0.00-4.00 |
| Mutual benefit | Benefits for stakeholders are clearly communicated. | 2.30 | 1.06 | | 0.00-4.00 |
| Mutual benefit | Leadership distributes the benefits of initiatives equitably. | 2.34 | 1.01 | | 0.00-4.00 |
| Positionality/power imbalance | Leadership values and includes stakeholders in decision-making. | 2.59 | 1.09 | | 0.00-4.00 |
| Communication | Leadership is open and responsive to doubts and concerns in implementation efforts. | 2.75 | 0.97 | | 0.00-4.00 |
| Flexibility/compromise | Leadership responds to emergent needs within the campus community | 2.94 | 0.90 | | 0.00-4.00 |
| Allocation of risk | Stakeholders bear an appropriate amount of consequence for failures. | 2.22 | 0.92 | | 0.00-4.00 |
| Roles and responsibilities | Stakeholders have clear roles and responsibilities that are appropriate for their role on the project. | 2.38 | 0.93 | | 0.00-4.00 |
| Sharing authority/joint decision making | Stakeholders feel empowered throughout each stage of the initiative process. | 2.30 | 1.02 | | 0.00-4.00 |
| Positionality/power imbalance | Stakeholders are valued and included by leadership on major program decisions. | 2.54 | 1.08 | | 0.00-4.00 |
| Communication | Stakeholders feel able to express doubts and concerns in program implementation efforts openly. | 2.62 | 1.03 | | 0.00-4.00 |
| Domain | Item | Mean | SD | | Range |
| Relationship Management Strategies (Stakeholder Focused) | Overall Mean | 2.52 | 0.72 | | 0.50-4.00 |
| Trust | I trust my fellow stakeholders. | 2.98 | 0.83 | | 0.00-4.00 |
| Transparency | Stakeholder communications are clear and straightforward. | 2.51 | 0.95 | | 0.00-4.00 |
| Accountability | Stakeholders are held accountable for their contribution to programmatic success or failure. | 2.30 | 0.96 | | 0.00-4.00 |
| Organizational commitment | Stakeholders understand and support change efforts for diversity, equity, and inclusion. | 2.86 | 0.74 | | 1.00-4.00 |
| Mutual Benefit | Stakeholders see the benefit of their participation beyond contributing to institutional improvements. | 2.41 | 1.00 | | 0.00-4.00 |
| Flexibility/Compromise | Stakeholders are responsive to evolving directives. | 2.62 | 0.88 | | 0.00-4.00 |
| Visionary Leadership | Stakeholders understand the need, rationale, and desired outcome(s) of change efforts. | 2.61 | 1.01 | | 0.00-4.00 |
| Domain | Item | Mean | SD | | Range |
| Self-Efficacy for Change | Overall Mean | 3.07 | 0.85 | | 0.00-4.00 |
|  | I am able to be effective in my role for this change effort. | 3.10 | 0.87 | | 0.00-4.00 |
|  | I am able to complete tasks in a timely manner for my role for this change effort. | 3.04 | 0.95 | | 0.00-4.00 |
| Domain | Item | Mean | SD | Range | | |
| Outcome Expectancy | Overall Mean | 2.96 | 0.86 | 0.00-4.00 | | |
|  | My effort on this project contributes to the desired change as intended. | 2.92 | 0.87 | 0.00-4.00 | | |
|  | The entire team's efforts will bring about meaningful institutional change. | 2.99 | 0.93 | 0.00-4.00 | | |

### Overall Student Success Community Willingness Domain Level Charts Broken Out by Demographics





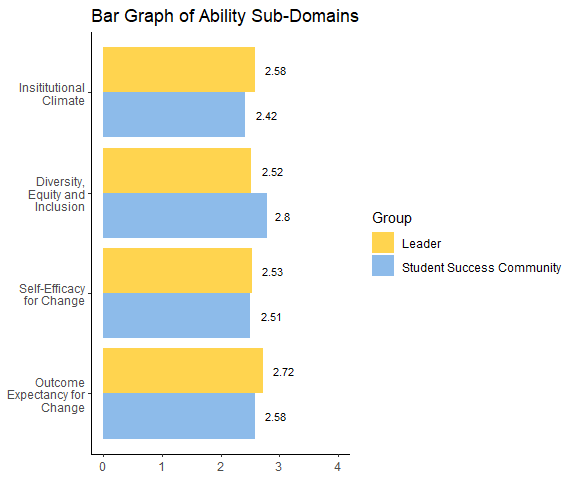


## **ABILITY**

An institution’s available resources to support change and access to needed resources.

The bar graph below summarizes leadership and student success community responses across the three sub-domains of institutional climate, DEI, and self-efficacy and outcome expectancy. As both participant groups answered the same set of questions, responses also represent degree of alignment among participant groups and direct contrasts can be made within this domain.

Average scores near or below 2 represent areas for growth as responses focused on less desirable or neutral perceptions of university qualities that enable equitable resource allocation and use. These findings could be targets for change and support critical discussions regarding the university’s current state. Average scores near or above 3 indicate areas of strength that the university should leverage and capitalize on for change.



### Overall Ability Sub-Domain Level Descriptions

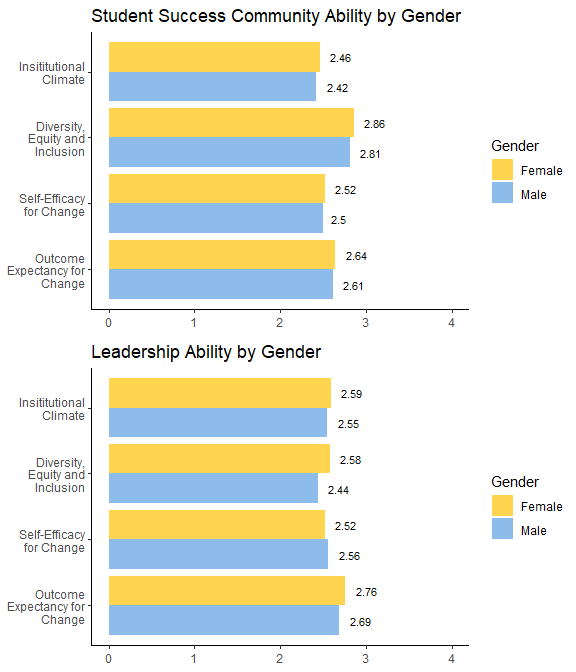
Below is a more detailed look at what comprised the Ability Big Picture findings. Each scale item represents a quality that contributes to an institution’s allocation of institutional resources focused on DEI. This tool is not diagnostic (i.e., given scores definitively indicate a specific outcome or course of action). Instead, these findings will fast-track the process of learning about the institution, shed light on the experiences and perspectives that contributed to responses, identify areas of increased interest and concern, and enable selection of effectiveness indicators. These findings will spur productive conversations on how to leverage strengths and identify opportunities for change that resonate with and motivate participants.

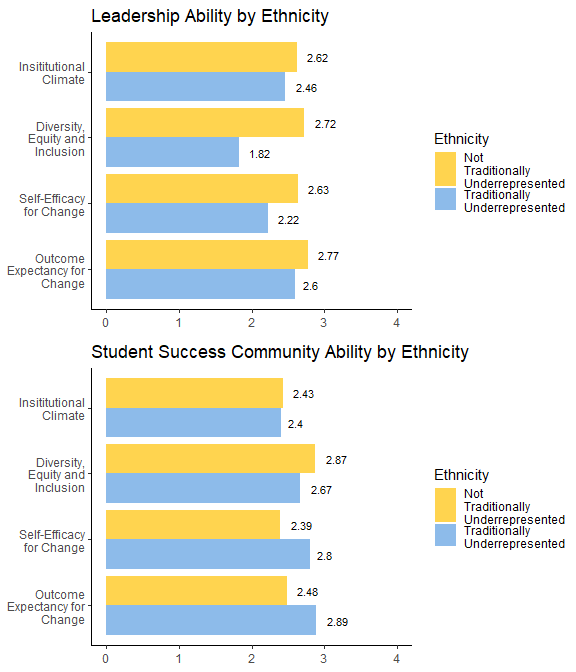
Areas of strength are highlighted in blue, and opportunities to identify targets and support discussions on change are highlighted in yellow.

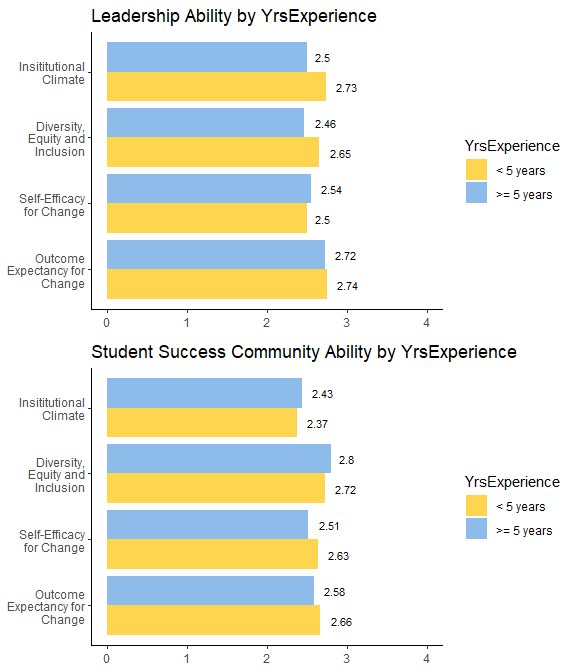
Possible responses include, 0-strongly disagree, 1-disagree, 2-neither, 3-agree, 4-strongly agree

| Domain | Item | Mean | SD | Range |
| --- | --- | --- | --- | --- |
| **Institutional Climate** | **Leader** | 2.58 | 0.55 | 0.00-4.00 |
|  | My institution values equitable and responsive resource distribution. | 2.92 | 0.77 | 0.00-4.00 |
|  | Resource allocation efforts are disrupted or inefficient when instituting new policies or programs. | 2.09 | 1.05 | 0.00-4.00 |
|  | Leadership and stakeholders share complimentary values that support the allocation of resources for this new effort. | 2.61 | 0.85 | 0.00-4.00 |
|  | **Stakeholder** | 2.42 | 0.66 | 0.50-4.00 |
|  | My institution values equitable and responsive resource distribution. | 2.81 | 0.95 | 0.00-4.00 |
|  | Resource allocation efforts are disrupted or inefficient when instituting new policies or programs. | 1.73 | 0.98 | 0.00-4.00 |
|  | Leadership and stakeholders share complimentary values that support the allocation of resources for this new effort. | 2.55 | 1.04 | 0.00-4.00 |
| Domain | Item | Mean | SD | Range |
| **Diversity, Equity and Inclusion** | **Leader** | 2.52 | 0.91 | 0.00-4.00 |
|  | My institution considers how marginalized members of campus may have hindered and unequal access to resources. | 2.72 | 1.01 | 0.00-4.00 |
|  | My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. | 2.48 | 1.03 | 0.00-4.00 |
|  | My institution routinely examines whether resources are available and effective for all groups. | 2.40 | 1.02 | 0.00-4.00 |
|  | **Stakeholder** | 2.80 | 0.77 | 0.00-4.00 |
|  | My institution considers how marginalized members of campus may have hindered and unequal access to resources. | 2.90 | 0.80 | 0.00-4.00 |
|  | My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. | 2.77 | 0.89 | 0.00-4.00 |
|  | My institution routinely examines whether resources are available and effective for all groups. | 2.71 | 0.96 | 0.00-4.00 |
| Domain | Item | Mean | SD | Range |
| **Self-Efficacy** | **Leader** | 2.53 | 0.65 | 1.00-4.00 |
|  | Stakeholders are able to access the resources they require for project implementation. | 2.43 | 0.78 | 0.00-4.00 |
|  | Leadership is able to effectively distribute resources for change efforts. | 2.62 | 0.67 | 1.00-4.00 |
|  | **Stakeholder** | 2.52 | 0.96 | 0.00-4.00 |
|  | Stakeholders are able to access the resources they require for project implementation. | 2.48 | 0.96 | 0.00-4.00 |
|  | Leadership is able to effectively distribute resources for change efforts. | 2.55 | 0.97 | 1.00-4.00 |
| Domain | Item | Mean | SD | Range |
| **Outcome Expectancy** | **Leader** | 2.72 | 0.62 | 1.00-4.00 |
|  | Stakeholders have (or will have) the resources needed to successfully support project success. | 2.67 | 0.67 | 1.00-4.00 |
|  | Leadership has (or will have) the resources needed to successfully support project success. | 2.78 | 0.64 | 1.00-4.00 |
|  | **Stakeholder** | 2.58 | 0.92 | 0.00-4.00 |
|  | Stakeholders have (or will have) the resources needed to successfully support project success. | 2.50 | 0.97 | 0.00-4.00 |
|  | Leadership has (or will have) the resources needed to successfully support project success. | 2.66 | 0.95 | 0.00-4.00 |

### Ability Charts Broken Out by Demographics



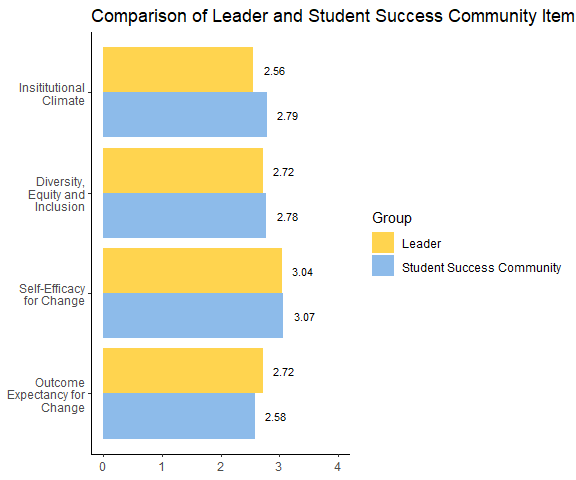




### Leadership and Student Success Community Comparison Graphs for Readiness and Willingness

Just as in the Ability Domain, the leadership and student success community answered parallel items in their respective readiness and willingness domains. In this section, we’ve compiled that data to enable direct contrasts that represent degree of alignment to enable the discussion of differences in perspective and experiences and how this will influence institutional change focused on DEI.

Average scores near or below 2 represent areas for growth as responses focused on less desirable or neutral perceptions of university qualities that enable institutional change. These subdomains could be targets for change and support critical discussions regarding the university’s current state. Average scores near or above 3 indicate areas of strength where the university should leverage consensus to support change.



#### 

### Table of Comparable Leader and Student Success Item Findings

Below is a more detailed look at what comprised the Readiness and Willingness Comparison Big Picture findings. These findings have two key areas of consideration. First, degree of perception alignment between the leadership and student success community. Areas higher in alignment are highlighted in blue (< .2 points in difference) and areas lower in alignment (> .6 points in difference) are highlighted in orange. Second, in addition to alignment, consider the degree of desirability of the mean score for both groups. Do leaders and the student success community differ in valence of perception (i.e., one perception is desirable and the other undesirable) or in degree of perception (both perceptions are either desirable, neutral or undesirable)? Practitioners should consider the underlying reasons for the degree of consensus and consider the valence of agreement to identify strengths and opportunities for change.

Possible responses include, 0-strongly disagree, 1-disagree, 2-neither, 3-agree, 4-strongly agree

| Domain | Item | Mean | SD | Range | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Institutional Climate** | Leader | 2.56 | 0.56 | 0.67-3.92 | 0.23 |
|  | Stakeholder | 2.79 | 0.71 | 0.33-4.00 |  |
| Domain | Item | Group | Mean | SD | Mean Diff |
| **Institutional Climate** | My institution successfully implements campus-wide change efforts. | Leaders | 2.69 | 0.91 | 0.25 |
|  |  | Stakeholders | 2.94 | 0.96 |  |
|  | My institution fails to implement campus-wide change efforts. | Leaders | 1.47 | 1.01 | 0.41 |
|  |  | Stakeholders | 1.06 | 1.00 |  |
|  | My institution values and supports diversity, equity, and inclusion goals. | Leaders | 3.23 | 0.73 | 0.21 |
|  |  | Stakeholders | 3.44 | 0.82 |  |
|  | There are many divergent views at my institution that will impede change focused on diversity, equity, and inclusion | Leaders | 1.64 | 1.00 | 0.24 |
|  |  | Stakeholders | 1.40 | 1.02 |  |
|  | The leadership at my institution is ill-equipped to guide a change effort focused on diversity, equity, and inclusion. | Leaders | 1.16 | 0.84 | 0.21 |
|  |  | Stakeholders | 0.95 | 1.03 |  |
|  | Stakeholders value change efforts that support diversity, equity, and inclusion. | Leaders | 3.05 | 0.73 | 0.00 |
|  |  | Stakeholders | 3.05 | 0.91 |  |
|  | Stakeholders have conflicting views on diversity, equity, and inclusion. | Leaders | 2.36 | 1.05 | 0.34 |
|  |  | Stakeholders | 2.01 | 1.10 |  |
|  | It is difficult to unite stakeholders for any institutional change project. | Leaders | 2.00 | 1.13 | 0.42 |
|  |  | Stakeholders | 1.58 | 1.11 |  |
|  | Stakeholders are eager to onboard a new project focused on diversity, equity, and inclusion. | Leaders | 2.69 | 0.85 | 0.05 |
|  |  | Stakeholders | 2.74 | 1.00 |  |
|  | Stakeholders understand the need for institutional change. | Leaders | 2.92 | 0.77 | 0.12 |
|  |  | Stakeholders | 2.80 | 0.95 |  |
|  | Stakeholders disrupt change efforts when instituting new policies or programs. | Leaders | 1.56 | 0.95 | 0.36 |
|  |  | Stakeholders | 1.20 | 0.91 |  |
|  | My institution effectively evaluates the outcomes of change efforts. | Leaders | 2.24 | 1.09 | 0.38 |
|  |  | Stakeholders | 2.62 | 0.96 |  |

#### 

| Domain | Item | Mean | SD | Range | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Diversity, Equity and Inclusion** | Leader | 2.72 | 0.70 | 0.50-4.00 | 0.07 |
|  | Stakeholder | 2.78 | 0.82 | 0.00-4.00 |  |
|  | Leader: Leadership has critically considered how equity is addressed in this effort. | 2.73 | 0.89 |  | 0.03 |
|  | Stakeholder: Leadership has critically considered how equity is addressed in this effort. | 2.75 | 0.92 |  |  |
|  | Leader: Minoritized groups are supported in their involvement with this project. | 2.66 | 0.82 |  | 0.16 |
|  | Stakeholder: Minoritized groups are supported in their involvement with this project. | 2.83 | 0.87 |  |  |

#### 

| Domain | Item | Mean | SD | Range | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Relationship Management Strategies** | Leader | 2.58 | 0.69 | 0.21-4.00 | 0.02 |
|  | Stakeholder | 2.59 | 0.80 | 0.00-4.00 |  |

#### 

| Domain | Item | Group | Mean | SD | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Trust** | Leadership fosters trust with stakeholders. | Leaders | 3.06 | 0.76 | 0.09 |
|  | I trust the leadership. | Stakeholders | 2.97 | 0.98 |  |
| Communication | Leadership communication is clear and straightforward. | Leaders | 2.60 | 0.89 | 0.06 |
|  | Leadership communication is clear and straightforward. | Stakeholders | 2.66 | 1.11 |  |
| Accountability | Leadership is held accountable for directing programmatic success or failure. | Leaders | 2.61 | 0.99 | 0.15 |
|  | Leadership is held accountable for their contribution to programmatic success or failure. | Stakeholders | 2.46 | 1.11 |  |
| Risk Allocation | The consequences of failure for initiatives are communicated broadly. | Leaders | 1.88 | 0.99 | 0.34 |
|  | Stakeholders bear an appropriate amount of consequence for failures. | Stakeholders | 2.22 | 0.92 |  |
| Commitment | Leadership is highly committed to change. | Leaders | 3.16 | 0.74 | 0.06 |
|  | Leadership understands and supports change efforts for diversity, equity, and inclusion. | Stakeholders | 3.09 | 0.73 |  |
|  | Leadership defines stakeholder roles and responsibilities clearly. | Leaders | 2.37 | 0.97 | 0.16 |
|  | Leadership assigns clear roles and responsibilities to stakeholders that are appropriate for their position and the project. | Stakeholders | 2.53 | 1.04 |  |
|  | Leadership ensures roles and responsibilities are allocated equitably. | Leaders | 2.27 | 1.06 | 0.12 |
|  | Stakeholders have clear roles and responsibilities that are appropriate for their role on the project. | Stakeholders | 2.38 | 0.93 |  |
|  | Leadership supports appropriate project implementation and management strategies to aid in project coordination (e.g., administrative support). | Leaders | 2.55 | 0.98 | 0.11 |
|  | Project implementation and management strategies are appropriate to aid in project coordination. | Stakeholders | 2.66 | 1.00 |  |
|  | Benefits to change efforts are shared equitably amongst stakeholders. | Leaders | 2.35 | 0.88 | 0.01 |
|  | Leadership distributes the benefits of initiatives equitably. | Stakeholders | 2.34 | 1.01 |  |
|  | Benefits for stakeholders are clearly communicated. | Leaders | 2.35 | 0.94 | 0.06 |
|  | Benefits for stakeholders are clearly communicated. | Stakeholders | 2.30 | 1.06 |  |
|  | Leadership pursues power-sharing with all divisions and units fairly. | Leaders | 2.47 | 1.03 | 0.11 |
|  | Leadership values and includes stakeholders in decision-making. | Stakeholders | 2.59 | 1.09 |  |
|  | Leadership communicates clear program goals that are articulated by all stakeholders. | Leaders | 2.45 | 0.91 | 0.31 |
|  | Leadership is open and responsive to doubts and concerns in implementation efforts. | Stakeholders | 2.75 | 0.97 |  |
|  | Leadership is willing to adopt new strategies when implementation issues emerge. | Leaders | 2.96 | 0.79 | 0.03 |
|  | Leadership responds to emergent needs within the campus community | Stakeholders | 2.94 | 0.90 |  |
|  | Leadership communicates the need for, rationale, and desired outcome(s) of this change effort. | Leaders | 2.78 | 0.82 | 0.17 |
|  | Stakeholders understand the need, rationale, and desired outcome(s) of change efforts. | Stakeholders | 2.61 | 1.01 |  |

#### 

| Domain | Item | Mean | SD | Range | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Self-Efficacy** | Leader | 3.04 | 0.72 | 0.00-4.00 | 0.03 |
|  | Stakeholder | 3.07 | 0.85 | 0.00-4.00 |  |
|  | Leader: I am able to be effective in my role for this change effort. | 3.07 | 0.79 |  | 0.02 |
|  | Stakeholder: I am able to be effective in my role for this change effort. | 3.10 | 0.87 |  |  |
|  | Leader: I am able to complete tasks in a timely manner for my role in this change effort. | 3.00 | 0.81 |  | 0.04 |
|  | Stakeholder: I am able to complete tasks in a timely manner for my role in this change effort. | 3.04 | 0.95 |  |  |

#### 

| Domain | Item | Mean | SD | Range | Mean Diff |
| --- | --- | --- | --- | --- | --- |
| **Outcome Expectancy** | Leader | 2.72 | 0.62 | 1.00-4.00 | 0.14 |
|  | Stakeholder | 2.58 | 0.92 | 0.00-4.00 |  |
|  | Leader: Stakeholders have (or will have) the resources needed to successfully support project success. | 2.67 | 0.67 |  | 0.17 |
|  | Stakeholder: Stakeholders have (or will have) the resources needed to successfully support project success. | 2.50 | 0.97 |  |  |
|  | Leader: Leadership has (or will have) the resources needed to successfully support project success. | 2.78 | 0.64 |  | 0.11 |
|  | Stakeholder: Leadership has (or will have) the resources needed to successfully support project success. | 2.66 | 0.95 |  |  |

# Initial Analyses

## READINESS – ALL INSTITUTIONS

**Table 1. Correlations among Leadership Variables**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **READINESS** | | | | | **ABILITY** | | | |
|  |  | Climate | DEI | RMS | SE | OE | Climate | DEI | SE | OE |
| **READINESS** | Climate |  |  |  |  |  |  |  |  |  |
| DEI | .28\* |  |  |  |  |  |  |  |  |
| RMS | .64\* | .50\* |  |  |  |  |  |  |  |
| SE | .33\* | -.11 | .06 |  |  |  |  |  |  |
| OE | .46\* | -.17 | .19 | .60\* |  |  |  |  |  |
| **ABILITY** | Climate | .35\* | .11 | .42\* | .04 | .00 |  |  |  |  |
| DEI | .23\* | .33\* | .21 | .04 | -.01 | .02 |  |  |  |
| SE | .38\* | .21 | .44\* | .23\* | .29\* | .28\* | .23\* |  |  |
| OE | .18 | -.02 | .29\* | .19\* | .34\* | .04 | .07 | .65\* |  |

*Note*: DEI = diversity, equity and inclusion. SE = self-efficacy. OE = outcome expectancy.

**Initial tests for potential differences in Leadership Readiness and Ability across Gender, Unrepresented Status, and Length of Employment**

**Do leaders’ perceptions of readiness and ability domains differ based on…**

* + - * Years Employed? ( < 1 year, 1-4 years, 5-10 years, > 10 years)
        + No significant differences.
      * Underrepresented versus majority groups?
        + Relationship Management Strategies (*F* (1, 79) = 6.04, *p* = .02 )

*M* Underrepresented = 2.58, *SD* = .78

*M* Majority = 3.09, *SD* = .93

* + - * + Self-efficacy for resource use? (*F* (1, 77) = 6.09, *p* = .02 )

*M* Underrepresented = 2.24, *SD* = .60

*M* Majority = 2.63, *SD* = .65

* + - * Gender? (Male, Female, Another Gender)
        + No significant differences

The focus group data and initial review of the data indicated that experiences and perceptions at PG could be different than the other institutions. Also, PG made up nearly half of the leadership sample. Therefore, we needed to test if they were indeed different and if that could influence the preliminary findings.

**Does Purdue Global have significantly different perceptions compared to other universities?**

* Climate
  + - * (*F* (1, 80) = 11.14, *p* = .00)
        + *M* PG = 3.15, *SD* = .99
        + *M* Other Institutions = 2.98, *SD* = 1.05
    - Self-efficacy
      * (*F* (1, 79) = 9.78, *p* = .00)
        + *M* PG = 3.34, *SD* = .49
        + *M* Other Institutions = 2.89, *SD* = .60
    - Outcome Expectancy for resource use
      * (*F* (1, 78) = 4.89, *p* = .03)
        + *M* PG = 2.98, *SD* = .56
        + *M* Other Institutions = 2.64, *SD* = 62

**Does Purdue Global differ across demographic groups?**

* + - * Years Employed? ( < 1 year, 1-4 years, 5-10 years, > 10 years)
        + Climate for resource distribution is nearing significance (*F* (3,54) = 2.83, *p* = .05)

Post hoc analysis indicates significant difference between:

5-10 years employed *M* = 3.63, *SD* = 1.03

> 10 years employed *M* = 2.62, *SD* = .90

* + - * Underrepresented versus majority groups?
        + Climate is nearing significance (*F* (3,54) = 2.83, *p* = .05)

*M* Underrepresented = 3.07, *SD* = .67

*M* Majority = 3.42, *SD* = .54

* + - * + Relationship Management Strategies and Self-efficacy for resource use remain significant

Relationship Management Strategies (*F* (1,57) = 9.28, *p* = .00)

*M* Underrepresented = 2.32, *SD* = .90

*M* Majority = 3.08, *SD* = .82

Self-efficacy for resource use (*F* (1,56) = 9.47, *p* = .00)

*M* Underrepresented = 2.07, *SD* = .56

*M* Majority = 2.61, *SD* = .61

* + - * Gender?
        + No change in findings.

## WILLINGNESS – ALL INSTITUTIONS

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **WILLINGNESS** | | | | | | | **ABILITY** | | | |
|  |  | Climate | DEI Leadership | DEI  Stu. Success Comm. | RMS  Leadership | RMS  Stu. Success Comm. | SE | OE | Climate | DEI | SE | OE |
| **READINESS** | Climate |  |  |  |  |  |  |  |  |  |  |  |
| DEI Leadership | .39\* |  |  |  |  |  |  |  |  |  |  |
| DEI  Stu. Success Comm. | .37\* | .78\* |  |  |  |  |  |  |  |  |  |
| RMS  Leadership | .45\* | .46\* | .41\* |  |  |  |  |  |  |  |  |
| RMS  Stu. Success Comm. | .27\* | .33\* | .38\* | .75\* |  |  |  |  |  |  |  |
| SE | .47\* | .12 | .19 | .32\* | .16 |  |  |  |  |  |  |
| OE | .46\* | .08 | .17 | .44\* | .26\* | .75\* |  |  |  |  |  |
| **ABILITY** | Climate | -.11 | .21\* | .29\* | .14 | .20\* | .03 | .07 |  |  |  |  |
| DEI | .33\* | .51\* | .37\* | .35\* | .27\* | .16 | .08 | .09 |  |  |  |
| SE | .23\* | .27\* | .29\* | .53\* | .48\* | .36\* | .42\* | .19 | .15 |  |  |
| OE | .45\* | .39\* | .38\* | .63\* | .50\* | .48\* | .51\* | .05 | .34\* | .80\* |  |

**Table 1. Correlations among Student Success Community Variables**

*Note*: DEI = diversity, equity and inclusion. SE = self-efficacy. OE = outcome expectancy.

**Do perceptions of willingness and ability of the student success community differ based on…**

* Years Employed? ( < 1 year, 1-4 years, 5-10 years, > 10 years)
  + - * + No differences between those employed for 1-4 years, 5-10 years, and > 10 years
        + Significant differences between those employed < 1 year and all other groups, however, for this group *n* = 1, therefore results should not be interpreted.
      * Underrepresented versus majority groups?
        + Climate (*F* (1, 99) = 5.21, *p* = .03 )

*M* Underrepresented = 3.40, *SD* = .75

*M* Majority = 3.66, *SD* = .41

* + - * + Climate for resource use (*F* (1,99) = 4.20, *p* = .04 )

*M* Underrepresented = 3.44, *SD* = 1.40

*M* Majority = 2.91, *SD* = 1.10

* + - * + DEI for resource use (*F* (1,99) = 4.28, *p* = .04 )

*M* Underrepresented = 2.91, *SD* = 1.12

*M* Majority = 3.44, *SD* = 1.21

* + - * + Self-efficacy for resource use (*F* (1,99) = 5.31, *p* = .02)

*M* Underrepresented = 2.83, *SD* = .86

*M* Majority = 2.38, *SD* = .92

* + - * Gender? (Male, Female, Another Gender)
        + No differences between males and females.
        + Consistent differences between another gender with males and females.

Another Gender *N* = 3, so results should be interpreted with caution

Overall, findings indicate that individuals that identify with another gender have lower perceptions of institutional climate, DEI and leadership, DEI and fellow student success community members, self-efficacy, outcome expectancy and DEI related to resource use.

The focus group data and initial review of the data indicated that experiences and perceptions at Purdue Global could be different than the other institutions. Also, Purdue Global made up nearly half of the student success community sample. Therefore, we needed to test if they were indeed different and if that could influence the preliminary findings.

**Does Purdue Global have significantly different perceptions compared to other universities?**

* Climate
  + - * (*F* (1, 102) = 13.068, *p* = .00)
        + *M* PG = 3.76, *SD* = .30
        + *M* Other Institutions = 3.39, *SD* = .69
    - DEI Leadership
      * (*F* (1, 101) = 6.92, *p* = .01)
        + *M* PG = 3.46, *SD* = 1.01
        + *M* Other Institutions = 2.90, *SD* = 1.41
    - Leadership Relationship Management Strategies
      * (*F* (1, 101) = 18.67, *p* = .00)
        + *M* PG = 3.30, *SD* = .76
        + *M* Other Institutions = 2.66, *SD* = .78
    - Stakeholder Relationship Management Strategies
      * (*F* (1, 101) = 4.98, *p* = .03)
        + *M* PG = 3.13, *SD* = .80
        + *M* Other Institutions = 2.78, *SD* = .87
    - Self-efficacy
      * (*F* (1, 99) = 15.36, *p* = .00)
        + *M* PG = 3.36, *SD* = .57
        + *M* Other Institutions = 2.74, *SD* = .98
    - Outcome Expectancy
      * (*F* (1, 99) = 13.62, *p* = .00)
        + *M* PG = 3.25, *SD* = .70
        + *M* Other Institutions = 2.65, *SD* = .92
    - Self-efficacy for resource use
      * (*F* (1, 100) = 27.05, *p* = .00)
        + *M* PG = 2.92, *SD* = .85
        + *M* Other Institutions 2.07, *SD* = .79
    - Outcome expectancy for resource use
      * (*F* (1, 99) = 30.55, *p* = .00)
        + *M* PG = 3.01, *SD* = .79
        + *M* Other Institutions = 2.11, *SD* = .84

**Does Purdue Global have different perceptions across demographic groups?**

* + - * Years Employed? ( < 1 year, 1-4 years, 5-10 years, > 10 years)
        + Climate for resource distribution is no longer significant
        + RMS findings remain significant
      * Underrepresented versus majority groups?
        + SE for resource use is no longer significant
        + All other findings remain
      * Gender?
        + Findings remain but should be interpreted with caution due to a sample size of two.

**Are there significant differences for parallel items across Readiness, Willingness and Ability?**

* + - * + **No significant differences overall, some significant differences at the item level**

**Climate**

The leadership at my institution is ill-equipped to guide a change effort.

*M* Leaders = 4.84, *SD* = .36; *M* Stakeholders = 4.56 *SD* = .77

Stakeholders understand the need for institutional change.

*M* Leaders = 3.18, *SD* = 1.14; *M* Stakeholders = 2.86, *SD* = 1.05

**Relationship Management Strategies**

Leadership communication is clear and straightforward.

*M* Leaders = 3.16, *SD* = .70; *M* Stakeholders = 2.75, *SD* = 1.23

Leadership pursues power-sharing with all divisions and/or units fairly.

*M* Leaders = 2.15, *SD* = 1.34; *M* Stakeholders = 2.85 *SD* = 1.40

Leadership communicates clear program goals that are articulated by all stakeholders.

*M* Leaders = 2.67, *SD* = 1.24; *M* Stakeholders = 3.16, *SD* = 1.43

* + - * + **Does the inclusion of Purdue Global influence differences between leaders and stakeholders? Yes!**

**For all other universities there are significant differences in:**

**Climate** (*F* (1, 74) = 4.45, *p* = .04)

*M* Leaders = 3.51, *SD* = .60

*M* Stakeholders= 3.67 *SD* = .83

**Relationship Management Strategies** (*F* (1, 74) = 4.19, *p* = .04)

*M* Leaders = 2.84, *SD* = .63

*M* Stakeholders= 2.66, *SD* = .85

# Initial Takeaways

## Readiness:

* The significant and positive correlations support our model of aptitude for institutional change, and the identification of potential intervention points and targets to monitor change. For example:
  + Correlations indicate that overall perceptions of climate for institutional change is moderately and positively associated with nearly every other variable (except outcome expectancy for resource use).
  + Relationship management strategies are positively correlated with perceptions institutional climate for change, and institutional climate for resource allocation and use for change.
  + Self-efficacy and outcome expectancy for both readiness and ability have strong, positive associations.
* ANOVA findings indicate some differences among the leadership demographic groups but these differences are not consistent across domain or variable.
  + Across all institutions, individuals from traditionally underrepresented demographic groups indicate less desirable perceptions of relationship management strategies from their fellow leaders and their own ability to use resources effectively in their role for institutional change.
  + There were no significant differences for number of years employed or gender for leadership.
* Comparisons between Purdue Global participants and all other institutions were conducted.
  + These comparisons indicated little overall divergence from the entire dataset, however, significant differences on important indicators were present, including institutional climate for change and self-efficacy for change. In both cases, Purdue Global leaders had more favorable perceptions.
* Isolated ANOVAs with Purdue Global only were also conducted. Overall, there was only one new significant difference and all other significant findings mimicked the form of the overall results as well.
  + For Readiness, it seems that the inclusion of Purdue Global did not significantly alter the findings.
* Leaders have consistently more positive perceptions of their institution when compared to the student success community

## Willingness:

* The correlation table reflect the findings from the Readiness table and indicate preliminary support for our model, and the identification of potential intervention points and targets to monitor change. In addition to these findings:
  + Student success community perceptions of self-efficacy and outcome expectancy in their role for institutional change and resource use to bring about change have moderate to strong and positive associations with perceptions of desirable relationship management strategies from their leadership and fellow community members.
  + Perceptions of institutional climate for resource use for change had only three significant associations (DEI leadership and student success community, and RMS student success community). Unlike leadership, overall climate did not have a significant association.
* When compared to leadership, the student success community ANOVA findings indicated more divergence across demographic groups. This was especially true when comparing underrepresented groups to majority groups.
  + The pattern of differences was also inconsistent for comparisons among underrepresented versus majority participants, where underrepresented groups reported more desirable perceptions of climate and self-efficacy for resource use, but less desirable perceptions of DEI related to resource use and overall climate.
* 8/10 comparisons between Purdue Global and all institutional findings indicate that Purdue Global participants had more desirable perceptions of RWA domain variables. In some cases, these differences neared a full scale point.
  + Inclusion of PG in the overall analysis impacted findings for two variables across two demographic groups.

## Overall:

* Considering all institutions and participant groups, we have a strong first look at the RWA tool performance.
  + Favorable indicators of performance are:
    - Consistent moderate to strong positive correlations among identified domains and variables.
    - Some discrimination between participant groups.
    - Enabled quality and productive discussion during sense making sessions
  + Areas of critique:
    - Inconsistent discrimination between participant groups, however, members of majority groups tend to have more positive perceptions
      * An increase in sample size and balance between demographic group sizes among universities would enable an improved examination
    - There is a learning curve to become familiar with the tool and interpret the results (need more time to present and discuss)
    - Larger sample sizes are needed for more actionable and generalizable RWA findings
    - Need to control for institution type (e.g., size, mode of delivery)
    - Lacks student voice
      * A new draft of a student-centered RWA tool is included in the appendix
    - Needed next steps:
      * Assess change over time in target mechanisms and outcomes with longitudinal data
      * Quantify key institutional differences and control for them in a model
      * What else?
  + Other considerations:
    - When sample sizes are small:
      * Mean groups differences of .35 or greater may indicate significant differences
      * Majority groups are more likely to have positive perceptions
      * Concerted efforts by institutions are needed to increase the participation of individuals from diverse perspectives and backgrounds to improve the RWA usefulness

# APPENDIX A

# Readiness Survey

**Readiness, Willingness and Ability Institutional Assessment Tool: LEADERSHIP**

**Start of Block: Survey Introduction**

Welcome to the Readiness, Willingness and Ability Assessment (RWA) Survey    
  
 This RWA survey enables the John N. Gardner Institute to get to know your institution quickly so we can be effective partners in institutional change to accomplish our shared aims of achieving equity and social justice. Thank you for taking 30-minutes to complete the survey.   
     
If you need help with this survey or encounter any technical problems, please email [insert name] (email).  
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact (insert name) (email).

**End of Block: Survey Introduction**

**Start of Block: Research Information Sheet**

**Please find the details of your participation in this project, your rights as a participant and the responsibilities of the researchers below. To continue to the survey, please confirm that you read and understand this information at the bottom of this page.**

**RESEARCH PARTICIPANT INFORMATION SHEET**

*Skip To: End of Survey If I have read and understood the research information sheet. = No, end survey.*

**End of Block: Research Information Sheet**

**Start of Block: Key Definitions: Leadership**

Throughout this survey there are reoccurring terms. Please use the following definitions when responding.

**Diversity** is the representation and acceptance of students, faculty, and staff from disproportionally impacted minoritized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups, new immigrants and more) and low-income backgrounds.

**Equity** is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

**Inclusion** is making sure that all students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued.

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**Leadership** are the individuals responsible for setting a program vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are held accountable for institutional change success or failure.

When you think of this program, who fills the leadership role? We are not looking for specific individuals but rather the offices they represent and the roles they fill (Academic Affairs, Student Success, Admissions etc.)   
  
   
 Please list leaders in the box below.

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The **student success community** are students, faculty, staff, alumni, the surrounding community, taxpayers, legislators, and other parties with direct association or vested interest with institutional change.   
  
When you think of DEI focused institutional change at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.   
  
Please list student success community members in the box below.

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**End of Block: Key Definitions: Leadership**

**Start of Block: Readiness - Institutional Change Climate**

**Instructions**

All survey items are on a six-point Likert scale, ranging from strongly disagree to strongly agree. If you are unable to draw on your personal experiences to respond to an item, you may choose uncertain. Some groups of questions will have an open response where you can expand on a specific experience at your institution.

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##### Readiness: Institutional Climate for Change

##### Please keep the offices and roles you identified as leaders [${Groups\_lead\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_lead\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about the **climate for change** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
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|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | *Uncertain* (6) |
| My institution successfully implements campus-wide change. (R\_Climate\_01) |  |  |  |  |  |  |
| My institution fails to implement campus-wide change. (R\_Climate\_02) |  |  |  |  |  |  |
| My institution values and supports diversity, equity, and inclusion goals. (R\_Climate\_03) |  |  |  |  |  |  |
| My institution's climate is poised to support change focused on enhancing diversity, equity, and inclusion. (R\_Climate\_04) |  |  |  |  |  |  |
| The leadership at my institution have a unified viewpoint that will support institutional change on diversity, equity and inclusion. (R\_Climate\_05) |  |  |  |  |  |  |
| There are many divergent views among leadership that will impede institutional change focused on diversity, equity, and inclusion. (R\_Climate\_06) |  |  |  |  |  |  |
| The leadership at my institution is ill-equipped to guide a change focused on diversity, equity, and inclusion. (R\_Climate\_07) |  |  |  |  |  |  |
| The leadership at my institution is well-equipped to guide institutional change focused on diversity, equity and inclusion. (R\_Climate\_08) |  |  |  |  |  |  |
| The student success community values change efforts that support diversity, equity, and inclusion. (R\_Climate\_09) |  |  |  |  |  |  |
| The student success community has conflicting views on diversity, equity, and inclusion. (R\_Climate\_10) |  |  |  |  |  |  |
| It is difficult to unite the student success community for any institutional change project. (R\_Climate\_11) |  |  |  |  |  |  |
| The student success community is eager to onboard a new project focused on diversity, equity, and inclusion. (R\_Climate\_12) |  |  |  |  |  |  |
| The student success community understands the need for institutional change. (R\_Climate\_13) |  |  |  |  |  |  |
| The student success community disrupts change regarding new policies or programs. (R\_Climate\_14) |  |  |  |  |  |  |
| My institution effectively evaluates the outcomes of change efforts. (R\_Climate\_15) |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Readiness - Institutional Change Climate**

**Start of Block: Readiness - Diversity, Equity, & Inclusion**

##### Readiness: Diversity, Equity, & Inclusion Please keep the offices and roles you identified as leaders [${Groups\_lead\_1/ChoiceTextEntryValue}] in mind as you respond to the following questions.

##### Please indicate the degree that you agree or disagree with the following statements about diversity, equity, and inclusion at your institution regarding efforts for institutional change. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution can assemble a diverse team to lead institutional change efforts. (R\_DEI\_01) |  |  |  |  |  |  |
| Leadership has reflected on the value of diverse perspectives in the leadership of institutional change efforts. (R\_DEI\_02) |  |  |  |  |  |  |
| Leadership has critically considered how equity is addressed in institutional change efforts. (R\_DEI\_03) |  |  |  |  |  |  |
| Minoritized groups are supported in their involvement with institutional change efforts. (R\_DEI\_04) |  |  |  |  |  |  |
| Leadership takes care not to overburden marginalized or underrepresented groups with the workload regarding institutional change. (R\_DEI\_05) |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Readiness - Diversity, Equity, & Inclusion**

**Start of Block: Readiness: Relationship Management Strategies**

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**Readiness: Relationship Management Strategies**  
   
Please keep the offices and roles you identified as leaders [${Groups\_lead\_1/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree to which **leadership for this program embodies the following perspectives, plans, and implementation of relationship management practices**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| Leadership fosters trust with the student success community. (R\_RMS\_01) |  |  |  |  |  |  |
| Leadership communication is clear. (R\_RMS\_02) |  |  |  |  |  |  |
| Leadership is held accountable for their contribution to successes or failures. (R\_RMS\_03) |  |  |  |  |  |  |
| The consequences of failure for initiatives are communicated broadly. (R\_RMS\_04a) |  |  |  |  |  |  |
| Leadership works to alleviate inequities in workload associated with institutional change efforts. (R\_RMS\_04b) |  |  |  |  |  |  |
| Leadership is highly committed to change. (R\_RMS\_07a) |  |  |  |  |  |  |
| Leadership is willing to endure a high degree of resistance to reach institutional change goals. (R\_RMS\_07b) |  |  |  |  |  |  |
| Leadership defines student success community roles and responsibilities clearly. (R\_RMS\_08a) |  |  |  |  |  |  |
| Leadership ensures roles and responsibilities are allocated equitably. (R\_RMS\_08b) |  |  |  |  |  |  |
| Leadership employs project implementation and management strategies are appropriate to facilitate change. (R\_RMS\_09) |  |  |  |  |  |  |
| Benefits to change efforts are shared equitably amongst the student success community. (R\_RMS\_10a) |  |  |  |  |  |  |
| Benefits for the student success community are clearly communicated. (R\_RMS\_10b) |  |  |  |  |  |  |
| Leadership recognizes the benefit of student success community member participation beyond contributing to institutional improvements. (R\_RMS\_10c) |  |  |  |  |  |  |
| Leadership pursues power-sharing with all divisions and units fairly. (R\_RMS\_11) |  |  |  |  |  |  |
| Leadership communicates clear program goals that are articulated by the student success community. (R\_RMS\_12) |  |  |  |  |  |  |
| Leadership is willing to adopt new strategies when implementation issues emerge. (R\_RMS\_13) |  |  |  |  |  |  |
| Leadership communicates the need for, rationale, and desired outcome(s) of institutional change. (R\_RMS\_14) |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Readiness: Relationship Management Strategies**

**Start of Block: Readiness: Leadership Self-Efficacy**

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##### Readiness: Self-Efficacy for Change

Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of self-efficacy or ability in your role for institutional change**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| I am able to be effective in my role for institutional change. (R\_SE\_01) |  |  |  |  |  |
| I am able to complete tasks in a timely manner for my role in institutional change. (R\_SE\_02) |  |  |  |  |  |
| I am able to build a coalition of support for institutional change on campus. (R\_SE\_03) |  |  |  |  |  |
| I am able to serve as an effective leader for institutional change. (R\_SE\_04) |  |  |  |  |  |

**End of Block: Readiness: Leadership Self-Efficacy**

**Start of Block: Readiness: Leadership Outcome Expectancy**

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##### Readiness: Leadership Outcome Expectancy

Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of outcome expectancy or your belief that your efforts can bring about intended outcomes**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| My efforts on institutional change will contribute to the desired outcomes. (R\_OE\_01) |  |  |  |  |  |
| Our collective institutional efforts will bring about meaningful institutional change. (R\_OE\_02) |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Readiness: Leadership Outcome Expectancy**

**Start of Block: Ability: LEADERSHIP: Institutional Climate for Change**

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##### Ability: Institutional Climate for Change

##### 

An institution's available resources to support change and access to needed resources.

Please indicate the degree that you agree or disagree with the following statements about the **institutional climate for change and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution values equitable and responsive resource distribution. (A\_climate\_lead\_01) |  |  |  |  |  |  |
| Resource allocation efforts are disrupted or inefficient when instituting new policies or programs. (A\_climate\_lead\_02) |  |  |  |  |  |  |
| Leadership and the student success community share complementary values that support the allocation of resources for institutional change. (A\_climate\_lead\_03) |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Ability: LEADERSHIP: Institutional Climate for Change**

**Start of Block: Ability: LEADERSHIP: Diversity, Equity, & Inclusion**

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##### Ability: Diversity, Equity, & Inclusion

Please answer the following questions regarding the degree to which you agree or disagree with the following statements about **diversity, equity, inclusion, and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

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|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution considers how marginalized members of campus may have hindered and unequal access to resources. (A\_DEI\_lead\_15) |  |  |  |  |  |  |
| My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. (A\_DEI\_lead\_16) |  |  |  |  |  |  |
| My institution routinely examines whether resources are available and effective for all groups. (A\_DEI\_lead\_17) |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: LEADERSHIP: Diversity, Equity, & Inclusion**

**Start of Block: Ability: LEADERSHIP: Self-efficacy**

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##### Ability: Self-efficacy

Please keep the offices and roles you identified as leaders [${Groups\_lead\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_lead\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **self-efficacy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| I am able to access the resources I need for my role in institutional change. (A\_SE\_lead\_05) |  |  |  |  |  |
| I am able to effectively distribute resources for institutional change. (A\_SE\_lead\_06) |  |  |  |  |  |

**End of Block: Ability: LEADERSHIP: Self-efficacy**

**Start of Block: Ability: LEADERSHIP: Outcome Expectancy**

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##### Ability: Outcome Expectancy

Please keep the offices and roles you identified as leaders [${Groups\_lead\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_lead\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **outcome expectancy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| The student success community has (or will have) the resources needed to successfully support institutional change. (A\_OE\_lead\_04) |  |  |  |  |  |
| Leadership has (or will have) the resources needed to successfully support institutional change. (A\_OE\_lead\_05) |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: LEADERSHIP: Outcome Expectancy**

**Start of Block: Demographics: Leadership**

##### Demographics

**Please answer the following demographic questions:**

What is your name and institution? Your name will never be used in any report or presentation of findings. We only use your names to match your responses over time.

* First Name (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Institution (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you identify?

* Male (Man) (1)
* Female (Woman) (2)
* If you do not identify with either of the above how do you identify? (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you consider yourself a member of a traditionally underrepresented group on your campus? (e.g., African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, from low-income backgrounds)

* Yes. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (2)

What is your employment status at your institution?

* Staff: Please enter your office or department affiliation. (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Faculty: Please enter your office or department affiliation. (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: Please specify. (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximately how long have you been affiliated and/or employed by this institution?

* Years (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Months (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Are you directly involved with the planning or implementation of diversity, equity and inclusion efforts at your institution?

* Yes, my involvement is associated with my employment on campus. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Yes, I serve outside my employment responsibilities. Please specify: (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (3)

**End of Block: Demographics: Leadership**

**Start of Block: Completion/Debrief/Thanks**

**Thank you for completing the RWA survey!**   
    
If you need help with this survey or encountered any technical problems, please email [insert name] (insert email).  
     
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [insert name] (insert email).

**End of Block: Completion/Debrief/Thanks**

# APPENDIX B

# Willingness Survey

**Readiness, Willingness and Ability Institutional Assessment Tool: STUDENT SUCCESS COMMUNITY**

**Start of Block: Survey Introduction**

Welcome to the Readiness, Willingness and Ability (RWA) Survey    
  
This RWA survey enables the John N. Gardner Institute to get-to-know your institution quickly so we can be effective partners in institutional change to accomplish our shared aims of achieving equity and social justice. Thank you for taking 30-minutes to complete the survey.   
  
If you need help with this survey or encounter any technical problems, please email [insert name] (email).  
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact (insert name) (email).

**End of Block: Survey Introduction**

**Start of Block: Research Information Sheet**

Q63 **Please find the details of your participation in this project, your rights as a participant and the responsibilities of the researchers below. To continue to the survey, please confirm that you read and understand this information at the bottom of this page.**

**RESEARCH PARTICIPANT INFORMATION SHEET**

*Skip To: End of Survey If I have read and understood the research information sheet. = No, end survey.*

**End of Block: Research Information Sheet**

**Start of Block: Key Definitions: Stakeholders**

Throughout this survey there are reoccurring terms. Please use the following definitions when responding.

**Diversity**is the representation and acceptance of students, faculty, and staff from disproportionally impacted minoritized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups, new immigrants and more) and low-income backgrounds.

**Equity**is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

**Inclusion** is defined as making sure that all students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued.

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**Leadership** are the individuals responsible for setting a program vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are held accountable for institutional change success or failure.

When you think of this program, who fills the leadership role? We are not looking for specific individuals but rather the offices they represent and the roles they fill (Academic Affairs, Student Success, Admissions etc.)   
  
 Please list leaders in the box below.

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The **student success community** are students, faculty, staff, alumni, the surrounding community, taxpayers, legislators, and other parties with direct association or vested interest with institutional change.   
  
When you think of DEI focused institutional change at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.   
  
Please list members of the student success community in the box below.

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**End of Block: Key Definitions: Stakeholders**

**Start of Block: Willingness - Institutional Climate for Change**

**Instructions**   All survey items are on a six-point Likert scale, ranging from strongly disagree to strongly agree. If you are unable to draw on your personal experiences to respond to an item, you may choose uncertain. Some groups of questions will have an open response where you can expand on a specific experience at your institution.

**Willingness: Institutional Climate for Change**   Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about the **climate for change** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | | Disagree (1) | | Neutral (2) | | Agree (3) | | Strongly Agree (4) | | Uncertain (6) |
| My institution successfully implements campus-wide change. (W\_Climate\_01) |  |  | |  | |  | |  | |  | |
| My institution fails to implement campus-wide change. (W\_Climate\_02) |  |  | |  | |  | |  | |  | |
| My institution effectively evaluates the outcomes of change efforts. (W\_Climate\_15) |  |  | |  | |  | |  | |  | |
| My institution values and supports diversity, equity, and inclusion goals. (W\_Climate\_03) |  |  | |  | |  | |  | |  | |
| My institution is ill-equipped to guide change focused on diversity, equity, and inclusion. (W\_Climate\_17) |  |  | |  | |  | |  | |  | |
| There are many divergent views at my institution that will impede institutional change focused on diversity, equity, and inclusion. (W\_Climate\_06) |  |  | |  | |  | |  | |  | |
| Leadership demonstrates the value of diversity, equity, and inclusion. (W\_Climate\_18) |  |  | |  | |  | |  | |  | |
| Leadership does not provide support for diversity, equity, and inclusion. (W\_Climate\_19) |  |  | |  | |  | |  | |  | |
| Leadership is able to build a coalition of support for institutional change on campus. (W\_Climate\_20) |  |  | |  | |  | |  | |  | |
| Leadership understands the need for institutional change. (W\_Climate\_21) |  |  | |  | |  | |  | |  | |
| The leadership is ill-equipped to guide an institutional change focused on diversity, equity, and inclusion. (W\_Climate\_07) |  |  | |  | |  | |  | |  | |
| The student success community understands the need for institutional change. (W\_Climate\_13) |  |  | |  | |  | |  | |  | |
| The student success community is eager to onboard a new project focused on diversity, equity, and inclusion. (W\_Climate\_12) |  |  | |  | |  | |  | |  | |
| The student success community values change efforts that support diversity, equity, and inclusion. (W\_Climate\_09) |  |  | |  | |  | |  | |  | |
| It is difficult to unite the student success community for any institutional change project. (W\_Climate\_11) |  |  | |  | |  | |  | |  | |
| The student success community has conflicting views on diversity, equity, and inclusion. (W\_Climate\_10) |  |  | |  | |  | |  | |  | |
| The student success community disrupts change regarding new policies or programs. (W\_Climate\_14) |  |  | |  | |  | |  | |  | |

W\_Climate\_16 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness - Institutional Climate for Change**

**Start of Block: Willingness: Diversity, Equity, and Inclusion**

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**Willingness: Diversity, Equity, and Inclusion**  
 Please keep the offices and roles you identified as leaders ${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about **diversity, equity, and inclusion** at your institution **regarding efforts for institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| The student success community considers how core systems, structures, and policies may have disproportionately hindered the involvement of underserved members of campus. (W\_DEI\_07) |  |  |  |  |  |  |
| Leadership critically considers how core systems, structures, and policies may have disproportionately hindered the involvement of underserved members of campus. (W\_DEI\_08) |  |  |  |  |  |  |
| The student success community considers how equity is manifested in this effort. (W\_DEI\_09) |  |  |  |  |  |  |
| Minoritized groups are supported in their involvement in institutional change. (W\_DEI\_04) |  |  |  |  |  |  |
| Leadership has critically considered how equity is manifested. (W\_DEI\_03) |  |  |  |  |  |  |
| The student success community examines whether individuals from underrepresented groups are invited to take part in change efforts. (W\_DEI\_10) |  |  |  |  |  |  |
| The student success community values the contributions of individuals from underrepresented groups. (W\_DEI\_11) |  |  |  |  |  |  |
| Leadership routinely examines whether individuals from underrepresented groups are invited to take part in change efforts. (W\_DEI\_12) |  |  |  |  |  |  |
| Leadership values the contributions of individuals from underrepresented groups. (W\_DEI\_13) |  |  |  |  |  |  |

W\_DEI\_06 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Diversity, Equity, and Inclusion**

**Start of Block: Willingness: Relationship Management Strategies**

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**Willingness: Relationship Management Strategies**   Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate **the degree that leadership and the student success community embodies the following perspectives, plans, and implementation of relationship management practices**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| I trust my fellow student success community members. (W\_RMS\_01b) |  |  |  |  |  |  |
| I trust the leadership. (W\_RMS\_01a) |  |  |  |  |  |  |
| Communication among the student success community is clear. (W\_RMS\_02b) |  |  |  |  |  |  |
| Leadership communication is clear. (W\_RMS\_02a) |  |  |  |  |  |  |
| Student success community members are held accountable for their contribution to successes or failures. (W\_RMS\_03b) |  |  |  |  |  |  |
| Leadership is held accountable for their contribution to successes or failures. (W\_RMS\_03a) |  |  |  |  |  |  |
| The student success community bears an appropriate amount of consequence for failures. (W\_RMS\_04c) |  |  |  |  |  |  |
| The student success community understands and supports change efforts for diversity, equity, and inclusion. (W\_RMS\_07d) |  |  |  |  |  |  |
| Leadership understands and supports change efforts for diversity, equity, and inclusion. (W\_RMS\_07c) |  |  |  |  |  |  |
| The student success community has clear roles and responsibilities that are appropriate for their role in change. (W\_RMS\_08d) |  |  |  |  |  |  |
| Leadership defines student success community roles and responsibilities clearly. (W\_RMS\_08c) |  |  |  |  |  |  |
| Leadership employs project implementation and management strategies are appropriate to facilitate change. (W\_RMS\_09) |  |  |  |  |  |  |
| Benefits for the student success community are clearly communicated. (W\_RMS\_10d) |  |  |  |  |  |  |
| The student success community recognizes the benefit of their participation beyond contributing to institutional improvements. (W\_RMS\_10f) |  |  |  |  |  |  |
| Leadership distributes the benefits of initiatives equitably. (W\_RMS\_10e) |  |  |  |  |  |  |
| The student success community feels included and empowered throughout each stage of the change process. (W\_RMS\_15) |  |  |  |  |  |  |
| The student success community is valued and included by leadership on major decisions. (W\_RMS\_11b) |  |  |  |  |  |  |
| Leadership values and includes the student success community in decision-making. (W\_RMS\_11a) |  |  |  |  |  |  |
| The student success community feels able to express doubts and concerns regarding change efforts openly. (W\_RMS\_12b) |  |  |  |  |  |  |
| Leadership is open and responsive to doubts and concerns regarding change efforts. (W\_RMS\_12a) |  |  |  |  |  |  |
| The student success community are responsive to evolving directives. (W\_RMS\_13b) |  |  |  |  |  |  |
| Leadership responds to emergent needs within the campus community (W\_RMS\_13a) |  |  |  |  |  |  |
| The student success community understands the need, rationale, and desired outcome(s) of institutional change. (W\_RMS\_14) |  |  |  |  |  |  |

W\_RMS\_15 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Relationship Management Strategies**

**Start of Block: Willingness: Stakeholder Self-Efficacy**

**Willingness: Student Success Community Self-Efficacy**  
   
Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of self-efficacy or ability in your role for institutional change**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| I am able to effectively contribute in my role for this change effort. (W\_SE\_01) |  |  |  |  |  |
| I am able to complete tasks in a timely manner for my role for this change effort. (W\_SE\_02) |  |  |  |  |  |

**End of Block: Willingness: Stakeholder Self-Efficacy**

**Start of Block: Willingness: Stakeholder Outcome Expectancy**

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**Willingness: Student Success Community Outcome Expectancy**  
   
 Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of outcome expectancy for institutional change**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| My efforts focused on institutional change contributes to the desired outcomes. (W\_OE\_01) |  |  |  |  |  |
| Our collective institutional efforts will bring about meaningful institutional change. (W\_OE\_02) |  |  |  |  |  |

W\_OE\_03 Please provide any comments or examples that you would like to share regarding your responses to the self-efficacy and outcome expectancy questions.

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**End of Block: Willingness: Stakeholder Outcome Expectancy**

**Start of Block: Ability: STAKEHOLDER: Institutional Climate for Change**

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**Ability: Institutional Climate for Change**

An institution's available resources to support change and access to needed resources.

Please indicate the degree that you agree or disagree with the following statements about the **institutional climate for change and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution values equitable and responsive resource distribution. (A\_climate\_stake\_01) |  |  |  |  |  |  |
| Resource allocation efforts are disrupted or inefficient when instituting new policies or programs. (A\_climate\_stake\_02) |  |  |  |  |  |  |
| Leadership and the student success community share complementary values that support the allocation of resources for institutional change. (A\_climate\_stake\_03) |  |  |  |  |  |  |

A\_climate\_stake\_04 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Ability: STAKEHOLDER: Institutional Climate for Change**

**Start of Block: Ability: STAKEHOLDER: Diversity, equity and inclusion**

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|  |

**Ability: Diversity, Equity, & Inclusion**   
  
Please answer the following questions regarding the degree to which you agree or disagree with the following statements about **diversity, equity, inclusion, and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution considers how marginalized members of campus may have hindered and unequal access to resources. (A\_DEI\_stake\_15) |  |  |  |  |  |  |
| My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. (A\_DEI\_stake\_16) |  |  |  |  |  |  |
| My institution routinely examines whether resources are available and effective for all groups. (A\_DEI\_stake\_17) |  |  |  |  |  |  |

A\_DEI\_stake\_18 Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: STAKEHOLDER: Diversity, equity and inclusion**

**Start of Block: Ability: STAKEHOLDER Self-efficacy**

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|  |

**Ability: Self-efficacy**   
Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **self-efficacy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| I am able to access the resources I need for my role in institutional change. (A\_SE\_stake\_05) |  |  |  |  |  |
| Leadership is able to effectively distribute resources for institutional change. (A\_SE\_stake\_06) |  |  |  |  |  |

**End of Block: Ability: STAKEHOLDER Self-efficacy**

**Start of Block: Ability: STAKEHOLDER: Outcome Expectancy**

|  |
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|  |

**Ability: Outcome Expectancy**

Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **outcome expectancy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| The student success community has (or will have) the resources needed to successfully support institutional change. (A\_OE\_stake\_04) |  |  |  |  |  |
| Leadership has (or will have) the resources needed to successfully support institutional change. (A\_OE\_stake\_05) |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Ability: STAKEHOLDER: Outcome Expectancy**

**Start of Block: Demographics: Stakeholders**

Q82 **Please answer the following demographic questions:**

Demo\_stake\_name What is your name and institution? Your name will never be used in any report or presentation of findings. We only use your name to match your responses over time.

* First Name (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Institution (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Demo\_stake\_1 How do you identify?

* Male (Man) (1)
* Female (Woman) (2)
* If you do not identify with either of the above how do you identify? (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|  |

Do you consider yourself a member of a traditionally underrepresented group on your campus? (e.g., African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, from low-income backgrounds)

* Yes. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (2)

What is your employment status at your institution?

* Staff: Please enter your office or department affiliation. (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Faculty: Please enter your office or department affiliation. (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: Please specify. (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximately how long have you been affiliated and/or employed by this institution?

* Years (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Months (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you directly involved with the planning or implementation of diversity, equity and inclusion efforts at your institution?

* Yes, my involvement is associated with my employment on campus. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Yes, I serve outside my employment responsibilities. Please specify: (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (3)

**End of Block: Demographics: Stakeholders**

**Start of Block: Completion/Debrief/Thanks**

**Thank you for completing the RWA survey!**   
    
If you need help with this survey or encountered any technical problems, please email [insert name] (insert email).  
     
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [insert name] (insert email).

**End of Block: Completion/Debrief/Thanks**

# APPENDIX C

# Shortened Readiness Survey

**Readiness, Willingness and Ability Institutional Assessment Tool: LITE**

**Start of Block: Survey Introduction**

Welcome to the Readiness, Willingness and Ability Assessment Survey    
  
This RWA survey enables the John N. Gardner Institute to get-to-know your institution quickly so we can be effective partners in institutional change to achieve our shared aims of equity and social justice. Thank you for taking 15-minutes to complete the survey.   
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [contact name] (email).

**End of Block: Survey Introduction**

**Start of Block: Demographics: Leadership**

Please answer the following demographic questions:

What is your name and institution? Your name will never be used in any report or presentation of findings. We only use your names to match your responses over time.

* First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Institution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you identify?

* Male (Man)
* Female (Woman)
* If you do not identify with either of the above how do you identify? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you consider yourself a member of a traditionally underrepresented group on your campus? (e.g., including African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, from low-income backgrounds)

* Yes. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No.

What is your employment status at your institution?

* Staff: Please enter your office or department affiliation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Faculty: Please enter your office or department affiliation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: Please specify. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximately how long have you been affiliated and/or employed by this institution?

* Years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Months \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you directly involved with the planning or implementation of diversity, equity and inclusion efforts at your institution?

* Yes, my involvement is associated with my employment on campus. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Yes, I serve outside my employment responsibilities. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No.

**End of Block: Demographics: Leadership**

**Start of Block: Key Definitions: Leadership**

Throughout this survey there are reoccurring terms. Please use the following definitions when responding.

**Diversity** is the representation and acceptance of students, faculty, and staff from disproportionally impacted minoritized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups, new immigrants and more) and low-income backgrounds.

**Equity** is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

**Inclusion** is making sure that all students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued.

**Leadership** are the individuals responsible for setting a program vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are held accountable for institutional change success or failure.

When you think of this program, who fills the leadership role? We are not looking for specific individuals but rather the offices they represent and the roles they fill (Academic Affairs, Student Success, Admissions etc.)   
  
 Please list leaders in the box below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **student success community** are students, faculty, staff, alumni, the surrounding community, taxpayers, legislators, and other parties with direct association or vested interest with institutional change.   
  
When you think of DEI focused institutional change at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.   
  
Please list members of the student success community in the box below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End of Block: Key Definitions: Leadership**

**Start of Block: Readiness - Institutional Change Climate**

**Instructions** All survey items are on a six-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). If you are unable to draw on your personal experiences to respond to an item, you may choose uncertain (6). Some groups of questions will have an open response where you can expand on a specific experience at your institution.

**Readiness:**Institutional Climate for Change

Please keep the offices and roles you identified as leaders [${Q61/ChoiceTextEntryValue}] and student success community [${Q62/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about the **climate for change** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree | *Uncertain* |
| My institution successfully implements campus-wide change. |  |  |  |  |  |  |
| My institution's climate is poised to support change regarding diversity, equity, and inclusion. |  |  |  |  |  |  |
| The leadership is ill-equipped to guide an institutional change focused on diversity, equity, and inclusion. |  |  |  |  |  |  |
| It is difficult to unite the student success community for any institutional change project. |  |  |  |  |  |  |
| The student success community understands the need for institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Readiness - Institutional Change Climate**

**Start of Block: Readiness - Diversity, Equity, & Inclusion**

**Readiness: Diversity, Equity, & Inclusion**  
  
Please keep the offices and roles you identified as leaders [${Q61/ChoiceTextEntryValue}] in mind as you respond to the following questions.  
  
Please answer the following questions regarding the degree that you agree or disagree with the following statements about **diversity, equity, and inclusion** at your institution **regarding efforts for institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| Leadership has reflected on the value of diverse perspectives for institutional change efforts. |  |  |  |  |  |  |
| Leadership has critically considered how equity is manifested in this change effort. |  |  |  |  |  |  |
| Minoritized groups are supported in their involvement in institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Readiness - Diversity, Equity, & Inclusion**

**Start of Block: Readiness: Relationship Management Strategies**

**Readiness: Relationship Management Strategies**  
   
Please keep the offices and roles you identified as leaders [${Q61/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree to which **leadership for this program embodies the following perspectives, plans, and implementation of relationship management practices to guide and support institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Uncertain |
| Leadership fosters trust with the student success community. |  |  | |  | |  | |  | |  | |
| Leadership is highly committed to change. |  |  | |  | |  | |  | |  | |
| Leadership ensures roles and responsibilities are allocated equitably. |  |  | |  | |  | |  | |  | |
| Leadership pursues power-sharing with all divisions and units fairly. |  |  | |  | |  | |  | |  | |
| Leadership communicates the need for, rationale, and desired outcome(s) of this change effort. |  |  | |  | |  | |  | |  | |
| Leadership communicates clear program goals that are articulated by all student success community members. |  |  | |  | |  | |  | |  | |

Please provide any comments or examples that you would like to share regarding your responses above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Readiness: Relationship Management Strategies**

**Start of Block: Readiness: Leadership Self-Efficacy**

**Readiness: Self-Efficacy for Change**

Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of self-efficacy or belief in your ability in your role for this change effort**. If you are unable to arrive at a response, choose uncertain (6).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| I am able to effectively contribute in my role for this change effort. |  |  |  |  |  |  |

**End of Block: Readiness: Leadership Self-Efficacy**

**Start of Block: Readiness: Leadership Outcome Expectancy**

**Readiness: Leadership Outcome Expectancy**

Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of outcome expectancy or your belief that your efforts can bring about intended outcomes**.

If you are unable to arrive at a response, choose uncertain (6).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My efforts for institutional change will contribute to the desired outcomes as intended. |  |  |  |  |  |  |
| Our collective institutional efforts will bring about meaningful institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Readiness: Leadership Outcome Expectancy**

**Start of Block: Ability: LEADERSHIP: Institutional Climate for Change**

**Ability: Institutional Climate for Change**

An institution's available resources to support change and access to needed resources.

Please indicate the degree that you agree or disagree with the following statements about the **institutional climate for change and resource use** at your institution.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My institution values equitable and responsive resource distribution. |  |  |  |  |  |  |
| Leadership and the student success community share complementary values that support the allocation of resources for institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Ability: LEADERSHIP: Institutional Climate for Change**

**Start of Block: Ability: LEADERSHIP: Diversity, Equity, & Inclusion**

**Ability: Diversity, Equity, & Inclusion**  
   
 Please answer the following questions regarding the degree to which you agree or disagree with the following statements about **diversity, equity, inclusion, and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My institution considers how marginalized members of campus may have hindered and unequal access to resources. |  |  |  |  |  |  |
| My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. |  |  |  |  |  |  |
| My institution routinely examines whether resources are available and effective for all groups. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Ability: LEADERSHIP: Diversity, Equity, & Inclusion**

**Start of Block: Ability: LEADERSHIP: Self-efficacy**

**Ability: Self-efficacy**

Please keep the offices and roles you identified as leaders [${Q61/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **self-efficacy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| I am able to access the resources I need for my role in institutional change. |  |  |  |  |  |
| Leadership is able to effectively distribute resources for change efforts. |  |  |  |  |  |

**End of Block: Ability: LEADERSHIP: Self-efficacy**

**Start of Block: Ability: LEADERSHIP: Outcome Expectancy**

**Ability: Outcome Expectancy**

Please keep the offices and roles you identified as leaders [${Q61/ChoiceTextEntryValue}] and the student success community [${Q62/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **outcome expectancy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| My institution has the resources needed to successfully support institutional change. |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Block: Ability: LEADERSHIP: Outcome Expectancy**

**Start of Block: Completion/Debrief/Thanks**

**Thank you for completing the RWA survey!**   
    
    
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact Brandon Smith (smith@jngi.org).

**End of Block: Completion/Debrief/Thanks**

# APPENDIX D

# Shortened Willingness Survey

**Readiness, Willingness and Ability Institutional Assessment Tool: LITE**

**Start of Block: Survey Introduction**

Welcome to the Readiness, Willingness and Ability **Assessment** Survey    
  
 This RWA survey enables the John N. Gardner Institute to get-to-know your institution quickly so we can be effective partners in institutional change to achieve our shared aims of equity and social justice. Thank you for taking 15-minutes to complete the survey.   
  
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [contact name] (email).

**End of Block: Survey Introduction**

**Start of Block: Demographics: Stakeholders**

Please answer the following demographic questions:

What is your name and institution? Your name will never be used in any report or presentation of findings. We only use your name to match your responses over time.

* First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Institution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you identify?

* Male (Man)
* Female (Woman)
* If you do not identify with either of the above how do you identify? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you consider yourself a member of a traditionally underrepresented group on your campus? (e.g., including African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, from low-income backgrounds)

* Yes. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No.

What is your employment status at your institution?

* Staff: Please enter your office or department affiliation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Faculty: Please enter your office or department affiliation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: Please specify. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximately how long have you been affiliated and/or employed by this institution?

* Years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Months \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you directly involved with the planning or implementation of diversity, equity and inclusion efforts at your institution?

* Yes, my involvement is associated with my employment on campus. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Yes, I serve outside my employment responsibilities. Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No.

**End of Block: Demographics: Stakeholders**

**Start of Block: Key Definitions: Stakeholders**

Throughout this survey there are reoccurring terms. Please use the following definitions when responding.

**Diversity**is the representation and acceptance of students, faculty, and staff from disproportionally impacted minoritized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups, new immigrants and more) and low-income backgrounds.

**Equity**is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

**Inclusion** is defined as making sure that all students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued.

|  |  |
| --- | --- |
| Page Break |  |

**Leadership** are the individuals responsible for setting a program vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are held accountable for institutional change success or failure.

When you think of this program, who fills the leadership role? We are not looking for specific individuals but rather the offices they represent and the roles they fill (Academic Affairs, Student Success, Admissions etc.)   
  
 Please list leaders in the box below.

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The **student success community** are students, faculty, staff, alumni, the surrounding community, taxpayers, legislators, and other parties with direct association or vested interest with institutional change.   
  
When you think of DEI focused institutional change at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.   
  
Please list members of the student success community in the box below.

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**End of Block: Key Definitions: Stakeholders**

**Start of Block: Willingness - Institutional Climate for Change**

**Instructions**   All survey items are on a six-point Likert scale, ranging from strongly disagree to strongly agree. If you are unable to draw on your personal experiences to respond to an item, you may choose uncertain. Some groups of questions will have an open response where you can expand on a specific experience at your institution.

**Willingness: Institutional Climate for Change**

Please keep the offices and roles you identified as leaders [${Q80/ChoiceTextEntryValue}] and the student success community [${Q81/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about the **climate for change** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My institution successfully implements campus-wide change. |  |  |  |  |  |  |
| My institution's climate is poised to support change regarding diversity, equity, and inclusion. |  |  |  |  |  |  |
| The leadership is ill-equipped to guide an institutional change focused on diversity, equity, and inclusion. |  |  |  |  |  |  |
| Leadership is able to build a coalition of support for institutional change on campus. |  |  |  |  |  |  |
| It is difficult to unite the student success community for any institutional change project. |  |  |  |  |  |  |
| The student success community understands the need for institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness - Institutional Climate for Change**

**Start of Block: Willingness: Diversity, Equity, and Inclusion**

**Willingness: Diversity, Equity, and Inclusion**  
Please keep the offices and roles you identified as leaders [${Q80/ChoiceTextEntryValue}] and the student success community [${Q81/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about **diversity, equity, and inclusion** at your institution **regarding efforts for institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| The student success community has reflected on the value of diverse perspectives for institutional change efforts. |  |  |  |  |  |  |
| The student success community considers how equity is manifested in this change effort. |  |  |  |  |  |  |
| Minoritized groups are supported in their involvement in institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Diversity, Equity, and Inclusion**

**Start of Block: Willingness: Relationship Management Strategies**

**Willingness: Relationship Management Strategies**

Please keep the offices and roles you identified as leaders [${Q80/ChoiceTextEntryValue}] and the student success community [${Q81/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate **the degree that leadership and the student success community embodies the following perspectives, plans, and implementation of relationship management practices**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| I trust my fellow student success community members. |  |  |  |  |  |  |
| I trust the leadership. |  |  |  |  |  |  |
| The student success community understands and supports change efforts for diversity, equity, and inclusion. |  |  |  |  |  |  |
| Leadership understands and supports change efforts for diversity, equity, and inclusion. |  |  |  |  |  |  |
| The student success community has clear roles and responsibilities that are appropriate for their involvement with institutional change. |  |  |  |  |  |  |
| The student success community is valued and included by leadership on major decisions. |  |  |  |  |  |  |
| The student success community understands the need, rationale, and desired outcome(s) of institutional change. |  |  |  |  |  |  |
| The student success community feels able to express doubts and concerns regarding change efforts openly. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Relationship Management Strategies**

**Start of Block: Willingness: Stakeholder Self-Efficacy**

**Willingness: Student Success Community Self-Efficacy**  
   
Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of self-efficacy or ability in your role for institutional change**.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| I am able to effectively contribute in my role for institutional change. |  |  |  |  |  |  |

**End of Block: Willingness: Stakeholder Self-Efficacy**

**Start of Block: Willingness: Stakeholder Outcome Expectancy**

**Willingness: Student Success Community Outcome Expectancy**  
   
 Please answer the following questions regarding the degree that you agree or disagree with the following statements about **your perceptions of outcome expectancy for institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My efforts for institutional change will contribute to the desired outcomes as intended. |  |  |  |  |  |  |
| Our collective institutional efforts will bring about meaningful institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the self-efficacy and outcome expectancy questions.

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**End of Block: Willingness: Stakeholder Outcome Expectancy**

**Start of Block: Ability: STAKEHOLDER: Institutional Climate for Change**

**Ability: Institutional Climate for Change**

An institution's available resources to support change and access to needed resources.

Please indicate the degree that you agree or disagree with the following statements about the **institutional climate for change and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My institution values equitable and responsive resource distribution. |  |  |  |  |  |  |
| Leadership and the student success community share complementary values that support the allocation of resources for institutional change. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Ability: STAKEHOLDER: Institutional Climate for Change**

**Start of Block: Ability: STAKEHOLDER: Diversity, equity and inclusion**

**Ability: Diversity, Equity, & Inclusion**   
  
Please answer the following questions regarding the degree to which you agree or disagree with the following statements about **diversity, equity, inclusion, and resource use** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncertain |
| My institution considers how marginalized members of campus may have hindered and unequal access to resources. |  |  |  |  |  |  |
| My institution prioritizes the elimination of disparities in key resource allocation among minoritized groups. |  |  |  |  |  |  |
| My institution routinely examines whether resources are available and effective for all groups. |  |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: STAKEHOLDER: Diversity, equity and inclusion**

**Start of Block: Ability: STAKEHOLDER Self-efficacy**

**Ability: Self-efficacy**   
  Please keep the offices and roles you identified as leaders [${Q80/ChoiceTextEntryValue}] and the student success community [${Q81/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **self-efficacy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| I am able to access the resources I need for my role in institutional change. |  |  |  |  |  |
| Leadership is able to effectively distribute resources for institutional change. |  |  |  |  |  |

**End of Block: Ability: STAKEHOLDER Self-efficacy**

**Start of Block: Ability: STAKEHOLDER: Outcome Expectancy**

**Ability: Outcome Expectancy**

Please keep the offices and roles you identified as leaders [${Q80/ChoiceTextEntryValue}] and student success community [${Q81/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate the degree that you agree or disagree with the following statements about **outcome expectancy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The student success community has (or will have) the resources needed to successfully support institutional change. |  |  |  |  |  |
| Leadership has (or will have) the resources needed to successfully support institutional change. |  |  |  |  |  |

Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: STAKEHOLDER: Outcome Expectancy**

**Start of Block: Completion/Debrief/Thanks**

**Thank you for completing the RWA survey!**   
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [insert name] (insert email).

**End of Block: Completion/Debrief/Thanks**

# APPENDIX E

# Draft of Student Willingness Survey

**Readiness, Willingness and Ability Institutional Assessment Tool: STUDENTS**

Note: This is a draft survey that has not been piloted.

In this survey, we removed items where students would have little experience accessing the institutional knowledge necessarily to respond (for example willingness and ability items that would not be applicable to their point of view). Other items were rephrased to directly refer to the student experience (e.g., perceptions of relationship management strategies implemented by leadership).

**Start of Block: Survey Introduction**

Welcome to the Readiness, Willingness and Ability (RWA) Survey    
  
This RWA survey enables the John N. Gardner Institute to get-to-know your institution quickly so we can be effective partners in institutional change to accomplish our shared aims of achieving equity and social justice. Thank you for taking 30-minutes to complete the survey.   
  
If you need help with this survey or encounter any technical problems, please email [insert name] (email).  
  
  
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact (insert name) (email).

**End of Block: Survey Introduction**

**Start of Block: Research Information Sheet**

Q63 **Please find the details of your participation in this project, your rights as a participant and the responsibilities of the researchers below. To continue to the survey, please confirm that you read and understand this information at the bottom of this page.**

**RESEARCH PARTICIPANT INFORMATION SHEET**

*Skip To: End of Survey If I have read and understood the research information sheet. = No, end survey.*

**End of Block: Research Information Sheet**

**Start of Block: Key Definitions: Stakeholders**

Throughout this survey there are reoccurring terms. Please use the following definitions when responding.

**Diversity**is the representation and acceptance of students, faculty, and staff from disproportionally impacted minoritized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups, new immigrants and more) and low-income backgrounds.

**Equity**is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

**Inclusion** is defined as making sure that all students, faculty, and staff from disproportionally impacted minoritized groups and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued.

**Leadership** are the individuals responsible for setting a program vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are held accountable for institutional change success or failure.    
  
 When you think of this program, who fills the leadership role? We are not looking for specific individuals but rather the offices they represent and the roles they fill (Academic Affairs, Student Success, Admissions etc.)   
  
 Please list leaders in the box below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **student success community** are students, faculty, staff, alumni, the surrounding community, taxpayers, legislators, and other parties with direct association or vested interest with institutional change.   
  
When you think of DEI focused institutional change at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.   
  
 Please list student success community members in the box below.

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**End of Block: Key Definitions: Stakeholders**

**Start of Block: Willingness - Institutional Climate for Change**

**Instructions**   All survey items are on a six-point Likert scale, ranging from strongly disagree to strongly agree. If you are unable to draw on your personal experiences to respond to an item, you may choose uncertain. Some groups of questions will have an open response where you can expand on a specific experience at your institution.

**Willingness: Institutional Climate for Change**   Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about the **climate for change** at your institution. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| My institution successfully implements campus-wide change. (W\_Climate\_01) |  |  |  |  |  |  |
| My institution fails to implement campus-wide change. (W\_Climate\_02) |  |  |  |  |  |  |
| My institution values and supports diversity, equity, and inclusion goals. (W\_Climate\_03) |  |  |  |  |  |  |
| My institution is ill-equipped to guide change focused on diversity, equity, and inclusion. (W\_Climate\_17) |  |  |  |  |  |  |
| There are many divergent views at my institution that will impede institutional change focused on diversity, equity, and inclusion. (W\_Climate\_06) |  |  |  |  |  |  |
| Leadership demonstrates the value of diversity, equity, and inclusion. (W\_Climate\_18) |  |  |  |  |  |  |
| Leadership does not provide support for diversity, equity, and inclusion. (W\_Climate\_19) |  |  |  |  |  |  |
| Leadership is able to build a coalition of support for institutional change on campus. (W\_Climate\_20) |  |  |  |  |  |  |
| Leadership understands the need for institutional change. (W\_Climate\_21) |  |  |  |  |  |  |
| The leadership is ill-equipped to guide an institutional change focused on diversity, equity, and inclusion. (W\_Climate\_07) |  |  |  |  |  |  |
| The student success community understands the need for institutional change. (W\_Climate\_13) |  |  |  |  |  |  |
| The student success community is eager to onboard a new project focused on diversity, equity, and inclusion. (W\_Climate\_12) |  |  |  |  |  |  |
| The student success community values change efforts that support diversity, equity, and inclusion. (W\_Climate\_09) |  |  |  |  |  |  |
| It is difficult to unite the student success community for any institutional change project. (W\_Climate\_11) |  |  |  |  |  |  |
| The student success community has conflicting views on diversity, equity, and inclusion. (W\_Climate\_10) |  |  |  |  |  |  |
| The student success community disrupts change efforts when instituting any new policies or programs. (W\_Climate\_14) |  |  |  |  |  |  |

W\_Climate\_16 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness - Institutional Climate for Change**

**Start of Block: Willingness: Diversity, Equity, and Inclusion**

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**Willingness: Diversity, Equity, and Inclusion**  
 Please keep the offices and roles you identified as leaders ${Group\_stake\_1/ChoiceTextEntryValue}] and as the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please answer the following questions regarding the degree that you agree or disagree with the following statements about **diversity, equity, and inclusion** at your institution **regarding efforts for institutional change**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| Minoritized groups are supported in their involvement in institutional change. (W\_DEI\_04) |  |  |  |  |  |  |
| Leadership routinely examines whether individuals from underrepresented groups are invited to take part in institutional change efforts. (W\_DEI\_12) |  |  |  |  |  |  |
| Leadership values the project contributions of individuals from underrepresented groups. (W\_DEI\_13) |  |  |  |  |  |  |

W\_DEI\_06 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Diversity, Equity, and Inclusion**

**Start of Block: Willingness: Relationship Management Strategies**

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|  |

**Willingness: Relationship Management Strategies**   Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.

Please indicate **the degree that leadership and the student success community embodies the following perspectives, plans, and implementation of relationship management practices**. If you are unable to arrive at a response, choose uncertain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) | Uncertain (6) |
| I trust leadership. (W\_RMS\_01a) |  |  |  |  |  |  |
| Leadership communication is clear and straightforward. (W\_RMS\_02a) |  |  |  |  |  |  |
| Leadership is held accountable for their contribution to successes or failures. (W\_RMS\_03a) |  |  |  |  |  |  |
| Students understand and support change efforts for diversity, equity, and inclusion. (W\_RMS\_07s) |  |  |  |  |  |  |
| Leadership understands and supports change efforts for diversity, equity, and inclusion. (W\_RMS\_07c) |  |  |  |  |  |  |
| Students have clear roles and responsibilities that are appropriate for their role in institutional change. (W\_RMS\_08s) |  |  |  |  |  |  |
| Leadership assigns clear roles and responsibilities that are appropriate for the student success community member’s role/position. (W\_RMS\_08c) |  |  |  |  |  |  |
| Leadership employs project implementation and management strategies are appropriate to facilitate change. (W\_RMS\_09) |  |  |  |  |  |  |
| Leadership distributes the benefits of initiatives equitably. (W\_RMS\_10e) |  |  |  |  |  |  |
| Benefits for students are clearly communicated. (W\_RMS\_10s) |  |  |  |  |  |  |
| Students are valued and included by leadership on decisions. (W\_RMS\_11b) |  |  |  |  |  |  |
| Leadership values and includes students in decision-making. (W\_RMS\_11a) |  |  |  |  |  |  |
| Students feel able to express doubts and concerns regarding change efforts openly. (W\_RMS\_12b) |  |  |  |  |  |  |
| Leadership is open and responsive to doubts and concerns regarding change efforts. (W\_RMS\_12a) |  |  |  |  |  |  |
| Leadership responds to emergent needs within the campus community (W\_RMS\_13a) |  |  |  |  |  |  |

W\_RMS\_15 Please provide any comments or examples that you would like to share regarding your responses above.

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**End of Block: Willingness: Relationship Management Strategies**

**Start of Block: Willingness: Stakeholder Self-Efficacy**

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|  |

**Willingness: Student Self-Efficacy**  
   
Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of self-efficacy or ability as a student for institutional change**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| I am able to be effectively as a student in institutional change. (W\_SE\_01) |  |  |  |  |  |

**End of Block: Willingness: Stakeholder Self-Efficacy**

**Start of Block: Willingness: Stakeholder Outcome Expectancy**

|  |
| --- |
|  |

**Willingness: Student Outcome Expectancy**  
   
 Please answer the following questions regarding the degree that you agree or disagree with the following statements about your **perceptions of outcome expectancy for institutional change**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| My efforts for institutional change will contribute to the desired change as intended. (W\_OE\_01) |  |  |  |  |  |
| Our collective institutional efforts will bring about meaningful institutional change. (W\_OE\_02) |  |  |  |  |  |

W\_OE\_03 Please provide any comments or examples that you would like to share regarding your responses to the self-efficacy and outcome expectancy questions.

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**End of Block: Willingness: Stakeholder Outcome Expectancy**

**Start of Block: Ability: STAKEHOLDER: Outcome Expectancy**

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**Ability: Outcome Expectancy**

Please keep the offices and roles you identified as leaders [${Group\_stake\_1/ChoiceTextEntryValue}] and the student success community [${Groups\_stake\_2/ChoiceTextEntryValue}] in mind as you respond to the following questions.  Please indicate the degree that you agree or disagree with the following statements about **outcome expectancy and resource use.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (0) | Disagree (1) | Neutral (2) | Agree (3) | Strongly Agree (4) |
| Student success community members have (or will have) the resources needed to successfully support institutional change. (A\_OE\_stake\_04) |  |  |  |  |  |
| Leadership has (or will have) the resources needed to successfully support institutional change. (A\_OE\_stake\_05) |  |  |  |  |  |

A\_OE\_stake\_6 Please provide any comments or examples that you would like to share regarding your responses to the questions above.

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**End of Block: Ability: STAKEHOLDER: Outcome Expectancy**

**Start of Block: Demographics: Stakeholders**

Q82 **Please answer the following demographic questions:**

Demo\_stake\_name What is your name and institution? Your name will never be used in any report or presentation of findings. We only use your name to match your responses over time.

* First Name (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Institution (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Demo\_stake\_1 How do you identify?

* Male (Man) (1)
* Female (Woman) (2)
* If you do not identify with either of the above how do you identify? (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|  |

Do you consider yourself a member of a traditionally underrepresented group on your campus? (e.g., African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, from low-income backgrounds)

* Yes. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (2)

What is your status at your institution?

* Staff: Please enter your office or department affiliation. (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Faculty: Please enter your office or department affiliation. (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student: Please enter your year and major(s). (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: Please specify. (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximately how long have you been a student at this institution?

* Years (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Months (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you directly involved with the planning or implementation of diversity, equity and inclusion efforts at your institution?

* Yes, my involvement is associated with my group affiliations on campus. Please specify: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Yes, I serve outside my university affiliations. Please specify: (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No. (3)

**End of Block: Demographics: Stakeholders**

**Start of Block: Completion/Debrief/Thanks**

**Thank you for completing the RWA survey!**   
    
If you need help with this survey or encountered any technical problems, please email [insert name] (insert email).  
     
If you have questions about your institutions partnership with the John N. Gardner Institute or the institutional change process please contact [insert name] (insert email).

**End of Block: Completion/Debrief/Thanks**