

Rubrics for measuring progress in DEI

Philosophy and Mission of Diversity, Equity, and Inclusion

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
DEFINITION OF DIVERSITY, INCLUSION AND EQUITY	There is no campus-wide definition for diversity, inclusion and equity.	There is an operationalized definition for diversity, inclusion and equity on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high quality diversity, inclusion and equity that is used consistently to operationalize many or most aspects of diversity on campus.
STRATEGIC PLANNING	The campus does not have an official strategic plan for advancing diversity, inclusion and equity on campus.	Although certain short-range and long-range goals for diversity, inclusion and equity have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing diversity, inclusion and equity on campus, which includes viable short-range and long-range institutionalization goals.
ALIGNMENT WITH INSTITUTIONAL MISSION	While diversity, inclusion and equity complement many aspects of the institution's mission, they remain on the periphery of the campus. Diversity, inclusion and equity are rarely included in larger efforts that focus on the core mission of the institution.	Diversity, inclusion and equity are often mentioned as a primary or important part of the institution's mission, but are not included in the campus' official mission or strategic plan.	Diversity, inclusion and equity are part of the primary concern of the institution. Diversity, inclusion and equity are included in the campus' official mission and/or strategic plan.

ALIGNMENT WITH CAMPUS RENEWAL AND TRANSFORMATION EFFORTS	Diversity, inclusion and equity stands alone and are not tied to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence emphasis, etc.)	Diversity, inclusion and equity are tied loosely or informally to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence emphasis, etc.).	Diversity, inclusion and equity are tied formally and purposefully to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence).
ACCREDITATION	The campus does not include diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus sometimes includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus always includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.
HISTORICAL CONTEXT	Diversity, inclusion and equity and their relationship to the geographic or cultural history of the community are not acknowledged nor widely understood.	Diversity, inclusion and equity and their complex relationship to place are acknowledged but not widely understood, nor used to build an inclusive campus.	Diversity, inclusion and equity and their complex relationship to place are fully acknowledged, widely understood, and used to build an inclusive present and future.

II. Faculty Support for and Involvement in Diversity, Equity and Inclusion

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
FACULTY KNOWLEDGE AND AWARENESS	Very few members know what diversity, inclusion and equity are or understand why they are essential aspects of a student's education.	An adequate number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.	A substantial number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are instructors, supporters, or advocates of diversity, inclusion and equity. Few support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. A few faculty members on campus sustain diversity, inclusion, and equity activities.	While a satisfactory number of faculty members are supportive of diversity, inclusion and equity, few faculty members are advocates for infusing diversity in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of key faculty members are engaged in diversity, inclusion and equity.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of diversity, inclusion, and equity support the infusion of diversity, inclusion and equity both into the institution's overall mission and the faculty members' individual professional work.
FACULTY LEADERSHIP	Very few of the most influential faculty members on campus serve as leaders for advancing diversity, inclusion, and equity on the campus and/or are not encouraging colleagues to engage in diversity work on campus or in their courses.	There are only several (two or more) influential faculty members who provide leadership to the campus' diversity, inclusion, and equity efforts and encourage colleagues to engage in diversity, inclusion and equity work on campus or in their courses.	A highly respected, influential group of faculty members serves as the campus' diversity, inclusion and equity leaders and/or advocates and encourages colleagues to engage in diversity, inclusion and equity work on campus or in their courses.

FACULTY REWARDS	In general, faculty members are not encouraged to engage in diversity, inclusion and equity; faculty members' work in diversity, inclusion and equity is not usually recognized during their review, tenure, and promotion and sabbatical processes.	Although faculty members are encouraged to pursue diversity, inclusion and equity activities, their work in diversity, inclusion and equity is not always recognized during their review, tenure, and promotion and sabbatical processes.	Faculty who are involved in diversity, inclusion and equity receive recognition for it during the faculty member's review, tenure, and promotion and sabbatical process; faculty is encouraged to pursue diversity, inclusion and equity activities.
FACULTY DEVELOPMENT AND INCENTIVES	There are few opportunities and dedicated funds to support and sustain faculty capacity for diversity over time. There are few incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue diversity activities.	There are some opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are some incentives are provided to pursue diversity, inclusion and equity activities.	There are many opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are many incentives are provided to pursue diversity, inclusion and equity activities.
ACADEMIC DEPARTMENTS	Few, if any, departments infuse diversity, inclusion and equity as formal part of their academic programs.	Several departments offer opportunities to engage in diversity, inclusion and equity related activities (e.g., research, study abroad) and courses, but these opportunities and courses typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.

III. Teaching, Research, and Service Supporting Diversity, Equity, and Inclusion

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
KNOWLEDGE AND AWARENESS OF DIVERSITY, INCLUSION AND EQUITY IN RELATION TO DISCIPLINES	Few faculty members recognize how their ways of knowing impact their teaching and learning in the classroom.	Many faculty members recognize multiple ways of knowing and some incorporate multiple ways of knowing into teaching and learning practice.	Most faculty members incorporate multiple ways of knowing into teaching and learning practices
CURRICULUM	The curriculum as it is currently constituted is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion and equity as an asset to innovative curricular practice.	The current curriculum reflects a value for diversity, inclusion and equity in certain areas and not in others. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently.	Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricular offerings at the institution. Curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence. Curricular change is a reciprocal process in which the institution changes by learning from new, diverse influences.
FACULTY TEACHING AND LEARNING STRATEGIES AND METHODS	Few faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Some faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Most faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.

TEACHING AND LEARNING RESOURCES	The campus offers few if any resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers many resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)
STUDENT LEARNING OUTCOMES	Few if any faculty have identified the need for diversity, inclusion and equity learning outcomes for students; student learning outcomes developed in academic departments do not address diversity	Some faculty include student learning outcomes focusing on diversity, inclusion and equity as part of their typical assessment practices.	Most if not all faculty include student learning outcomes focusing on diversity, inclusion and equity as part of their typical assessment practices
SERVICE	Few if any faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.	Some faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.	Many faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.
RESEARCH	Few if any faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.	Some faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.	Many faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.

ACADEMIC DEPARTMENTS	Few, if any, departments infuse diversity, inclusion and equity as a formal part of their academic programs.	Several departments offer opportunities to engage in diversity, inclusion and equity related activities (e.g., research, study abroad) and courses, but these opportunities and courses typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.
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IV. Staff Engagement and Involvement in DEI

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
STAFF KNOWLEDGE AND AWARENESS	Very few staff members know what diversity, inclusion, and equity are or understand why they are an essential part of an education.	Some staff members know what diversity, inclusion, and equity are and understand why they are an essential part of an education.	A substantial number of staff members know what diversity, inclusion, and equity are and can articulate why they is an essential part of an education.
STAFF ENGAGEMENT AND INVOLVEMENT	Very few staff members are supporters, instructors, or advocates of diversity, inclusion, and equity. A few staff members on campus sustain diversity activities.	While some staff members are supportive of diversity, inclusion, and equity few are advocates for infusing diversity in the overall mission and/or their own professional work.	A substantial number of staff members participates as supporters, instructors and advocates of diversity, inclusion, and equity and infuse diversity both into the institution's overall mission and the staff members' individual professional work.
STAFF INCENTIVES & REWARDS	In general, staff members are not encouraged to engage in diversity, inclusion and equity; few if any incentives are provided (e.g., funds for conferences, professional development etc.) to pursue diversity activities; staff members' work in diversity, inclusion and equity is not usually recognized during their performance review and promotion process.	Although staff members are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity activities, their work in diversity, inclusion and equity is not always recognized during their performance review and promotion process.	Staff members who engage in diversity practices receive recognition for it during the campus' performance review and promotion process; staff are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity, inclusion and equity activities.
NON-ACADEMIC DEPARTMENTS	Few, if any, units (e.g. Purchasing, Human Resources, Dining Services, Student Life) infuse diversity, inclusion and equity as a formal part of their operational practices.	Several departments infuse diversity, inclusion and equity into their operational practices but these initiatives are not a part of the formal unit annual planning and	In a fair to large number of departments, diversity, equity and inclusion are a part of the department's formal strategic planning, programmatic and budget practices.

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V. Student Support for and Involvement in Diversity, Equity, and Inclusion

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
STUDENT KNOWLEDGE & AWARENESS	Very few students know what diversity, inclusion and equity are or understand why knowledge and experience in these areas are essential to their education and their future work.	Some students know what diversity, inclusion and equity are and understand why knowledge and experience in these areas are essential to their education and their future work.	A substantial number of students know what diversity, inclusion and equity are. They understand and can articulate why knowledge and experience in these areas are essential to their education and their future work.
STUDENT SUCCESS	Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion and equity and campus definitions of student success both within the classroom and outside of it.	Some evidence exists supporting the link between diversity, inclusion and equity and student success.	Publicly available definitions of student success in curricular and co-curricular experiences always include references to diversity, inclusion and equity as a critical indicator.
STUDENT OPPORTUNITIES FOR ENGAGEMENT	Only a handful of co-curricular opportunities to enhance student learning about diversity, inclusion and equity issues are available; Very few students are involved or engaged in diversity activities.	There are some opportunities offered to enhance student learning on diversity, inclusion and equity issues. However, involvement and engagement are limited to affinity groups, and co-curricular programming exists in segregated communities.	There are ample opportunities and options offered to enhance student learning about diversity, inclusion and equity issues on campus and within the larger community. Administrators at all levels, faculty, staff, and students actively collaborate with community members to assure the development of these opportunities.
STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for student leaders to develop expertise on diversity, inclusion and equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are some opportunities on campus for student leaders to develop expertise on diversity, inclusion and equity issues; there are some opportunities on campus for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are a number of training and development opportunities to develop students' expertise on diversity, inclusion and equity issues. Students are encouraged to develop inclusive leadership skills and serve as advocates and ambassadors for institutionalizing diversity in curricular settings throughout the campus.

<p>STUDENT INCENTIVES AND REWARDS</p>	<p>The campus has neither formal mechanisms (e.g. diversity notation on students’ transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in diversity initiatives.</p>	<p>While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few or no formal incentives and rewards.</p>	<p>The campus has formal mechanisms in place that encourage students to participate in diversity and inclusion efforts and provides campus wide recognition for their participation in these efforts throughout the campus.</p>
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VI. Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
<p>COORDINATION OF INSTITUTIONAL EFFORTS</p>	<p>There is no formal campus-wide entity (e.g., community of practice, committee, center, office, or clearinghouse) charged with coordinating various campus constituencies in the implementation, advancement, and institutionalization of diversity, inclusion and equity.</p>	<p>There is a formal campus-wide entity charged with coordinating various campus constituencies in the implementation, advancement, and institutionalization of diversity (e.g., community of practice, committee, center, office, or clearinghouse), but the entity either does not coordinate diversity activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).</p>	<p>The institution supports a coordinating entity actively engaged in assisting various campus constituencies in the design, implementation, advancement, and institutionalization of diversity. (e.g., community of practice, committee, center, office, or clearinghouse).</p>

<p>POLICY-MAKING ENTITIES</p>	<p>The institution's official and influential policy-making board(s)/committee(s) do not recognize diversity, inclusion and equity as essential educational goals for the campus</p>	<p>The institution's official and influential policy-making board(s)/committee(s) recognize diversity, inclusion and equity as essential educational strategy, but no formal policies have been developed.</p>	<p>The institution's policy-making board(s)/committee(s) recognize diversity, inclusion and equity as essential educational strategy and formal policies have been developed or implemented.</p>
<p>DIVERSITY-FOCUSED STAFF POSITIONS</p>	<p>There is not a senior administrator whose primary paid responsibility is to advance diversity, inclusion and equity across the institution</p>	<p>Senior administrators with formal responsibility for advancing diversity, inclusion and equity exist; however, decision-making authority for these individuals may be limited and not consistently integrated into senior cabinet level decision-making. In other cases, senior administrators charged formally with advancing diversity efforts are asked to perform multiple mid-level administrative tasks, (e.g. diversity, affirmative action or ombudsman work or multicultural student affairs.</p>	<p>There is a senior administrator whose primary responsibility is advancing diversity, inclusion and equity across the institution. This individual has senior-level decision-making authority equal to other administrative peers within the leadership team; the individual is integral to all campus renewal and transformation efforts.</p>
<p>HIRING & RETENTION</p>	<p>Hiring and retention policies and procedures do not address diversity, inclusion and equity considerations.</p>	<p>Policies and procedures are designed to hire and train a diverse workforce but have proven only partially successful.</p>	<p>The institution has developed hiring and retention policies and procedures that have proven to be highly effective at bringing and keeping individuals who add to its diverse workforce.</p>

PROFESSIONAL DEVELOPMENT	Professional development designed to prepare faculty and staff to adequately meet the needs of a diverse campus is lacking.	Some professional development designed to prepare faculty and staff to meet the needs of a diverse campus is available, but some of it is either inadequate or ineffective.	Faculty and staff have access to an adequate array of effective professional development programs to prepare them to meet the needs of a diverse campus.
FUNDING	The campus' diversity, inclusion and equity activities are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus' diversity, inclusion and equity activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	Primarily operational or endowed funding from the campus supports the campus' diversity activities
SENIOR ADMINISTRATIVE LEADERSHIP	The campus' administrative leaders have a limited and/or contradictory understanding of diversity and are unaware that it is an essential component of education, often confusing it with affirmative action	Administrative leaders share an expansive understanding of diversity and its importance, but do not yet have a consistent plan to operationalize it.	Administrative leadership functions as a unified team which consistently operationalizes its commitment to diversity, equity, and inclusion as an essential feature in its campus renewal efforts.
INSTITUTIONAL EVALUATION & ASSESSMENT	There is no organized, campus-wide effort underway to account for the number and quality of diversity activities taking place. (e.g. campus climate assessments, student diversity learning outcomes, NSSE, or Equity Scorecards).	An action plan for assessment of diversity, inclusion, and equity initiatives across the institution has been proposed but research of such data has not been initiated nor disseminated.	An ongoing, systematic effort is in place to implement, evaluate, and recalibrate the assessment of diversity efforts that are taking place throughout the campus. Research has been initiated and is currently being disseminated throughout the campus.
INSTITUTIONAL RESEARCH	Accrues and tracks diversity-related data only when required by external agencies (Federal and state governments, foundations, etc.).	Responds to requests regarding diversity, inclusion and equity but seldom initiates research and dissemination of such data.	Initiates research and dissemination for ongoing institutional improvements.

<p>INSTITUTIONAL RESOURCE MANAGEMENT</p>	<p>Little concrete evidence exists that institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an institution-wide value for diversity, equity, and inclusion.</p>	<p>Some evidence exists that institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an institution-wide value for diversity, equity, and inclusion.</p>	<p>Institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) is characterized by a consistent, institution-wide value for diversity, equity, and inclusion.</p>
<p>SPECIALIZED INITIATIVES</p>	<p>Specialized goal-oriented initiatives (ad hoc task forces, presidential commissions, task-based committees of limited duration, among others) do not take into account institutional diversity, inclusion and equity efforts.</p>	<p>Specialized initiatives sometimes integrate institutional diversity, inclusion and equity efforts occurring elsewhere on campus but with no reliable consistency.</p>	<p>Specialized initiatives—regardless of the topic addressed—always support and integrate the established commitment to diversity, equity, and inclusivity across the campus.</p>
<p>ALUMNI AFFAIRS</p>	<p>The college seldom or never engages with alumni who represent diverse populations within the larger community.</p>	<p>The college sometimes engages with alumni who represent diverse populations within the larger community.</p>	<p>The institution has an active, reciprocal relationship with alumni who represent diverse populations within the community. This engaged work includes an active donor base, board representation, and involvement in curricular and co-curricular activities as consultants, advisors, and participants.</p>