

MEMORANDUM

TO: Diversity, Equity and Inclusion Committee
Shirley Jefferson , Chair
Ryan Cooney
Dylan Giambatista
Bill Lippert
Karen Luneau
Jim Masland
Mary Moran

FROM: Kathryn Santiago, Associate General Counsel *K. Santiago*

DATE: October 12, 2021

SUBJECT: DEI Committee Meeting October 15, 2021

The Diversity, Equity and Inclusion Committee of the Board of Trustees is scheduled to meet on Friday, October 15th from 2:00pm to 3:30pm by Zoom (or as soon as the EPSL Committee concludes if it runs past 2:00 p.m.).

The focus for this meeting will be for the committee to discuss the proposed anti-racism pledge, to discuss definitions of diversity, equity and inclusion to be incorporated into the committee charter, and to receive updates from the DEI Transformation Work Group regarding various initiatives.

In preparation for the committee's discussion, in the accompanying materials please find the DEI Committee meeting minutes of June 7th, written feedback that was received concerning the draft DEI definitions from VSCS Social Justice group, and an updated draft anti-racism pledge from the Student Diversity and Inclusion Task Force.

Attached please also find resource materials, as requested by the DEI Transformation Work Group, that may assist – NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education, and Four Pillars of Inclusive Excellence as adopted by UVM.

I can be reached directly at (802) 224-3012 if you have any questions. Thank you.

Cc: VSCS Board of Trustees
Council of Presidents
Academic Deans
HR Council
Student Affairs Council

**Vermont State Colleges Board of Trustees
Diversity, Equity and Inclusion (DEI) Committee Meeting**

**Zoom Meeting/YouTube Stream
2:00 p.m. – 3:30 p.m. Friday October 12, 2021**

AGENDA

2:00 P.M. – Diversity, Equity and Inclusion Committee Meeting

1. Call to Order
2. Approval of June 7, 2021 Meeting Minutes
3. Update on proposed anti-racism pledge from Student Diversity and Inclusion Task Force
4. Public comment of proposed anti-racism pledge - sign up here: www.vsc.edu/signup
5. Update from VSC DEI Transformation Work Group
6. Update on proposed DEI definitions from VSCS Social Justice group
7. Public Comment for proposed DEI definitions - sign up here: www.vsc.edu/signup
8. Additional Business
9. Public Comment – sign up here: www.vsc.edu/signup
10. Adjourn

MEETING MATERIALS

- Item 1: June 7, 2021 Meeting Minutes
- Item 2: Proposed anti-racism pledge
- Item 3: Feedback on Definitions
- Item 4: Supplemental Materials
 - a) Four Pillars for Inclusive Excellence
 - b) NERCHE Self-Assessment Rubric for the Institutionalization of DEI in Higher ED

ITEM 1:
June 7, 2021 Meeting Minutes

Minutes of the VSCS Board of Trustees Diversity, Equity and Inclusion Committee meeting held Monday, June 7, 2021 at 1:00 p.m. via Zoom - UNAPPROVED

Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.

The VSCS Board of Trustees Diversity, Equity and Inclusion Committee met on Monday, June 7, 2021 via Zoom.

Committee Members present: Mary Moran (Chair), Ryan Cooney, Dylan Giambatista, Bill Lippert, Jim Masland (1:06 p.m.)

Other Trustees Present: Lynn Dickinson (1:56 p.m.), Karen Luneau

Presidents: Pat Moulton, Joyce Judy

Chancellor's Office Staff: Kellie Campbell, Chief Information Officer
Katrina Meigs, System Director of HR and Benefits
Jen Porrier, Administrative Director
Kathryn Santiago, Assistant General Counsel & System Investigator
Sharron Scott, Chief Financial and Operating Officer
Sophie Zdatny, Chancellor
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Angie Albeck, Associate Dean of Students, Community College of Vermont
Victoria Angis, Associate Dean of Students, Castleton University
Jae Basiliere, Director of the Center for Teaching and Learning, Northern Vermont University
Sarah Chambers, Coordinator of Instructional Technology, Castleton University
Ana Gaillat, Dean of Academic Affairs, Vermont Technical College
Andrew Lafrenz, Part-time Faculty, Women's Head Soccer Coach, Northern Vermont University
Kathleen Mason, Coordinator for Diversity, Equity & Inclusion, Vermont Technical College
Debby Stewart, Dean of Academic Affairs, Community College Vermont
Beth Walsh, President, VSCUP, Northern Vermont University

1. Call to Order

Chair Moran called the meeting to order at 1:04 p.m. and the attendees performed a round robin introduction.

2. Approval of March 12, 2021 Meeting Minutes

Trustee Moran moved and Trustee Giambatista seconded the motion to approve the March 12, 2021 minutes. The motion was approved unanimously.

3. Update on DEI academic initiatives

Chief Academic Officer Yasmine Ziesler spoke about the recent VSCS Academic Retreat held virtually on May 25th. Jesse Stommel, Ph.D., was the keynote speaker and he spoke on inclusion and student engagement. Session recordings and presentations can be found [here](#). Dr. Ziesler then shared an update on the adoption of the General Education Program, inclusive of the DEI learning outcomes from all Faculty Assemblies except Castleton University. The EPSL committee recommended as a next step that the Board charge a system-wide committee to support professional development for implementation of DEI outcomes in the general education program, including how world languages fit into the program.

4. Update of DEI definitions from VSCS Social Justice group

Kathleen Mason, Coordinator for Diversity, Equity and Inclusion at Vermont Technical College, shared that the proposed DEI definitions (found [here](#) on page 9) are not meant to be prescriptive, but instead establish a platform from which to begin a discussion.

Trustee Giambatista moved and Trustee Cooney seconded the motion to invite public comment for the proposed definitions of Diversity, Equity and Inclusion, as drafted by the VSC Social Justice Group, at the DEI Committee's next meeting. The motion was approved unanimously.

5. Update on proposed anti-racism pledge from VSCS Social Justice group

In the absence of Jamey Ventura and Miles Smith, Assistant General Counsel and System Investigator Kathryn Santiago read their update on the Anti-Racism Pledge into the record. The update can be found [here](#) on pages 11 and 12.

6. Information on existing DEI committees at individual institutions

Associate Dean of Students Victoria Angis reported that Castleton University has been working on DEI at CU for many years, starting under former President Dave Wolk in 2014 with the creation of an Inclusive Excellence Council and the Access and Equity Committee. This Committee initially worked on access for international students but has since branched out to LGBT and BIPOC students anticipating and responding to concerns. Recently President Spiro has pledged to make CU a more diverse and welcoming community and the Access and Equity

Committee was reconfigured to become the DEI Committee. CU's full report can be found [here](#) on pages 14-16.

Kathleen Mason shared that Vermont Tech has launched several initiatives and trainings this year including a monthly series on Social Justice and Implicit Bias. A DEI Committee has also been established on campus implementing new onboarding and hiring practices. In the coming year a DEI webpage is being created, as well as a DEI Canvas course. Further information on Vermont Tech's update can be found [here](#) on pages 57-61.

Northern Vermont University's Beth Walsh and Andrew Lafrenz shared a presentation from the NVU Diversity & Inclusion Task Force on Developing Equitable Hiring Practices. The presentation is available [here](#).

Community College of Vermont's Associate Dean of Students Angie Albeck shared that CCV's approach with their DEI task force is that the work is everyone's, not just one group or person's work, and that the task force will lead the work, not be the work. Partnerships and relationships are being formed with every committee and organization in the college in order to bring a DEI lens to all aspects of the college's work. For more information on CCV's DEI work, you can go [here](#) on pages 17-19.

7. Other Business

There was no other business.

8. Comments from the public

There were no comments from the public.

Chair Moran adjourned the meeting at 2:32 p.m.

ITEM 2:
Proposed anti-racism pledge

The members of the Vermont State College System (VSCS) acknowledge that we must implement and protect educational opportunities for all cultures and their histories. To protect all community members from social, academic, and systemic harm we must initiate progressive standards and actions that promote respect for all people from all cultural backgrounds.

Anti-racism is the practice of equitably advocating for all races by working to address and dismantle racism within ourselves and our society through intentional and sustained actions that challenge and change racist ideas, policies, behaviors, and beliefs. Anti-racism is a constant educational process. It questions *why* power is held in the hands that it is, *where* within us and within our systems these structures manifest, and *how* we can change these dynamics to create more equitable systems for all people.

Here, on original Abenaki and other Indigenous Peoples Lands in the State of Vermont, we are not insulated from the plights of racism.

Education provides greater opportunities to those who are able to access its benefits. Education is a key area where educational institutions make it a priority to act on core *human* values, where both students and employees feel safer and supported. This is essential in providing, pursuing and achieving higher levels of education.

As members of the VSCS, we pledge to continue building equitable education experiences for all members of our community. We must actively involve every student, educator, administrator, alum, and policy maker within the system to help make changes for our future. We must also educate the communities in which we live, for the impact of this work does not end at the classroom door nor the State borders.

We pledge to commit to this process. We pledge to:

- Provide equitable opportunities for all to achieve a higher education free from harm & discrimination based on race/ethnicity/culture;
- Listen to and respond to voices of those who are oppressed;
- Actively speak out against racism and *call in* our peers when they display racist behaviors, *even when it is inconvenient or uncomfortable.*

Call to Action - As a member of this educational institution, I pledge to advocate for the implementation of the following actions:

- Provide and endorse Diversity, Equity, Inclusion (DEI) and social justice training for all employees. Provide educational resources on these topics to all students.
- Support the integration of DEI education into all general education courses as well as all programming for all incoming and transfer students, including the First Year Seminar with the purpose of educating students about social justice, with a specific emphasis on anti-racism.
- Provide dedicated safe spaces, support systems, and wellness resources for students of color and allies of students of color.
- Directly and clearly inform first year and transfer students of the VSC policies and procedures regarding discrimination and harassment. Consistently inform all members of the community of such policies.
- Create a system-wide racial equity audit to be performed and assessed regularly --- including a review of the processes through which community members report issues and an annual assessment of the progress of these commitments.

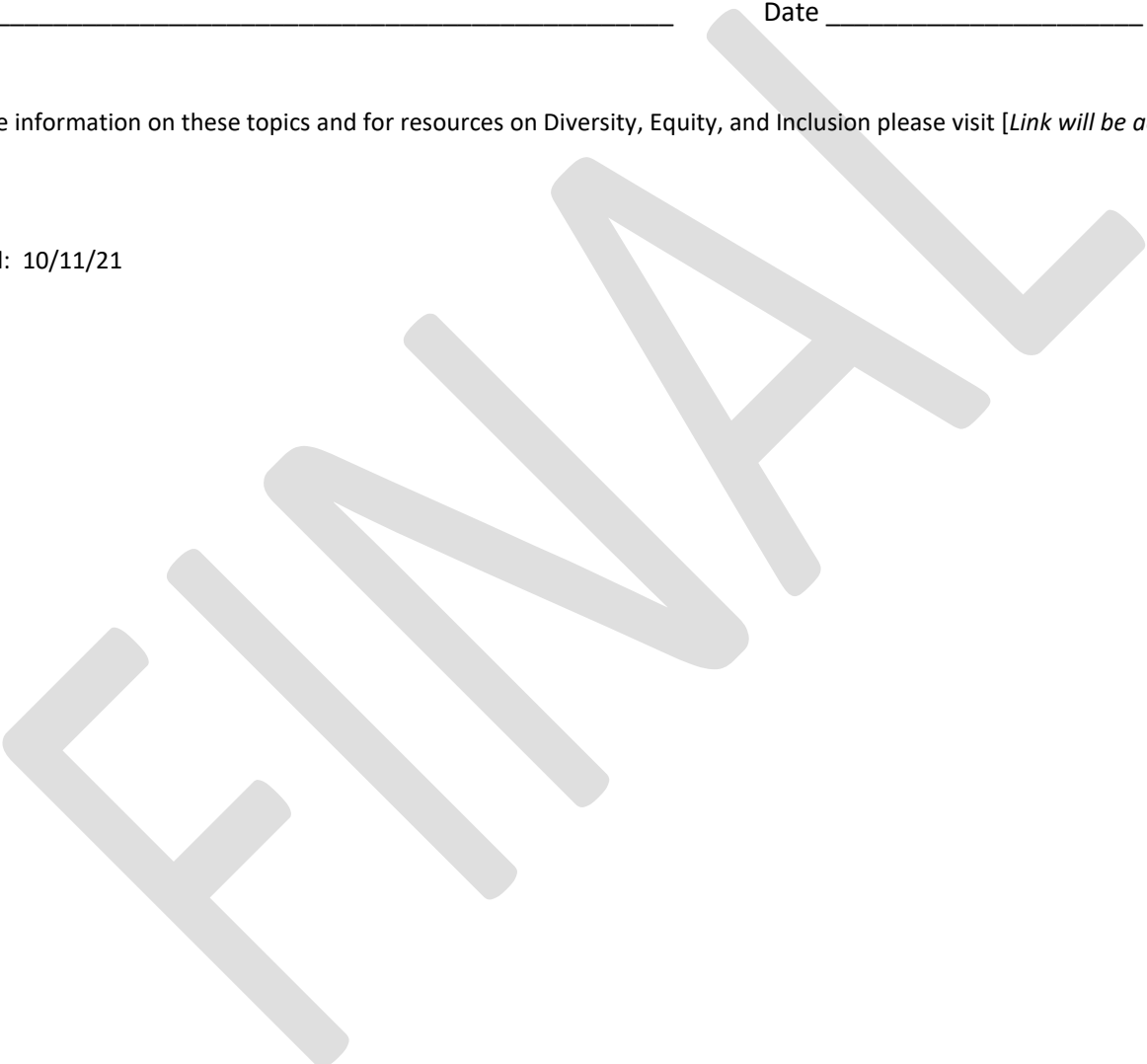
With this pledge, we come together to not only understand ourselves and each other better, but equally, to respect, listen to, and learn from one another. I, along with the VSCS and all its members, agree to reject racism in all its forms. By educating ourselves about the history of and continued impact of racism, we can strengthen our efforts to work against racist beliefs and actions.

I am committed to fostering safe, diverse, and inclusive campuses for all people who are part of, and interact with, the VSCS.

Signed _____ Date _____

For more information on these topics and for resources on Diversity, Equity, and Inclusion please visit [*Link will be added when it exists*]

Updated: 10/11/21



ITEM 3:
Feedback on definitions

DEI Definitions Feedback (as of 10/12/21)

Faculty Member at Vermont Tech

I strongly recommend that the proposed language for Diversity, Equity and Inclusion be rejected.

In the "Diversity" statement It is a mistake to exclude "political ideology" because unacceptable ideologies can be named. Almost every other type of diversity is acceptable other than thinking differently. I get reports from students that they are afraid to speak out with views that are held by a majority of Americans but not held by their instructor.

The Equity statement doesn't talk about equity as most people know it. It assumes a school culture that does not represent Vermont Tech in the least. I support striving equity, it's important. What "what unjust power hierarchies that privilege certain voices, identities, and bodies. . ." it is talking about.

I strongly support Diversity, Equity, and Inclusion but this language will take us in the wrong direction. It should be rejected by you and the Board of Trustees.

Thanks for the opportunity to comment.

Staff Member at NVU

Excellent job on the definitions. I don't see anything that needs to be changed. Thank you

Faculty Member at NVU

The definition of "Diversity" in the 12th Transformation Update (pasted below) does not make sense grammatically. Diversity is the existence of intersections identities. What this definition defines is a community where diversity is valued, NOT diversity itself.

I realize that the DEI definitions came from the VSCS Social Justice Group, but if you would take this back to them and ask for some editing, it would make the whole institution look better.

"A community where individuals with various intersecting identities thrive.

We acknowledge that no person may be defined by one identity, and our various identities intersect in unique ways. These identities include race, color, ancestry, ethnicity, sex, gender, sexual orientation, socioeconomic status, medical status, religion, language, culture, marital status, height, weight, national origin, age, and disability."

Faculty Member at Castleton University

... I do have some concerns about what has been provided as definitions thus far. I do understand this effort is a work in progress.

What model was used to choose given "identities?" Why were the identities in this draft chosen? Why are others not included?

The proposed definition of equity is not "user friendly." Who is the target audience? A description should be understood by the general public.

Inclusion is much more than access to decision making. Inclusion includes a sense of belonging as well as authentic support. The definition provided has no substance.

Equity....attributes such as fairness and impartiality come to mind. We want individuals with diverse identities to be included in, and have equal access to, all programs and services, and not just "decision making. "

Why is gender inclusivity teased out? Were any people who self-identify as transgendered asked to provide feedback? The term "gender identity" is a bit dated. Do the members of the BOT understand the term "agender?"

No resource list? Where are the resources used in this process?

Staff Member at Castleton University

Please find below suggestions for the definition of Diversity, Equity, and Inclusion for Northern Vermont University at Castleton. Each definition must include language depicting a clear commitment to these binding definitions.

The current definition of Diversity is rather Un inclusive as it has left out some marginalized groups.

The current definition for Equity should include equal access to bias response for harassment, and discrimination for all marginalized groups, for all circumstances.

The current definition for Inclusion is too short. There is so much more to inclusivity than just being part of the decision-making process. Our institution would most benefit from a commitment to inclusivity in our hiring processes and curriculum design.

Example:

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on

campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

<https://diversity.umich.edu/about/defining-dei/>

Staff Member at Castleton University

Please see my below concerns on the provided DEI Definitions for the transformation.

- 1.) For the Diversity definition: the inclusion of these specific identities and not others feels arbitrary. There should be an edit to say "include but are not limited to". Diversity on campus also includes things like first generation college students, military status, neurodiversity, assigned sex, citizenship, etc.
- 2.) This is not a definition of equity, this is an equity goal. I think there should be more information for this definition on what equity is and how it is different from equality. Also, this definition is not worded in a way that is easily accessible to the general public; it is very academic.
- 3.) The inclusion definition is unhelpful and limiting. We want individuals with diverse identities to be included in, and have equal access to, all programs and services, as well as decision making.

Finally, where is information available on how these definitions were created? Who specifically was a part of them? Did you consult anyone from the specific identities outlined in the diversity definition?

Faculty Member at NVU

1. I believe it is important to add political identity to the definition of diversity. All political viewpoints should be encouraged given that they are offered in a respectful and non-threatening manner.
2. Unlike the Diversity statement, the definition of Equity is very vague and difficult to understand. Specific examples of unjust power hierarchies, privileged voices, and bodies(?) should be included as part of the definition.
3. The Inclusion definition is very clear and concise.

Community College of Vermont's (CCV) DEI Committee

Regarding the first sentence of the definition of "Diversity": " As written, this statement is absolute. Suggest revising to read: 'We acknowledge that many people are defined by multiple identities...'"

Regarding the definition of "Diversity":

"Why is "medical status" separate from 'disability'? Does it need to be?"

"We agree that 'political ideology' ought to be excluded"

Regarding the definition of “Inclusion”: “Should we consider expanding the definition here? Something like: ‘Inclusion: Establishing and maintaining a work and educational environment where all employees’ voices are heard, their experiences and opinions respected, and the community values, accepts, and supports each other’s differences.’”

Per CCV: CCV has been working with the Racial Equity Institute to offer racial equity training to employees. In case it is useful to VSC community, the following definitions are ones from this training.

Racial Equity Institute Definitions

Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis

Source: <https://www.racialequityinstitute.com/blog/2019/12/27/racial-equity-glossary>

Structural Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Racial Equity: Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society’s benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society’s benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, be imprisoned, drop out of high school, be unemployed and experience poor health outcomes like diabetes, heart disease, depression and other potentially fatal diseases. Racial equity holds society to a higher standard. It demands that we pay attention not just to individual-level discrimination, but to overall social outcomes.

Systemic Racism: In many ways “systemic racism” and “structural racism” are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural and social psychological aspects of our currently racialized society.

White Privilege: White privilege, or “historically accumulated white privilege,” as we have come to call it, refers to whites’ historical and contemporary advantages in access to quality education, decent jobs and liveable wages, homeownership, retirement benefits, wealth and so on. The following quotation from a publication by Peggy Macintosh can be helpful in understanding what is meant by **white privilege**: “As a white person I had been taught about racism that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage. . . White privilege is an invisible package of unearned assets which I can count on cashing in every day, but about which I was meant to remain oblivious.” (Source: Peggy Macintosh, “Unpacking the Invisible Knapsack.” excerpted from Working Paper #189 White Privilege and Male Privilege a Personal Account of Coming to See

Correspondences through Work in Women's Studies. Wellesley, MA: Wellesley College Center for the Study of Women (1989).)

Institutional Racism: Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color.

Individual Racism: Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate or bias based on race.

Diversity: Diversity has come to refer to the various backgrounds and races that comprise a community, nation or other grouping. In many cases the term diversity does not just acknowledge the existence of diversity of background, race, gender, religion, sexual orientation and so on, but implies an appreciation of these differences. The structural racism perspective can be distinguished from a diversity perspective in that structural racism takes direct account of the striking disparities in well-being and opportunity areas that come along with being a member of a particular group and works to identify ways in which these disparities can be eliminated.

Ethnicity: Ethnicity refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on. Race, on the other hand, describes categories assigned to demographic groups based mostly on observable physical characteristics, like skin color, hair texture and eye shape.

Cultural Representations: Cultural representations refer to popular stereotypes, images, frames and narratives that are socialized and reinforced by media, language and other forms of mass communication and "common sense." Cultural representations can be positive or negative, but from the perspective of the dismantling structural racism analysis, too often cultural representations depict people of color in ways that are dehumanizing, perpetuate inaccurate stereotypes, and have the overall effect of allowing unfair treatment within the society as a whole to seem fair, or 'natural.'

National Values: National values are behaviors and characteristics that we as members of a society are taught to value and enact. Fairness, equal treatment, individual responsibility, and meritocracy are examples of some key national values in the United States. When looking at national values through a structural racism lens, however, we can see that there are certain values that have allowed structural racism to exist in ways that are hard to detect. This is because these national values are referred to in ways that ignore historical realities. Two examples of such national values are 'personal responsibility' and 'individualism,' which convey the idea that people control their fates regardless of social position, and that individual behaviors and choices alone determine material outcomes.

Progress & Retrenchment: This term refers to the pattern in which progress is made through the passage of legislation, court rulings and other formal mechanisms that aim to promote racial equality. *Brown v. Board of Education* and the Fair Housing Act are two prime examples of such progress. But retrenchment refers to the ways in which this progress is very often challenged, neutralized or undermined. In many cases after a measure is enacted that can be counted as progress, significant backlashes—retrenchment—

develop in key public policy areas. Some examples include the gradual erosion of affirmative action programs, practices among real estate professionals that maintain segregated neighborhoods, and failure on the part of local governments to enforce equity oriented policies such as inclusionary zoning laws.

ITEM 4:

Supplemental Materials

- a) Four Pillars for Inclusive Excellence
- b) NERCHE Self-Assessment Rubric for the Institutionalization of
DEI in Higher Ed

PILLAR 1 – ACADEMICS

Component 1: Faculty Support and Engagement

Strategic Priorities

1. Faculty receive support to incorporate diversity and inclusive excellence into their teaching, pedagogy, research, and scholarship.
2. Faculty receive support to incorporate Universal Design for Learning principles into their teaching and pedagogy.
3. Faculty receive support to develop the awareness, knowledge, and skills to effectively work with diverse and underrepresented populations.
4. Faculty are encouraged, recognized, and rewarded for their engagement and achievement in incorporating diversity and inclusive excellence into their teaching, pedagogy, research, scholarship, and service.
5. Faculty from underrepresented and diverse backgrounds receive support and resources to support their scholarly engagement and success.

Component 2: Student Support and Engagement

Strategic Priorities

1. Students have opportunities to develop multicultural awareness, knowledge, and skills within their coursework.
2. Students from underrepresented and diverse backgrounds receive support and resources to support their academic engagement and success.
3. Students are encouraged, recognized, and rewarded for engagement and achievement in incorporating diversity and inclusive excellence into their scholarly work.

Component 3: Curriculum, Pedagogy, and Research

Strategic Priorities

1. Diversity and inclusive excellence are infused within the curricula and across the disciplines.
2. Students have structured learning opportunities to develop effective interpersonal and intercultural skills.
3. Diversity and inclusive excellence are incorporated into the review process for academic programs and courses.
4. Collaborations are developed and strengthened across academic units and in partnerships with organizations, community agencies, schools and other entities to support diversity and inclusive excellence goals.

PILLAR 2 – COMMUNITY

Component 1: Representational/Compositional Diversity and Equity of Staff, Students, and Faculty

Strategic Priorities

1. Compositional diversity (including recruitment, retention, and attrition) is tracked.
2. Actions are taken to support equity in representation (e.g., gender, race) across all units, disciplines, and ranks at UVM.
3. Affirmative recruitment practices of students, faculty, staff, and administrators from diverse and underrepresented backgrounds are strengthened and institutionalized.
4. Robust retention strategies (e.g., advising, mentoring, career development, succession planning, work/life enhancement programs) for students, faculty, staff, and administrators from diverse and underrepresented backgrounds are developed, implemented, and assessed.
5. Exit interviews are offered to students, faculty, staff, and administrators from diverse and underrepresented backgrounds who choose to leave UVM.

Component 2: Multicultural Competency Development of Staff, Students, and Faculty

Strategic Priorities

1. Opportunities to develop multicultural awareness, knowledge, and skills are provided to all students, faculty, staff, and administrators.
2. Current diversity and multicultural competency development opportunities are catalogued and participation is tracked.
3. Clear expectations for developing multicultural competence are made and methods for accountability are developed.
4. Outcomes assessments are conducted for multicultural competency programs and initiatives.

Component 3: Inclusive Campus Climate for Staff, Students, and Faculty

Strategic Priorities

1. Assessments of the campus climate and the degree to which diversity and inclusive excellence goals are accomplished are regularly conducted. Data are analyzed at the institutional, divisional, and unit levels.
2. Strategies to improve the campus climate across the institution and within the colleges and campus units are developed.
3. The visibility and accessibility of diversity-focused departments, programs, and initiatives are increased.
4. Students, faculty, staff, administrators, organizations, departments, and units that have made outstanding contributions to the advancement of diversity and inclusive excellence goals are recognized.

Component 4: Programs, Services, & Events

Strategic Priorities

1. Programs, services, and events that advance diversity and inclusive excellence goals are created, enhanced, supported, and promoted.
2. Planning guidelines to ensure that all campus programs, presentations, activities, services, and events are inclusive and accessible are developed and institutionalized.
3. External partnerships and collaborations (e.g., alumni, businesses/organizations/institutions) locally, within the state, regionally, nationally, internationally that support diversity and inclusive excellence goals are cultivated.

PILLAR 3 – ENVIRONMENT

Component 1: Physical Accessibility

Strategic Priorities

1. Facilities are assessed for ADA compliance and Universal Design. Plans are developed for addressing inaccessible campus facilities.
2. Universal Design principles are incorporated in the design of new facilities and in the renovations of existing facilities.
3. The campus is inventoried and mapped for accessibility.

Component 2: Technology Use and Accessibility

Strategic Priorities

1. Support is given to faculty, staff, and administrators in using technologies to generate podcasts, webcasts, captioning services, and other innovations to facilitate greater access to materials and experiences.
2. Course materials in UVM's learning management system (e.g., Blackboard) are ADA compliant, etc..
3. Emerging technologies and innovative programs (e.g., SCALE-UP Student-Centered Active Learning Environment for Undergraduate Programs) are used to increase inclusive excellence, accessibility, and learning in large enrollment classes.
4. Social media tools are used to facilitate more effective communication in alignment with institutional diversity and inclusive excellence goals.

Component 3: Cognitive Accessibility

Strategic Priorities

1. Universal Design for Learning principles are used when developing and sharing information and course materials.
2. Faculty and staff are given professional development support (e.g., Better Learning by Design) to incorporate Universal Design for Learning principles and practices to improve the effectiveness of teaching and engaging with diverse learners.
3. Information is made available in different forms and different languages to ensure accessibility.

Component 4: Inclusive Spaces

Strategic Priorities

1. Spaces are provided for cross-cultural activities/engagement and identity-shared activities.
2. The aesthetics on campus (e.g., artwork, signage) are assessed and updated to be more inclusive of those from diverse identities and cultural backgrounds.
3. The campus is inventoried and mapped for inclusive spaces (e.g., gender neutral restrooms, lactation rooms, cultural spaces).

PILLAR 4 – OPERATIONS

Component 1: Policies, Procedures, and Practices

Strategic Priorities

1. Policies, operating procedures, planning documents, and practices (e.g., human resource functions, procurement, budgeting) are reviewed and revised to be in alignment with institutional diversity, inclusive excellence, and accessibility goals.
2. Mechanisms for reporting concerns and incidents related to inaccessibility, discrimination, and bias exist, are easily accessible, and widely publicized.
3. Policies, procedures, and practices are enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds.

Component 2: Evaluation and Assessment

Strategic Priorities

1. Tools to assess and evaluate accessibility, inclusiveness, multicultural competency, diversity goals, and inclusive excellence at the individual, programmatic, unit, and systems levels are developed and used.
2. Benchmarks for diversity and inclusion [similarly to how UVM benchmarks other strategic priorities (e.g., dashboard indicators, scorecards)] are developed.
3. Goals for diversity, inclusive excellence, multicultural competency, and Universal Design for Learning principles are incorporated as a performance dimension within the annual faculty/staff performance review process, as well as the faculty reappointment, program and tenure review system
4. Academic courses, and campus services and programs are evaluated for accessibility and inclusive excellence.
5. Programs, services, and events are evaluated for accessibility and inclusive excellence.

Component 3: Financial

Strategic Priorities

1. The connection between the budget development process and institutional diversity and inclusive excellence goals is strengthened.
2. Funding for diversity-related initiatives (e.g., research, programs, services, resources, professional development opportunities) is diversified and expanded.
3. Analyses of salaries and benefits are done to ensure equity and competitiveness.
4. Universal Design and accessibility concerns are incorporated into capital budget allocations to modify or renovate buildings that are not ADA compliant or fail to use Universal Design principles
5. Procurement from organizations that are leaders in diversity and multicultural competency efforts are explored and expanded.
6. Adequate funding and financial support for underrepresented (domestic and international) students is provided.

Component 4: Internal/External Communications

Strategic Priorities

1. Accomplishments and impact related to diversity and inclusive excellence are recognized and celebrated.
2. Diversity content on websites and other communications mechanisms are developed and enhanced.
3. Successes related to diversity and inclusive excellence are cataloged.

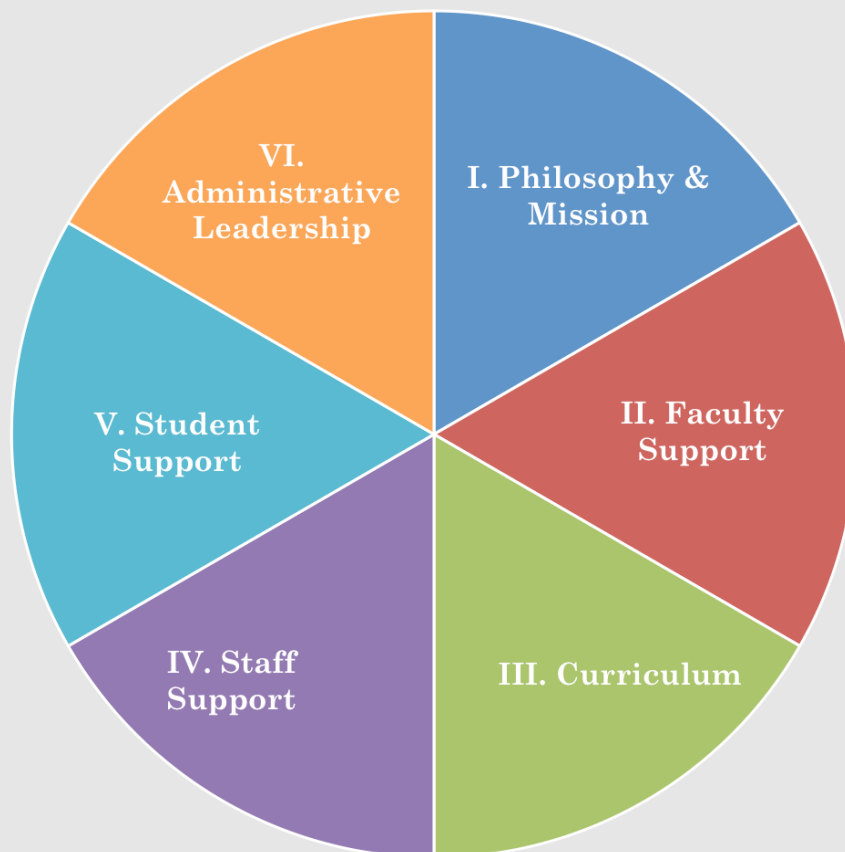


New England Resource Center for Higher Education

A RESOURCE CENTER AT THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, UNIVERSITY OF MASSACHUSETTS BOSTON

NERCHE is committed to collaborative change processes in higher education to address social justice in a diverse democracy.

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education



College of Education and Human Development

University of Massachusetts Boston

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Background

A project work team that emerged from the New England Resource Center for Higher Education Multicultural Affairs Think Tank, developed The Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education.ⁱ The initial format was adapted from Andrew Furco's Self-Assessment Rubric for the Institutionalization of Service Learning in Higher Education, which was based on the Kecskes/Muyllaert Continuums of Service Benchmark Worksheet.ⁱ The language to explain the usage of this rubric also comes primarily from the work of Furco.ⁱⁱ This rubric was designed to assist members of the higher education community in gauging the progress of their diversity, inclusion and equity efforts on their campus.

Key Definitions

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.ⁱⁱⁱ

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.^{iv}

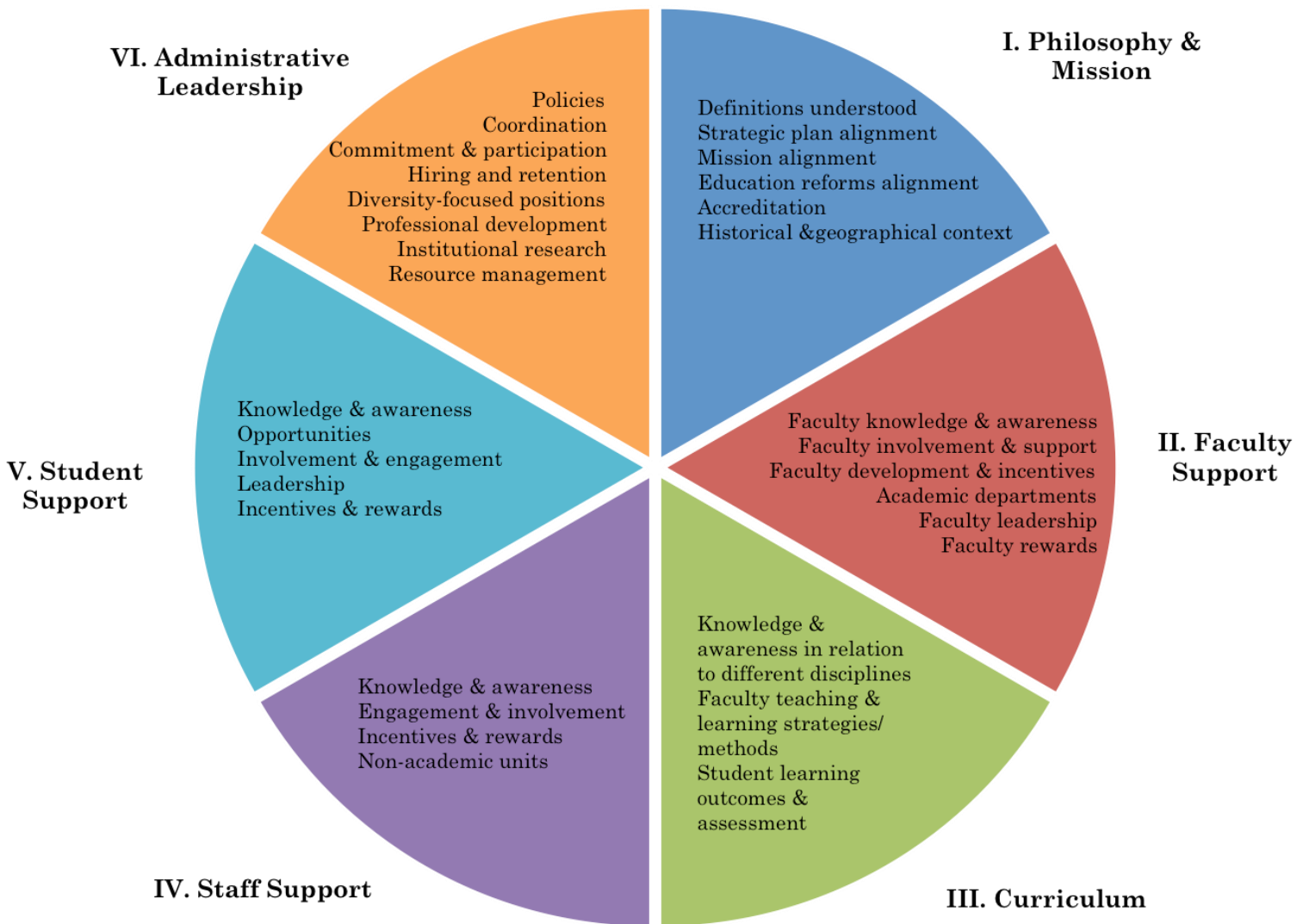
Equity: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- **Representational equity**, the proportional participation at all levels of an institution;
- **Resource equity**, the distribution of educational resources in order to close equity gaps; and
- **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.^v

ⁱPast and Current Workteam members include William Lewis, Virginia Tech University; Melvin Wade, University of Rhode Island; Ande Diaz, Roger Williams University; Judy Kirmmse, Connecticut College; Raquel Ramos, Wheaton College; Ed Twyman, Providence College; Mable Millner, College of Holy Cross; John Saltmarsh, Glenn Gabbard, and Alane Shanks, NERCHE.

About the Rubric

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. These represent the key areas to examine in order to institutionalize diversity, equity and inclusion.



For each component, three-stages of development have been established: emerging, developing, and transforming. Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity on its campus.

Also, for each component, there must be accompanying *indicators* provided which is evidence of change in policy, practices, structures, culture and climate. Indicators may range from formal indicators such as campus climate surveys, equity/diversity/inclusive excellence scorecards, IPEDS reports, and qualitative interview to informal indicators such as collected data from anecdotal evidence and ad hoc focus groups.



Stage One: Emerging—At this stage, a campus is beginning to recognize diversity, inclusion and equity as strategic priorities and is building a campus-wide constituency for the effort.

Stage Two: Developing—At this stage a campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort.

Stage Three: Transforming—At this stage a campus has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.

Once at the transforming stage the campus has reached its goals for institutionalizing diversity, inclusion and equity into the fabric of the institution, but it must recognize the ever-changing environment and continue to assess its progress and the sustainability of its achievements as it looks toward the future.

How to Use the Rubric

The rubric is designed to measure the status of a campus' level of institutionalization at a particular point in time. The results of this status assessment can provide useful information for the development of an action plan to advance a diversity agenda on campus. It can help to identify which institutionalization components or dimensions are progressing well and which need more attention. In addition, by using the tool at another point in time to reassess progress of the growth in each dimension and components over time.

The rubric is designed to facilitate discussion among colleagues regarding the state of diversity, inclusion and equity institutionalization on a campus. Therefore, there is no one right way to use the rubric. A campus' unique culture and character will determine which of the rubric's dimensions are focused on most intensively.

The following protocols suggest different methods for using the rubric, which provides the flexibility necessary to use at a variety of institutions.

Small Group/High Level Protocol

Senior Cabinet Members (senior administrators at the vice presidential level) use the rubric to assess their divisions. Each senior administrator decides how his/her division fits into the stages defined by the rubric. After each cabinet member has assessed his/her area, the cabinet uses the results to shape institutional strategic and long-range planning, to respond to accreditation questions, to determine staffing levels, etc. In this protocol, the entire rubric is used.

The following is a scenario using this approach:

- a. The President charges senior administrators to indicate which stages they each perceive best describes their area of the institution in the relevant dimensions of the rubric.
- b. Each senior administrator does this, using data from existing reports and studies from other self-assessment projects.
- c. Each senior administrator delivers their rubrics to the President, who shares the entire package with all senior administrators.
- d. The President convenes a meeting at which the senior administrators discuss the results and determine ramifications for strategic and long-term planning.
- e. The President reports to the Board of Trustees.

Large Group/Broad-based, Multi-level Protocol

Individuals at many levels use the protocol to identify their perceptions of the current levels of diversity, inclusion and equity progress at the institution. This protocol could be coordinated by a senior diversity officer, another individual, an Institutional Research office, or a task force set up for self-assessment. The information gathered could be used for institutional strategic and long-range planning. In this protocol, the entire rubric is used.

The following is a scenario using this approach.

- a. The President charges senior administrators to assess their divisions using the rubric.
- b. Each senior administrator is responsible for filling out dimensions of the rubric related to his/her division.
- c. Each senior administrator appoints a coordinator of this assessment for his/her division.
- d. The coordinator notifies all directors/middle managers in the various units within the division that this assessment is to be done and holds a meeting for them to review the process.
- e. The process may involve having a range of individuals indicate the stages they perceive best describe their division and return the rubrics to the coordinator, or holding focus groups that each come to consensus, with discussion, about which stages best describe their division.
- f. The coordinator compiles the responses with the help of the institutional researcher and presents the results to the senior administrator with a description of the process followed.
- g. All senior administrators deliver the results from their divisions to the institutional researcher, who compiles an institution-wide report.
- h. This report is then delivered to the President and discussed with the group of senior administrators.
- i. They plan together how to use the results to shape strategic and long-term planning.
- j. The President reports the results to the Trustees.

Limited Group/Multi-level Protocol

Individuals at many levels in only one or two areas on campus focus on one or two of the dimensions of the protocol for self-assessment of diversity progress. The senior academic officer, for example, could use the relevant sections of the rubric in his/her division. The results could shape strategic and long-range planning for the specific area. In this protocol, only the appropriate sections of the rubric are used.

The following is a scenario using this approach.

- a. An administrator learns of the rubric and decides to use applicable portions of it to assess his/her division or area.
- b. He/she gathers point people in the division to a meeting and introduces the rubric, asking each to hold a focus group with the people reporting to them to come to a consensus as to which stages of each relevant dimension best describe their area.
- c. Each point person submits the results to the administrator.
- d. The administrator calls another meeting of the point people to discuss the results and determine ramifications for their planning, programming, processes and policies.

Generally, it is not recommended that partial stage scores be given. In other words, a campus group should not state that for a particular component (or dimension), the campus is “between” stage one and stage two. If the campus has not fully reached stage two, then the campus is considered to be in stage one.

Finally, this rubric should be viewed as only one assessment tool for determining the status of diversity, inclusion and equity institutionalization on a campus. Other indicators should also be observed and documented to ensure that an institution’s effort to advance diversity on campus is conducted systematically and comprehensively.

ⁱ Rubric for the Institutionalization of Service-Learning in Higher Education.

ⁱⁱ Kecskes K and Muyliaert J. (1997) Continuums of Service: Building Ethics of Service in Campus Communities. Western Region Campus Compact Consortium.

ⁱⁱⁱ “Making Excellence Inclusive.” American Association of Colleges and Universities. http://www.aacu.org/compass/inclusive_excellence.cfm. Retrieved December 13, 2010.

^{iv} “Making Excellence Inclusive.” American Association of Colleges and Universities. http://www.aacu.org/compass/inclusive_excellence.cfm. Retrieved December 13, 2010.

^v Bensimon, E. M. (2006). Learning equity-mindedness: Equality in educational outcomes. *The Academic Workplace*, 1(17), 2-21.

Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

I: PHILOSOPHY AND MISSION OF DIVERSITY, EQUITY, AND INCLUSION

A primary feature of institutionalized diversity effort is the development of a shared definition for diversity and inclusive excellence that provides meaning, focus, and emphasis for campus renewal and transformation. How narrowly or broadly diversity is defined will determine which campus constituents participate, which campus units will provide financial resources and other support, and the degree to which diversity will become intrinsic to campus culture.

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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
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).
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

An important element for diversity, inclusion and equity institutionalization is the degree to which the faculty take ownership of diversity, inclusion and equity as essential to the academic core of the campus.

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	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	Faculty who are involved in diversity, inclusion and equity receive recognition for it during the campus' review, tenure, and promotion and sabbatical process; faculty is encouraged to pursue diversity, inclusion and

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
FACULTY DEVELOPMENT AND INCENTIVES	<p>review, tenure, and promotion and sabbatical processes.</p> <p>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.</p>	<p>review, tenure, and promotion and sabbatical processes.</p> <p>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.</p>	<p>equity activities.</p> <p>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.</p>
ACADEMIC DEPARTMENTS	<p>Few, if any, departments infuse diversity, inclusion and equity as formal part of their academic programs.</p>	<p>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.</p>	<p>In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.</p>

III: TEACHING, RESEARCH, AND SERVICE SUPPORTING DIVERSITY, EQUITY, AND INCLUSION

One of the essential factors for institutionalizing diversity, inclusion and equity in colleges and universities is the degree to which faculty are involved in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, inclusion, and equity on campus.

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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
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 RESEARCH	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.
ACADEMIC DEPARTMENTS	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 Few, if any, departments infuse diversity, inclusion and equity as a formal part of their academic programs	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. 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.	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. In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.

IV: STAFF ENGAGEMENT AND INVOLVEMENT IN DIVERSITY, EQUITY, AND INCLUSION

One of the essential factors for institutionalizing diversity in higher education is the degree to which staff members are involved in implementation and advancement of diversity, inclusion, and equity issues on campus.

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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
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 budget.	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.

V: STUDENT SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, EQUITY, AND INCLUSION

An important element of diversity institutionalization is the degree to which students are provided the opportunities to learn about diversity, inclusion, and equity in co-curricular settings; are aware of these opportunities; engaged in these opportunities; and play a leadership role in the development of diversity on campus.

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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for students 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.
STUDENT INCENTIVES AND REWARDS	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.	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.	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.

VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR DIVERSITY, EQUITY, AND INCLUSION

In order for diversity, inclusion, and equity to become institutionalized on college and university campuses, senior leadership must demonstrate commitment and ensure that the institution provides substantial resources, support, and accountability toward the effort.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
COORDINATION OF INSTITUTIONAL EFFORTS	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.	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).	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).
POLICY-MAKING ENTITIES	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	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.	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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
DIVERSITY- FOCUSED STAFF POSITIONS	There is not a senior administrator whose primary paid responsibility is to advance diversity, inclusion and equity across the institution.	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.	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.
HIRING & RETENTION	Hiring and retention policies and procedures do not address diversity, inclusion and equity considerations.	Policies and procedures are designed to hire and train a diverse workforce but have proven only partially successful.	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.
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.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
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.
INSTITUTIONAL RESOURCE MANAGEMENT	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.	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.	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.
SPECIALIZED INITIATIVES	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.	Specialized initiatives sometimes integrate institutional diversity, inclusion and equity efforts occurring elsewhere on campus but with no reliable consistency.	Specialized initiatives—regardless of the topic addressed—always support and integrate the established commitment to diversity, equity, and inclusivity across the campus.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
ALUMNI AFFAIRS	The college seldom or never engages with alumni who represent diverse populations within the larger community.	The college sometimes engages with alumni who represent diverse populations within the larger community.	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.