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

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.[1] 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]
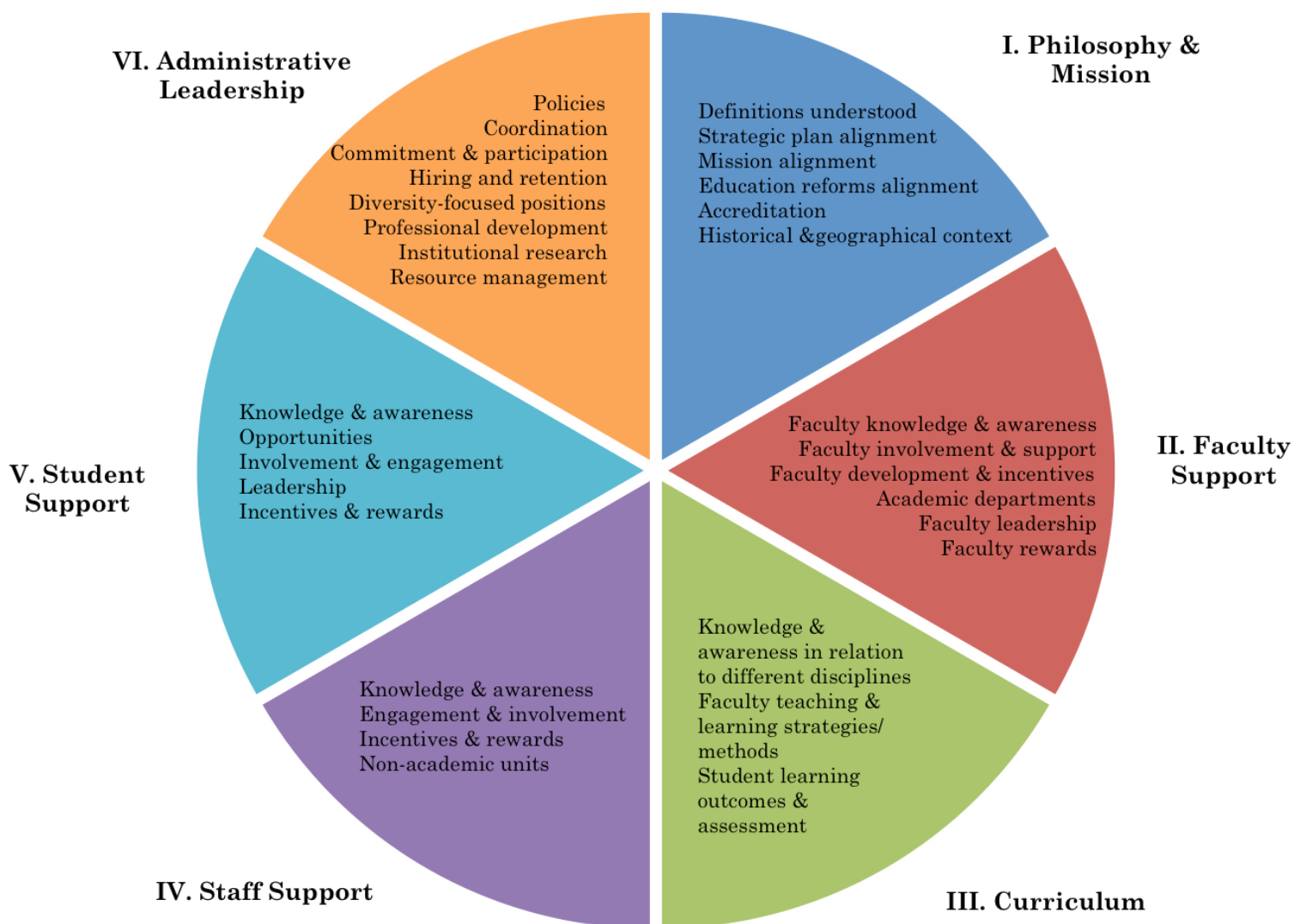
Equity: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- **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]

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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.

VI. Administrative Leadership

Policies
Coordination
Commitment & participation
Hiring and retention
Diversity-focused positions
Professional development
Institutional research
Resource management

I. Philosophy & Mission

Definitions understood
Strategic plan alignment
Mission alignment
Education reforms alignment
Accreditation
Historical &geographical context

II. Faculty Support

Faculty knowledge & awareness
Faculty involvement & support
Faculty development & incentives
Academic departments
Faculty leadership
Faculty rewards

V. Student Support

Knowledge & awareness
Opportunities
Involvement & engagement
Leadership
Incentives & rewards

IV. Staff Support

Knowledge & awareness
Engagement & involvement
Incentives & rewards
Non-academic units

III. Curriculum

Knowledge & awareness in relation to different disciplines
Faculty teaching & learning strategies/ methods
Student learning outcomes & assessment

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 1: Emerging	→	Stage 2: Developing	→	Stage 3: Transforming

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.*

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[i] Rubric for the Institutionalization of Service-Learning in Higher Education.
[ii] Kecskes K and Muyllaert 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).
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
	review, tenure, and promotion and sabbatical processes.	review, tenure, and promotion and sabbatical processes.	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

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	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.

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.