Report of the Task Force for the Self-

Assessment of the Institutionalization of Diversity, Equity, Inclusion, and Justice at the Institute for Clinical Research Education



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Introduction

# Executive Summary

The Institute for Clinical Research Education (ICRE) is a multidisciplinary institute that provides training in clinical and translational science and medical education. Its mission statement reads: “The ICRE, an avowed anti-racist organization, seeks to improve health outcomes, practice, and policy by creating an equitable, inclusive environment dedicated to educating the next generation of clinical and translational researchers and medical educators.” Committed to ensuring that the ICRE does not simply espouse but actually lives this mission statement, the Director of the ICRE (Doris M. Rubio, PhD) and the Director of Equity and Inclusion in the ICRE Curriculum (Colleen A. Mayowski, EdD, MLIS) assembled a Task Force charged with assessing the current state of diversity, equity, inclusion and justice (DEIJ) at the ICRE, and providing recommendations that would increase institutionalization of DEIJ at the ICRE. In this context, institutionalization can be understood as a process by which beliefs, norms, values, and behaviors are embedded in an organization. The Task Force convened in May 2022, and concluded its work in August 2022.

Process

The Task Force was divided into subcommittees that each concentrated on one of six dimensions of DEIJ institutionalization. In their meetings, the subcommittees adapted, approved, and applied a rubric to self-assess the current state of institutionalization of DEIJ along a continuum of Emerging  Developing

 Transforming.

Findings

The Task Force subcommittees recommended 13 areas for focus, then participated in a Human Centered Design activity to prioritize these focus areas along an x-axis of Relative Impact/Importance and a y-axis of Relative Cost/Difficulty.

Recommendations

The Task Force recommends that the Chair of the Task Force, the Director of Diversity, Equity, and Inclusion initiatives for General Internal Medicine, and the Assistant Director of the ICRE meet with ICRE Director Doris Rubio to present the work of the Task Force. At that meeting, they will recommend that ICRE leadership (Director Doris Rubio and Assistant Director Thomas Radomski), along with Drs. Tasha Alston and Colleen Mayowski, choose two or three focus area components from the 13 priorities each fiscal year, beginning in FY 2023, and create a plan and timeline to achieve them. These plans should be published on the ICRE web site to provide transparency and to allow the community at large to hold the ICRE accountable for progress. Finally, the Task Force recommends that the Self-Assessment Rubric (Appendix) be reapplied to the ICRE 18 months from the acceptance of this report to evaluate progress of DEIJ institutionalization.

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## Introduction

# Task Force Report

The Institute for Clinical Research Education (ICRE) is a multidisciplinary institute that provides training in clinical and translational science and medical education. Our mission statement reads: “The ICRE, an avowed anti-racist organization, seeks to improve health outcomes, practice, and policy by creating an equitable, inclusive environment dedicated to educating the next generation of clinical and translational researchers and medical educators.” Committed to ensuring that the ICRE does not simply espouse but actually lives this mission statement, the Director of the ICRE (Doris M. Rubio, PhD) and the Director of Equity and Inclusion in the ICRE Curriculum (Colleen A. Mayowski, EdD, MLIS) assembled a Task Force charged with assessing the current state of diversity, equity, inclusion and justice (DEIJ) at the ICRE, and providing recommendations that would increase institutionalization of DEIJ at the ICRE. In this context, institutionalization can be understood as a process by which beliefs, norms, values, and behaviors are embedded in an organization. The task force convened in May 2022, and concluded its work in August 2022.

## Mission of the Task Force

The Task Force was charged with assessing the current state of diversity, equity, inclusion, and justice at the ICRE, and identifying actions that would improve conditions that might hinder members of the ICRE community from experiencing the ICRE as an equitable and inclusive learning and working environment. The Task Force’s work focused on a rubric developed to assist the ICRE in self-assessing its current state of institutionalization of DEIJ.

The Task Force was charged to:

1. **Adapt** and **approve** a rubric developed to assess the level of diversity, equity, inclusion, and justice at the ICRE along six dimensions. These dimensions represent the key areas to examine in order to institutionalize diversity, equity, inclusion, and justice at the ICRE.
2. **Apply** the rubric, and thus determine the ICRE’s current level of institutionalization for each component of the dimensions along a continuum of Emerging  Developing  Transforming.
3. **Recommend** components that the ICRE should focus on to improve its institutionalization of diversity, equity, inclusion, and justice.

## Composition of the Task Force

Persons recognized to have deep experience with the inner workings and daily activities of the ICRE were selected from a variety of ICRE constituencies (faculty, staff, students, alumni, administration) and were invited to participate. Those who accepted the invitation, listed below, were assigned to a subcommittee that would concentrate on a specific rubric dimension.

* + Kaleab Z. Abebe, PhD
	+ Chung-Chou H. (Joyce) Chang, PhD
	+ Megan Dooley
	+ Michael J. Fine, MD, MSc
	+ Colleen A. Mayowski, EdD, MLIS (Chair)

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* + Sarah Merriam, MD, MS
	+ Megan Miller, MEd
	+ Marie K. Norman, PhD
	+ Chelsea N. Proulx, MPH
	+ Thomas R. Radomski, MD, MS
	+ Kenneth J. Smith, MD, MS
	+ Carla Spagnoletti, MD, MS

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| **Subcommittee/Rubric Dimension Members** |
| **Philosophy and Mission** | * Michael J. Fine, MD, MSc
* Colleen A. Mayowski, EdD, MLIS
* Thomas R. Radomski, MD, MS
 |
| **Faculty Support** | * Chung-Chou H. (Joyce) Chang, PhD
* Colleen A. Mayowski, EdD, MLIS
* Kenneth J. Smith, MD, MS
 |
| **Curriculum** | * Kaleab Z. Abebe, PhD
* Colleen A. Mayowski, EdD, MLIS
* Marie K. Norman, PhD
 |
| **Staff Engagement** | * Colleen A. Mayowski, EdD, MLIS
* Megan Miller, MEd
* Chelsea N. Proulx, MPH
 |
| **Student Support** | * Megan Dooley
* Sarah Merriam, MD, MS
* Colleen A. Mayowski, EdD, MLIS
 |
| **Administrative and Leadership Support** | * Colleen A. Mayowski, EdD, MLIS
* Megan Miller, MEd
* Carla Spagnoletti, MD, MS
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## About the Rubric

The ICRE owes a debt of gratitude to the New England Resource Center for Higher Education (NERCHE), the creator of the original six-dimension rubric for self-assessing the institutionalization of diversity, equity, and inclusion in higher education. [It can be accessed here.](http://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf)

The original rubric was meant to be applied at the level of a college or university. Prior to the convening of the task force, Drs. Colleen Mayowski and Marie Norman scaled the rubric to be applicable at an institute level. The six dimensions were retained. Each dimension includes a set of components that characterize that dimension. Drs. Norman and Mayowski amended components of the dimensions to fit the context of the ICRE, and these were further amended during subcommittee deliberations. The ICRE adopted the three stages of development NERCHE established: Emerging, Developing, and Transforming, although the definition of Emerging was edited to fit the context of the ICRE.

The rubric is designed to measure the status of the ICRE’s institutionalization of diversity, equity, inclusion, and justice 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 this agenda at the ICRE. It can help

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to identify which institutionalization components or dimensions are progressing well, and which need more attention. By periodically re-applying this tool in the future, the ICRE can reassess progress of the growth in each dimension and component over time.

### Progression through Emerging, Developing, and Transforming

Progression through the stages suggests that the ICRE is moving closer to fully institutionalizing diversity, equity, inclusion, and justice in each component of the six dimensions. A finding of Emerging would mean that the ICRE either had insufficient information to draw a conclusion or was just beginning to recognize diversity, equity, inclusion, and justice as a strategic priority and was gathering resources and building constituencies for this effort. A finding of Developing would mean that the ICRE was focused on ensuring the development of its institutional and individual capacity to sustain the diversity, equity, inclusion, and justice effort. Finally, a finding of Transforming would mean that the ICRE has fully institutionalized diversity, equity, inclusion, and justice into the fabric of its being, and would continue to assess its efforts to encourage progress and sustainability. Once at the transforming stage, the ICRE has reached its goals for institutionalizing diversity, equity, inclusion, and justice into the fabric of the institute, but it must recognize the ever-changing environment and continue to assess its progress and the sustainability of its achievements as it moves into the future.

## Task Force Process

Two kickoff meetings (April 26 and May 2, 2022) were scheduled to enable all members to attend. At this meeting, task force members were introduced to the rubric, assigned to a subcommittee, and given their charge. Each subcommittee was given the freedom to meet at dates and times convenient for them and encouraged to complete their work by August 1, 2022.

By August 4, 2022, all subcommittees had completed their charge. The rubric had been adapted as necessary, approved, and applied to the ICRE to measure the status of the ICRE’s institutionalization of diversity, equity, inclusion, and justice at this particular point in time. Each subcommittee had recommended two or three components from their dimension which they believed the ICRE should focus on in order to improve its institutionalization of diversity, equity, inclusion, and justice.

## Findings of the Subcommittees

For each dimension, the subcommittees’ findings are provided in a table that indicates the name of the dimension, a summary of the components, the current level of institutionalization along the continuum of Emerging  Developing  Transforming as determined by the subcommittee, and whether that component was selected as an area for focus. For simplicity, the description of the components is abbreviated in the tables; however, the entire adapted and approved rubric, which includes a complete description of each rubric component, is provided in the Appendix.

### Philosophy and Mission Ensuring Diversity, Equity, Inclusion, and Justice

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 renewal and transformation.

How narrowly or broadly DEIJ are defined will determine who participates, who will provide financial resources and other support, and the degree to which diversity will become intrinsic to ICRE culture.

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Philosophy and Mission** | Definition of DEIJ | Emerging | Y |
| Alignment with Mission | Transforming | N |
| Strategic Planning | Emerging | Y |
| Historical Context | Developing | N |

### Faculty Support for and Involvement in Diversity, Equity, Inclusion, and Justice

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

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Faculty Support** | Knowledge and Awareness | Developing | N |
| Involvement and Support | Emerging | Y |
| Faculty Leadership | Developing | Y |
| Faculty Rewards | Emerging | N |
| Faculty Development and Incentives | Emerging | N |

### Curriculum: Teaching and Service Supporting Diversity, Equity, Inclusion, and Justice

One of the essential factors for institutionalizing diversity, equity, inclusion, and justice at the ICRE is the degree to which faculty are involved in the implementation and advancement of epistemologies, pedagogies, and service related to DEIJ.

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Curriculum** | Course Level Attention | Emerging | Y |
| Track Level Attention | Emerging | N |
| Course Audit | Emerging | Y |
| Teaching and Learning Resources | Developing | N |
| Service | Emerging | N |

### Staff Engagement and Involvement in Diversity, Equity, Inclusion, and Justice

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 DEIJ issues at the ICRE.

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Staff Support** | Knowledge and Awareness | Developing | Y |
| Engagement and Involvement | Emerging | Y |
| Staff Incentives | Developing | N |
| Staff Recognition | Developing | N |

### Student Support for and Involvement in Diversity, Equity, Inclusion, and Justice

An important element of institutionalization is the degree to which students are provided with opportunities to learn about diversity, equity, inclusion, and justice in co-curricular settings; are aware of these opportunities; engage in these opportunities; and play a leadership role in the development of DEIJ at the ICRE.

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Student Support** | Knowledge of DEIJ | Developing | N |
| Awareness of Opportunities to Learn | Emerging | Y |
| ICRE Definition of Student Success | Emerging | Y |
| Student Engagement | Emerging | N |
| Student Incentives and Awards | Developing | N |

### Administrative and Leadership Support for Diversity, Equity, Inclusion, and Justice

In order for DEIJ to become institutionalized at the ICRE, senior leadership must demonstrate commitment and ensure that the ICRE provides substantial resources, support, and accountability toward the effort.

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| **Dimension** | **Components** | **Finding** | **Focus Area (Y/N)** |
| **Administrative Leadership** | Coordination of ICRE Efforts | Transforming | N |
| Policy-making Entities | Developing | N |
| Design of Physical Spaces | Emerging | N |
| Diversity-focused Positions | Developing | N |
| Hiring and Retention | Developing | N |
| Professional Development | Transforming | N |
| Funding | Developing | N |
| Senior Administrative Leadership | Developing | Y |
| Evaluation and Assessment | Developing | Y |
| Resource Management | Developing | N |
| Specialized Initiatives | Developing | N |
| Alumni Affairs | Emerging | Y |

## Prioritizing the Focus Areas

Each subcommittee had recommended two or three components from their dimension which they believed the ICRE should focus on in order to improve its institutionalization of DEIJ. This resulted in 13 areas for focus. To prioritize the 13 selected focus areas, the task force as a whole was invited to participate in a human-centered design (HCD) exercise commonly called an Impact/Difficulty Matrix.

This exercise helps groups prioritize items quickly, facilitates deliberation, resolves differing opinions, and helps a group develop a plan of action. Impact was defined as the potential of each rubric item to positively affect diversity, equity, inclusion and justice. Difficulty was defined in relation to the relative challenge or complexity (in terms of staffing, time, cooperation of other university entities, faculty/staff/leadership buy-in) entailed to accomplish the goals described in each rubric item. Two exercises were scheduled to ensure most members could attend. The exercises were facilitated by an experienced HCD practitioner, and were held on August 23 and 29, 2022. The task force collaboratively ranked the potential impact and difficulty of each of the 13 items on an x-axis labeled “Relative Impact/Importance” and a y-axis labeled “Relative Cost/Difficulty.” After engaging in the HCD exercise the Task Force categorized the 13 focus items along the axes and determined which were Lowest ROI, Strategic, Low-Hanging Fruit, and Highest ROI. (Figure 1.)

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#### Figure 1. Combined Results of Two Impact/Difficulty Matrix Exercises listed by highest relative impact/importance to lowest in each of four quadrants.

Relative Cost/Difficulty

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| --- | --- |
| Lowest ROI1. Encourage deliberate attention to DEIJ in course objectives, content, assignments, activities, and ground rules for discussion.
2. Encourage all staff to support and advocate for DEIJ at the ICRE and to infuse this into their work.
3. Find ways to actively engage with alumni who are members of diverse populations.
 | Strategic1. Create an official strategic plan for advancing DEIJ at the ICRE.
2. Implement an ongoing, systematic effort to execute, evaluate, and recalibrate the assessment of DEIJ efforts that are taking place at the ICRE.
3. Encourage all faculty to conduct a course audit of their ICRE courses to evaluate DEIJ in their instructional materials.
4. Develop a formal definition of student success that supports linkages between DEIJ and student success.
 |
| Low-hanging Fruit1. Disseminate opportunities to learn about DEIJ workshops and other training opportunities to our students.
2. Expect ICRE faculty leaders (for example, track directors, program directors, etc.) to inspire colleagues to engage in DEIJ work at the ICRE and/or in their courses.
3. Encourage all ICRE faculty to support the infusion of DEIJ into their own work.
4. Encourage all staff to extend their DEIJ training to include evidence of intersectionality and provide paid time off to do so.
 | Highest ROI1. Ensure ICRE administrative leadership share an expansive understanding of DEIJ and operationalize this commitment as an ongoing, essential feature of ICRE culture.
2. Develop ICRE-wide definitions for diversity, equity, inclusion, and justice.
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Relative Impact/Importance

## Summary and Recommendations

Task Force Chair Colleen Mayowski, EdD, MLIS, Tasha Alston, PhD, Director of Diversity, Equity, and Inclusion initiatives for General Internal Medicine, and Thomas R. Radomski, MD, MS, Assistant Director of the ICRE and a member of the Task Force, will present the results of the work of the Task Force to Director of the ICRE, Doris Rubio, PhD.

To fulfill the ICRE’s commitment to living its mission statement and to advance and institutionalize the values of diversity, equity, inclusion, and justice in all it undertakes, this Task Force recommends that at this meeting ICRE leadership (Director Doris Rubio and Assistant Director Thomas Radomski), along with Drs. Tasha Alston and Colleen Mayowski, choose two or three focus area components from the matrix each fiscal year, beginning in FY 2023, and create a plan and timeline to achieve them. These plans should be published on the ICRE web site to provide transparency and to allow the community at large to hold the ICRE accountable for progress. This Task Force further recommends that the Self-Assessment Rubric (Appendix) be reapplied to the ICRE 18 months from the acceptance of this report to evaluate progress.

## Appendix

### Self-Assessment Rubric for the Institutionalization of Diversity, Equity, Inclusion, and Justice at the ICRE

**Philosophy**

**& Mission**

**Faculty Support**

**Curriculum**

**Staff Support**

**Student Support**

**Administrative**

**Leadership**

**Self-Assessment Rubric for the Institutionalization of Diversity, Equity, Inclusion, and Justice at the ICRE**

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**Stages of Development**

**Stage One: Emerging**

At this stage, the ICRE either has insufficient information to draw a conclusion or is just beginning to recognize diversity, equity, inclusion, and justice as strategic priorities and is gathering resources and building constituencies for this effort.

**Stage Two: Developing**

At this stage, the ICRE is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, equity, inclusion, and justice effort.

**Stage Three: Transforming**

At this stage, the ICRE has fully institutionalized diversity, equity, inclusion, and justice into the fabric of its being, and continues to assess its efforts to encourage progress and sustainability.

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

1. **PHILOSOPHY AND MISSION OF DIVERSITY, EQUITY, INCLUSION, AND JUSTICE**

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 renewal and transformation. How narrowly or broadly diversity, equity, inclusion, and justice (DEIJ) are defined with determine who participates, who will provide financial resources and other support, and the degree to which diversity will become intrinsic to ICRE culture.

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **DEFINITION OF DIVERSITY, EQUITY, INCLUSION, AND JUSTICE** | **Emerging (Focus Point)** | There are no ICRE-wide definitions for diversity, equity, inclusion, and justice. | There are definitions for diversity, equity, inclusion, and justice at the ICRE, but there is some variance and inconsistency in their application. | The ICRE has formal, universally accepted definitions for diversity, equity, inclusion, and justice that are applied consistently across many or most aspects of the ICRE, and which are integral to the conception and execution of any new programs or initiatives. |
| **ALIGNMENT WITH ICRE MISSION** | **Transforming** | While diversity, equity, inclusion, and justice complement many aspects of the ICRE's mission, they remain on the periphery. Diversity, equity, inclusion, and justice are rarely included in larger efforts that focus on the core mission of the ICRE. An official mission statement does not exist. | Diversity, equity, inclusion, and justice are often mentioned as a primary or important part of the ICRE's mission, but are not included in the official mission statement. | Diversity, equity, inclusion, and justice are fully integrated into the mission statement of the ICRE, and the mission statement is publicly disseminated. |
| **STRATEGIC PLANNING** | **Emerging (Focus Point)** | The ICRE does not have an official strategic plan for advancing diversity, equity, inclusion, and justice at the ICRE. | Although certain short-range and long-range goals for diversity, equity, inclusion, and justice have been defined for the ICRE, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals. | The ICRE has developed an official, publicly available strategic plan for advancing diversity, equity, inclusion, and justice at the ICRE, which includes viable short-range and long-range institutionalization goals, using process-oriented and outcomes-oriented quality indicators and metrics. |
| **HISTORICAL CONTEXT** | **Developing** | Diversity, equity, inclusion, and justice and their complex relationship to health disparities, white supremacy in research, systemic racism, and the geographic or cultural history of the community are not acknowledged nor widely understood. | Diversity, equity, inclusion, and justice and their complex relationship to health disparities, white supremacy in research, systemic racism, and the geographic or cultural history of the community are inconsistently acknowledged, understood, or integrated into appropriate curricular content. | Diversity, equity, inclusion, and justice and their complex relationship to health disparities, white supremacy in research, systemic racism, and the geographic or cultural history of the community are fully acknowledged, widely understood, integrated into appropriate curricular content, and used to build an inclusive present and future. |

1. **FACULTY SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, EQUITY, INCLUSION, AND JUSTICE**

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

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **FACULTY KNOWLEDGE AND AWARENESS** | **Developing** | Less than 60% of faculty members have completed formalized, evidence-based DEIJ training or workshops sponsored by a credible organization or source. | 60-99% of faculty members have completed formalized, evidence-based DEIJ training or workshops sponsored by a credible organization or source. | All faculty members have completed formalized, evidence- based DEIJ training or workshops sponsored by a credible organization or source. Evidence of intersectional training or multiple trainings that show evidence of different perspectives must be present. |
| **FACULTY INVOLVEMENT & SUPPORT** | **Emerging (Focus Point)** | Less than 60% of faculty members are instructors, supporters, or advocates of diversity, equity, inclusion, and justice.Few (<60%) support the strong infusion of diversity, equity, inclusion, and justice into the academy or into their own professional work. A few faculty (<60%) members at the ICRE sustain diversity, equity, inclusion, and justice activities.Faculty have not examined their syllabi for opportunities to incorporate DEIJ. | While 60-99% of faculty members are instructors, supporters, or advocates of diversity, equity, inclusion, and justice, few (<60%) are advocates for infusing diversity in the overall mission and/or their own professional work. An inadequate or unsatisfactory number (<60%) of faculty members are engaged in diversity, equity, inclusion, and justice activities. Few faculty have examined their syllabi for opportunities to incorporate DEIJ. | 100% of faculty members participate as instructors, supporters, and advocates of diversity, equity, inclusion, and justice and support the infusion of diversity, equity, inclusion, and justice both into the ICREs overall mission and the faculty members' individual professional work. All have examined their syllabi for opportunities to incorporate DEIJ. |
| **FACULTY LEADERSHIP** | **Developing (Focus Point)** | Less than 60% of ICRE faculty leaders (for example, track directors, course directors, program directors, etc.) encourage the advancement of diversity, equity, inclusion, and justice at the ICRE and are not encouraging colleagues to engage in diversity work at the ICRE or in their courses. | 60-99% of ICRE faculty leaders (for example, track directors, course directors, program directors, etc.) encourage the advancement of the ICRE’s diversity, equity, inclusion, and justice efforts and encourage colleagues to engage in diversity, equity, inclusion, and justice work on at the ICRE or in their courses. | 100% of ICRE faculty leaders (for example, track directors, course directors, program directors, etc.) encourage the advancement of the ICRE’s diversity, equity, inclusion, and justice efforts and/or advocate and encourage colleagues to engage in diversity, equity, inclusion, and justice work at the ICRE or in their courses. |
| **FACULTY REWARDS** | **Emerging** | In general, faculty members simply document activities in diversity, equity, inclusion, and justice service work; faculty members' work in DEIJ is not recognized during the annual review process, and in recommendation for tenure, or promotion and sabbatical processes by DGIM or ICRE. | Although faculty members are encouraged to go beyond simply documenting DEIJ activities and are encouraged to pursue diversity, equity, inclusion, and justice activities in their work, this is not always recognized during the ICRE or DGIM’s review, tenure, promotion, or sabbatical processes. | Faculty are encouraged to pursue diversity, equity, inclusion and justice activities. Faculty who are involved in diversity, equity, inclusion, and justice receive recognition for it during the ICRE or DGIM’s review, tenure, promotion, or sabbatical processes. |
| **FACULTY DEVELOPMENT AND INCENTIVES** | **Emerging** | There are minimal opportunities and dedicated funds to support and sustain faculty capacity specifically for DEIJ- related work over time. There are minimal incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue DEIJ activities. | There are some opportunities and dedicated funds to support and sustain faculty capacity specifically to do DEIJ- related work over time. There are some incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue DEIJ activities. | There are many opportunities and dedicated funds to specifically support and sustain faculty capacity to do diversity, equity, inclusion, and justice-related work over time. There are many incentives provided (e.g., mini- grants, course releases, funds for conferences, etc.) to pursue DEIJ activities. |

1. **CURRICULUM: TEACHING AND SERVICE SUPPORTING DIVERSITY, EQUITY, INCLUSION, AND JUSTICE**

One of the essential factors for institutionalizing diversity, equity, inclusion, and justice at the ICRE is the degree to which faculty are involved in the implementation and advancement of epistemologies, pedagogies, and service related to diversity, equity, inclusion, and justice (DEIJ).

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **COURSE LEVEL ATTENTION TO DEIJ** | **Emerging (Focus Point)** | There is deliberate attention to DEIJ in the course objectives, content, assignments, activities, and classroom ground rules for discussions in 49% or fewer of the courses offered at the ICRE. | There is deliberate attention to DEIJ in the course objectives, content, assignments, activities, and classroom ground rules for discussions in 50% or more but not all of the courses offered at the ICRE. | There is deliberate attention to DEIJ in the course objectives, content, assignments, activities, and classroom ground rules for discussions in every course offered at the ICRE. |
| **TRACK LEVEL ATTENTION TO DEIJ** | **Emerging** | The track director does not have a vision or strategy for incorporating DEIJ into the track and cannot articulate the relevance of DEIJ to the track | The track director demonstrates some vision or strategy for incorporating DEIJ into the track and can articulate some the relevance of DEIJ to the track | The track director demonstrates a strong vision and strategy for incorporating DEIJ into the track and can make a strong case for why DEIJ is relevant to the goals of the track |
| **COURSE AUDIT** | **Emerging (Focus Point)** | Fewer than 50% of faculty members have performed a course audit designed to evaluate inclusivity of their instructional materials. (assessment instruments, Canvas) move to first place | At least fifty percent but not all faculty members have performed a course audit designed to evaluate inclusivity of their instructional materials. | All faculty members have performed a course audit designed to evaluate inclusivity of their instructional materials. |
| **TEACHING AND LEARNING RESOURCES** | **Developing** | The ICRE rarely (1-2x per year) if ever promotes resources and programs designed to help faculty respond effectively to the diverse experiences of all students in an ICRE course. | The ICRE sometimes (3-5x per year) promotes resources and programs designed to help faculty respond effectively to the diverse experiences of all students in an ICRE course. | The ICRE sometimes (3-5x per year) promotes resources and programs designed to help faculty respond effectively to the diverse experiences of all students in an ICRE course. |
| **SERVICE** | **Emerging** | Fewer than 50% of faculty perform some service to the department or institution that incorporates diversity, equity, inclusion, and/or justice (diversity committee, task forces, other initiatives). | At least fifty percent but not all faculty perform some service to the department or institution that incorporates diversity, equity, inclusion, and/or justice (diversity committee, task forces, other initiatives). | All faculty perform some service to the department or institution that incorporates diversity, equity, inclusion, and/or justice (diversity committee, task forces, other initiatives). |

1. **STAFF ENGAGEMENT AND INVOLVEMENT IN DIVERSITY, EQUITY, INCLUSION, AND JUSTICE**

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, equity, inclusion, and justice (DEIJ) issues at the ICRE.

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **STAFF KNOWLEDGE AND AWARENESS** | **Developing (Focus Point)** | Less than 60% of staff members have completed formalized, evidence-based DEIJ training or workshops sponsored by a credible organization or source. | 60-99% of staff members have completed formalized, evidence-based DEIJ training or workshops sponsored by a credible organization or source. | All staff members have completed formalized, evidence- based DEIJ training or workshops sponsored by a credible organization or source. Evidence of intersectional training or multiple trainings that show evidence of different perspectives must be present. |
| **STAFF ENGAGEMENT AND INVOLVEMENT** | **Emerging (Focus Point)** | Less than 60% of staff members are recognized supporters, instructors, or advocates of diversity, equity, inclusion, and justice. A few staff members at the ICRE sustain these activities. | 60-99% of staff members are recognized supporters, instructors, or advocates of diversity, equity, inclusion, and justice, and sustain these activities. | All staff members participate as supporters, instructors and advocates of diversity, equity, inclusion, and justice and many infuse these both into the ICRE's overall mission and the staff members' individual professional work. |
| **STAFF INCENTIVES** | **Developing** | In general, staff members are not encouraged to engage in diversity, equity, inclusion, and justice work; few if any incentives are provided (e.g., funds for conferences, work release for professional development etc.) to pursue related activities. | Staff members are reminded at the time of their self- appraisal of opportunities to participate in DEIJ activities and are provided various incentives (funds for diversity, equity, inclusion, and justice conferences, work release for professional development, etc.) to pursue related activities. | Staff members are actively, regularly reminded and encouraged to engage in DEIJ work and are provided various incentives (funds for related conferences, work release for professional development, etc.) to pursue diversity, equity, inclusion, and justice activities. |
| **STAFF RECOGNITION** | **Developing** | Staff members' work in diversity, equity, inclusion, and justice is not recognized during their performance review and promotion process or in a public capacity or sphere (newsletter, Twitter, etc.). | Staff members' work in diversity, equity, inclusion, and justice is recognized during their annual performance review and promotion process, and there may be recognition in a public capacity or sphere. | Staff members who engage in diversity, equity, inclusion, and justice practices receive ongoing recognition from ICRE leadership and in a public capacity or sphere (newsletter, Twitter, etc.). |

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

An important element of institutionalization is the degree to which students are provided with opportunities to learn about diversity, equity, inclusion, and justice (DEIJ) in co-curricular settings; are aware of these opportunities; engage in these opportunities; and play a leadership role in the development of DEIJ at the ICRE.

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **STUDENT KNOWLEDGE OF DEIJ** | **Developing** | Less than 60 percent of students can articulate what diversity, equity, inclusion, and justice are nor understand why knowledge and experience in these areas are essential to their education and their future work. | 60 to 80% of students can articulate what diversity, equity, inclusion, and justice are and understand why knowledge and experience in these areas are essential to their education and their futurework. | 81 to 100% of students know what diversity, equity, inclusion, and justice are. They understand and can articulate why knowledge and experience in these areas are essential to their education and their futurework. |
| **STUDENT AWARENESS OF OPPORTUNITIES TO LEARN** | **Emerging (Focus Point)** | Less than 60 percent of ICRE students can identify an opportunity to participate in co-curricular DEIJ training, activities, or workshops sponsored by a credible organization or source. | 60 to 80% of ICRE students can identify an opportunity to participate in co-curricular DEIJ training, activities, or workshops sponsored by a credible organization or source. | 81 to 100% of students can name multiple opportunities to participate in co-curricular DEIJ training, activities, or workshops sponsored by a credible organization or source. |
| **ICRE DEFINITION OF STUDENT SUCCESS** | **Emerging (Focus Point)** | The ICRE does not have a definition of student success that supports linkages between diversity, equity, inclusion, and justice and student success. | A definition of student success that supports linkages between diversity, equity, inclusion, and justice and student success exists, but it is not widely known or disseminated. | The ICRE has an articulated definition of student success that supports linkages between diversity, equity, inclusion, and justice and student success. It is widely understood and publicly disseminated. |
| **STUDENT ENGAGEMENT** | **Emerging** | Less than 60 percent of students are involved or engaged in DEIJ activities, and engage rarely (once a year). | 60 to 80% of ICRE students are involved or engaged in DEIJ activities, and engage often (every semester). | 81 to 100% of students are involved or engaged in DEIJ activities, and engage often (every semester). Some may even participate in a leadership capacity. |
| **STUDENT INCENTIVES AND REWARDS** | **Developing** | The ICRE has neither formal mechanisms (e.g. notation on students’ transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students | The ICRE offers only informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in diversity, equity, inclusion, and justice activities or research, or only formal mechanisms (e.g. notation on students’ transcripts, etc.) | The ICRE has both formal and informal mechanisms in place that encourage students to participate in diversity, equity, inclusion, and justice activities or research and provides recognition for their participation in these efforts throughout the ICRE. |

**VI: ADMINISTRATIVE AND LEADERSHIP SUPPORT FOR DIVERSITY, EQUITY, INCLUSION, AND JUSTICE**

In order for diversity, equity, inclusion, and justice (DEIJ) to become institutionalized at the ICRE, senior leadership must demonstrate commitment and ensure that the ICRE provides substantial resources, support, and accountability toward the effort.

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **COORDINATION OF ICRE EFFORTS** | **Transforming** | There is no formal ICRE entity (e.g., community of practice, committee, center, office, or clearinghouse) charged with coordinating the implementation, advancement, and institutionalization of diversity, equity, inclusion, and justice. | There is a formal ICRE entity charged with coordinating various constituencies in the implementation, advancement, and institutionalization of diversity, equity, inclusion, and justice (e.g., community of practice, committee, center, office, or clearinghouse), but the entity provides services only to a certain constituency (e.g., students, faculty) or limited part of the ICRE (e.g., certain degrees or tracks). | The ICRE supports a coordinating entity actively engaged in assisting ICRE constituencies in the design, implementation, advancement, and institutionalization of diversity, equity, inclusion, and justice (e.g., community of practice, committee, center, office, or clearinghouse). |
| **POLICY-MAKING ENTITIES** | **Developing** | The ICRE’s official and influential policy-making entities/ board(s)/committee(s) do not recognize diversity, equity, inclusion, and justice as essential educational goals for the ICRE. | The ICRE’s official and influential policy-making entities/board(s)/committee(s) recognize diversity, equity, inclusion, and justice as essential educational strategies, but no formal policies have been developed. | The ICRE’s policy-making entities, board(s)/committee(s) recognize diversity, equity, inclusion, and justice as essential educational strategies and formal policies have been developed or implemented. |
| **DESIGN OF PHYSICAL SPACES TO FOSTER INCLUSION** | **Emerging** | Physical workspaces are designed and constructed without regard to research and best practices for addressing issues of DEIJ. | Research and best practices for addressing issues of DEIJ are considered when designing and constructing physical workspaces, but are not consistently implemented. | The ICRE researches and consistently implements best practices for designing and constructing physical workspaces shown to be highly effective at bringing and keeping individuals who add to its diverse workforce. |
| **DIVERSITY- FOCUSED POSITIONS** | **Developing** | There is not a senior administrator/faculty member with formal responsibility for advancing diversity, equity, inclusion, and justice across the ICRE. | There are positions with formal responsibility for advancing diversity, equity, inclusion, and justice exist; however, decision-making authority for these individuals may be limited and not consistently integrated into senior-level decision-making. | There is a senior administrator or faculty member who has formal responsibility for advancing diversity, equity, inclusion, and justice across the ICRE. This individual has senior-level decision-making authority equal to other administrative peers within the leadership team; the individual is integral to all ICRE renewal and transformation efforts. |
| **HIRING & RETENTION** | **Developing** | Hiring and retention policies and procedures do not address diversity, equity, inclusion, and justice considerations. | Policies and procedures are designed to hire and train a diverse workforce but have proven only partially successful. Policies are not documented in writing. | The ICRE 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, and has codified these in writing. |
| **PROFESSIONAL DEVELOPMENT** | **Transforming** | Professional development sponsored by a credible organization or source and designed to prepare faculty and staff to adequately meet the needs of a diverse, equitable, inclusive, and just ICRE is lacking. | Professional development sponsored by a credible organization or source and designed to prepare faculty and staff to meet the needs of a diverse, equitable, inclusive, and just ICRE is available, but it is either inadequate or ineffective. | Faculty and staff have access to an adequate array of effective professional development programs sponsored by a credible organization or source, to prepare them to meet the needs of a diverse, equitable, inclusive, and just ICRE. |

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

**AND JUSTICE (Continued)**

In order for diversity, equity, inclusion, and justice (DEIJ) to become institutionalized at the ICRE, senior leadership must demonstrate commitment and ensure that the ICRE provides substantial resources, support, and accountability toward the effort.

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| **COMPONENTS** | **CURRENT STAGE** | **STAGE ONE: Emerging** | **STAGE TWO: Developing** | **STAGE THREE: Transforming** |
| **FUNDING** | **Developing** | The ICRE’s diversity, equity, inclusion, and justice activities are supported primarily by soft money (short-term grants) from sources outside the ICRE. | The ICRE’s diversity, equity, inclusion, and justice activities are supported by both soft money (short-term grants) from sources outside the ICRE as well as hard money from the ICRE. | Primarily operational (hard money) or endowed funding from the ICRE supports the ICRE’s diversity, equity, inclusion, and justice activities. |
| **SENIOR ADMINISTRATIVE LEADERSHIP** | **Developing (Focus Point)** | The ICRE’s administrative leaders have a limited and/or contradictory understanding of diversity, equity, inclusion, and justice, 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, equity, inclusion, and justice 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, inclusion, and justice as an essential feature in its renewal efforts. |
| **ICRE EVALUATION & ASSESSMENT** | **Developing (Focus Point)** | There is no organized ICRE effort underway to account for the number and quality of diversity, equity, inclusion, and justice activities taking place (e.g. climate assessments, student diversity learning outcomes, standardized measures). | An action plan for assessment of diversity, equity, inclusion, and justice initiatives across the ICRE 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 ICRE. Research has been initiated and is currently being disseminated throughout the ICRE. |
| **ICRE RESOURCE MANAGEMENT** | **Developing** | Little concrete evidence exists that ICRE policy and decision- making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an ICRE-wide value for diversity, equity, inclusion, and justice, while complying with University policies and procedures. | Some evidence exists that policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an ICRE-wide value for diversity, equity, inclusion, and justice, while complying with University policies and procedures. | Policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) is characterized by a consistent, ICRE-wide value for diversity, equity, inclusion, and justice, while complying with University policies and procedures. |
| **SPECIALIZED ICRE INITIATIVES** | **Developing** | Specialized goal-oriented initiatives (career development programs, grants, degree and certificate programs) do not take into account ICREdiversity, equity, inclusion, and justice efforts. | Specialized initiatives (career development programs, grants, degree and certificate programs) sometimes integrate diversity, equity, inclusion, and justice efforts occurring at the ICRE but with no reliable consistency. | Specialized initiatives—regardless of the topic addressed—always support and integrate the established commitment to diversity, equity, inclusion, and justice across the ICRE. |
| **ALUMNI AFFAIRS** | **Emerging (Focus Point)** | The ICRE seldom or never engages with alumni who represent diverse populations within the larger community, except for data collection purposes. | The ICRE sometimes engages with alumni (for example, with an ICRE newsletter of at least annual frequency) who represent diverse populations within the larger community. | The ICRE has an active, reciprocal relationship with alumni who represent diverse populations within the community. This engaged work, for example, may include an active donor base, board representation, and/or involvement in curricular and co-curricular activities as consultants, advisors, and participants. |