

# Introduction

Social, political, and economic issues have increased demand for Diversity, Equity, and Inclusion (DE&I) throughout the ecosystem of educational institutions, organizations, businesses, and communities. While most institutions, organizations, and businesses agree DE&I is vital to their long-term success, they don't know where to start to create the strategy they envision. The Cincinnati Region Diversity, Equity & Inclusion Toolkit serves as a blueprint for colleges and universities to develop, implement, and sustain a DE&I strategy within their ecosystem.

The "Toolkit" has been developed using research outlined in "Elevating Equity: The Real Story of Diversity and Inclusion," published by the Josh Bersin Company in 2021, as a reference and foundation:

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*According to the "Elevating Equity: The Real Story of Diversity and Inclusion" report, the methodology is both qualitative and quantitative. We surveyed more than 800 organizations, analyzed more than 80 different practices, and correlated them against a variety of outcomes (financial, business, and workforce) to determine which practices matter most. We discussed these findings with 50-plus senior DE&I executives from large companies around the world and interviewed dozens of leaders to understand what worked.*

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The initial version is presented primarily through the higher education lens; however, much of the information is universally applicable.

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## A Business Case for Infusing a Diversity, Equity, and Inclusion Strategy into Your Institution's Culture

Any initiative will require resources to develop, implement, and sustain it. A Diversity, Equity and Inclusion initiative is no different. Building a case requires justification based on data illustrating the positive impact of an institution dedicating the resources to any plan, and each case will need to be adjusted to the specific audience to effectively address every member of your institution. Few people argue the social or even ethical reasons for increasing DE&I. Following are data points and strategies to use to build a *business* case for infusing a DE&I strategy into your culture.

Data/information illustrating the positive impact your initiative will have on the following areas:

- Financial
- Enrollment
- Reducing risk
- Retention (faculty/staff/students)
- Innovation
- Belongingness

Strategies helpful to promoting your plan and bringing the decision makers on board:

- Have one on one conversations with leadership, which tend to be more successful than group or electronic communication.
- Identify this person's/department's unique role within and goals for the institution.
- Ensure you are communicating with each person in a style and vernacular familiar to them.
- Use consistent message outlining your strategy.
- Align all strategies with the institutional vision and mission.



## SECTION 1: Least Impactful DE&I Factors and Practices

*Or, why the hard work you’re already doing may not be getting you the results you want*

The data collected in “Elevating Equity: The Real Story of Diversity and Inclusion” tell an important story: these strategies and practices do not move the DE&I needle when implemented *on their own*. **They are only effective when an institution has created and is committed to implementing an overall DE&I strategy.**

<i>Strategic Areas</i>	<i>Least Effective Institutional Practices</i>
DE&I Programs	Women in leadership program
	Many ERGs/BRGs sponsored by executives
	Diversity councils
DE&I Training	Mandatory diversity training
	Unconscious bias training
	Using AR/VR for diversity training
Diversity Recruiting	Removing degrees from jobs where not needed
	Recruiters evaluated on minority hiring
	Looking beyond top schools to widen talent pool
Technology	Anonymous resumes
	Technology for pay equity monitoring
	Using ONA (Institutional Network Analysis) for DE&I
DE&I Structure	Confidential process for reporting misconduct
	CDO reports to the CEO
	Leaders rewarded/recognized for DE&I results

Institutions using these strategies do not need to stop them and start from scratch! These measures fall short when they are implemented in isolation from other efforts, when they are siloed by department or individual, and when they have no measurable goals or indicators.

*Instead, include these measures in your evaluations of your institution, develop meaningful indicators of impact and success, examine the goals driving their initial implementation, and determine how, if at all, they can fit into a broader systemic strategy for change.* **Section 2** introduces you to the five essential steps for building this strategy.



## SECTION 2 ESSENTIAL STEPS TO A DE&I STRATEGY

*Or, how to create and implement a plan to get the results you want*

Successfully implementing a strong, sustainable, systemic DE&I strategy involves five essential steps:



This section will also include Best Practices for each step, as well as some Best Practices specific to Higher Education. Many of these practices can be used across multiple departments/divisions, by multiple offices, and in varying ways within your institution.

This is not a checklist! (See the Maturity Matrix/Rubric for that help) This is a guide to help your institution identify its needs, successes, and areas of growth and develop a strategic plan to address each of these. Your community will bring its own strengths and assets to this process, which will shape your approaches. The more you are valuing your diverse community members, demonstrated through your action and your incorporation of their work into the broader strategy, the more successful your strategy will be.



### Step 1: Establish Executive Leadership Commitment

To make sustainable impacts, leadership must embed their DE&I strategy in the institution's overall business strategy. Developing a sustainable strategy is the responsibility of the institution, not a committee, task force, office, department, or individual.

- Executive leadership sets the DE&I vision and communicates progress. Leadership must be transparent about goals and progress towards those goals.
- Executive leadership holds departmental leaders and each other accountable for DE&I outcomes.
- All organizations with financial needs have a business strategy. Executive leadership embeds DE&I strategy as an integral part of the broader business strategy.
- Executive leadership demonstrates this commitment by adequately investing financial resources in ongoing DE&I initiatives.



### Step 2: Listen AND Act

Leadership must listen AND act. Listening to your stakeholders without acting on their feedback indicates leadership is neither serious nor honest in their desire to implement change. Leadership must listen, listen often, and develop a plan based on what they hear, including being open to hearing input that contradicts current beliefs and practices. Improvement is the goal. Actionable items are listed in Best Practices.

**Listening to employees is the top driver of excellence.** While there is no prescriptive way to obtain the necessary feedback, each of these stakeholder groups must be considered.

- Students: include current, former (those who have successfully completed a program and those who stop out), and prospective
- Staff and Faculty: consider the ways their needs are similar and unique
- Administration and Leadership at all levels
- Community Partners

**“Emotion without action is irrelevant,”** 1997 Nobel Peace Laureate Jody Williams noted. Demonstrated action from leadership drives sustainable, systemic change and increases buy-in from all levels.

- Communication should come from the top level of leadership.
- Have a predefined plan for evaluating feedback, developing a strategy, and implementing changes. When you ask for feedback, make it clear there is a plan for evaluating ideas and identify who will be responsible for implementing any changes.
- Develop a process for assessing the effectiveness of any changes/improvements.
- Include stakeholders on the team implementing the solutions.



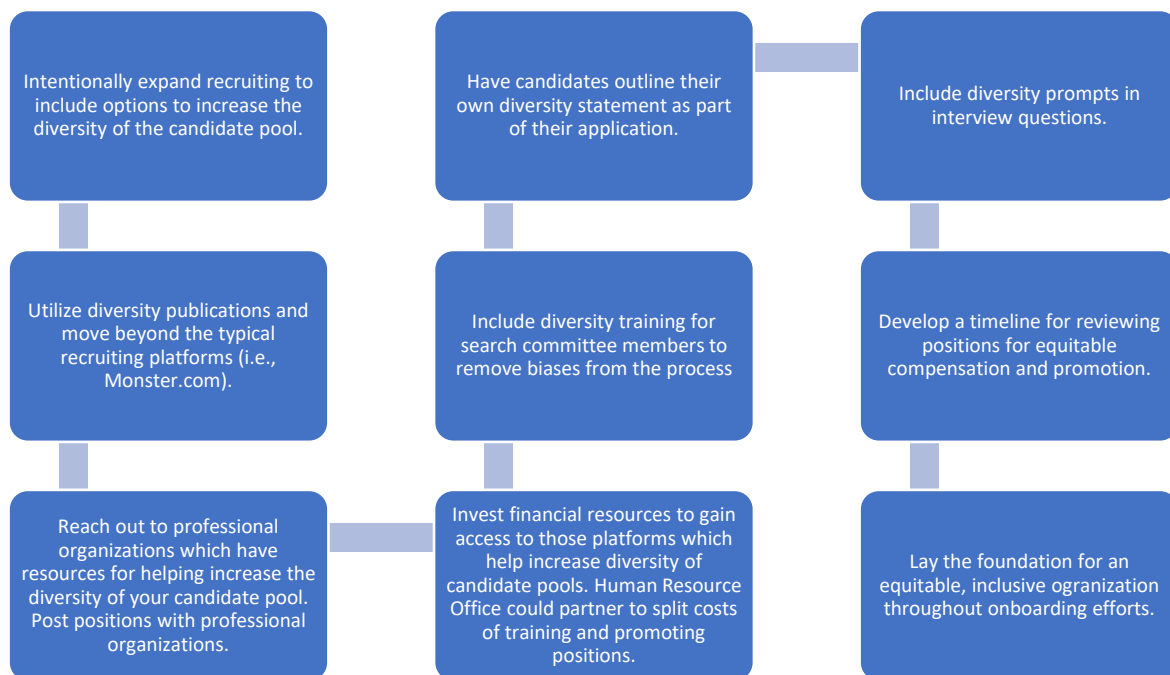
### Step 3: Strengthen Human Resource Office Influence

Human Resource Officers can meaningfully consult on DE&I issues across the institution. Human Resources should be supported to serve in a consulting and advisory role, as opposed to putting out fires as a DE&I problem solver. Indeed, HR can set the stage for a proactive approach for the entire campus.

**Be deliberate in what you are trying to accomplish.** Work with Executive Leadership and other departments as they develop DE&I goals and metrics, then determine how these can shape HR efforts within and beyond the campus.

**Lead and support with effective, proactive training and professional development.** Train leaders in effective change management as opposed to just DE&I training. C-Suite commitment is critical and goes much further than training. Develop and use equity-focused professional development. Meet people where they are, support them in moving forward, and be flexible in your message and approach: every member of your community comes with their own personal and social identities and experiences. Use their expertise when possible and consider what needs can be met for each person, department, or team when collaborating on DE&I work.

**Ensure DE&I permeates hiring, promotion, and growth.** Begin building relationships, which leads to trust, during the hiring process; maintain that trust by demonstrating your commitment to DE&I and personnel satisfaction through your retention efforts.





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*Miami University is piloting a program which includes students on search committees for faculty members. Students are nominated by departments and then participate in diversity training. Consider ways that student voices and expertise can be incorporated throughout institutional policies and practices.*

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**Stay Interview:** An effective tool to discover what employees like about a company and what they would like to see change for them to stay on indefinitely. When conducted regularly, stay interviews can assist with monitoring trends, both with individual employees and across the institution. Include completion data (persistence, retention, graduation rate, course completion rate) disaggregated by socio-economic factors – for program chair and faculty to reflect upon and develop continuous improvement plans.

**New Employee Interviews:** A good tactic is to get a new employee’s initial expectations of their job and the institution and observe how those feelings may change in the initial three months of employment. Ask employees for feedback on a regular basis to insure you are improving areas of concern or maintaining improvements.

**Unsuccessful Candidate Interview/Survey:** Feedback requested about the application and interview process from unsuccessful candidates.

**Course Evaluations:** Add a question to all course evaluations about campus culture and classroom practices since these evaluations are often required for students.

**Focus Groups with Key Stakeholders:** A demographically diverse group of people can provide perspectives not represented in leadership; be intentional about determining which voices are missing from decision-making spaces. You can use internal professionals or hire outside professionals to conduct focus group and provide the feedback to management. Stakeholders include students, faculty and staff, administration, and community members.

**Open-Ended, Ongoing Feedback:** Use regular, periodic surveys (i.e. questionnaires and evaluations) and gatherings (i.e. roundtable discussions and Q&A session) to gauge campus/institution climate and culture. Consider offering small “gifts” or incentives for student and employee participation.

- Include questions about opinions, satisfaction, and engagement
- Increase participation by offering small “gifts” or incentives for students and employees
- Act equitably through use of multiple languages for forms, high and low tech options to participate, and multiple times that consider students’ working and family commitments



### Step 4: Set Goals and Indicators

What gets measured, gets done. As with all other elements of higher education—admission, retention, development—good data in DE&I matters. Determine what results you want from each initiative and from the overall strategy, including tiered goals over short, medium, and long range; then establish benchmarks to measure progress and drive corrections and improvements. While each institution will need to tailor their approaches and goals to their unique communities, connecting with a partner or cohort can contribute to increased perseverance, accountability, and positive outcomes.

#### Focus goals on inclusion

- Use inclusion indices for students, faculty, and staff (see Best Practices)
- Measure IMPACT rather than intent or quantity

#### Embed DE&I goals across the institution

- Develop and implement relevant metrics for enrollment, retention, and completion
- Develop and implement relevant indicators for talent recruiting, hiring, retention, compensation, and promotion
- Use these data to make adjustments for both DE&I and non-DE&I goals
- Evaluate existing programs and include/improve DE&I where necessary.

#### Establish a peer group of institutions

- Assist in defining and measuring goals
- Benchmark with other institutions/offices
- Create diversity metrics the institution should strive for. These are not quotas (i.e., number of women, minorities) but traits which broaden the institution's community.

Where indicators need to be implemented:

- ✓ Broadly across policies, processes, procedures, and operations
- ✓ Inclusive of academic, personnel, and administrative stakeholders
- ✓ In vendor selection and community partnerships
- ✓ Through marketing, communication, and outreach efforts





## Step 5: Create Accountability for Results

A comprehensive DE&I strategy encourages all community members to engage. Clearly communicating the initiatives, goals, and indicators; providing easily accessible channels for participation; and listening to and acting on feedback each allow for accountability across departments and levels. While “accountability” often connotes responsibility for mistakes, consider the ways that your DE&I strategy can help people embrace their power to affect meaningful change in the institution.

Start with communication! Executive leadership should take an active role in communicating DE&I goals, metrics, and successes. Effective communication is two-way, and every voice matters. Whose voices are currently missing? What is your institution missing because of these gaps? How can each person feel like they can be a leader within the community?



Embed DE&I in learning and leadership programs:

- Academic Programs
- Student Life
- Professional Development

Every unit and team support each other to drive DE&I throughout the entire ecosystem.

Distribute accountability for DE&I outcomes among leaders:

Each unit needs the proper skills and resources to execute the plan.

Provide support, including opportunities to improve and room to adapt.

Work with leaders to create appropriate indicators relevant to their program/work. Their expertise matters!

*AND ABOVE ALL, CELEBRATE ALL SUCCESSES AND PUBLICLY RECOGNIZE THE WORK OTHERS ARE DOING! Change takes time—but success doesn't have to wait. Honor both the people and the process as you work on this journey.*



## General Best Practices

### **Make results/data accessible.**

- Publish in regularly scheduled communications (i.e., newsletters, annual report, press release).
- Create a dashboard for used to vie information/status/progress.

**Identify and reduce or eliminate barriers.** For example, what do low-income students need to prove to access support services like loaner technology or food and supply pantries...and is this proof necessary? What harm is being prevented, and how does this compare to the harm done to students who are excluded from the process through lack of access or information or through social stigmas?

**There is no such thing as too much feedback!** Continually evaluate how your institution is doing and adjust as necessary.

**But don't get bogged down in analysis paralysis.** Demonstrate executive leadership and institutional commitment to these values through considered, equitable action.

Some notes about names, adapted from Johns Hopkins University

<https://studentaffairs.jhu.edu/lgbtq/trans-resources/supporting/>

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*\*Wherever possible, use someone's chosen or updated name. This includes casual conversation, email, and formal settings.*

*\*If you do not have a specific reason to access a person's legal name, don't. If you only need to use a person's legal name for a specific reason, limit your use to that reason only.*

*\*If you do have access to a person's legal name, treat it as confidential data.*

*\*There may be times when someone may not want their chosen or updated name used, such as in letters of recommendation or when contacting family members. You can ask privately about exceptions to the use of a person's name based on context, or include a space for "Name to be used" based on context.*

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Keep in mind that chosen, updated, preferred, or name-in-use names may be about gender identity, nicknames, distinguishing people with similar names, or Americanizing names. The reason does not need to be widely known—the names just need to be respected.



### Specific Best Practices for Higher Education

#### Access & Enrollment

- Increase outreach to students from historically and institutionally underrepresented communities
- Allow students to use their chosen names and pronouns for all official documents and databases, starting with the application
- Provide applications in multiple languages
- Remove requirement for standardized test scores for admission or placement.
- Use software such as Name Coach to allow students to record the correct pronunciation of their names.
- Develop multiple styles of easy-to-access and -understand tools to guide families, including videos, workshops, and one-on-one help sessions. These can be used for financial aid, enrollment, and college resources.
- Make no assumptions about a student's understanding of the next steps. Clearly communicate and make warm transfers to the next person in their support system.

#### Academic Processes

- Review registration policies to remove unnecessary and burdensome steps (i.e., pre-requisites, signatures, holds).
- Create pathways for transfer students to maximize credits and requirements. Review transfer credit policies to determine if barriers exist (i.e., unclear transfer articulation, general credits expire)
- If they don't exist, create opportunities for students who had to leave an institution for academic reasons to begin again and be successful (i.e. bankruptcy policy, readmit after probation/suspension).
- Review policies related to ADA compliance and the appeals process for students.



### Pre- & Co-Requisites

- Ensure math requirements are aligned with the program and are necessary for success
- Redesign developmental courses to be college level and require co-requisite support courses/labs to help students be successful
- Evaluate and remove any unnecessary pre-requisites to gateway courses in academic programs.
- Use multiple measures, including high school transcripts and student input, to place students in appropriate gateway courses

### Outreach & Advising

- Require advising for all incoming students.
- Review advising requirements and processes to increase access to academic advising and counseling. Use available technology (phones, tablets, etc.) to connect with students in a timely manner.
- Review, and create where missing, academic maps which are easy to follow and attainable in a maximum of two/four years.
- Implement process for identifying at-risk students who might be otherwise retained with minimal outreach. Factors which can indicate students do not feel included can be:
  - Grades
  - Not meeting with their academic advisor
  - Not registering for the next term
  - Not paying bills on time
  - Change in or lack of attendance
  - Not signing up for required events such as orientation
  - Difficulty with using technology which may be related to lack of access



### Student Support Services

- Provide students in need with technology. Develop a loaner laptop program (free) and include cost of instruction (for purchase with financial aid).
- Provide prospective and current students with career exploration and attainment services.
- Coordinate all student support, care offices and services. Create teams with expertise in each area so support is comprehensive and accessible.
- Make mental and physical health services readily available. Increase access through virtual mental health services.

### Student Activities

- Ensure all student group leadership is aware how to create an inclusive environment.
- Ensure any groups with elections employ a process to include a diverse pool of candidates for leadership.
- Broadly communicate opportunities for engagement in college activities.
- Develop ways for students to connect with each other in like groups for support and sense of belonging.

### Teaching & Learning

- Include classroom practices that enhance feelings of community: check-ins, icebreakers, group work, collaborative learning
- Use artistic expression (created by staff and students or local artists) to promote diversity awareness
- Develop DE&I statements for syllabi
- Examine existing syllabi for inclusion of disabilities, including hidden disabilities and those that are not disclosed through official processes. Use inclusive syllabus practices, like flexible deadlines and alternative assignments
- Stay informed on current research and industry best practices on student learning and engagement, particularly with an intention to include students who have been marginalized
- Use students' names and pronouns as provided by them
- Develop units, lessons, and activities that reflect the lives and communities of your students
- Facilitate connections between the academic material and students' lives, careers, and goals



### SECTION 3: QUICK WINS

Following are several tactics and efforts your institution and personnel can take to impact your culture quickly and economically. These are a starting line, not an end goal, to help improve the campus culture and increase stakeholders' belief that the institution is committed to change. Some are personal practices while others are adjustments your institution can make to its environment, policies, and procedures.

#### Dignity

- Allow students to enter preferred names & pronouns easily
- Use these in all campus data and learning management systems
- Ensure these appear on class rosters, documents, records, and emails

#### Connection

- Stickers, signs, or magnets designating classrooms and offices as Safe Zones
- Advocate for others
- Intentionally include every voice in classes meetings, or gatherings AND communicate their value and contributions

#### Campus

- Prominently include DE&I statements in publications, promotional materials, social media, and college websites
- Display artwork/posters/photos produced by diverse communities and artists throughout campus
- Convert single unit restrooms to gender neutral facilities, with no renovation needed

#### Meaningful Inclusion

- Create short informational videos on inclusive activities, events, and efforts
- Use diverse student, faculty, and staff members in authentic ways to tell their stories and the story of the institution
- Start small and genuine. These efforts can transition into campus-wide campaigns



## SECTION 4: ASSESSING YOUR STRATEGY

As with any strategic plan, each element of the Diversity, Equity and Inclusion strategy should be assessed along the way to measure the impact and allow for adjustments where needed. Following are a few tactics you might use to develop a successful assessment plan for your strategy. Transparency and responsibility for assessing each element of the strategy must be clearly defined.

- ✓ Be clear who/which office is responsible for developing/gathering any data/sharing the results.
- ✓ An assessment strategy can include qualitative and quantitative information. Data is necessary, but anecdotal evidence is also valuable. Personal stories can support the data and whether the strategy is effective.
- ✓ Develop ways to account for anecdotal information: interviews (anonymous or not) might be possible.
- ✓ Be clear the results should be shared with all stakeholders.
- ✓ Continue campus-wide (faculty/staff/students) surveys comparing to benchmarks.
- ✓ Focus-groups with key stakeholders: students, staff, Human Resource Office, administration.
- ✓ Add a question to all course evaluations about campus culture or even classroom practices since these evaluations often are required for students to take.
- ✓ Be transparent. Make results of assessment strategies public.
- ✓ Evaluate feedback and adjust consistently with the results.



## SECTION 5: MATURITY MODEL/RUBRIC

“Elevating Equity: The Real Story of Diversity and Inclusion” identifies four levels of DE&I maturity, ranging from the least to most impactful. The “Maturity Model” or Rubric enables institutions to assess their own level of maturity and map out how they can move the needle on the model.

### The Levels

Level 1 – Risk Mitigation & Compliance

*This is “check the box” work with a small-scale focus, driven by avoiding negative consequences.*

Level 2 – Listening & Response (Reactive & Standalone)

*This is reactive and standalone work, often driven by a desire for change but lacking systemic supports.*

Level 3 – Strategic Focus & Commitment (Human Resource Office, Business)

*This is strategic work with commitment and support from the Human Resource and Business offices towards incorporation in larger institutional policies.*

Level 4 – Accountability & Outcome-Focus (Sustainable)

*This is sustainable, systemic work that is integrated into the mission, strategies, and practices of the institution.*

How Institutions Can Use This Rubric:

#### What Maturity Level Are You?

- Count the number of descriptors for each maturity level with best fits your institution
- The level with the most applicable descriptors is likely where your institution is on the model

#### What Level Are You for Each Functional Area?

- What is your score for each Functional Area?
- What would you need to do to move to the next level?
- What are the highest priority areas you would need to begin with?

#### What Is Your Overall Maturity Score?

- What is your total score out of a possible 32?
- How does your overall score compare to other schools?
- What external benchmarks from other participants will help you improve?





## Higher Education Maturity Model/Rubric

<i>Functional Areas</i>	<i>LEVEL 1: Risk Mitigation &amp; Compliance</i>	<i>LEVEL 2: Listening &amp; Response</i>	<i>LEVEL 3: Strategic Focus &amp; Commitment</i>	<i>LEVEL 4: Accountability &amp; Outcome-Focus</i>
Institutional Leadership	<ul style="list-style-type: none"> <li>Human Resource Office office/DE&amp;I Committee/DE&amp;I Office designated as the DE&amp;I enforcer.</li> <li>A single office/department is accountable for all DE&amp;I initiative and results.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership implements “inclusion inventory” tactics to listen to stakeholders.</li> <li>Implement changes addressing barriers.</li> </ul>	<ul style="list-style-type: none"> <li>A cohesive DE&amp;I strategy unique to the institution and its stakeholders.</li> <li>All stakeholders involved in strategy development and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership sets institutional goals and metrics.</li> <li>All offices accountable for measurable improvement on indicators.</li> <li>Acknowledge success throughout the institution.</li> </ul>
College/ Division Leadership	<ul style="list-style-type: none"> <li>Cursory focus on DE&amp;I by College/Division leaders.</li> <li>Harassment and bias training for managers.</li> </ul>	<ul style="list-style-type: none"> <li>College/Division leaders trained on basic DE&amp;I issues for teaching.</li> <li>Some level of listening to and addressing DE&amp;I issues.</li> </ul>	<ul style="list-style-type: none"> <li>College/Division leaders get more extensive DE&amp;I training.</li> <li>College/Division leaders integrate DE&amp;I into curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>College/Division leaders set goals &amp; metrics for DE&amp;I.</li> <li>College/Division leaders accountable for measurable improvement on DE&amp;I indicators.</li> </ul>
Academic Department Leadership	<ul style="list-style-type: none"> <li>Department leaders have a cursory focus on DE&amp;I.</li> <li>Harassment and bias training for managers.</li> </ul>	<ul style="list-style-type: none"> <li>Department leaders trained on basic DE&amp;I issues for teaching.</li> <li>Some level of listening to and addressing DE&amp;I issues.</li> </ul>	<ul style="list-style-type: none"> <li>Department leaders get more extensive DE&amp;I training.</li> <li>Department Leaders infuse DE&amp;I into curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Department leaders set goals &amp; metrics for DE&amp;I.</li> <li>Department leaders are accountable for measurable improvement on DE&amp;I indicators.</li> </ul>
Operational Departments	<ul style="list-style-type: none"> <li>Operational department leaders have a cursory focus on DE&amp;I.</li> <li>Harassment and bias training for leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Operational department leaders trained on basic DE&amp;I.</li> <li>Some level of listening to and addressing DE&amp;I issues.</li> </ul>	<ul style="list-style-type: none"> <li>Operational department leaders get more extensive DE&amp;I training.</li> <li>Operational department leaders integrate DE&amp;I into each area of operations.</li> </ul>	<ul style="list-style-type: none"> <li>Operational department leaders set goals &amp; metrics for DE&amp;I.</li> <li>Operational department leaders are accountable for measurable improvement on DE&amp;I indicators.</li> </ul>
Pedagogy	<ul style="list-style-type: none"> <li>DE&amp;I addressed at faculty hiring level.</li> <li>No formal process for ensuring DE&amp;I and bias mitigation within pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>DE&amp;I issues are reviewed on faculty teams.</li> <li>Faculty understand the need for inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty integrate DE&amp;I into their teaching practices.</li> <li>Division and program leaders get support for DE&amp;I among faculty.</li> </ul>	<ul style="list-style-type: none"> <li>DE&amp;I results in teaching are measured.</li> <li>Faculty and leaders are acknowledged for DE&amp;I results.</li> </ul>



<b>Functional Areas</b>	<b>LEVEL 1: Risk Mitigation &amp; Compliance</b>	<b>LEVEL 2: Listening &amp; Response</b>	<b>LEVEL 3: Strategic Focus &amp; Commitment</b>	<b>LEVEL 4: Accountability &amp; Outcome-Focus</b>
Curriculum	<ul style="list-style-type: none"> <li>Little understanding of DE&amp;I or bias issues in curriculum development or management.</li> <li>No formal process for ensuring DE&amp;I and bias mitigation within curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally address DE&amp;I and bias in curriculum development and management.</li> <li>Some calibration for bias mitigation and DE&amp;I reviews of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>DE&amp;I and bias mitigation are integrated in all curriculum development &amp; management.</li> <li>Curriculum developers and managers trained in DE&amp;I principles and bias mitigation.</li> </ul>	<ul style="list-style-type: none"> <li>DE&amp;I and bias mitigation measured in curriculum design, development, &amp; management.</li> <li>Curriculum managers accountable for DE&amp;I and bias mitigation metrics within the curriculum.</li> </ul>
Enrollment Management	<ul style="list-style-type: none"> <li>Recruiting students from diverse pools.</li> <li>Enrollment management personnel collect required information.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure DE&amp;I and bias mitigation in recruiting students.</li> <li>Enrollment Management leadership is trained in DE&amp;I.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Management staff trained in DE&amp;I.</li> <li>DE&amp;I integrated into enrollment management policies, processes, and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Managers accountable for measurable DE&amp;I in policies, processes, and technology.</li> <li>Enrollment Management leaders are acknowledged for DE&amp;I results.</li> </ul>
Student Life/ Belongingness	<ul style="list-style-type: none"> <li>Student Life leaders have a cursory focus on DE&amp;I and bias mitigation.</li> </ul>	<ul style="list-style-type: none"> <li>Student Life leaders trained in DE&amp;I and bias mitigation.</li> <li>Listening to and addressing DE&amp;I issues.</li> </ul>	<ul style="list-style-type: none"> <li>Student Life staff trained in DE&amp;I and bias mitigation.</li> <li>Student Life leaders integrate DE&amp;I into each area of Student Life.</li> </ul>	<ul style="list-style-type: none"> <li>Student Life leaders set goals &amp; metrics for DE&amp;I.</li> <li>Student Life leaders accountable for measurable improvement on DE&amp;I indicators.</li> <li>Student Life leaders are acknowledged for DE&amp;I results.</li> </ul>

*This matrix has been adapted from the corporate Maturity Matrix from “Elevating Equity: The Real Story of Diversity and Inclusion.”*

## Maturity Matrix Worksheet

Follow the link to view and download an Excel Spreadsheet into which you can enter your descriptors to create a rubric/matrix for guiding your progress in transitioning your Diversity, Equity, and Inclusion culture.

[GC3 Diversity, Equity, and Inclusion Maturity Matrix Worksheet](#)



## **SECTION 6: FREQUENTLY ASKED QUESTIONS**

This section outlines several questions you may want to anticipate from faculty/staff/students. Click the following link to view current FAQ's or to add to the list.

[Anticipated Frequently Asked Questions](#)

## **SECTION 7: RESOURCES**

This section outlines several Diversity, Equity, and Inclusion Resources. Click the following link to view current list of resources or to add to the list.

[DE&I Resources](#)

The Josh Bersin Company has an organizational assessment and many more tools and resources. You can contact locate those resources and contact experts at

<https://joshbersin.com>.