BROWN
Office of Institutional
Equity and Diversity

Departmental DIAP Rubric

Overview

Released in 2016, *Pathways to Diversity and Inclusion: An Action Plan for Brown University (*also known as "the DIAP")[1], required departments across the University to develop Departmental Diversity and Inclusion Action Plans (DDIAPs) that articulate the ways in which they would further the goals of the plan under six priority areas: People, Academic Excellence, Curriculum, Community, Knowledge and Accountability. DIAP Phase II[2], released in April 2021, included an analysis that evaluated the overall impact level of DDIAP activities using the following definitions:

- Overall Impact Level 1: declarative efforts or statements that establish a commitment to diversity, such as establishing departmental values
- Overall Impact Level 2: efforts or programs that demonstrate a commitment to diversity and inclusion, such as a guest speaker or event.
- Overall Impact Level 3: actions include activities that are sustained and have shown positive impact, such as holding an annual professional development conference.
- Overall Impact Level 4: actions that are sustained, prioritized, transformative and culture-changing, such as revising a concentration's entire curriculum.

This rubric is intended to guide departments in a self-assessment of their current impact levels within each priority area and inform the development of new goals that will lead to transformational culture change (impact level 4). This rubric, like the DIAP, is a living document that may be updated in the future to reflect the needs of the Brown community.

How to use this rubric

- Academic and Administrative Departments should assess the goals and initiatives outlined in their current Departmental DIAPs. This assessment should include feedback from representatives from all of the constituents of the department and could be achieved through the DDIAP committee, if one is in place. Departments should use the benchmarks described in the rubric to determine their current impact level for each priority area. *Note that some requirements related to students may not be relevant to administrative units. These sections are denoted by an asterisk.
- Once this initial self-assessment has been completed, the department should update their DDIAP where appropriate to reflect actions and initiatives that will move the department closer to 'impact level 4' for all six of the priority areas. Departments are encouraged to complete the self-assessment and draft updated DIAPs by the spring semester of 2022 in consultation with the Office of Institutional Equity and Diversity. This work will take the place of the annual reporting and review process that has taken place during the Summer in previous years.
- A new annual reporting and review process, based on the benchmarks in this rubric will be used to assess departmental DIAP progress beginning in the fall semester of 2023. Feedback letters will include suggestions to help departments and units develop plans that will create long-term, sustained improvement in diversity, equity and inclusion

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[1] https://diap.brown.edu/

[2] https://diap.brown.edu/plans-reports/diap-phase-ii-2021

*Benchmarks in this section may not be relevant for administrative units.

Desired Outcomes

DIAP Phase II details desired outcomes for each of the priority areas. Departments should align the goals and actions in their DDIAPs to align with the outcomes listed below.

- People: Increase representation, retention and success among HUG students and employees, as well as women faculty in STEM
- Academic Excellence: Increase opportunities for—and production of—scholarship and research on issues of equity, justice, power and privilege impacting HUG people and communities locally, nationally and/or globally
- Curriculum: Increase opportunities to engage issues of diversity, equity and inclusion through the curriculum
- Community: Improve the climate and culture within and across departments on campus; and increase relational and transformational forms of engagement with the Rhode Island community
- Knowledge: Increase the collection and reporting of data to inform progress on DIAP priority areas; and increase learning opportunities for faculty, staff, students and administration
- Accountability: Improve processes to assess DIAP implementation and impact at the University and departmental levels

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Overall Impact Level 1	Overall Impact Level 2	Overall Impact Level 3	Overall Impact Level 4
People – Undergraduate Students*			
• Department states a commitment to supporting HUG undergraduates (DIAP plan, section of website, etc.)	• Department holds events to recruit potential concentrators with an emphasis on HUGs. • Department analyzes their own campus climate data to better understand strengths and weaknesses of the undergraduate experience • DIAP committee is inclusive of undergraduate perspective • Support to attend conferences and professional development events centered on HUG Students within the respective field	• Department has met all criteria in Overall Impact Levels 1 and 2 • The Department has developed programs to support and retain HUG concentrators in the department • Department uses climate data to launch specific initiatives to address issues discovered through data analyses. • The department has formal mechanisms in place that encourage all undergraduate students to participate in diversity and inclusion efforts and provides specific, concrete recognition for their participation in these efforts • Issues raised by undergraduate students related to diversity, equity and inclusion are addressed in a timely manner	• Department has met all criteria in Overall Impact Levels 1-3. • Department has a coordinated multi-year strategy to recruit and retain HUG concentrators that includes goals and metrics for success and builds on the actions of Overall Impact Levels 1-3. • Department assesses success of their initiatives related to the climate data interventions and has an ongoing program evaluation in place. This can be achieved through student pulse surveys. Department has designated person to evaluate these metrics on an ongoing basis • Diversity, equity and inclusion is a part of the department's academic review. • The department consults with The College to achieve their DIAP goals.
People – Graduate Students*			
• Department states a commitment to supporting HUG graduate students (DIAP plan, section of website, etc.)	• Department participates in university-wide recruiting events (e.g., Super Monday, Preview Day) to attract HUG graduate students • Department partners with external groups (e.g., professional societies) to recruit HUG graduate students. • DIAP committee is inclusive of a graduate student perspective • Department provides support to attend conferences and professional development events centered on HUG scholars within the respective field to all students • The Department participates in pipeline initiatives to recruit HUGs (e.g., undergraduate research opportunities for HUG undergraduates)	• Department has met all criteria in Overall Impact Levels 1 and 2 • Department has implemented a retention plan for graduate students that includes individual development plans as well as formal and informal mentoring opportunities. • Department assesses success of their initiatives related to the experience of graduate students • The department has formal mechanisms in place that encourage graduate students to participate in diversity and inclusion efforts and provides specific, concrete recognition for their participation in these efforts. • Graduate students are required to participate in inclusive pedagogy training as TAs • Issues raised by graduate students related to diversity, equity and inclusion are addressed in a timely manner	• Department has met all criteria in Overall Impact Levels 1-3. • Department has a coordinated strategy to recruit and retain HUG graduate students that includes goals and metrics for success. • Department assesses success of their initiatives related to graduate student success and has an ongoing program evaluation in place • Department has a designated person to evaluate these metrics and provides regular updates to department leadership • Recognition of diversity and inclusion efforts is incorporated into annual graduate student reviews • The department consults with The Graduate School to achieve their DIAP goals

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People - Staff			
● Department has a stated commitment to hiring HUG staff (DIAP plan, on website, etc.)	● Department actively expands recruitment to create more diverse pools of applicants ● DIAP committee includes staff members ● Department encourages participation in staff professional development and training related to diversity equity and inclusion ● Staff are encouraged to attend university-wide events like Professional Development Day, MLK lecture, and diversity and inclusion luncheons	● Department has met all criteria in Overall Impact Levels 1 and 2 ● Department implements the practices detailed in the Guide for Diversifying Staff searches (e.g., training for search committees, incorporating inclusive language in job descriptions and incorporating a commitment to diversity, equity and inclusion in candidate assessments) ● Staff participation in diversity, equity and inclusion efforts are assessed as a part of the annual merit review process ● Staff are encouraged to participate in university-sponsored professional development opportunities (e.g., Lead from Where You Are, Certificate for Leadership Development, etc.)	● Department has met all criteria in Overall Impact Levels 1-3. ● Department has developed a long-term strategy for increasing and retaining HUG staff ● Department has developed and implemented a plan to develop existing HUG talent (e.g., leadership training, professional development, etc.) and create a pathway to promotion ● Staff are encouraged and celebrated. Staff are provided various incentives for furthering DIAP goals (funds for diversity conferences, professional development, etc.)
People - Faculty*			
● Department has commitment to increasing recruitment and retention of HUG faculty and women in STEM (in departments where applicable)	● Department asks faculty to engage in professional development workshops and educational trainings around diversity, equity, and inclusion ● Department has a diversity committee or other formal group(s) to examine and implement diversity and inclusion efforts	● Department has met all criteria in Overall Impact Levels 1 and 2 ● Department has specific, concrete goals related to representation in their department ● Department implements the practices detailed in the Guide for Diversifying Faculty searches (e.g., training for search committees, incorporating inclusive language in job descriptions and incorporating a commitment to diversity, equity and inclusion in candidate assessments) ● Faculty who are involved in diversity and inclusion efforts receive recognition for it during the tenure, promotion, and sabbatical processes and the department has laid out specific guidelines around how these efforts will be recognized ● Department implements networking and mentoring programs that allow faculty to be become an active part of the academic community ● Reviews department policies, such as training programs and performance evaluations, for unintended biases	● Department has met all criteria in Overall Impact Levels 1-3 ● Diversity, equity, and inclusion are tied to all initiatives the department rolls out for faculty, including hiring, general education, workshops, research excellence. ● Department has designated person to conduct an ongoing assessment of recruitment and retention of HUG faculty and uses this data to inform policy and practice ● Department has field-specific opportunities and dedicated funds to support and sustain faculty who do work that furthers the goals of the DDIAP

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Academic Excellence			
• Department has a stated commitment to valuing diversity, equity, and inclusion related activities in research and other scholarly activities	• Department offers opportunities for students and faculty to engage in diversity, equity, and inclusion related learning and research activities relevant to the field of study • Faculty are encouraged to participate in professional development related to infusing diversity, equity, and inclusion in their scholarly efforts • Upon assessment, 25% of faculty infuse inclusive practices into their scholarly efforts[3]	• Department has met all criteria in Overall Impact Levels 1 and 2 • Opportunities for students to engage in diversity, equity, and inclusion related topics relevant to the field of study are incorporated in the co-curricular training (e.g., colloquia visiting lectures, workshops, etc.) • Upon assessment, 50% of faculty in the department infuse diversity and inclusion into their scholarly efforts	• Department has met all criteria in Overall Impact Levels 1-3 • The department offers a number of training and development opportunities to develop students' expertise on diversity and inclusion issues relevant to the field • Publicly available definitions of student success always include references to diversity and inclusion as a critical indicator. • A majority of faculty (51% or more) in the department infuse diversity and inclusion into their scholarly efforts • Faculty include student learning outcomes focusing on diversity and inclusion as part of their typical assessment practices

Curriculum*			
• Department has a stated commitment to infusing diversity and inclusion into curricular offerings	• Diverse perspectives are represented in up to 25% of courses. • Course evaluations incorporate questions about equity and inclusion in the classroom • Faculty and graduate TAs are encouraged to attend inclusive pedagogy training • Diverse perspectives are represented in up to 25% of required colloquia, seminars, and lectures	• Department has met all criteria in Overall Impact Levels 1 and 2 • Courses implement inclusive pedagogy strategies • Incorporation of inclusive pedagogy is assessed as a part of regular faculty reviews • Diverse perspectives are represented in up to 50% of required courses, colloquia, seminars, and lectures • The department sponsors consultants to help faculty integrate a variety of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of students in their classes, and faculty are required to continually meet the needs of a diverse population	• Department has met all criteria in Overall Impact Levels 1-3 • Diverse perspectives are represented in the majority (over 50%) of courses. • Faculty update and assess syllabi on an annual basis to remain current and responsive to shifts in current climate as it relates to diversity and inclusion topics relevant to the field • Department *requires* inclusive pedagogy training for faculty • Diverse perspectives are represented in the majority (over 50%) of required colloquia, seminars, and lectures • Curricular change efforts integrate a value for diversity and inclusion as an informing influence, and is a reciprocal process in which the department changes by learning from new, diverse influences each year

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[3] According to the 2020 Annual Report from the Sheridan Center, 59% (478 out of 816) of all faculty in the 2019-2020 academic year have participated in inclusive pedagogy across all departments and all faculty.

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Community			
• Department leadership is committed to learning about influence of power and privilege on the social dynamics of all members of the department/unit.	• Department leadership recognizes influence of power and privilege and creates spaces to remove these boundaries i.e., they hold events (e.g., luncheons, meet-and-greets) that are open to the entire department • Department encourages staff and faculty to attend university-wide events related to race, power, and privilege	• Department has met all criteria in Overall Impact Levels 1 and 2 • Administrators at all levels, faculty, staff, and students within the department actively collaborate to create opportunities to improve the climate and culture of the department • Department regularly assesses the climate and culture for its constituents	• Department has met all criteria in Overall Impact Levels 1-3 • The department engages alumni that represent diverse populations and seek their involvement in department activities as consultants, advisors, and participants. • Department has sustained sponsorship and funding source of development of opportunities to enhance learning about diversity and inclusion issues in the department and within the larger community • Department incorporates findings from climate surveys to improve culture and climate

Knowledge			
• Department has a stated commitment to collect data and increase knowledge of topics related to race, power and privilege	• Department offers at least two opportunities to enhance learning on diversity and inclusion issues per academic year • Department assesses the impact of learning opportunities through surveys	• Department has met all criteria in Overall Impact Levels 1 and 2 • • Department adjusts learning offerings to best suit the needs of the department based on survey data	• Department has met all criteria in Overall Impact Levels 1-3 • Department has an ongoing, systematic effort in place to implement, evaluate, and recalibrate the assessment of diversity efforts that are taking place throughout the department

Accountability			
• The department's policy-making board(s) and committee(s) have a stated commitment to diversity and inclusion	• The department has a committee that takes ownership of the DIAP and its initiatives that is representative of all constituents	• Department has met all criteria in Overall Impact Levels 1 and 2 • The DIAP committee is empowered with departmental data to make recommendations to senior leaders of the department/division • There is a senior administrator whose primary responsibility is advancing diversity and inclusion across the department/division. This individual has senior-level decision-making authority equal to other administrative peers within the President's Executive Committee	• Diversity and inclusion are a part of the department's formal strategic planning, programmatic, and budget practices and assessed regularly (minimally on an annual basis) • (When applicable) Recruitment and retention of graduate students and other research staff from historically underrepresented groups is discussed at yearly reviews and tied to promotion and tenure efforts.

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