



Equity Lens Framework (ELF)

A Self-Assessment Tool for Evaluating the Advancement of Diversity, Equity, and Inclusion (DEI) at CSUCI

Created by the President's Advisory Council on Inclusive Excellence (PACIE)
Spring 2021

This tool combines:

1. An [earlier draft of an Equity Lens Framework](#) by the President's Advisory Council on Inclusive Excellence (PACIE) in 2020, modeled after the [Protocol for Assessing Equity Mindedness in State Policy](#) created by the [Center for Urban Education \(CUE\)](#) at the University of Southern California
with
2. The [NERCHE Self-Assessment Rubric](#) for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education created by the [New England Resource Center for Higher Education](#) (NERCHE) at the College of Education and Human Development, University of Massachusetts, Boston

With thanks to CUE, NERCHE, and members of the PACIE, the Spring 2021 ELF builds upon and blends key elements of those earlier works:

- **from CUE:** (1) the research and background on why equity-minded policy analysis is important, and (2) the introduction of specific equity lenses through which to examine an institution
- **from ELF 2020:** (1) the focus on intersectional identities (e.g., ability, age, citizenship status, ethnicity, gender, national origin, neuro-atypicality, race, religion, sex, sexual orientation, socioeconomic status), and (2) the reflective questions that were a key feature of earlier ELF iterations
- **from NERCHE:** (1) the identification and definition of six dimensions for institutional self-assessment, and (2) the staging of developmental growth in those six dimensions through NERCHE's rubrics, the use of which will allow our progress toward advancing DEI to be rated and tracked over time

Using the ELF

Instructions for Evaluating the Advancement of DEI at CSUCI

Process Overview: For the six dimensions and their associated elements identified in this worksheet that are relevant to the self-evaluation you are conducting (e.g., entire campus, a division, a program, an office), you are asked to: (1) gather data/evidence that will help you to identify the stage (i.e., emerging, developing, transforming) that best represents the status of CSUCI in each area being evaluated; (2) list the evidence that you find in the third column in the relevant tables below as “indicators” to inform your evaluation; (3) compare that evidence with the NERCHE Self-Assessment Rubric’s descriptions of emerging, developing, and transforming levels of development; and (4) make your evaluation decision (i.e., emerging, developing, transforming) for each relevant element in each dimension being evaluated.

First Step: Familiarize yourself with the [NERCHE Self-Assessment Rubric](#). Read each of the rubrics that define stages of development for each of the six dimensions for institutional evaluation.

Second Step: Familiarize yourself with the six dimensions as they have been interpreted for CSUCI’s use in the tables below. As you read, highlight the sections and the questions within those tables that relate to the content that your team is evaluating.

Third Step: If you are evaluating content that is not represented in the pre-loaded questions, add new questions within the table for each relevant dimension you are evaluating.

Fourth Step: Cross out or delete sections and questions that are not relevant to the topic(s) of your team’s self-study.

Fifth Step: In the third column in the tables below, list Indicators (data, evidence) of activities/progress in each of the relevant areas of your team’s self-study.

Sixth Step: In each element within each dimension you are evaluating, compare your Indicators against the stages of Emerging, Developing, and Transforming institutional development as defined in the [NERCHE Self-Assessment Rubric](#). Assign one of those stages to each element within each dimension evaluated. Keep in mind that there is no in-between stage. If all criteria are not met, select the lower staging level.

Use Findings: Apply the evaluations in developing an action plan for improvement in the realm of this self-study. Given your team’s findings, which areas should be prioritized—keeping in mind that fewer areas of focus are likely to lead to more long-term and impactful change? What actions can help us to make progress toward achieving the Transforming stage in those prioritized areas? What resources will be needed to implement those carefully selected actions? What is the anticipated timeline for each action? What will be the metrics for benchmarking and evaluating progress, and where does accountability for success lie?

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

COMPONENTS	STAGE	INDICATORS
<p>A. Definition of Diversity, Equity & Inclusion</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree (emerging, developing, transforming) has the campus/division/program/department adopted a formal and universally accepted definition of diversity, equity, and inclusion and to what degree it is used consistently in most aspects of the campus? • Which definition(s) have been left out? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>B. Strategic Planning</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what extent has the campus/division/program/department emerged, developed, transformed the campus strategic plan to advance diversity, equity and inclusion that includes short-term and long-term goals? • How might the message, language or image be reframed from deficit-oriented to assets-based? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>C. Alignment with Institutional Mission</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what degree has the <u>campus official mission statement</u> merged, developed, and transformed to include diversity, equity, and inclusion? • How might the alignment be more inclusive and equity-minded? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	

<p>D. Alignment with campus renewal and transformation efforts</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree are diversity, equity, and inclusion efforts aligned with important high-profile efforts on campus, such as general education, learning communities, teaching? • How might the alignment be more inclusive and equity-minded? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>E. Accreditation</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree does the campus/division/program/dept. include diversity, equity and inclusion in its disciplinary and institutional accreditation efforts? • How might accreditation efforts be more inclusive and equity-minded? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>F. Historical Context</p> <p>Preloaded Questions:</p> <ul style="list-style-type: none"> • To what degree does the institution acknowledge its relationship to the land, place, and surrounding communities? • Who and what is highlighted through building names, artwork, web images? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN ADVANCING DIVERSITY, EQUITY, AND INCLUSION

COMPONENTS	STAGE	INDICATORS
<p>A. Faculty Knowledge and Awareness</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree (emerging, developing, transforming) do faculty members know what diversity, equity, and inclusion (DEI) is? • To what extent do faculty understand why DEI is an essential aspect of a student's education? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>B. Faculty Involvement and Support</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what extent are faculty involved in DEI work (e.g., participate in CME implicit bias training or SAFE workshops)? • To what degree do faculty support and provide resources for students to incorporate DEI in their academic experience at CI? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>C. Faculty leadership</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree do you provide leadership roles to faculty at the campus, division, program, department to promote diversity, equity, and inclusion work? • To what extent are the leadership roles in the campus, division, program, and/or department represented by minoritized and underrepresented groups? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	

<p>D. Faculty rewards</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • How are faculty recognized for incorporating DEI in their teaching, research, service, and creative activities? • To what degree are DEI incorporated into the Program Personnel Standards and Retention, Tenure, and Promotion process for faculty? • What campus, division, program, and/or department awards are given to acknowledge faculty for their DEI involvement, achievements and/or research? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>E. Faculty Development and Incentives</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what degree are there funding (for conferences, etc.), incentives (e.g. course releases), and awards (e.g. mini-grants and travel grants) available to promote DEI faculty development endeavors? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>F. Academic Departments</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree do programs and departments incorporate DEI into their Bylaws and Program Personnel Standards? • To what degree do programs and departments incorporate DEI in their hiring practices? • To what degree do programs and departments incorporate DEI in their courses offered and courses being developed? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

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

COMPONENTS	STAGE	INDICATORS
<p>A. Knowledge and Awareness of diversity, inclusion and equity in relation to disciplines</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what extent does the discipline promote knowledge and awareness of DEI work in their teaching, research, and service missions? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>B. Curriculum</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what degree does the discipline have courses that increase knowledge and awareness of DEI? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>C. Faculty teaching and learning strategies and methods</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what degree do faculty implement equitable teaching strategies to ensure that they are reaching their historically underrepresented students? • Equitable teaching strategies include: <ul style="list-style-type: none"> ◦ incorporating high-impact practices, ◦ alternative assessments in STEM courses ◦ incorporating active learning strategies (as opposed to lecturing, instructor-focused, “teaching by telling” approach) • To what degree are faculty assessing their practices for inequities in the classroom 	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

<p>(virtual or physical)?</p> <ul style="list-style-type: none"> • Are student data grades and DFW scores, engagement in classroom, collected and reported by racial group (e.g., African American/Black, Hispanic/Latinx, Native American, Alaskan Native, Asian American/Pacific Islander, White), sex, gender, socioeconomic status, and first-generation status? • Is disaggregation of student data incorporated consistently in teaching and learning strategies? • Once the data are disaggregated how are faculty contextualizing and making meaning of the data? <ul style="list-style-type: none"> ◦ What patterns do you notice in the data? ◦ Which groups are experiencing inequities? ◦ Which groups would you prioritize for goal setting and why? <ul style="list-style-type: none"> ▪ What are your equity gaps? ▪ What are your hunches about what might be contributing to the equity gaps? • When data are collected from vulnerable populations, what safeguards and best practices have been implemented to protect the identities of students? • To what degree are faculty seeking professional development opportunities to increase their awareness of teaching and learning strategies to better support their historically underrepresented students? 		
<p>Possible New Questions:</p>		
<p>D. Teaching and Learning Resources</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • None <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

<p>E. Student learning outcomes</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what extent are SLOs targeting knowledge of diversity, equity, and inclusion? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>F. Service</p> <p>Pre-load Question:</p> <ul style="list-style-type: none"> • To what extent are faculty encouraged to participate in DEI work in their community/national-discipline service activities? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>G. Research</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what extent is faculty research and/or creative activities incorporating diversity, equity, and inclusion? • To what extent are faculty incorporating diverse and inclusive practices in recruiting and retaining undergraduate students in their work? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>H. Academic Departments</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Are biased or stereotypical assumptions made about students and/or faculty who are impacted by administrative and/or curricular decision-making processes? • How might the language of biased or stereotypical assumptions be reframed away from an emphasis on student deficits to a focus on institutional responsibility? • To what extent are academic departments utilizing an equity lens in their mission statement/communication to students? 	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

<ul style="list-style-type: none"> ○ What types of words are used to describe the students? Are they framed from a deficit-based to asset-based perspective? ○ Who has been left out? ○ How might students from different ethnic and racial groups perceive the message/language/image? ○ How might persons from minoritized groups and/or with intersectional identities perceive the message/language/image? <ul style="list-style-type: none"> ● To what extent are academic departments utilizing an equity lens in their programming for students? <ul style="list-style-type: none"> ○ Could the policy, program, and/or practice cause disproportionate impact to specific groups based on other factors related to educational disadvantages, such as attendance patterns, residential vs. non-residential, participation in advanced college-prep curricula, other? ○ Does the policy, program, and/or practice design build in safeguards to protect against potential negative effects on equity in access or success? ○ Who will benefit from the policy, program, and/or practice? ○ Who will be excluded? How can we include them? ○ Who is not eligible? ● To what extent are academic departments utilizing student data to evaluate their policies, programs, and practices? <ul style="list-style-type: none"> ○ Are student data collected and reported by racial group (e.g., African American/Black, Hispanic/Latinx, Native American, Alaskan Native, Asian American/Pacific Islander, White), sex, gender, socioeconomic status, and first-generation status? 		
--	--	--

<ul style="list-style-type: none"> ○ Once the data is disaggregated how are practitioners contextualizing and making meaning of the data? ○ What patterns do you notice in the data? ○ Which groups are experiencing inequities? ○ Which groups would you prioritize for goal setting and why? ○ What are your equity gaps? ○ What are your hunches about what might be contributing to the equity gaps? ○ When data are collected from vulnerable populations, what safeguards and best practices have been implemented to protect the identities of students? <ul style="list-style-type: none"> ● To what extent are the academic departments ensuring that faculty who are trained in DEI practices are teaching the courses that have been historically shown to be “gatekeeper” courses? ● To what extent are the academic departments using a DEI lens to retain their faculty? <ul style="list-style-type: none"> ○ How is representation impacting the design and implementation of policies, programs, and/or practices? ○ Is there one demographic that is over or under-represented in the department? In a particular team or work activity? ● How is the department identifying, interrogating, and mitigating cultural taxation in the design and implementation of policies, programs, and/or practices? <ul style="list-style-type: none"> ○ How is the department raising awareness about cultural taxation within the department? ○ How is this work allocated, valued, and evaluated for impact on those providing it? ○ How are rewards and 		
---	--	--

<p>compensations distributed for work within the program?</p> <ul style="list-style-type: none"> • How are you identifying, interrogating, and mitigating gender-based taxation in the design and implementation of policies, programs, and/or practices? <ul style="list-style-type: none"> ○ same sub-points as above. • To what extent are the academic departments using a DEI lens in their hiring practices? • To what extent are the academic departments supporting their faculty to engage in professional development training for teaching and learning in the areas of diversity, equity, and inclusion? <p>Possible New Questions:</p>		
---	--	--

DIMENSION IV: STAFF ENGAGEMENT & INVOLVEMENT IN ADVANCING DIVERSITY, EQUITY, AND INCLUSION

COMPONENTS	ST A G E	INDICATORS
<p>A. Staff Knowledge and Awareness</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Are staff able to define diversity, equity, and inclusion? • Are staff able to use shared definitions in their work/roles? • How widely shared is the message of diversity, equity, and inclusion? • How are messages of DEI incorporated into ones roles/depts. • Are staff able to distinguish among diversity, equity, and inclusion? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>B. Staff Engagement and involvement</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • How widely shared are the messages of DEI (individually & collectively)? • Do staff have opportunities to get involved in DEI work and initiatives? • Are staff encouraged to participate in opportunities to get involved in DEI work and initiatives? • Are staff motivated to participate in opportunities to get involved in DEI work and initiatives? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>C. Staff Incentives & Rewards</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Are there campus-wide recognition opportunities for staff when it comes to DEI work and involvement? • Are staff recognized for work in DEI in their divisions and sub-units? • Are there team recognition awards for 	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

DEI work? As a campus and at other levels?

Possible New Questions:

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

COMPONENTS	ST A G E	INDICATORS
<p>A. Student Knowledge and Awareness</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • To what extent are students knowledgeable and aware about diversity, equity and inclusion? (e.g., coursework, extra-curricular, student clubs, MDC programming, ASI Government, Residential Housing) • To what extent are students aware of opportunities to increase their knowledge about DEI (Multicultural Dream Center, Student Support Services, Intercultural Student Services) <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>B. Student Success</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • What are the definitions of student success from the perspective of faculty, staff, administrators, and students? • To what extent are these definitions publicly available in curricular and co-curricular experiences that always include references to diversity, equity, and inclusion as critical indicators. • To what extent are all students made aware of services and programs that target diversity, equity, and inclusion? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>C. Student Opportunities for Engagement</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • What programs and events exist to promote student engagement concerning topics linked to diversity, equity, and inclusion? (for example: https://www.caldiversityforum.org/ , https://www.csuci.edu/lsamp/ and other opportunities) • To what extent are students aware of 	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	

<p>opportunities to enhance student learning about diversity, equity, and inclusion issues on campus?</p> <p>Possible New Questions:</p>		
<p>D. Student Leadership</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what extent are there student leadership opportunities (e.g., PEEP, ASI, MDC, LEAP, LSAMP, etc.) to enhance their learning about diversity, equity, and inclusion? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	
<p>E. Student Incentives and Rewards</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • To what extent are there incentives and rewards (through ASI, CI Sync, individual academic programs, or Honor Societies) to enhance student learning about diversity, equity, and inclusion issues on campus? <p>Possible New Questions:</p>	<u>Emerging</u> <u>Developing</u> <u>Transforming</u>	

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

COMPONENTS	STAGE	INDICATORS
<p>A. Coordination of Institutional Efforts</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Does the institution support a coordinating entity actively engaged in assisting various campus constituencies in the design, implementation, advancement, and institutionalization of diversity? • Does this entity have the authority to create, adopt, and integrate shared definitions and expectations related to diversity, equity, and inclusion? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>B. Policy-making entities</p> <p>Pre-load Question:</p> <ul style="list-style-type: none"> • Does the institution's policy-making board(s)/committee(s) recognize diversity, equity, and inclusion as essential educational strategy? • Have formal policies promoting diversity, inclusion, and equity been developed and implemented? • Do policy-making entities have access to and leverage data in their policy drafting and implementation processes? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>C. Diversity-focused Staff Positions</p> <p>Pre-load Question:</p> <ul style="list-style-type: none"> • Is there a senior administrator whose primary responsibility is advancing diversity, equity, and inclusion across the institution? • If so, does this individual have senior-level decision-making authority equal to other administrative peers within the 	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	.

<p>leadership team? Is this individual integral to all campus renewal and transformation efforts?</p> <p>Possible New Questions:</p>		
<p>D. Hiring & Retention</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Has the institution developed recruitment, hiring, and retention policies and procedures that have proven to be highly effective at bringing and keeping individuals who add to its diverse workforce? • Has the institution developed a strategic plan to address equity gaps in hiring and retention? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>E. Professional Development</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Do faculty and staff have access to an adequate array of effective professional development programs to prepare them to meet the needs of a diverse campus? • Are there an adequate array of effective professional development programs with a focus on inclusive excellence and social justice? Do these programs align with institutional definitions and initiatives on university, equity, and inclusion? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>F. Funding</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Does primarily operational or endowed funding from the campus supports the campus' diversity activities? • Is there equity in funding for activities/initiatives across the university, including curricular, co-curricular, 	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	

<p>community, professional development, mission centers, divisions/departments?</p> <p>Possible New Questions:</p>		
<p>G. Senior Administrative Leadership</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • Does administrative leadership function as a unified team which consistently operationalizes its commitment to diversity, equity, and inclusion as an essential feature in its campus renewal efforts? • <p>Possible New Questions:</p>	<p>Emerging</p> <p>Developing</p> <p>Transforming</p>	
<p>H. Institutional Evaluation & Assessment</p> <p>Pre-loaded Questions:</p> <ul style="list-style-type: none"> • Is an ongoing, systematic effort in place to implement, evaluate, and recalibrate the assessment of diversity efforts that are taking place throughout the campus? • Has research been initiated and if so, are findings currently being disseminated throughout the campus? <p>Possible New Questions:</p>	<p>Emerging</p> <p>Developing</p> <p>Transforming</p>	
<p>I. Institutional research</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • Does the office of institutional research initiate research on diversity, equity, and inclusion efforts and impact, and are findings disseminated for ongoing institutional improvements? <p>Possible New Questions:</p>	<p>Emerging</p> <p>Developing</p> <p>Transforming</p>	
<p>J. Institutional Resource Management</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • Is institutional policy and decision-making in resource management (including 	<p>Emerging</p> <p>Developing</p> <p>Transforming</p>	

<p>budgeting, purchasing, vendor management, and human resource planning) characterized by a consistent, institution-wide value for diversity, equity, and inclusion?</p>		
<p>Possible New Questions:</p> <p>K. Specialized Initiatives</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • Do specialized initiatives—regardless of the topic addressed—always support and integrate the established commitment to diversity, equity, and inclusivity across the campus? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	
<p>L. Alumni Affairs</p> <p>Pre-loaded Question:</p> <ul style="list-style-type: none"> • Does the institution have an active, reciprocal relationship with alumni who represent diverse populations within the community? • If so, does this engaged work include an active donor base, board representation, and involvement in curricular and co-curricular activities as consultants, advisors, and participants? <p>Possible New Questions:</p>	<p><u>Emerging</u></p> <p><u>Developing</u></p> <p><u>Transforming</u></p>	