

Cornell University University—University Diversity Council
Rubrics for Measuring the Institutionalization of *Toward New Destinations*

Dimension	Benchmark 1	Milestones		Capstone 4
		2	3	
Understanding of Diversity and Inclusion/Awareness of Toward New Destinations	A few people are aware of Toward New Destinations, but TND initiatives/diversity work are considered to be the responsibility of one person or a small group. Diversity and inclusion are not deemed important in public statements or internal interactions, by the college or unit. A prevailing sentiment may be that “everything is fine/we don’t have any concerns.”	Some within the college or unit are familiar with the goals and strategies outlined in Toward New Destinations and have been involved in developing and implementing TND goals. There is a general understanding that diversity and inclusion are important, but some within the college or unit do not differentiate between “diversity and inclusion” and affirmative action. A diversity council is in place.	Most people are aware of TND, and know that the college or unit has a diversity council. There is a commitment to diversity and inclusion within the college or unit, and most understand why diversity and inclusion are critical to the mission and success of the university. The diversity council is active in establishing goals and monitoring their success, and members may interact with members of other diversity councils across campus.	Most people are familiar with TND and the initiatives currently undertaken by the college or unit. The commitment to diversity and inclusion is embedded in the fabric of the college or unit. There is universal awareness that diversity and inclusion are critical to the mission and success of the university. Goals are measurable and outcome data is utilized to determine policy and planning. The diversity council seeks and incorporates input from within the college/unit and engages with other diversity councils across campus.
Strategic Planning and Decision Making	Strategic planning and decision making processes within the college or unit occasionally incorporate diversity and inclusion.	Some efforts have been made to include diversity and inclusion in strategic planning and decision making, but efforts are informal and inconsistent . Few or no guidelines have been established to support or monitor these efforts.	The college or unit often includes diversity and inclusion as part of strategic planning and decision making. Guidelines and/or procedures to support or monitor these efforts have been established .	The college or unit formally and purposefully includes diversity and inclusion as part of strategic planning and decision making. All key decision makers understand and consistently adhere to guidelines/procedures for incorporating diversity and inclusion in strategic planning and decision making.

Dimension	Benchmark 1	Milestones		Capstone 4
		2	3	
Professional Development	Diversity and inclusion are not seen as central to the work or mission of the college/unit, and professional development in diversity and inclusion is not deemed important . Although some individuals may participate in professional development on diversity and inclusion topics, these are individual – and not college/ unit directed – activities.	Some efforts have been made to support professional development around diversity and inclusion, but these are primarily in response to external prompting . Most training takes the form of “one shot” workshops or classes . Sustained efforts and ongoing conversations designed to increase multicultural competency or address issues around diversity and inclusion are rare.	The college or unit has made a commitment to support professional development around diversity and inclusion. A formal program encouraging or requiring all faculty and/or staff to participate in diversity training, and/or college or unit-wide efforts focused on diversity and inclusion may be in place. Many programs are supplemented by additional activities , such as facilitated discussions.	The college/unit has formally and purposefully established the expectation that all its members will engage in ongoing professional development around diversity and inclusion. The college/unit is pro-active in seeking out and making available new opportunities for professional development to broaden understanding at all levels of the organization .
Climate	There is no formal acknowledgment of the need to establish a culture valuing diversity and promoting inclusion within the college or unit.	While a culture of valuing diversity and promoting inclusion may be established, an unofficial culture -- which may include such things as racist, sexist, heterosexist jokes, behavior, and traditions – is still present in one or more areas within the college or unit.	A culture valuing diversity and promoting inclusion has been established, and organizational structures and procedures exist for addressing climate issues. Faculty, staff, administrators, and/or students all play a role in supporting the culture of inclusion.	Valuing diversity and promoting inclusion are central to the culture of the college/unit . Organizational structures and procedures for addressing climate issues are firmly established , and faculty, staff, administrators, and/or students are actively engaged in maintaining and improving the climate for inclusion.
Leadership	Leadership within the college/unit is mainly silent on the importance of diversity and inclusion. Leadership has rarely participated in diversity training opportunities. Few or no resources have been allocated or shifted to support diversity efforts within the college/unit.	Leadership within the college/unit makes occasional statements supporting the importance of diversity and inclusion, but these are often “stand alone” and not linked to central goals and/or mission of the college/unit. Leaders have participated in some professional development around diversity and inclusion, primarily in response to outside prompting. Limited resources have been allocated or shifted to support diversity efforts.	Leadership within the college/unit includes the importance of diversity and inclusion in all major communications and links them to the goals and/or mission of the college/unit. Leaders have sought out opportunities to participate in professional development around diversity and inclusion. Leadership has initiated efforts to allocate or shift resources to support diversity efforts.	Leadership within the college/unit champions diversity and inclusion . Leadership within the college/unit has ensured that diverse leaders have been appointed, and an active diversity committee is an integral part of planning and decision making. Leadership participates in professional development alongside faculty/staff to reinforce the importance of learning about diversity and inclusion. Leaders have allocated or shifted substantial resources to support diversity efforts

Dimension	Benchmark	Milestones		Capstone
	1	2	3	4
Recruitment and Hiring -- Staff	The college or unit has not adopted formal policies and procedures designed to improve diversity of applicants, interviewees, and hires.	The need for improving diversity of staff has been acknowledged . College or unit members may have attended training on diversification of applicant pool or developing pipelines. Some efforts have been made to focus on diversity throughout the hiring process.	New strategies and practices to support increased diversity of applicants, interviewees, and hires have been put into place . Efforts have been made to monitor and track diversity of applicant pool, interviewees, and hires. Some progress may be demonstrated.	Strategies and practices to support diversity of applicants, interviewees, and hires have been institutionalized and are consistently followed . Practices are regularly evaluated to ensure effectiveness . The college or unit can demonstrate measurable progress in compositional diversity.
Recruitment and Hiring -- Faculty	The college has not acknowledged a need to adopt formal policies or practices to broaden diversity of faculty. Some faculty leaders may feel greater diversity is unnecessary, or may blame lack of diversity on lack of qualified candidates.	The importance of increasing faculty diversity has been acknowledged by most faculty leaders. Faculty members may have participated in search committee training. Some efforts , such as search committee oversight or identification of new recruitment methods, have been initiated.	New strategies and practices to support increased diversity of candidates, interviewees, and new faculty hires have been put into place . Efforts have been made to monitor and track effectiveness of pipelines and other strategies, and to track diversity in candidate pool, interviewees, hiring offers made, and acceptances. Some progress may be demonstrated.	Strategies and practices to support diversity of candidates, interviewees, and new faculty hires have been institutionalized and are consistently followed . Practices are regularly evaluated to ensure effectiveness . The college can demonstrate measurable progress in compositional diversity.
Promotion and Tenure	Compliance with government mandated Affirmative Action policies is achieved, but buy in to the value of diversity is not present. Faculty work in areas of diversity is not usually recognized during review, promotion, and tenure. Staff members' work in diversity is not usually recognized during the performance review and promotion process.	The value of diversity has been recognized, and training efforts to support increased diversity in promotion and tenure have been initiated within the college/unit. Faculty work in areas of diversity and inclusion may occasionally be recognized during review, promotion, and tenure. Staff members' work in diversity is occasionally recognized during the performance review and promotion process.	The value of diversity is well understood, and special programs and efforts designed to mentor and advance underrepresented groups are in place within the college/unit. Faculty who are involved in diversity and inclusion receive recognition for it during the review, promotion, and tenure process. Staff who are involved in diversity and inclusion receive recognition for it during the performance review and promotion process.	Diversity and inclusion are embedded in the promotion and tenure processes. Faculty are rewarded and recognized for their contributions to mentoring diverse students; embedding diversity into their courses; and other diversity activities. Programs exist to help all junior faculty to advance, and these successfully reach all segments of the population. Staff who are involved in diversity and inclusion receive strong recognition for it during the performance review and promotion process.

Rubrics for Measuring Local Impacts of Efforts in Developing Understanding across Difference

Dimension	Benchmark 1	2	Milestones 3	4	Capstone 5
Understanding Difference	Expresses a cultural self-centered approach to understanding or interacting with others; may not consciously recognize or react to particular types of difference, even when experiencing them. Unlikely to question own beliefs or characteristics. May demonstrate surface understanding of the complexity of elements important to members of other cultures/groups but expresses little or no interest in learning more.	Displays limited recognition of his/her own biases; may begin to question his/her own experience in relation to others' experience, but still resists challenges to own beliefs. Demonstrates some understanding of the complexity of elements important to members of other cultures/groups. Asks simple or surface questions about other cultures. May recognize that learning about others is necessary, but does not actively seek out information .	Evidences recognition of his/her own biases. exhibits a willingness to critically explore claims of knowledge concerning differences; acknowledges multiple perspectives. Demonstrates adequate understanding of the complexity of elements important to members of other cultures/groups. Asks deeper questions. Takes advantage of opportunities to explore new ideas and ways of thinking about diversity.	Acknowledges the rights, responsibilities, and contributions of others. Is able to openly discuss cultural differences and issues. Demonstrates substantial understanding of the complexity of elements important to members of other cultures/groups. Asks complex questions about other cultures; seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Effectively communicates across individual differences. Demonstrates sophisticated understanding of the complexity of elements important to members of other cultures/ groups. Demonstrates evidence of adjustment in own attitudes and beliefs and a positive congruency between thought and behavior. Helps support others begin to explore new ideas and ways of thinking about diversity.
Cultural Awareness	Demonstrates little or no awareness of his/her own assumptions, judgment, and/or biases about self and others, or of how cultural differences contribute to the way he/she and others behave; may possess negative, stereotyped beliefs about different cultural groups; may be indifferent or resistant to what can be learned from diversity of communities and cultures.	Possesses an awareness that culture impacts his/her own behavior, attitudes, and beliefs as well as those of others; however, his/her understanding of specific beliefs and value systems is largely superficial or incomplete ; begins to identify own assumptions, judgments and/or biases; identifies (without judgment) differences in and among cultures and social groups.	Possesses knowledge of specific beliefs, values, and sensibilities that contribute to the way that he/she and others behave. Reflects on how his/her own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Possesses substantial knowledge about specific cultural beliefs, values, and sensibilities that might affect the way he/she and others think or behave. Demonstrates ability to assess and articulate the impact of his/her and others' assumptions, judgments, and/or biases. Considers social identities in a broader context.	Demonstrates sophisticated understanding of social and cultural complexities in and/or among different groups. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity .

<p>Interaction with Others</p>	<p>Interacts mainly with individuals with similar identities to him/herself. Demonstrates few skills in working with members of other groups and is unable to negotiate a shared understanding. Avoids interactions that lead to conflict because of difference. Does not affirm choices and beliefs that differ from his/her own.</p>	<p>Interactions with individuals/groups different from him/herself can be negative in nature (criticism, "correcting" behavior). Demonstrates skills to work with members of other groups intermittently or in some limited contexts. Evidences awareness of difference, but does not seek out, validate, affirm, or chose to become involved with those different from him/herself.</p>	<p>Has some meaningful encounters (which may include conflict) with individuals/groups different from him/herself. May use observation, conversation, or media to gain more insight into others. Engages in interactions where multiple perspectives exist. Has the ability to incorporate diverse and multiple perspectives when working with members of other groups.</p>	<p>Willingly interacts with and reaches out to diverse others. May begin to advocate for others. May "try on" someone else's differences. Mostly incorporates diverse and multiple perspectives when working with members of other groups and is able to negotiate a shared understanding. Begins to implement strategies for positively impacting group norms and intergroup relations.</p>	<p>Affirms choices and beliefs different from his/her own. Is willing to advocate and provide for others. Engages in interactions that are based on understanding and appreciation for differences. Is able to gain the trust and respect of individuals who are different from him/herself. Consistently incorporates diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding.</p>
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