

Equity Policy Review Rubric

Purpose & Structure of Rubric

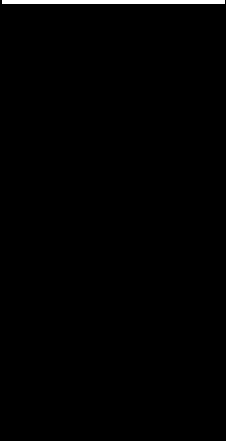
This rubric is designed with two purposes: as a tool to support externally-conducted diversity, equity & inclusion (DEI) policy review, and as a resource to support internal review. We understand that reviewing policies would be ideally done by people external to the department under review. However, we have also aimed to create a rubric useful for internal review, regardless of the reviewers' knowledge of assessment or DEI principles.

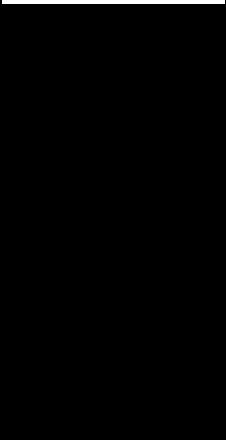
The rubric is broken into six categories: (1) history/ purpose, (2) impact/ outcomes, (3) access/ opportunity, (4) data, (5) resource allocation, and (6) language. Each section begins with an open-ended short answer question, followed by several subsections of concrete examples.

The purpose of the subsequent examples is not to provide a 'score' (as that would require us to identify which yes/no questions most effectively demonstrate alignment with DEI principles). Instead, they enable reviewers to address the open-ended questions in a meaningfully consistent way, regardless of the background knowledge of the reviewer.

Ideally, this makes our rubric useful to users with a broad range of expertise.

Here's a quick clarifying example: a good-faith reviewer who hasn't previously considered DEI concepts could conceivably answer "yes" to a question like, "Does the policy's language show a commitment to DEI principles?" because of (for instance) the absence of overtly stereotypical language. Such a response would be honestly intended, but wouldn't provide significant information. On the other hand, the presence of clarifying questions such as, "Has the policy's language been looked over by multiple groups to ensure comprehension?" and, "Does the policy name a specific example of what it means to violate the policy?" will help *any* reviewer see what concrete considerations might be considered relevant when answering the rubric's questions.

<p>1. History and Purpose</p>	<p>How were DEI (Diversity, Equity, and Inclusion) principles considered in the development & the goals of this policy?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	<p>Origin</p>	<ul style="list-style-type: none"> • Was the policy developed in response to an identified need within the population it is intended to serve? • Was the policy developed in response to aiding the overall mission of the University?
	<p>Creation</p>	<ul style="list-style-type: none"> • Was the policy created with the input of multiple constituents? • Was the policy created with the intention of amendment for future populations?
	<p>Goals</p>	<ul style="list-style-type: none"> • Do the goal(s) of the policy reflect an equity focused outcome for historically marginalized populations? • Do the goal(s) of the policy are in alignment with the mission of the University?
	<p>Accountability</p>	<ul style="list-style-type: none"> • Are multiple stakeholders are held accountable for the policy (students, staff, faculty, administrators)? • Is there a transparent process for amending the policy?

<p>2. Impact and Outcomes</p>	<p>How were DEI (Diversity, Equity, and Inclusion) principles considered in relation to the impacts and outcomes of this policy?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	<p>Measurability</p>	<ul style="list-style-type: none"> • Are there clear and defined measures associated with the policy that might better support equitable outcomes for historically marginalized groups? (From CAS) • Do performance priorities associated with the policy reflect equity for historically marginalized groups? • Is an equity lens is applied to tracking policy outcomes for groups the policy is intended to serve?
	<p>Accountability</p>	<ul style="list-style-type: none"> • Are there equity-focused benchmarks or key performance indicators when assessing outcomes of this policy? • Are there mechanisms in place to ensure accountability for goals and measure of the policy?
	<p>Discrepancies</p>	<ul style="list-style-type: none"> • Are your outcomes and impacts similar across groups, or are disparate groups affected differently?

3. Access and Opportunity	<p>How were DEI (Diversity, Equity, and Inclusion) principles considered in relation to access and opportunity?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	Inclusion/exclusion	<ul style="list-style-type: none"> • Are there specifically identified historically marginalized groups included in accessing the benefits of this policy? • Are any groups specifically excluded from accessing the benefits of this policy? • Does format or technology make access more difficult for anyone, regarding ability, income, or anything else?
	Stakeholders	<ul style="list-style-type: none"> • Were potentially impacted stakeholders identified and represented in the process of developing this policy? • Is there intent to seek input from impacted stakeholders when reflecting on/redesigning this policy?
	Eligibility	<ul style="list-style-type: none"> • Does eligibility for this policy reflect the population it intends to serve? • Are eligibility requirements (GPA, etc.) unintentionally or indirectly more likely to exclude any particular group?

4. Data	<p>What strategies are in place to ensure that DEI principles have been incorporated into any plans for data implementation, collection, analysis, and reporting?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	Evidence	<ul style="list-style-type: none"> • Does the policy take into account existing data about the impacts of similar policies?
	Data Collection	<ul style="list-style-type: none"> • Is data collected and reported by marginalized groups? (CAS) • Have various audiences, including groups affected by the policy, been included in decisions about what data will be collected? • Will qualitative data about stakeholders' perceptions of the policy be collected, in addition to any quantitative data about impacts? • Have steps been taken to ensure any survey respondents, focus groups, etc., feel comfortable sharing negative impressions of the policy? • Is there any mechanism for anonymous feedback on the policy? • Have survey respondents, focus groups, etc., received meaningful assurance that their feedback will have a significant impact on the policy? • Has data been collected on whether any participation restrictions (i.e., GPA restrictions) disproportionately affect any specific groups?

	Data Analysis	<ul style="list-style-type: none"> • Is there a plan to analyze the policy's effects on longer-term measures of DEI outcomes (i.e., engagement, retention, recruitment, whatever's relevant) • Have multiple perspectives been brought to analyzing the data? • Have historical and community contexts been considered in analysis (e.g., are outcomes affected by prior policies, or by beliefs or feelings about the policy)?
	Data disaggregation	<ul style="list-style-type: none"> • "Is disaggregation practiced across different reporting mechanisms and incorporated consistently into policy evaluation, accountability, institutional reporting, etc.?" (CAS) • Has data also been disaggregated intersectionally (e.g., in addition to disaggregating by race, and gender, also disaggregated by race+gender)? (AISP)
	Data reporting	<ul style="list-style-type: none"> • Will any data analysis be released to all relevant stakeholders, including students, staff, and the larger community? • Have stakeholders been informed how data will be used? • Will outcomes be posted publicly? • What care has been given to de-identification and anonymization of any reporting? (IJPDS article)

5. Resource Allocation	<p>How was DEI (Diversity, Equity, and Inclusion) considered with regard to resource allocation?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	Resource Identification	<ul style="list-style-type: none"> • Has the source of funding been identified (permanent, grants, etc.)? • Does the policy have access to needed resources to do the work?
	Staff Designations	<ul style="list-style-type: none"> • Has the source of funding been identified (permanent, grants, etc.)? • Does the policy have access to needed resources to do the work?
	Externalizing Policy	<ul style="list-style-type: none"> • Can the policy be easily located and referenced? • Is the policy accessible and understood by the greater community?

6. Language	<p>How does the policy's language demonstrate a commitment to DEI principles?</p> <p><i>The categories & examples below are just for you to consider as you answer the above question. They are designed to help you identify aspects of your policy which support DEI, as well areas for improvement. They aren't comprehensive, and not every question will be relevant to every policy.</i></p>	
	Language, History & Purpose	<ul style="list-style-type: none"> • Does the policy contain language that “[a]dequately informs stakeholders about the rationale, purpose and scope of its application” (Great Lakes) • As it was created, was the policy’s language vetted with multiple constituencies, to ensure comprehension?
	Language, Impact & Outcomes	<ul style="list-style-type: none"> • Are specific groups who might be impacted by the policy specifically named? • Are specific DEI outcomes overtly named as goals of the policy? • Are stakeholders broadly defined as anyone impacted by the policy? • Do a variety of stakeholders have input into how the success of the policy is defined?

	Language, Access & Opportunity	<ul style="list-style-type: none"> • Does the policy title incorporate “language that could help with preventing barriers with understanding or interpreting its meaning from a variety of intended audiences?” (UNM equity lens) • Does the policy contain clear language, and specific examples, of what it would mean to violate the policy? (Great Lakes) • “What types of words are used to describe the beneficiaries of the policy? Are they words that include or exclude students from communities that have been historically marginalized by higher education?” (CAS) • Do references to marginalization or underrepresentation specifically include less-frequently referenced identity categories, such as ability and language? • Does your policy use inclusive language? • Does the policy use person-centered language? • Has the policy been disseminated and publicized in a variety of ways, ensuring that everyone affected by it has seen it? • Has accessibility for visually- and hearing-impaired audiences been considered in materials which publicize the policy?
	Language & Data	<ul style="list-style-type: none"> • Does any data reporting avoid jargon, undefined acronyms, and other specialized language? (Resource: The US government’s checklist for plain language.) • Has accessibility for visually- and hearing-impaired audiences been considered in your data reporting?