INTRODUCTION

This Diversity, Inclusion, Belonging and Equity (DIB&E) Toolkit is developed to be used as a resource for Executive Organization Effectiveness (EOE) Consultants, HR Consultants, HR Directors, Business Partners, Diversity Inclusion & Belonging Leadership Council, School and Unit Leaders, and managers across Harvard University. It is designed to:

- Re却没有html标签inforce common definitions and language of DIB&E;
- Clarify and strengthen the leader and manager role in advancing DIB&E;
- Offer qualitative and quantitative measures to monitor the impact of DIB&E practices, and individual and organizational progress toward Harvard’s vision of sustainable inclusive excellence;
- Develop and implement best DIB&E practices within organizations;
- Determine strategies and actions to nurture sustained individual and organizational growth;
- Lead and manage DIB&E work in times of crises, such as COVID-19.

DIB&E VISION

It is well researched and broadly known that diverse teams and organizations are more innovative, creative and productive in the workplace than those who are not. (McKinsey 2020, 2019, 2017, 2018). We also know that diversity is only part of the picture. Creating a positive climate in which people listen to each other’s perspectives, understand and respect cultural differences, and work to accomplish organizational goals, may be one of the most important aspects of leadership in a rapidly changing environment. Effective leaders create a work and learning environment where staff can feel safe to be authentic, and to bring their ‘best self’ into the workplace by modeling appropriate behaviors to reinforce organizational commitment and priority of DIB&E.

Sustainable Inclusive Excellence: A Call to Action

The vision advanced by the Office of the President’s Diversity & Inclusion organization is: “Harvard will be the world’s recognized leader in sustainable inclusive excellence, by fostering a campus culture where everyone can thrive.” Inclusive excellence begins with inclusive language. Caroline Forsey states “language has the ability to build relationships and forge connections, but it is equally liable for creating barriers and impacting someone’s sense of
DIVERSITY INCLUSION

Feeling like you’re able to bring your authentic self to work is undeniably critical. In fact, a sense of belonging can lead to greater retention and higher customer satisfaction.”

DIB&E CONTEXT

The Big 8, as described below, known in diversity and cultural competence literature, informs and supports inclusion and diverse identities, however it understates the true complexity of diversity. It can be overwhelming to comprehend the many intersections inherent in the permutations of the eight factors. Factorial analysis results in at least 40,320 ways the Big 8 can be combined! Intersectionality helps us understand that “social issues cannot be explored in isolation, as different identities such as race, gender, ability/disability, age, etc., intersect in each person’s life and produce different privilege or oppression.” (A Guide to Starting our Diversity Awareness Journey, 2018 and Multiculturalism on Campus, Cuyjet et al, 2016.)

Over the years in training and development programs and organizational effectiveness interventions, diversity and inclusion have been modeled in various ways. Increased appreciation of the importance of intersectionality to our understanding of diversity has gravitated toward more nuanced models for depicting it. Intersectionality illuminates ways in which experiences in both gender and race, sexual orientation and age, race and disability, for example, intertwine with each other and impact one’s life. Scholars and practitioners know that it is difficult to fully understand intersectionality without first comprehending privilege. In collaboration with Larry Purnell, co-creator of the Purnell Model for Cultural Competence (Purnell & Paulanka, 2003), Barbara Nobles Crawford, adapted his and Loden & Rosener’s Internal and External Dimension Model to create the Five Layers of Diversity & Inclusion (2018) to encompass a full range of identities and intersectionalities recognized in the work environment, current literature and research. This model highlights the multifaceted aspects of individuals yet allows common language and basis
for understanding to be used as a tool to work through difficult human interactions and situations.

THE FIVE LAYERS OF DIVERSITY & INCLUSION MODEL

Key Inclusion and Belonging Factors
The Five Layers of Diversity

The Five Layers are:

1. **Communication**: There are many different communication styles—typically influenced by our personality and background—in which ability and willingness to flex and adapt may determine our effectiveness and propensity for speaking up.

2. **Personality**: Includes an individual’s likes and dislikes, values, beliefs, and preferences. Personality is influenced by, and influences, other layers throughout one’s lifetime.
3. **Internal Dimensions:** Include aspects of diversity over which we have no control. This is the layer where there are real divisions between and amongst students, staff, faculty, and others; it forms the basis for many diversity and inclusion efforts. This dimension includes the first observations we see in other people—when they enter a room, meeting, or class, for example—on which we make many assumptions and base judgements.

4. **External Dimensions:** Include aspects of our lives in which we have some control over that may change over time, and typically form the basis for career decisions, work styles and preferences. This layer is important because it often determines, in part, with whom we develop relationships, and socialize with within and outside of the workplace.

5. **Organizational Dimensions:** Pertain to aspects of culture found in a work setting. Issues of preferential treatment and access to opportunities for development/promotions/growth are impacted by aspects within this layer. (Adapted from Workforce America, 1991).

**REFLECTION QUESTIONS**

1. As you think about your own layers, which one(s) resonate with you the most?
2. Which layer(s) present a safe space or unsafe space for you regarding DIB&E?

**DEFINITIONS: Diversity, Inclusion, Belonging, and Equity**

Launching any diversity, inclusion and equity work without being grounded in the meanings and understanding of the language, is like, as a famous author once said, trying to parallel park with one eye closed. Therefore, definitions and examples become important in preparing to lead this work. There can be subtle differences in language used in key definitions of DIB&E, from the simplest to the more detailed. However, there are also common and consistent threads. Some key definitions and examples are listed below, others can be found in the recommended resource list at the end this toolkit and the Appendices. It is important to note that this DI&B toolkit is not a substitute for having preliminary conversations on race in the workplace.

**Diversity**

*Diversity* includes all visible and nonvisible dimensions that make an individual who they are. (National Association of Diversity Officers in Higher Education, 2018). It is the collective mixture of differences and similarities that includes, for example, individual and organizational characteristics, values, beliefs, experiences, background, preferences, and behaviors. (Gartner,
Diversity Inclusion Inc. 2019). Diversity is the measure; inclusion is the mechanism (Deloitte, Engaging the 21st Century Workforce, 2016). Diversity is about quantity; inclusion is about quality. Diversity is being invited to the party and inclusion is being asked to dance (Verna A. Myers, 2011). Over time, Myers’ definition has been expanded to include “belonging”—being asked to share your playlist, in the party context.

Inclusion

Inclusion is a dynamic state of operating in which diversity is leveraged to create a fair, healthy, and high performing organization or community which ensures equitable access to resources and opportunities for all. Inclusion is building a multicultural campus climate where every student, staff person, faculty member, and administrator can thrive (Williams and Wade-Golden, 2013). Researchers at HRDQ (2014) summarize the various aspects of inclusive workplaces:

- Everyone is valued and treated with respect.
- Everyone feels listened to.
- Employees at every level practice behaviors that support an inclusive environment.
- Potential or actual tensions are actively addressed.
- The diversity of the workforce represents the local community and people who are served.

Belonging

Belonging means full membership in the Harvard community (Adapted from the Harvard Presidential Task Force on Inclusion and Belonging Report, 2018). Researchers are cited for their conclusions on the costs to diverse professionals when they leave important parts of their lives and identities at the organizational door (Race Work & Leadership, HBR Press, Roberts et al, 2019.).
REFLECTION QUESTIONS

1. What actions have you taken with intent to increase exposure, visibility and/or acknowledgement of each of your staff’s strength?

2. How have you created space for staff cultures, uniqueness to be celebrated/acknowledged?

NOTE: Discuss other relevant definitions such as ally, bystander, color-blindness, stereotypes, gender expression and identities, etc., at this point.

Equity

The term **equity** describes the essence of sustainable inclusive excellence and warrants similar attention in socializing a shared university-wide understanding.

- Often confused with equality, **equity** means that everyone receives equal opportunity and access to achieve, contribute and belong. **Equality** means that everyone receives the same treatment or support (Cultural Intelligence Center [CIC], 2019), as illustrated in the visual below. The assumption is that everyone benefits from the *same supports*.

- **Equity** means everyone gets the supports they need because systemic barriers are removed, as depicted in the picture below. “Equity…is about each of us getting what we need to thrive or succeed—access to opportunity, networks, resources, and supports—based on where we are and where we want to go. Nonet Sykes, Director of Race Equity and Inclusion at the Annie E. Casey Foundation, thinks of it as each of us reaching our full potential.” (Stanford Social Innovation Review, 2016).

- **Inequity** occurs when an organization, consciously or unconsciously, engages in differential treatment or “double standards” that disempower members of underrepresented groups by limiting their access to opportunities and resources or participation in decision-making that affects them.
PROCESS: Discuss each frame of the two frames on the picture, focus on accessibility, equity, diversity, and inclusion, race, ethnicity, gender, sexual orientation, etc. Also focus on equity vs. equality in recruitment, hiring, development, promotion, succession, and pay. Culturally intelligent organizations promote equity over equality (CIC, 2019).

ROLE OF LEADERS

Nothing is more important to the success of a leader's DIB&E efforts to achieve inclusive excellence than demonstrated commitment of senior leadership. This toolkit is intended to encourage leaders to address questions such as:

- Who do I need to be and what do I need to do to lead this effort?
- How can I make sure that leaders and managers who report to me share my commitment?

ADDITIONAL QUESTIONS

1. Where is my organization now with regard to DIB&E?
2. How can I determine where to focus my efforts?
3. What strategies can I best use to close gaps, eliminate barriers and mitigate biases?

The Six Signature Traits of an Inclusive Leader (Deloitte, 2011)

1. Commitment: Highly committed leaders embrace, not tolerate diversity and inclusion because these objectives align with their personal values, and because they reportedly believe in the business case.
2. Courage: Highly inclusive leaders speak up and challenge the status quo, and they are humble about their strengths and weaknesses.
3. Cognizance of Bias: Highly inclusive leaders are mindful of personal and organizational blind spots, and they self-regulate to help ensure “fair play”.
4. Curiosity: Highly inclusive leaders have an open mindset, a desire to understand how others view and experience the world, and a tolerance for ambiguity.
5. Culturally Intelligent: Highly inclusive leaders are confident and effective in cross-cultural interactions.
6. Collaborative: Highly inclusive leaders empower individuals as well as create and leverage the thinking of diverse groups.
Steps Organizations Can Take to Develop Inclusive Leaders

In an article by Shachi Irde, Executive Director of Catalyst India WRC, she offers the following to ensure that leaders are driving a culture of inclusiveness:

- **Make sure leaders are accountable for diversity and inclusion goals.** Catalyst found, as many DIB&E professional practitioners know, that holding leaders accountable for moving their organizations from intention to impact can be a critical game changer.

- **Provide relevant training and development, and organizational interventions.** Train leaders and assist them in creating and sustaining an inclusive workplace.

- **Make inclusive leadership part of all organizational processes and programs** to make it sustainable and ingrained in the daily processes of the organization.

- **Build a strong reputation.** Focus on a learning culture and being progressive and innovative. Sylvia Hewlett, et al., in a Harvard Business Review article, states “diversity unlocks innovation and drives market growth.” This finding, they reported, should intensify efforts to ensure that executive ranks both embody and embrace the power of differences.

Mary Pender Greene offers “hard questions important for top leadership to ask” when they transition from diversity to a commitment to eradicate structural racism—which exists everywhere—that may be useful still in a diversity, inclusion and equity context:

1. Are people of color thriving in our institution? [Your school/unit?]
2. Are there people of color in decision-making positions?
3. Is there congruence between those in decision-making positions with those being served?
4. When there is a change in demographics, are the decision makers actively seeking to be more closely aligned with and responsive to the new group?

Leading in Times of Crises: DIB&E Considerations

A DIB&E crisis action framework is needed to help guide consistency and transparency in leadership decision-making and individual approaches to managing through both unprecedented and typical crises. Today and many uncertain months ahead, the unprecedented COVID-19 pandemic requires leaders to behave as culturally competent practitioners in ways that elevate DIB&E as the shift is made to distance learning and remote work to ensure everyone’s safety. Damon Williams, Ph.D. global Diversity Equity & Inclusion (DEI) scholar and strategist, suggests that the values of diversity, equity and inclusion must be maintained at a high level and function
to ensure that each decision made during crisis is helpful, not stressful or cause more hurt (March 2020). Dr. Williams offers the following framework:

1. **Make culturally relevant decisions**
   - a. Ask Strategic DEI questions
   - b. Empower a DEI Tiger Team and Strategy Group
   - c. Ground-Truth Solutions for Diverse Groups

2. **Support diverse communities**
   - a. Support Basic Needs of Students, Staff, and Faculty
   - b. Provide Emotional and Mental Health Support
   - c. Clarify Academic Policy and Next Steps

3. **Communicate thoughtfully and inclusively**
   - a. Show empathy, clarify the big picture, and provide a plan
   - b. Be mindful of Dog-Whistle and Microaggressive Language
   - c. Over-communicate to the Vulnerable Communities You Serve

**Four Recommendations to Drive Inclusive Excellence During COVID**

1. Make all decisions culturally relevant.
2. Support diverse, vulnerable communities during crisis when their needs may be lost in efforts to build scalable solutions.
3. Communicate intentionally and inclusively—as well as simply, transparently and often.

**ASSESS: YOU AND YOUR ORGANIZATION**

Before identifying specific strategies and goals that will advance efforts toward sustainable inclusive excellence. First **assess the gap between where you and your organization are now and where you want to be.** You may benefit from referring to your DIB+E dashboard to identify the appropriate metrics. (Note: School/department data from the 2019 Pulse Survey conducted by the Office of Diversity & Inclusion in the President’s Office, may be a valuable resource.)
Facilitated Questions

- Describe the diversity in your organization.
- How inclusive are you in your conversations, lectures, comments, operational practices, thinking, teaching, meetings within and outside of your organization?
- Do you believe diversity is important? Why? Why not?
- Do you believe inclusion is important? Why? Why not?
- How equitable are practices within your organization? What evidence supports your assessment?
- What types of diversity have you been exposed to personally?
- What can you do to encourage your staff, students, colleagues, peers, etc. to bring their authentic and best selves to their work, classrooms, clubs, groups, committees, etc.?

BARRIERS TO DIB&E EXCELLENCE

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<thead>
<tr>
<th>Microaggressions</th>
<th>Unconscious Bias</th>
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<td>Racial Microaggressions</td>
<td>Conscious Bias</td>
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<td>Microassaults (discriminatory)</td>
<td>Power</td>
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<td>Microinsults (demeaning)</td>
<td>Privilege</td>
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<td>Microinvalidations (dismissive)</td>
<td>White Privilege</td>
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<td>Micro-inequity</td>
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Five Common Challenges

Achieving sustainable inclusive excellence means increasing awareness and skill levels across the organization to create an environment as free as possible from:

- Microaggressions
- Micro- insults, assaults, invalidations
- Unconscious/Conscious Bias
- Power Abuse
- White Privilege
All of the above limit a person’s ability to thrive in any environment. A leader’s cultural competence, sometimes referred to as cultural intelligence, is key in creating a thriving environment, and can be used as a tool to mitigate the barriers. [Review the EOE Culture Change Toolkit].

**Microaggressions**, as defined in 1970 by Harvard Alumnus Chester M. Pierce, MD, who originated the term in his landmark work, are: “…insults and dismissals of African Americans by non-Black Americans…subtle, stunning, often automatic, and non-verbal exchanges which are put downs”—often with no malicious intent. Today, the term microaggression is not only used in the context of race, but regarding any of the dimensions of identity of underrepresented groups and ones disempowered in the organization. In Ijeoma Oluo’s book, *So You Want to Talk About Race*, Chapter 12, a list of contemporary microaggressions are listed.

Researchers such as Derald Wing Sue, Ph.D., Verna Myers, Allison Manswell, Robin Diangelo and others, have introduced additional terms: **Racial Microaggressions, Micro assaults/insults/invalidations, and Micro-inequities** to address various forms of these destructive hidden messages.

**Power** is the ability to define reality by imposing/asserting one’s ideology, beliefs, rules on the general population. Leaders and managers have power to create conditions to turn diversity into innovation and an advantage for all in the organization. While there are other sources of power that others throughout the organization may have—personal (individual attributes/skills), and relational (relationships with others)—positional (formal role) power enables leaders and managers to disrupt and mitigate bias and other barriers in a sustained manner in organizations. For some practical tips and increased understanding of power and privilege, read Alicia Sheares and Linda Chavers articles cited in the resource listing of this toolkit.

**Privilege**, in general, is a part of the reality that helps some, while it impedes others’ experiences (NASPonline.org). It is more about one’s status, advantage.

**White Privilege** is granted unearned benefits given to members of one social group (usually the culture defining group) that gives them advantage as a result of the systematic marginalization of another social (minoritized, underrepresented) group (Peggy McIntosh, 1970). “White privilege is your [white] history being part of the core curriculum and mine [as an underrepresented student] being taught as an elective (Greenberg, 2017). The nonjudgmental question often raised...
associated with white privilege is not whether one has it or not, or if it is good or bad, or blaming/shaming, but what one does with their privilege.

Unconscious/Implicit Bias is defined as accidental, subtle, and or unintended judgements about certain groups of people influenced by culture, background and personal experiences formed outside of our own conscious awareness. Conscious/Explicit Bias is attitudes and beliefs about a person or group on a conscious level. Daniel Kahneman, in his book, *Thinking Fast and Slow* (2011) describes unconscious bias as “intuitive thinking”, and conscious bias as “rational thinking.”

QUESTIONS

1. Describe a time when you experienced bias at work.
2. How did the incident make you feel? How did you respond?
3. How might you have responded differently?
4. Describe a time when you were biased toward someone at work.
5. How do you think the situation made the other person feel?
6. How did you repair the damage?

ACTIVITY: Refer to Your Trusted Ten in Appendix C, and your results on the IAT (Bias Test).

Mitigation/Disruption Techniques

Micro-affirmations are tiny acts of opening doors to opportunities, gestures of inclusion and caring. They are graceful acts of listening. Micro affirmations are used to mitigate and disrupt bias and microaggressions, particularly in a crisis. Other techniques include recognizing and validating experiences and affirming emotional reactions. (Refer to Crisis Communication Tips in Appendix A of this toolkit and enroll in CWD’s Difficult Conversations course.)

Listen to understand. (Read Michael Reddington’s article, during stressful times.)

Ask questions.

Assess your bias. (Complete several IATs)

Adopt an “impact” mindset.

Take action. (Teaching and learning is in the doing.)
HOW TO MEASURE YOUR PROGRESS

There are two components to measurement of an employee’s D&I experience as Gartner (2019) notes. There are visible and invisible measures, with the largely visible experiences being harder to measure. Decide in advance which measures you will track on a regular basis. Communicate and publicize your plan for transparent reporting on impact measures and do it.

Dashboard

Once your DIB&E plan is complete and communicated broadly throughout your organization, begin tracking and monitoring progress against goals over time to ensure that impact, not intent, is implemented to ensure sustainable change and continued excellence. [Consult with your School or Unit’s Diversity, Inclusion & Belonging Leadership Council Member and your Human Resources Director as a resource to help you develop a DI&E plan and create a dashboard to measure your impact and progress. They have access to qualitative and quantitative data and can provide subject matter expertise in alignment with university-wide DIB&E priorities.]

Another approach to measuring DIB&E progress can be determined by identifying where you are on the spectrum of the Five Levels of Progress (adapted Center for Global Inclusion, 2018).

1. **INACTIVE**: No DIB&E work has begun; diversity and a culture of inclusion are **not** part of organizational goals.

2. **REACTIVE**: A compliance mindset; actions are only taken in compliance with relevant laws and social pressures.

3. **PROACTIVE**: A clear awareness of the value of DIB&E; starting to implement DIB&E systemically.

4. **PROGRESSIVE**: Implementing DIB&E systemically; showing improved results, outcomes and impact.

5. **BEST PRACTICE**: Demonstrating current best practices in DIB&E; exemplary for other organizations university wide.

**Note**: No part of this toolkit can be adapted or modified without documented permission from the EOE group in CWD. Upon request, EOE Sr. Organization Development Consultants will partner with HR Consultants and Directors, and executives throughout the university in the optimal use of this toolkit upon request. Your DI&B Leadership Council member is a valuable resource.
ARTICLES AND PUBLICATIONS


• *Six Signature Traits of an Inclusive Leader*, Deloitte, 2011.


• *NASPonline.com*, 2020.


• Mofei Nene, *Center for Global Inclusion*, ATD. 2018.

• Michael Reddington, *How to be an influential leader during stressful times: a disciplined listening approach*. Chief Learning Officer, April 8, 2020.
VIDEOS


LAWS AND EXECUTIVE ORDERS

- Massachusetts General Law 151B
- Commonwealth Executive Order 526
- ADA Section 508 - Accessibility
- ST 2011 c199 – Gender Identity
- ST 2016, C134 – Transgender

ONLINE ASSESSMENT

- [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html) IAT by Mahzarin Banaji and Anthony Greenwald.

ONLINE RESOURCES

**Diversity / Racial Bias**

- [Racial and Gender Biases Plague Post Doc Hiring](#)
- [To Attract More Blacks and Hispanics to STEM, Universities Must Address Racial Issues on Campus](#)
- [How White Managers can Respond to Anti-Black Violence](#)
- [Your Black Colleagues May Look Like They’re OK, Chances are They’re Not](#)
- [Before You Check-In on Your Black Friend, Read This](#)
- [Birding While Black](#)
- [Scientists Speak out Against Racial Injustice and Discrimination Amid Protests](#)
- [How Implicit Bias and Lack of Diversity Undermine Science](#)
- [Experiences of Black Doctoral Students Underscores Need to Increase Diversity in STEM Fields](#)
Strategies for Leaders:

- How Higher Education can Fight Racism: Speak up When It's Hard
- What do Leaders Need to Understand About Diversity?
- 10 Small Steps for Department Chairs to Foster Inclusion
- 4 Ways that Academics and Scientists can Effectively Combat Racism
- Incentivizing Faculty Diversity
- Top 10 Practical Steps for Advancing Diversity, Equity and Inclusion in Higher Education
Appendix A: CRISIS DIB&E COMMUNICATION TIPS

- **KEEP IT SHORT** – A crisis is not the time to sound pedagogic or use complex vocabulary. Focus on short and simple core messages.
- **SHARE THAT YOU CARE** – Affirm that health and safety of staff, students and faculty is your top priority.
- **AFFIRM YOUR CORE MISSION** – You want to support and keep staff employed at the service of educating students.
- **EXPLAIN** – With the stress of ongoing change, remind people frequently about how your decisions help the bigger picture and them, personally. How your actions will help the crisis to be resolved or managed. Don’t assume everyone knows what you know, even with a lot of communications being distributed.
- **REMAIN ACTIVE AND AVAILABLE** – Social media runs 24/7 and staff with questions want to know that Harvard is there for them. Establish “virtual open doors” or virtual office hours if needed.
- **SHARE UPLIFTING EXAMPLES** – Share a success story that exemplifies an attitude or solution. Is there something that worked in the face of crisis?
- **BE PATIENT** – Communicate often and across platforms and repeat yourself. When we are stressed, some forget, some may resist understanding, some don’t have time to read all communications. Keep putting your message out there in different forms as the leader/manager.
- **BE VULNERABLE** – Share your struggles too, but not in a “poor me” way. While being vulnerable doesn’t always feel comfortable, listeners trust you and listen better when you are sharing the burden along with them in some way. How has this crisis been hard on you? Share one aspect, but don’t focus on it.
- **BE HONEST AND TRANSPARENT** – Honesty matters in communication credibility. Lack of transparency will accelerate distrust, which is a harder problem to eradicate, and staff will stop listening and following directions. If you don’t know, admit it. If you make a mistake, apologize.
- **BE RESPECTFUL** – Appreciate that there are many different reasons why staff may choose to use video at different times on Zoom or TEAMs meetings. Allow a safe space for individuals
to cope and manage their presence in their own unique way—partial video, no video, video all the time. There may be registered accommodations for medical reasons for balancing video participation, as well as remote environmental preferences for the decision to visually participate or not.

## Appendix B: Example of a DIB&E Dashboard

**DIVERSITY, INCLUSION, BELONGING & EQUITY DASHBOARD**  
**HIGH LEVEL EXAMPLE**

**DIB&E Dashboard table**

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OUTCOMES / RESULTS</th>
<th>STATUS</th>
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<tbody>
<tr>
<td><strong>Establish Organization Diversity Scorecard</strong></td>
<td>Evidenced-based data for budget planning</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<tr>
<td></td>
<td>Enhanced organizational learning, knowledge of strengths and opportunities for improvement</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
</tr>
<tr>
<td></td>
<td>Discernable data showing progress across domains of access, equity, climate, learning, diversity, inclusion, research and scholarship</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
</tr>
<tr>
<td><strong>Develop &amp; Implement Diversity Recruitment Plan</strong></td>
<td>Diverse applicant pools, protocols, and hires</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<tr>
<td></td>
<td>Diverse selection committees</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<td>100% participation in Prevention of Cultural Bias in Search, Selection &amp; Outreach Programs</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<td></td>
<td>Diversity enriched position descriptions</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<tr>
<td><strong>Develop &amp; Implement Diverse Internal Mobility Plan</strong></td>
<td>Best practices in and evidence-based talent development, mentoring, sponsorship, high potential identification, and succession planning</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<tr>
<td></td>
<td>Increased URM promotions at all levels</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<td></td>
<td>Mix of voluntary and involuntary terminations</td>
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<td><strong>Diverse Staff Infrastructure Plan</strong></td>
<td>Increased diverse and engaged staff at all levels</td>
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<td></td>
<td>Retained staff at all levels</td>
<td><img src="#" alt="Green" /> <img src="#" alt="Yellow" /> <img src="#" alt="Red" /></td>
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<td>Expanded inclusive and diverse curricula</td>
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**LEGEND**

- ![Green](#): Goal Completed; Outcome/Result Achieved
- ![Yellow](#): Work in Progress
- ![Red](#): Barriers; Off-track; Needs Attention
## Appendix C: YOUR TRUSTED TOP TEN

### WHO ARE YOUR TRUSTED 10?

*Your Top 10 table*

<table>
<thead>
<tr>
<th>Name/Initials</th>
<th>Gender Identity</th>
<th>Race/Ethnicity</th>
<th>Age</th>
<th>Sexual Orientation</th>
<th>Education</th>
<th>Disability</th>
<th>Marital Status</th>
<th>Other</th>
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What do you observe about your trusted 10?

*Discuss in this box*