**DEI Assessment Rubric for Divisions**

**About this tool:** This is a self-assessment for divisions within the Department of Medicine to use to keep track of progress made in the domain of Diversity, Equity, and Inclusion. This tool aims to prompt division leaders and DEI Champions to consider various areas for improvement and growth as they work with and ask for support from the Department’s Associate Chair for DEI. This tool was modeled after and adapted from the UW Human Resources DEI rubric (<https://hr.uw.edu/diversity/dei-rubric/>).

Use the table below to score your division’s progress on the benchmarks for DOM’s seven DEI categories. The tables on pages 3-15 go into detail about each benchmark in each category. For each benchmark, identify the phase that best represents the current status of your division in this area. Choose the lower or higher value (e.g., 2 or 3) based on whether you are closer to the beginning or end of the phase.

To submit your self-assessment to DOM’s DEI Office, fill out the [Office Form](https://forms.office.com/Pages/ResponsePage.aspx?id=W9229i_wGkSZoBYqxQYL0tjZo45w_C9Js5eXb81inp5UNE9CT0RYOVBWNzNLNjMwMzA0QkE5Mk0zVi4u).

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| **Category** | **Benchmark** | **Score****(0-5)** | **Notes** |
| **Mission & Communication** | 1. Divisions are individually committed to advancing DEI
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| **Divisional Support** |  1. Division leadership supports, promotes, and recognizes leaders in DEI within their divisions
2. Divisions demonstrate active financial commitment and resources to advancing divisional and departmental DEI goals

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| **Education and Training** |  1. Divisions ensure that existing and new divisional members including faculty, staff, and trainees follow best practices aligned with departmental goals (based on the DEI Work Group in the DOM Strategic Plan)
2. Divisions are creative in identifying and addressing gaps in DEI training specific to each division
3. Divisions hold members accountable to best practices

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| **Recruitment & Retention** |  1. Division hiring practices have increased representation
2. HR leaders have sufficient power to oversee and ensure inclusive hiring practices
3. Funding for positions (including faculty, trainees, and staff) and FTE is allocated equitably
4. Considerations for promotion are consistently standardized, equitable, and value DEI work
5. Professional development activities are funded equitably

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| **Values and Climate** |  1. DEI metrics are measured and transparent to the division members
2. Workplace climate is continually evaluated and improved upon
3. Division members have accessible and effective avenues to report bias, harassment, and microaggressions from colleagues and patients and feel empowered and supported to use these avenues to report workplace issues

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| **Policies and Written Materials** |  1. Divisional policies, documents, and written materials are inclusive with respect to language, content, and accessibility

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| **Health Equity & Patient Care** |  1. Clinical spaces are accessible and inclusive
2. Division members are empowered to advocate for patients to have easy and accessible ways of reporting bias and mistreatment in clinical spaces
3. Divisions are encouraging members to systematically review patient safety and harm cases with hospital leadership to mitigate structural oppression
4. Research projects and trials do not perpetuate harmful inequities

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Benchmark Details

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| **Mission & Communication**  |
| **Benchmark**  | **Beginning (0-1)**  | **Evolving (2-3)**  | **Transforming (4-5)**  | **Notes**  |
|  1. Commitment   |  The division has not created or publicized a Diversity, Equity, and Inclusion (DEI) statement with their mission and values.      |  The division is developing its DEI statement with their mission and division values. The division website does highlight DEI in some form and links to Department resources.    |  The division has defined and publicly advertised a DEI statement aligned with their mission and department values.  Divisions can demonstrate ongoing/evolving examples of their commitment to advancing DEI that are transparent to division members.  Divisions have measurable activities in place which yield positive outcomes in support of their mission and values.  |   |
|  2. Recognition  | The division understands the importance of recognizing and elevating the DEI work of staff, trainees, and faculty members but has not yet publicly done so.  |  The division is working to consistently and publicly elevate and recognize the specific DEI work of staff, trainees, and faculty members.  |  The division elevates and recognizes the specific DEI work of its members on a regular and consistent basis (I.e., on the division website, at division-wide meetings or conferences, etc.) and encourages more participation in these efforts across the division   |   |
|  3. Divisional support and resources  |  The division has discussed but not committed any tangible resources to DEI initiatives (i.e., protected FTE, funded DEI positions, budget for DEI initiatives/trainings, etc.).   |  The division is currently developing a plan for supporting the efforts of those carrying out DEI roles (i.e., protected time, TPIs, discretionary leave).   The division is leveraging Department resources for DEI related trainings and professional development opportunities.   The division plans to incorporate funding for DEI initiatives into its operational budget and plans to advocate for any gaps in anticipated funds from the institution.   |  The division has successfully established a structured way to support those doing DEI work.   The division has a mechanism for supporting DEI training and professional development for division members.   The division has protected funding in its budget for DEI initiatives and a transparent mechanism to equitably allocate these funds.   |   |

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| **Education & Training**  |
| **Benchmark**  | **Beginning (0-1)**  | **Evolving (2-3)**  | **Transforming (4-5)**  | **Notes**  |
|  4. Best practices for DEI training   |  The division has only communicated the importance of DEI training for all members.    |  The division has begun to establish a process for sharing educational DEI opportunities and provides adequate space for all members to participate.     |  The division has established relevant internal DEI training opportunities and has a clear mechanism to ensure consistent participation by all members.  The division has ensured equitable funding dedicated towards ongoing DEI training and resources for leadership, staff, faculty, and trainees.  Division members feel empowered and supported by division leadership to freely pursue DEI related professional development opportunities.    |   |
|  5. Addressing training gaps    |  The division has identified gaps in training (through established DEI sources and from division member feedback)  |  The division has created a task force to implement a DEI educational strategy.   |  The division has created and regularly communicates data-driven strategies and developed DEI metrics that function within scope of work.   |   |
|  6. Accountability    |  The division has identified goals and expected outcomes for leadership, staff, faculty, and trainees.   |  The division is actively seeking internal and external feedback and resources to develop and implement DEI initiatives.   |  The division has established and is regularly conducting systematic assessments of DEI efforts, such as climate surveys, and ensures results are shared widely and used to inform improvements and new initiatives.   |   |

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| **Recruitment & Retention**  |
| **Benchmark**  | **Beginning (0-1)**  | **Evolving (2-3)**  | **Transforming (4-5)**  | **Notes**  |
|  7. Effective recruitment and hiring practices  |  The division and training program have ensured compliance with institutional requirements (basics) of DEI recruitment strategies including:  - All divisional personnel involved in the selection process for faculty, staff and trainees receive regular anti-bias training   - Faculty: The division leadership has devised strategies for enlisting DEI priorities and missions during committee selection, rubric development, interview process, and candidate selection  |  The division and training program have made progress documenting and sharing strategies/tips/best practices for dissemination and implementation.  The division and training program has ensured that leadership establishes a holistic approach to implementation as an expectation rather than an ‘extra’.   The division and training program regularly monitor the inclusivity of its selection process (e.g., post-interview surveys, demographic analyses).   |  The division has developed refresher courses on recruitment   Division leadership participates in recruitment fairs and outreach with Under-represented in Medicine programs or affinity groups.  Program personnel, including leadership, are participating in outreach programs intended to increase physician workforce diversity.   |   |
|  8. Inclusive recruitment and hiring practices   |  There is no review of job postings and no published standard for ensuring inclusive language in these postings.  The division has yet to establish a process for documenting how recruitment resources (e.g., start up $) will be funded, and potential scope of support.  |  The division has increased review of advertisements for use of inclusive/exclusionary language.  There are adequately resourced HR roles in the division to provide expertise/adequate support to processes.  All supervisors, leadership, and search committee members have received meaningful training on inclusive hiring practices.    |  Hiring managers are accountable and responsible for ensuring that all job postings are inclusive.   Search committees are well versed in best practices and pitfalls of bias in hiring, and proactively address them in the search process.   Divisions will own and implement existing department best practices and customize those to their specific needs.   |   |
|  9. Equitable funding for positions  |  The division has yet to establish a process for documenting how retention resources (e.g., commitment $) will be funded, and potential scope of support.   |  The division has identified central funding for pilot programs that can be applied for by all division members (not just faculty).   |  The division has established endowments to support DEI efforts.   |   |
|  10. Equitable promotion practices   |  The division has only identified and made public retention goals (e.g., be clear about any mission-specific needs).  |  Division leadership advocates for updated review expectations for retention salary increases (including frequency and standardizing documentation processes).   |  The division has implemented a standardized process for faculty promotion applied to all faculty, including when shared with incoming faculty.   |   |
|  11. Equitable professional development opportunities    |  The division disseminates basic information on professional development opportunities to all staff and faculty.  |  Increase funding of protected efforts for professional development activities.  Identify funding or matching funds for health disparities research.   |  The division has developed and publicized standard processes and criteria for staff and faculty to request funding or in-kind support for professional development activities.    |   |

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| **Values & Climate**  |
| **Benchmark**  | **Beginning (0-1)**  | **Evolving (2-3)**  | **Transforming (4-5)**  | **Notes**  |
|  12. Data-driven practices   |  The division does not know the exact demographics of its members and data collection has not begun. There are no methods to measure diversity or inclusion in the workplace.  |  The division is developing a method to gather and analyze demographic data to establish a baseline and is exploring ways to use qualitative and quantitative data to measure diversity, equity, and inclusion in the workplace.   |  The division has instituted a standard method to gather and analyze demographic data and has established a baseline to assess and measure changes over time.   The division uses both quantitative and qualitative data methods to assess and measure diversity, equity, and inclusion in the workplace.   |   |
|  13. Evaluation of division climate  |  The division does not conduct engagement check-ins, climate surveys, development conversations, or formal exit interviews to survey and enhance the employee experience (including faculty, staff, and trainees).  |  The division is in the developing stages of creating formal engagement check-ins, development conversations, or exit interviews to survey and enhance the employee experience.   |  The division has established regular engagement check-ins, climate surveys, and development conversations, and conducts formal exit interviews to survey and enhance the employee experience.   Questions are specifically created to identify any concerns related to equity or bias against marginalized identities. Results are shared with DOM leadership to provide organizational awareness and are used to identify areas of progress and develop scope around work culture improvements and problem areas.   |   |
|  14. Encouraging reporting  |  Faculty, staff, and trainees in the division only have the existing institutional reporting methods to report any issues of insensitivity, exclusion, bias, disrespect, or harassment as it arises in the workplace.  The division has not developed any specific divisional methods.   |  The division is working on developing specific divisional resources and procedures where faculty, staff, and trainees in the division can internally report any issues of insensitivity, exclusion, disrespect, or harassment as it arises in the workplace.  |  Division leaders have established and encourage the use of clear resources and reporting procedures. If issues of insensitivity, exclusion, disrespect, or harassment arise, they can be reported and addressed directly in a timely fashion.   Division leaders foster a work culture where staff can be confident their issues will be reviewed impartially in a retaliation-free environment. Division members are confident in this process and can provide feedback for improvement.    |   |
|  15. Divisional written materials   |  Division leaders understand the importance and impact of inclusive language on all members.   |  The division has established a task force or committee to audit all written materials and ensure language is consistent with current best practices.  The division has developed a strategy to provide resources and tools to increase accessibility for all members.   |  Division leadership has established and communicated a DEI policy for regular audits and development of new policies and written materials.   |   |
|   | **Health Equity & Patient Care**  |
| **Benchmark**  | **Beginning (0-1)**  | **Evolving (2-3)**  | **Transforming (4-5)**  | **Notes**  |
|  16. Inclusive clinical spaces  |  Clinical spaces in the division have not been reviewed for unintentionally harmful & exclusive messaging, signage, and clinic processes.   |  Divisions have created a work group or a task force to review and address inclusion in the clinical space.  |  Divisions have thoroughly reviewed and ensured inclusivity and accessibility in clinical spaces.  The division has shared best practices for other divisions to model after.   |   |
|  17. Advocacy for patients  |  There is no divisional process for measuring harm or bias towards patients. Conversations brought forth around opportunities to advocate for individual patients in the division are dismissed or stifled.  |  Division leadership has implemented a way for providers to identify areas in need of improvement (e.g. through research trends, QI projects, patient reports, etc.), but no mechanism for carrying out solutions and no input from patients. Section chiefs review incident reports / patient surveys and share data with division leadership.   |  Divisions analyze section data and use it to implement necessary systemic changes.There are clear structures in place that allow patient perspectives to be represented in the solutions |   |
|  18. Mitigating structural harm  |  The division has not identified structures which negatively impact patients from marginalized backgrounds.Conversations brought forth around health disparities in the division are dismissed or stifled. |  The division has identified harmful structures (general or division-specific) and has established a QI process to measure patient impact. |  Under the supervision of division leadership, section leadership meets regularly with hospital leadership to identify areas of progress and develops processes to enact institutional improvements around problem areas. Division leadership encourages a culture of identifying and implementing solutions to mitigate specific instances of structural harm in our system. |   |
|  19. Equitable research  |  Ethical research practices are performed to the IRB standard, but there is no divisional oversight to analyze equity impacts of research projects.  |  The division has a process for reviewing research projects for equity concerns or impact but no method to provide feedback to research members. |  Research projects are designed and funded collaboratively between researchers and the affected populations being studied. There is a divisional culture in which researchers share their findings with affected communities.   |   |