

DIVERSITY, EQUITY & INCLUSION (DEI) ASSESSMENT TOOLKIT

A TOOLKIT DESIGNED TO HELP HEALTHCARE EDUCATORS ASSESS
THEIR DEI EFFORTS AT THE INDIVIDUAL, CURRICULAR,
PROGRAMMATIC, AND INSTITUTIONAL LEVELS



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TOOLKIT
SERIES

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CHAPTER 1: INTRODUCTION

PURPOSE OF THIS TOOLKIT

Issues of diversity, equity, and inclusion (DEI) affect us all, in our roles as students, teachers, patients, providers, and beyond. In order to best educate trainees and promote a diverse healthcare workforce, as well as reduce health care disparities and improve patient outcomes, we must be aware of the extent of biases that exist within medical education at individual, curricular, and organizational levels; we should also learn from steps that have already been taken, and identify further opportunities to address and overcome these biases.

The purpose of this toolkit is to provide a reference document that helps medical educators and administrators locate tools and resources that can be used to assess how well DEI topics are being addressed and embodied at various levels within an organization. For each linked resource (tool), the authors have provided a brief description of what the tool is used for to aid the reader in choosing the tool that will best suit their needs.

INTENDED AUDIENCE

The intended audience of this toolkit is medical educators, including scientists and clinicians, and administrators who participate in the education of health professions trainees from the undergraduate medical education (UME) level onwards. It would also be of interest to those evaluating how DEI topics are incorporated into education at a given organization.

ORGANIZATION OF TOOLKIT - CHAPTERS

Chapters 1-2 of this toolkit are designed to provide the reader with general information that clarifies terminology that will be used throughout the remainder of the toolkit. Chapter 1 focuses on a brief examination of the differences of assessment versus evaluation, and how these are used specifically in regard to diversity, equity, and inclusion (DEI) concepts. Chapter 2 provides a glossary of some of the most commonly used terms in the DEI realm along with links to more extensive DEI glossaries.

Chapters 3–6 are organized to help the reader find assessment tools useful for different levels of engagement (from self to organization). Each chapter provides a brief summary of chapter contents, along with a list of the tools linked to the toolkit and a summary table that includes what is known about the development/ validity, format/ administration, and the key principles involved in each tool.

Chapter 3 provides tools that individuals can use to increase self-awareness about DEI concepts and personal biases. Awareness is critical, as identifying and acknowledging problems is necessary before they can be addressed. Chapter 4 contains tools that can be used by educators at the classroom/curricular level. Chapter 5 focuses on program-level assessments, while Chapter 6 focuses on organizational (institutional)-level assessments. Each of these chapters may be utilized independently and can be approached in any order the reader wishes (i.e., they are not sequential).



Finally, chapter 7 provides additional resources you might find helpful along your journey, as you work to address any deficiencies you may discover after completing an assessment or evaluation from previous chapters.

WHERE TO BEGIN

While each chapter in this toolkit can be viewed independently from the others, the authors suggest starting with the first 2 chapters. These chapters will provide you with a foundation that helps the reader see the importance of performing assessments and evaluations of DEI topics and concepts. After reading the first 2 chapters, chapters 3-6 can be approached in any order. Finally Chapter 7 can also be approached at any time but will likely be most useful after using the provided tools.

ASSESSMENT VS. EVALUATION

The words **assessment** and **evaluation** are often used interchangeably in education literature when, in fact, their meanings and purposes are quite different. Assessment is a diagnostic tool focused on the learning of individual students, whereas evaluation determines the extent to which a program or pedagogy achieves predetermined goals or outcomes. For instance, assessments are measures of people, entities, or processes with the goal of discovering information for the sake of improving those individuals or those processes. Thus assessments are diagnostic tools that evaluate student learning. Uniquely, evaluations are judgments of the *performances* of people, entities, or processes by measuring those performances against existing standards or criteria. Thus evaluations are used to determine if the teaching, course, or program meet specific goals or outcomes. Often these differences are described as assessments for learning or of learning. As an example from an educational standpoint, assessments are often used to gather information from the learner (e.g., measure learners' knowledge acquisition) for the sake of improving the students' learning. This assessment might also measure the effectiveness of the instructional process itself. Evaluations, on the other hand, are often used to judge the performance of instructors or programs; for example, one might measure teaching performance (e.g., organization, clarity, delivery) and compare the data against established criteria.

More information about key differences can be found in resources listed here:

[10 Key Differences between Assessment and Evaluation](#) | [Assessment vs. Evaluation | Graduate Connections | Nebraska](#) | [Assessment vs. Evaluation - Colorado College](#) | [Assessment vs. evaluation | Teaching + Learning Lab](#)

ASSESSMENTS AND EVALUATIONS IN THE DEI WORLD

When measures of assessment and/or evaluation of diversity, equity, and inclusion (DEI)

are being used for individuals, programs, and institutions, the same dichotomy between assessments and evaluations applies. So, the question for educators looking at ways of improving DEI for themselves, their programs, or their institutions becomes "What am I trying to measure AND why?" If educators are aiming to improve the knowledge and understanding of DEI among their learners, then they may want to employ **assessments** that measure knowledge and progress pertaining to those concepts. Moreover, if educators are



considering themselves and their colleagues as learners in DEI space, then relevant **assessments** for faculty and staff as learners should be used for continuing education purposes. On the other hand, if educators are aiming to measure and improve how DEI is utilized among faculty and other employees within a program or institution, they should establish procedures for **evaluating** faculty and staff performance against existing DEI standards or metrics.

We will note a distinction between metrics, and systems or frameworks. The metrics indicate if the changes are heading in the correct direction to attain the goals or desired results or outcomes (assessment or evaluation). The systems or frameworks are the processes that allow for the change to occur, and are most effective when aligned with and embedded within the institution's missions, values, and culture. Thus metrics are only as effective as the change system put into place.

OVERVIEW ON CHOOSING ASSESSMENTS

Choosing a DEI assessment, whether at the individual level or the organizational level can be challenging. When selecting an instrument it is important to prioritize tools with a strong theoretical basis and have undergone some level of empirical testing, preferably published in a peer reviewed venue. Things to look for are validity and reliability. Validity, which refers to the extent to which a measurement corresponds to the concept it attempts to measure, is perhaps the most important attribute of any empirical measure. Reliability refers to the consistency of measurement including the extent to which results can be reproduced by different people or across time (Geron, 2002).

While those are important psychometric properties to look for in choosing an assessment, you will find it is not always possible. While this toolkit will provide an array of assessment tools, not all have extensive data due to the challenge of measuring complex and multi-layered concepts such as cultural competency, diversity and racism. Both the meaning of these terms and the terminology itself are complex and contested. Furthermore, there is no accepted conceptual framework for organizing these multifaceted components (Geron, 2002).

REFERENCE

Geron, S. (2002). Cultural Competency: How Is It Measured? Does It Make a Difference? *Generations*, 26(3), 39-45.



CHAPTER 2: GENERAL INTRODUCTION TO DEI



OPERATIONAL DEFINITIONS

This chapter is meant to provide a short glossary of some common terms used in this space, so our audience knows how we are defining and using these terms throughout this toolkit. We understand that the meanings and connotations of words often change over time, which is why we are providing these operational definitions.

TABLE 1. OPERATIONAL DEFINITIONS OF COMMON TERMS RELATED TO DEI.

TERM	DEFINITION
Ableism	Prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional ability
Ally	Someone who possesses power and privilege and stands in solidarity with, and in support of, marginalized groups and communities
Allyship	Leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities
Ancestry	Refers to one’s genetic lineage and history; has more to do with family history than it does with skin color
Bias	An inclination or preference, especially one that interferes with impartial judgment
Belonging	Belonging means that everyone is treated and feels like a full member of the larger community, and can thrive.
Cultural Humility	A spectrum of growth process and practice around cultural competence, recognizing that cultural competence is a lifelong process of engaged learning, self-reflection, and critique, and is never fully “mastered”
Diversity	The representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals
Equity	Seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all.
Ethnicity	Denotes groups of people that share a common identity based on ancestry, language, or culture
Gender	Refers to socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and boys, girls and women, and gender-diverse people
Implicit bias	Associations, often negative, that people unknowingly hold about various social and identity groups; they are expressed automatically without conscious awareness
Inclusion	Builds a culture of belonging by actively inviting the contribution and participation of all people. Inclusion means that everyone is included, visible, heard and considered.

TERM	DEFINITION
Justice	The repairing and restoring of individuals; when coupled with DEI, it is often referred to as “DEIJ” or “JEDI” - and is a mindful approach to DEI work that brings together the truth of peoples’ lived experiences in a way that allows all to prosper in a fair way
Microaggression	Subtle insults (verbal, non-verbal, and/or visual) directed toward people of a particular identity; often automatically or unconsciously
Race	A social category constructed by socioeconomic and political forces that determine its content and importance
Racism	An ideology and institution that reflects the racial worldview in which humans are divided into racial groups and in which races are arranged in a hierarchy where some races are considered innately superior to other races
Sex	Biological classification of male or female (based on genetic, physiological or phenotypic features)
Sexism	Refers to a range of attitudes, beliefs, policies, laws and behaviors that discriminate on the basis of sex or gender

For additional terms and information regarding language, narratives, and DEI concepts, we suggest using the following resources:

- American Medical Association and Association of American Medical Colleges. (2021) Advancing Health Equity: Guide on Language, Narrative, and Concepts. Available at ama-assn.org/equity-guide.
- [Diversity, Equity and Inclusion Glossary | College of the Environment](#) (University of Washington)
- [Diversity, Equity, and Inclusion Glossary](#) (University of Pittsburgh)
- [Advancing Language for Equity and Inclusion: An Equity Fluent Leadership Playbook](#) (University of California, Berkeley)
- [Glossary of Diversity, Inclusion, and Belonging Terms](#) (Harvard University)

Powell JM and Linger RMA, Eds. *Best Practices for Acknowledging and Addressing Racial and Ethnic Health Disparities in Medical Education*. Springer; 2023: International Association of Medical Science Educators Manual Series. ISBN# 978-3-031-31742-2

INFOGRAPHICS

The following series of infographics are provided to help further understanding of some of these critical DEI concepts. All of these infographics (along with additional ones) are published in the Just in Time Teaching Tools (JiTT) Infographics application (2021 by Northwell Health, Inc. New Hyde Park, New York).

- [Allyship](#)
- [Cultural Humility](#)
- [Microaggressions](#)
- [Stereotype Threat](#)
- [Unconscious Bias](#)



REFLECTION QUESTIONS

1. What does Diversity, Equity and Inclusion each mean to you?
2. What are DEI topics that are most relevant for you and your students and colleagues?
3. What challenges do you expect to encounter as you and your organization try to address these issues?
4. What have others done to overcome these barriers?

CHAPTER 3: TOOLS FOR INDIVIDUAL AWARENESS

INTRODUCTION

Implicit biases are unconscious and hidden and everyone has them, even the most well-meaning people. Some think that biases evolved as a result of basic human tendency to divide the world into social groups. They manifest in the form of assumptions, stereotypes, judgements, and actions that individuals take; we all operate within our implicit biases based on perceivable characteristics of others. Not all biases are negative or have negative consequences; however, as educators, it is imperative that we employ bias-free attitudes and actions to the greatest extent possible. It is important to note that negative biases can be overcome.

There are now several tools to make us aware of our implicit biases, and tools to help us change if those biases have an impact on what we do, whether positive or negative. As educators and scientists, we seek to maintain objectivity, conduct ourselves in an unbiased and prejudice-free manner to the greatest extent possible, and teach our students to do the same. The benefits of doing so include better patient care, improved workplace cultures, more equitable policies for treatment of marginalized groups of people, and overall, better health and well-being.

This chapter will list the tools that are widely available (and many, though not all, are free of charge) for individuals to use for uncovering their biases, along with guides of how to use the information that is generated from the tests. These tools are not merely for self-improvement; when employed and practiced regularly, these tools allow individuals to bring about meaningful and lasting change to their work and lives. Our existence is highly interdependent, global, and diverse. The ability to connect and work together despite boundaries of disparate identities including race, religion, nationality, culture, or gender will affect our well-being and growth, both professionally and personally (Blindspot, 2013, Banaji & Greenwald).



TOOLS FOR INDIVIDUAL AWARENESS

1. Implicit Association Tests and what they mean:

[Take a Test](#)

This is not a metric; rather, it is a reflection tool regarding bias. There has been some criticism of the reliability and validity of the IAT, especially regarding race, that you can read about here and here.

2. How to move from awareness to action:

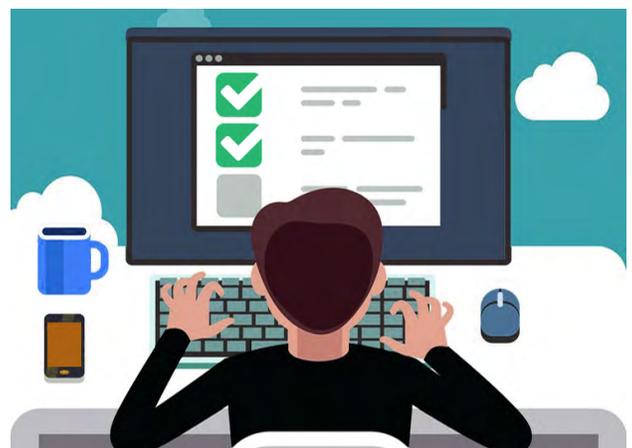
[Implicit Bias Module Series](#)

This series of modules from the Kirwan Institute will help you learn mitigating strategies for implicit biases.

3. Tools and activities to understand and practice overcoming bias:

a. [Implicit Bias Workbook](#) by Taquelia Washington can be downloaded from this website.

b. A Toolkit Towards Racial Equity



- c. [‘A-ha’ Activities for Unconscious Bias Training | Include-Empower.Com](#): This site includes some activities that allow individuals to discover their biases in a non-confrontational manner, using games and activities. It helps uncover affinity bias (ingroup and outgroup bias).
 - d. Training from ACGME: Equity matters. The self-directed [ACGME Equity Matters](#) content is now available in Learn at ACGME. These educational resources provide diverse perspectives while raising historical and current injustices in the medical education system in an organized and intentional way. The modules are available in two tracks: continuing medical education (CME) learning path; and video library.
- 4. Improve your intercultural competence through facilitated personal growth:**
[The Intercultural Development Inventory \(IDI\)](#) tool provides a reliable and valid means to measure intercultural competence, particularly in an education setting. It does cost a fee to conduct the assessment and get feedback. The IDI is a useful tool for international and diverse-culture workplaces and groups of people. (Note: this tool can be used for individuals, groups, and organizations as a whole.) More information can be found here: <https://idiinventory.com/>
- 5. Check your own assumptions:**
 Educators can identify and address their own assumptions using this step-wise evidence tool on [cultivating critical self-reflection](#)
- 6. Learn about [Growth vs. fixed mindsets](#):**
 Here is a link to a blog by Carol Dweck, who studies human motivation, and how fixed and growth mindsets make a difference in individuals’ reactions to different challenges (also see Stereotype Threat in the infographics). <https://fs.blog/carol-dweck-mindset/>
- 7. Emotional intelligence for leaders and managers:**
 Watch [managing emotions](#): A free online course is offered by The Yale Center for Emotional Intelligence, and is designed for school staff, principals, teachers and counselors in preK-12 schools. The course is free, however it requires you to register on the Coursera platform: <https://www.coursera.org/learn/managing-emotions-uncertainty-stress>

TABLE 2. THIS SUMMARY TABLE OUTLINES SPECIFIC TOOLS FOR INDIVIDUAL REVIEW AND A BRIEF DESCRIPTION OF THE USE OF EACH TOOL.

TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
Implicit Association Tests from Harvard University	Harvard University; Harvard Implicit Association Test	A repository of 7-part quizzes on various areas of implicit bias (each takes ~15 min to complete). Examples of areas Harvard Implicit Association Test: Age, Disability, Race, Weight, etc.	This tool measures the strengths of associations between concepts, and stereotypes or evaluations. It has limitations, is research-based, and measures attitudes and beliefs that people may be unable or unwilling to report.

TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
Implicit Bias Module Series from the Kirwan Institute for the Study of Race and Ethnicity	The Ohio State University Kirwan Institute; Implicit Bias Module Series	Four modules related to the impact of implicit bias. Each module contains ~10-minutes of videos and a review quiz. Option to take a 30-minute test to receive a completion certificate.	From the Kirwan website: the course is designed to introduce you to insights about how our minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them.”
Tools/Activities for learning about Implicit Bias 1. Racial equity toolkit 2. Training activities	1. From Multnomah County Library A Toolkit Towards Racial Equity 2. From a diversity & inclusion consultancy in Sydney ; 'A-ha' Activities for Unconscious Bias Training Include-Empower.Com	1) A PDF document containing self-assessment activities 2) A blog website with ideas for games and activities to understand implicit bias	Together, these tools can be used as activities to help an audience (or individual) understand implicit bias, and begin to reflect on how one can grow through addressing them.
Intercultural Development Inventory (IDI) for measuring cultural competence	A division of Hammer Holdings, Inc. The tool (the IDI) is an LLC. Intercultural Development Inventory	Website interface, including information about cost, seminars, validation research, and examples of using the IDI in PhD research	Per the website: “The intercultural development inventory (IDI) is the premier cross- culturally valid assessment for building cultural competence in your school or organization.
Cultivation of Critical Self-Reflection	Texas A&M Center for Teaching Excellence, Cultivating critical self-reflection	An infographic with four simple approaches to self reflective practice	Consider how your position as an educator influences the classroom, and discover how to use feedback and scholarship to bolster your self-reflection.

TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
Growth vs. Fixed Mindset	Farnam Street Media, Carol Dweck: A Summary of Growth and Fixed Mindsets	An online newsletter article (7-min read) with figures and hyperlinks to other articles	Per the article: “Having a growth mindset is essential for success. In this post, we explore how to develop the right mindset for improving your intelligence.”
Managing Emotions	Coursera course, offered by Yale ; Managing Emotions in Times of Uncertainty & Stress Coursera	The 10-hour online course is designed for school staff, including teachers, para-professionals, counselors, principals, & non-teaching staff in preK-12 schools. The course will provide participants with the knowledge, skills, and strategies to understand and manage their emotions and those of their students.	Learning objectives of this course are: <ul style="list-style-type: none"> – Educate school staff in the science and impact of stress – Provide school staff with the opportunity to build and apply social and emotional skills and strategies – Offer strategies for helping students to identify and manage their emotions – Provide resources and ideas that are relevant during this time of heightened stress and uncertainty

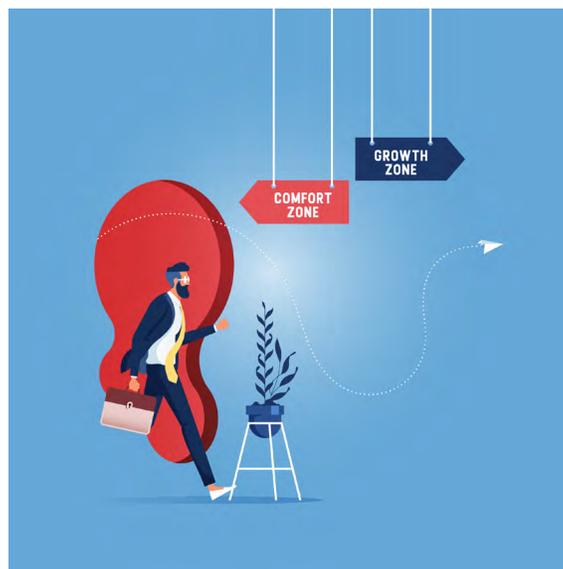
REFERENCE

[Opinion | The Roots of Implicit Bias - The New York Times](#)

REFLECTION QUESTIONS

1. We all have unconscious biases. As you consider efforts in DEI, have you taken steps to identify implicit biases you may have? Does awareness help mitigate biases?
2. Why is this work in DEI so important to you? Is anti-racism an integral part of who you are? Do you feel a greater sense of responsibility in addressing DEI and implicit bias?
3. You have taken first steps by examining your emotions, gathering facts, and learning how to meaningfully engage with others. How can you now translate this knowledge into action, and set goals to enact change in yourself, in those around you, and in your workplace and life?
4. As you approach the work of antiracism and DEI, what are the greatest barriers you face? Think about the benefits of an optimistic mindset, and a “yes we can” attitude and consider how that may impact outcomes.

STEP OUT OF YOUR COMFORT ZONE INTO YOUR GROWTH ZONE



CHAPTER 4: TOOLS FOR USE AT THE CLASSROOM AND CURRICULUM LEVEL

INTRODUCTION

The intention of this chapter is to provide resources (tools) that promote an equitable, and inclusive experience across undergraduate medical education (UME). Health professions students are uniquely influenced by a multitude of factors that occur within their training, including the learning environment, assessment strategies, narrative feedback evaluation, and curricular offerings – to name a few. To this end, the authors of this toolkit have designed this chapter such that these tools may be applied at the level of the classroom or at the broader level of the curriculum. These tools could be used, for example, by educators seeking to create a more inclusive environment for student learners or by administrators and faculty who seek to improve the UME landscape during designated learning phases. Each resource is intended to serve as a starting guide and can be adapted to suit one's specific needs.

TOOLS FOR USE AT THE CLASSROOM AND CURRICULUM LEVEL

1. Tools for a course syllabus
 - a. Checklist for evaluating DEI in your syllabus content
 - i. Diversity and Inclusion Evaluation Template
 - ii. CREATING AN INCLUSIVE SYLLABUS | Center for Teaching Excellence
 - iii. Inclusion by Design: Survey Your Syllabus and Course Design
 - b. Fostering Cultural Humility in the Classroom | Kent State University
 - c. Diversity Statements | Poorvu Center for Teaching and Learning
 - d. Upstate bias checklist- link to fillable form
2. Tools for classroom learning environments that promote inclusion
 - a. Gender inclusive/non-sexist language guidelines
 - b. Inclusion by Design: Survey Your Syllabus and Course Design
3. Tools for clinical skills & simulation assignments
 - a. Simulation checklist
 - b. AAMC Diversity, Equity, Inclusion Competencies
 - i. Training in patient care: the value of standardized patients with intellectual or developmental

disabilities (IDD) (page 14)

ii. Training faculty to train students in sexual and gender minority (SGM) healthcare (page 15)

4. Tools for equitable assessments

- a. Avoid stereotypes in narrative assessments of learners
- b. Selection and use of assessment tools to reduce bias and advance learners; Medical Education's Wicked Problem: Achieving Equity in Asse... : Academic Medicine

5. Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics

a. How to access the VALUE rubrics

- i. Go to: VALUE Rubrics | AAC&U The rubrics are free but you must register to get the rubrics without the watermark.
- ii. Press on the rubric you would like to download OR press download all rubrics
- iii. Press Add to cart
- iv. Press "Proceed to checkout"
- v. Then you will be prompted to create an account, this is free.
- vi. Next it will ask you for email preferences if you would like to subscribe to their emails or opt out
- vii. Next you will be prompted to fill out your role, academic specialization, race/ethnicity, and gender.
- viii. Press "Finish" on the bottom right corner of the page
- ix. Return to your cart by pressing the cart icon in the top right corner
- x. Press submit order (the rubrics are all free, however you still have to check out)
- xi. You can have the rubrics shipped to the address you put on file OR press download rubric(s)

b. Summary of each VALUE rubric

i. INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC:

Intercultural Knowledge and Competence rubric evaluates the knowledge, skills, and characteristics that support effective and appropriate interaction in a variety of cultural contexts. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare them with others, and adapt empathically and flexibly to unfamiliar ways of being

ii. INTEGRATIVE LEARNING VALUE RUBRIC:

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. This rubric evaluates how well students can understand these connections and synthesize this knowledge.

iii. GLOBAL LEARNING VALUE RUBRIC:



Global learning is a critical analysis of and an engagement with complex, interdependent global systems. This rubric evaluates the ability of students being informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, seek to understand how their actions affect both local and global communities, and address the world's most pressing and enduring issues collaboratively and equitably.

iv. ETHICAL REASONING VALUE RUBRIC:

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. It evaluates the student's ability to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

v. CRITICAL THINKING VALUE RUBRIC:

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes.

vi. CIVIC ENGAGEMENT VALUE RUBRIC:

This rubric evaluates a combination of knowledge, skills, values, and motivation to make that difference in quality of life in a community, through both political and non-political processes. It looks at knowledge of the diversity of Communities and Cultures, communication, and commitment to action.

vii. TEAMWORK VALUE RUBRIC:

Evaluates teamwork behaviors of an individual, such as effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

viii. WRITTEN COMMUNICATION VALUE RUBRIC:

This writing rubric is designed for use in a wide variety of educational institutions. The clearest finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.



TABLE 3. THIS TABLE OUTLINES SPECIFIC CURRICULAR TOOLS, INCLUDING DEVELOPMENT/SOURCE, FORMAT/ADMINISTRATION AND A BRIEF DESCRIPTION/KEY PRINCIPLES OF EACH TOOL.

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
University of Kansas DEI Syllabus tool (2017)	University of Kansas DEI Syllabus tool (2017) ; A CTE-funded project	Self assessment with levels 0, 1, 2, and 3 based on current situation	<ul style="list-style-type: none"> • To improve course syllabi by making it more inclusive to all students • Baseline assessment • How to make a checklist of resources • checklist of actions instructors can take to address diversity, inclusion, and equity in their courses, particularly in their syllabi
Diversity and Inclusion Evaluation Template	Diversity and Inclusion Evaluation Template	Checklist	Checklist to use while formatting syllabus
Inclusion By Design: Survey Your Syllabus and Course Design	Inclusion By Design: Survey Your Syllabus and Course Design by Ed Brantmeier, Andreas Broscheid, and Carl S. Moore	Worksheet	<p>A worksheet with multiple questions that you scale from 1-5 to evaluate</p> <ul style="list-style-type: none"> • The context & design of a course. • The “text” of a syllabus & course • The subtext of a syllabus.
Syllabus Challenge: Infusing Inclusive Practices	Syllabus Challenge: Infusing Inclusive Practices by Kim Case, PhD, Clemmer College	Checklist	<p>Checklist is made to be used to analyze your syllabus for potential improvements that infuse inclusive practices throughout</p> <ul style="list-style-type: none"> • General review • Professor Information • Course description • Learning objective/ goals • Text and Readings • Assigned readings • Policies • Etc

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
Fostering Cultural Humility in the Classroom	Kent State University, Clark, D. L. and R. Sharma. (2021) Fostering Cultural Humility in the Classroom Kent State University	PDF article (also available to read in html format)	Reading that discusses cultural humility and implementation in the classroom through personal reflection, interpersonal or group discussion, and immersive experiences.
Diversity statements	Yale Poorvu Center for Teaching and Learning Diversity Statements	Website	Explanation and examples of diversity statements and recommendations for what to include in one
Gender-Inclusive / Non-Sexist Language Guidelines and Resources	Multi-collaborator project; identified authors named on respective document sections Guidelines	Reading	Terms to use and terms not to use. Key things to know about gender, sex, and sexuality
A Focused Checklist for Constructing Equitable, Diverse, and Inclusive Simulation Experiences (2022)	Peer reviewed journal article (not freely accessible)	Checklist	The goal of the checklist is to create consistency in analyzing simulation script development. The check-list focuses on questions such as: “Are scripts vetted for implicit bias, racism, and other forms of prejudice (e.g., sexism, homophobia, transphobia, etc.)”? And, “are scripts representative of the diverse patient populations students will work within their future clinical practice”?
AAMC’s Diversity, Equity, and Inclusion Competencies Across the Learning Continuum	Association of American Medical Colleges (AAMC) AAMC Diversity, Equity, Inclusion Competencies	Reading	Diversity, Equity, and Inclusion Competencies for residents, entering physicians, and faculty physician

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	SOURCE OF DEVELOPMENT	FORMAT/ ADMINISTRATION	REVIEW OF INTENDED USE AND KEY PRINCIPLES
Medical Education's Wicked Problem: Achieving Equity in Assessment for Medical Learners	Peer reviewed Journal article (free access)	Peer reviewed manuscript, reading with tools	Proposes strategies to achieve equity in assessments based on clearly articulated principles. Defines key concepts to establish a shared mental model of equity in assessment. Proposes a framework modeled on work in the field of organizational excellence
Avoiding Stereotypes and Bias in Narrative Assessments	Handout provided by meded.ucsf.edu	2-page table, plus a third page that contains list of resources	Provides examples of language to avoid, why it should be avoided, and suggested alternatives. Resources used to create the table also provided
Upstate Bias Checklist https://aecarusobrown.com/the-upstate-bias-checklist	Checklist developed by Dr. Amy Caruso Brown at SUNY Upstate Medical University	Checklist to evaluate content (lectures, exams)	Checklist with evidence based definitions of 15 bias domains

REFLECTION QUESTIONS

1. What strategies have been successful in creating more inclusive learning environments? How can you apply those strategies in your own courses?
2. How can you cultivate cultural humility in your classroom/learning environment?
3. When designing assessments and simulation experiences for your learners, what are some strategies you can use to achieve equity in those assessments and experiences?
4. What steps can you take to ensure inclusive language is used in your syllabus and other course documents? How can this be implemented across the institution?



CHAPTER 5: TOOLS FOR USE AT THE PROGRAM LEVEL

PROGRAM REVIEW BEST PRACTICES

As scientists and/or healthcare providers, we know evidence should guide our methods of scientific inquiry and our standards of care. Similarly, evidence-based practices should also inform our development, maintenance, and improvement of programs for the sake of both educators and learners. In addition, because we all live in a diverse world, we should all strive to employ best practices in ensuring that our organizations or institutions, our schools or colleges, and our programs and classrooms reflect the same diversity in human capital, physical resources, and thoughts and ideas. Furthermore, we must rely on best practices to promote, facilitate, and advance the sense of belonging and inclusion among all human stakeholders (e.g., faculty, staff, students, patients, families, visitors, contractors, etc.), to provide access to resources and interactions that are equitable, and to enact decisions and expect behaviors that are just and respectful.

THE PURPOSE OF A FORMAL PROGRAM REVIEW

All academic programs within institutions of higher learning should undergo a multistep formal review process for several important reasons that include but are not limited to the sustenance and the improvement of the following outcomes. Each of these outcomes must consider concepts of diversity, equity, inclusion, and justice.



1. the evaluation of the program's purpose, mission, vision, and/or goals and their alignment with: a) the overall institutional mission, vision, and/or strategic plan; b) the mission, vision, and/or strategic plan of the school or college (where applicable); and c) the learning objectives of courses within the program and of individual lessons (e.g., lectures, labs, TBL's, CBL's, PBL's, etc.) within those respective courses;
2. the provision of an informative program overview, including but not limited to the following: a) composition, roles, and qualifications of faculty within the program; b) the composition and qualifications of students within the program; c) the composition of the core and elective curricula and its assessment measures; d) the alignment of assessment measures with curricular and course learning objectives; and e) a discussion of the various mentoring/tutoring, networking/travel, teaching, volunteering, and/or other training and professional development opportunities provided to students and/or faculty within the program;
3. the report of data pertaining to program recruitment and retention, including but not limited to the following: a) size and demography of students who applied to versus enrolled/matriculated into the program compared to the program purpose, mission, vision, and/or goals; b) diversity of the student population and policies or procedures for the promotion of inclusion and equity among students; c) ongoing efforts to recruit and retain minority students; d) enrollment patterns in the program relative to institutional and national enrollment patterns, e) future viability of the program in terms of enrollment; f) academic qualifications of students admitted to and received into the program; g) processes/activities to recruit and retain students; h) adequacy of financial support/opportunities to recruit and retain high quality students; i) recruitment materials including institutional, school/college, and/or program websites; j) entry requirements for admission to the program; k) mechanisms for monitoring students' progress toward degree(s); and l) student performance and achievement criteria, such as but not limited to course grades, overall GPA's, pre- vs. post-standardized test scores, graduation rates, and post-graduate employment or matriculation into additional health professional degree programs;
4. the inventory of faculty resources that allow the program to meet its purpose, mission, vision, and/or goals, including but not limited to the following: a) faculty credentials consistent with relevant accrediting

- bodies; b) faculty backgrounds that adequately span the major concentrations within the program; c) diversity of the faculty population and policies or procedures for promotion of inclusion and equity (e.g., equitable distribution of teaching, research, and service/administrative time and effort, etc.) among faculty; d) evidence of growth in practice, education, scholarship, and/or professional development; and e) opportunities for faculty-student mentorship.
5. the inventory of program resources that provide a productive research and graduate and/or undergraduate education environment and allow the program to meet its purpose, mission, vision, and/or goals, including but not limited to the following: a) adequacy of the budget to support the mission and goals of the program; b) currency and adequacy of facilities and laboratories, instructional technology, and library resources to support the mission and goals of the program; c) number of research-active faculty; d) interdisciplinary connections that expand the education/training of students beyond the program resources; and e) explanation of areas of potential deficiency;
 6. the sustenance of an ongoing, systematic process of planning reflective of the strategic priorities for the program, school/college, and/or institution, including but not limited to the following: a) strategic goals/objectives of the program; b) a process for developing and modifying goals/objectives; c) the relation of program goals/objectives to its curricular and programmatic activities (i.e., curriculum, enrollments, pedagogy, faculty scholarship, creativity, and service, etc.); d) the relation of program goals/objectives to institutional and professional objectives; e) the program's ability to advance the state of the specific discipline (current state of and growth areas of discipline); f) the current strengths and weaknesses of the program in the current environment; g) recommendations for improvement to the program to be re-evaluated during the subsequent year; and h) a summary of changes made to the program since the previous review.



STEPS OF THE FORMAL REVIEW PROCESS

This program review process of documenting this program content and material involves the following steps: 1) formal documentation by program administrators, 2) formal internal evaluation of report by institutional reviewers, 3) revision of report based on internal reviewers' feedback and response of administrators to internal reviewer comments, 4) formal external evaluation of revised report by reviewers outside the institution, 5) response of administrators to external reviewer comments, and 6) documentation of areas for improvement for the subsequent year based on overall reviewer feedback. Of course, since this toolkit

is placing an emphasis on diversity, equity, inclusion, and justice, these concepts must be considered and evaluated during each step of the formal review process of any program.

TOOLS FOR USE AT THE PROGRAM LEVEL

1. Needs Assessment to Determine School Readiness for Change ([BUILDING FOR EQUITY SCHOOL SELF-ASSESSMENT TOOL](#)) The goal of this needs assessment is to determine a school's readiness for culturally responsive, student-centered learning and to support the strategic planning process.
2. Checklist for Determining Campus Diversity ([ADEA Checklist to Promote Diversity, Equity and Inclusion](#)) Dental school checklist to promote Diversity, Equity and Inclusion on all levels including curricular and administrative levels.
3. [IMSA's Equity and Excellence Scorecard](#)
4. [Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education](#)
5. [A Discussion of Diversity and Inclusivity at the Institutional Level: The Need for a Strategic Plan - PMC](#) (Example rubric for hiring committee use.)
6. [Rubric to Assess Diversity, Equity, and Inclusion \(DEI\) Statements](#)
7. Competencies
 - a. Cultural Competence Assessment Tools
 - i. [Cultural Assessment Tools](#)

- ii. [Tools for Assessing Cultural Competence](#)
- b. [Foundational Leadership Competencies](#)
- c. DEI Competencies ([Enterprise DEI Competencies – All Employees – A pathway for success](#))
 - i. [The Consequences of Structural Racism on MCAT Scores and Medical School Admissions: The Past Is Prologue](#) (This is a great article that talks about consequences of structural racism on MCAT scores and medical school admissions)
 - ii. [Students’ perceptions on race in medical education and healthcare](#) (journal article)

TABLE 4. THIS TABLE OUTLINES SPECIFIC TOOLS FOR PROGRAM REVIEW, INCLUDING DEVELOPMENT/SOURCE, FORMAT/ADMINISTRATION, AND A BRIEF DESCRIPTION/KEY PRINCIPLES OF EACH TOOL.

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
ADEA Checklist to Promote Diversity, Equity and Inclusion ADEA (2020)	<ul style="list-style-type: none"> • Developed by the American Dental Education Association (ADEA) • Developed using best practices from the literature on diversity and inclusion • Draws on model diversity programs used to promote inclusive excellence in higher education and health professions education 	<ul style="list-style-type: none"> • 52 items • Highly relevant/ Relevant/Not relevant • Items aligned with 7 domains • Open-response column for providing comments with 3 questions in consideration • Paper-based administration 	<ul style="list-style-type: none"> • Assists dental schools and allied dental programs with evaluating and developing strategies to improve campus diversity, equity, and inclusion
Building for Equity School Self-Assessment Tool Lebeaux et al. (2020)	<ul style="list-style-type: none"> • Copyrighted by the Center for Collaborative Education (CCE) • A part of a larger document containing additional tools 	<ul style="list-style-type: none"> • 38 items • Likert scale (1-4) • Items aligned with 5 culturally responsive school design principles • Paper-based administration 	<ul style="list-style-type: none"> • Goal: To determine a school’s readiness for culturally responsive, student-centered learning • Goal: To support the strategic planning process • A part of a 4-phase implementation cycle • Builds on the foundation of CCE’s Data Based Inquiry Cycle • Based on self-assessment

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
Enterprise DEI Competencies - All Employees - A Pathway for Success State of Washington	Developed by the State of Washington	<ul style="list-style-type: none"> • 46 standards of competence (objectives) • 57 examples of actions to build competencies • 62 examples of competency demonstration • Standards and examples aligned with 5 competencies • 4 growth stages aligned with competencies and with which objectives and examples are aligned 	<ul style="list-style-type: none"> • Designed to support state shift to a more diverse, equitable and inclusive enterprise-wide culture • Competencies provided in a tabular and text-only format • Some objectives do NOT use Bloom's taxonomy verbs.
Example rubric for hiring committee use [Retrieved from Figure 5 in Martinez-Acosta & Favero (2018)]	Peer-reviewed journal article	<ul style="list-style-type: none"> • Evaluates candidates on 12 criteria • 1 Yes/No criterion • 11 other criteria on scale of Excellent/ Sufficient/ Poor • Criteria aligned with 6 domains/categories • Paper-based administration 	<ul style="list-style-type: none"> • Includes criterion regarding Diversity/ Inclusivity Considerations: Awareness of Issues
Foundational Leadership Competencies: Diversity, Equity, and Cultural Competence NEA (2020)	Copyrighted by the National Education Association (NEA)	<ul style="list-style-type: none"> • 43 objectives • Objectives aligned with 44 growth indicators (evidence) • Objectives and growth indicators distributed across 4 growth domains/ stages • Objectives, growth indicators, and growth domains/ stages aligned with 3 competencies 	<ul style="list-style-type: none"> • Does NOT include instructions on how to use the set of competencies as a(n) measurement/ evaluation tool or rubric

CLASSROOM/ CURRICULAR ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
<p>IMSA's Equity and Excellence Scorecard Coleman et al. (2021)</p>	<ul style="list-style-type: none"> • Developed by collaborative efforts of the Illinois Mathematics and Science Academy (IMSA's) Office of Diversity, Equity, and Inclusion and Office of Institutional Research • Includes assessments chosen given their alignment to scorecard outcomes and the evidence supporting their reliability and validity • Linear transformation applied to majority of measurements to adjust for different scales of measurement 	<ul style="list-style-type: none"> • Includes 6 assessments/tools aligned to 1 long-term outcome and 7 intermediate outcomes 	<ul style="list-style-type: none"> • Article describing the scorecard and its component assessments/tools • Actual assessments/tools have to be obtained from their original published sources
<p>NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Lewis et al. (2016)</p>	<p>Copyrighted by the New England Resource Center for Higher Education (NERCHE)</p>	<ul style="list-style-type: none"> • 35 criteria • Criteria aligned with 6 dimensions/domains • Criteria evaluated across three growth stages • Open-response column for providing indicators (evidence) • 3 different protocols/methods of implementation each with an example set of protocols 	<ul style="list-style-type: none"> • Includes detailed instructions for implementation • Includes an associated companion worksheet

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State of Washington. Enterprise DEI Competencies - All Employees - A Pathway for Success. URL: <https://des.wa.gov/sites/default/files/public/documents/Training/DEI/WA-StateDEI-Competencies.pdf>

REFLECTION QUESTIONS

1. What areas did you identify for improvement in your program regarding DEI initiatives?
2. How can you ensure your program is inclusive? What are specific steps you can take to improve inclusivity?



DIVERSITY



EQUITY



INCLUSION

CHAPTER 6: TOOLS FOR USE AT THE ORGANIZATIONAL LEVEL

ORGANIZATIONAL DEI PRACTICE ASSESSMENTS

Strategies to manage and address diversity issues within organizations are growing with various approaches adopted by human resource practitioners, managers and diversity experts. They can be used as both a planning tool and to establish organizational accountability. As such, organizational assessments or diversity audits should be used to review and plan for improved practice across a range of organizational functions. Unlike survey-based instruments, it is more difficult to assess organizational assessment tools in terms of quantitative measures of validity and reliability. Therefore, what is important is that tools have a strong theoretical basis as well as being relevant, practical and feasible (Olavarria, et al., 2009). Organizational assessments should focus on the big picture and enable meaningful change by gathering accurate data about organizational strengths and weaknesses and convincing leaders/managers that problems exist. Organizational assessments should provide the means to establish organizational accountability, by providing a framework for planning and the allocation of resources (Matthews, 1998). To begin, organizations usually start with a tool that establishes the extent of their current diversity policies and practices. From there stakeholders can plan how to move forward and evaluate progress. Organizational assessment tools usually consist of a series of best-practice statements and examples, which set a benchmark for assessment and planning.

THINGS TO CONSIDER WHEN EVALUATING AN ORGANIZATIONAL ASSESSMENT TOOL

Inclusion of Operational Domains: Tools that include more than one operational domain (human resources, organizational values, organizational strategy, governance, training, evaluation, etc.) are highly recommended.

Practicality And Implementation Feasibility: The assessment's user-friendliness and ease of accessibility should be evaluated before deployment. It is also critical to ensure that academic concepts have been translated into terms that are relevant to decision-makers who are operating within the constraints and opportunities of their particular and unique organizational contexts.

Context Relevance: Unfortunately, there is not a one size fits all assessment tool that can be applied uniformly across organizations and settings. Therefore, rather than aiming for a one-size-fits all tool, organizations can either accept the limitations of existing tools, or use a combination of different tools relevant to organizational contexts and objectives (Olavarria, et al., 2009).

Data Gathering: Tools that use a variety of response formats and include multiple methods for data collection are likely to more accurately reflect actual practice. Tools that only include yes/no answers and do not provide space for further reflection or analysis may relegate the tool to a 'tick box' assessment, which creates a tendency for more tokenistic responses. Likert scales aim to provide an indication of organizational assessment against a continuum. This may be useful for getting a better sense of where an organization is currently placed in relation to a particular practice and in this way, provides more detail than a simple yes/no response. Likert scales may also be used as a scoring device. However, the criterion for assessment on a Likert scale and resultant scores are largely subjective and it is unclear exactly what a particular score indicates. Even as a summary score to assess change over time in the same organization, such quantitative scores are limited in their ability to assess improvement in concepts as complex as cultural competency, diversity and racism. Furthermore, Likert scales do not necessarily allow for further reflection and discussion. Gathering data

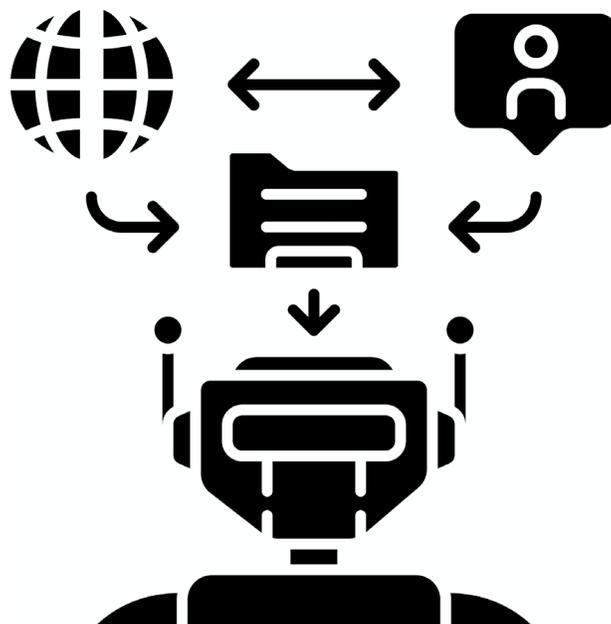


through document review or interviews/focus groups with various stakeholders (students, faculty, staff, community) provides a broader view of the organization.

Beyond self-assessments: Organizational assessments that move beyond self-assessment are important and should include a committee (rather than an individual or one office) or an external review can help guide the assessment process from multiple perspectives.

TOOLS FOR USE AT THE ORGANIZATIONAL LEVEL

1. Cultural Competency Self-Assessment Protocol (CCSAP) (Andrulis, Delbanco, Avakian, & Shaw-Taylor, 1998),
2. Organizational Cultural Competence Assessment Profile (The Lewin Group, 2002)
3. Bowen's (2004) organizational assessment tool.
4. Cultural Competence Self-Assessment Questionnaire (CCSAQ) by Mason et al. (1995) was designed for use in child and adolescent mental health settings.
5. The Cultural Competency Assessment Scale (CCAS) by Siegel et al. (2002) also focused on mental health services.
6. The Cultural Competence and Linguistic Competence Policy Assessment (CLCPA) by the National Center for Cultural Competence (NCCC) (2006) was designed to support community health centers
7. Cultural Competency Assessment Tool was designed to assist government and communities agencies (Vancouver Ministry for Children and Families, 2002).
8. The ProMosaic™ II is a Diversity/Inclusion Assessment Tool developed by the Executive Leadership Foundation (2003). The tool was developed in consultation with senior leaders from major U.S. corporations and diversity practitioners. The tool focused on four components of diversity and inclusion: leadership and business rationale for diversity management; strategic planning; as well as execution and results/measurement for diversity planning. A key strength of the tool was that it integrated diversity concepts and theory with business processes and practices. The tool is also presented in a user-friendly format with detailed instructions.



Data gathering

TABLE 5. THIS TABLE OUTLINES THE SPECIFIC TOOLS FOR EVALUATING ORGANIZATIONS, INCLUDING DEVELOPMENT/SOURCE, FORMAT/ADMINISTRATION AND A BRIEF DESCRIPTION/KEY PRINCIPLES OF EACH TOOL.

ORGANIZATIONAL ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
The Cultural Competence Self-Assessment Protocol for Health Care Organizations and Systems : Andrulis, et al. (1998)	<ul style="list-style-type: none"> Based on Cross et al.'s (1998) cultural continuum model Developed for health care organizations Content validity Reflect majority of U.S. cultural competency standards and indicators (Olavarria, et al., 2009) 	<ul style="list-style-type: none"> 122 items Yes/No, Likert (1-5) and short descriptions Interview questions Step by step instructions on how to administer the tool, including the development of an assessment committee to lead the assessment process 	<ul style="list-style-type: none"> Strong theoretical development Content validity Range of response formats Practical and feasible Not based on self-assessment
Assessing the responsiveness of health care organizations to culturally diverse groups : Bowen (2004)	<ul style="list-style-type: none"> Developed following international review of cultural competence, health care access and health disparities literature, standards and existing organizational assessment instruments Piloted at a large health care organization but need for further testing to explore generalizability to other settings 	<ul style="list-style-type: none"> Yes/No, short description, tabulated Includes document review Includes interviews questions 	<ul style="list-style-type: none"> Strong theoretical development Includes dimensions (of organizational philosophies and approaches to addressing diversity) as well as domains A range of response formats (including comprehensive document review component) Not based on self-assessment
ProMosaic™ II, Diversity/ Inclusion Assessment Tool : Executive Leadership Foundation (2003)	<ul style="list-style-type: none"> Developed over 5 years, with advice from senior leaders of major U.S. (Fortune 500) companies and diversity practitioners 	<ul style="list-style-type: none"> 36 items Yes/No answers Scoring Guide for each item, ranging from zero (area not addressed) to five (exceeds expected) Administration via several internal aspects in each of the assessment areas and questions will require research and information gathering 	<ul style="list-style-type: none"> Strong theoretical and practice-based development Focused on workplace diversity A range of response formats Practical and feasible Not based on self-assessment

ORGANIZATIONAL ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
<p>Cultural Competence Self-Assessment Questionnaire: Mason (1995)</p>	<ul style="list-style-type: none"> • Developed for health and human services • Content validity supported by literature and expert review • Acceptable reliability 	<ul style="list-style-type: none"> • Four- point Likert scale, short description questions • Two versions of the tool: one for employees involved in service delivery (79 items) and one for administrative staff (60 items) • Collects demographic information in additional (13 item) survey • Administered as a questionnaire to individual employees • Includes scoring based on five subscales 	<ul style="list-style-type: none"> • Strong theoretical development • Has content validity and acceptable reliability • A range of response formats, including scoring mechanism (though potential bias due to self-assessment) • Practical and feasible
<p>Cultural and Linguistic Competence Policy Assessment: National Center for Cultural Competence (2006)</p>	<ul style="list-style-type: none"> • Developed at request of Bureau of Primary Health Care, Health Resources and Services Administration and the U.S. Department of Health and Human Service and designed for community health centers • No information provided on empirical testing 	<ul style="list-style-type: none"> • 51 items • Four- point Likert scale, checkbox for supporting policies/ documents. • Tabulated to provide information for each designated cultural group • Collects demographic information on an additional survey (12 items) • Can be administered to all agency personnel or a sample of staff from different departments 	<ul style="list-style-type: none"> • Strong theoretical development • A range of response formats • Practical and feasible • Not based on self-assessment

ORGANIZATIONAL ASSESSMENT TOOL	DEVELOPMENT/ VALIDITY	FORMAT/ ADMINISTRATION	REVIEW (KEY PRINCIPLES)
<p>Cultural Competency in Mental Health Systems of Care: Selection and Benchmarking of Performance Measures: Siegel, et al (2002)</p>	<ul style="list-style-type: none"> Developed as part of a two-part project to select and benchmark performance measures of cultural competence in behavioral healthcare settings. Has face validity and reflects the majority of standards and indicators that have been identified as relevant to assessing cultural competency (Olavarria, et al., 2009) 	<ul style="list-style-type: none"> Five-point Likert Scale Tabulated worksheet Scoring mechanism Administered by knowledgeable or senior person(s) within the agency 	<ul style="list-style-type: none"> Strong theoretical development Face validity A range of response formats Not based on self-assessment
<p>Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile: The Lewin Group (2002)</p>	<ul style="list-style-type: none"> Developed through literature review and technical expert panel of cultural competency and diversity experts Site visits to health care facilities were conducted to test the instrument. 	<ul style="list-style-type: none"> Tabulated worksheet Tool is structured as an analytic or organizing framework. Progress in cultural competency is measured against each set of indicators 	<ul style="list-style-type: none"> Strong theoretical development A range of response formats, includes structure, process and outcome indicators Practical and feasible Not based on self-assessment
<p>Cultural Competency Assessment Tool: Vancouver Ministry for Children and Families (2002) <i>No longer online. Formerly available at; http://www.mcf.gov.bc.ca/publications/cultural_competency/assessment_tool/tool_index1.htm</i> Contact Marjory Bancroft at mbancroft@cultureandlangauge.net for a copy.</p>	<ul style="list-style-type: none"> Developed to assist the Vancouver region of the Ministry for Children and Families and community based agencies in becoming more culturally competent Piloted in three sites 	<ul style="list-style-type: none"> Tabulated worksheet Likert (1-5) ranking and space for written comments against a criteria statement for the area of impact Can be administered internally or by an external assessor 	<ul style="list-style-type: none"> Strong theoretical development A range of response formats Practical and feasible Not based on self-assessment

Adapted from: Trenerry & Paradies (2012)

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REFLECTION QUESTIONS

1. Do your institutional policies contain inclusive language and demonstrate cultural humility?
2. What are some of the opportunities for improvement that were discovered using the assessment tools?
3. What tools can you use to help your organization become more culturally competent?
4. What barriers do you anticipate encountering at your institution to increasing cultural competence?



CHAPTER 7: ADDITIONAL DEI RESOURCES TO ASSIST YOU ON YOUR JOURNEY

INTRODUCTION

This chapter contains additional resources that may be useful as you tackle DEI issues within your course, program, or institution. These resources are not assessments but can help you address any deficiencies you discover after using the assessment tools outlined in previous chapters.

RESOURCES

1. Race and Medicine
 - a. [Resources for Teaching - Race and Medicine](#)
 - b. [Modeling anti-racism in the clinical learning environment \(not freely accessible\)](#)
 - c. [Practical Lessons for Teaching About Race and Racism: Successfully Leading Free, Frank, and Fearless Discussions](#)
2. Tools related to the UME curriculum
 - a. [Exploring the Impact Factor: Medical Students Mentoring High School Students and Cultivating Cultural Humility | Health Equity](#)
3. Resources for Case Writing
 - a. [Addressing Race, Culture, and Structural Inequality in Medical Education: A Guide for Revising Teaching Cases](#)

TABLE 6. THIS TABLE OUTLINES ADDITIONAL RESOURCES, INCLUDING THEIR FORMAT AND A BRIEF DESCRIPTION/KEY PRINCIPLES OF THE RESOURCE.

RESOURCE	FORMAT	REVIEW (KEY PRINCIPLES)
Resources for Teaching - Race and Medicine	Website from the University of Hawai'i at Manoa	<ul style="list-style-type: none"> Website contains a list of resources to help healthcare educators teach about race and racism in medicine
Modeling Anti-Racism in the Clinical Learning Environment	Peer-reviewed journal article	<ul style="list-style-type: none"> Provides steps to follow based on theoretical framework R.E.A.C.T. framework described in this resource provides practical steps for role modeling anti-racism behaviors in a clinical setting
Practical Lessons for Teaching About Race and Racism: Successfully Leading Free, Frank, and Fearless Discussions	Peer-reviewed journal article	<ul style="list-style-type: none"> Authors provide 12 lessons learned from their collective 60 years of experience on how to facilitate discussions on race and racism

RESOURCE	FORMAT	REVIEW (KEY PRINCIPLES)
Impact of Mentoring on Medical Students' Cultural Humility	Peer-reviewed open access journal article	<ul style="list-style-type: none"> • Article evaluates a mentorship program that involves medical students providing mentorship to high schools that identify with a group that is underrepresented in medicine • Medical students feel they benefited in several ways from participating as mentors in this program
Addressing Race, Culture, and Structural Inequality in Medical Education: A Guide for Revising Teaching Cases	Peer-reviewed journal article	<ul style="list-style-type: none"> • Authors present a practical guide to revising existing clinical cases to improve content delivery around race and culture • The guide they developed is available as Supplemental Digital Appendix 1, which is linked in this article

