<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BRONZE</th>
<th>SILVER</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of thorough self-assessment using qualitative and quantitative analyses</td>
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<tr>
<td>Clear identification and prioritization of key issues</td>
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<tr>
<td>Actions planned to address key issues and carry the institution forward</td>
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<tr>
<td>Demonstration of impact of previous activity</td>
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<tr>
<td>Expanded action plan to continue progress in additional areas</td>
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<tr>
<td>Serves as a model and exemplar for other institutions and beyond</td>
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</table>
Bronze:
Using the SEA Change Criteria & Guidelines, institutions perform a self-assessment, make meaning from their findings, and create a 5-year action plan

- Consideration of race, ethnicity, gender, and their intersection
- Focus is almost exclusively on faculty

Bronze Renewal:
Repeat the process, shifting focus and prioritization based on context and bandwidth. Bronze renewals recognize institution’s efforts towards continual, iterative improvement.
Silver:
Using the SEA Change Criteria & Guidelines, institutions perform a self-assessment, make meaning from their findings, and create a 5-year action plan. **Institutions also provide evidence of impact made due to past actions.**

- Consideration of race, ethnicity, gender, and their intersection

- **Expand focus of faculty to include consideration of an additional personal identity that has been marginalized and/or**

- **Explore the institutional climate for an additional focal population(s) (ex. undergrads, grad students, postdocs, staff)**

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**Silver Award**
Leadership

**Silver Award**
Progress

**Bronze Award**
Foundation

*Bronze criteria serve as the foundation for all awards, Silver expands to recognize progress & Gold expands further to recognize leadership*
## Self-Assessment Guidelines

Areas of assessment and suggestions for what to explore within them will remain the same for all award levels.

### Framing
- Letter from Pres/Provost
- Institutional context
- Institutional composition

### Key Transition Points
- Recruitment to hiring
- Promotion & tenure
- Retention

### Career & PD
- Performance review
- Advising & mentoring
- Pedagogical support
- Diversity in leadership

### Flexibility and Career Breaks
- Family and other leave
- Flexible work
- Child and other caregiving support
- Effects on success and evaluation

### Climate and Culture
- Institutional climate
- Faculty workload
- Policing policies & practices
- Role models and diversity

### Policies for DEI
- Policies for enhancing institutional DEI
- DEI as performance measure
- Sexual and other harassment and assault

**Self-Assessment Guidelines**

**Prepared for UC CREATE – Not for distribution**
Demonstrating Impact

Example: New guidance around the use of diversity statements in faculty hiring

**Input**
- Subject matter expertise
- Staff time & resources
- Proposal preparation for funding needed

**Output**
- Policy and practice guidance for hiring committees
- Process materials for hiring committees (ex. rubrics)
- Hiring committee training

**Short-term Outcomes**
- New policies are rolled out and adopted by colleges and departments
- Training participants feel positively about the use of diversity statements in hiring

**Intermediate Outcomes**
- Faculty begin to adjust their practices in response to new policies, tools, and training.
- Evaluation indicates little variability in how guidance is used across committees, departments, or colleges

**Long-term Outcomes/Impact**
- Faculty consistently prioritize equity across all areas of their workload – research, teaching, service.
- Faculty attitudes towards the importance of DEI have started to shift, with a majority believing that DEI is necessary for excellence
- The rate of change towards more diverse faculty is higher