**Review rubric for Inclusive Workforce Employer (I-WE) designation**

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| 1. Expressing a commitment to an inclusive and equitable workplace in their organization's stated mission, values or policies. | Business hasn’t started work in this area yet (1) | Business has begun work in this area (2) | Business has demonstrated this practice (3) |
| Communication | Inclusion can’t be seen in communications. | Communications about inclusion exist, but they are not ongoing.  Communications are limited to what is required by law. | Deep and ongoing communications about the importance of inclusion.  All employees included in communications.  Communications are easily accessible for all employees.  Two-way active communication with employees. |
| Flexibility/willingness to change mission & values to reflect equity and diversity | Sense that mission and values are “set in stone.” | Business shows a willingness to change or update mission & values statements. | Mission and Value statements have been changed and are continually revisited.  Willingness to start / open a door. |
| Formal policies and practices | Policies do not reflect a commitment to inclusion.  No effort to collect data on inclusion. | Formal policies and practices are limited to what is required by law.  Lack of effort collecting data or data over time. | Policies that actively engage employees.  Ongoing commitment to things that aren’t as easily attainable.  Employer accommodates religious and cultural practices of employees. |
| Mission & value statements | Mission and value statements do not reflect a commitment to equity and inclusion. | Mission and value statements reflect a minimal commitment to equity and inclusion. | Mission and value statements reflect a clear emphasis on equity and inclusion. |

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| 2. Assessing how diversity, equity & inclusion influence their work / culture | Business hasn’t started work in this area yet (1) | Business has begun work in this area (2) | Business has demonstrated this practice (3) |
| Assessment use | No formal assessment done. | Assessment is conducted but not used. | Assessment used to create measurable goals with action items and repeated again to see if goals are reached. |
| Assessment process | There is no assessment process. | Process was very top-down with little employee input.  Business gives assessment only to selected employees. | Employee voice is clear and taken as seriously as leader voice.  All employees are participants in the assessment.  Results are shared across the organization in a transparent way.  Assessment results are disaggregated by race, gender, other employee identities.  Results shared with task force. |
| Assessment of hiring and retention | There is no assessment of hiring and retention. | Assessment is conducted but not used in hiring and retention practices. | Assessment shines light on hiring and retention practices.  DEI tied to promotion process.  Hiring and retention practices are shown to be effective over time - longitudinal evidence. |
| Continuous/ongoing feedback loop | There is no assessment and no feedback loop. | Assessment seems like a one-time event. | Assessment is ongoing.  Assessment leads to action.  Employee feedback and voice is elicited anonymously and through other channels. |

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| 3. Providing diversity, equity & inclusion education for staff & leadership | Business hasn’t started work in this area yet (1) | Business has begun work in this area (2) | Business has demonstrated this practice (3) |
| Engagement of employees across all divisions | Employees are not involved or engaged in DEI education. | Employees are not given paid time to access the training due to their work schedules.  Limited ways to access training.  DEI perceived by employees as something they have to do, not something they want to do | High level of employee participation and feedback.  Employees are given paid time to access training.  Different ways to access training in ways that work for all. |
| Engagement of leadership across all divisions | Leaders are not engaged in DEI education. | Some leaders/managers are engaged in DEI education, some are not. | High level of leadership participation.  Leaders incorporate what they learn.  DEI is a top priority for leaders. |
| Training is informed by assessment | No action is taken as a result of assessment. | Training is disconnected from assessment.  There is little awareness across the business of what training was recommended in the assessment. | Training is informed by assessment.  There is shared awareness across the business of what training was recommended in the assessment. |
| Continuous and ongoing education based on employee needs/concerns | No education is offered. | DEI education is not ongoing.  DEI education is not offered to everyone or not accessible to everyone. | Ongoing education that is connected to needs of employees.  Strong ability of middle managers to access training - materials available for specific situations.  Buy-in from leadership and accountability that all participate. |

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| 4. Allocating resources to support and sustain an inclusive and equitable workplace and/or community | Business hasn’t started work in this area yet (1) | Business has begun work in this area (2) | Business has demonstrated this practice (3) |
| DEI work is part of everyone’s paid work time | DEI work isn’t part of anybody’s paid work. | DEI work is assigned to one person. | Sufficient paid staff time is devoted to DEI work.  There are people throughout the business who are paid to work on DEI efforts. |
| Budgeting/funding for DEI efforts | No funding is devoted to DEI efforts. | Little or no funding is devoted to DEI efforts.  Inadequate resources for translation and interpretation. | Professional development funds are available for DEI training  DEI-centered positions are funded  Funding for translation and interpretation  Reallocations to DEI from internal budgets |
| Connecting to external resources | No connection to external resources. | Business relies only on internal resources and is not connecting with external supports for DEI work. | Business is utilizing training grants.  Business connects with education and community-based organizations for recruitment and retention. |
| Hiring and retention policies and practices | DEI efforts not considered as part of hiring, retention or promotion processes. | Staff who are working on DEI do not receive adequate support.  DEI efforts are part of hiring, but not seen as much in retention or promotion. | Hiring process uses multiple and flexible ways to identify qualified candidates.  DEI tied to promotion process.  Business provides career ladder for marginalized employees to move into leadership roles. |