

Diversity and Inclusion Statement Extended Rubric

Indicators	(4) Exceptional or Clearly Addressed	(3) Adequate or Addressed Somewhat Clearly	(2) Fair or Addressed but Unclear	(1) Poor or Not Addressed	Row Score
(A) Knowledge and Awareness	Uses sensitive language, demonstrates comfort when describing diversity-related issues	Mostly uses sensitive language, demonstrates some comfort when describing diversity-related issues	Some attempts at using sensitive language, awkwardness / discomfort when discussing diversity-related issues	Does not use sensitive language, relies on clichés and platitudes, overly general statements, etc.	
Aspects of diversity (e.g., race, ethnicity, culture, gender, sexual orientation, socioeconomic status, disability status, immigration status, first-generation)	Identifies and discusses many intersectional aspects of diversity	Identifies and discusses some intersectional aspects of diversity	Identifies and discusses only the most commonly regarded aspects of diversity (e.g., race, gender) with no considerations for intersectionality	Identifies and discusses only one aspect of diversity	
Importance of inclusion	Discusses inclusion as an active process; recognizes barriers that individuals and groups face	Discusses inclusion somewhat passively; recognizes some barriers that individuals and groups face	Distinguishes inclusion from diversity but does not elaborate much or recognize barriers that individuals and groups face	Does not distinguish inclusion from diversity	
Consequences of inequality	Discusses challenges created by inequality in terms of resources, access, and opportunity	Discusses a few challenges created by inequality in terms of resources, access, or opportunity	Mentions inequality as a source of challenges, but does not elaborate much	Does not discuss inequality or associated challenges or does so poorly	
Consequences of underrepresentation	Discusses (under)representation and the role it plays in inclusion and creating an atmosphere of belonging	Discusses (under)representation and some general consequences	Mentions (under)representation with little discussion of consequences	Does not discuss (under)representation or does so poorly	
(B) Experience and Activities	Activities span professional arenas (e.g., teaching AND outreach/service) and show consistent track record appropriate for career stage	Activities span professional arenas (e.g., teaching AND outreach/service) that have happened inconsistently / intermittently OR are disproportionately infrequent for career stage	Activities are within one professional arena (e.g., only teaching) and have happened inconsistently / intermittently OR are disproportionately infrequent for career stage	Does not describe experience/activities related to diversity and inclusion <i>(if scoring 1 here, all other scores in (B) should be 1)</i>	

With students / student programs	Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Activities are described in depth	Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Little detail provided	Describes a single instance of involvement with diversity/inclusion groups, programs, etc.	Does not describe any instances of involvement with diversity/inclusion groups, programs, etc. or does so poorly	
Adapting teaching practices	Demonstrates attention to diversity/inclusion in teaching practices	Demonstrates some attention to diversity/inclusion in teaching practices	Vague mention(s) of diversity/inclusion in relation to teaching	Does not mention diversity/inclusion in relation to teaching or does so poorly	
Mentorship, research activities, etc.	Demonstrates attention to diversity/inclusion in research and mentoring activities	Demonstrates some attention to diversity/inclusion in research and mentoring activities	Vague mention(s) of diversity/inclusion in relation to mentorship, research activities, etc.	Does not mention diversity/ inclusion in relation to mentorship, research activities, etc. or does so poorly	
(C) Plans	Plans are contextualized within the goals and challenges of the University and the state of Nebraska	Plans are contextualized within the goals and challenges of the University OR the state of Nebraska	Plans described without reference to the goals and challenges of the University or the state of Nebraska	Does not describe plans for future activities related to diversity and inclusion <i>(if scoring 1 here, all other scores in (C) should be 1)</i>	
Involvement with or creation of programs, initiatives, etc. that advance equity at the College and/or University	Describes specific activities/ programs and plans to get involved; identifies specific ways to advance equity at the College and/or University	Describes plans to get involved; identifies specific ways to advance equity that may not specifically impact the College and/or University	Mentions interest in getting involved with activities/ programs that advance equity at the College and/or University but does not describe anything specifically	Does not describe planned involvement with any activities/ programs that advance equity at the College and/or University or does so poorly	
Involvement with or creation of programs, initiatives, etc. that advance equity in the community, in K12 settings, etc.	Describes detailed plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Describes general plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Mentions interest in advancing diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Does not mention plans to advance diversity and inclusion goals beyond the University or does so poorly	