

RUBRIC TO ASSESS CANDIDATE CONTRIBUTIONS TO DIVERSITY, EQUITY AND INCLUSION



This rubric was modeled after and developed using a number of existing rubrics and related documents from various colleges, universities, and higher education institutions. The rubric articulates fundamental criteria for assessing candidate responses to questions related to diversity, equity and inclusion. The rubric is intended to assist in evaluating and discussing a candidate's knowledge of, experience with, and commitment to advancing diversity, equity and inclusion.

Framing Language

The University of Colorado Denver fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. CU supports and promotes an environment that holds opportunities for all, regardless of race, gender, culture, and age. We seek individuals with demonstrated commitment to creating an inclusive learning and working environment. We value the ability to engage effectively with students, faculty and staff of diverse backgrounds.

Diversity enriches the educational and working experience for everyone. We learn from those whose experiences, beliefs, and perspectives are different from our own. Diversity promotes personal growth and strengthens communities. Working in a diverse environment helps prepare individuals to more effectively interact and communicate with people of varied backgrounds, which is increasingly important in our complex and interconnected world.

Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. This rubric strives for a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being and behaving.

Glossary

- **Diversity:** The “variety of similarities and differences among people, including but not limited to: gender, gender identity, ethnicity, race, native or indigenous origin, age, generation, sexual orientation, culture, religion, belief system, parental status, socio-economic difference, appearance, language and accent, disability, mental health, education, geography, nationality, work style, work experience, job role and function, thinking style, and personality type.” (The Center for Global Inclusion)
- **Inclusion:** “How diversity is leveraged to create fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued.” (The Center for Global Inclusion)
- **Empathy:** "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". (Bennett, J. 1998)
- **Culture:** All knowledge and values shared by a group. Includes rules and biases, which are boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Intercultural competence:** “The capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities” (Hammer, 2009)
- **Suspending judgment:** Ability to postpone assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

DIVERSITY, EQUITY, AND INCLUSION RUBRIC



University of Colorado
Denver

	Excellent 5	4	Good 3	Acceptable 2	Poor 1
Overview	<p>Diversity feels valued and involved in day-to-day operations and frequently discussed</p> <p>Adapts behaviors to bridge across difference</p> <p>Strong recognition of own privilege</p> <p>Models positive behaviors, holds others accountable, adopts policies/practices/systems that advance diversity and inclusion</p> <p>Attitude that “I will treat others as <u>they</u> want to be treated” – i.e. the platinum rule</p>	<p>Diversity feels recognized, understood, and respected</p> <p>Deeply comprehends difference</p> <p>Asks questions about work environment to learn what behaviors foster diversity and inclusion</p>	<p>Diversity feels unheard or misunderstood</p> <p>De-emphasizes difference, and emphasizes commonality</p> <p>Attitude that “I will treat others as <u>I</u> want to be treated” – i.e. the golden rule</p>	<p>Diversity feels uncomfortable</p> <p>Judges difference (positively or negatively)</p> <p>Strong “us vs. them” attitude</p> <p>Desire for “others” to “fit in”</p>	<p>Diversity feels ignored</p> <p>Does not recognize difference or is disinterested in learning</p> <p>May be conscious or unconscious avoidance of other cultures</p>
<p>Knowledge <i>Cultural self-awareness</i></p> <p>Attitudes <i>Curiosity, and Openness</i></p>	<p>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</p> <p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p> <p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>	<p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p> <p>Asks deeper questions about other cultures and seeks out answers to these questions.</p> <p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</p> <p>Asks simple or surface questions about other cultures.</p> <p>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</p> <p>States minimal interest in learning more about other cultures.</p>	<p>Has no experience with difference and shows a disinterest in self-reflection to better understand their own culture</p> <p>Shows a lack of openness to new ideas and ways of thinking</p>
<p>Knowledge <i>Knowledge of other cultural worldviews</i></p>	<p>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences, etc. This understanding can result from personal experiences as well as an investment in learning about the experiences of</p>	<p>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.</p> <p>Understands the challenges faced by</p>	<p>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</p>	<p>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p> <p>Receptive to interacting with culturally different others. Has difficulty suspending any judgment</p>	<p>Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."</p> <p>Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented</p>

	<p>those with identities different from their own.</p> <p>Discusses diversity, equity, and inclusion as core values that every individual should actively contribute to advancing.</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>	<p>underrepresented individuals, and the need for all students, staff and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement</p> <p>Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion)</p> <p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>		<p>in her/his interactions with culturally different others, but is unaware of own judgment.</p>	<p>individuals because it keeps them separate from everyone else, or will make them feel less valued</p>
<p>Skill <i>Empathy</i></p>	<p>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p> <p>Served as a leader in a student or professional organization or groups that supports underrepresented individuals</p>	<p>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</p> <p>Describes involvement in multiple activities in depth, with detailed information about both their role in the activities and the outcomes</p> <p>Organized or participated at workshops or participated in groups aimed at increasing others' understanding of diversity, equity, and inclusion</p>	<p>Identifies components of other cultural perspectives but responds in all situations with own worldview.</p> <p>Awareness of the barriers underrepresented individuals face, but unsure of how to help eliminate those barriers</p>	<p>Views the experience of others but does so through own cultural worldview.</p> <p>Experience with an organization that supports underrepresented communities</p> <p>Limited participation In activities that promote or serve diversity, inclusion, and equity values.</p>	<p>Quick to criticize others without putting themselves in other person's shoes</p> <p>Cold or out of touch attitudes towards people that are suffering or less fortunate</p> <p>Feels entitled but does not show appreciation</p> <p>Say or do things that are hurtful to others</p>