



Equity, Diversity, and Inclusion Statement Rubric

Commitment Area	Committee Comments	Lacking Evidence	Some Evidence	Optimal Evidence
No Evidence		<input type="checkbox"/> No expressed knowledge of dimensions of diversity that result from different identities or perspectives.	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
Knowledge		<input type="checkbox"/> Little expressed knowledge of dimensions of diversity that result from different identities or perspectives.	<input type="checkbox"/> Individual shows indicators from both Lacking Evidence and Optimal Evidence, meaning that some points lack expressed knowledge while others show a clear knowledge.	<input type="checkbox"/> Clear knowledge of, experience with and interest in dimensions of diversity that result from background, experience, diverse ideologies or perspectives or different identities, such as ethnic, religious, socioeconomic, gender, sexual orientation, disability or national origin.
Awareness		<input type="checkbox"/> Little expressed awareness of dimensions of diversity that result from different identities or perspectives in their life and others.	<input type="checkbox"/> Individual shows indicators from both Lacking Evidence and Optimal Evidence, meaning that some points lack expressed knowledge while others show a clear knowledge.	<input type="checkbox"/> Clear awareness of, experience with and interest in dimensions of diversity that result from different identities or perspectives.
Application		<input type="checkbox"/> Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment or role).	<input type="checkbox"/> Individual shows indicators from both Lacking Evidence and Optimal Evidence, meaning that some points lack expressed knowledge while others show a clear knowledge.	<input type="checkbox"/> Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service.

*Adapted from Virginia Commonwealth University (<https://provost.vcu.edu/media/provost-2018/documents/RubricDiversityStatement2021.pdf>)



The use of this rubric:

- “A rubric is an ordered table containing expressions to aid in the delineation of expectations for performance related to specific criteria.” (p. 1)
- Why use a rubric in the hiring process?
 - Objectively compare an applicant’s qualifications to both the position qualifications and functions and to other applicants
 - Helps provide equal employment opportunities to all applicants
 - The rubric helps you be able to demonstrate how committee members assessed each candidate’s qualifications during the application review and interviews
 - Aides in simplifying the hiring process
- Source: Brannon, S., & Leuzinger, J. (2014). Keeping human resources happy: Improve hiring processes through use of rubrics. Library Leadership & Management, 29(1). <https://journals.tdl.org/llm/index.php/llm/article/viewFile/7114/6314>
*Adapted from Virginia Commonwealth University