**Rubric: Dimensions of an Equity Mindset**

*(Adapted from Nadelson’s Education Equity Mindset framework)*

Place a **a**in the box that matches available evidence of each dimension of an Equity Mindset.

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| **Weak Equity Mindset Dimension** | **Weaker** | **Neutral/**  **Low evidence** | **Stronger** | **Strong Equity Mindset Dimension** |
| **Culturally Neutral**   * Oblivious to, or not respectful of, diverse perspectives, cultures and experiences * Avoid or reject adding nuance around culture, class and identity to topics perceived to be neutral * Suppress critical inquiry or potential change of course due to topics of equity |  |  |  | **Cultural Responsivity**   * Recognize and respect others’ perspectives, cultures, and experiences * Acknowledge and understand diverse topics and issues regarding poverty, social class, culture, ethnicity, etc. * Encourage discussion and critical inquiry around topics and issues |
| **Leader-Centered**   * -Plan and implement based on leadership vision and decision * -Seek to control decisions, facilitation, and assessment of success * Is inflexible; rarely change course or alter decisions due to other voices * Designs the project/team in way that mirrors or works best for the leader |  |  |  | **Participant-Centered**   * Plan and implement around the needs of diverse stakeholders * Share control of the decisions, facilitation, and assessment of success with diverse stakeholders * Provide stakeholders opportunities to influence decisions and results * Design the project/team for stakeholders on the margins |
| **Leadership Hierarchy**   * Resist or avoid change related to topics and issues of equity * Mandate static climate, initiatives, goals and decisions that center leader power * Operate from power of positionality as opposed to via impact, influence and galvanization of stakeholders |  |  |  | **Informal Leadership**   * Foster change related to topics and issues of equity * Catalyze changes in project/team/org climate, initiatives, and goals * Inspire others to join them in working toward improving issues of equity * Are recognized amongst colleagues as knowledgeable, insightful, and respected |
| **Divestiture of Responsibility for Equity**   * Show lack of awareness of equity gaps * Is resistant to addressing and closing equity gaps when identified * Defray responsibility for ensuring equity of experiences and results across difference * Charge others with devising solutions to ensure equity |  |  |  | **Accountability for Equity**   * Demonstrate an understanding of the causes of equity gaps and the need to close those gaps * Take personal responsibility for identifying inequities * Attend to diverse stakeholder needs on a case-by-case basis to build solutions * Use inquiry to identify equity issues and then examine current practices to devise a responsive plan |
| **Ignores Equity Needs**   * Oblivious to or ignores views and needs of diverse stakeholders * Plan, facilitate and implement towards the “normative” or similar background * Does not address any disengagement or disenfranchisement of voices on the margins |  |  |  | **Advocates for Equity Needs**   * Recognize the views of diverse stakeholders * Know what questions to ask and how to elicit critically conscious thinking * Help stakeholders on the margins engage fully to create equitable outcomes |