What should I look for in a great diversity, equity and inclusion paper?

Dimensions of diversity include, but are not limited to: age, belief system, disability status, ethnicity, gender, gender identity, gender expression, national origin, race, sexual orientation, socio-economic status, and any other visible or non-visible differences

Great Diversity, Equity, and Inclusion Paper:

- ❏ One or more dimensions of diversity are foundational to the research, program, or theoretical framing.

- ❏ Treatments, programs, and research are based in appropriate theories and literature and are clearly connected to diversity, equity, or inclusion.

- ❏ Intentionally focuses on making progress toward a more inclusive engineering educational or professional experience.

- ❏ Takes barriers to equity into consideration and proposes, benchmarks, or tests ways to make engineering education more equitable.

- ❏ All aspects of research, program, and theoretical framing are thoroughly grounded with and connected to existing literature.

- ❏ Goes beyond merely describing a program or experience (i.e. includes theoretical framing, future research direction, interpretation, or extension).

Good Diversity, Equity and Inclusion Paper:

- ❏ Includes one or more dimensions of diversity associated with the research.

- ❏ Treatments, programs, and research are based in appropriate theories and literature.

- ❏ Progress toward a more inclusive engineering experience might occur, but was not an intended outcome

- ❏ Takes barriers to equity into consideration, but not necessarily considering potential solutions.

- ❏ Literature is referenced, but there is no thorough or strong connections with the research, program, and theoretical framing.

- ❏ Limited by a simple description of a program or experience.