

**Rubric for Evaluating Diversity Statements**

Rubric Component	1-2	3	4-5
<p><b>Knowledge about Diversity, Equity, Inclusion, and Belonging</b></p>	<ul style="list-style-type: none"> <li>• Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities but doesn't mention gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for health sciences." May indicate little experience with diversity dimensions because of lack of exposure, but does not provide evidence of having informed themselves, or may discount the importance of diversity.</li> <li>• Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education. May use vague statements such as "the field of nursing definitely needs more individuals from the LBGTQIA community" without offering further examples or specifics.</li> <li>• Seems not to understand or be aware of the personal challenges underrepresented individuals face in academic or feel any responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals receiving a rating of "3" in the "Knowledge" dimension could show aspects of both "1-2" and "4-5" ratings. For example, they may have less experience with dimensions of diversity and/or express little understanding of demographic data related to diversity, but demonstrate a strong understanding of challenges faced by underrepresented individuals and the need to eliminate barriers, and/or be comfortable discussing diversity-related issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear interest in, knowledge of, and experience with dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, gender identity, and cultural differences. Candidates' understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.</li> <li>• Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline.</li> <li>• Comfort discussing diversity, equity, inclusion, and belonging related issues including distinctions and connections between the terms "diversity", "equity", and "inclusion"</li> <li>• Understands the challenges faced by underrepresented individuals, and the need for all students, staff, faculty, and administrators to work to identify and eliminate barriers to their full and equitable participation and advancement.</li> <li>• Discusses diversity, equity, and inclusion (and belonging) as core values that every community member should actively contribute to advancing.</li> </ul>

Rubric Component	1-2	3	4-5
<p><b>Experience Working to Advance Diversity, Equity, Inclusion, and Belonging</b></p>	<ul style="list-style-type: none"> <li>Participated in none, or only one or two limited DEIB-related activities (limited in terms of time, investment, or role).</li> <li>Only mentions activities that are already the expectation of faculty as evidence of their commitment and involvement. For example, "I always invite and welcome students from across campus to attend the fall Multicultural Mixer" or "I ensure that our diverse student clubs receive adequate funding for their programmatic needs".</li> <li>Response seems to indicate an awareness of and even willingness to support DEIB-related activities but fails to address their connection to that work.</li> <li>Description of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year").</li> </ul>	<ul style="list-style-type: none"> <li>May indicate extensive participation in/sponsorship of a limited number of activities/initiatives. Less clear that there is an established track record.</li> <li>Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.</li> <li>In describing support of underrepresented students, offers some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.</li> <li>Provides evidence of regularly informing themselves about DEIB via their membership in a professional organization(s) with a clear commitment to supporting underrepresented individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Describes multiple in depth, with detailed information about both their role in the activities and their outcomes. Activity may span research, teaching, or service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging.</li> <li>Evidence of a consistent track record that spans multiple years demonstrating progressively responsible engagement.</li> <li>Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have development and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organizations or group that seeks to increase the representation of underrepresented groups in science).</li> <li>Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, inclusion and belonging as one aspect of their track record.</li> <li>Served in leadership role in a professional organization with a clear commitment to underrepresented individuals.</li> </ul>

Rubric Component	1-2	3	4-5
<p style="text-align: center;"><b>Plans for Advancing Diversity, Equity, Inclusion &amp; Belonging</b></p>	<ul style="list-style-type: none"> <li>• Vague or no statements about what they would do regarding DEIB if hired. May even feel doing so is someone else's/ another office's responsibility.</li> <li>• Describes only activities that are already the expectation of faculty (e.g., being willing to supervise students of any gender or ethnic identity).</li> <li>• Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions plans or ideas but more is expected of a faculty member or for their career stage.</li> <li>• Plans or ideas mentioned lack detail or clear purpose or clear connection to DEIB work. For example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would).</li> <li>• Clear and detailed ideas for advancing equity and inclusion generally and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership).</li> <li>• Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department/school/college and also their field.</li> </ul>