

Application ID: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Scoring Metric (Please see attached rubric)**

1. Below Average
2. Average
3. Good
4. Excellent
5. Outstanding

**Diversity, Equity, and Inclusion Evaluation**

- 1) How would you rate the candidate's knowledge and understanding of Diversity, Equity and Inclusion (DEI)? Score \_\_\_\_\_
- 2) How would you rate the candidate's track record in advancing DEI? Score \_\_\_\_\_
- 3) How would you rate the candidate's plans for advancing DEI in the future? Score \_\_\_\_\_

**Narrative commentary:**

**Overall Evaluation:** \_\_\_\_\_

## **DEI Statement Evaluation Rubric**

### **Question 1: Knowledge and Understanding of DEI**

- 1) **Below Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Does not express knowledge or experience related to dimensions of diversity that result from different identities (gender, race/ethnicity, disability, socioeconomic, gender, sexual orientation, cultural differences)
  - ii) Unaware of the challenges faced by diverse groups in academia
  - iii) Does not articulate a rationale for diversity; no awareness of consequences of lack of diversity for higher education or for the discipline
  - iv) Uncomfortable discussing DEI issues
  
- 2) **Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Limited understanding of the various dimensions of diversity (gender, race/ethnicity, disability, socioeconomic, gender, sexual orientation, cultural differences)
  - ii) Little awareness of the challenges faced by diverse groups in academia
  - iii) Vague articulation of a rationale for diversity (“Diversity is important”); little awareness of consequences of little diversity for higher education or for the discipline
  - iv) Somewhat uncomfortable discussing DEI issues
  
- 3) **Good:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Applicants receiving a ranking of “3” will likely show aspects of 1 and 2 and 4 and 5 ratings. For example, they may have an understanding of multiple dimensions of diversity but may be unaware of challenges facing underrepresented groups.
  
- 4) **Excellent:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Names a few dimensions of diversity (gender, race/ethnicity, disability, socioeconomic, gender, sexual orientation, cultural differences)
  - ii) Conveys awareness of underrepresentation of diverse groups in higher education/discipline
  - iii) Expresses awareness of the challenges faced by diverse groups in academia
  - iv) Discusses some of the benefits of diversity for processes/products/outcomes in education, research and patient care (e.g., different perspectives in learning/research problems, efficiency of problem-solving, cultural issues in patient care, creative process, education/training content, role modeling for underrepresented students/trainees)
  - v) Comfortable discussing DEI issues
  
- 5) **Outstanding:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Names multiple dimensions of diversity (gender, race/ethnicity, disability, socioeconomic, gender, sexual orientation, cultural differences)
  - ii) Knowledgeable of underrepresentation of diverse groups in higher education/discipline; discusses demographic data related to DEI in higher education
  - iii) Clearly articulates the challenges faced by diverse groups in academia
  - iv) Articulates a comprehensive rationale for diversity that reflects understanding of benefits for processes/products/outcomes in education, research and patient care (e.g., different perspectives in learning/research problems, efficiency of problem-solving, cultural issues in patient care, creative process, education/training content, role modeling for underrepresented students/trainees)
  - v) Discusses DEI issues with command of the topic

**Question 2: Track Record in Advancing DEI**

- 1) **Below Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Expresses no or little exposure to or experience with DEI; no track record
- 2) **Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Limited participation and passive involvement in DEI (“attended workshop”)
  - ii) Description shows no or little commitment to DEI activities
- 3) **Good:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Peripheral participation (time, investment, role) in DEI activities
  - ii) Description of DEI activities is vague
- 4) **Excellent:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Describes participation in one or more DEI activities
  - ii) DEI activities in at least one area: teaching, mentoring, research, patient care, institutional service, community service; lab/department/institutional climate
  - iii) Provides a description of the DEI activities
  - iv) Description shows high commitment to enhancing DEI; establishing a track record
- 5) **Outstanding:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Describes participation in specific and multiple DEI activities
  - ii) DEI activities in multiple areas: teaching, mentoring, research, patient care, institutional service, community service; lab/department/institutional climate
  - iii) Provides detailed descriptions of DEI activities
  - iv) Clear and established track record in DEI efforts; consistency over time (years); roles were significant and appropriate for career stage
  - v) National service related to diversity

**Question 3: Plans for Advancing DEI in the Future**

- 1) **Below Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Shows no interest or commitment to pursuing DEI activities
  - ii) Does not articulate sense of personal responsibility for contributing to DEI efforts or for contributing to eliminate barriers
- 2) **Average:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Shows little interest in contributing to DEI matters
  - ii) Does not describe plans for participating in DEI activities; May state willingness to “help out” or assist with DEI
- 3) **Good:** DEI Statements that receive this score will display some or all of the following characteristics:
  - i) Shows moderate interest in contributing to DEI
  - ii) Describes only activities that are part of the role (mentoring URM students, “treating all students the same” regardless of background)

- 4) Excellent: DEI Statements that receive this score will display some or all of the following characteristics:
- i) Description conveys DEI is a core value
  - ii) Expresses interest in contributing to DEI efforts; reduction of barriers
  - iii) Expresses intent of becoming involved in DEI activities as a faculty member at UMass Chan or outside of the workplace
  - iv) Intent to participate addresses one or more areas, including teaching, mentoring, research, patient care, institutional service, community service; lab/department/institutional climate
  - v) Asks questions about existing DEI programs at UMass or elsewhere in the community
- 5) Outstanding: DEI Statements that receive this score will display some or all of the following characteristics:
- i) Convincingly demonstrates DEI is a core value
  - ii) Expresses need or plan for personally contributing to improved DEI efforts; reduction of barriers
  - iii) Expresses intent and commitment to becoming involved in DEI efforts in a leadership capacity commensurate with role at UMass Chan
  - iv) Expresses intent and commitment to DEI outside of the workplace
  - v) Offers ideas for DEI activities that intends to promote/enhance
  - vi) Addresses multiple areas including teaching, mentoring, research, patient care, institutional service, community service; lab/department/institutional climate
  - vii) May show awareness of existing DEI programs at UMass Chan or the community