

# Rubric to Assess Diversity, Equity, and Inclusion (DEI) Statements

Please note, this rubric is not meant to be a prescriptive tool. To achieve the best outcomes, we recommend that committees using this rubric should preemptively discuss the specific needs of their department and calibrate the rubric accordingly. During the assessment process, reviewers should use the rubric score *and* discuss the content of the DEI statement to holistically assess each candidate (i.e., the rubric score alone should not determine a candidate's ranking).

<b>Problematic Approaches</b>	
<b>0</b>	<i>Solely</i> focuses on how their teaching, research, and/or service could theoretically address DEI, but the ideas are not entirely novel, feasible, practical, or impactful
	<i>Solely</i> focuses on their belonging to an underrepresented group as evidence they completely understand barriers other individuals could face in the academy
	<i>Solely</i> acknowledges that racism, classism, etc. are issues in the academy
	<i>Solely</i> discusses how they are knowledgeable about DEI through passive participation in a few workshops, sessions, reading groups, etc.
	<i>Solely</i> provides personal anecdotes about how they have been discriminated against or have discriminated against someone as evidence they value and understand DEI

<b>Valuing and Understanding Diversity, Equity, and Inclusion</b>	
<b>1-2</b>	Has given little to no effort on increasing their knowledge/understanding of DEI-related topics through workshops, communication, etc.
	Simply discusses DEI in vague terms and does not describe how they would work to improve DEI in their lab/classroom/department/university/community
<b>3</b>	Recognizes and places significance on their role as a faculty member in shaping and supporting DEI efforts in their lab/classroom/department/university/community
	Expresses willingness to discuss and confront challenges related to advancing DEI practices with the broader community of undergraduates, graduate students, postdoctoral fellows, faculty, and staff
<b>4-5</b>	Demonstrates an understanding that diversity has many dimensions (e.g., ethnic, socioeconomic, racial, gender, sexual orientation, disability, cultural differences, etc.) and that individuals have unique experiences given their intersectionality along these dimensions
	Vocalizes that antiracism practices requires consistent and long-term growth, reflection, and engagement (and that they are prepared to put in this work)

<b>Track Record in Advancing Diversity, Equity, and Inclusion</b>	
Note: For this section, keep in mind that individuals may come from departments that were hostile to DEI-related activities, so they may not have felt comfortable participating.	
<b>1-2</b>	Has invested little time in advancing DEI beyond basic expectations for their academic rank or institutional climate
	Passively describes past participation in workshops, committees, etc. and does not describe the purpose, outcome, or their specific role in such events or organizations
<b>3</b>	Shows limited participation in single activity but provides a clearer description of the objectives/results of activity and/or the individual role they played

<b>4-5</b>	Demonstrates strong leadership role in past groups/projects that support underrepresented students at various levels (e.g., undergraduate, graduate, postdoctoral)
	Leadership in DEI extends to organizing events aimed at the departmental level to increase representation and better support underrepresented students as well as colleagues
	Documents continuous participation in events or organizations geared towards advancing DEI (can include work completed outside of academia, e.g., community activism) during multiple career stages

### Track Record in Mentoring Diverse Trainees

Note: For this section, keep in mind the difference between diverse and BIPOC (black, indigenous, and people of color). I.e., a white male who mentors a white woman 10 years their senior can honestly say they mentored a diverse trainee however has no interaction with trainees from historically underrepresented groups in STEM and therefore cannot advocate or be an ally for these trainees.

<b>1-2</b>	Briefly mentions inclusion in curriculum, but has no plans to implement additional teaching strategies that enhance inclusion
	Shows little evidence of personal actions taken to mentor diverse students in the classroom or the lab (e.g., I had a diverse classroom and they did fine)
<b>3</b>	Has taken a few workshops dedicated to enhancing intercultural or intergroup competencies and skills
<b>4-5</b>	Demonstrates evidence (through specific strategies) of how they have updated their syllabus, teaching approach, course curriculum, etc. to enhance representation and retention of underrepresented groups
	Demonstrates engagement in long-term mentorship program(s) that supports underrepresented groups
	Identifies continued commitment towards evaluating and assessing inclusive teaching practices and offers suggestions on how

### Plans for Advancing Diversity, Equity, and Inclusion

<b>1-2</b>	Does not verbalize a plan for advancing DEI beyond general expectations for all faculty as outlined by the department (no personal agency or motivation)
	Describes a vague plan for how they will create an inclusive classroom or lab space without clear actionable items that they intend to accomplish to reach that goal. The plan lacks detail/purpose (e.g., if "outreach" is proposed, there is no mention of the specific target, the type of engagement, or expected outcomes)
<b>3</b>	Mentions plans or ideas they intend to implement to advance DEI and provides clear and detailed ideas for what existing programs they would get involved with (with reference to current activities/limitations) as appropriate for their academic rank
<b>4-5</b>	Presents ways in which their research, teaching, and/or service will advance DEI in the university, their academic societies, or the broader community
	Addresses multiple areas of need (e.g., classroom climate, the laboratory, conferences)
	Presents clear way of evaluating plans along with their impact. May also describe the growth of their plan over time

This rubric has been adapted from [UC Berkeley's Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion](#). The adapted rubric was developed by Kyle A. Thomas (currently a graduate student in the Biomedical Engineering Department at Emory University and the Georgia Institute of Technology) and Karena H. Nguyen (currently a postdoctoral fellow in the Biology Department at Emory University). Thomas and Nguyen have also published the article "[A model for diversifying faculty recruitment](#)" in the journal *Nature*. Additional sources for this adapted rubric include [University of Michigan Center for Research on Learning and Teaching \(CRLT\) and Rackham Graduate School's Diversity Statement Evaluation Rubric](#), [5 Don'ts in Writing Your DEI Statement](#), and Sylvester et al. 2019 (DOI: <http://dx.doi.org/10.3998/currents.17387731.0001.112>).

# Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

## Knowledge about Diversity, Equity, and Inclusion

### 1 - 2

- 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 discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."
- Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."
- Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. 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.

### 3

- Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

### 4 - 5

- Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.
- Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.
- Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

## Track Record in Advancing Diversity, Equity, and Inclusion

### 1 - 2

- Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).
- Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.
- Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

3

- May have participated extensively in a single activity. Less clear that there is an established track record.
- 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.
- In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
- Membership in a student or professional organization that supports underrepresented individuals

4 - 5

- 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, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
- Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)
- Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed 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 organization or group that seeks to increase the representation of underrepresented groups in science).
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
- Served as a leader in a student or professional organization that supports underrepresented individuals

## Plans for Advancing Diversity, Equity, and Inclusion

1 - 2

- Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
- States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.

3

- Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (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?)

4 - 5

- Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley 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, including leadership).
- Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
- References activities already taking place at Berkeley and in the field, and how additional or new activities would advance equity and inclusion.
- Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)



## Tips for Assessing Diversity Statements

More and more search committees request an explicit statement about candidates' knowledge of, experience with, and commitments to diversity, equity, and inclusion in their research, teaching, service, and/or outreach. Other committees request that candidates discuss how their research, teaching, and service will help fulfill the unit's commitments to diversity and inclusion as part of their formal letters of application. The Toolkit includes several examples of how units at UW include such requests within their job ads.

**Once you receive these kinds of formal diversity statements from candidates, how do you assess them?**

- Make sure you have included **specific diversity metrics** within your **assessment rubric**, and make sure you have considered how much weight your committee wants to assign to a candidate's knowledge of, experience with, and/or commitment to diversity, equity, and inclusion in relation to other areas.

**For example**, are you most interested in candidates' experience with K-12 outreach and pipeline building? Working with diverse undergraduate student populations? Mentoring diverse graduate-level students? Teaching diverse subject matter from multiple perspectives? Conducting research in and relevant to underrepresented or understudied communities? Creating diversity-related programming? Something else?

- When reviewing statements, notice candidates' level of **reliance on generalities, platitudes, and clichés**. Are their statements generic and perfunctory, or more detailed and **specific to the individual**?
- Notice whether candidates describe **concrete experiences**—working in a specific outreach program in a specific community, serving as a TA or instructor in a specific course, tutoring diverse students in a particular summer program, conducting field research in a particular community, and so on. Also notice the **level of candidates' commitments**—how often have they been involved in these types of opportunities, and/or how long have they worked in particular areas?
- If candidates have not had many opportunities to work in these areas in the past, can they describe their potential for **future contributions** to diversity and inclusion in concrete and specific detail?
- **Return to your assessment rubric**: how well do candidates' experiences, aspirations, and potential match up with your required or preferred qualities?