

# RUBRICS TO ASSESS CONTRIBUTIONS TO DIVERSITY, EQUITY, AND INCLUSION (DEI)

This rubric is intended to serve as a guide for search committees

Key Terms <sup>1</sup>	<u>Working Definition</u>
diversity	<b>DIVERSITY</b> represents our varied collective and individual identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching, service, and outreach and engagement. We are committed to engage, understand, promote, and foster a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity
equity	<b>EQUITY</b> goes beyond fair treatment, opportunity, and access to information and resources for all, although these are crucial to the success the university. Rather, equity can only be achieved in an environment built on respect and dignity in an environment that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.
inclusion	<b>INCLUSION</b> actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person's voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where students, alumni, staff, faculty, and community voices are equally respected and contribute to the overall institutional mission.

## AREAS OF OPPORTUNITY FOR INCORPORATING DEI

<sup>1</sup> Key terms adapted from [MSU Working Definitions](#)

**Understanding of DEI in Higher Education**

Potential to contribute to diversity, equity and inclusion (DEI) in higher education through understanding of barriers facing women (including Women of Color), People of Color (domestic and international), students with disabilities, LBGQTQ, and other members of groups underrepresented and/or marginalized in higher education/STEM careers, as evidenced by, but not limited to:

- Empathy/understanding through lived experiences and educational background
- Participation in a higher education pipeline program
- Significant academic achievement in the face of barriers to higher education (economic, social, educational disadvantage)
- Commitment to allyhood through learning about structural inequities demonstrated by extensive reading or focused coursework, connection to university DEI initiatives, participation in professional development programs, etc.

**Research**

Current or planned research relevant to diversity, equity and inclusion (DEI), which might include, but not limited to:

- Research focuses on historically marginalized populations or inequalities
- Research addresses issues relevant to DEI, such as race, gender, diversity, ability, sexuality, religion, nationality, citizenship status, health disparities, educational access, political engagement, economic justice, social mobility, civil and human rights, etc.
- Research contributes to understanding of DEI issues faced by students and instructors in teaching and learning

**Teaching/Mentoring**

Commitment to teaching and mentoring students from broadly diverse demographic and social backgrounds, as evidenced by, but not limited to:

- A record of leadership in teaching/mentoring historically underrepresented groups
- Development of curricula and teaching strategies designed to enhance inclusion and learning
- Engagement in training designed to enhance intercultural or intergroup competencies and skills

**Collaboration and Leadership**

Potential for collaboration and leadership in department or institutional efforts to enhance diversity, equity and inclusion (DEI), as evidenced by, but not limited to:

- Involvement or leadership in committees, task force groups, professional societies and organizations, etc. related to DEI

**Service, engagement, and/or outreach**

Commitment to service, engagement, and/or outreach efforts to enhance diversity, equity and inclusion (DEI), as evidenced by, but limited to:

- A record of community engagement or outreach activities relevant to advancing equity and access (volunteer activities, advising, consultation, etc.).

## **RUBRIC TO ASSESS DIVERSITY, EQUITY, AND INCLUSION (DEI) STATEMENT**

<b>KNOWLEDGE ABOUT DIVERSITY, EQUITY, AND INCLUSION (DEI) IN HIGHER EDUCATION [5 POINTS MAX]</b>	
<b>Score</b>	<b>Examples</b>
<p>1</p> <p>No evidence of awareness of diversity, equity, and inclusion issues in higher education or their field</p>	<p>Did not provide evidence of awareness of DEI issues in higher education or STEM</p>
<p>2</p> <p>Little evidence of awareness of diversity, equity, and inclusion issues in higher education or their field</p>	<p>Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities</p> <p>Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race</p> <p>Discusses diversity in vague terms, such as "diversity is important for science."</p> <p>For example, candidate 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</p> <p>Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline</p> <p>May use vague statements such as "the field of [insert discipline] definitely needs more women" without offering further examples or specifics</p> <p>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 create an equitable and inclusive environment for all</p> <p>For example, candidate may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued</p>
<p>3</p> <p>Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<p>Has some knowledge of demographic data related to diversity and awareness of its importance</p> <p>Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all</p>

Created by Amber Benton, PhD

This rubric was adapted from [University of California Berkeley](#), [University of Colorado Denver](#), and [University of Michigan](#).

	Comfort discussing diversity, equity, inclusion, and belonging related issues
4 Clear understanding of dimensions of diversity, equity, and inclusion in higher education	<p>Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as race, ethnicity, socioeconomic status, gender, sexuality, (dis)ability, and cultural differences</p> <p>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</p>
5 Clear and deep understanding of dimensions of DEI in higher education	<p>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</p> <p>Comfort discussing diversity, equity, inclusion, and belonging related issues (including distinctions and connections between diversity, equity, inclusion, and belonging)</p> <p>Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all</p> <p>Discusses diversity, equity, inclusion, and belonging as core values that every faculty member should actively contribute to</p>

<b>Track Record in Advancing Diversity, Equity, and Inclusion [5 points max]</b>	
<b>Score</b>	<b>Examples</b>
1 Does not describe past efforts in any detail	Participated in no specific activities (or did not describe any specific activities)
2 Describes few past efforts in any detail	<p>Participated in only one or two limited activities (limited in terms of time, investment, or role)</p> <p>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</p>

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	<p>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)</p> <p>Descriptions of activities are brief, vague, nominal, or peripheral (“I was on a committee on diversity for a year”)</p>
<p>3 Some evidence of past efforts, but not extensive enough to merit a high score</p>	<p>Evidence of active participation in a single activity, but less clear that there is an established track record.</p> <p>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</p> <p>In describing mentoring of historically underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers historically underrepresented students face and how to incorporate the ideas into their mentoring</p>
<p>4 Strong track record of varied efforts to promote DEI in teaching, research, or service</p>	<p>Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes</p> <p>Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging</p>
<p>5 Strong and sustained track record of varied efforts to promote DEI in teaching, research, or service</p>	<p>Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)</p> <p>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)</p> <p>Organized or spoken at workshops or other events (depending on career stage) aimed at</p>

	increasing others' understanding of diversity, equity, inclusion, and belonging as one aspect of their track record
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<b>Plans for Advancing Diversity, Equity, and Inclusion [5 points max]</b>	
<b>Score</b>	<b>Examples</b>
1 No personal plans to advance DEI	
2 Some personal plans to advance DEI but no detail	<p>Vague or no statements about what they would do at NatSci if hired. May even feel doing so would be the responsibility of someone else</p> <p>Describes only activities that are already the minimum expectation of NatSci faculty (e.g., being willing to supervise students of any gender or race/ethnic identity).</p> <p>Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same”</p>
3 Some ideas about advancing DEI, but not much detail	<p>Mentions plans or ideas but more is expected for their career stage.</p> <p>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?)</p>
4 Clear plans for advancing DEI with some detail	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)
5 Clear and detailed plans for advancing DEI	<p>Clearly formulates new ideas for advancing equity and inclusion at NatSci and within their field, through their research, teaching, and/or service.</p> <p>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</p>

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	<p>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)</p> <p>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</p>
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# BLANK RUBRICS

## RUBRIC TO ASSESS DIVERSITY, EQUITY, AND INCLUSION (DEI) STATEMENTS

<b>KNOWLEDGE ABOUT DIVERSITY, EQUITY, AND INCLUSION (DEI) IN HIGHER EDUCATION [5 POINTS MAX]</b>	
<b>Score</b>	<b># of Points:</b>
1 No evidence of awareness of diversity, equity, and inclusion issues in higher education or their field	<b>Comments:</b>
2 Little evidence of awareness of diversity, equity, and inclusion issues in higher education or their field	
3 Some evidence of awareness, but falls short of significant knowledge base or deep interest	
4 Clear understanding of dimensions of diversity, equity, and inclusion in higher education	
5 Clear and deep understanding of dimensions of DEI in higher education	

<b>Track Record in Advancing Diversity, Equity, and Inclusion [5 points max]</b>	
<b>Score</b>	<b># of Points:</b>
1 Does not describe past efforts in any detail	<b>Comments:</b>
2 Describes few past efforts in any detail	
3 Some evidence of past efforts, but not extensive enough to merit a high score	

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4 Strong track record of varied efforts to promote DEI in teaching, research, or service	
5 Strong and sustained track record of varied efforts to promote DEI in teaching, research, or service	

<b>Plans for Advancing Diversity, Equity, and Inclusion [5 points max]</b>	
<b>Score</b>	<b># of Points:</b>
1 No personal plans to advance DEI	<b>Comments:</b>
2 Some personal plans to advance DEI but no detail	
3 Some ideas about advancing DEI, but not much detail	
4 Clear plans for advancing DEI with some detail	
5 Clear and detailed plans for advancing DEI	

**RUBRIC TO ASSESS DIVERSITY, EQUITY, AND INCLUSION (DEI) CONTRIBUTIONS IN  
COVER LETTER/RESUME AND/OR INTERVIEW**

<b>Attitudes Towards DEI [5 points max]</b>	
<b>Score</b>	<b># of Points:</b>
1 <ul style="list-style-type: none"> <li>● Diversity feels ignored</li> <li>● Does not recognize difference or is disinterested in learning</li> <li>● May consciously or unconsciously avoid other cultures</li> </ul>	<b>Comments:</b>
2 <ul style="list-style-type: none"> <li>● Diversity feels uncomfortable</li> <li>● Judges difference in either/or terms (positively or negatively)</li> <li>● Strong “us vs. them” attitude</li> <li>● Desire for “others” to “fit in”</li> </ul>	
3 <ul style="list-style-type: none"> <li>● Diversity feels unheard or misunderstood</li> <li>● De-emphasizes <i>difference</i> and emphasizes <i>commonality</i></li> <li>● Attitude that “I will treat others as I want to be treated” – i.e., the golden rule</li> </ul>	
4 <ul style="list-style-type: none"> <li>● Diversity feels recognized, understood, and respected</li> <li>● Deeply comprehends difference</li> <li>● Asks questions about work environment to learn what behaviors foster diversity and inclusion</li> </ul>	
5 <ul style="list-style-type: none"> <li>● Diversity feels valued and involved in day-to-day operations and frequently discussed</li> <li>● Adapts behaviors to bridge across difference</li> <li>● Strong recognition of own privilege</li> <li>● Models positive behaviors, holds others accountable, adopts policies/practices/systems that advance diversity and inclusion</li> <li>● Attitude that “I will treat others as they want to be treated” – i.e., the platinum rule</li> </ul>	

<b>Knowledge of Self [5 points max]</b> <i>Self-awareness</i>	
<b>Score</b>	<b># of Points:</b>
1 <ul style="list-style-type: none"> <li>● Has no experience with difference and shows a disinterest in self-reflection to better understand their own culture</li> <li>● Shows a lack of openness to new ideas and ways of thinking</li> </ul>	<b>Comments:</b>
2 <ul style="list-style-type: none"> <li>● Shows minimal awareness of own identity and biases</li> <li>● Uncomfortable with identifying possible cultural differences with others</li> <li>● States minimal interest in learning more about other identities and cultures</li> </ul>	
3 <ul style="list-style-type: none"> <li>● Identifies own cultural norms and biases (e.g., with a strong preference for those rules shared with one's own cultural group and seeks the same in others)</li> <li>● Asks simple or surface questions about other identities and/or cultures</li> <li>● Expresses openness to most, if not all, interactions with people from different identities, backgrounds, and roles</li> <li>● Has difficulty suspending any judgment in their interactions with people who are different from them, and is aware of own judgment and expresses a willingness to change</li> </ul>	
4 <ul style="list-style-type: none"> <li>● Recognizes new perspectives about own cultural norms and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)</li> <li>● Asks deeper questions about other cultures/identities and seeks out answers to these questions</li> <li>● Begins to initiate and develop interactions with people from culturally different backgrounds</li> <li>● Begins to suspend judgment in valuing their interactions with people from culturally different backgrounds</li> </ul>	
5 <ul style="list-style-type: none"> <li>● Articulates insights into own cultural</li> </ul>	

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<p>norms and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description)</p> <ul style="list-style-type: none"> <li>• Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</li> <li>• Initiates and develops interactions with people from different cultural backgrounds</li> <li>• Suspends judgment in valuing their interactions with people from different cultural backgrounds</li> </ul>	
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<b>Knowledge of Others [5 points max]</b> <i>Knowledge of other cultural worldviews</i>	
<b>Score</b>	<b># of Points:</b>
<p>1</p> <ul style="list-style-type: none"> <li>• Seems uncomfortable discussing diversity-related issues. May state that they "just haven't had much of a chance to think about these issues yet."</li> <li>• Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia</li> <li>• Does not seem to 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 historically underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued</li> </ul>	<p><b>Comments:</b></p>
<p>2</p> <ul style="list-style-type: none"> <li>• Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> <li>• Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding</li> <li>• Receptive to interacting with people from different cultural backgrounds</li> </ul>	

<ul style="list-style-type: none"> <li>• Has difficulty suspending any judgment in their interactions with people from different cultural backgrounds but is unaware of own judgment</li> </ul>	
<p>3</p> <ul style="list-style-type: none"> <li>• Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices</li> <li>• Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding</li> </ul>	
<p>4</p> <ul style="list-style-type: none"> <li>• Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices</li> <li>• Is aware of demographic data related to diversity in higher education</li> <li>• Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline</li> <li>• Understands the challenges faced by historically underrepresented individuals, and the need for all students, staff and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement</li> <li>• Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion)</li> <li>• Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences</li> </ul>	
<p>5</p> <ul style="list-style-type: none"> <li>• Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	

<ul style="list-style-type: none"> <li>• 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, etc. 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.</li> <li>• Discusses diversity, equity, and inclusion as core values that every individual should actively contribute to advancing</li> <li>• Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</li> </ul>	
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<b>Skill [5 points max]</b> <i>Empathy, Emotional Intelligence</i>	
<b>Score</b>	<b># of Points:</b>
1 <ul style="list-style-type: none"> <li>• Quick to criticize others without putting themselves in other person's shoes</li> <li>• Cold or out of touch attitudes towards people that are suffering or less privileged</li> <li>• Feels entitled but does not show appreciation</li> <li>• Say or do things that are hurtful to others</li> </ul>	<b>Comments:</b>
2 <ul style="list-style-type: none"> <li>• Views the experience of others but does so through own cultural worldview</li> <li>• Experience with an organization that supports historically underrepresented communities</li> <li>• Limited participation in activities that promote or serve diversity, inclusion, and equity values</li> </ul>	

<p>3</p> <ul style="list-style-type: none"> <li>● Identifies components of other cultural perspectives but responds in all situations with their own worldview.</li> <li>● Awareness of the barriers of historically underrepresented individuals face, but unsure of how to help eliminate those barriers</li> </ul>	
<p>4</p> <ul style="list-style-type: none"> <li>● Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions</li> <li>● Describes involvement in multiple activities in depth, with detailed information about both their role in the activities and the outcomes</li> <li>● Organized or participated in workshops or participated in groups aimed at increasing others' understanding of diversity, equity, and inclusion</li> </ul>	
<p>5</p> <ul style="list-style-type: none"> <li>● Interprets intercultural experience from the perspectives of own and more than one worldview</li> <li>● Demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group</li> <li>● Served as a leader in a student or professional organization or groups that supports historically underrepresented individuals</li> </ul>	