Rubric Guidance: The typical candidate is likely to receive 3 points per domain below (9 total); the highest point categories should be reserved for those demonstrating substantial commitment to promoting DEI – not all criteria within any category must be met, choose the category that fits best. Click here for a blank rubric template.

Knowledge about Diversity, Equity, and Inclusion

Awareness of inequities in academia faced by historically under-represented or disadvantaged groups.

1-2	3	4-5
• Discusses diversity in **vague terms**, such as: *"diversity is important"* *"the field definitely needs more women"* *"haven't had a chance to think about this yet"* • Lacks awareness or **lacks personal responsibility for helping to eliminate barriers.** • "it's better not to have outreach aimed at underrepresented individuals because it keeps them separate or will make them feel less valued."	• Primarily **acknowledges one type of diversity** (e.g. socio-economic status) • May demonstrate initial efforts or **interest in learning** about the experiences of identities different from their own • Does not demonstrate the deep knowledge that would earn a 4-5	• **Clear knowledge and interest** in multiple dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. • **Indicates investment in learning** about the experiences of those with identities different from their own. • **Discusses consequences** of a lack of diversity for higher education or the discipline. • **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.

Track Record of Advancing Diversity, Equity, and Inclusion

Demonstrates success in mentoring, teaching or outreach aiming to reduce barriers for under-represented or disadvantaged groups.

1-2	3	4-5
• Participated in no specific activities, or **brief activities oriented at informing oneself.** • Descriptions are **vague** – only peripheral involvement in activities. • **Only mentions activities that are already an expectation:** • "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women."	• Describes activities in depth, details their role and outcomes. • Specific activities may involve research, teaching, or service.	• Describes **multiple activities** in research, teaching and service or one larger initiative in depth. • **Activities span research, teaching and/or service**, and could include applying their research expertise to investigating diversity, equity and inclusion or explicit public support for equity and inclusion. • Organized or spoken at events or written pieces 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

Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations.

1-2	3	4-5
• No statement of future plans. • **Only indicates activities that are expectations of all faculty** (mentoring, treating all students the same regardless of background, etc.)	• Would be happy to "help out" with existing activities **and** includes **Clear details** of existing programs they would be involved	• **Addresses multiple areas of need** (research, teaching, conferences) with their future plans Indicates intention to be a strong advocate for diversity, equity, and inclusion at department/college/field or through outreach. • **New ideas for promoting equity and inclusion** in research, teaching or service. • Clear **details for recruitment plans and support of diverse trainees**

Source: University of Oregon Human Physiology Department