Rubric Guidance: The typical candidate is likely to receive 2.5 points, 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 – ½ points are allowed

Knowledge about Diversity, Equity, and Inclusion

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

• 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." **0**	• 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 1 **½**	• **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. **1**

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.

• 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." **0**	• Describes activities in depth, details their role and outcomes. • Specific activities may involve research, teaching, or service. **1**	• 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 **2**

Plans for Advancing Diversity, Equity, and Inclusion

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

• No statement of future plans. • **Only indicates activities that are expectations of all faculty** (mentoring, treating all students the same regardless of background, etc.) **0**	• Would be happy to "help out" with existing activities **and** includes **Clear details** of existing programs they would be involved **1**	• **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** **2**