

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

Please note, this sample rubric is meant solely as guidance and not to be a prescriptive tool in any way. To achieve the best outcomes, we recommend that search committees using this rubric should *preemptively* discuss the specific needs of their department (and for the role) and calibrate the rubric accordingly. Reviewers of candidate packet should use the rubric *and* discuss the content of the Contribution to DEI statement (as well as other parts of candidate portfolio) to holistically assess each candidate (i.e., the rubric score alone should not determine a candidate's ranking). The rubric envisions the evaluation of DEI in three main areas: knowledge and understanding (section 1), track record of activities to date (section 2), and plans for contributing at RBHS (section 3). Some committees may, however, decide that one section or another may be more relevant and/or should be weighted more heavily.*

Valuing and Understanding Diversity, Equity, and Inclusion	
1-2 (Poor to Superficial)	Has given little to no effort on increasing their knowledge and/or understanding of DEI-related topics or health disparities 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 or address health disparities in the communities we serve
3 (Moderate to good)	Recognizes and places significance on their role as a faculty member in shaping and supporting DEI efforts in their lab/classroom/department/university/community and addressing health disparities
	Expresses willingness to discuss and confront challenges related to advancing DEI practices with the broader diverse community of undergraduates, graduate students, postdoctoral fellows, faculty, and staff
4-5 (Very good to excellent)	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 inclusive excellence work requires consistent and long-term growth, reflection, and engagement (and that they are prepared to put in this work)
	Understands the challenges faced by those disadvantaged or historically marginalized from the academic mission in the US, and the need to work to identify and eliminate barriers to enable their full and equitable participation and advancement

Track Record in Advancing Diversity, Equity, and Inclusion	
Note: For this section, keep in mind that individuals may be at various stages of career and consideration should be given to adjust rubric for those early in career versus expectations for those seeking major leadership roles.	
1-2 (Poor to Superficial)	Has invested little time in advancing DEI (or addressing health disparities) 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
3 (Moderate to good)	Has participated in workshops dedicated to enhancing intercultural competencies, mitigate bias and build allyship etc. and able to provide a clearer description of the objectives/results of activity and/or the individual role they played
4-5 (Very good to excellent)	Demonstrates strong leadership role in past groups/projects that support mentoring of diverse students, faculty or trainees at various levels (e.g., undergraduate, graduate, postdoctoral)
	Leadership in DEI extends to organizing events aimed at the departmental (or institutional) level to increase representation and better support diverse 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. Identifies continued commitment to inclusive teaching, mentoring and/or scholarship

Plans or Vision for Advancing Diversity, Equity, and Inclusion

Note: For this section, keep in mind that individuals may be at various stages of career and consideration should be given to adjust rubric for those early in career versus expectations for those seeking major leadership roles.

1-2 (Poor to superficial)	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 learning or workplace environment 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)
3 (Moderate to good)	Mentions plans or ideas they intend to implement to advance DEI and/or address health disparities, 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
4-5 (Very good to excellent)	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 DEI need (e.g., climate, mentoring, teaching, health care delivery)
	Presents clear way of evaluating plans along with their impact. May also describe the growth of their plan or vision over time

*Please note that the examples offered in the rubric are illustrative suggestions only. Faculty members in individual units should use their disciplinary expertise to understand what examples are likely most appropriate for their particular department or search.

This rubric has been adapted from [UC Berkeley's Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion](#) and [Emory University](#). 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>).