

Sample Rubric to Assess Contributions to Diversity, Equity, and Inclusion

Knowledge about Diversity, Equity, and Inclusion [5 points max]

Score	Examples
<p><b>1 - 2</b></p> <p>Little to no evidence of awareness of DEI issues in higher education or their field</p>	<ul style="list-style-type: none"> <li>• 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 business." 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.</li> <li>• Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of Accounting needs more women" without offering further examples or specifics.</li> <li>• Seems not to be aware of or understand the personal challenges that underrepresented individuals face in higher education or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, 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.</li> </ul>
<p><b>3</b></p> <p>Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<ul style="list-style-type: none"> <li>• Has some knowledge of demographic data related to diversity and awareness of its importance.</li> <li>• 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.</li> <li>• Comfort discussing diversity, equity, and inclusion related issues</li> </ul>
<p><b>4 - 5</b></p> <p>Clear and deep understanding of dimensions of DEI in higher education</p>	<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. 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>• 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.</li> <li>• Comfort discussing diversity, equity, and inclusion related issues (including distinctions and connections between diversity, equity, and inclusion).</li> <li>• Understands the challenges faced by underrepresented individuals, and the need for all staff, students and faculty to work to create an equitable and inclusive environment for all.</li> </ul>

Score	Examples
	<ul style="list-style-type: none"> <li>• Expresses understanding of diversity at UC Merced, especially among our student population.</li> <li>• Discusses diversity, equity, and inclusion as core values that every staff member should actively contribute to.</li> </ul>

### Track Record in Advancing Diversity, Equity, and Inclusion [5 points max]

Score	Examples
<p><b>1 - 2</b></p> <p>Describes few or no past efforts in any detail</p>	<ul style="list-style-type: none"> <li>• Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).</li> <li>• Only mentions activities that are already the expectation of staff as evidence of commitment and involvement (for example, "I always invite and welcome staff 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).</li> <li>• Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year").</li> </ul>
<p><b>3</b></p> <p>Some evidence of past efforts, but not extensive enough to merit a high score</p>	<ul style="list-style-type: none"> <li>• Evidence of active participation in a single activity, but less clear that there is an established track record.</li> <li>• 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. Or participation in staff training or team-building activities that were scheduled for them or required.</li> <li>• In describing mentoring of underrepresented persons (staff and/or students), gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented staff and students face and how to incorporate the ideas into their mentoring.</li> </ul>
<p><b>4 - 5</b></p> <p>Sustained track record of varied efforts to promote DEI in teaching, research, or service</p>	<ul style="list-style-type: none"> <li>• Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes.</li> <li>• Consistent track record that spans multiple years (for example, applicants for supervisor/manager roles might describe activities undertaken or participated in as an individual contributor or as part of committees.)</li> <li>• Roles taken were significant and appropriate for career stage (i.e leadership of projects or programming that highlight social justice, equity or inclusion).</li> </ul>

Score	Examples
	<ul style="list-style-type: none"> <li>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.</li> </ul>

**Plans for Advancing Diversity, Equity, and Inclusion [5 points max]**

Score	Examples
<p><b>1 - 2</b></p> <p>No personal plans to advance DEI</p>	<ul style="list-style-type: none"> <li>Vague or no statements about what they would do at UC Merced if hired. May even feel doing so would be the responsibility of someone else.</li> <li>Describes only activities that are already the minimum expectation of UC Merced staff (e.g., being willing to supervise new hires of any gender or ethnic identity).</li> <li>Explicitly states the intention to ignore the varying backgrounds of their peers and “treat everyone the same.”</li> </ul>
<p><b>3</b></p> <p>Some ideas about advancing DEI, but not much detail</p>	<ul style="list-style-type: none"> <li>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 staff member?)</li> </ul>
<p><b>4 - 5</b></p> <p>Clear and detailed plans for advancing DEI</p>	<ul style="list-style-type: none"> <li>Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (like mentoring more junior staff).</li> <li>Clearly formulates new ideas for advancing equity and inclusion at UC Merced and within their functional area. Level of proposed involvement commensurate with career level (for example, a new supervisor, lead, or manager may plan to undertake one major activity within the department over the first couple of years, hire a diverse subordinate or intern to work in their department, seek to mentor several underrepresented new hires, or co-chair a subcommittee or lead a workshop for a national conference, committee, or community event. A new MSP level staff member would be expected to have more department, campus-wide, and national impact, and show more leadership.</li> <li>Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their professional field.</li> </ul>

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**Plans for Advancing Diversity, Equity, and Inclusion [5 points max]**

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**Total Points [15 points max]**

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Evaluator: