

Rubric for Evaluation of Diversity Statements from Faculty Candidates

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Knowledge about Diversity, Equity, and Inclusion

1-2 Points

- Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities (for example, intersections between experiences of women scientists and Black scientists).
- Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves.
- Discounts the importance of diversity.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of Biology definitely needs more women."
- Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."
- Seems not to be aware of, understand, or empathize with the personal challenges that underrepresented individuals face in academia.
- Conflates diversity, equity, and inclusion without distinguishing among them.

3 Points

- Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience with intersectional aspects of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, while distinguishing diversity, equity, and inclusion as separate entities.

4-5 points

- Clear knowledge of, experience with, and interest in diversity that results from different identities (ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences) and their intersection. 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.
- Demonstrates awareness of demographic data related to diversity and its consequences for higher education.
- 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.
- Distinguishes inclusion as an active process separate from diversity.

Track Record in Advancing Diversity, Equity, and Inclusion

1-2 Points

- Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).
- 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").
- Conflates actions that break down barriers with tokenism (for example, "I have mentored several women").
- Statements do not incorporate a track record that is appropriate for the level of the candidate, which includes intersectional actions spanning the needs of minoritized individuals (for example, those who may face additional challenges resulting from a combination of their ethnicity, gender, sexual orientation, or disability).
- Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

3 Points

- May have participated extensively in a single activity, or in activities focused on just one underrepresented group.
- 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.
- Mentions specific strategies used for effective mentoring of students in underrepresented groups, or mentions awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.
- Membership in a student or professional organization that supports underrepresented individuals.

4-5 Points

- Describes multiple activities in depth spanning research, teaching and service, with detailed information about both their role in the activities and the outcomes for diversity, equity, and inclusion.
- Consistent track record that spans multiple years commensurate with experience for the position (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar).
- Roles taken were significant and appropriate for career stage (e.g., extensive involvement as a graduate student in an organization seeking to increase representation of underrepresented groups in science, or an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment).
- 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.

- Served as a leader in a student or professional organization that supports underrepresented individuals.
- Research has broader impacts addressing disparities in health, education, or environment disproportionately affecting minorities

Plans for Advancing Diversity, Equity, and Inclusion

1-2 Points

- Vague or no statements about what they would do at Texas Tech if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of Texas Tech faculty (mentoring, treating all students the same regardless of background, etc).
- States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.
- Illustrates no personal responsibility in helping eliminate barriers to inclusion.

3 Points

- Mentions plans or ideas but more is expected for their career stage. Plans address only one area of teaching, research, or service. 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?).

4-5 Points

- Clear and detailed ideas for advancing equity and inclusion at Texas Tech and within their field, through their research, teaching, and service. Level of proposed involvement appropriate for career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
- Ideas and plans recognize the need to maintain inclusion and pursue equity as necessary precursors to increasing diversity in the department, the field of biological sciences, and the University.
- Plans address multiple areas of need (for example, classroom climate, the laboratory, conferences, field work) spanning multiple levels of engagement (university faculty, graduate students, undergraduates, K-12 students, and the general public).
- Research has broader impacts addressing disparities in health, education, or environment disproportionately affecting minorities