

EXAMPLE - Diversity Statement Evaluation Guide/Rubric

This rubric lists potential areas of scholarly contribution and/or commitment to diversity, equity and inclusion (DEI). A strong diversity statement need not include contributions in every area, but must demonstrate a substantive commitment to DEI in one or more of these areas. Please use the comment column for feedback on strengths in each area and any suggestions for improvement.

We suggest having evaluators use holistic rubrics like the one below to evaluate candidates across areas/domains, then following, provide an overall rating/recommendation based on the overall profile of strength across the domains. We discourage simply adding up or averaging the rubric category scores (e.g., as a candidate may have significant strength within one area/domain that is of value and need to the department, e.g., outstanding accomplishment or evidence of potential for infusing DEI in teaching and mentoring, which could warrant a high overall evaluation).

Demonstrated Commitment & Contribution Area/Domain	Criteria and examples	Rating <i>1=weak evidence to 5=strong evidence</i> <i>N/A= not applicable</i>	Comments
<p>DEI Values: <i>Understanding, Knowledge, Objectives</i></p>	<p>Potential to contribute to enhancing DEI in higher education through understanding of barriers facing women, racial/ethnic minorities (domestic and/or international), those with disabilities, and other members of groups underrepresented or marginalized in higher education, as evidenced by:</p> <ul style="list-style-type: none"> ● Empathy/understanding through lived experiences and educational background ● Significant academic achievement in the face of barriers to higher education (economic, social, educational disadvantage) ● Participation in a higher education pipeline program <p>Note: candidates' identities or background experiences alone do NOT meet demonstrated diversity commitments criteria. But, we can look at how candidates describe the ways their identities and backgrounds have influenced the skills and approaches they would bring to the faculty role. (As such, the hiring criterion would be those skills and approaches.)</p> <p>Other examples of knowledge and experiences that candidates might link to their DEI goals and efforts as faculty members include:</p> <ul style="list-style-type: none"> ● Articulation of specific areas of DEI foci/interest, competency, and commitment (e.g., expressed goal to address issues of gender, racial, and 		

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	<p>socioeconomic inequality, or goal to address disability access)</p> <ul style="list-style-type: none"> ● Commitment to supporting DEI through learning about social and educational inequality in foci areas, e.g., demonstrated by extensive reading or focused coursework, connection to university DEI initiatives, participation in professional development programs, etc. 		
Teaching & Mentoring	<p>Commitment to teaching and mentoring students from broadly diverse demographic and social backgrounds, as evidenced by:</p> <ul style="list-style-type: none"> ● A record of leadership in teaching/mentoring historically underrepresented or minoritized/marginalized groups, in formal or informal contexts ● Development of curricula and teaching strategies designed to enhance inclusion ● Engagement in professional development/training on inclusive pedagogy or to enhance intercultural or intergroup competencies and skills in mentoring 		
Research	<p>Current or planned research relevant to diversity, equity and inclusion:</p> <ul style="list-style-type: none"> ● Research focuses on minority, marginalized, or underserved populations or on social/structural inequalities ● Research addressing issues relevant to DEI, e.g., in domains of race, ethnicity, gender, diversity, ability, sexuality, religion, nationality, citizenship status, health disparities, educational access, political engagement, economic justice, social mobility, civil and human rights, etc. ● Research contributes to understanding of DEI issues faced by students, instructors, and/or disciplines in teaching and learning contexts 		
Service, Engagement, and/or Outreach	<p>Commitment to service, engagement, and/or outreach efforts to enhance DEI, as evidenced by:</p> <ul style="list-style-type: none"> ● A record of community engagement or outreach activities relevant to advancing equity and access (e.g., volunteer activities, advising, consultation, etc.) ● Engagement in programs to support educational access 		
Collaboration and			

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Leadership Potential	Potential for collaboration and leadership in department or institutional efforts to enhance DEI, as evidenced by: <ul style="list-style-type: none">● Involvement or leadership in committees, task force groups, professional societies and organizations, etc. related to DEI (at campus, community, state, national, or international levels)● Evidence of proactive initiative, e.g., formal or informal lead or initiating roles in described memberships or activities		
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Overall Recommendation <i>(1= not recommended to 5= strongly recommended)</i>	
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