

Example rubric to use for evaluating the part of a faculty candidate’s letter of interest where they describe their knowledge, skills, and contributions in diversity, equity, and inclusion in their teaching, research, and/or service.

<p>Weak (1-2)</p>	<ul style="list-style-type: none"> • Does not address DEI • Limited experience or plans for advancing diversity, equity and inclusion in the classroom, service activities, community engagement, and/or through research. • Does not indicate an awareness of how privilege and power work to disenfranchise underrepresented communities. • Does not indicate efforts to educate self about diversity in their discipline or in higher education.
<p>Average (3)</p>	<ul style="list-style-type: none"> • Addresses why it’s important for faculty to contribute to diversity, equity, and inclusion, but does not provide concrete examples of their contributions. • Shows commitment to addressing diversity, equity, access and inclusion through research, teaching, or service but not through all three categories.
<p>Strong (4-5)</p>	<ul style="list-style-type: none"> • Demonstrates that the candidate understands and is knowledgeable of diversity from either personal experience or education about the experiences of those with identities different from one’s own. • Demonstrates a sophisticated understanding of differences stemming from ethnic, socioeconomic, racial, gender, disability, sexual orientation, and cultural backgrounds and the obstacles people from these backgrounds face in higher education. • Understands challenges experienced by underrepresented individuals in their discipline. Addresses why it’s important for faculty to contribute to meeting the above challenges. • Demonstrates significant direct experience advancing diversity, equity and inclusion through research, service, community engagement, and/or teaching. Examples may include advising an organization supporting underrepresented individuals; addressing attendees at a workshop promoting diversity, equity, inclusion; creating and implementing strategies and/or pedagogy to encourage a respectful class environment for underrepresented students; serving on relevant committees on diversity, equity and inclusion; research on or with underrepresented communities; active involvement in professional, creative, or scientific organizations aimed at addressing needs of underrepresented students.