

Appendix VI: Diversity, Equity and Inclusion Rubric

Diversity, Equity and Inclusion Rubric

Modified from the [*Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion*](#) from UC Berkeley

Through your Teaching/Advising/Counseling Philosophy, you can tell us how your past, present, and future activities have or will contribute to Cuesta's mission to be an inclusive institution that inspires a diverse student population to achieve their educational goals. Your Philosophy will be assessed by search committees in the following three areas:

- (1) **Knowledge** of inequities and challenges faced by minoritized students;
- (2) **Track record** (with consideration to career stage) of activities that reduce barriers in education or research for minoritized students; and
- (3) **Vision and plans** for how your work will contribute to Cuesta's mission to be an inclusive institution that inspires a diverse student population to achieve their educational goals.

The following rubric provides examples and the scale search committees will use to evaluate your Teaching/Advising/Counseling Philosophy.

Knowledge about Diversity, Equity, and Inclusion

Scale	Examples
<p>Does Not Meet Standards</p> <p>Little to no evidence of awareness of DEI issues in higher education or their field</p>	<ul style="list-style-type: none">• 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 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. Or may discount the importance of diversity.• 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 History definitely needs more women" without offering further examples or specifics.• Seems not to be aware of, or understand the personal challenges that minoritized individuals face in academia, 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.

<p>Meets Standards</p> <p>Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<ul style="list-style-type: none">• Has some knowledge of demographic data related to diversity and awareness of its importance.• 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.• Comfort discussing diversity, equity, and inclusion related issues.
<p>Excels</p> <p>Clear and deep understanding of dimensions of DEI in higher education</p>	<ul style="list-style-type: none">• 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.• 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.• Comfort discussing diversity, equity, and inclusion related issues (including distinctions and connections between diversity, equity, and inclusion).• Understands the challenges faced by minoritized individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all.• Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to.

Track Record in Advancing Diversity, Equity, and Inclusion

Scale	Examples
<p>Does Not Meet Standards</p> <p>Describes few or no past efforts in any detail</p>	<ul style="list-style-type: none">• Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).• Only discusses activities that are already the expectation of faculty (for example, “My classes are a welcome environment for students of all backgrounds.” This statement shows no indication of any specific outreach, nor does it show the candidate’s level of commitment and involvement in promoting a welcoming environment for people of diverse backgrounds).• Descriptions of activities are brief, vague, nominal, or peripheral (“I was on a committee on diversity for a year”).
<p>Meets Standards</p> <p>Some evidence of past efforts, but not extensive enough to merit a high score</p>	<ul style="list-style-type: none">• Evidence of active participation in a single activity, but less clear that there is an established track record.• 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.• In describing mentoring of minoritized students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers minoritized students face and how to incorporate the ideas into their mentoring.

Excels

Sustained track record of varied efforts to promote DEI in teaching or service

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes.
- Contributions to pedagogies addressing different learning styles, for example: Designing courses or curricula that meet the needs of minoritized students.
- Experience teaching minoritized students, for example: Teaching at a minority-serving institution. Consistent track record that spans multiple years (for example, applicants might 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., a candidate who is already a professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of minoritized groups in science).
- 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.

Vision and Plans for Advancing Diversity, Equity, and Inclusion

Scale	Examples
<p>Does Not Meet Standards</p> <p>No personal plans to advance DEI</p>	<ul style="list-style-type: none">• Vague or no statements about what they would do at Cuesta College if hired. May even feel doing so would be the responsibility of someone else.• Describes only activities that are already the minimum expectation of Cuesta College faculty (e.g., being willing to mentor students of any gender or ethnic identity).• Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."
<p>Meets Standards</p> <p>Some ideas about advancing DEI, but not much detail</p>	<ul style="list-style-type: none">• 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 faculty member?)

Excels

Clear and detailed plans for advancing DEI

- Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenure-track faculty member would be expected to commit to more involvement than an adjunct would).
- Clearly formulates new ideas for advancing equity and inclusion at Cuesta College, through their teaching, mentoring and/or service. Level of proposed involvement commensurate with career level (for example, a new tenure-track faculty member may plan to undertake one major activity within the department over the first couple of years, seek to mentor underrepresented students, and co-chair a subcommittee or lead a workshop . A new tenured faculty member would be expected to have more department and campus-wide impact, and show more leadership).
- Plans for developing effective teaching strategies for the educational advancement of students from minoritized groups in the specific position.
- Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity and inclusion within the department/school/college.