

UCI Faculty Job Candidates' Diversity Statement Evaluation

Overall purpose is to identify job skills, experience, and/or willingness to engage in diversity-type activities that could enhance campus diversity efforts.

1. Awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization;
2. Demonstration of a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups;
3. List of specific plans to contribute to diversity through campus programs, new activities, or through national or off-campus organizations

UCLA Candidate Evaluation includes assessment of:

1. Potential (Demonstrated ability) to utilize pedagogies addressing different learning styles
2. Potential (Demonstrated ability) to effectively teach students from underrepresented communities
3. Potential for (Evidence of) research contributions to understanding barriers facing women and racial/ethnic minorities
4. Potential for (Evidence of) engagement in activity designed to remove barriers and to increase participation by groups historically under-represented in higher education
5. Potential for (Evidence of) participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented in higher education
6. Potential (Demonstrated ability) to positively impact department's climate
7. Potential (Demonstrated ability) to attract and supervise graduate students from groups historically under-represented in higher education
8. Potential (Demonstrated ability) to teach and supervise undergraduate students from groups historically under-represented in higher education

UCI Engineering School Further Guidelines on Assessing Diversity Contributions of Job Candidates

(next pages)

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

Knowledge about Diversity, Equity, and Inclusion

1 - 2

- 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 does not provide any evidence of having informed themselves. Or may discount 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 Engineering 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, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

3

- 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 and interest in dimensions of diversity. However, they may show a strong understanding of challenges faced by individuals who are underrepresented, the need to eliminate barriers, and be comfortable discussing diversity-related issues.

4 - 5

- 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 many groups and the consequences for higher education or for the discipline.
- Comfortable discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- 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.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion

1 - 2

- 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, 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.
- 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

- May have participated extensively in a single activity. 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 underrepresented students, mentions specific strategies used for effective mentoring, or 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

- Describes multiple activities in depth with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
- Consistent track record that spans multiple years (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., a candidate who is already an assistant 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 underrepresented 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.
- Served as a leader in a student or professional organization that supports underrepresented individuals

Plans for Advancing Diversity, Equity, and Inclusion

1 - 2

- Vague or no statements about what they would do if hired by UCI. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of UCI 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.

3

- Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or is unclear. 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

- Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at UCI and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
- Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
- References activities already taking place at UCI or universities known to be successful in the field, and how additional or new activities would advance equity and inclusion.
- Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

Candidate Evaluation Tool for Faculty Searches

- Use the Selection Criteria created specifically for this search to populate the form (consider using a Google Form to expedite the review and scoring process). This form is to be used in the initial round of scoring.
- Consider using a 1- 5 rating for each category (5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor), **where any score of "1" would disqualify a candidate from moving forward.**
- Calibrate the scoring form by first discussing and agreeing on the selection criteria. All committee members should independently score 5- 10 applications to assess reliability.
- Base scoring on career stage and expected accomplishments for that level- discuss the different expectations for each criteria.
- Each applicant should be reviewed using this form by a minimum of two- three search committee members for the full pool. Widely divergent assessments should necessitate a "tie breaker" review.
- Each applicant on the "long list" should receive a review and rating by all committee members.
- Weights can be assigned to different categories as needed (e.g., if research should be 60% of the total score, the three research categories can receive weighting to make them proportionately 60%).

Research			Teaching		Service		Contributions to Diversity, Equity, and Inclusion (DEI)*		
Curricular Fit	Productivity	Plans	Teaching Area	Mentoring	Engagement with the campus	Engagement with the professional community	Knowledge and understanding	Track Record	Plans
1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5
<p>Example areas for assessing research quality and potential:</p> <ul style="list-style-type: none"> • Past research accomplishments (publication record-- emphasize quality not only number or journal, impact/novelty of research, presentations, grants/ fellowships etc.) • Research plan. Potential for sustained impact and extramural funding? Creative, doable, exciting? Long term and short-term vision? Also consider info from rec letters. • How well does the proposed research mesh with current research in the department? Would they find research colleagues here? Synergy can come from techniques, systems, etc. • Potential for interdisciplinary collaboration • Interest and ability to develop a new research area 			<p>Example areas for assessing teaching quality and potential:</p> <ul style="list-style-type: none"> • Potential to or demonstrated ability to teach undergraduate and graduate courses (specify which areas) • Interest in teaching and record of teaching accomplishments • Ability or potential to attract and successfully mentor excellent graduate students • Publications on teaching pedagogy (LSOE positions), and/or ideas for implementation and other scholarly examples of knowledge transfer related to teaching 		<p>Example areas for assessing service:</p> <ul style="list-style-type: none"> • Potential or track record of department engagement • Potential to make a positive contribution to the department climate • Potential to be a conscientious community member • Potential to make positive contributions to the professional community 		<p>Example areas for diversity, equity and inclusion:</p> <ul style="list-style-type: none"> • Knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnicity, socioeconomic status, race, gender, sexual orientation, disability, and cultural differences. • Demonstrated familiarity with challenges faced by underrepresented individuals and the need to identify and eliminate barriers to their full and equitable participation and advancement. • Experiences or participation in activities designed to remove barriers and increase participation of underrepresented students, staff, and/or faculty. • Specific ideas for programs, initiatives, or activities to initiate at UCI if hired 		

*See separate rubric for evaluating this area