## Rubric Assessing Candidate on Diversity, Equity and Inclusion

### Awareness/Understanding of Diversity, Equity and Inclusion

| Weak (1-2) | Uses vague terms to describe diversity without indicating an awareness or understanding of challenges underrepresented individuals in higher education face and the factors influencing underrepresentation of particular groups in academia.  
|            | -No indication of efforts to educate self about diversity topics in higher education.  
|            | -Discounts the importance of diversity.  
|            | -Unaware of demographic data about diversity in specific disciplines or in higher education.  
|            | -Uncomfortable discussing diversity-related issues. |

| Average (3) | Demonstrates some qualities consistent with 1 and 2 above and 4 and 5 below. |

| Strong (4-5) | Understands and is knowledgeable of diversity from either personal experience or education about the experiences of those with identities different from one’s own.  
|             | -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.  
|             | -Familiar with demographic data relevant in higher education. Provides examples of programs to address climate or underrepresentation.  
|             | -Understands challenges experienced by underrepresented individuals in higher education. Addresses why it’s important for faculty to contribute to meeting the above challenges. |

### Experience Promoting Diversity, Equity, Inclusion

| Weak (1-2) | Limited experience or plans for advancing diversity, equity and inclusion in the classroom, service activities and through research.  
|            | -Description of efforts are brief or vague.  
|            | -May have attended a workshop or read books, but no interest in participating in efforts to enhance a welcoming climate for all. |

| Average (3) | Shows aspects of 1-2 above and 4-5 below. May have attended several activities (conferences, student organizations, talks).  
|            | -Shows commitment to addressing diversity, equity, inclusion through research, teaching or service but not through all three categories. |

| Strong (4-5) | Significant direct experience advancing diversity, equity and inclusion through research, service and 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 university committee on diversity, equity and inclusion; research on underrepresented communities; active involvement in professional or scientific organization aimed at addressing needs of underrepresented students.  
|             | -Track record spans career stages and provides examples as undergraduate or graduate student and in faculty positions, if appropriate. |

### Plans to Advance Diversity, Equity, Inclusion at Cornell

| Weak (1-2) | Unclear what unique efforts candidate would undertake at Cornell. Merely says they would do what is asked, if hired.  
|            | -May have participated peripherally in efforts promoting equity diversity, equity and inclusion. |

| Average (3) | Plans are vague without mentioning objectives, expected outcomes, specific tasks. |

| Strong (4-5) | Details plans to promote diversity, equity and inclusion through research, service and teaching at Cornell and within their department and/or campus-wide.  
|             | -References ongoing efforts at Cornell and ways to improve and modify them to advance diversity, equity and inclusion. |
Faculty search committees are to evaluate the Diversity Statement in the same manner as other aspects of the candidate's application. Consider whether the statement is thoughtful, well-written and sophisticated. Does it describe a vision with concrete applications? Do proposed initiatives appear to be feasible, and are they consistent with the candidate's record or potential and Cornell's values and missions?

In general, strong statements share common attributes; the statement:

- Articulates the candidate's understanding of diversity, equity and inclusion (e.g. using data highlighting issues such as mentoring or access, ability to describe challenges and barriers);

- Demonstrates a track record on diversity, equity and inclusion matters throughout candidate's career and as a student and educator (see examples above), and

- Provides clear and concrete examples of how the candidate would promote diversity, equity and inclusion at Cornell University.