Guide to Diversifying Faculty Searches

Diversity Statements and Evaluation Rubrics

Introduction

A diversity statement provides the search committee with relevant, useful information about a candidate's qualifications and potential for future success, similar to a candidate's CV, research statement, or teaching statement. The diversity statement should not request identity information of candidates as the statements are to asses all candidates regardless of their backgrounds. Specifically, a diversity statement invites applicants to describe their past contributions, current engagements, and/or future aspirations to promote diversity, equity, and inclusion in their careers as researchers and educators within their departments, institutions, and disciplines. The statement could also include how the applicant envisions these commitments being advanced at Brown University. This practice ensures that contributions to diversity, equity, and inclusion are credited and not ignored. Engaging in this process may also facilitate search committees aiding the department in realizing its recruitment goals delineated in the Departmental Diversity and Inclusion Action Plan.

At the outset, it is important for search committees to consider and specify several factors. First, diversity statements are most useful when the purpose for the statement and method of evaluation is discussed and agreed upon by all members of the search committee. The purpose of a rubric is not necessarily to rank candidates in numerical order but to keep committee members focused on agreed upon evaluation criteria, rather than falling back on personal preferences.

Second, agree on the rubric the search committee will use to evaluate candidates in advance of considering any candidate. Without specific criteria to guide decision-making, evaluators may favor applicants that look like themselves or remind them of themselves or others they are accustomed to being around, which increases the potential of implicit or unconscious biases.

Third, the search committee members should identify how criteria will be weighted. Does the search committee wish to weigh the diversity statement within or as part of a larger evaluation rubric? If so, the search committee should discuss the relative weight or importance of various evaluation criteria.

Below are guiding questions to help develop the rubric.

- What are the requirements for this hire in terms of research, teaching, service, and outreach?

- How is a commitment to the goals of diversity, equity, and inclusion a priority in each area?

- How does the unit rank these goals in terms of first and second priorities?

- What types of evidence will demonstrate achievement or future potential in each area?

- Does the job ad request materials appropriate to the assessment criteria?

- Are any of the criteria in the rubric ambiguous?

To provide more practical guidance, examples of the following are provided below:

- How to structure a prompt to guide applicant's diversity statements

- Examples of evidence demonstrating contributions to diversity

- Ways to assess diversity statements

- Examples of rubrics to evaluate diversity statements

Diversity Statement Prompts

The prompt for the diversity statement can focus on the applicant's research, teaching, advising and/or service. Specify the page limit, which is most often capped at two single-space pages. Examples of diversity statements search committees may adapt appear below.

- Applicants should submit a diversity statement that discusses past or future contributions to inclusive excellence in the areas of research, teaching and/or outreach.

- This department strives to create and strengthen an inclusive, respectful, and intellectually challenging environment that embraces difference in the pursuit of knowledge. The diversity statement should describe how your background and experiences demonstrate your commitment and ability to engage with issues of diversity and inclusion, and should also discuss how those values might be reflected should you join our community.

- In addition to the materials noted above, applicants should also submit a one-page diversity statement that discusses past or future contributions to equity and inclusion in the areas of research, teaching and/or outreach.

- Describe how you plan to contribute to diversity goals and/or initiatives at Brown University, including activities you would pursue and how they would fit into your research area, department, campus, or national context. Please be as specific as possible, and realistic about your level of effort and time commitment.

- A description of how the applicant would contribute to the development of an equitable and inclusive community in the department through one's teaching, research, and service.

- Applicants should submit a statement explaining how their teaching in the department will contribute to add to a culture of equity and inclusion.

- Describe how the applicants prior, current, and/or potential contributions might serve to advance the departmental and university commitment to teaching and mentoring students from diverse backgrounds, experiences, values, and viewpoints.

- Brown University is committed to diversity, equity, and inclusion. In the diversity statement, applicants should reflect upon their experiences and vision regarding the teaching and mentorship of students from diverse backgrounds.

- A description of how the applicant would contribute to the development of a diverse and inclusive [learning/working] community through their [teaching, research, and/or service] should be included in the personal statement.

Examples of Evidence Demonstrating Contributions to Diversity

Knowledge and Understanding

- 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.

- Familiarity with demographic data related to diversity in higher education.

- Comfort discussing diversity-related issues.

- Understanding of mentorship power dynamics and personal-professional boundaries between faculty and students.

- Understanding of the challenges faced by underrepresented individuals, and the need to identify and eliminate barriers to their full and equitable participation and advancement.

Teaching

- Strategies to create inclusive and welcoming teaching environments for all students – particularly students who are underrepresented and/or experience marginalization.

- Strategies to encourage both critical thinking and respectful dialogue in the classroom.

- Using new pedagogies and classroom strategies to advance equity and inclusion.

Research

- Inclusive research environments that foster respect and equitable advancement (of graduate students if applicable).

- Mentoring and supporting the advancement and professional development of underrepresented students or postdocs.

- Research focused on underserved communities.

Service/Professional Activities

- Outreach activities designed to remove barriers and to increase the participation of individuals from underrepresented groups. Strategies to create inclusive and welcoming teaching environments for all underrepresented students.

- Participation in workshops and activities that help build multicultural competencies and create inclusive climates.

- Supporting student organizations that serve underrepresented groups.

- Participation with professional or scientific associations or meetings that aim to increase diversity or address the needs of underrepresented students, staff, or faculty.

- Serving on university or college committees related to equity and inclusion, or preventing sexual harassment and sexual violence.

Assessing Diversity Statements

Define "excellence" in each area of the rubric. Weaker statements tend to be brief, vague, and lack evidence of impact whereas excellent statements have breadth, depth, and impact. Below are sample criteria for excellence.

- Awareness of, and ability to, articulate understanding diversity broadly conceived, and historical, social, and economic factors that influence the underrepresentation of particular groups in academia. Life experience may be, but is not necessarily, an important aspect of this understanding.

- A track record, calibrated to career stage, of engagement and activity related to diversity, equity, and inclusion. Demonstration requires specific details about these activities, including goals, strategies, and outcomes, as well as information about the role played. Strong evidence typically consists of multiple past and current examples of action from classrooms, labs, campuses, or communities.

- Specific, concrete goals, plans, and priorities, calibrated to career stage, for engagement on diversity, equity, and inclusion in one's teaching, research and service as a potential faculty member at Brown University. Ideally these plans involve an awareness of current programs and initiatives already taking place on campus.

Sample Diversity Statement Rubrics

University of California Berkeley (n.d.) *Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion.* Retrieved November 2020 from: https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity-and

University of California Los Angeles (n.d.). *Sample candidate evaluation tool, contributions to EDI.* Retrieved June 2020 from: https://ucla.app.box.com/s/wn1iapnld8f9ynagml4l2m3dn2b4oyau

Cornell University (n.d.). *Rubric assessing candidate on diversity, equity and inclusion.* Retrieved June 2020 from: http://facultydevelopment.cornell.edu/rubric-assessing-candidate-on-diversity-equity-and-inclusion/

University of Nebraska-Lincoln College of Engineering (n.d.). *Diversity and inclusion extended rubric.* Retrieved June 2020 from: https://engineering.unl.edu/downloads/files/COE-UNL-DiversityInclusionStatement-ExtendedReviewForm.pdf

University of Virginia (n.d.). *Evaluating statements on contributions to inclusive excellence.* Retrieved June 2020 from: https://eocr.virginia.edu/sites/eop.virginia.edu/files/IE_Statement_Evaluation.pdf

Note: Links are provided for ease of access to the above information. Because websites are updated regularly, a link may turn inactive. If that occurs, we encourage you to try and retrieve the information through a general search

Sample Candidate Evaluation Template

The following adaptable template presents one approach search committees may take to evaluate job candidates. The language is designed for junior candidates while the alternative language is suggested in parentheses for senior faculty candidates.

Candidate Evaluation Template

Evaluator's Name: _____

Applicant/Candidate Name: _____

Please indicate which of the following are true for you (check all that apply)

□ Read candidate's CV

□ Read candidate's statements (e.g., research, teaching, diversity)

□ Read candidate's letters of recommendation

□ Read candidate's scholarship (indicate what: _____)

□ Attended candidate's job talk

□ Met with candidate

□ Attended lunch or dinner with candidate

□ Other (please explain):_____

Please comment on the candidate's scholarship as reflected in the job talk:

_____

_____

_____

_____

_____

Please comment on the candidate's teaching ability as reflected in the job talk:

_____

_____

_____

_____

Please rate the candidate on each on the evaluation criteria outlined below, using the following grading scale:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Potential for (evidence of) scholarly impact in the classroom						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration with diverse colleagues						
Potential for (evidence of) inclusive teaching capabilities						
Potential for (evidence of) contribution to department's diversity and inclusion goals						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and mentor diverse graduate students						
Potential (demonstrated ability) to teach and mentor diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						

Other comments?

_____

Diversity Statements and Evaluation Rubrics References and Resources

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Columbia University (2016). *Guide to best practices in faculty search and hiring.* Retrieved June 2020 from: https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf

Cornell University (n.d.). Diversity statement. Retrieved June 2020 from: https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/8/6767/files/2018/08/Appendix-I-Request-for-Diversity-statement-1izep7w.pdf

Cornell University (2018). *Best practices in faculty recruitment and hiring.* Retrieved June 2020 from: https://myemail.constantcontact.com/Best-Practices-in-Faculty-Recruitment-and-Hiring.html?soid=1128905482859&aid=gYFYML5GPic

Hamilton College (n.d.). *LITS Diversity and inclusion in hiring.* Retrieved June 2020 from: https://libguides.hamilton.edu/c.php?g=877539&p=6302062

Harvard University (2016). Best practices for conducting faculty searches. Retrieved June 2020 from: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf

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University of Washington (n.d.). Handbook of best practices for faculty searches. Retrieved from June 2020 from: https://www.washington.edu/diversity/faculty-advancement/handbook/

Vanderbilt University Center for Teaching. (2018). Developing and writing a diversity statement. Retrieved June 2020 from https://cft.vanderbilt.edu/developing-and-writing-a-diversity-statement

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