

Diversity Statement Evaluation Rubric

This rubric lists potential areas of scholarly contribution and/or commitment to diversity, equity and inclusion (DEI). A strong diversity statement need not include contributions in every area, but must demonstrate a substantive commitment to DEI in one or more of these areas. Please use the comment column for feedback on strengths in each area and any suggestions for improvement.

Scholarly Contribution/ Commitment Area	Criteria	Comments
<p>Understanding of DEI in Higher Education</p>	<p>Potential to contribute to DEI in higher education through understanding of barriers facing women, domestic racial/ethnic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by:</p> <ul style="list-style-type: none"> • Empathy/understanding through lived experiences and educational background • Participation in a higher education pipeline program • Significant academic achievement in the face of barriers to higher education (economic, social, educational disadvantage) • Commitment to allyhood through learning about structural inequities demonstrated by extensive reading or focused coursework, connection to university DEI initiatives, participation in professional development programs, etc. • Other 	
<p>Research</p>	<p>Current or planned research relevant to diversity, equity and inclusion, which might include:</p> <ul style="list-style-type: none"> • Research focuses on underserved populations or inequalities • Research addresses issues relevant to DEI, such as race, gender, diversity, ability, sexuality, inclusion, health disparities, educational access, political engagement, economic justice, social mobility, civil and human rights, etc. • Research contributes to understanding of DEI issues faced by students and instructors in teaching and learning • Other 	

Diversity Statement Evaluation Rubric

<p>Teaching and Mentoring</p>	<p>Commitment to teaching and mentoring students from broadly diverse demographic and social backgrounds, as evidenced by:</p> <ul style="list-style-type: none"> • A record of leadership in teaching/mentoring historically underrepresented groups • Development of curricula and teaching strategies designed to enhance inclusion • Engagement in training designed to enhance intercultural or intergroup competencies and skills • Other 	
<p>Collaboration and Leadership</p>	<p>Potential for collaboration and leadership in department or institutional efforts to enhance DEI, as evidenced by:</p> <ul style="list-style-type: none"> • Involvement or leadership in committees, task force groups, professional societies and organizations, etc. related to DEI • Other 	
<p>Service, engagement, and/or outreach</p>	<p>Commitment to service, engagement, and/or outreach efforts to enhance DEI, as evidenced by:</p> <ul style="list-style-type: none"> • A record of community engagement or outreach activities relevant to advancing equity and access (volunteer activities, advising, consultation, etc.). • Other 	

University of Michigan Center for Research on Learning and Teaching (CRLT) and Rackham Graduate School. Adapted from National Center for Institutional Diversity's Faculty Candidate Evaluation rubric (2017) to identify candidates' evidence of contributions and demonstrated commitments to DEI.