

Knowledge about Diversity, Equity, and Inclusive Excellence

Important: Candidates should be evaluated relative to their experience.

Score	
1 - 2	
Little to no evidence of awareness of DEI issues in higher education or their field	

Examples

- 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 underrepresented 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.

3

Some evidence of awareness, but falls short of significant knowledge base or deep interest

Examples

- 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.

- Shows some knowledge of practices for DEI, or explains ideas that are not clearly rooted in best practices but seem feasible.
- Demonstrates comfort discussing diversity, equity, and inclusion issues.

4 - 5

Clear and deep understanding of dimensions of DEI in higher education

Examples

- 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 (e.g., their personal "narrative"/story) as well as an investment in learning about the experiences of those with identities different from their own.
- Detailed knowledge of empirically-based best practices for DEI.
- 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 issues (including distinctions and connections between diversity, equity, and inclusion).
- Understands the challenges faced by underrepresented 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.
- Discusses their own personal reflection on DEI definition and issues.

Track Record in Advancing Diversity, Equity, and Inclusive Excellence

Important: Candidates should be evaluated relative to their experience.

Score

1 - 2

Describes few or no past efforts in any detail

Examples

- 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 (e.g., "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, nominal, or peripheral ("I was on a committee on diversity for a year").

3

Some evidence of past efforts, but not extensive enough to merit a high score

Examples

- 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 (or mentoring) and service.
- In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.

4 - 5

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

Examples

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching/mentoring and service, and could include applying their research skills or expertise to investigating diversity, equity, and inclusion.
- Consistent track record that spans multiple years (e.g., activities undertaken or participated in as an undergraduate, graduate student, and postdoctoral scholar).
- Demonstrated ability to work collaboratively with diverse faculty and colleagues in a dynamic environment.
- Spoke at workshops or other events aimed at increasing others' understanding of diversity, equity, and inclusion.
- Played a leadership role in activities promoting diversity, equity, and inclusion.

Plans for Advancing Diversity, Equity, and Inclusive Excellence

Important: Candidates should be evaluated relative to their experience.

Score

1 - 2

No personal plans to advance DEI

Examples

- Vague or no statements about what they would do at UNM if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the minimum expectation of UNM faculty (e.g., being willing to supervise students of any gender or ethnic identity).
- Describes ideas for activities, but they are neither compelling nor relevant to UNM.
- Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same.”

3

Some ideas about advancing DEI, but not much detail

Examples

- Mentions plans or ideas, but they are not specific, detailed, or clear in purpose (e.g., If "outreach" is proposed, they do not identify the specific target, or the type of engagement, or the expected outcomes. They do not specify their own roles and responsibilities. If a commitment to equitably teaching/mentoring underrepresented students is proposed, they do not describe what this “commitment” entails)
- Mentions plans or ideas, but they are not very relevant to UNM (e.g., show a lack of knowledge of UNM – such as it being a Hispanic-Serving institution).

4 - 5

Clear and detailed plans for advancing DEI

Examples

- Identifies existing UNM programs they would get involved with and their proposed role.
- Clearly formulates new actionable and specific ideas for advancing equity and inclusion at UNM and within their field, through their research, teaching/mentoring, and/or service (e.g., 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, or co-chair a subcommittee or lead a workshop for a national conference.
- Has solid ideas regarding how empirically-based best practices for DEI could be enacted at UNM.
- Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, and inclusion at UNM within the department/school/college and also their field.