

UC Santa Cruz, Academic Affairs
Rubrics to Evaluate Staff Contributions to Diversity Statements

How are these Statements evaluated?

Review committees use these rubrics to help evaluate staff candidate statements. They should be interpreted in the context of the specific position description.

A. 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 ideas or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important." 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 profession. May use vague statements such as "technological professions definitely need more women."
 - Unable to authentically discuss or reflect on diversity-related issues. May state that they "just haven't had much of an opportunity to think about these issues yet."
 - Seems to have little understanding or awareness of the structural barriers that minoritized individuals face, or to not 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 minoritized individuals because it keeps them separate from everyone else, or will make them feel less valued.
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- Individuals receiving a rating of "3" in the "Knowledge" dimension could 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, but show a strong understanding of challenges faced by individuals who are minoritized and the need to eliminate barriers, and be comfortable discussing diversity-related issues.
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4-5

- Clear knowledge of and experience with 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 and/or their profession. Discusses the underrepresentation and marginalization of specific demographic groups and the consequences for higher education or for the profession.
- Fluently discusses diversity-related issues including distinctions and connections between diversity, equity, and inclusion.
- Understands the challenges faced by minoritized individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Understands the additional challenges faced by individuals whose identities intersect multiple minoritized groups.
- Discusses diversity as a core value that every employee should actively contribute to advancing, as per [Regents Policy 4400](#).

B. Experience working to advance Diversity, Equity, and Inclusion

1-2

- Little track record of working to advance diversity, equity, or inclusion. Participated in none or only a few limited activities (limited in terms of time, investment, or role).
 - Only mentions activities that are already the expectation of previous positions as evidence of commitment and involvement. For example, "As an administrative assistant, I was already accustomed to being inclusive in working with a wide range of individuals."
 - Provides little to no evidence of specific skills for advancing diversity, equity, and inclusion.
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- 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, no discussion of outcomes of the efforts.
 - Participation with a professional organization that supports minoritized individuals.
 - Presents evidence of some skills for advancing diversity, equity, and inclusion.
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4-5

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes.
- Consistent track record that spans multiple years.
- Roles taken were significant and appropriate for the career stage.
- Demonstrates extensive skill set for advancing diversity, equity, and inclusion.

C. Discussion of advancing Diversity, Equity, and Inclusion in the position

1-2

- Vague or no statements about what they would do at UCSC if hired. May even feel doing so would be the responsibility of someone else.
 - Describes only activities that are already the expectation of the position, such as treating all students the same regardless of background, etc.
 - States that would be happy to "help out" but seems to expect the University or supervisor to invite or assign them to activities.
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3

- Mentions plans or ideas but more is expected for their career stage.
 - Shows some thought about how the position could contribute to advancing diversity, equity, and inclusion, but proposed contributions are limited
 - Plans or ideas lacking in detail or clear purpose. Limited perspective on what can be done in the position.
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4-5

- Clear and detailed ideas for how they would get involved with and what new ideas they have for advancing diversity, equity, and inclusion at UCSC and within Academic Affairs.
- Level of proposed involvement commensurate with career level.
- Strong understanding of how to leverage the position to contribute to advancing diversity, equity, and inclusion.
- References activities already taking place at UCSC, and how additional or new activities would advance diversity, equity and inclusion.
- Addresses multiple areas of need, as appropriate to the position and the people they would be interacting with.