The following draft rubric was developed by relying on the UCOP Academic Personnel and Programs guidance on evaluating contributions to diversity for faculty in appointment and promotion in accordance with APM 210-d (referred to as UCOP Academic Guidance) and by consulting similar efforts at UC Berkeley and the University of Washington. We note that increasingly comparable academic institutions are developing both resources for developing faculty’s reporting of their contributions to diversity, equity, and inclusion and guidance on evaluating potential academic hires on these contributions. Based on our search of similarly situated institutions of higher learning, there is a lag in developing or applying these evaluations to faculty in personnel actions, specifically related to merits, appraisals, tenure, and promotion. To this end, we have drawn on these relevant resources to develop this guidance specifically for evaluating academic personnel’s contributions to diversity, equity, and inclusion in the merit, appraisal, tenure, and promotion processes.

Here we focus on a rubric to guide faculty decision-making in assessing contributions to diversity in faculty records to determine whether contributions to JEDI are fairly included in assessing step plus. We also provide links to resources on developing such contributions and writing about them in faculty candidate statements elsewhere (see xxxx).

VALUES

The Principles of Community guide discussion and decision-making across the University. We value a supportive approach that works towards acknowledging individual strengths. There is no one size fits all approach to contributions to JEDI. It is important to recognize contributions and the efforts it takes to advance JEDI across research, teaching, and service.

HOW TO USE THIS TOOL

This rubric is not a checklist. This rubric helps faculty to evaluate important and impactful contributions to research, teaching, and service related to contributions to justice, equity, diversity, and inclusion. This rubric can be used to aid candidates in developing their own diversity statements. Candidates are encouraged to use examples from their own work on how they advance justice, equity,
diversity, and/or inclusion across research, teaching, and service. Some contributions may occur across different categories and there will be overlap.

**UC DAVIS ACADEMIC AFFAIRS GUIDANCE**

“Use the Statement of Contributions to diversity, equity, and inclusion (DEI) in your MIV dossier to explain how they intersect with the three pillars in APM 210 and 220. Faculty do not receive an additional half-step for contributions to DEI alone. Important and impactful contributions can raise research, teaching, and service to ‘outstanding.’”

**UCOP GUIDANCE ON CRITERIA FOR EVALUATING CONTRIBUTIONS TO DIVERSITY (APM 210)**

As cited in the UCOP Academic Guidance on Evaluating Contributions to Diversity for Faculty, we reproduce here relevant passages on contributions to diversity across the three majors areas of assessment, teaching, research and other creative work, and professional activity. Below we provide a rubric with exemplars drawn from the above mentioned relevant resources to assist faculty in their assessments

From UCOP Academic Guidance (p. 3) “Criteria enumerated in APM - 210-d serve as guides rather than boundaries for minimum standards for evaluating performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service:

(1) Teaching

In judging the effectiveness of a candidate’s teaching, the committee should consider… [the] extent and skill of the candidate’s participation in the general guidance, mentoring and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various under-represented groups. Among significant types of evidence of teaching effectiveness are development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are under-represented in the field of instruction.

(2) Research and Other Creative Work
Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education should be judged creative work when they present new ideas or original scholarly work.

(3) Professional Activity

The candidate’s professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in under-represented groups in the candidate’s field.

(4) University and Public Service

Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.”

RUBRIC WITH EXEMPLARS AND GUIDANCE FOR ASSESSING CONTRIBUTIONS TO DIVERSITY IN ACADEMIC ACTIONS

Here we provide a rubric with examples to aid faculty in their development of JEDI statements and assessments of academic personnel actions. These are select examples, for more extensive examples and information see UCOP Academic Guidance (link). The categories of assessment are aligned with those for the Step+ system - above expectations, meets expectations, does not meet expectations, and not applicable.

From UCOP Academic Guidance (p. 3-5) regarding appointment and promotion guidelines, “APM - 210-1-d provides clear guidance for both review and appointment of a faculty that is dedicated to the diverse goals of UC...These are examples and not an exhaustive list; other activities may also fit the guidelines described in APM - 210.” Please note the expectation is not for candidates to be above expectations for each area or category. This rubric is not exhaustive and is intended as a helpful tool. There may be examples or contributions to JEDI that are not accounted for in this rubric.
<table>
<thead>
<tr>
<th>Area</th>
<th>Examples¹:</th>
<th>Above expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Other Creative Work</td>
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</tbody>
</table>
| Research contributions to diversity and equity           | ● Health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights  
● Questions of interest to communities historically excluded by higher education  
● Evidence of intersectional and/or interdisciplinary research that contributes to diversity of thought and approaches including diverse use of methodologies, tools, and samples  
● Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts, humanities, sciences, or social sciences |                    |                   |                   |     |
| Research contributions to understanding the barriers facing women and historically marginalized groups in academic disciplines | ● Studying patterns of participation and advancement of women and marginalized groups in fields where they are under-represented  
● Studying socio-cultural issues confronting under-represented students in college preparation curricula  
● Evaluating programs, curricula, teaching strategies designed to enhance participation of under-represented students in higher education *(primarily relevant for Federation Faculty)* |                    |                   |                   |     |
| Teaching & Mentorship                                    |                                                                                                                                                                                                          |                    |                   |                   |     |
| Teaching: Contributions to pedagogies addressing different populations | ● Designing courses that are inclusive and/or meet the needs of historically disadvantaged or under-resourced students  
● Developing effective teaching strategies that promote inclusive excellence and the advancement of students from |                    |                   |                   |     |

¹ Examples taken directly from UCOP Academic Guidance pp. 4-5
<table>
<thead>
<tr>
<th>Mentorship: Experience teaching, advising, and mentoring students who are historically under-represented</th>
<th>University and Public Service</th>
</tr>
</thead>
</table>
| ● Demonstrates an understanding of unconscious bias and creates equitable learning spaces  
● Addresses diversity and promotes inclusive excellence in teaching including teaching content (e.g., syllabi content, methodological approaches, guest speakers (including those with different positionalities), and understudied communities  
● Commitment to developing and revising course content and strategies (e.g., attending trainings, responsiveness to student concerns and feedback) | ● Serving on DEI committees at the department, college, university, and system-wide levels and/or advancing contributions to DEI through other university service (e.g., through different committees)  
● Evidence of broad involvement with diversity work on campus (with students, faculty/staff, or leadership  
● Participation in targeted recruitment, and retention activities of scholars (e.g., faculty, post-docs, etc.) for the university (including department, college, etc.) |
| ● Advising and mentoring women and historically marginalized students including K-12, undergraduate and graduate levels  
● Demonstrated inclusive excellence for recruitment and retention of junior scholars and students (e.g., post-docs, project scientists, etc.) and promoting their advancement, well-being, and professional development (e.g., graduate on-time, job placement, going on to graduate school, scholarly publication)  
● Advising and mentoring women and historically junior colleagues (i.e., post-docs, junior faculty, visiting scholars)  
● Exceptional record mentoring students and junior faculty from groups under-represented in the field |
| Public Outreach:                                                                 |                                                                 |
|                                                                               | ● Service as an advisor to programs that advance DEI (e.g., Women in Science and Engineering) |
|                                                                               | ● Presentations or performances for under-represented communities |
|                                                                               | ● Honors, awards, and other forms of special recognition from local or national groups or societies representing under-served communities |
|                                                                               | ● The application of theory to real-world economic, social, and community development problems |
|                                                                               | ● Election to office, or undertaking service to professional and learning societies, including editorial work, or peer reviewing for a national or international organization addressing disparities (in access to higher education) |
|                                                                               | ● Selection for special public service activities and invitations to give talks within the field that address the needs of under-represented or culturally diverse groups |
|                                                                               | ● Participation in professional or scientific associations or meetings presentations related to the needs of communities historically marginalized (excluded from higher education); engagement in seminar, conferences or institutes that address concerns of under-represented groups |
|                                                                               | ● Record of community engagement around social, health, and environmental justice issues and community action |