

Rubric for Assessing Candidate Contributions to Equity, Diversity and Inclusion (EDI)¹

This EDI Rubric is a tool for search committees to use for assessing applicants' (to Faculty positions) contributions to Equity, Diversity, and Inclusion (EDI). It is a guide and can be adapted to specific searches as appropriate.

What does the EDI rubric assess?

The EDI Rubric envisions the assessment of applicants' (to Faculty positions) contributions to Equity, Diversity, and Inclusion (EDI) as encompassing three main areas of expertise and experience:

- Knowledge and understanding (section 1)
- Track record of activities to date (section 2)
- Plans for contributing at the University of British Columbia, Faculty of Education (section 3)

How is the EDI rubric used?

Search committees have found it very useful to assign use the three areas of the EDI rubric to assess particular aspects of faculty position applicants' files, including: Diversity Statement, CV, Cover Letter, Letters of Reference, Teaching Statement, Syllabi, Publications. This is helpful in identifying and analyzing specific areas of agreement or disagreement as the committee discusses each candidate.

How should I interpret the examples in each section of the rubric?

The rubric assists committees in communicating about their assessment of the of the three EDI areas by providing examples of what is commonly seen in Diversity Statements or other documents submitted by applicants or by referees to faculty searches.

- *These examples are offered as illustrative suggestions; they are neither exhaustive nor ironclad. They can be modified to fit the academic and disciplinary backgrounds of applicants in a particular search.*

How can search committees calibrate their EDI assessments?

We recommend the following calibration exercise, which past search committees have found useful:

1. Discuss, as a committee, the importance and evaluation of contributions to EDI as one aspect of expertise and experience across research, educational leadership, teaching, and service. As a reminder, candidates do not need to belong to a particular group or demographic, or to hold particular viewpoints, to be successful in this regard. EDI efforts described by candidates from international institutions may look different from EDI work conducted in Canada but can be equally compelling.
2. Discuss the kinds of evidence that could motivate an assessment of Low, Average, or Excellent in any of the three areas.
 - Knowledge and understanding (section 1)
 - Track record of activities to date (section 2)
 - Plans for contributing at the University of British Columbia, Faculty of Education (section 3)
3. Choose a sub-set of Diversity Statements or applicant files and assess these making use of the three areas identified in the EDI Rubric. Bring the assessments to a Search Committee and discuss, noting where there are very divergent assessments between search committee members.

¹ Modification of document created and published by University of California, Berkeley: Office for Faculty Equity & Welfare.

Rubric to Assess Contributions to Diversity, Equity, and Inclusion

Tool to guide assessment of particular aspects of faculty position applicants' files, including: Diversity Statement, CV, Cover Letter, Letters of Reference, Teaching Statement, Publications.

Understanding of and Knowledge about Diversity, Equity, and Inclusion

Score	Examples
<p>Low</p> <p>Little to no evidence of awareness of EDI issues in higher education or their field</p>	<ul style="list-style-type: none"> • 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 Indigenous Education, or the significance of 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 Educational Philosophy definitely needs more women" without offering further examples or specifics. • Seems not to be aware of (or understand) the particular challenges that individuals from underrepresented groups 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.
<p>Average</p> <p>Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<ul style="list-style-type: none"> • 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 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.
<p>Excellent</p> <p>Clear and deep understanding of dimensions of EDI in</p>	<ul style="list-style-type: none"> • 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 or matters pertinent to Indigenous communities and nations. 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. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline.

higher education	<ul style="list-style-type: none"> • Comfort discussing diversity, equity, and inclusion related 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.
------------------	--

Track Record in Advancing Diversity, Equity, and Inclusion

Score	Examples
<p>Low</p> <p>Describes few or no past efforts in any detail</p>	<ul style="list-style-type: none"> • 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 (for example, "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").
<p>Average</p> <p>Some evidence of past efforts, but not extensive enough to merit a high score</p>	<ul style="list-style-type: none"> • 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 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.
<p>Excellent</p> <p>Sustained track record of varied efforts to promote EDI in teaching,</p>	<ul style="list-style-type: none"> • Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion. • Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar) • Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and

research, or service	<p>tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).</p> <ul style="list-style-type: none"> Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
----------------------	---

Plans for Advancing Diversity, Equity, and Inclusion

Score	Examples
<p>Low</p> <p>No specific plans to advance EDI</p>	<ul style="list-style-type: none"> Vague or no statements about what they would do at UBC if hired. May even feel doing so would be the responsibility of someone else. Describes only activities that are already the minimum expectation of UBC faculty (e.g., being willing to supervise students of any gender or ethnic identity). Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same.”
<p>Average</p> <p>Some ideas about advancing EDI, but not much detail</p>	<ul style="list-style-type: none"> Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)
<p>Excellent</p> <p>Clear and detailed plans for advancing EDI</p>	<ul style="list-style-type: none"> Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would). Clearly formulates new ideas for advancing equity and inclusion at UBC and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor 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, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership). Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.