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| track record experience  |  | | --- | | **1** | | Poor or none | | **2**superficial | | **3**Moderate or good | | **4**very good**5**excellent | |  | |  | | --- | | Criteria for scoringURM = African-Americans, Latin(X)/Hispanics, and Native Americans  * 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 URM 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 URMs to join the lab. * Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference). * May have participated extensively in a single activity. Less clear that there is an established track record of working with URMs relative to the needs of academic research insitutions, similar to UC Davis. * 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 URM students, mentions specific strategies used for effective mentoring, or awareness of the barriers URM students face and how to incorporate the ideas into their mentoring. * Membership in a student or professional organization that supports underrepresented individuals * 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 URM diversity, equity and inclusion. * Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar). * Roles taken were innovative, creative, significant, and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment for URM students, 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 URM groups in science). * Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of URM diversity, equity, and inclusion as one aspect of their track record. * Served as a leader in a URM student or professional organization that supports underrepresented individuals. | |

Modified from UC Davis’s modification of UC Berkeley’s “Rubric to Assess Candidate Contributions to Diversity, Equity and Inclusion”