



Guidance Document on the Recruitment and Selection of APAA Fellows

The Maryland AGEP PROMISE Academy Alliance (APAA) is a project dedicated to creating a model for a state university system to diversify their biomedical faculty through postdoc-to-tenure track conversion. Because all APAA Fellows should be recruited with the prospect of converting them into tenure track positions at the postdoctoral institution or at another institution in the University System of Maryland, procedures and best practices for equity in *faculty* hiring should be used (as opposed to procedures frequently used in *postdoctoral* hiring).

This Guidance Document was created by the APAA Leadership Team: Drs. Jennifer Aumiller, John Bertot, Wendy Carter-Veale, Robin Cresiski, Blessing Enekwe, Cindy Ghent, Erin Golembewski, Janet Rutledge, Michael Scott. It was created in alignment with the University of Iowa's [Search Committee Practices to Advance Equity](#), adding to previously compiled [resources](#) by the ADVANCE program at the University of Maryland College Park, and was built in consultation with APAA Research Team members, Drs. KerryAnn O'Meara and Damani White-Lewis, who are experts on faculty search processes.

Recruitment.

Because the emphasis of this program is to diversify the biomedical sciences, it is imperative that an active recruitment process takes place instead of a passive process that relies on exclusive networks (i.e. posted on twitter). We recommend all of the following be completed when hiring an APAA Fellow to maximize the diversity of the applicant pool:

- a. Use agreed-upon language about the APAA program in your advertisement, even if the position is dually APAA and another affiliation (i.e. President's Postdoctoral Fellow). See Appendix 1.
- b. Send the advertisement to affinity groups within organizations. See a list in Appendix 2.
- c. Send the advertisement to relevant department heads at regional USM HBCUs and MSIs as well as departments known to produce high numbers of minority PhDs. See Appendix 2.
- d. Send notice of the advertisement to USM diversity initiatives for distribution to their alumni: Meyerhoff, Bridge to Doctorate, McNair. See Appendix 2.
- e. Send the advertisement to diverse candidates in existing directories of diverse postdocs and graduate students. See Appendix 2.
- f. Send the advertisement to coordinators of postdoctoral diversity programs nationwide. A list of these programs is in Appendix 2.

Applicant Materials.

- a. Statement of Diversity - We ask that all candidates submit a 1-2 page Statement of Experience with and Commitment to Diversity, Equity and Inclusion. A sample prompt is in Appendix 3.
- b. APAA Interest Form - this has required demographic information and optional information being gathered for our grant. Appendix 4.

Review of Candidates.

- a. Use pre-decided evaluation criteria (a rubric) to reduce bias (need citation). As each campus has distinct attributes across teaching, research, and service, we leave it to the campuses to develop the rubric, but a sample rubric is provided in Appendix 5. Please note that we have included in this rubric a way to evaluate the Statement of Diversity in 3 areas: knowledge and understanding, track record of DEI activities to date, and plans for contributing to diversity. This portion of the rubric is [adapted from University of California, Berkeley](#), and their original rubric for evaluation of these three elements is in Appendix 6). Requiring candidates supply a diversity statement as a part of their package facilitates effective evaluation of this.
- b. Use of a committee (the research on this is summarized in the University of Iowa's [Search Committee Practices to Advance Equity](#), pg5) with diverse representation in the evaluation process.

Appendix 1

For a Position specifically hiring an APAA Fellow:

In Fall 2018, a five-university alliance in the University System of Maryland received a grant from the National Science Foundation to enhance its faculty diversification efforts. This project, the **AGEP PROMISE Academy Alliance (APAA)- University System of Maryland**, seeks to increase the number of historically underrepresented minority (URM) tenure-track (TT) faculty in the biomedical sciences within USM through a postdoc conversion model. APAA Fellows participate in unique professional development and community building activities across participating USM institutions, leveraging the institutional strengths and differences to prepare the Fellows for the tenure-track. Fellows will receive direct mentorship from APAA leadership and APAA Mentors in Residence (accomplished scholars of color around the country) and additional financial support for travel [and research]. *[Insert campus specific language about conversion here. For Flexible Fellows, this sample language may be useful: The intention of the Fellowship is to facilitate the conversion of the fellow into a TT line on a USM campus at the end of two years (contingent upon funding and mutual desire by the fellow and the institution/ department). The APAA Leadership will assist scholars with the relationship-building process to facilitate this conversion.]*

To be eligible for this program, NSF requires all project participants to be United States citizens, nationals, or permanent residents of the United States. The term "national" designates a native resident of a commonwealth or territory of the United States, such as American Samoa, Guam, the Commonwealth of Puerto Rico, the United States Virgin Islands, or the Commonwealth of the Northern Mariana Islands. It does not refer to a citizen of another country who has applied for United States citizenship and who has not received U.S. citizenship. The program seeks to advance knowledge about models to improve pathways to the professoriate and success for historically underrepresented minority doctoral students, postdoctoral fellows and faculty, particularly African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders, in specific STEM disciplines and/or STEM education research fields.

For a Position with APAA as an add-on:

[Insert language here about the position, pre-professoriate fellow, teaching postdoc, or general postdoc position]

Please Note: Candidates that are US citizens or permanent residents from underrepresented backgrounds and have particularly competitive applications may qualify to be an **AGEP PROMISE Academy** Fellow with the potential to convert to a tenure track position. This NSF-funded program seeks to increase the number of historically underrepresented minority, tenure-track (TT) faculty in the biomedical sciences (particularly African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders) within the University System of Maryland (USM) through a postdoc conversion model. PROMISE Academy Fellows participate in unique professional development and community building activities across participating USM institutions to prepare the Fellows for the tenure-track. Fellows will receive direct mentorship from PROMISE Academy leadership and PROMISE Academy Mentors in Residence (accomplished scholars of color around the country) and additional financial support for travel and research. The intention of the Fellowship is to facilitate the conversion of the Fellow into a TT line at the end of two years at [Institution, or Institution or another USM institution of interest] (contingent upon funding and mutual desire by the fellow and the institution/department).

Appendix 2

Doctoral and Post-Doctoral Directories of Diverse Scholars	
Organization	Website
Ford Foundation Fellowship Pre and Postdoctoral Recipients	https://nrc58.nas.edu/FordFellows20/Directory_Ford30/ModulePage.aspx?Nav=Home
President's Postdoctoral Fellowship Program (University of California)	https://ppfp.ucop.edu/info/fellowship-recipients/fellows-2020/fellows-2020-name/index.html
Mellon Mays Undergraduate Fellowship (*Directory is of fellows who are enrolled in the fifth year+ of their PhD programs, along with fellows who have earned PhDs within the last three years)	https://www.mmuf.org/phds/mmuf-job-market-search-tool
Big 10 Doctoral Directory (searchable by discipline and race)	https://www.btaa.org/resources-for/students/doct oral-directory/the-doctoral-directory
Big 10 Postdoctoral Directory (searchable by discipline and race)	https://btaa-pai.btaa.org/Directory/Login/?ReturnUrl=%2fDirectory
American Psychological Association Minority Fellowship Program Current Fellow Lists	https://www.apa.org/pi/mfp
Southern Regional Education Board Doctoral Scholars (\$500 institutional membership required for access, but this includes NIH Bridges to the Professoriate, Alfred P. Sloan Indigenous Graduate Partnership, Alfred P. Sloan Minority Ph.D. Program, NSF AGEP, etc.)	https://dspdirectory.sreb.org/

Affinity Group Committees/Subgroups of Professional Organizations in the Biomedical Sciences		
Organization	Sub-Organization	Website
Society of Women Engineers		http://www.swe.org
Society of Hispanic Professional Engineers		http://www.shpe.org/
American Indian Science & Engineering Society		https://www.aises.org/
American Society for Cell Biology	Minorities Affairs	https://www.ascb.org/associated_committee/minorities-affairs/
American Society for Biochemistry and Molecular Biology	Minority Affairs Committee	https://www.asbmb.org/about/minority-affairs-committee

Departmental Contacts at Institutions with known high (>5/year) African American PhD Output (Diverse Issues in Higher Education)			
Institution	Department (Biology or Life science?)	Department Head or GPD (as of 2020)	Email (as of 2020)
UNC Chapel Hill	Biology	Dr. Christopher Willett (Director of Graduate Studies)	willett4@email.unc.edu
Johns Hopkins			
Emory			
University of Mississippi	Biology	Dr. Colin Jackson (Chair, and Graduate Program Coordinator)	cjackson@olemiss.edu
University of Alabama Birmingham	Biology	Dr. Stephen Watts (Program Director)	sawatts@uab.edu
Texas Southern University			
Morehouse School of Medicine	Office of Graduate Education in Biomedical Sciences	Dr. Ward Kirlin (Director, PhD in Biomedical Sciences)	wkirlin@msm.edu
Rutgers University	Biology	Dr. Haesun Kim & Dr. Dirk Bucher (Program Directors)	haekim@newark.rutgers.edu & bucher@njit.edu

Departmental Contacts at Institutions with known high (>6/year) Hispanic PhD Output (Diverse Issues in Higher Education)			
Institution	Department (Biology or Life Science)	Department Head (as of 2020)	Email (as of 2020)
University of Washington-Seattle Campus	Biology	Dr. David Perkel (Chair) & Dr. Jennifer Nemhauser (Associate Chair for Graduate Program)	perkel@uw.edu & jn7@uw.edu
University of Wisconsin-Madison	Cellular and Molecular Biology	Dr. David Wassarman (Director of Graduate Study)	dawassarman@wisc.edu
University of Puerto Rico-Medical Sciences			
Harvard University	Biological & Biomedical Sciences	Dr. David Van Vactor (Director)	Davie@hms.harvard.edu

University of California-San Diego	Biological Sciences	Melody Bazyar	mbazyar@ucsd.edu
CUNY Graduate School and University Center	Biology	Dr. Jonathan Levitt (Chair)	jlevitt@ccny.cuny.edu
University of Michigan-Ann Arbor	Molecular, Cellular & Developmental Biology	Dr. Roger Cone	rcone@umich.edu
Duke University	Biology	Dr. William Morris & Dr. Amy Schmid (Co-Directors of Graduate Studies)	biodgs@duke.edu & biodgs@duke.edu
Columbia University in the City of New York			
University of North Carolina at Chapel Hill	Biology	Dr. Christopher Willett (Director of Graduate Studies)	willett4@email.unc.edu
University of California-Davis			
University of Arizona			
University of Miami	Biology	Dr. Julia Dallman (Program Director)	j.dallman@miami.edu
Emory University			
University of California-San Francisco	Biomedical Sciences	Dr. Mark Ansel (Program Director)	Mark.Ansel@ucsf.edu
Johns Hopkins University	Department of Cell, Molecular, Developmental Biology, and Biophysics	Dr. Rejji Kuruvilla (Director)	rkuruvilla@jhu.edu
Northwestern University	Department of Life and Biomedical Sciences	Dr. Nick Cianciotto (Director)	n-cianciotto@northwestern.edu
Cornell University	Department of Molecular Biology and Genetics	Dr. Charles Aquadro (Director)	CFA1@cornell.edu
The University of Texas Health Science Center at Houston			
University of Washington-Seattle Campus	Biology	Dr. David Perkel (Chair) & Dr. Jennifer Nemhauser (Associate Chair for Graduate Program)	perkel@uw.edu & jn7@uw.edu

USM Programs with Diverse Graduate Students and Diverse Alumni Networks			
Program	Institution	Contact Name (as of 2020)	Email (as of 2020)
Meyerhoff Graduate Fellows	UMBC, UMB	Justine Johnson	j.johnson@umbc.edu
LSAMP Bridge to Doctorate	UMBC, UMES	Sundiata “Sunji” Jangha	sjangha@umbc.edu
McNair	UMBC	Michael Hunt	michaelahunt@umbc.edu

Postdoctoral Programs that Emphasize Diversity (note: often these are not discipline specific and so not all, or not any of the fellows may be biomedical in a given year).		
Institution/Program	Website	Email (as of 2020)
UNC SPIRE	https://spire.unc.edu/	brybar@unc.edu
UPenn	https://research.upenn.edu/2021-cohort-of-provosts-postdoctoral-fellows-named/	
CHOP	https://www.research.chop.edu/services/postdoctoral-research-fellowship-for-academic-diversity	
UNC Carolina Postdocs	https://research.unc.edu/carolina-postdocs/about/current/	sibby@email.unc.edu
Brown PDPF	https://www.brown.edu/about/administration/institutional-diversity/initiatives/presidential-diversity-postdoctoral-fellowship	Institutional_Diversity@brown.edu
UNH	https://www.unh.edu/engagement/postdoctoral-diversity-and-innovation-scholars	Leslie.Couse@unh.edu
NYU	https://www.nyu.edu/faculty/faculty-diversity-and-inclusion/mentoring-and-professional-development/provosts-postdoctoral-fellows-hip-program/current-and-past-fellows.html	
Johns Hopkins	https://facultyaffairs.jhu.edu/provosts-office-faculty-initiatives-3/faculty-diversity-initiative/postdoctoral-fellowship-program/	FacultyAffairs@jhu.edu
University of Missouri	https://gradschool.missouri.edu/postdoctoral-education/preparing-future-faculty-postdoctoral-program-for-faculty-diversity/	
University of Iowa	https://provost.uiowa.edu/postdoctoral-fellowship-program	provost-office@uiowa.edu
StonyBrook Agep-T Postdoctoral Program	https://www.stonybrook.edu/commcms/cie/agep/agep-archives/agep-t_frame/People/currentFellows	
Columbia Minority Postdoc Program	https://www.tc.columbia.edu/provost/funding--award-opportunities/minority-post-doc/	
Columbia Provost's Diversity Postdoctoral Fellowship	http://www.ldeo.columbia.edu/about-ldeo/office-director/provosts-diversity-postdoctoral-fellowship-award	
Harvard	https://dicp.hms.harvard.edu/the-deans-postdoctoral-fellowship	

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Hope College	HHMI Postdoc Program for Preparing Future Faculty	
Indiana	Faculty Fellowship Program	
Iowa State	AGEP Postdoctoral Fellowship	
San Jose State University	Multicultural Postdoctoral Residency	
University of Michigan	https://lsa.umich.edu/ncid/people/ncid-postdoc-fellows.html	
Notre Dame	Moreau Academic Diversity Postdoctoral Fellowship Program	
University of Pennsylvania	https://research.upenn.edu/postdocs-and-students/postdoctoral-fellowships/	
University of Rochester	http://www.rochester.edu/College/AAS/fellowships/	

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Appendix 3

Please submit a 1-2 page statement on your experiences with and contributions to diversity, equity, and inclusion, including information about your understanding of these issues, your record of activities to date, and any specific plans or goals you have for advancing equity and inclusion as a future faculty member within the University System of Maryland.

Appendix 4

please see the google form created here:

https://docs.google.com/forms/d/e/1FAIpQLSctrgUz_6D4MLpiI88Kqg0HCUULwSvy6pcXJXnP8GxpiMeHg/viewform?usp=sf_link

Appendix 5

	Yes	No	
FACULTY MENTOR	1 or more Biol Faculty would be able to host this candidate	There is no obvious match for this candidate in the Biol dept	
RESEARCH	3	2	0-1
Research impact	Research topic addresses a highly significant, timely, fundamental or exciting question. The candidate has a clear niche in this research area and is very likely to be funded by a federal agency	The research area is significant but there is concern about potential competition, access to resources on our campus or locally, fundability, etc	The research does not seem impactful and may not be fundable
Publications	Number of pubs reflects time spent in training, a couple or more pubs are in area that the candidate proposes to pursue on our campus, one or more pubs were published in top journals in the field	Number of pubs may be a little low for time spent in training but were published in well respected journals - OR - numbers are fine but impact of journals is low	Insufficient number of pubs or concerns about impact
Funding and patents	Has obtained significant independent funding from several sources: grant, fellowship, travel award, other type of award - or/and has obtained a patent	Has obtained modest funding from 1 or 2 sources or/and a patent	Has not obtained any funding or support
Letters of rec	All 3 letters are very strong and discuss in some detail the strengths of the applicant and suitability for academic research; in general candidate is viewed as very strong or even outstanding	1 or 2 letters may not be "glowing" but overall the candidate is viewed as strong and deemed competitive for academic research if not immediately, once the pre-prof is completed	1 or more letters are vague or express doubt about the applicant's abilities
TEACHING	3	2	0-1
Personal statement	The statement is sophisticated, the applicant is experienced with current pedagogical practices, has already designed and taught 1 or more courses independently, reveals a passion/interest in teaching	The applicant is familiar with current teaching practices but might not have practiced them, has taught part of a course or/and is eager to teach	The applicant has little knowledge of current teaching practices, does not have teaching experience, is not interested in teaching
Ability to teach Bio courses	Already qualified to teach a core course or one of our upper level courses - has listed one or more courses that he/she/they would be able and interested to teach	Will need mentoring but should be able to step in and teach a core course or upper level course	Does not have the foundational knowledge to teach any relevant courses in the Biol curriculum
MATCH W/ RESEARCH COMMUNITY	3	2	0-1
Fit in the Biol department	The candidate would be an excellent fit in terms of overlapping/complementary research interests, potential to teach future courses in gap areas, ability to contribute to the campus community. The candidate has clearly researched our institution's and appears excited about the pre-prof position.	The candidate would be a reasonably good fit in terms of overlapping/complementary research interests, potential to teach future courses in gap areas, ability to contribute to the campus community. The candidate has addressed compatibility and expressed some interest in joining,	Candidate is unlikely to fit in either based on research interests, teaching or our institution's community.
Potential interest from students	The research and teaching interests of this applicant are very likely to resonate with our grad students and undergrad researchers	The students may be less familiar with the candidate's research area but are likely to get on board with some exposure	The interests of this applicant do appear to match those of our student population

DIVERSITY, EQUITY & INCLUSION	3	2	0-1
Knowledge about DEI	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 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/discipline. Understands the challenges faced by underrepresented individuals. Discusses diversity, equity, and inclusion as core values.	Some evidence of awareness, but falls short of significant knowledge base or deep interest. Has some knowledge of demographic data related to diversity and has 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.	Little to no evidence of awareness of DEI issues in higher education or their field. Defines diversity only in terms of different areas of study but not gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May not provide any evidence of having informed themselves. Seems not to be aware of the personal challenges that underrepresented individuals face or feel any responsibility for helping to create an equitable and inclusive environment
Track Record Advancing DEI	Sustained track record over multiple years of varied efforts to promote DEI in teaching, research, or service. Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities could include applying their research skills or expertise to investigating diversity, equity and inclusion. Organized or spoken at workshops or other events aimed at increasing others' understanding of DEI as one aspect of their track record.	Some evidence of past efforts, but not extensive enough for high score. Limited participation at the periphery in numerous activities, or participation in only one area, such as research but not 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.	Participated in no specific activities, or only one or two limited activities. Only mentions activities that are already the expectation of faculty (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women.").
Plans for Advancing DEI as faculty within USM	Clear and detailed plans for advancing DEI: Identifies existing programs they would get involved with, clearly formulates new ideas for advancing equity and inclusion on campus and within field through their research, teaching, and/or service, convincingly expresses intent, with examples, to be a strong advocate for diversity, equity and inclusion.	Some ideas about advancing DEI, but not much detail. 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 responsibilities of the faculty member?)	Vague or no statements about what they would do on campus if hired. May even feel doing so would be the responsibility of someone else. Describes only activities that are already the minimum expectation of our faculty (e.g., being willing to supervise students of any gender/identity).

Appendix 6

Diversity Rubric from University of California (found [here](#))

Knowledge about Diversity, Equity, and Inclusion [5 points max]	
SCORE	EXAMPLES
1 - 2 Little to no evidence of awareness of DEI issues in higher education or their field	<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 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	<ul style="list-style-type: none"> ● Has some knowledge of demographic data related to diversity and has 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. ● Comfort discussing diversity, equity, and inclusion related issues.
4 - 5 Clear and deep understanding of dimensions of DEI in higher education	<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. 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. ● 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 [5 points max]	
SCORE	EXAMPLES
1 - 2 Describes few or no past efforts in any detail	<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>3 Some evidence of past efforts, but not extensive enough for 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>4 – 5 Sustained track record of varied efforts to promote DEI in teaching, research, or service</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 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). ● 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.
<p>Plans for Advancing Diversity, Equity, and Inclusion [5 points max]</p>	
<p>SCORE</p>	<p>EXAMPLES</p>
<p>1 - 2 No personal plans to advance DEI</p>	<ul style="list-style-type: none"> ● Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else. ● Describes only activities that are already the minimum expectation of Berkeley 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>3 Some ideas about advancing DEI, 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>4 – 5 Clear and detailed plans for advancing DEI</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 Berkeley 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.