

### KNOWLEDGE UNDERSTANDING AWARENESS

### CRITERIA FOR SCORING

URM = AFRICAN-AMERICANS, LATIN(X)/HISPANICS, AND  
NATIVE AMERICANS

**1**  
POOR OR NONE

- Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities, especially URM. 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 or platitudes. Does not provide any evidence of having informed themselves about diversity. May discount the importance of diversity.

**2**  
SUPERFICIAL

- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements like "diversity is critical to the mission of the university."
- Seems uncomfortable discussing diversity-related issues. May state that they haven't given them much consideration.
- Seems to be unaware of or does not understand personal challenges that URM face at academic research institutions, similar to UC Davis, or feel any personal responsibility for helping to eliminate barriers. May provide reasons for not considering diversity in hiring, or sees it as antithetical to academic freedom or the university's research mission.
- Diversity statements/experiences are written as a third-party experience.

**3**  
MODERATE OR  
GOOD

- Individuals receiving a rating of "3" in this dimension will likely show aspects of both "1" and "2" and "4" and "5" ratings. For example, they may express little understanding of demographic data related to URM diversity, and have less experience and interest in dimensions of URM diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

**4**  
VERY GOOD

- Clear knowledge of experience with, and interest in dimensions of diversity that result from having URM identities. This understanding can result from personal experiences as well as an investment in learning about the URM experiences of those with identities different from their own.
- Is aware of demographic data related to URM diversity in higher education. Discusses the underrepresentation of URM and the consequences for higher education or for the discipline.

**5**  
EXCELLENT

- Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- Understands the challenges faced by URM, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

