

The Berkeley Rubric

The Berkeley Rubric can help you both prepare for interviews, assess candidates in an interview, and



measure the progress your organization is making in advancing DEIB in tangible ways

3 Areas x 3 Levels

<https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>

The first area is KNOWLEDGE



Knowledge about DEIB

Little to no knowledge

May discount diversity or discuss it in broad or vague terms

Selectively talks about diversity, only focusing on or including a particular group (single issue concerns)

Un-aware of or not understanding the challenges that URMs face, not feeling any personal responsibility for helping to create an equitable and inclusive environment for all

Awareness, but lack of deep interest

Has some knowledge of demographic data related to diversity and 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, inclusion and belonging related issues

Clear understanding

Clear knowledge or experience with and interest in different dimensions of diversity that result from different identities (ethnic, socioeconomic, racial, gender, sexual orientation, disability, cultural differences)

Comfort discussing diversity, equity, inclusion and belonging related issues

Understands the challenges faced by URMs and the need for everyone to work to create an equitable and inclusive environment for all

Discusses DEIB as core values

The second area is ACTION



The “Track Record” in Advancing DEIB—BEI works well here!

Few or no past efforts

Limited in terms of time, investment, or role

Only describes the activities that are currently required in the role or mandated

Makes no outreach to become actively involved in contributing to DEIB, such as reaching out to mentor others

Descriptions of activities are vague, brief, nominal or peripheral

Some evidence of past efforts

Evidence of active participation in a single activity, but no established track record

Limited participation at the periphery in numerous activities or a strongly narrow focus on just one area (such as in research but not teaching)

Can give some details about specific strategies (e.g. in mentoring URMs)

Sustained track record

Describes multiple activities in depth with detailed information about role and outcomes

Consistent record spanning multiple years

Roles taken appropriate for career stage

Works to contribute to others’ understanding of DEIB through their research, teaching participation

Can bring others along without creating alienation or hostility

The third area is ADVANCING



Plans for Advancing your future growth in DEIB

No personal plans

Vague or no statements about what they would do, assigning that responsibility to someone else

Describes activities that are just the minimum expectation

Explicitly states the intention to ignore the varying backgrounds of their colleagues, students, etc., and “treat everyone the same”

Little detail, some ideas

Mentions plans or ideas but not commensurate with their career stage

Plans have no clear purpose or lack detail, with no specific roles and responsibilities, target audience, type of engagement, and expected outcomes

Clear and detailed plans

Identifies existing program they would get involved with, commitment commensurate with career stage

Clearly formulates new ideas for advancing DEIB at institution, community, or through context of their work

Convincingly expresses intent, with examples, to be a strong advocate for DEIB in their institution, community, or through context of their work