



Tips for Assessing DEI Statements

The UW Faculty Code has been updated to better reflect the university's commitments to diversity, equity, and inclusion. Faculty work that enriches diversity and equal opportunity in research, teaching, and service is now explicitly acknowledged as criteria to be recognized in faculty appointment and promotion decisions.

Units are now required to ask faculty job applicants for explicit statements about their prior involvement in or planned contributions to various kinds of diversity and equity work (see Chapter 24, section 24-32 of the Faculty Code). The Toolkit includes examples of how units at UW include requests for DEI statements within their job ads.

Once you receive formal DEI statements from candidates, how do you assess them?

- Make sure you have included **specific DEI metrics** within your assessment rubric, and make sure you have considered how much weight your committee wants to assign to a candidate's knowledge of, experience with, and/or commitments to diversity, equity, and inclusion in relation to other areas.

For example, are you most interested in candidates' experience with K-12 outreach and pathway building? Working with diverse undergraduate student populations? Mentoring diverse graduate-level students? Teaching diverse subject matter from multiple perspectives? Conducting research in and relevant to underrepresented or understudied communities? Creating diversity-related programming? Something else?

- When reviewing statements, notice candidates' level of **reliance on generalities, platitudes, and clichés**. Are their statements generic and perfunctory, or more **detailed and specific to the individual**?
- Notice whether candidates describe **concrete experiences**—working in a specific outreach program in a specific community, serving as a TA or instructor in a specific course, tutoring diverse students in a particular summer program, conducting field research in a particular community, and so on.
- Also notice the **level of candidates' commitments**—how often have they been involved in these types of opportunities, and/or how long have they worked in particular areas?
- If candidates have not had many opportunities to work in these areas in the past, can they describe their potential for **future contributions** to diversity and inclusion in concrete and specific detail?
- **Return to your assessment rubric**: how well do candidates' experiences, aspirations, and potential match up with your required or preferred qualities?