

Level of Engagement in Advancing Diversity, Equity, and Inclusion

Score	Examples
<p>Low Engagement</p> <p>Describes few or no efforts or engagement in any detail</p>	<ul style="list-style-type: none"> • Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, inviting and welcoming learners from all backgrounds to participate in their research lab, or mentoring learners from different backgrounds such as women, URiM learners, international learners, LGBTQ+ learners, etc. While mentoring learners from different cultural backgrounds is an important part of an established track record, it is less significant if it is one of the only activities undertaken and it isn't clear that the candidate actively conducts outreach to encourage learners with minoritized identities to join the lab). • Participates in trainings or professional development activities that are expected from all faculty (for example, a required training on implicit bias for the entire department).
<p>Expected Engagement</p> <p>Some evidence of engagement</p>	<ul style="list-style-type: none"> • Participation in two to three activities listed below (for example, actively sought out and participated in professional development or training opportunities, volunteered to be a part of their department's Diversity and Equity Action Plan oversight committee) • In describing mentoring of URiM learners, demonstrates awareness of the barriers URiM learners face, and gives detail about how they incorporated specific strategies for effective mentoring.
<p>Exceeds Expected Levels of Engagement</p> <p>Sustained track record of varied efforts and engagement 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, inclusion, and justice, actively contributing to their department's DEAP, or actively engaging in outreach, recruitment, and retention of URiM learners, faculty and staff. • Roles taken were significant and appropriate for career stage (e.g., an assistant professor may have taken an active role on a committee or working group focused on advancing DEI initiatives within the department, institution, or a professional organization or volunteered for an extended period of time for an organization or group that seeks to increase the representation of URiM groups in medicine or biomedical sciences, while a tenured faculty member may have developed and tested pedagogy for an inclusive classroom and learning environment and have a track record of implementing such practices). • Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, inclusion, and belonging as one aspect of their track record.

Plans for the Upcoming Year to Advance Diversity, Equity, and Inclusion

Score	Examples
<p>No Impact</p> <p>No personal plans to advance DEI</p>	<ul style="list-style-type: none"> • Vague or no statements about what they plan to do within the department, the institution, the community, or scientific field to advance DEI within the next year. May even feel doing so would be the responsibility of someone else. • Describes only activities that are already the minimum expectation of UMass Med faculty (e.g., being willing to supervise URiM or minoritized learners). • Explicitly states the intention to ignore the varying backgrounds of their learners and “treat everyone the same.”
<p>Low to Expected Impact</p> <p>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>High Impact</p> <p>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, untenured assistant professor would). • Clearly formulates new ideas for advancing equity and inclusion at UMass Chan 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 research assistants or postdocs to work in their lab, seek to mentor several URiM students, or co-chair a subcommittee or lead a workshop for a national conference. A tenured faculty member would be expected to engage in the activities listed above as well as 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/community and also their field.

Examples of Faculty Contributions to Advance Diversity, Equity and Inclusion

Faculty work that contributes to the diversity of learners and scholars at UMass Chan Medical School and that advances diversity, equity and inclusion in our learning environment is highly valued and should be acknowledged and recognized in the review process. Contributions to diversity, equity and inclusion efforts can take a variety of forms including efforts to advance equitable access to STEM education, public service that addresses the needs of Worcester's community, or research in a scholar's area of expertise that highlights health disparities, healthcare inequities or increases access to equitable healthcare. Below is a list of potential activities that highlight a faculty member's commitment and contributions to advancing diversity, equity and inclusion.

1. Publication/Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Sharing related scholarship in open access journals, open platforms, or UMass institutional repositories (ScholarWorks & DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI

2. Grants

- Major grants related to DEI
- Grants serving URiM or other marginalized communities
- Grants that include rationale related to DEI in the work/research to be conducted
- Internal grants awarded for DEI work

3. Mentorship

- Advising and/or mentoring URiM and/or other minoritized learners, postdocs, early career faculty, and/or staff.
- Serving as an advisor to programs such as Women in Science, SACNAS, White Coats for Black Lives, or other equivalent programs in all disciplines.
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting URiM high school students (e.g., pipeline programs)

4. Teaching

- Developing effective teaching strategies for the educational advancement of URiM learners
- Developing anti-racist/anti-bias courses or curricula materials or content that focuses on themes of diversity, equity, and inclusion in medicine, healthcare or biomedical sciences.
- Evaluating programs, curricula, and teaching strategies designed to enhance participation of URiM learners.
- Participation in faculty workshops to promote equity and inclusion in the learning environment.

- Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.

5. Research/Discovery/Creative Activity

- Intellectual themes or trajectories that examine patterns of representation, incorporation or inclusion within a faculty member's area of expertise.
- Grantsmanship that provides funding for research that focuses on equity, inclusion, and diversity.
- Scholarly productivity in particular texts, data sets, methodological practices, theories or creative discourses that involve equity and inclusion within a faculty member's area of expertise.'
- As a supplement to primary research in the sciences, research contributions to understanding the barriers facing women and URiM groups in medicine, biomedical sciences and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and URiM in fields where they are underrepresented;
 - evaluating programs, curricula, and teaching strategies designed to enhance participation of URiM learners in medical and biomedical education;
- candidates who have research interests in subjects that will contribute to diversity, equity and inclusion in healthcare and STEM; for example:
 - research that addresses issues such as race, gender, diversity, and inclusion;
 - research that addresses health disparities, increasing access to healthcare, and social determinants of health
 - research that addresses questions of interest to communities historically excluded by or underserved by healthcare and medicine

6. Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee (e.g., DEAP committee)
- National service to the discipline related to DEI (e.g., elected position in national organization)
- Advancing knowledge in DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized learners, faculty and/or staff)
- Serving on search committees as the DEI representative/review diversity statements
- Providing exposure to the research produced by URiM groups in open knowledge environments

7. Community Engagement

- Community engaged research
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse learner Awards
- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work