

# Guide to Assess Diversity, Equity, & Inclusion (DEI) Statements & Contributions

## CU Boulder's Guiding Principles and Commitment to DEI

CU Boulder's guiding principles and commitments are derived from Regent Policies governing the University of Colorado community. [Regent Policy 1.B](#). "Guiding Principles" #6 provides that: "consistent with the legal obligations and responsibilities of the University of Colorado community, the university will ensure policies, programs, procedures, and practices promote a continuing commitment to building a community of faculty, students, and staff in which diversity is a fundamental value. Such policies, programs, and procedures will also serve to ensure the rich interchange of ideas in the pursuit of truth and learning, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives."

In [Regent Policy 10.A.](#), the University of Colorado Board of Regents "reaffirmed its absolute commitment to the promotion of diversity in the university community and insists that no individual or group shall be marginalized or systemically excluded" and defines "diversity" as "the representation of our university community members who hold individual differences such as life experiences, and group/social differences such as race and ethnicity or class, protected identities as recognized in regent law, as well as cultural, political, geographical, religious, or other affiliations."

## DEI Knowledge

### Entry level knowledge/ Novice (1)

- Beginner knowledge of or minimal experience with dimensions of diversity that result from different identities. Defines diversity only in terms of gender or ethnicity/race but does not discuss other aspects of diversity such as different areas of study, nationalities, or other identities.
- Discusses diversity in vague terms, such as "diversity is important" without any follow-up or specific information. May state having had little experience with these issues because of lack of exposure.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. Has no demonstrable experience conducting research to understand demographics within higher education or within specific disciplines.
- Lacks awareness of personal challenges that historically minoritized<sup>1</sup> individuals face in academia or feel any personal responsibility for helping to eliminate barriers.

### Proficient/ Intermediate (2)

- Candidates receiving a proficient rating will likely show aspects of both entry level knowledge and advanced knowledge related to DEI.

For example, they may have little actual knowledge of relevant data or less experience participating in DEI initiatives yet may also have a strong understanding of personal challenges that historically minoritized individuals face and wish to play a role in addressing and eliminating barriers.

## Advanced/ Expert (3)

- Candidate demonstrates a clear knowledge of, and experience with dimensions of diversity that result from varying identities, such as ethnic, racial, gender, socioeconomic, sexual orientation, and abilities.
- Has an awareness and understanding of demographic data related to diversity in higher education and/or specific disciplines and correlates the information with the need for proactive effort to address the consequences of underrepresentation.
- Candidate can competently discuss diversity related issues with a variety of audiences and in one on one and group settings.
- Understands challenges faced by unrepresented populations in higher education or within their specific discipline and can make the connection to their role within higher education in identifying and eliminating barriers.

## DEI Accomplishments

### Less Experience (1)

- Candidate has not participated in specific DEI activities or has limited participation. May include participating only in mandatory training courses.
- Outlines work that is expected of all faculty members such as welcoming students and encouraging student participating as though these efforts were outside the ordinary course of their role.
- Provides vague examples that relate more to peripheral or individual work that appear more performative in nature.

### Moderate Experience (2)

- May have participated extensively in a single activity and/or attended conferences, talks, or presentations on DEI but there is not a track record of this work over the course of the candidate's career.
- Participation has focused on periphery or performative involvement but has not demonstrated DEI work through research, teaching, and service.
- Has participated and/or directly supported mentoring of historically minoritized student programs and/or has been involved in professional organizations that support historically minoritized individuals. This is either relatively new activity or participation has been sporadic.

### Advanced Experience (3)

- 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 DEI. Activities and roles were significant, they were not merely periphery based or performative.
- Demonstrates a consistent track record that spans all phases of the candidate's academic activities over the course of their career.
- As appropriate for the candidate in their career progression, organized or spoke at events aimed at increasing others' understanding of DEI.
- Served as a leader in a student or professional organization that supports historically minoritized individuals, with specific accomplishments detailed by the candidate.

## DEI Advancement Plans

### Less Experience (1)

- Vague or no statements about what they would do to further advance DEI if hired. May consider the work unnecessary or feel DEI work is the responsibility of someone else.
- Speaks only in jargon and buzzwords and outlines general terms that all faculty would be expected to follow, such as treating all students the same.
- Is willing to passively participate in activities as requested but has not shown proactive efforts related to DEI.

### Moderate Experience (2)

- Action plans and ideas lack sufficient detail or are not aligned with the candidate's career level. May need to further develop their ideas or understand higher levels of expectations given their current role.
- May need to further develop plans related to research, teaching, and service even if they have outlined good plans in one or two of these areas.

### Advanced Experience (3)

- Outlines clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at the University and within their field, through their research, teaching, and/or service.
- Ideas and plans are commensurate with the candidate's career level.
- Reflects clear awareness of, experience with, and interest in dimensions of diversity that result from different identities or perspectives in alignment with Regent Policy's broad definition of diversity (see CU Boulder's Guiding Principles and Commitment to DEI above on first page).

<sup>1</sup> Historically minoritized is used to refer to communities that have historically been a part of systems within the United States in which they have been denied access to economic, political, and cultural participation as a group. Historically minoritized is being used to represent communities such as: communities of color: American Indian, Native American, and Indigenous; Black and African American; Asian American and Pacific Islander; Latinx/a/o; LGBTQ+ communities: Lesbian/Gay/Bisexual/Transgender +; women-identified communities, communities with disabilities, and communities with lower socioeconomic status.