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| **Evaluation Criteria** | **Unsatisfactory** | **Improvement Needed** | **Meets Expectations** | **Exceeds Expectations** |
| **Statement of values** | Fails to see or articulate barriers facing underrepresented individuals in STEM, or fails to understand which groups are underrepresented in the field | Articulates some barriers to some URGs in STEM, but tends to focus on “diversity of thought” or only on women | Understands and articulates that barriers exist for multiple identities and the impact these barriers have. Articulates the importance of DEI to science | Understands and articulates that barriers exist for multiple identities and talks about the intersections of those identities. Articulates the importance of DEI to science |
| **Past contributions to foster and encourage a diverse and inclusive environment** | Does not demonstrate any concrete contributions in the past | Talks vaguely about encouraging welcoming spaces without any concrete examples about what they have put in place to achieve this | Talks about concrete steps that they have taken to be involved in or lead efforts to develop diverse and inclusive spaces. Efforts tend to be local (e.g. in the classroom) rather than departmental or institutional | Talks about efforts that they have co-led or created that have been transformational in diversifying spaces or changing workplace culture at the departmental or institutional level |
| **Your planned future contributions to actively foster and encourage a diverse and inclusive environment** | Has no concrete plans about how to foster and encourage diverse and inclusive environments at UCAR | Talks vaguely about future plans or contributions, often at an interpersonal level | Has concrete plans for how they will work to increase diversity and inclusion at UCAR. Tends to be at a local level (e.g. mentoring students, creating inclusive and diverse teams) and could reach into UCAR at an institutional level | Has concrete plans for how they will work to create high impact opportunities to increase diversity and inclusion- not only across UCAR at an institutional level but also at a structural level within the Earth System or related Science and technology field. |

**Understanding of the meaning of diversity, equity, and inclusion**

**Unsatisfactory**

Diversity, equity and inclusion means having people from different backgrounds in our field and including them in all discussions and work. It is important to have people who think differently in our field.

**Improvement Needed**

Diversity is about having people from different backgrounds included in our organization and in all meetings and work. Equity is about making sure that everything is fair for everyone, and inclusion is about making sure that people feel welcome and included. UCAR needs people from all different backgrounds to bring different perspectives to the work that we do.

**Meets Expectations**

Diversity means having people from different backgrounds and identities in an institution. Equity means giving individuals what they need in order to be successful, to level the playing field. Inclusion means ensuring that everyone feels welcome, like they belong, and they have a voice. All three are important for organizations like UCAR. They bring diversity of thought, which has been shown to help groups make better decisions and do more innovative and creative science.

**Exceeds Expectations**

Diversity means having people from different backgrounds and identities in the institution, and ensuring that they have the freedom to think differently from the institutional norms. Equity means ensuring that each of those individuals has the resources and support that they uniquely need in order to fulfill their potential, and is distinct from equality, which means giving everyone the same thing, regardless of need. Inclusion is about ensuring that everyone feels ownership of and belonging in an organization, and that their voices are heard, valued, and taken into account. Only by including all three can we ensure that the benefits of diversity are felt at the organization. UCAR benefits from these in a number of ways. Research shows that diverse and included groups generate more innovative and creative research, leading to papers with higher citation rates published in higher impact journals. Recruiting a diverse workforce additionally ensures that UCAR recruits from the biggest applicant pool, with more chance of recruiting the best candidate. Finally, UCAR’s work is tied closely to impacts on society; a diversity of identities and ideas in UCAR’s workforce ensures a higher likelihood of asking questions and finding solutions that benefit all communities.

**Understanding of barriers historically underrepresented minorities face in STEM fields**

**Unsatisfactory**

The biggest barrier to diversity in sciences is the lack of diverse students who are graduating and majoring in our field. With a lack of people to employ, it makes it very difficult to recruit diverse candidates. Outreach and education are critical to increasing the pipeline and making sure that we have students that we can recruit into the workplace.

**Needs Improvement**

There have been many historical barriers to underrepresented students in the sciences, including a lack of diverse students graduating or majoring in our field, and cases of sexual harassment forcing women to leave the sciences. Women also often encounter glass ceilings and ways in which they are held to different standards than men. This has prevented women from reaching higher positions, depriving up and coming women of role models and mentors to help them navigate the cultures of male-dominated scientific workplaces.

**Meets Expectations**

There are many existing barriers to underrepresented students across multiple identities. While we still see an underrepresentation of diverse graduating students to hire into the workforce, we also see a number of issues with culture of scientific organizations that can cause people from underrepresented backgrounds to leave science or leave particular organizations. The #metoo movement has highlighted many of these issues for women, including harassment, discrimination, and differential treatment that holds women to different standards than men. Similar issues exist for students and staff of color, with research showing that people of color often need to perform far better than others in order to achieve the same accolades. GREs are often required for entry into science majors, but have been shown to unfairly penalize students of color and women. LGBT people also still experience tough workplace cultures where there is an expectation that everyone is heterosexual.

**Exceeds Expectations**

Many barriers still exist for people who are underrepresented in the science fields. Students graduating from college in science majors are still predominantly white and male, with a serious lack of students of color and women entering the field. Some of this is due to departments still insisting on using GRE scores for student admission, which have been shown to discriminate against students of color and women. However, this is only one aspect of the issue. Scientists from underrepresented backgrounds still face considerable barriers to hiring and inclusion, with research showing that women and people of color are less likely to receive interviews when applying to science jobs than white men. Women are also offered less money than men for the same positions. In the workplace, women and people of color experience unconscious bias that can affect how they are seen and treated by their peers and supervisors, and are often exposed to microaggressions and low-level harassment that can interfere with their feelings of belonging and prevent them from reaching their potential. At the more extreme end, around 70% of women and 40% of men have reported being sexually harassed in the field, and sexual harassment is still common in the scientific fields. A recent study in astronomy showed that 40% of women of color reported feeling unsafe in the workplace as a result of their sex or gender; 28% of women of color reported feeling unsafe as a result of their race. 18% of women of color and 12% of white women skipped professional events because they did not feel safe attending, identifying a significant loss of career opportunities due to a hostile climate. The intersectionality of race with gender and other identities creates an additional burden on women of color, lesbian women, gay men of color, and others with multiple minoritized identities. All of these barriers prevent the diversification of our field and the full inclusion of those with marginalized identities.

**Past contributions to foster and encourage a diverse and inclusive environment**

**Unsatisfactory**

I am a friendly person who treats everyone equally, and people feel comfortable around me. I always try to meet new people and experience their cultures, particularly through food and their holidays and celebrations.

**Needs Improvement**

I believe strongly in diversity and inclusion and I believe it is important to create environments where everyone feels welcome, regardless of their identities. I always try to make sure that people feel welcome around me by being friendly and open to all, and treating everyone the same. I have mentored or supervised many students in the past, including women, and work to make sure that they feel safe and welcome in my group.

**Meets Expectations**

Research shows that in order for people to feel welcome, we need to take action to proactively include them in all spaces. I ensure that I create welcoming spaces in my classrooms by including a code of conduct in my syllabus, including my pronouns when I introduce myself, and monitoring students interactions when they are in my class. I immediately address inappropriate comments with both my students and my colleagues. I have served on our departmental diversity and inclusion committee and have been involved as a mentor for underrepresented students.

**Exceeds Expectations**

I have a long history of working to improve diversity and inclusion in my department and institution. I have served on my departmental diversity and inclusion committee, where we led the creation of a new mentoring program for all new hires, and worked with the department to abolish the GRE as a requirement for graduate student admission. At the institutional level I have worked to push for more equitable family leave policies, and helped to set up a women’s and LGBTQ center to provide better support for underrepresented students, staff and faculty. While doing all of this, I have also ensured safe spaces in my classrooms by providing a code of conduct in my syllabus for every class, and including my pronouns in my email signature and when introducing myself to my class. I immediately address inappropriate comments with my students and colleagues, and recognize and name unconscious biases when I hear them in meetings.

**Your planned future contributions to actively foster and encourage a diverse and inclusive environment**

**Unsatisfactory**

I will make sure that I continue to help people feel welcome and included in my group, and to treat everyone equally and in a friendly way.

**Needs improvement**

I will continue to treat everyone fairly, and to make sure that people around me feel welcome and included. I will work to advertise positions on my team to a wide variety of venues to attract a diverse applicant pool, and I will go to training offered by UCAR in this area.

**Meets Expectations**

My plans for increasing diversity and inclusion at NCAR include working with education and outreach activities to mentor diverse students. I will leverage my existing relationships with Minority Serving Institutions to identify and continue to support promising young scientists, and to work with faculty at MSIs to co-mentor graduate students and work with them on research projects. I plan to attend any training offered by UCAR in this area, and to work with my team to put these practices into action. I am interested in serving on a diversity and inclusion committee, and to creating and supporting an affinity group for LGBT employees.

**Exceeding Expectations**

I plan to leverage my existing partnerships with underrepresented communities, to co-develop research opportunities that link my research interests with their needs in a mutually beneficial partnership. Together, we will engage Minority-Serving Institutions to develop pathways for students from those local communities into the sciences, by engaging them in research projects that are relevant to their home communities. Our pedagogy will be culturally relevant and will ensure that students don’t have to choose between the culture of science and their home cultures. I intend to work with my colleagues to expand this pilot program, engaging local communities as partners in our research in a way that creates better and more relevant scientific questions, engages local communities as equals, expands their capacity for conducting their own scientific research, and includes local knowledge to develop better and more culturally appropriate solutions for the issues at hand.