

Level of Engagement in Mission Driven Efforts

At UMass Chan Medical School, our mission is to advance health and wellness through education, research, healthcare delivery, and public service. Central to this mission is the creation of an inclusive, equitable, and supportive environment where all members of our community can thrive. Faculty contributions that promote access, belonging, and success strengthen the academic and clinical excellence we strive for. While these efforts are not required, they are recognized as valued contributions that enhance our institutional mission and values. This rubric provides a framework to recognize and reflect on such mission-aligned efforts across teaching, research, service, and mentorship.

Score	Examples
<p>Low Engagement</p> <p>Describes few or no efforts or engagement in any detail</p>	<ul style="list-style-type: none"> • Mentions general openness to mentoring without intentional outreach. • Participated in trainings or professional development activities aligned with our mission and values that are expected of all faculty without evidence of reflection or application. • Describes minimal contribution to inclusive learning, mentoring, or service efforts
<p>Expected Engagement</p> <p>Active engagement aligned with role and responsibilities</p>	<ul style="list-style-type: none"> • Participated in 2–3 activities that support inclusive learning or working environments (e.g., served on mission aligned committee, attended optional faculty development workshops on inclusive teaching) • Demonstrates understanding of barriers faced by learners and describes how mentoring or teaching practices address these barriers
<p>Exceeds Expected Levels of Engagement</p> <p>Sustained, intentional, and integrated efforts with evidence of impact</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 engaging in community participatory research, health equity research, actively contributing to their department’s Mission Aligned Plans (MAPs), chairing a mission aligned committee, or actively engaging in outreach, recruitment, and retention of learners, faculty and staff. • Roles taken were significant and appropriate for career stage. For example, an assistant professor may have taken an active role on a committee or working group focused on advancing mission-aligned initiatives within the department, institution, or a professional organization, or volunteered for an extended period for an organization seeking to increase representation in medicine or biomedical sciences. 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. These examples illustrate the variety of ways faculty might contribute, depending on career stage. • Organized or contributed to educational events, workshops, or seminars (appropriate for career level) that supported inclusive excellence, supportive and engaged learning environments, or broader access to academic or professional development.

Plans for the Upcoming Year to Advance Mission Driven Efforts (Future Commitment Scale)

Score	Examples
<p>No Impact</p> <p>No plans or only baseline activities expected for all faculty</p>	<ul style="list-style-type: none"> Provides vague or no statements about how they will contribute to fostering an inclusive, respectful, or effective learning, research, or work environment. Describes only activities that are already the minimum expectation of UMass Chan faculty (e.g., being willing to supervise learners). Expresses a uniform approach to working with learners and early career faculty that overlooks how individual backgrounds, experiences, or barriers may affect educational success.
<p>Low to Expected Impact</p> <p>Some emerging ideas, but limited clarity or scope</p>	<ul style="list-style-type: none"> Mentions general ideas for engaging in mission-aligned service or teaching, but plans lack specificity or clear alignment with role and career stage. Proposals do not clearly articulate purpose, outcomes, or the faculty member’s responsibilities (e.g., proposing “community outreach” without identifying the audience, scope, or objectives).
<p>High Impact</p> <p>Clear, strategic plans that support inclusive excellence and institutional values and goals</p>	<ul style="list-style-type: none"> Describes specific plans to engage in activities that enhance inclusive teaching, mentorship, service, or research (appropriate to their faculty rank and responsibilities.) Identifies new or ongoing programs they will lead or contribute to (e.g., curriculum design, mentoring initiatives, inclusive hiring practices, community-engaged research). 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, seek to mentor 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). Demonstrates a clear understanding of how their work advances the academic and professional success of all learners and contributes to the institutional mission of health equity, access, and excellence. Expresses a strong, thoughtful commitment to fostering a climate where all members of the UMass Chan community can thrive.

Examples of Faculty Contributions to Advance Diversity, Equity and Inclusion

Faculty work that aligns with UMass Chan Medical School's mission—advancing health, education, and community well-being—is strengthened when it creates inclusive learning, research, and clinical environments. Efforts that enhance equitable access to education, respond to community needs, or drive research into improving health outcomes and access to high-quality care for all are highly valued and integral to our review process. The following list highlights a range of activities that reflect a faculty member's commitment to advancing inclusive excellence in support of our institutional mission.

1. Publication/Dissemination

- Publications that explore themes such as inclusion, belonging, access to education, community engagement, or barriers within medicine, healthcare, science, or education.
- Sharing related scholarship in open access journals, open platforms, or UMass Chan 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
- Contributions to policy analysis, briefs, or recommendations that align with advancing inclusive academic or healthcare environments.

2. Grants and Sponsored Projects

- Secured or contributed to grants focused on reducing healthcare barriers, expanding access to STEM education, or building capacity for inclusive research.
- Grant proposals that intentionally incorporate strategies for inclusive engagement, equitable participation, or broader impacts for underserved populations.
- Internal or external funding obtained for initiatives that align with UMass Chan's mission to advance health and equitable access to healthcare.

3. Mentorship and Advising

- Provided intentional mentoring or advising to support the success of learners or colleagues, with an understanding of the barriers and challenges that students and early career faculty may encounter, using inclusive and effective strategies to promote equitable outcomes
- Served as a faculty advisor or coach for programs that promote access to biomedical or health sciences careers (e.g., high school pathway programs, community partnerships).
- Developed or led structured mentoring initiatives that support early-career researchers or educators engaged in scholarship or community-based work aimed at improving health outcomes and reducing barriers to care.
- Supported the development of career paths through federally funded supplements or comparable mechanisms.

4. Teaching and Educational Development

- Developed or implemented inclusive teaching strategies that improve learning outcomes for a wide range of students.
- Created or refined curricula that integrate themes of equity, access, social determinants of health, or culturally responsive care, as required by national accreditation bodies (e.g., LCME, ACGME).

- Led or contributed to evaluations of curricula or teaching practices to identify barriers and support student success.
- Participated in or facilitated faculty development efforts to enhance inclusive teaching and learning environments.

5. Research/Innovation, and Discovery

- Engaged in grantsmanship and/or research addressing access to care, the impact of social and environmental factors on health, differences in health outcomes, or barriers faced by individuals in healthcare or education.
- Integrated inclusive research practices such as community engagement, participant/patient equity, or culturally responsive methodology.
- Produced scholarship that advances understanding of representation, access, or belonging within the faculty member's area of expertise.
- Evaluated programs, interventions, or policies that promote equity in medicine, biomedical sciences, or health professions education.

6. Institutional and Professional Service

- Served on or chaired school, departmental, or national committees focused on access, belonging, or inclusive excellence.
- Designed or delivered professional development focused on inclusive teaching, mentoring, recruitment, or leadership practices.
- Consulted (formally or informally) to strengthen institutional capacity for inclusive practices or to support learner or early career faculty success.
- Led or supported recruitment or retention efforts aimed at building an academic and work community where everyone can thrive and succeed, regardless of background.
- Reviewed candidate applications or served as a representative to ensure inclusive admissions, search, and hiring processes.
- Contributed to policies or institutional change efforts that align with UMass Chan's mission to foster a supportive and equitable environment.

7. Community Engagement

- Partnered with community organizations to conduct research, provide services, or design educational programs that address local or regional needs.
- Participated in or led outreach efforts that promote pathways to medical and scientific careers.
- Coached or supported faculty, learners, or staff engaged in community-based work.
- Received local, institutional, or national recognition for contributions that reflect values of access, health equity, or service to the public good.