

Question 1	5 - 6 Strengths and clarity in 5-6 of the 6 key points below	3 - 4 Strengths and clarity in 3-4 of the 6 key points	1 - 2 Strengths and clarity in 1-2 of the 6 key points
<p>a) List up to five of your most impactful publications.</p> <p>b) Discuss the most impactful contribution that you made in your scientific subfield(s), explaining your role and the outcome of your work.</p> <p>c) Discuss the most impactful contributions that you made to teaching.</p>	<ul style="list-style-type: none"> <li>- Has contributed important or significant research accomplishments) within the chemistry field</li> <li>- Demonstrated an ability to carry out original research</li> <li>- Demonstrated effective scholarly communication</li> <li>- Demonstrated the ability to clearly articulate research accomplishments to a broad audience</li> <li>- Showed leadership in prior accomplishments</li> <li>- Effectively worked in collaborative teams</li> </ul>		
Question 2	4 - 5 Clear and deep understanding	3 Some ideas	1 - 2 Little or no thought
<p>How have professional experiences, in particular, those initiated personally, prepared you to promote Diversity, Equity, and Inclusion as a faculty member at Wayne State University?</p>	<ul style="list-style-type: none"> <li>- Has one or more experiences with initiating, planning and/or implementing successful DEI initiatives.</li> <li>- Identifies existing programs at WSU they would get involved with, with a level of proposed involvement commensurate with career stage.</li> <li>- Clearly formulates new ideas for advancing equity and inclusion at WSU and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level.</li> <li>- Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department, and also their field.</li> </ul>	<ul style="list-style-type: none"> <li>- Participated in at least one involved, specific experience. If describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.</li> <li>- Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Participated in no specific activities, or only one or two limited activities.</li> <li>- Descriptions of performed and/or proposed activities are brief, vague, nominal, or absent.</li> <li>- Describes and/or proposes only activities that are already the minimum expectation of faculty (e.g., being willing to supervise students of any gender or ethnic identity).</li> <li>- Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."</li> </ul>
Question 3	4 - 5 Clear and detailed plans for modern and inclusive pedagogy. Course interests align with departmental needs.	3 Some ideas about modern and inclusive teaching. Course interests partially align with departmental needs.	1 - 2 No plan for inclusive or modern teaching. Course interests do not align with departmental needs.
<p>Describe how your teaching philosophy is tailored to reach broad populations of students. Which subject areas would you be able and excited to teach?</p>	<ul style="list-style-type: none"> <li>- Identifies strategies to use updated/modern pedagogy (active learning and assessments outside of exams) to engage and include a broad range of student backgrounds.</li> <li>- Clearly formulates new ideas for inclusive teaching styles and provides discrete examples</li> <li>- Identifies course areas that align with the needs of the Wayne State Chemistry Department</li> <li>- Convincingly expresses enthusiasm to teach specific classes.</li> </ul>	<ul style="list-style-type: none"> <li>- Mentions that it is important to teach a broad range of students but does not provide detail into how they will teach inclusively.</li> <li>- Mentions plans or ideas for updated/modern teaching methods like "active learning," "peer-based learning," "project-based assessments," etc. but no detail is provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Vague or no statements about how they would teach a broad range of students, if hired.</li> <li>- Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."</li> <li>- Describes only teaching activities that are already the minimum expectation of faculty (e.g., "lecturing" and "exam-based assessment" as the only teaching methods).</li> <li>- Does not outline potential courses in a Chemistry Dept. that they would teach.</li> </ul>
Question 4	3 Clear and deep understanding	2 Some ideas	1 Little or no thought
<p>What aspects of Wayne State University, both research and otherwise, are appealing to you? Describe the fit of your program with the broader department, potential collaborators, or location.</p>	<ul style="list-style-type: none"> <li>- Identifies one or more specific opportunities available at WSU, Chemistry, and/or regional area</li> <li>- Comments on research-related opportunities, as well as those beyond research</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies general opportunities, although without specifics related to WSU, Chemistry, and/or regional area</li> <li>- Only considers one aspect of their program, instead of multiple levels of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- No clear effort or vague/minimal effort to link program activities to WSU, Chemistry, and/or regional area</li> <li>- Effort are at odds with resources available at WSU, Chemistry, and/or regional area</li> </ul>