

CREATING AND USING A RUBRIC TO DESIGN INCLUSIVE SELECTIONS IN PLANETARY PROGRAMS. C. Shupla¹ and P. Mane¹, ¹Lunar and Planetary Institute (shupla@lpi.usra.edu).

As part of the ENComPSS program, the Lunar and Planetary Institute (LPI) created rubrics to assist in selecting participants for trainings. The rubrics have gone through some initial iterations and will continue to be revised with input from the selection committees.

The rubric design was guided in large part through discussions about the goals and objectives of the trainings with those conducting the trainings. The intent is to enable the selection committee to choose from among the applicants and select the participants who are ideal candidates for the workshop, and reduce or help increase awareness of some of the natural biases that may influence the selection process, such as affinity bias (selecting participants that remind us of ourselves).

Factors that were included in the rubric were the participants' needs for training, their likelihood of participants using the workshop skills, and whether the application demonstrated an appropriate skill level for that specific training. There were also spaces for additional considerations after the initial factors were tallied, such as the participants' institutional type or career stage, to enable the committee members to give greater consideration to broadening participation.

Initial versions of the rubric were tested and revised, using past applications for similar trainings. The first drafts included examples for each factor in a large table; for instance, scores for the applicants' skills ranged from 0 to 8:

- 0: Applicant already has all of the skills and should be removed from consideration.
- 2: Applicant already has most of the skills being taught.
- 4: Applicant has easy access to skills training at their home institution.
- 6: Applicant has limited access to skills training at their home institution.
- 8: Applicant has no access to skills training at their home institution.

The rubric was then simplified to make it easier to use while reviewing large numbers of applications.

| Scoring Criteria | Applicant # | | | | |
|---|-------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Access to the laboratory equipment | | | | | |
| Likelihood of using skills | | | | | |
| Appropriate skill level | | | | | |
| Likelihood of conducting planetary research | | | | | |
| Total points | | | | | |
| Institution type | | | | | |
| Career stage | | | | | |

An example of a table used to quantify applications. Applications were first stripped of identifying information and assigned numbers. Each application was scored from 1-4 for each factor.

This presentation will share insights thus far from the development and use of the rubric, and invite discussion on similar tools, ways to improve rubrics, and ways to expand the use of tools to broaden access to planetary science opportunities and develop a more inclusive planetary community.

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