

GUIDELINES TO EVALUATE CONTRIBUTIONS TO DIVERSITY

(All Academic Disciplines)¹

The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. An excerpt from the policy states:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. (APM 210-1-d)

<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>

University policy states that a candidate's race or gender may not be considered in selection for faculty appointments. However, to attract excellent faculty who will contribute to the University's diversity imperative, search committees may consider the following as **contributions to diversity** in faculty appointments:

- candidates who have engaged in service to increase participation in science, engineering, arts, humanities, education, social sciences, medicine, management or other related fields by groups historically under-represented in these areas or in higher education; for example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of group historically excluded from higher education;
 - serving as an advisor to programs such as Women in Science and Engineering, SACNAS (*Society for Advancement of Chicanos and Native Americans in Science*) or other equivalent programs in all disciplines;
 - exceptional record mentoring students and junior faculty from groups under-represented in their field or historically under-represented in higher education;

- candidates who have made a contribution to pedagogies addressing different learning styles; for example:

¹ Taken from: Evaluating Contributions to Diversity for Appointment and Promotion (APM 210), Guidelines for all Academic Disciplines, UCOP Academic Advancement, Sheila O'Rourke, January 7, 2008.

- developing courses or curricula designed to meet the needs of educationally disadvantaged students;
- developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education;
- candidates who have an understanding of the barriers facing women or historically under-represented minorities in science careers or higher education careers generally, as evidenced by life experiences and educational background;
- candidates who have significant experience teaching students who are under-represented in higher education; for example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
 - experience teaching students with disabilities;
- candidates who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;
- candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group under-represented in higher education;
- candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and under-represented minorities in science and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula and teaching strategies designed to enhance participation of under-represented students in higher education;
- candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;
- candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example,
 - research that addresses issues such as race, gender, diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, or civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.