

DIVERSITY AND INCLUSIVENESS IN YOUR SEARCH

“The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state’s history into the present. Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees.” --UCOP Office of Diversity and Engagement

Building a diverse pool of candidates requires conscious effort from the very beginning of the process. For the purposes of this documents, the concepts of equal opportunity and diversity are understood as the right of all job candidates and all hired academic appointees to be treated with equal fairness and to have the opportunity to excel without bias due to their race, ethnicity color, religion, sex, sexual orientation, gender expression, national origin, age, disability, or veteran status.

A goal of every search should be to ensure that there are outstanding women and candidates from underrepresented groups in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity.

For additional information please visit the [University of California](#) website.

SAMPLE TEXT TO INCLUDE IN POSITION ANNOUNCEMENTS

In ADDITION to the required statement:

The University of California, Merced is an Equal Opportunity /Affirmative Action Employer” or the University’s Diversity Statement.

You may also include a more substantive statement of the unit’s interest in diversity-related research, teaching or service in the body of the advertisement. For example:

- We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.
- Individuals with a history of and commitment to mentoring students from underrepresented groups are encouraged to apply.
- The school is seeking outstanding candidates with the potential for exceptional research and excellence in teaching, and also a clear commitment to enhancing the diversity of the faculty, graduate student population, and of the majors in <field>.
- The school has a strong commitment to the achievement of excellence and diversity among its faculty and staff.
- The school is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for students.
- The school is particularly interested in individuals with a history of promoting diversity.

- Experience in mentoring women and individuals from underrepresented groups in STEM fields are desired.
- A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.
- The University of California seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and learning.

Enhancements to the Equal Opportunity /Affirmative Action Employer statement:

- The (school) at the University of California, Merced is committed to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. The University of California is an equal opportunity/affirmative action employer.
- The University of California, Merced is an equal opportunity/affirmative action employer with a strong institutional commitment to the achievement of diversity among its faculty, students and staff.

APPLICANT DIVERSITY STATEMENTS

For senate recruitments Diversity Statements are required from all applicants

What is the purpose of the Contributions to Diversity Statement?

According to University of California Academic Personnel Policy (APM), to preserve and foster the quality of UC as one of the nation's leading public institutions, peer review committees are expected to evaluate the contributions of all faculty in view of the critical need for equity and excellence.

UC Merced requires that faculty candidates submit a statement on their past contributions to diversity and/or equity and future plans for continuing this effort as part of their application for an academic appointment.

"In addition to research, teaching, and general professional and public service, service contributions that promote diversity and equal opportunity are encouraged and given recognition in the evaluation of the candidate's qualifications. Examples include, but are not limited to, developing strategies for the educational or professional advancement of students in underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring or advising of underrepresented students or new faculty." -- APM 210-1-d

The purpose of the statement is to identify candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus diversity and equity efforts.

Are there any Guidelines for Writing a Statement?

The Contributions to Diversity Statement should describe your past experience, activities and future plans to advance diversity, equity and inclusion, in alignment with UC Merced's mission to reflect the diversity of California and to meet the educational needs and interests of its diverse population of students in the Central Valley. Some faculty candidates may not have substantial past activities. If that is the case, we recommend focusing on future plans in your statement. A more developed and substantial plan is expected for senior candidates.

Questions from applicants regarding the Diversity Statement

Please guide applicants to the Academic Personnel Office website for the [Contributions to Diversity Guidelines](#)

EVALUATING CONTRIBUTIONS TO DIVERSITY

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.

In AP Recruit the applicant will have the option to submit a Statement of Contribution to Diversity. 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. For example:

- Participation as undergraduates, graduates, post docs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, underrepresented groups, veterans, people with disabilities and 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 or other equivalent programs in all disciplines; Exceptional record mentoring students and colleagues from groups underrepresented in their field or historically underrepresented in higher education; candidates who have made a contribution to pedagogies addressing different learning styles; for example:
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 - Designing 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 and underrepresented groups 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 underrepresented in higher education; for example:
 - 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 underrepresented groups in science and other academic disciplines; for example:

- Studying patterns of participation and advancement of women and underrepresented groups in fields where they are underrepresented;
- Studying sociocultural issues confronting underrepresented students in college preparation curricula;
- Evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented 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, 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.

DIVERSITY STATEMENT RUBRIC

Goal

Identify candidates who have skills, experience, and/or willingness to engage in efforts to enhance diversity and equity on campus.

Provides a statement of contributions to diversity. 0-1 points _____

Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups. 0-1 points _____

Demonstrates a track record and measure of success in activities (such as mentoring, teaching, or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups. 0-2 points _____

Specific plans to contribute to efforts to enhance diversity and equity through campus programs, new activities, or through national or off-campus organizations. 0-1 points _____

Scale

0 points: No statement provided

1 point: Poor statement

2 points: Fair statement

3 points: Good statement

4 points: Very good statement

5 points: Excellent statement.