

Diversity, Equity, and Inclusion Statement Guidance for the IHP

University of Oregon

Office of the Provost and Division of Equity and Inclusion¹

Overview

In recognition of the University of Oregon's determination that equity and inclusion competencies are fundamental to faculty excellence, and also in keeping with our goals of becoming an institution committed to antiracism and other forms of anti-oppression more generally, Diversity, Equity, and Inclusion Statements are now part of (a) recruitment and (b) the promotion and tenure process. Faculty contributions to diversity, equity, and inclusion receive consideration in the academic review process.

Diversity Statements in Faculty Recruitment

Since 2017, some University of Oregon academic units have been piloting the request of Diversity, Equity, and Inclusion statements from tenure track faculty candidates. For the 2021 IHP, the Provost will require submission of such statements for all TTF searches. Teaching, research, and service contributions that promote diversity, equity, and inclusion are to be given recognition in the evaluation of candidate's qualifications. These contributions will take a variety of forms.

This document provides a standard approach for use in hiring. Office of the Provost and Division of Equity and Inclusion will convene a committee to address the equity and inclusion discussion requirement in major reviews, including promotion and tenure, in Fall 2021. Please contact Janet Woodruff-Borden, Executive Vice Provost for Academic Affairs; Gabe Paquette, Vice Provost for Academic Affairs; or Charlotte Moats-Gallagher, Director, Center for Diversity and Community should you have any questions.

Definitions of Equity and Inclusion

For purposes of the statement in hiring, a discussion of contributions to institutional equity may include efforts to address and remove barriers to allow Black, Indigenous, and people of color (BIPOC), people with disabilities, women, and people with the full range of gender and sexual identities to contribute fully to our institutional success. A discussion of contributions to inclusion may involve efforts to restructure existing systems, practices and norms to ensure the meaningful participation and leadership of people from diverse racial, ethnic and other backgrounds, experiences and perspectives in decision-making processes in ways that move the institution forward in its focus on academic excellence. Such work also may include efforts to incorporate individuals or groups from economically disadvantaged backgrounds, first generation college students, students from urban and rural communities, and those who speak English as a second language.

¹ This document will be reviewed and updated every 2-3 years to ensure that it is in keeping with the latest promising practices in this area.

Diversity, Equity and Inclusion: Examples for Research, Teaching and Service

Equity and inclusion contributions can be infused into research, teaching and service statements as well as appear in a 'stand-alone' diversity statement. Stand-alone diversity statements give prospective candidates an opportunity to elaborate on these topics while integrative statements give candidates the opportunity to articulate the interconnections around inclusion among their professional activities. The guidelines below are intended to assist search committees in thoughtfully considering the wide range of contributions that can be made in this arena in the hiring process.

RESEARCH. Specific examples of scholarship, research or creative activity related to institutional equity and inclusion might include:

<p>Candidates who have research interests in subjects that will contribute to diversity, equity, and equal opportunity in higher education, for example:</p> <ul style="list-style-type: none"> ▪ research that addresses issues such as race, gender, ability, diversity, and inclusion; ▪ research that addresses health disparities, educational access and achievement, political engagement, economic justice, use of technology and scientific innovation to enhance social mobility, environmental racism, civil and human rights; ▪ research that addresses questions of interest to communities historically excluded by or underserved by higher education; 	Evidence?
Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.	
Grantsmanship that provides funding for research that focuses on broadening participation and other forms of equity, inclusion, and diversity.	
Contributions that advance efforts to broaden knowledge and understanding around DEI issues, often utilizing theoretical/conceptual frameworks related to DEI (e.g., focused on particular historically minoritized populations, the illumination of cultural processes, impact of institutional racism, gender inequity and other issues of disenfranchisement).	
Contributions to the development of positive DEI practice in research (e.g., moving DEI scholarship into the public realm, building diverse research teams).	
<p>Contributions to higher education through the scholarly understanding of barriers facing women, domestic racial/ethnic minorities, students with disabilities, and other members of groups underrepresented in higher education, as may be evidenced by life experiences and educational background. Examples include but are not limited to:</p> <ul style="list-style-type: none"> ▪ ability to articulate the barriers facing specific groups in fields where they are underrepresented; ▪ attendance (undergraduate or graduate) at a minority serving institution; ▪ participation in higher education pipeline programs such as Summer Research Opportunity Programs or McNair Scholars; ▪ significant academic achievement in the face of barriers such as economic, social, or educational disadvantage. 	
Commitment to allyhood through using research and other forms of knowledge to drive institutional change by, for example, extensive reading or focused coursework, or participation in professional development programs or institutional diversity, equity, and inclusion (DEI) initiatives.	

Intellectual themes or trajectories that examine patterns of representation, incorporation, or inclusion within a faculty member's area of expertise.	
Scholarly productivity in particular texts, data sets, methodological practices, theories or creative discourses that involve equity and inclusion within a faculty member's area of expertise.	
Research contributions to understanding the barriers facing women and underrepresented minorities in science and other academic disciplines; for example: <ul style="list-style-type: none"> ▪ 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 underrepresented students in higher education; 	
Other	

TEACHING. Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusive teaching might include:

Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.	Evidence?
Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups.	
Record of success advising students from groups underrepresented in the faculty member's discipline/profession.	
Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.	
Participation in faculty workshops to promote equity and inclusion in the classroom.	
Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.	
Serving as an advisor to programs such as Women in Science and Engineering, Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) or other equivalent programs in all disciplines.	
A record of leadership or significant experience teaching and mentoring undergraduate and graduate from broadly diverse demographic and social backgrounds, including students from groups that have been historically underrepresented in higher education. A record of leadership or significant experience teaching and mentoring undergraduate and graduate from broadly diverse demographic and social backgrounds, including students from groups that have been historically underrepresented in higher education.	
Capacity to pedagogically address and respond to the learning needs of students from diverse backgrounds. For example: <ul style="list-style-type: none"> ▪ Development or use of curricula designed to enhance participation of students from groups underserved by higher education; ▪ Engagement in training or professional development activities designed to enhance intercultural or intergroup competencies and skills; 	

<ul style="list-style-type: none"> Ability to integrate contemporary issues of diversity, equity, and inclusion into the classroom. 	
<p>Ability to create an inclusive learning environment, addressing one or more of the following issues:</p> <ul style="list-style-type: none"> How your own and your students' identities (i.e., race, gender, class), background, experience, and levels of privilege affect classroom dynamics; How diverse perspectives can be integrated into teaching methods and approaches. <p>Approaches to mentoring students from minoritized or underrepresented groups that extended beyond the classroom setting. This could include individual/one-on-one or group efforts and could reflect activities within formal programs or informal activities. Value in serving as a role model, particularly those who see themselves as representing historically marginalized populations in academia.</p>	
Other	

SERVICE. Specific examples of service related to institutional equity and inclusion might include:

Embedding equity, inclusion and diversity into a professional organization's mission, programming, fundraising, etc.	Evidence?
Membership on departmental or university committees related to equity and inclusion.	
Participation in university pipeline and/or outreach activities.	
Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs.	
Service for or joint initiatives with state or national organizations (e.g., American Economic Association Committee on the Status of Women in the Economics Profession, National Society of Black Physicists) with an emphasis on equity and inclusion.	
Service on local and/or statewide committees focused on issues of equity and inclusion.	
Serving as a Search Advocate on searches outside of home unit.	
Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of equity, inclusion.	
Participation in academic preparation, outreach, tutoring, pipeline or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities, and other individuals who are members of groups historically excluded from higher education.	
Demonstrated leadership in strengthening ties with tribal colleges, Hispanic Serving, Historically Black Colleges and Universities (HBCU) and Minority Serving institutions in an effort to facilitate research and/or to enhance the recruitment and retention of underrepresented students, faculty and staff at the University of Oregon.	
Efforts to advance DEI outside the classroom. May manifest as 1) engagement with organizations or programs that were DEI-focused or identity-based, on campus, in discipline/professional societies, or in other community spaces, and 2) active promotion of policies and practices that advance DEI.	
A record of academic service to advance equitable access to higher education for groups in fields where they are underrepresented (i.e., women, racial/ethnic minorities, first-generation college students, student veterans).	

<p>Demonstrated engagement with historically underserved populations, and bringing this experience to the scholarship, teaching, and learning mission of the university. This commitment may be reflected by leadership or active participation in:</p> <ul style="list-style-type: none"> ▪ departmental or institutional committees, task force groups, or other workgroups; ▪ local or national service related to diversity, equity, inclusion, and access, such as through professional societies and organizations; ▪ scholarship, practice, or policy efforts to advance diversity, equity, inclusion or social justice for historically underrepresented or marginalized groups (at the campus, local community, state, or national levels); ▪ other community engagement or outreach activities relevant to advancing diversity, equity, inclusion and access, such as volunteer activities, consulting, or advising. ▪ a record of leadership or significant experience performing public service addressing the needs of our increasingly diverse society. 	
Other	

NOTE: The above are listed as examples; they were generated from the University of Oregon Division of Equity of Inclusion and also adapted from Sylvester et al, 2019 and the University of California (UCOP, 2011).

Evaluating Diversity Statements for Prospective Candidates

We ask search committees to use the following [rubric](#) to guide their evaluation of diversity, equity, and inclusion statements. This is a heuristic tool to guide discussion. The above examples are expansive as a way to illustrate the range of ways in which individuals might demonstrate their commitment to inclusion.

Rubric Guidance: The typical candidate is likely to receive 3 points per domain below (9 total); the highest point categories should be reserved for those demonstrating substantial commitment to promoting DEI – not all criteria within any category must be met, choose the category that fits best. [Click here for a blank rubric template.](#)

Knowledge about Diversity, Equity, and Inclusion

Awareness of inequities in academia faced by historically under-represented or disadvantaged groups.

<ul style="list-style-type: none"> Discusses diversity in vague terms, such as: <i>"diversity is important"</i> <i>"the field definitely needs more women"</i> <i>"haven't had a chance to think about this yet"</i> Lacks awareness or lacks personal responsibility for helping to eliminate barriers. <ul style="list-style-type: none"> "it's better not to have outreach aimed at underrepresented individuals because it keeps them separate or will make them feel less valued." <p style="text-align: right;">1-2</p>	<ul style="list-style-type: none"> Primarily acknowledges one type of diversity (e.g. socio-economic status) May demonstrate initial efforts or interest in learning about the experiences of identities different from their own Does not demonstrate the deep knowledge that would earn a 4-5 <p style="text-align: right;">3</p>	<ul style="list-style-type: none"> Clear knowledge and interest in multiple dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. Indicates investment in learning about the experiences of those with identities different from their own. Discusses consequences of a lack of diversity for higher education or the discipline. Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement. <p style="text-align: right;">4-5</p>
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Track Record of Advancing Diversity, Equity, and Inclusion

Demonstrates success in mentoring, teaching or outreach aiming to reduce barriers for under-represented or disadvantaged groups.

<ul style="list-style-type: none"> Participated in no specific activities, or brief activities oriented at informing oneself. Descriptions are vague – only peripheral involvement in activities. Only mentions activities that are already an expectation: <ul style="list-style-type: none"> "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." <p style="text-align: right;">1-2</p>	<ul style="list-style-type: none"> Describes activities in depth, details their role and outcomes. Specific activities may involve research, teaching, or service. <p style="text-align: right;">3</p>	<ul style="list-style-type: none"> Describes multiple activities in research, teaching and service or one larger initiative in depth. Activities span research, teaching and/or service, and could include applying their research expertise to investigating diversity, equity and inclusion or explicit public support for equity and inclusion. Organized or spoken at events or written pieces aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record Served as a leader in a student or professional organization that supports underrepresented individuals <p style="text-align: right;">4-5</p>
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Plans for Advancing Diversity, Equity, and Inclusion

Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations.

<ul style="list-style-type: none"> No statement of future plans. Only indicates activities that are expectations of all faculty (mentoring, treating all students the same regardless of background, etc.) <p style="text-align: right;">1-2</p>	<ul style="list-style-type: none"> Would be happy to "help out" with existing activities and includes Clear details of existing programs they would be involved <p style="text-align: right;">3</p>	<ul style="list-style-type: none"> Addresses multiple areas of need (research, teaching, conferences) with their future plans Indicates intention to be a strong advocate for diversity, equity, and inclusion at department/college/field or through outreach. New ideas for promoting equity and inclusion in research, teaching or service. Clear details for recruitment plans and support of diverse trainees <p style="text-align: right;">4-5</p>
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