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<th>Name</th>
<th>Title</th>
<th>Department</th>
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Our charge:

- Provide guidance on how to write an inclusive excellence statement for faculty review process; develop tools to support consistent and transparent assessment of faculty contributions to inclusive excellence

“UC has adopted a strategy for recruiting and retaining a diverse faculty by recognizing and rewarding faculty contributions to diversity and equal opportunity through their teaching, research, outreach, and service.”

“The Academic Council recommendations emphasize the need to include review of such contributions during recruitment, but also during merit and promotion review.”

“Each campus should develop guidelines to implement the use of statements in a consistent manner to align expectations regarding assessment of diversity contributions from time of hiring through academic reviews for merit and promotion.”

Michael T. Brown, PhD
UC Provost & EVP for Academic Affairs
Why is this necessary?

- Postsecondary educational access and success remain unequal for historically underrepresented minorities, low-income, and first-generation students (Solarzano, 2005; Zusman, 2003; Contreras, 2015)

- Women and minorities are not hired in proportion to their availability in the labor pool (Gibbs, 2015; Williams, 2015; Leslie, 2015)

- Women and minorities are disproportionately burdened with “diversity” service and other administrative duties, taking time away from advancing their research (Pyke, 2015; Coll-Tellechea, 2017)

- Teaching evaluations of faculty of color often reflect negative stereotypes that can unfairly impact performance reviews/career advancement (i.e. Lopez, 2014; Fiske, 2018)
How does UCI benefit from recruiting and retaining a diverse faculty?

• A diverse faculty improves the teaching and learning environment for all students (Piercy et al., 2005)

• Diverse teams produce higher quality research outcomes and unique solutions to problems (Milem, 2001; National Institutes of Health [NIH], 2012)

• Diversity in higher education is associated with enhanced economic growth as universities graduate a workforce that is prepared to excel in a globalized economy (Milem, 2003; Pugh, Dietz, Brief, & Wiley, 2008)

• “Diversity begets diversity:” the presence of diverse faculty and a welcoming institutional climate favorably impact faculty retention (O’Meara, Lounder, & Campbell, 2014)
Our Tasks:

- Create a rationale for and definition of faculty contributions to Inclusive Excellence (IE)
- Develop webpage to guide faculty in articulating IE activities within the academic review process
- Develop instructions for preparing IE reflective statements
- Develop a rubric for assessing faculty contributions to inclusive excellence
Task #1: Rationale

“The commitment to inclusive excellence is an essential component of UCI’s identity. This commitment reflects our institutional values as part of the nation’s largest public land grant university system and as a first generation majority, Asian American Native American Pacific Islander (ANAPISI) and Hispanic Serving Institution (HSI). At the same time, it rests upon a well-established body of research that demonstrates the crucial role that equity, diversity and inclusion play in fostering excellence in scholarship and teaching.”

Anita Casavantes Bradford
Task #1: Defining Inclusive Excellence:

- **In Research:** …rigorous and innovative research/creative activity…that…seeks to include a diverse range of participants and perspectives...challenging disciplinary claims and methods that have directly or indirectly created obstacles to the inclusion of structurally disadvantaged and underrepresented minority community members in the production of new knowledge.

- **In Teaching:** …a commitment to student-centered, strengths-based pedagogies and the proactive use of best practices for course design, instruction and assessment, in order to provide equal opportunities for participation and academic success to a diverse student body…seeking to identify and mitigate barriers to the…academic success of structurally disadvantaged and underrepresented students...

- **In Service:** …ongoing participation in service activities that draw upon individual faculty members’ knowledge, skills and interests in order to advance equity and diversity within the university, the disciplinary community, and society.
DRAFT V2: Guidance to Faculty on Preparing Academic Review Files

- I. Research
- II. Teaching
- III. Service
- IV. Contributions to Inclusive Excellence

Related Sites
- Academic Senate
- ADVANCE Program for Equity & Diversity
- Graduate Division
- Office of Equal Opportunity and Diversity
- Office of Research
IV. Contributions to Inclusive Excellence

According to APM 210, "Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements."

The Vice Provost for Academic Personnel, the 2017-18 and 2018-19 Provost’s Leadership Academy participants, and the Council on Academic Personnel considered the question of how faculty should submit evidence of contributions to inclusive excellence (see UCT’s Commitment to Inclusive Excellence) as part of their review file and suggest choosing one of the following options:

1. **Reflective Inclusive Excellence Statement.** You may describe your contributions to inclusive excellence in narrative form and upload the statement to AP Review (2 pages maximum). Click here to see guidance for preparing a reflective statement.

2. **Separate form.** This form allows you to describe your contributions to inclusive excellence in the areas of research, teaching and service, respectively, on a document separate from the UC-AP-10 form. The form can be accessed by clicking here and can be uploaded to AP Review.

3. **Completion of AP-10 diversity sections.** Faculty may also continue to submit information related to diversity activities by completing one or more of the diversity sections on the UC-AP-10 form.

Additional supporting materials to the above may include, but are not limited to:

a. A letter from another faculty member, administrator or community leader that describes your contributions to inclusive excellence

b. Description of an award received for contributions to inclusive excellence

Please note that guidance to assess contributions to Inclusive Excellence can be found at: LINK

For the Use of Contributions to Diversity, Equity, and Inclusion (DEI) Statements for Academic Positions at the University of California, please click on the documents below:

- **Recommendations** for the Use of Contributions to DEI Statements
- **Final Document** outlining the Use of Contributions to DEI Statements
Task #3: Instructions for Preparing Reflective IE Statements:

Faculty should use ONE of the following formats to describe their IE contributions:

- **Reflective Inclusive Excellence Statement.** You may describe your contributions to inclusive excellence in narrative form and upload the statement to AP review (2 pages maximum). [Click here](#) to see guidance for preparing a reflective statement.

- **Separate form.** Describe your contributions to inclusive excellence in the areas of research, teaching and service (2 pages maximum) on a document separate from the AP-10. The form can be accessed by [clicking here](#) and can be uploaded to AP review.

- **Completion of AP-10 diversity sections.** Faculty may also continue to describe their IE activities by completing one or more of the diversity sections on the AP-10 document.
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<th>Task #4</th>
<th>Exceptional</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
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<td><strong>Track Record in Advancing Inclusive Excellence</strong></td>
<td>Participates in multiple activities in depth, and provides detailed information about both their role in the activities and the outcomes; Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion; Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)</td>
<td>Roles taken are significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed pedagogy for an inclusive learning environment, while a current graduate student may have volunteered for an extended period of time for an organization that seeks to increase the representation of underrepresented groups in science); Organized or spoken at workshops or other events (depending on career stage) 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.</td>
<td>May have participated extensively in a single activity but less clear that there is an established track record; Participation in several activities but did not play organizational or leadership role; In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring; Membership in a student or professional organization that supports underrepresented individuals.</td>
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<td><strong>Future Plans for Enhancing Inclusive Excellence</strong></td>
<td>Clear and detailed ideas for programs they would get involved with and new ideas they have for advancing equity and inclusion at UC Irvine and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level. For example, a new assistant professor may plan one major activity over a couple of years, conduct outreach to hire underrepresented students to work in their lab, mentor diverse students, or co-chair a subcommittee for a national conference. A tenured faculty member would be expected to have more campus-wide, and national impact, including leadership.</td>
<td>Describes concrete examples of future actions to be a strong advocate for diversity, equity and inclusion within the department/school/college, as well as in their field; References activities already taking place at UC Irvine and in their field. Articulates their future role in those activities (if new recruit), and/or how additional or new activities would advance inclusive excellence (if already a faculty member); Addresses multiple areas of need (for example, classroom, laboratory, conferences, recruitment, food security, language)</td>
<td>Concrete plans to attend DEI training in the next year (e.g. date and location are indicated), plans to take implicit bias training; Plans to use interfaith calendar to help set assignment/test dates. Adds items to course evaluation that assess progress made toward making course content, methods and climate more inclusive/excellent.</td>
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Summary:

- We developed a rationale/definitions of faculty contributions to IE (Task #1)
- We created web resources to assist faculty in meeting the university’s expectations in their own unique ways (Task #2); and to support them in articulating and “making visible” IE contributions within the review process (Task #3)
- We created tools to assist department faculty, chairs, letter writers, deans, CAP, other IE leaders, in applying consistent and transparent criteria within the review process (Task #4)

*Doing a better job of recognizing and rewarding faculty contributions to Inclusive Excellence will move us toward our goal of recruiting and retaining a diverse faculty*
Questions?