

Equity and Inclusion in Personal Statements for Reviews of Bargaining Unit Faculty

PREFACE: The Collective Bargaining Agreement (CBA) reached between United Academics and the University includes provisions encouraging the inclusion of a discussion of the contributions to institutional equity and inclusion in the personal statement of a candidate for tenure and promotion (for tenure-track faculty) and in the personal statement of non-tenure track faculty who are being reviewed for promotion.

Articles 19 and 20 of the CBA require both tenure track and non-tenure track faculty to develop a 3-6 page personal statement documenting relevant research (or creative activity), teaching and service contributions as part of this review process. According to the CBA, the "statement should also include **discussion of contributions to institutional equity and inclusion.**" (Article 19, Sec 11, p27 and Article 20, Sec 8, p 32).

The guidelines below, which are taken from our own work as well as from existing documents in the University of California System, offer a general framework for faculty members in describing "contributions to institutional equity and inclusion" in their personal statements..

In the future, we plan to offer additional guidance about how to measure the quality of contributions within the context of various academic processes.

DEFINITIONS OF EQUITY AND INCLUSION

For purposes of the personal statement, a discussion of contributions to institutional **equity** may include efforts to address any barriers that may have limited access and advancement for employees, students, and members of the public. For example, a contribution to institutional equity may include putting in place resources that individuals need to be successful. Such resources may involve an effort to redress inequalities relative to physical disabilities so that all persons may contribute fully to our institutional success.

For purposes of the personal statement, a discussion of contributions to **inclusion** may involve efforts to ensure that people from diverse backgrounds, experiences and perspectives are able to participate legitimately in decision-making processes in ways that are responsive as well as accepting and 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.

While equity and inclusion practices may vary considerably by discipline and unit, they are expected to draw on the institutional priorities. The guidelines below are intended to assist individual faculty, units, and committees in implementing and evaluating these

policies.

RESEARCH

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

- Research or creative activity in a faculty member's area of expertise that involves inequalities or barriers for inclusion for underrepresented groups.
- Intellectual themes or trajectories that examine patterns of representation, incorporation or inclusion within a faculty member's area of expertise.
- Grantsmanship that provides funding for research that focuses on equity, inclusion, and diversity.
- 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.
- As a supplement to primary research in the sciences, research contributions to understanding the barriers facing women and underrepresented 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 underrepresented students in higher education;
- 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.

TEACHING

Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusion in the teaching area might include:

- Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.

- 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, SACNAS, NOBCCHE or other equivalent programs in all disciplines.

SERVICE

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

- Leadership in a professional organization's equity, inclusion, and diversity work.
- 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 Economics 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.
- 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 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.