Sample Language: Diversity and Inclusive Excellence

Departments and colleges interested in further encouraging and recognizing diversity and inclusive excellence in their AESP and/or Promotion & Tenure Criteria might find the following resources and statements helpful. One of UCF’s five visionary goals is to “Become more inclusive and diverse,” and our strategic plan, Collective Impact, emphasizes the importance of attracting and supporting a diverse array of students and faculty.

Because AESPs and P&T Criteria are faculty-driven documents tailored to a department’s (and field’s) values, and because departments might have other foci when revising such documents, we present these only as resources to consider, not as requirements to include.

Sample Definitions

Diversity

- Diversity is “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.” (University of California Board of Regents Policy on Diversity)

Inclusive Excellence

- Inclusive excellence “reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and cocurriculum; and into administrative structures and practices. It also embraces...expanded ways to measure excellence...Likewise, diversity and inclusion efforts move beyond numbers of student or numbers of programs and goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; students development; local and global community engagement; workforce development; and more.” (from AAC&U, “Making Excellence Inclusive”, 2005, p. iii)
Overview or Blanket Statements Valuing Diversity-Focused Work

- The department or college "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…diverse population[s], or research in a scholar’s area of expertise that highlights inequalities.” (from University of California, Academic Personnel Policy)

- “Contributions to equity, inclusion, and diversity can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. Outputs and impacts of…faculty members’ efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers” (from Oregon State University, “Criteria for Promotion and Tenure”, 2015)

Statement about Research, Scholarship, and Creative Activity

- Research, scholarship, and creative activity that supports or advances inclusive excellence can include, but is not limited to, the following: research seeking to remove opportunity gaps or barriers facing underrepresented groups or otherwise contributing to access and equal opportunity; research involving underrepresented collaborators or subjects/populations; research developing models to increase diversity and inclusive excellence; scholarship that draws on or advances underrepresented areas of study; and artistic expression and cultural production that reflects culturally diverse communities or underrepresented voices.

Statement about Teaching and Instructional Activity

- Teaching efforts that support or advance inclusive excellence can include, but are not limited to, the following: teaching, advising, and mentoring students in underrepresented groups; developing diverse content in formal and informal curricula; developing culturally relevant and other forms of inclusive pedagogy; and creating opportunities for students to learn about diverse groups and cultures. (see “Toward a Model of Inclusive Excellence and Change in Post-Secondary Institutions”, 2005, p. 21)

Statement about Service

- Service that supports or advances inclusive excellence can include, but is not limited to, the following: participating in outreach or other programs designed to remove opportunity gaps and barriers facing members of underserved groups; participating in efforts to recruit, retain, and support underrepresented students and faculty; developing more inclusive institutional policies and processes; undertaking professional development and learning about diversity (e.g., Diversity Continuum of Education Certificate, Cultural Competency online modules); contributing to a welcoming and safe campus environment; and developing community or corporate partnerships designed to increase access and success of underrepresented groups.