

CONTRIBUTIONS TO DIVERSITY, EQUITY AND INCLUSION

Guidelines for development of statements for UCSF Faculty

Background

Promoting equal opportunity and diversity are core values of the University of California and are the cornerstone of UCSF's PRIDE values. We believe that UCSF is capable of being a model institution for creating an inclusive and equitable environment that allows all to trainees, staff, and faculty to thrive and reach their potential.

Diversity, equity and inclusion [DEI] statements, or "diversity statements" are descriptions of a faculty member's/candidate's past, present and planned contributions to furthering equity, diversity and inclusion in our academic community. These statements help shape and improve the learning and work environment, and enable good intentions to be turned into action. Additionally, they have been shown to increase the hiring of faculty engaged in facilitating diversity, equity and inclusion.

Since July 2018 Statements of Diversity have been mandatory for candidates applying for faculty positions at UCSF. Application packets in Academic Personnel Recruit are not complete without a separate submitted statement. At UCSF, current faculty are not required to submit a diversity statement when being considered for merits or promotions, however the Advance system has an 'opt-in' paragraph that is currently titled "Contributions to Diversity".

The Committee on Academic Personnel [CAP] does take into consideration excellent or outstanding contributions in this area for promotions and accelerations, as required by the University of California Academic Personnel Policy which governs faculty appointment and promotion ([APM – 210](#)). Revision of APM-210-1-d in 2015 stated that "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." APM-210 also provides guidelines for minimum standards for evaluating performance in these areas.

In early 2019 the Academic Council of UC approved a recommendation to the University of California Office of the President [UCOP] and to the Executive Vice Chancellors, provosts and vice-provosts, that DEI statements be mandatory for all promotions within two years at all UC campuses.

Purpose of these guidelines

These guidelines are to assist faculty in preparation of their own DEI statements. It is recommended that faculty statements reflect the four pillars of achievement that are currently assessed at UCSF: Teaching & Mentoring, Research & Creative Activities, University & Public Service and Professional Activities. It should be noted that working at a facility that treats a diverse population does not alone constitute a statement of contribution to DEI.

TEACHING & MENTORING

Among significant types of evidence of teaching effectiveness are development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are under-represented in the field.

In judging the effectiveness of mentoring activities, the candidate should highlight how they have a positive guiding influence on the careers of trainees and colleagues. Mentoring roles can be formal (e.g., responsibilities as a primary mentor or co-mentor, scientific advisor, receiving extramural grant to support effort to mentor or lead mentoring initiatives, or participating in training/mentoring programs) or informal (i.e., provide ad hoc guidance to trainees, engages in networking events, serves on selection committees where DEI are prioritized, reviews scholarly activities of trainees). Mentoring across the pipeline can include under-represented groups from high school, college, graduate/medical school, residency, post-doctoral fellowship, junior and senior faculty levels. Effective mentors should describe

how they boost the production of their trainees or colleagues, provide contributions to achieving equity, such as providing resources and funding opportunities to mentees, and utilize recommended mentoring structure plans, such as annual Individual Development Plans. The candidate should also describe any formal training they have received in how to become an effective mentor and foster an inclusive team environment (e.g., UCSF Diversity, Equity and Inclusion Champion Training, or other programs). Mentoring awards and achievements of mentees should be described as well.

SPECIFIC EXAMPLES (including but not limited to):

- Designing and/or teaching courses or curricula that meet the needs of disadvantaged students
- Designing and/or teaching courses or curricula to specifically educate learners on health disparities, access to health care, and social determinants of health. These may include graduate level (medicine, nursing, pharmacy, or dentistry), postgraduate level (residency or postdoctoral fellowship), or continuing professional education courses or curricula.
- Developing effective teaching strategies for the educational advancement of students from under-represented groups
- Experience with instruction of students who are under-represented, for example:
 - Teaching at an institution of minority learners
 - Record of success advising women and minority graduate students
 - Experience teaching students with disabilities
- Record of mentoring under-represented faculty particularly in areas with traditionally more marked disparities in representation
- Training others in reducing implicit (unconscious) bias, best practices for faculty & staff recruitment and advancement, etc.
- Teaching, advising, or mentoring underrepresented students who are not UCSF-registered students (e.g., practicum students for psychology, social work, or other allied health professions training programs) at UCSF-affiliated clinical sites
- Teaching or mentoring high school or undergraduate underrepresented students; this shows commitment to enhancing the pipeline of underrepresented students into health professions schools.

RESEARCH & CREATIVE ACTIVITIES

Among significant types of creative/scholarly activities are peer-reviewed and non-peer reviewed publications. Depending upon the faculty series, textbooks, reports, circulars, policy briefs, and similar publications normally may be considered evidence of creative/scholarly activity or evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education should be judged creative work when they present new ideas or original scholarly work.

SPECIFIC EXAMPLES (including but not limited to):

- Studying patterns of participation and advancement of women and minorities in fields where they are under-represented
- Research that addresses:
 - Race, ethnicity, gender, intersectionality, multiculturalism, and inclusion
 - Health disparities, health inequities, and health equity
 - Structural racism and health, discrimination and health, stigma and health and social determinants of health

- Our understanding, prevention, treatment and management of racial, ethnic, and socioeconomic disease inequities including those caused by social determinants of health
- Evaluating and disseminating information on courses or curricula that meet the needs of disadvantaged students or specifically educate learners on health disparities, access to health care, and social determinants of health (see examples listed above).
- Evaluating and disseminating information on initiatives or programs to enhance the pipeline of underrepresented students into health professions schools.

UNIVERSITY & PUBLIC SERVICE

Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

SPECIFIC EXAMPLES (including but not limited to):

Participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented at UCSF:

- Engagement in seminars, conferences, or institutes that address the concerns of women, under-represented minorities and other marginalized and under-represented groups (i.e. LGBTQ and people with disabilities)
- Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing under-served communities
- The application of theory to real-world economic, social, and community development problems
- Election to office, or undertaking service to professional and learning societies, including editorial work, or peer reviewing for a national or international organization addressing disparities in health care
- Selection for special public service activities and invitations to give talks within the field that address the needs of under-represented or culturally diverse groups
- Participation in professional or scientific associations or meetings, and presentation of papers related to the needs of communities historically excluded from higher education
- Participate in UC-wide, campus-wide, and school-wide seminars and trainings to become a certified Champion of Diversity, Faculty Equity Advisor, Train the Trainer for Inclusion, etc.
- Act as a Faculty Equity Advisor or Champion of Diversity and train search committees and others in best practices for hiring and advancement
- Serve on committees whose mission encompasses diversity, equity, and inclusion

PROFESSIONAL ACTIVITIES

The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in under-represented groups in the candidate's field.

SPECIFIC EXAMPLES (including but not limited to):

Engagement in activity designed to remove barriers and to increase participation by groups historically under-represented at UCSF:

- Participation in academic preparation, outreach, or tutoring for medical students
- Participation in recruitment and retention activities particularly for under-represented faculty
- Service as an advisor to programs that support UCSF minority communities
- Promoting welcoming classroom environments for students from culturally diverse groups

Relevant resources

1. University of California APM210: http://ucop.edu/academic-personnel-programs/_files/apm/apm-210.pdf
2. Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM – 210. UCOP Academic Personnel and Programs, February 2107.
3. Equity, Diversity and Inclusion [EDI] Statement FAQs. Version 2.3 released 2019.09.05. accessed online
4. Office of Diversity and Outreach Guidelines to Faculty Applicants <https://diversity.ucsf.edu/contributions-to-diversity-statement>

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EQOP Committee 2019-2020
January 2020