

HOW DO YOU DETERMINE IF A CANDIDATE MEETS THE **DIVERSITY CRITERION?**



As “demonstrated commitment to diversity” is a minimum qualification, we hope that some of the considerations below are helpful in determining if a candidate meets that criterion. A more in-depth evaluation of a candidate’s demonstrated commitment to diversity should be acquired through follow-up inquiries or interviews.

Search committees may consider the following as contributions to diversity:

- ✚ candidates who have engaged in service to increase participation in science, engineering, arts, humanities, education, social sciences, medicine, management or other related fields by groups historically under-represented in these areas or in higher education. For example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of group historically excluded from higher education;
 - serving as an advisor to programs which advance women and/or minorities in the field or discipline;
 - exceptional record mentoring students and junior faculty from groups under-represented in their field or historically under-represented in higher education;
 - candidates who have made a contribution to pedagogies addressing different learning styles. For example:
 - developing courses or curricula designed to meet the needs of educationally disadvantaged students;
 - developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education;

- ✚ candidates who have significant experience teaching students who are under-represented in higher education. For example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
 - experience teaching students with disabilities;

- ✚ candidates who evidence drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;
- ✚ candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group under-represented in higher education;
- ✚ candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and under-represented 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 under-represented students in higher education;
- ✚ candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;
- ✚ candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education. For example,
 - research that addresses issues of diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, or 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.