

**CONSIDERATIONS FOR EVALUATING  
CONTRIBUTIONS TO DIVERSITY**

**Amended October 2012 (Adapted from University of California)**

The following proposal from the Faculty Senate Executive Committee, following the AU 2015 Strategic Plan, encourages faculty contributions to diversity receiving recognition and reward in the academic personnel process. ***It is not a proposal to mandate use of its contents for hiring or review of faculty—or to amend existing governing or operating documents—but instead, to offer a larger perspective for the faculty to consider in its commitment to diversity. This proposal does not affect the Collective Bargaining Agreement in any way, but simply seeks to bring value to undervalued forms of scholarship, service and teaching.*** An excerpt from the Strategic Plan states:

*By recruiting students, faculty members, and administrators from varied backgrounds, Adelphi will infuse its campus and centers with new perspectives and enhance intercultural awareness. Adelphi will provide incentives to support programs and initiatives that promote and value multiple points of view and better accommodate the needs of 21st century students with a global perspective.*

***Using a definition of diversity that is used by a standing faculty committee at the University, this document is predicated on the following: differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, and sexual orientation.***

To attract and retain excellent faculty who will contribute to the University's diversity imperative, search and promotion committees may consider the following as contributions to diversity in faculty appointments and promotion:

- candidates who have engaged in service to increase participation in science, arts, humanities, social sciences, social work, nursing, education,, 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, international students, individuals with disabilities, LGBTQ students, veterans, non-traditional students or other individuals who are members of group historically excluded from higher education;
  - serving as an advisor to programs such as Women in Science and Engineering, SACNAS (*Society for Advancement of Chicanos and Native Americans in Science*) or other equivalent programs in all disciplines;
  - 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 an understanding of the barriers facing women or historically under-represented minorities in science careers or higher education careers generally, as evidenced by life experiences and educational background;
- 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 display 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 such as race, gender, disability, 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.