

Representative List of Campus and University Programs

- American Indian Summer Academy
- Bridges to the Baccalaureate Program
- California Math & Science Teaching Initiative
- CAMP in Science, Engineering, and Math
- Chem-SURF Research Fellowship
- Civic and Community Engagement Undergraduate Program
- Creative Connections
- DECADE for Graduate Students
- Global Connect and Outreach
- Humanities Out There (HOT)
- Laboratory Experience and Activities in the Physical Sciences (LEAPS)
- LGBT Resource Center
- Minority Biomedical Research Support
- Minority Health and Health Disparities International Research Training
- Multicultural Spring Program (CTSA)
- NSF K-12 Program
- Outreach and Minority Science Programs
- Summer Scholars Transfer Institute
- SURF-IT Research Fellowship
- UCI Chemistry Outreach Program
- UC LEADS Scholars Program
- Undergraduate Research and Mentoring
- UROP Undergraduate Research

ADVANCE Program
FOR EQUITY AND DIVERSITY



ADVANCE Program FOR EQUITY AND DIVERSITY

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Teaching/Service: Diversity in the Review Process



UNIVERSITY of CALIFORNIA • IRVINE
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Teaching/Service: Diversity in the Academic Review Process

In July 2005 the UC policy that governs faculty appointment, promotion and appraisal reviews was revised to underscore the importance of diversity in all facets of faculty activity. The principle governing this change is contained in the following statement on the criteria for personnel actions:

“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)

These guidelines are designed to encourage and recognize faculty activity that advances the university's commitment to diversity through undergraduate and graduate teaching. Please keep these in mind when updating your *Diversity* sections in myData.

1. Mentoring undergraduate and graduate students in university or campus sponsored programs. For an illustrative list of programs, see the back panel of the brochure.

2. Presenting content in undergraduate and graduate courses that addresses issues such as health disparities, educational access and achievement, science participation, political engagement, economic justice, social mobility, and civil and human rights. Courses may include those that satisfy the campus General Education requirements: Multicultural Studies (VII) or International/Global Issues (VIII).
3. Directing or cultivating artistic expression and cultural production in undergraduate and graduate courses that reflects culturally diverse communities or voices not well represented in the arts and humanities. Courses may include those that satisfy the campus General Education requirements: Arts and Humanities (IV) or Laboratory or Performance Requirements (IX) as well as Multicultural Studies (VII) or International/Global Issues (VIII).

How can I get credit in the review process for my diversity efforts?

Describe them in the designated sections of the addendum. If appropriate, describe your diversity efforts and their contribution to the research, teaching, or service mission of the university in your personal statement.

In what way does promoting diversity and equal opportunity relate to our research, teaching and service mission?

It not only reflects the changing nature of scholarship and research in the academy, but also underscores the obligation of the University of California as a land grant university to the State and people of California.

Is there any additional information that I might consult to learn more about the role of diversity in the mission of the University of California?

Yes. Consult the “UC Statement on Diversity.” This statement was adopted by the Assembly of the Academic Senate and endorsed by the President of the University of California in 2006 and adopted by the University of California Regents in 2007.

Please visit the link at:
www.universityofcalifornia.edu/diversity