

Columbia

COLLEGE CHICAGO

GUIDANCE FOR WRITING INCLUSIVE EXCELLENCE ACTIVITIES STATEMENT¹

Self-statements that explain your contributions to inclusive excellence in the areas of service, teaching, research/creative activity can be helpful to review committees. A few sentences about your knowledge and commitment to equity, diversity, access and inclusion should be included but is not the primary focus of the statement. These statements are most useful when they include specific examples of your activities or activities you plan to initiate with your research/practice. Including a discussion of the outcomes of activities engaged in and how this influences future planning is also helpful.

Rather than solely focusing on your personal beliefs or previous life experiences, briefly describe *actions* you have taken to support and advance diversity, equity, access and inclusion in service, teaching, or research/creative activity.

1. **Inclusive Excellence Activities Related to Service:**

Describe your department, school, college, university and/or systemwide activities that promote diversity and equal opportunity for scholars and students from marginalized groups. This could include but is not limited to:

- a. Recruitment, retention, and/or mentoring of marginalized students, faculty, or staff in your institution, or to the professoriate more generally;
- b. Organization of, or engagement in, seminars, conferences or institutes that address concerns of marginalized groups;
- c. Service on committees directed at serving marginalized communities and advancing inclusive excellence;
- d. Presentations or performances for marginalized communities;
- e. Participation in programs aimed at increasing the pipeline of marginalized groups entering higher education;
- f. Public service activities and invitations to give talks, performances/exhibits within the field that address the needs of culturally diverse groups;
- g. Awards and other forms of special recognition such as commendations from local or national groups or societies representing marginalized communities.

¹ Adapted from <https://ap.uci.edu/faculty/guidance/ieactivities/>

2. Inclusive Excellence Activities Related to Teaching:

Describe activities you engage in that contribute to creating an academic environment supportive of all students, including those from marginalized groups. Contributions may include but are not limited to:

- a. Use or development of pedagogies addressing different learning styles:
 - i. Design or teaching of courses that are tailored to meeting the needs of educationally disadvantaged students;
 - ii. Development of particularly effective strategies for the educational advancement of students in various marginalized groups.
- b. Teaching in programs that serve marginalized groups:
 - i. At local community colleges, bridge to college programs;
 - ii. Summer enrichment/internship programs with HBCUs.
- c. Mentoring marginalized students:
 - i. In the research group or laboratory;
 - ii. Associated with guidance or counseling programs, such as Upward Bound;
 - iii. To build an inclusive pipeline into academia.
- d. Selection of course content to appropriately reflect diverse viewpoints, including work from artists and scholars from marginalized groups.

3. Inclusive Excellence Related to Research and Creative Activities:

Describe your scholarly/creative work that includes advancing marginalized groups. Contributions may include but are not limited to:

- a. Addressing barriers facing marginalized groups in access to education, health care, economy, social mobility or participation in creative endeavors;
- b. Studying programs to understand and enhance patterns of participation and advancement of marginalized groups;
- c. Creating knowledge of diverse cultural and historic experiences, particularly in reference to marginalized groups.