

School for the Future of Innovation in Society

JEDI Statement

Evaluating candidates for faculty positions for their experience, activities and vision related to justice, equity, diversity and inclusion (JEDI)

Since its creation in 2015, the School for the Future of Innovation in Society (SFIS) at Arizona State University has maintained that “the future is for everyone.” Part of implementing this ethic is creating a diverse faculty that represents both the diversity of interests and issues that humanity faces in its increasingly complex future, and the diversity of students and communities we serve. ASU has a deep commitment to use-inspired, public-serving work in both the local and global contexts (see ASU’s [design aspirations](#)). This commitment is further articulated in ASU’s [Charter](#), declaring the university’s enduring commitment to the well-being of the communities in which it is embedded and to success “measured not by whom it excludes, but by whom it includes and how they succeed.” At the beginning of the current year, ASU made a distinctive “[commitment to Black students, faculty and staff](#),” with which our hiring is in alliance.

In conducting its faculty searches, SFIS will ask candidates to submit a statement of how the candidate’s experience, activities and vision and their scholarship, education, and/or engagement, or other work related to the position, support SFIS’s and ASU’s commitment to diversity and inclusion. This document is meant to provide some structure for candidates and evaluators alike in understanding what could be included in such a statement. It is modeled on and borrows language from [UCLA’s Office of Equity, Diversity and Inclusion](#) and ASU’s College of Liberal Arts and Sciences. Some examples of the broad range of activities that appropriately address JEDI concerns are provided below. This list is not intended to be exhaustive, and many other activities may illustrate a commitment to a just, equitable, diverse, and inclusive academic environment and world-at-large.

Education

“Effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups.”

Consider contributions to pedagogies addressing JEDI themes or concerns in SFIS areas of focus, to expanding the inclusiveness of programs and educational communities, or to improving just and equitable educational outcomes, for example:

- Designing courses that incorporate explorations and discussions of justice, equity, ethics, or responsibility in science, technology, and innovation (e.g., responsibility in science and research, inclusive or grassroots innovation, environmental or climate justice, differential risks and benefits of technology, race and gender in science or technology);
- Designing courses or curricula that meet the needs of educationally disadvantaged or first-generation students or that significantly enhance educational outcomes for students from diverse or underrepresented groups;
- Developing effective teaching strategies, career development activities, or mentoring practices for the educational and professional advancement of students from underrepresented groups;
- Incorporating diverse sources and cultural sensitivity in educational materials;
- Experience teaching, mentoring, and advising students who are underrepresented, for example:
 - Teaching at colleges, universities, or other educational institutions that specifically

- serve Black, Hispanic, or Native American communities, people with disabilities, or other underrepresented groups;
- Teaching at an institution that serves low-income, first generation, or non-traditional students;
- Training underrepresented students in research;
- Successfully advising women and underrepresented graduate students;
- Teaching and advising students with disabilities; or
- Leadership or design of learning environments and/or degree programs that are inclusive and that catalyze successful educational and career outcomes for students from diverse backgrounds.

Scholarship and Other Creative Work

“Evidence of a productive and creative mind should be sought in the candidate’s published research or recognized artistic production in original architectural or engineering designs, or the like. 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 research.”

Consider scholarly contributions to JEDI challenges or concerns among women, people of color, people with disabilities, members of indigenous communities, or other underrepresented groups in society, science, technology, markets, workforces, institutions, academic disciplines, or other settings, for example:

- Original research addressing issues of JEDI, racial or gender disparities in health, environmental, economic or other outcomes, or experiences of underrepresented populations;
- Original creative or scholarly work that reflects JEDI perspectives;
- Studying patterns of participation and advancement of women, people of color, indigenous communities, or others in fields or areas of work where they are underrepresented;
- Application of theory to real-world economic, social, and community development problems;
- Studying socio-cultural issues confronting underrepresented students in schools or college; or
- Evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students and scholars in higher education.

Engagement Activity

The candidate’s efforts to engage audiences beyond the university and/or to collaboratively conduct and/or apply research findings to address societal challenges should be scrutinized for leadership in addressing the needs of disadvantaged communities, developing new professional tools or approaches that enhance inclusion of diverse voices, or other activities that address JEDI issues in the design, application, and communication of use-inspired research.

Consider activities that engage civic, community, professional, government, industry, student, and/or scholarly audiences in JEDI challenges or that enhance JEDI perspectives in use-inspired research, such as:

- Collaboration with underrepresented communities in the identification of research problems or the design and conduct of research;

- Partnerships with public or private stakeholders on research, education, or outreach to identify, assess, or reduce disparities in health, environmental, economic, or other outcomes across race, gender, or income;
- Engagement or communication activities to bring insights from research to diverse communities;
- Mentoring of student groups engaged in activism on JEDI issues in education, research, or aspects of civic life involving science and technology;
- Activism on behalf of underrepresented communities in professional, legal, regulatory, or civic spaces, e.g., as an expert witness, professional advocate, research communicator, or other appropriate role;
- Development of methods for enhancing effective inclusion of diverse voices and representation of diverse communities in participatory research methodologies or other knowledge, professional, or research-based processes or settings; or
- Organization of creative products and media outputs for public engagement on JEDI issues.

University and 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.”

Consider participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically underrepresented in higher education and university research:

- Leadership and engagement in seminars, conferences, professional societies, or institutes that address the concerns of women and underrepresented groups;
- Presentations or performances for underrepresented communities;
- Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing underserved communities;
- Materially advancing the careers and leadership roles of women and underrepresented groups;
- Engagement in activities designed to remove barriers and to increase participation by groups historically underrepresented in education;
- Participation in activities that reduce disparities in salaries, educational outcomes, or other important outcomes across groups, that enhance workplace security or work conditions for employees, or that improve personal, food, or other forms of security for students;
- Participation in academic preparation, outreach, or tutoring for underrepresented groups;
- Participation in recruitment and retention activities for underrepresented groups;
- Service as an advisor to programs that advance people from underrepresented groups; or
- Outreach to underrepresented students to increase their involvement and success in research and other scholarly endeavors.

Professional Activity

“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 underrepresented groups in the candidate's field.”

Consider activities that engage students and professionals in the field, such as:

- Engagement in activities designed to remove barriers and to increase participation by groups historically underrepresented in academic fields and professions;
- Work to improve JEDI commitments of professional organizations (e.g., statements of ethical responsibility, diversity statements, etc.) or to enhance their effective implementation;
- Participation in academic preparation, outreach, or tutoring on JEDI issues;
- Participation in recruitment and retention activities for underrepresented groups; or
- Outreach to underrepresented students to increase involvement in research activities.