

## Diversity Statement

The Department of Sociology supports an intellectual community enhanced and enriched by diversity along a number of dimensions, including race, ethnicity, national origins, gender, gender identity, sexuality, class, religion, and other differences. Members of our department have been deliberately and strategically engaged in improving diversity and inclusivity within our department and to advance equity, diversity, and inclusion in our classrooms, in our research programs, and within the broader community. We are especially committed to increasing the representation of populations that have been historically excluded from participation and underrepresented and underserved in U.S. higher education in graduate admissions and faculty hiring.

Our faculty and students are among the most diverse on the campus due to the department's longstanding commitment to diversity and to maintaining a positive climate for students from historically underrepresented groups, including through a curriculum that promotes diversity, equity, and inclusion. The majority of our undergraduate majors are African Americans, Latinxs, Native Americans, Asian/Asian Americans, and Pacific Islanders (73%), as well as women (74 percent). This is a significantly higher level of diversity than other large departments in the Social Science Division, the College of Letters and Sciences, and the campus as a whole. To ensure that we meet our goals with respect to increasing and supporting diversity, equity, and inclusion, the department has assigned three faculty members to serve as Diversity Officers. The Chair of Diversity oversees activities related to diversity, equity, and inclusion for the department as a whole, chairs the Diversity and Equity Committee, and serves as a diversity officer to the campus Office of Diversity, Equity, and Inclusion. There is also a faculty diversity representative for the Graduate Program who serves on the Admissions Committee. Finally, the Undergraduate Diversity Officer is responsible for ensuring that our diversity goals are met in the undergraduate program. All of these committees also have graduate student members. Through its composition, as well as its curriculum, our department plays a significant role in our campus' designation as both a Hispanic-serving and an Asian-American and Pacific Islander-serving institution.

Our pools of admitted graduate students, as well as the last two incoming cohorts, are very strong academically and are more diverse than in previous years. Out of ten matriculating students in 2020, seven were women, five identified as underrepresented and underserved groups (Black, Latinx, and/or Native American), two identified as Asian or Asian American (Asians are underrepresented in the discipline as well as in our department), three were first-generation college students, and two were international students. Out of seven matriculating students in 2022, three are Latinx and/or Native American, three are Asian, five are first-generation, and four are international students. Our department's range of research and curricular specialties may partly account for the relative diversity of our applicant pool compared to other departments. Still, we work hard to recruit applicants from historically underrepresented and underserved backgrounds, including conducting outreach via professional organizations and networks in the late summer and fall.

Our commitment to diversity has been well demonstrated by our 10 recent hires, 5 of whom are women with 4 members of underrepresented and underserved groups. During 2021–22, we also successfully hired the department's first North Hall Chair and a UC Presidential Postdoctoral Fellow that furthers these diversity efforts. The Sociology Department is also committed to reckoning with the effects of structural racism in our department, on the campus, and in the larger society. In 2020–21, we established a Racial Justice Action Committee that recommended several initiatives to address racism and promote a more inclusive climate in our department. As an outcome of this initiative, we added a Racial Justice Statement to our website (<https://www.soc.ucsb.edu/sites/default/files/sitefiles/anti%20racism%20statement%20UCSB%20Sociology.pdf>). We also organized a well-attended Brown Bag Series addressing racism in the

discipline and in our curriculum and revised the required theory sequence of our graduate program to incorporate scholarship by Black, Latinx, and other scholars of color.

Our faculty have participated in diversity programs, unconscious bias training, and other activities that seek to increase the number of underrepresented students and faculty in our department, as well as opportunities that will broaden and welcome more diverse representation. These initiatives have enhanced our efforts to become educated in the use of inclusive language, in recognizing micro-, meso-, and macro-aggressions, and in breaking down barriers to education and research. We continue to monitor our recruitment strategies and efforts, our mentoring programs, retention metrics, and professional development to ensure that we are meeting our goals. We are committed to listening to and responding to student and community concerns, then implementing policies in which actions match words. We also recognize the need for sustained efforts to increase faculty diversity in our department. Having a more diverse faculty can, among other things, enhance student opportunities to interact with individuals, who can potentially resonate with their own experiences, which, in turn, may make them feel more welcomed.

Finally, our department is cognizant that academic success is predicated on an environment where everyone feels safe, secure, welcome, and included. We remain committed to removing any obstacles to diversity and inclusion within our departmental. We are dedicated to supporting all of our students, researchers, postdoctoral scholars, and employees, and seek to address the needs of everyone in making our department a welcoming place. We are fully committed to assisting students in overcoming any obstacles they may have to completing their degrees, accessing resources that may be available to them, as well as to supporting and advocating for them in a respectful and inclusive manner.