Diversity, Equity, and Inclusion in Tenure & Promotion
Workgroup Report and Recommendations to the Salisbury University Faculty Senate
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Workgroup Members

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Charge to Workgroup

With the approval and assistance of the Faculty Senate, Provost Olmstead established a workgroup in May 2021 to:

1) examine current University-wide guidelines both in terms of specific criteria and clarity of communication of these criteria of diversity, equity, and inclusion (DEI) in tenure and promotion (T&P);
2) research best practices and challenges associated with more explicit recognition of DEI activities in T&P processes;
3) recommend specific criteria that could be adopted at the University level to recognize and reward DEI contributions in the T&P process;
4) review best practices and make recommendations regarding how to best support DEI-related faculty work; and
5) Report findings and make recommendations to the Faculty Senate in the form of a brief report.

Rationale for the Work

The rationale for this work was to:

1) support underrepresented faculty in the T&P process by increasing clarity of expectations and process;
2) promote recognition and reward for DEI-related work by all faculty; and
3) clarify the institutional commitment to advancing and advocating for increasing diversity, equity, and inclusion at Salisbury University.

The Workgroup Process

The Workgroup met three times over the summer after an initial meeting to make introductions and review goals (6/21/21, Provost Olmstead attending).

The first meeting (7/5/21) focused on:

Charge 2) Research best practices and challenges associated with more explicit recognition of DEI activities in T&P processes.

Action: Curated a representative list of universities that have undertaken incorporating DEI in T&P (a resource list can be found at the end of the document). Made note of common themes and challenges.

Commonalities included:
1. Mission statements clarifying that the university was committed to these expectations.
2. Definitions of DEI terms.
3. List of examples of DEI in faculty work.
4. Expectation of DEI in the position announcements.

Challenges associated were:
1. Who determines what contributions count? What is considered excellence?
2. How are differences across units reconciled?
3. Expectations of contributions.
    a. Should DEI be incorporated in all three pillars (teaching, scholarship, and service)?
    b. Should expectations of DEI contributions differ across faculty rank?
4. How does the university initiate the expectation of contributions for current faculty?
5. What professional development can be provided to support faculty trying to meet these expectations in research areas that may appear to not be relevant to DEI?
6. Are DEI contributions required or expected for T&P? If a faculty completes all requirements in the three pillars, but does not meet expectations of DEI contributions, does this prevent them from receiving T&P? If it doesn't, what is to ensure that these expectations are actually committed to?

-AND-

Charge 1) Examine current University-wide guidelines both in terms of specific criteria and clarity of communication of these criteria of DEI in tenure and promotion.

Action: Discussed the current version of Chapter 2 of SU's Faculty Handbook and compared it to other university faculty handbooks (please see Charge 2 above). We noticed three common things missing in Chapter 2 in SU's Faculty Handbook.
1. Mission Statement promoting DEI work across campus (not just by minoritized groups)
2. Definitions of DEI terms
3. List of examples of DEI in faculty work

       o   How to evaluate/track this work?

       o   What determines excellence in research, teaching, and service?

Action Tasks for the second meeting: Workgroup members were specifically tasked with researching and drafting either a mission statement, definitions, or examples of inclusion of DEI criteria in T&P.

The second meeting (7/19/21) focused on:

Charge 3) Recommend specific criteria that could be adopted at the University level to recognize and reward DEI contributions in the T&P process.

Action: Incorporating the recommendations that workgroup members compiled individually (on mission statement, definitions, and examples of inclusion of DEI criteria in T&P) into a single draft document for each area.

Action Tasks for the third meeting: 1) Review and add suggestions to all draft documents for finalizing, 2) Explore ways that DEI is assessed and tracked in the T&P process.

The third meeting (8/5/21) focused on:

Charge 3) Recommendations of specific criteria that could be adopted at the University level to recognize and reward DEI contributions in the T&P process.

Charge 4) Review best practices and make recommendations regarding how to best support DEI-related faculty work.

Action:
1. Finalized overarching expectations of inclusion of DEI criteria in T&P.
2. Discussed how other universities track DEI-related faculty work.
    a. Discussed incorporating DEI sections into Digital Measures.
3. Discussed how to best support DEI-related faculty work.

Action Tasks: Final changes made to draft with Jessica Clark compiling all documents and update the final draft document for Faculty Senate review.

Recommendations

The DEI in T&P Workgroup recommends the following changes:

1. The incorporation of a general diversity statement within the Faculty Handbook. (Suggested location: 1-2; a separate heading under mission and before values)

   General Diversity Statement

   Diversity, equity, and inclusion are fundamental to Salisbury University's mission, and are critical to Salisbury University's achievement of academic excellence. Faculty, staff, and

students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own. We reject all forms of prejudice and discrimination, including but not limited to those based on race, color, religion, ancestry/national origin, age, marital status, sexual orientation, disability, political affiliation, veteran status, gender identity/expression or genetic information.

2. Definitions of DEI terms within the Faculty Handbook following the General Diversity Statement suggested in point 1 above.

   Diversity: Diversity refers to the range of personal perspectives, life experiences, and values that arise from differences in race, color, religion/creed, national origin/ancestry, sex (i.e., gender, pregnancy, sexual orientation, and gender identity), age, physical/mental disability, veteran status, genetic information, and citizenship. We extend these federally protected groups to also include populations from different social classes, education, marital status, and language proficiency. SU believes that diversity enriches our workplace and learning environment.

   Equity: The creation and proactive reinforcement of policies, practices, attitudes and actions that guarantee fair treatment, evaluation, access, opportunities, resources, and outcomes for all. Equity is different from equality in that equality implies everyone has the same experiences. Equity requires us to acknowledge and address structural inequalities. SU identifies and eliminates barriers that have prevented the full participation of marginalized/minoritized groups. There are historically underserved and underrepresented populations and action regarding these inequalities is needed to achieve equity in the provision of effective opportunities for all groups.

   Inclusion: The act of creating opportunities that allow any individual or group to be welcomed, respected, supported, and valued so they can fully participate in all aspects of academia. SU provides an environment in which all members of our campus community have a sense of belonging which allows them to better reach their potential. Furthermore, all have the opportunity to participate in university conversations to create equitable access to opportunities and resources.

3. The incorporation of a general statement on DEI expectations in faculty work. (Suggested location: 2-10 Section B-3)

   Inclusion of DEI in T&P criteria

   Salisbury University is an intellectual community enriched by diversity across several dimensions, including race, ethnicity, national origins, gender, gender identity, sexuality, class and religion. This ensures an inclusive learning environment and provides our students with an education rich in perspectives and lived experiences. Creating this rich, collaborative, and inclusive community requires a continued commitment by faculty, staff, and administration. Faculty commitment to incorporating DEI into teaching, scholarship, and service is expected, recognized, and valued in faculty evaluations, and in the tenure and promotion processes.

4. We propose the incorporation of a statement on DEI expectations being communicated clearly in the hiring process (Suggested location: 2-2 Section A-4)

   Contributions to equity, inclusion, and diversity as a requirement of tenure and promotion must be clearly delineated in the position description during the hiring process so that newly hired faculty are aware of expectations.

5. We recommend the following expectations:

   From Assistant to Associate Professor (Suggested location: 2-11 Section C-c-6 AND 2-19 Section d-4)

   Evidence of commitment to increase equity, inclusion, and diversity are expected in promotion and tenure dossiers. Such contributions can be part of teaching, scholarship, and/or service. Evidence of commitment (described in the "Example of ways to incorporate DEI" section) must be reflected in at least two of these areas and be apparent when the faculty member applies for tenure and promotion.

   Evidence of commitment to increase equity, inclusion, and diversity should be a necessary but insufficient condition to be tenured or promoted, i.e., a candidate should meet their unit requirements for tenure & promotion in addition to providing evidence of commitment to increase equity, inclusion, and diversity.

   From Associate to Full Professor (Suggested location: 2-11 Section C-d-6)

   Evidence of commitment to increase equity, inclusion, and diversity are expected in promotion dossiers. Evidence of contributions (described in the "Example of ways to incorporate DEI" section) should be apparent in teaching, scholarship, and service when the faculty member applies for promotion to full professor.

   Evidence of commitment to increase equity, inclusion, and diversity should be a necessary but insufficient condition to be promoted, i.e., a candidate should meet their unit requirements for promotion in addition to providing evidence of commitment to increase equity, inclusion, and diversity.

6. Including a subheading for introducing the expectation of DEI contributions in faculty research, teaching, and service for promotion guidelines (Suggested location: 2-14, after 3-b):

   Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process and should be evaluated and credited in the same way as other faculty achievements.

7. Including a list of examples of DEI in faculty research, teaching, and service (Suggested location: 2-16)

Examples of DEI in faculty work

Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process and should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of Salisbury University's diverse population, or research in a scholar's area of expertise that highlights inequalities. Examples of activities include but are not limited to:

Teaching:
- *Ensuring equal representation of diverse people/participants in cases studies, graphics and other media, presentations, etc.*
- *Incorporating a diversity/inclusion section in your syllabus to ensure that the DEI culture of your classroom is clear and respected.*
- *Fostering an inclusive classroom environment that values diversity, takes into consideration students from a broad variety of backgrounds and learning styles and challenges students to their best efforts.*
- *Ensuring equity in the classroom by removing barriers that might otherwise prevent students from being able to participate.*
- *Developing courses or curricular materials that focus on themes of diversity, equity, and inclusion.*
- *Mentoring and advising of students from groups underrepresented in the faculty member's discipline/profession.*
- *Development of inclusive techniques of instruction that meet the needs of students from groups that are underrepresented in the field of instruction.*
- *Participation in teaching workshops to promote diversity, equity, and inclusion in the classroom.*

Research and Creative Activity
- *Invited presentation, creative work, and or publication focused on diversity, equity, and inclusion.*
- *Grant writing to fund research that focuses on diversity, equity, and inclusion.*
- *Participation in professional development programs in the faculty member's discipline to improve ability to incorporate DEI into their research/creative work.*
- *Recruitment and mentoring of students from groups underrepresented in the faculty member's discipline for work related to the faculty member's research/creative activity.*
- *Contributions to the advancement of equitable access and diversity within a faculty member's discipline/field.*
- *Scholarship that examines representation, incorporation or inclusion within a faculty member's area of expertise.*
- *Research contributions to understanding the barriers facing women and underrepresented minorities in science.*
- *Research in areas that will contribute to diversity, equity, and inclusion opportunity in higher education such as research that addresses issues such as race, gender, diversity, and inclusion.*

- *Research that addresses health disparities, educational access and achievement.*
- *Research that addresses political engagement, economic justice, social mobility, civil and human rights.*
- *Creative activity that reflects culturally diverse communities or voices underrepresented in the arts and humanities.*

Service:
- *Curricular design in general education or at departmental levels that foster inclusivity.*
- *Participation in professional development programs designed to improve knowledge of needs for supporting a diverse student population.*
- *Mentoring faculty members from underrepresented and underserved populations.*
- *Participation in activities that support successful recruitment, retention, and graduation of students from underrepresented and underserved populations.*
- *Participation in activities that support successful recruitment, retention, and promotion of faculty from underrepresented and underserved populations.*
- *University-wide collaborations to enhance recruitment/retention effort (collaborating with Admissions, Center for Student Achievement, TRIO, etc.).*
- *Commitment to a professional organizations' equity, inclusion, and diversity work.*
- *Membership on departmental or university committees related to diversity, equity, and inclusion.*
- *Service on local and/or statewide committees focused on issues of diversity, equity, and inclusion.*
- *Leadership in organizing unit-level or campus-wide events that encourage self-reflection and education regarding issues of diversity, equity, and inclusion.*
- *Serving as an advisor to programs such as Women in STEM or other similar professional organization.*
- *Serving as an advisor for minority student clubs & associations at the university.*

8. We propose incorporating DEI-related sections to Digital Measures for tracking evidence of commitment to DEI.

9. Faculty development & incentives
   1. Funds to present/publish DEI-related work.
   2. Consideration of DEI-related work in sabbatical decisions.
   3. Course release for professional development or DEI-related service work (mentoring, initiative building, outreach, etc.).
   4. Stipends for professional development or DEI-related service work (mentoring, initiative building, outreach, etc.).

Additional Items to Consider

In our discussions, questions were raised that were outside the workgroup's purview but we believe are pertinent to the larger discussion of DEI:

1) Revising the student evaluation process to limit the inherent biases that affect women and minorities at a higher frequency.

2) Delineation of DEI in T&P expectations during the hiring stage (from initial position description through the interview).

3) Guidance for incorporation of DEI expectations at the unit level (including faculty evaluation).

4) Expectations for instructors to incorporate DEI into their teaching.

Examples of university approaches to incorporate DEI in T&P criteria

IUPUI Modification of Promotion, Tenure, and Merit Review: Promotion and Tenure: Faculty Affairs: Office of Academic Affairs

MSU Appointment, Reappointment, Tenure, and Promotion Recommendations

Dartmouth Efforts to advance diversity, inclusion, and equity

UCSD Evaluating contributions to DEI

Addressing racial inequities on campus – Office of the Chancellor – UW–Madison

Making Diversity, Equity, and Inclusion in Promotion, Tenure, and Re-Appointment Decisions Visible | DU VPFA

Examples of contributions - UCLA Equity, Diversity & Inclusion

University of Oregon Faculty Equity Statements for Tenure, Promotion and Review | Equity and Inclusion

Faculty Code | Whitman College

SUNY Stony Brook DEI in Review of Academic Personnel | Office of the Provost

Reporting Diversity and Inclusion Activities | Faculty Affairs | Virginia Tech