Recommendations

The Faculty Senate ad hoc committee, based on the recommendations of the DEI in T&P Working Group, proposes the following changes to the Faculty Handbook, in addition to the two motions already passed by the Faculty Senate. We also propose to adopt the listed recommendations by the Working Group:

1. **The incorporation of a general statement on DEI expectations in faculty work.** (Suggested location: "Faculty Ranks and Criteria")

    Inclusion of DEI in T&P criteria
    Salisbury University is an intellectual community enriched by diversity across several dimensions, including age, ancestry/national origin, color, ability/disability, education, gender identity/expression, genetic information, marital status, parental status, political affiliation, race, religion, sex, sexual orientation, veteran status, and wealth. 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.

2. **We propose the incorporation of a statement on DEI expectations being communicated clearly in the hiring process** (Suggested location: "Faculty Search Process")

    Contributions to diversity, equity and inclusion 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.

3. **We propose the following expectations:**

    For tenure and promotion from Assistant Professor to Associate Professor (Suggested locations: "Procedures and Policies for Granting of Tenure to Faculty" and "Procedures for Promotion of Faculty"):
    Evidence of commitment to increase diversity, equity and inclusion are, at a minimum, required in promotion and tenure dossiers in the area of teaching. Evidence of commitment to increase diversity equity and inclusion in this area should be a necessary condition for tenure and promotion. In addition, candidates are required to meet all other unit and university requirements for tenure & promotion.

    From Associate Professor to Professor (Suggested location: "Procedures for Promotion of Faculty"):
    Evidence of commitment to increase diversity, equity and inclusion are, at a minimum, required in promotion and tenure dossiers in the area of teaching plus in one of the other two

areas (scholarship/creative activity or service). Evidence of commitment to increase diversity, equity and inclusion in these areas should be a necessary condition for tenure and promotion. In addition, candidates are required to meet all other unit and university requirements for promotion.

4. **Including a subheading for introducing the expectation of DEI contributions in faculty research, teaching, and service for promotion guidelines** (Suggested locations: "Procedures for Promotion of Faculty" and "Comprehensive Review of Tenured Faculty"):

   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.

5. **Guidelines for DEI in T&P**
   Departments/units/schools are required to develop guidelines for DEI in T&P. Such guidelines shall be part of any faculty recommendation, including post-tenure review.

6. **Including a list of examples of DEI in faculty research, teaching, and service** (Suggested location: "Procedures for Promotion of Faculty")

   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.

7. **We propose incorporating DEI-related sections to Watermark Faculty Success/Digital Measures for tracking evidence of commitment to DEI.**

8. **Implementation of these proposals:**
   For future faculty hires these guidelines will take effect with the beginning of their employment at SU. For current faculty these guidelines will be applied to all evaluations, including post-tenure reviews, covering the evaluation period beginning 2 years after adoption.

9. **Faculty development & incentives:**

   1. Salisbury University shall provide professional development in the area of DEI for faculty. Professional development should include but not be limited to providing workshops on how DEI can be incorporated in the teaching, scholarship and service. These professional development opportunities should be offered regularly and frequently.
   2. Salisbury University shall provide funds to present/publish DEI-related work.
   3. DEI-related work shall be considered in sabbatical decisions.
   4. Salisbury University shall provide course release for professional development or DEI-related service work (mentoring, initiative building, outreach, etc.).
   5. Salisbury University shall provide stipends for professional development or DEI-related service work (mentoring, initiative building, outreach, etc.).

10. **Further recommendations:**
    We recommend that the SU administration consider the additional points recommended by the Working Group:

    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.