

## Recognition of Faculty Activities Related to Diversity Equity and Inclusion in Promotion and Tenure Review

Initial Proposal V. 2

The *Ad Hoc Working Committee on Promotion and Tenure (P&T) Revisions* has discussed how to begin to include faculty activities related to diversity, equity and inclusion into P&T criteria standards so as to remove implicitly biased barriers to success and to make real our commitment to a diverse faculty supporting diverse students and research aimed at the elimination of inequities. There are two main goals:

- Provide a way for people who are already doing significant, important, and time-consuming DEI work to have that work recognized and valued within the P&T review process.
- Consider how each and every IUPUI faculty member can and should contribute to activities supporting diversity, equity and inclusion.

Diversity, equity, and inclusion should be understood broadly. Definitions are supplied by the IUPUI Faculty Council [Diversity, Equity and Inclusion Committee](#) on p. 3 of this document.

**As of December 2020, we propose the following *initial steps to be taken now in 2021-2022*:**

For promotion and tenure cases *based on excellence in diversity equity and inclusion*:

1. Develop an integrative case type focusing on activities related to diversity, equity and inclusion, framed within the current IU standards for balanced cases.
  - a. The emphasis in the integrative case would be on *cumulative overall excellence and value to the institution from the candidate's work*, compared to the current focus in "balanced case" on narrowly-defined "highly satisfactory" work in all three areas.<sup>1</sup>
  - b. Locally-impactful work would be recognized, assessed, and valued. Broad criteria would be developed at the campus level; initial examples from the IFC DEI subcommittee are listed on pp. 3-5 of this document.

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<sup>1</sup> IU policy language is holistic; IUPUI guidelines are specific and rigid. Changes to IUPUI language would fit within the more flexible existing IU language. The case language, using the term "excellence" would be acceptable to Purdue (for Science and Engineering/Technology) and to IU core schools (O'Neill and Kelley). Relevant IU policy language is excerpted on p. 7.

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2. Charge schools and departments with developing school-specific criteria for a DEI-focused integrative case.

**For all promotion and tenure cases:**

1. Incorporate visually distinctive markers to signify activities related to diversity, equity and/or inclusion (similar to markers for work with students) into the IUPUI P&T CV format.
2. Allow candidates to provide, within e-dossier, a focused and comprehensive listing as well as reflective discussion of their DEI activities and accomplishments. Some mention would be made of this in the candidate statement, with more details included in a different part of the dossier, similar to details about research and teaching.
3. Enhance the ability of DMAI to capture DEI work accurately (note that there is a current UFC working group focusing on this).
4. Schools and departments should examine what role diversity, equity and inclusion activities would have in annual merit reviews and promotion criteria (included in the overall timeline for 2021-2022).

It is important to note that there would be no other changes in process for cases based on excellence in research, teaching, or service, or with the balanced case as currently defined. Work would continue to be categorized under research, teaching, or service, retaining the current prohibition on double-counting of products.

**We propose that the following steps be addressed in the next phase of this initiative (2022-2023):**

- Other types of integrative cases may be developed, as appropriate, for foci aligned closely with campus mission and values (e.g., community-engaged service).<sup>2</sup>
- Consider revising or abandoning the “balanced case” model and replacing it with the integrative case.
- Consider encouraging most or all faculty to adopt the integrative case model.
- Review the three traditional categories of teaching, research, and service and the practice of “unitary binning” and consider abolishing the rule against double-counting of activities in more than one bin.
- Continue work focused at campus and school level on assessing and valuing locally-important work in areas other than diversity, equity and inclusion.

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<sup>2</sup> A group is already working on public/community-engaged case types, and, there may be overlap with DEI cases.

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- Revision of metrics, which themselves often are historically discriminatory and prone to yield inequities
  - Research metrics: alternative methods to traditional mechanisms
  - Teaching metrics: alternative methods to student evaluations

**Definitions, Recommendations and Examples from the IUPUI Faculty Council DEI Committee - Subcommittee on DEI Work Metrics:****Definitions:**

*Diversity:* Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes but is not limited to intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, and/or marital status.

*Equity:* The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term “equality” recognizes a common humanity, “equity” recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

*Inclusion:* An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While “diversity” ensures adequate representation of human difference, “inclusion” solicits and centers diverse contributions.

**Recommendations from the IFC DEI Subcommittee on DEI Work Metrics:**

- Overlapping activities should count in various domains of faculty life as applicable.
- The generation of examples is a developmental process, open to incremental contributions as new activities related to DEI arise.
- An integrative case that demonstrates excellence and impact in DEI should exhibit a wide range of activities.
- DEI work that spans different categories of faculty work should be marked visibly in the CV, with a symbol (e.g., \*, +) or organized in a separate section (even if duplicative).
- DEI work should be assessed through annual reviews and weighted differentially as a measure of value.

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- Ensuring accountability of faculty work in DEI is a demonstration of institutional responsiveness to ongoing student demand.

**Examples of Activities and Outcomes Related to DEI:<sup>3</sup>****1. Publication/Dissemination**

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories ([ScholarWorks](#) & [DataWorks](#)) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., **keynote addresses**, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI

**2. Grants**

- Major grants related to DEI
- Grants serving communities of color or other marginalized communities
- Grants that include rationale related to DEI in the work/research to be conducted
- Internal grants awarded for DEI work

**3. Mentorship**

- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g., Black Student Union, Alliance for Immigrant Justice, Latino Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research

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<sup>3</sup> The following examples delineate between what could constitute minimum standards (underlined) and standards that could equate to **excellence** (in bold).

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- Program development and leadership targeting underrepresented high school students

**4. Teaching**

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- **Curriculum development and/or revision related to DEI**

**5. Research/Discovery/Creative Activity**

- **Research agenda pertaining to DEI (e.g., health disparities)**
- Any efforts of “diversifying”--e.g., collections; newly created programs; innovations/interventions related to DEI
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research)
- Recruitment and/or retention of diverse research teams/personnel

**Service**

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- **Chairing the department/school/unit diversity committee**
- **National service to the discipline related to DEI (e.g., elected position in national organization)**
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- **Policy work** and impacts related to DEI

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- **Creating and/or leading programs** related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty and/or staff)
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

**Community Engagement**

- **Community engaged research**
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students

**Awards**

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET membership based on DEI work

### *Relevant Excerpts from Indiana University Policy:*

“Areas” are listed and defined in IU policy on *promotions* but “tenure” requires *promotion*.

IU Policy: [ACA-37 Faculty and Librarian Tenure](#)

“Criteria for Tenure

After the appropriate probationary period, tenure shall be granted to those faculty members and librarians whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. ...

“Tenure considerations must recognize the diversity of the missions and the contexts of the campuses of the University and must not ignore the mission of the particular unit as defined in its statement of criteria and procedures and the individual’s contribution to that mission.

“Tenure will generally not be conferred unless the faculty member or librarian achieves, or gives strong promise of achieving, promotion in rank within the University.”

[ACA-38 Faculty and Librarian Promotions](#)

“Criteria for Promotion

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual’s contribution to the school/campus mission. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure]<sup>4</sup> should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. “

[Librarian promotions have their own separate section.]

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<sup>4</sup> The brackets are in the original policy, not added here.