Recommendations for Writing and Evaluating Diversity, Equity, and Inclusion (DEI) in the Faculty Annual Review and Reappointment, Promotion, and Tenure (PRT) Process Council of Diversity Deans (CODD)*

Introduction

In a Spring 2021 memorandum, "University Philosophy and Guiding Policies on Faculty Tenure and Promotion," Provost Teresa K. Woodruff indicates that "candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach and engagements." In keeping with Michigan State University's values of collaboration, equity, excellence, integrity, and respect, as well as its commitment to inclusive excellence, faculty being evaluated for Annual Review or seeking consideration for Reappointment, Promotion, and Tenure (RPT) are asked to provide evidence of their contribution to MSU's diversity, equity, and inclusion mission.[1] In this document, the term *minoritized* is broadly inclusive of categories of race, ethnicity, gender, gender expression, sexual orientation, language, culture, class, religion, mental ability, physical ability, country of origin and immigration status.

Excellence in DEI contributions: Considering the numerous disciplines that make up our intellectual community, a faculty member's contributions to DEI can take many forms. Faculty can demonstrate their DEI efforts through their research/creative activities, teaching, and service, outreach, and engagement. These respective areas may include efforts to advance equitable access to education, research or creative work and service/outreach that focus on the needs of minoritized populations, mentoring and advising minoritized students, mentoring and supporting minoritized faculty and staff, and the equitable implementation of policy and procedure. The university is providing recommendation, within the context of a variety of disciplines, on how excellence can be evaluated. When assembling their dossier, faculty should include evidence of excellence in DEI-related efforts and accomplishments in each area of evaluation across the mission.

Measuring DEI excellence: Equity and inclusion work varies according to position and may include impact at an individual faculty level, at a programmatic unit level, and/or at an institutional or professional organizational level commensurate with rank. **Individual impact** is defined as equity and inclusion work with individual students, faculty/staff, alumni, community members. **Programmatic Impact** refers to equity and inclusion work with regards to creating, supporting,

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[1] For more information and definitions of these terms, see MSU's recently completed "Diversity, Equity & Inclusion" Report and Plan at https://president.msu.edu/initiatives/dei-plan/dei-working-definitions.html.

or leading programs or initiatives. **Institutional Impact** refers to equity and inclusion work in an initiative, policies or practices that lead to institutional change or change in a professional organization.

What follows are some suggested ways to consider faculty members' engagement with DEI. Faculty members are not necessarily expected to have contributed to all areas listed. This document instead serves as a guide for preparing, developing, and evaluating DEI work in annual review and RPT narratives. This document is divided into two sections: **PART I, Suggested Evaluation Criteria** for assessing faculty's DEI contributions and **PART II, Additional Evaluative Considerations**.

Suggested categories of evaluation:

Below Expectations:	Meeting Expectations:	Exceeding Expectations:	Exceptional:
little to no effort in equity work on the part of the faculty member in any of the relevant areas.	*individual impact*—i.e., doing your job, equity work with *individual* students, faculty, community work, organizations	*programmatic impact*—i.e., doing your job, equity work providing significant leadership to formalized *programs* or *initiatives*	*institutional impact*—i.e., shaping *institutional*/systemic change, contributing to efforts that strengthen institutional policy and practice

PART I: SUGGESTED EVALUATION CRITERIA

Research/Creative Activities: In the realm of research, there are numerous ways that faculty activities can align with diversity, equity, and inclusion, including, but not limited to: producing scholarship/creative work, leading scholarly and creative programs, and initiatives, applying for external grants, and generating new knowledge that focuses on DEI and engages with equity and inclusion issues. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

Does the faculty member:
EXCEPTIONAL
- As a principal investigator (PI) or co-principal investigator (Co-PI) secure external grants and funding to support DEI focus initiatives, research, and collaborations?
- Develop new innovative forms of DEI focus research/creative activities? (e.g., digital expressions, medical humanities)
- Develop tools and products for research/scholarship that honor the perspectives of minoritized communities? (e.g., social media apps, animation, photo elicitation)
- Provide evidence of a sustained record of important contributions to DEI focus research?

(e.g., proposals, reports, papers, books, screenplays, compositions, performances, exhibitions.)
- Direct major DEI focus research endeavors? (e.g., edit a journal, curate a major exhibition)

EXCEEDING EXPECTATIONS
- As a principal investigator (PI) or co-principal investigator (Co-PI) submit applications for external grants and funding to support DEI focus initiatives, research, and collaborations?
- Make major and sustained scholarly or creative contributions that seek to improve the lives of minoritized communities and promote knowledge/understanding of their experiences?
- Supervise and mentor minoritized graduate assistants/interns/residents?
- Make major and sustained scholarly contributions to advancing equitable access and diversity?
- Serve as an expert consultant to DEI focus projects in their professional field?
- Develop sustained research or creative partnerships based on *reciprocity* with minoritized communities within and outside MSU?
- Develop DEI focus research/creative activities/workshop series that impact minoritized communities and inform policies?
- Play a significant role in research or creative opportunities that address the needs of minoritized undergraduates, graduate students, postdocs, interns, and residents?

MEETING EXPECTATIONS
- Produce research or creative activities that reflect the perspectives of minoritized communities?
- Nurture and promote research or creative opportunities with individuals historically excluded from their disciplines?
- Participate in research or creative projects with minoritized scholars and communities?
- Develop evidence-based research practices for ethical engagement with minoritized communities?
- Promote a climate that values DEI in research and creative settings?
- Make scholarly or creative contributions that promote an understanding of the experiences of minoritized communities?
- Facilitate a safe and accessible work environment where there are no barriers to conducting research or creative work?
- Seek funding or grant opportunities for DEI focus work and collaborations?
- Recognize the voices of minoritized communities; credit and promote those perspectives in research or creative activities?
- Intentionally and responsibly include minoritized subjects in DEI data sets for analysis and interpretation?
- Present DEI focus seminars, lectures, papers, posters?
- Serve as reviewer for journals or other publications that have a DEI focus?
- Collaborate with minority serving institutions?
- Ensure that research teams and creative collaborations have diverse voices?

Teaching: As teachers, faculty can exhibit a commitment to DEI by doing the following, among others: fostering inclusive learning environments and pedagogies, ensuring that students are provided with equitable opportunities for success, incorporating DEI into their curricula, and mentoring minoritized students. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

Does the faculty member:

EXCEPTIONAL

- **MENTORING**
  - Graduate Mentoring: Mentor, and/or serve as the major adviser for, significant numbers of minoritized graduate students during their graduate careers? (e.g., provide consistent counsel, timely scholarly feedback, stimulating intellectual environments, detailed annual evaluations, outstanding professional development opportunities, wellness support or resources)
  - Chair minoritized graduate and professional students' guidance committees *to completion*?
  - Undergraduate Mentoring: Mentor and curate the experience of significant numbers of minoritized undergraduate students? (e.g., independent research opportunities, consistent counsel, timely scholarly feedback, stimulating intellectual environments, outstanding career development opportunities, wellness support or resources)

- **SHARING KNOWLEDGE**
  - Organize and lead curricular reform in a unit or profession that broadly integrates resources that amplify the voices of minoritized groups and/or are authored by these scholars.
  - Make significant contribution to the advancement of evidence-based practices in inclusive pedagogies and is so recognized by professional peers?

EXCEEDING EXPECTATIONS

- **MENTORING**
  - Graduate Mentoring: Provide minoritized graduate students with consistent feedback, guidance, professional development and career opportunities, open lines of communication, and encouragement and support?
  - Undergraduate Mentoring: Provide minoritized undergraduate students with consistent guidance, career and professional development, assistance when facing challenges, open lines of communication, and encouragement and support?

- **SHARING KNOWLEDGE**
  - Develop and teach course(s) that amplify the voices of minoritized groups? (e.g., incorporate resources authored by minoritized scholars)
  - Develop students' ability to *practice* cultural humility? (e.g., active engagement with inclusivity, expose students to new perspectives on cultures, beliefs, and practices)
  - Contribute to the advancement of evidence-based practices in inclusive pedagogies

and is so recognized by professional peers?

<u>**MEETING EXPECTATIONS**</u>
- **MENTORING**
    - Graduate Mentoring: Ensure that minoritized graduate students are aware of all program requirements and receive regular feedback, basic professional development opportunities, adequate supervision, and equitable and respectful mentoring?
    - Serve on minoritized graduate students' guidance committees?
    - Undergraduate Mentoring: Ensure that minoritized undergraduate students receive equitable mentoring that is respectful and culturally responsive?
    - Mentor and incorporate minoritized students into their work environments? (e.g., laboratories, studios, etc.)

- **SHARING KNOWLEDGE**
    - Include resources that amplify the voices of minoritized groups? (e.g., incorporate resources authored by minoritized scholars)
    - Employ inclusive pedagogy techniques that meet the needs of students of all backgrounds, learning styles, and abilities?
    - Encourage students to *practice* cultural humility? (e.g., engagement with inclusivity, expose students to new perspectives on cultures, beliefs, and practices)
    - Participate in DEI focus professional development? (e.g., inclusive pedagogy, inclusive course content)

- **CLASSROOM CLIMATE**
    - Include a DEI statement in their syllabus?
    - Maintain an inclusive and safe learning environment? (e.g., accessible and encouraging to all students, students engage respectfully with difficult and sensitive subject matter, their identities are validated)

- **ACCESSIBILITY**
    - Respect the terms of RCPD's Verified Individualized Services and Accommodations documents (VISAs)?
    - Provide accessible course materials? (e.g., understand the expense and accessibility of required course materials)
    - Provide flexibility while supporting student success? (e.g., extended or virtual office hours, laboratory and studio usage, extra assistance etc.)
    - Provide multiple assignment types and use inclusive evaluative criteria in assessing students' performance?

Service/Outreach: Participating in on-campus DEI initiatives is a clear example of DEI university service, but there are other examples. In the area of outreach and engagement, faculty can engage with minoritized communities and promote DEI values to the broader public. In the area of professional service, faculty can be involved in a range of activities within their fields that

promote inclusive excellence. These are just some of the potential ways to fulfil this requirement. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

Does the faculty member:
EXCEPTIONAL
OFF CAMPUS OUTREACH AND ENGAGEMENT
- Develop and direct a major grant, *over multiple years*, as a PI with minoritized communities that is based on reciprocity and redistribution?
- Significantly contribute to the adoption of inclusive practices in off campus communities?

ON CAMPUS SERVICE
- Lead a major standing DEI committee? (e.g., chair unit or college DEI committee)
- Substantially participate in major college or university DEI initiatives? (e.g., dedicated member of DEI strategic planning committee)

PROFESSIONAL SERVICE
- Make significant and sustained DEI contributions to their broader profession? (e.g., conduct major workshops, programs or deliver keynote presentations)
- Assume a major leadership role in an externally facing DEI professional society/association?

EXCEEDING EXPECTATIONS
OFF CAMPUS OUTREACH AND ENGAGEMENT
- Apply for and/or develop and direct grant(s) as a PI with minoritized communities that is based on reciprocity?
- Develop innovative outreach/service programs that meet the needs of minoritized communities?
- Produce extensive DEI-related resource materials for the general public? (e.g., peer reviewed publications, manuals, resource guides, websites, etc.)
- Establish cooperative DEI programs and initiatives outside the MSU community?
- Collaborate with minority serving institutions in faculty, staff, and student success programs?

ON CAMPUS SERVICE
- Participate in DEI focus programs for minoritized undergraduate and graduate students? (e.g., The Alliances for Graduate Education and the Professoriate (AGEP), Summer Research Opportunities Program (SROP), OMSP, Drew Scholars, MUSE Scholars Program)?
- Participate in DEI focus programs for minoritized faculty and staff? (e.g., Diversity Research Network (DRM), Womxn of Color Initiative (WOCI), Coalition of Racial and Ethnic Minorities (CoREM), Black Faculty, Staff, and Administrators Association (BFSAA), Employee Pride and Inclusion Coalition (EPIC), Educating Anishinaabe: Giving, Learning

and Empowering (EAGLE), SSC Dean's Research Associate Program, etc.)
- Help recruit, retain, and/or mentor a substantial number of minoritized scholars, students?

PROFESSIONAL SERVICE
- Assume leadership roles in DEI facing committees within professional societies?

<u>**MEETING EXPECTATIONS**</u>
OFF CAMPUS OUTREACH AND ENGAGEMENT
- Engage in inclusive outreach practices?
- Participate in writing or and/or carrying out grants cooperatively with minoritized communities that are founded on reciprocity (e.g., topics that are relevant to and in partnership with those communities)?
- Disseminate DEI focus research to the broader public?

ON CAMPUS SERVICE
- Maintain certification in DEI trainings? (e.g., mandatory DEI and RVSM training)
- Engage in service activities that are inclusive?

PROFESSIONAL SERVICE
- Faculty Mentoring: Provide minoritized faculty with consistent feedback, guidance, professional development and career opportunities, open lines of communication, and encouragement and support?
- Serve as reviewer for DEI focus grants and publications and/or editor for newsletters and other publications?
- Present research or creative work on minoritized communities at professional conferences or to academic or other leadership in and outside MSU?
- Serve on committee(s) in DEI facing professional societies?
- Serve as a consultant for off-campus DEI focus organizations?

PART II. ADDITIONAL EVALUATIVE CONSIDERATIONS
The following areas represent aspects of evaluation that often fall prey to implicit or explicit bias in the annual review and RPT process. Although these are not listed in the rubric above, they reflect areas that should be discussed in units in order to further refine campus standards and evaluation practices.

1. Sharing Knowledge—There is a need for a flexible and less-biased approach to the assessment of methods for sharing knowledge.
- Beyond the journal and the book: There are myriad ways in which knowledge can be shared and have impact. (e.g., engaged research products, documentary film, datasets).
- Publication avenues: Many prestigious publishers privilege authors within established

networks, thereby practicing epistemic exclusion.[2]

- Impact: There should be a broader understanding of impact beyond academic/scholarly impact to include broader impact in communities and society at large. (e.g., policy work).
- Peer review: There should be a broader understanding of what peer means beyond academic peers to include relevant peer experts and scholars outside the academy. (e.g., community letters).
- Ephemeral work: Many ways exist to document ephemeral work (e.g., community convenings, installations, performances, websites) and other work that is no longer "retrievable" (e.g., the "wayback" machine, reviews, inbound links, etc.).

2. Metrics—Candidates should present all available and relevant metrics of the impact, influence, and significance of their work.

- Reputation: How is reputation appropriately assessed? The prestige or acceptance rate of a particular journal or book series is not a direct measure of the impact and importance of a particular work. Some articles in the 'best' journals are never cited.
- Grant funding: Embedded bias exists with regards to who gets funding and what topics are funded.
- Alt-metrics: Nontraditional metrics provide alternate ways to assess impact. Review committees should be aware of newer methods of measurement.

3. Collaborative work—collaborative research and collaborations often create work, rather than save time.

- Degree of collaboration: PI status or author order does not necessarily indicate the degree or level of a candidate's participation in grant seeking or the writing process.

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[2] On epistemic exclusion, see Isis H. Settles, Martinque K. Jones, NiCole T. Buchanan, and Kristie Dotson. "Epistemic Exclusion: Scholar(Ly) Devaluation That Marginalizes Faculty of Color." *Journal of Diversity in Higher Education*, March 2, 2020. http://dx.doi.org.proxy2.cl.msu.edu/10.1037/dhe0000174](http://dx.doi.org.proxy2.cl.msu.edu/10.1037/dhe0000174).