Policy Recommendations from Provost's ad hoc Committee on Diversity, Equity, and Inclusion and Community-Engaged Scholarship in Promotion & Tenure Processes

Subcommittee on Diversity, Equity, and Inclusion (May 3, 2022)

A. Charge and Process

In January 2022, Provost Dr. Ann Cudd charged "an ad hoc committee on addressing diversity, equity, and inclusion (DEI) and community-engaged scholarship (CES) in promotion and tenure" with drafting "a university-wide policy that will formally acknowledge and reward DEI and CES work in Pitt's tenure and promotion processes." Relevant faculty committees will consider the draft policy.

From February to April 2022, a DEI-subcommittee met four times to review benchmarking provided by the Office of the Provost, consider guiding principles and definitions, and map out methods to acknowledge and reward DEI contributions in tenure and promotion processes.

B. Background – Definitions – Guiding Principles

The **Plan for Pitt** (2025) holds up diversity, equity, and inclusion as core values of the University of Pittsburgh. We aim to "*create an inclusive and equitable campus environment—one that welcomes, values and embraces the diverse perspectives of every member of our community.*"[1] Sustaining diverse, equity-centered, anti-racist, and inclusive learning and research environments that will enhance creativity and innovation requires the ongoing commitment by all faculty as well as students, staff, and leadership.

Diversity is written broadly on the University of Pittsburgh campus; it does not refer only to race, ethnicity, and gender; it includes disability status, faith tradition, sexual orientation, gender identity, etc. Every department or field has a majority representation and individuals who are minoritized in that space (e.g., men in nursing; women in STEM, people with disabilities in most spaces, etc.). Work with DEI refers to any and all engagement with underrepresented populations and efforts to increase inclusion and belonging.

To support these core values systemically, it is essential that contributions to DEI efforts be recognized in the University of Pittsburgh's tenure and promotion (T&P) processes. Evaluation and reward structures in universities, including the University of Pittsburgh, have traditionally been ill-aligned with advancing DEI. Faculty contributions to DEI, often involving the formal and informal advising of colleagues and students from diverse backgrounds, have been acknowledged unevenly, often fitted uncomfortably into the "service" rubric, and considered an add-on rather than a universal expectation. Standards for documentation and evaluation have lacked in consistency and clarity. The goal of these policy recommendations is, therefore, to make our T&P evaluation processes congruent with our articulated values.

The proposed policy aligns the University of Pittsburgh with the efforts of other Higher Education institutions. The committee's recommendations reflect evaluation of policies adopted by key institutions nationwide as well as the adaptation of these policies to Pitt's unique environment. While this document focuses on faculty applying for promotion or tenure, the University should further

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[1] Plan for Pitt (2025).

consider how expectations set out in this draft policy relate to faculty who are beyond tenure and promotion[2] and appointment-stream faculty being considered for reappointment.

In advocating that the University of Pittsburgh consider fully all contributions to advancing DEI in faculty evaluations for promotion and tenure, we recognize that diversity, equity, and inclusion are three different concepts. Building on the IUPUI Faculty Council Subcommittee on DEI Work Metrics (2022), we offer these **working definitions**:[3]

> **Diversity** is defined as the full spectrum of human difference in appearance, thinking, and action as shaped by environments and social systems. Diversity can be observed or unobserved. The spectrum of human difference includes race, ethnicity, socio-economic background, color, gender, gender identity and gender expression, sexual orientation, age, disability status, national origin, political beliefs, culture, and language. It is essential to consider the intersectionality of identities in shaping the critical analysis of diversity.

> **Equity** represents an effort to provide equal access to opportunity, fairness, and justice through policies and practices. Appropriate policies and practices must be provided to individuals and to groups. Equity recognizes the unique needs of individuals and groups that must be attended to if they are to have equal access to opportunity. Equality and equity are not the same: equity requires addressing structural inequalities to achieve equitable outcomes.

> **Inclusion** refers to a cultural and environmental feeling of belonging – in which people are valued, respected, accepted, and encouraged to fully participate in the institution and are comfortable being their authentic selves. Diversity does not necessarily imply inclusion.

Guiding Principles

- Faculty members' DEI contributions should be related to their scholarly expertise and instructional, administrative, leadership, and outreach roles. Such contributions – rendered at the individual, programmatic, and institutional levels – will vary in nature across disciplines and types of appointment and across faculty members' research, teaching, and service. However, advancing DEI should be considered as an integral part of every faculty member's accomplishments as they support the University's mission.
- As with any activity considered for promotion or tenure, DEI efforts should be evaluated for impact and quality, considering both process and outcomes.
- Time, effort, and commitment devoted to DEI-related activities should be acknowledged and factored into the holistic evaluation of faculty accomplishments.

C. Draft Policy and Recommendations for Implementation

Draft Policy

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[2] See Appendix 2 for references. The University of Pittsburgh School of Medicine Guidelines for Promotion and Tenure (as amended March 2021) consider "[d]emonstrated commitment to supporting and increasing diversity and inclusion within our University" as a factor in the reappointment, tenure and promotion process for all faculty, with evaluation determined by departments. The School of Education Guidelines for Promotion and Tenure (May 2021) reference "a focus on equity, justice, and anti-racism" in evaluating faculty's commitment to excellence in teaching.

[3] Indiana University (n.d.), Subcommittee on Diversity, Equity, and Inclusion Work Metrics Definitions and Examples [last accessed 4/5/2022]. See also the University of Pittsburgh's Office for Equity, Diversity, and Inclusion, Diversity, Equity, and Inclusion Glossary [last accessed 4/5/2022]

1. Diversity, equity, and inclusion are central to the mission of the University of Pittsburgh. In alignment with the University's values and strategic goals, it is our aspiration that as many of our faculty as possible will make impactful contributions to diversity, equity, and inclusion across their scholarly activities. The evaluation of faculty DEI contributions should be embedded in holistic T&P processes that provide each faculty member the opportunity to demonstrate commitment to and impactful contributions to DEI across their research/creative activities, teaching, and service. In this *integrative* model, candidates' dossiers should thus detail their DEI efforts by documenting their DEI activities and accomplishments *in the context of* their research/creative activities, teaching, and service.[4]

2. The definition of "diversity" is broad, and everyone may have touch points where they are engaged with DEI. The goal is to document and recognize the work of faculty who contribute to this institutional mission through their research, teaching, or service.

3. Evidence of impactful DEI contributions should be considered a valuable component of a portfolio but should not be considered a sufficient condition for promotion or tenure. A candidate should meet their academic unit's existing requirements and quality standards for promotion or tenure while providing evidence of impactful integrated contributions to advance DEI in research, teaching, and/or service.[5]

Recommendations for Implementation

Evaluation by Schools and Regional Campuses

4. In implementing this policy, schools and regional campuses will need flexibility to design their own approaches to evaluation and review, considering factors such as discipline, rank, and full/part-time faculty status. A culture of continuous improvement that recognizes the value of a multi-faceted assessment process should be a vital component of the DEI activities of all academic units. In addition, evaluation efforts in T&P processes should focus on faculty members pursuing excellence at the individual, programmatic, and institutional levels. Units should consider multiple forms of review that are appropriate to specific activities and approaches to enhancing DEI (e.g., peer review, chair evaluation, stakeholder input).

5. Most schools or regional campuses and some departments have developed criteria for promotion and tenure that supplement University criteria. In implementing this new policy, schools and regional campuses should develop *rubrics for the transparent and fair evaluation of integrated DEI activities*. In evaluating faculty contributions to advancing DEI within T&P processes, candidates, academic units, and reviewers should consider faculty's individual, programmatic, and institutional contributions in the domains of research, training, and service as well as cross-domain activities. **Appendix 1 suggests illustrative, non-prescriptive, examples for schools and regional campuses to consider as they outline inclusive protocols for documenting and evaluating faculty's integrated DEI accomplishments**. Schools and regional campuses may in addition wish to invite a consolidated statement of the faculty member's DEI philosophy and impact. We suggest schools consider

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[4] Language in this sentence adapted from https://hr.msu.edu/policies-procedures/documents/CODD-Annual-Review-and-RPT-Recommendations-for-DEI.pdf?

[5] Language in this sentence adapted from https://www.salisbury.edu/administration/campus-governance/faculty-senate/_files/21-22/2021-09-16-su-dei-in-tp-workgroup-report-and-recommendations.pdf

individuals who are mid-process; units are free to stage or scaffold in the policy, frontloading the expectation for new hires, and transition time for current faculty.

6. In evaluating the quality and impact of DEI contributions, both process and outcomes should be considered. Some DEI-relevant activities will be most appropriately measured by *quantitative* metrics (e.g., number of hours lectured in diversity summer programs; number and characteristics of students or trainees recruited; number of mentees from groups underrepresented in respective fields, etc.). Other activities warrant *qualitative* assessment (e.g., descriptive narrative discussing learning, shift in awareness, changes in behavior, effectiveness, etc.). Due attention should be given to faculty *learning, awareness building, and informal activities* (e.g., Safe Zone, Intergroup Dialogue, Harassment Prevention, or Upstander training; documentation of championing DEI in the department outside formal committee-driven processes).

Guidance and Support for Faculty and Internal Reviewers

7. Faculty and leadership across schools and regional campuses should be oriented to expectations set by the new policy. The University and academic units should support faculty in planning, tracking, and documenting their DEI-related accomplishments and guide them in dossier preparation (integrated discussion of DEI across research, teaching, service; summary statement of DEI impact, with guiding framework, impact of activities, and, where appropriate, plans for future DEI efforts and their prospective benefits and impact). Those evaluating DEI in T&P processes should be clear about how EDI is measured and evaluated in their school or unit.

Policy Alignment and Roll-Out

8. It will be important to set transparent expectations from faculty recruitment and onboarding to reappointment, promotion, and tenure. Inclusive faculty searches (job descriptions, pool building, application requirements such as DEI statements, search committee training in mitigating implicit bias, etc.), new and newly promoted faculty orientations, as well as annual, 3rd-year, and reappointment reviews should thus be aligned with this policy. The University should further consider how expectations set out in this policy relate to faculty who are beyond tenure and promotion: accelerated, transformative change in support of the University's DEI mission requires ongoing commitment and contributions across all ranks.

9. The requirement to document and evaluate faculty contributions to DEI in T&P processes should be introduced as soon as feasible. DEI documentation in promotion and tenure dossiers should be encouraged from 2022/23, with evaluation becoming mandatory by [Provost to please insert date]. Special attention should be given to guide candidates preparing for their 3rd-year review while the new policy is being implemented.

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Appendices

Appendix 1: Illustrative Examples of Faculty Contributions to DEI

As schools and regional campuses design inclusive protocols to document and develop rubrics to evaluate in a transparent manner faculty's individual, programmatic, and institutional contributions to DEI across the domains of research, teaching, and service, they may wish to consider these non-prescriptive, illustrative sets of examples.[6]

Research / Creative Activities

- Addressing diversity, equity, inclusion in research, including scholarship that elucidates the roles of race and ethnicity, gender and gender identity, class, and other axes of identity and their intersections across domains (e.g., health, politics, organizations, interpersonal relations and group interactions, cultures and literatures, etc.)
- Studying individuals from marginalized or underrepresented groups
- Addressing questions of interest to communities historically marginalized or underrepresented in academia

Teaching

- Teaching content integration or specific DEI focused course
- Facilitation of DEI-focused curricular segments
- Inclusion of diverse perspectives, voices, and scholarship in instruction
- Innovating inclusive, equity-centered pedagogy
- Recruitment and mentoring of students from groups historically underrepresented and underserved in academia

Service

- Service and leadership in support of DEI activities or initiatives at the unit, school, or university level and/or within one's professional field or community
- Recruitment, mentoring, support, and retention of faculty historically underrepresented in academia
- Advising Student Organizations
- DEI-centered outreach activities

Cross-Domain Activities

- Grant writing to fund research, programing, or other activities that focus on DEI
- Incorporating DEI-related scholarship in programs or service-learning opportunities
- Self-education, increasing own awareness
- Local, national, or international DEI recognition
- Adopting models that address DEI challenges
- Offering leadership in the development of public policy that influences DEI change

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[6] This Appendix is based on models provided by institutions such as the Universities of California, Illinois, and Oregon, and Salisbury University. For these models, each with extensive further detail, see: UCSD Evaluating contributions to DEI. Salisbury University, *Diversity, Equity, and Inclusion in Tenure & Promotion: Workgroup Report and Recommendations to Faculty Senate.* For Oregon University, see: National Academies of Science, Engineering and Medicine, *Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine: Opening Doors* (2020): 109. University of Illinois, Guide to DEI Work in the Promotion and Tenure Process (3/28/2022).

Appendix 2: Resources

Examples of University Approaches to Incorporate DEI in Tenure & Promotion Criteria and Processes

Dartmouth Efforts to Advance Diversity, Inclusion, and Equity (Geisel School of Medicine, n.d.)

IUPUI, Modifications of Promotion, Tenure, and Merit Review (2021), includes DEI-centered track to tenure, for which see also Rewarding Diversity and Inclusion in Tenure & Promotion: A Case Study Webinar with IUPUI [NSF INCLUDES Aspire Alliance] (Aug. 2021)

Michigan State University Appointment, Reappointment, Tenure, and Promotion Recommendations (April 2021)

Oregon State University, Criteria for Promotion and Tenure (2013)

Salisbury University, Diversity, Equity, and Inclusion in Tenure & Promotion: Workgroup Report and Recommendations to the Salisbury University Faculty Senate (2021)

SUNY Stony Brook Office of the Provost, DEI in Review of Academic Personnel (n.d.)

UCSD Evaluating Contributions to DEI (2017)

University of Denver, Making Diversity, Equity, and Inclusion in Promotion, Tenure, and Re-Appointment Decisions Visible (2021)

University of Illinois, Guide to DEI Work in the Promotion and Tenure Process (3/28/2022).

Virginia Tech Promotion and Tenure Guidelines (2021-22)

Virginia Tech, Reporting Diversity and Inclusion Activities (n.d.)

Recent Discussion in Higher Ed Fora

Cox, J., Acord, S., Moradi, B., Taylor, L., *Best Practices for Cultivating Diversity Scholarship and Public Engagement in Tenure and Promotion* (2016)

Flaherty, C., "Where DEI Work Is Faculty Work," *Inside Higher Ed* (April 2, 2022)

Gasman, M., "When They Grant Tenure, More Colleges Are Taking Professors' Diversity Work Into Account," *Forbes* (June 1, 2021)

Mahdavi, P. and Brooks, S. "Breaking the Oldest Rules in the Book: Making Promotion and Tenure More Equitable," *THE Campus* (Jan. 12, 2022)

Stewart, M., "Colleges Revise Tenure Requirements to Inclusion and Diversity Accomplishments," *Insight into Diversity* (Dec. 21, 2021)

Diversity Statements

Michigan State University, Recommendations for Writing and Evaluating Diversity, Equity, and Inclusion (DEI) in the Faculty Annual Review and Reappointment, Promotion, and Tenure (RPT) Process (2021)

Sylvester, C.-Y., Sánchez-Parkinson, L., Yettaw, M., & Chavous, T., "The Promise of Diversity Statements: Insights and a Framework Developed From Faculty Applications," *Currents* (2019), 1(1), 151-170

University of California, Evaluating Contributions to Diversity for Faculty Appointment and Promotion (2017)

UCLA, Examples of Contributions - UCLA Equity, Diversity & Inclusion

University of Oregon, Faculty Equity Statements for Tenure and Promotion Reviews (2013).

University of Texas at Austin Faculty Innovation Center (with additional resources)

Inclusive and Equity-Centered Pedagogy

Kumar, R. and Refaei, B., "Small Changes to Promote DEI in College Classrooms," *Inside Higher Ed* (Feb. 9, 2022)

Sathy, V. and Hogan, K. A., "How to Make Your Teaching More Inclusive," *Chronicle of Higher Education* (2021)

UDL on Campus, Universal Design for Learning in Higher Education [n.d.]

University of Pittsburgh, Center for Teaching and Learning, DEI Resources