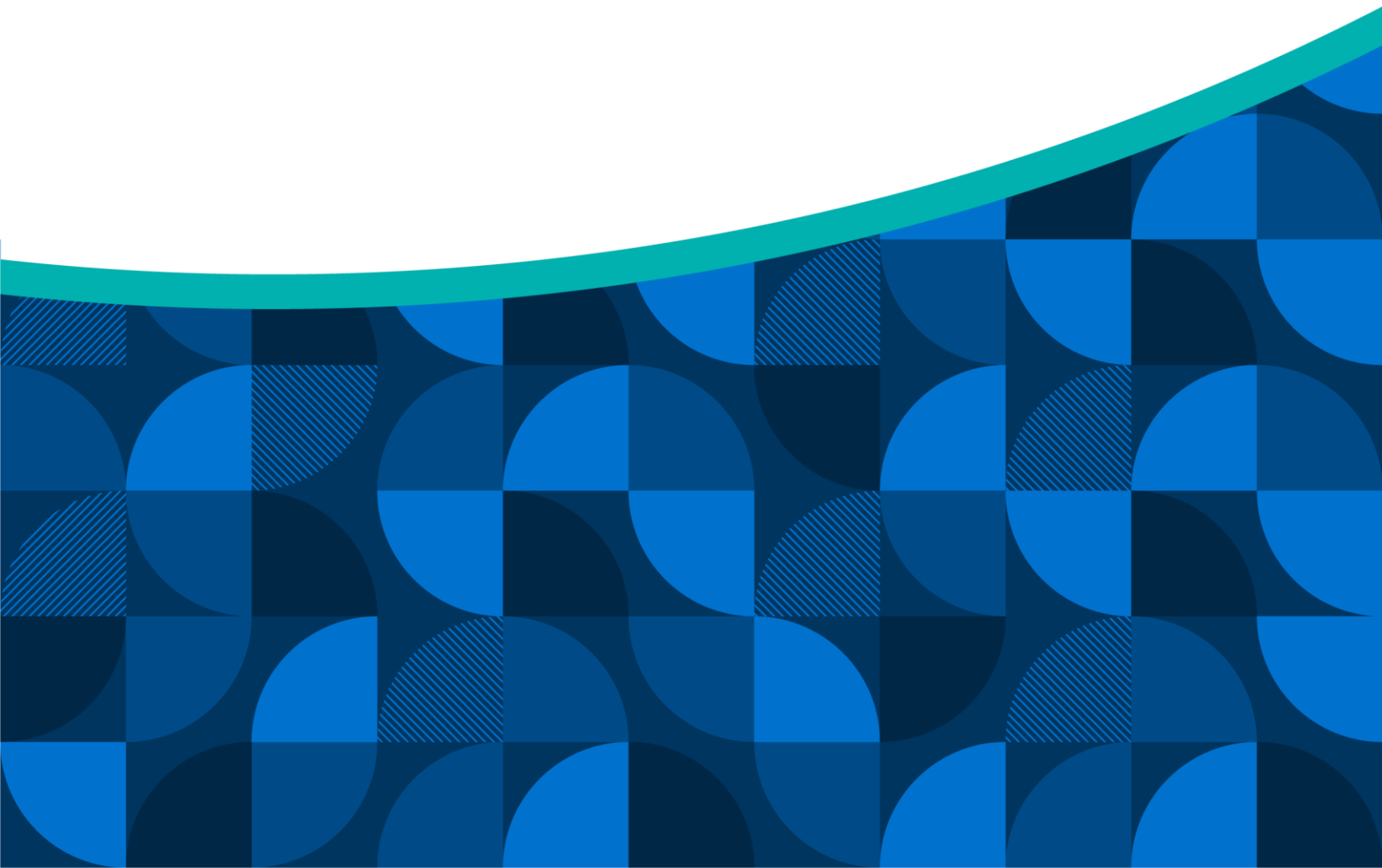




# **Compendium of Inclusive Tenure & Promotion Policy**

Four Principles to Embed DEIJ in Faculty Evaluation



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# Executive Summary

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Underrepresented minority faculty represent only about 12% of tenure-track or tenured faculty, a number that has increased by just one percentage point in the last five years<sup>1</sup>. Since faculty are overwhelmingly white, many institutions are implementing diversity recruitment strategies like [inclusive job advertisements](#) and [cluster hiring](#). While recruitment is challenging on its own, equally as challenging is retaining BIPOC faculty after their arrival, especially as they advance in their careers. BIPOC faculty job satisfaction can worsen due to unequal or invisible workloads or tenure denials. In response, progressive institutions are addressing this structural challenge with a structural solution: **revising tenure and promotion (T&P) policy**.

EAB conducted 30+ interviews with provosts, chief diversity officers, and other university leaders in addition to reviewing 20+ institutions' tenure and promotion criteria and policies. Our research revealed a notable shift in criteria and policy to reflect DEIJ-related contributions. After many years of not acknowledging efforts like community-based research and BIPOC student/faculty mentorship, institutions are beginning to reward these contributions, improving the tenure and promotion odds for BIPOC faculty.

This compendium outlines four ways to make T&P more inclusive:

- Establish broad and rigorously defined tenure and promotion policies
- Expand research guidelines to recognize non-traditional research
- Holistically evaluate and measure service workload
- Expand teaching assessment criteria beyond student evaluation

In addition to substantive advice, each of these four sections includes model institutions for provosts and chief diversity officers to reference. As you convene working groups and/or taskforces to redesign tenure policy, use this compendium as a resource to draft new guidelines. By adapting your policy to include these principles, your institution will be better positioned to retain BIPOC faculty members.

## Establish Broad and Rigorously Defined Tenure and Promotion Policies

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### Unclear Tenure and Promotion Expectations Create Inequity

Many tenure and promotion policies lack explicit, detailed guidance for faculty. Often, department-level tenure expectations do not exist in writing. When this guidance does exist, the language is generic and vague, creating uncertainty in the T&P process. In these conditions, senior and tenured faculty, who are more likely to be white men, share hidden expectations amongst themselves, leaving BIPOC faculty unsure of which journals they are expected to publish in, the number of publications per year they are expected to produce, and the types of research grants needed for

1) EAB Analysis of NCES IPEDS data

tenure and promotion. As a result, BIPOC faculty are also subject to bias and racial discrimination in tenure and promotion decisions. In recent years, however, university leaders have acknowledged this challenge and taken steps to reverse this treatment.

## Develop Universal and Explicit Policy Guidelines

Provosts, in collaboration with deans and the chief diversity officer, must provide universal and rigorous guidelines for each core activity of teaching, research, and service. This transparency ensures equal standards for all faculty members. These guidelines should also be broad enough to create room for units and departments to adapt policy to their context. For example, in a STEM discipline, faculty could be tenured for environmental justice research created with and for local indigenous communities. Without clear definitions and expectations, tenure committees may not recognize this work as either research or service.

Alongside clear guidelines, provosts should clarify the difference between minimum contributions and exemplary contributions. For example, advising and mentoring is a typical service activity. Faculty who academically advise undergraduate or graduate students meet the minimum or baseline expectation. A faculty member who advises a student organization that serves a historically marginalized student population (e.g., Black Student Union) could be considered beyond baseline expectations. An exemplary contribution might be mentoring a BIPOC undergraduate or graduate student beyond typical academic advising requirements like connecting a first-generation student to wraparound services on campus.

## Example 1: Develop Multilevel T&P Criteria and Standards



**Name of Institution:** University of Windsor

**Location:** Windsor, Ontario (Canada)

**Carnegie Classification:** Large Public Research University

**Enrollment:** 16,491 (full-time & part-time undergraduate and graduate students)

To provide more clarity about why types of work count toward tenure, and to provide faculty with more flexibility in the evidence they present in the tenure case, the University of Windsor created a highly detailed framework for promotion and tenure dossiers. For each category of research, teaching, and service, the framework prompts faculty to break down their work into the following criteria:

- Research:
  - Criterion 1: Expertise in research or creative area, relevant methodologies, and effective & ethical project management
  - Criterion 2: A record of high quality referred publications, juried creative activity, or other demonstrated scholarly outputs
  - Criterion 3: Evidence of independent and original contributions to research or creative activity which have an impact on the field of expertise
  - Criterion 4: Capacity building through income generation, collaboration development, and infrastructure development strategies
  - Criterion 5: Demonstrated ability to attract and successfully mentor and train student in research
  - Criterion 6: Influence on and contributions to the academic and broader national/international community

- Teaching:
  - Criterion 1: Design and planning of learning activities
  - Criterion 2: Instructional methods
  - Criterion 3: Assessment and feedback to students
  - Criterion 4: Developing effective environments, student support, and guidance
  - Criterion 5: Integration of scholarship, research, and professional activities in support of learning
  - Criterion 6: Improvement-oriented self-assessment and continuing professional development
  - Criterion 7: Professional and personal effectiveness
  
- Service:
  - Criterion 1: Service and leadership contributions to and engagement with the institution, its mission, and its evolution
  - Criterion 2: Contributions to and engagement with community: community activities, organizations, or publics at large involving professional skills and knowledge or creating links between scholarship and programs in the university and those in the community
  - Criterion 3: Service to and engagement with one's professional or disciplinary societies and/or to recognized practitioners in the field

Each **criterion** has 2-7 **indicator** or an example of that criterion. For example, research criterion 6 describes scholarship that influences the academic community, so a corresponding indicator would be "publicly-engaged academic work". Following the indicator, Windsor's framework requires **sources of evidence** or results that demonstrate mastery. One example of evidence of "public-engaged academic work" would be earning a research grant and completing a successful joint publication. Each source of evidence has a **standard** which is the final level of Windsor's framework. Trade press or mass media coverage (e.g., interviews in any media like local/national news or podcast) would be a standard benchmark for a grant awarded, joint publication.

The University of Windsor's framework also provides multiple options to demonstrate impact by clarifying that a candidate's dossier does not have to cover every single criterion and indicator. Traditional tenure processes can penalize BIPOC faculty for not receiving research grants, [which often show a preference for white researchers](#). Using a flexible framework like Windsor's, faculty have the option to use different types of indicators beyond just grants to demonstrate the impact of their research. Windsor's expansive framework gives BIPOC faculty opportunities to demonstrate effectiveness in a variety of ways, ultimately creating more pathways to achieving tenure and promotion.

The boxes below will walk you through service criterion 1 and its corresponding indicators, sources of evidence and standards.

## University of Windsor's Framework Defines Multiple Categories and Criteria for Research, Teaching, and Service

**Criterion provides indicators (elements of practice) and sources of evidence that can be used to demonstrate that a faculty member meets that criterion. This approach can help both proponents and committees organize their discussions and decision-making more systematically.**

Service Criterion 1: Service and leadership contributions to and engagement with the institution, its mission, and its evolution

**Indicators are intended to be illustrative – faculty can demonstrate their effectiveness through different combinations of those indicators, using different types of evidence.**

Service Indicator 1: Extent to which service contributions were undertaken; whether they extend beyond the departmental level: faculty, institutional, Faculty Association, Research, Graduate Studies

Service Indicator 2: Degree of willingness, consistency, and flexibility in assuming service roles where his or her knowledge and good judgement could benefit the Academic Administrative Unit

Service Indicator 3: Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the institutional mission through service

Service Indicator 4: Evidence of the impact of an individual's service and of tangible contributions to the life of the community, or disciplinary or professional societies

Service Indicator 5: Degree of leadership responsibility, and agency demonstrated, in both formal and informal roles

Service Indicator 6: Evidence of a reputation for excellence and integrity in service

## **Sources of Evidence**

### **Evidence for Service Indicator 1:**

- Alumni Outreach
- Alumni relations/fundraising activity judged as significant by departmental peers
- Presents or organizes faculty seminars or other formal events or programs intended to foster knowledge exchange, network building, collegiality, and inclusion
- Participation in student recruitment initiatives and events
- Student engagement activities
- Delivery of large introductory courses that include a lab/tutorial component; taking on last minute courses or large enrollment courses outside of what would typically be expected at request of department head
- Effectively serving as advisor to an active club or student organization as determined by the members of that club or student organization
- Contributing to accountability or accreditation analysis and reporting teams judged as significant by the Academic Administrative Unit head
- Participates in department tasks that support faculty
- Department, college, and/or university mission-related and/or strategic plan work
- Active role in faculty association governance and responsibilities
- Mentors faculty and/or students in significant ways

### **Evidence for Service Indicator 2:**

- Documented evidence of regular attendance at departmental and formally constituted standing committees
- Effective service on departmental committees as rated by the chair of that committee
- Willingness to undertake roles and tasks that are necessary but unpopular/unsung as judged by Head
- Evidence of active participation in the regular and necessary service commitments of the department
- Amount of service undertaken (this would be where an Academic Administrative Unit could put in a threshold number of hours or committees)
- No documented evidence of consistent refusal to take on reasonable share of departmental service responsibilities without cause
- May be reflected by diversity of service profile as opposed to being on the same committee every year

### **Evidence for Service Indicator 3:**

- Cross-disciplinary efforts
- Involvement in or leadership of successful team projects
- Involvement in faculty learning communities
- Peer mentorship or peer review of teaching, research grants, etc.
- Systematic efforts to foster development of institutional networks, collaborations, and knowledge exchange
- Documented, systematic efforts to enhance faculty, staff, and student sense of belonging



## **Source of Evidence (continued)**

### **Evidence for Service Indicator 4:**

- New courses developed
- New program development
- Development of academic curriculum elements:
  - Significant revision of existing course structure (how multiple courses integrate and interact to cover an area)
  - Development of course infrastructure
  - Development of new pan-course instructional laboratories, the introduction of a new stream
  - Developing practicum and internship practice settings
- Obtains grants to improve programs and curriculum or student experience
- Responsibility for the establishment of new and successful institutional initiatives
- Provision of expertise with bylaws, collective agreements, policies and how to navigate them
- Substantial changes in student/faculty activity, engagement, participation due to efforts
- Impact of mentorship and professional development facilitated
- Evidence of improved processes, guidelines, and policies

### **Evidence for Service Indicator 5:**

- Leadership or significant, documented contributions in instructional mandates of change and innovation, the student experience, or professional development and mentorship of colleagues
- Leading retention initiatives
- Student engagement initiatives
- Internationalization initiatives
- Indigenization and social
- Assessment initiatives
- Effectively leading a special departmental project judged as significant by the department chair
- Leading accountability or accreditation analysis and reporting teams judged as significant by the Academic Administrative Unit head
- Coordinates a special service
- Authors departmental reports or documents
- May include taking on formal roles such as Department Head, Undergraduate Program Chair, Graduate Program Chair, Clinical Training Director, Training Director, Area Coordinator, Director of Research Centre, program coordinator, faculty advisor, grad program coordinator
- Obtaining and maintaining significant professional certifications of importance to the work and service of the department, as judged by department peers
- Documented efforts to develop knowledge base necessary for effective institutional service, in particular when gaps in the knowledge base within the department may be impacting success

### **Source of Evidence (continued)**

#### **Evidence for Service Indicator 6:**

- Invited membership on task forces, working groups, internal grant review panels, advisories, or other institutional committees
- Invitations to speak or facilitate at institutional events
- Awards and commendations
- Invitations to act as consultant or expert at institutional events or in institutional projects
- History of engagement with equity, advocacy and inclusion programs and initiatives
- Elected to service positions or appointed by peers
- Evidence that mentorship has been valued by colleagues
- Authorship of publications

**Standards are a minimum performance threshold for a given level of appointment. The intention is that standards should not rely solely on student evaluation of teaching or SET data but should be assessed using a range of evidence. Some departments prefer to use a more rubric like approach indicating for example competent, good, and excellent levels of performance and then identifying performance standards for each stage of the Renewal, Promotion, Tenure process.**

Standards for Service Indicator 1: Serving on faculty evaluation committees, serving on the quality council that approves the institutional quality assurance process (IQAP), participating in peer collaboration network, participating in curriculum mapping, contributing to accreditation reports and research impact statements, mentoring students in Killam Fellowships/Rhodes Scholars/and other national competitions

Standards for Service Indicator 5: Curriculum mapping, serving on the quality council that approves the IQAP, participating in accreditation reports, creating research impact statements, and assessment planning

Standards for Service Indicator 6: Authoring articles, guidebooks, resource materials, and web resources

### **Excerpt of Unit-Level Adapted Framework from University of Windsor's School of Social Work**

By design, Windsor encourages units and departments to adapt this framework to individual disciplines. The Office of Provost provides [guidance and strategies](#) for units to revise existing criteria with prompts such as:

- Could you make your criteria more concrete and transparent by adding indicators?
- What kinds of evidence might people use to demonstrate the indicators?

Windsor’s School of Social Work—for instance—answered these questions creating a discipline-specific indicator for service criterion 1: “service to the operation of the (school of social work), FAHSS (unit: Faculty of Arts, Humanities and Social Sciences), university, professional academic community, and professional community”. The School of Social Work then created categories of “poor,” “competent,” “good,” and “excellent” for each source of evidence. As a result, faculty members planning to advance their careers have a clear sense of how the School of Social Work grades each specific service activity.

*Criterion 1 Standard for (level): At the level of Competent (4) to Good (5-6) for Tenure; at the level of Good (5-6) to Excellent (7) for Full.*

Criterion 1: Service to the operation of the department, the faculty, university, professional academic community, professional practice community	Poor (1-3)	Competent (4)	Good (5-6)	Excellent (7)
i. Service to the operation of the department, FAHSS, university, professional academic community, professional practice community	There is little evidence of active participation and/or attendance in service to the department, FAHSS, university, professional academic community or professional practice community	Evidence of a spirit of co-operation to participate and meaningfully contribute in a normal number of School of Social Work committee assignments. (e.g. 2 (as required in the SSW) or more)	In addition to the previous criteria: <ul style="list-style-type: none"> <li>Evidence of having done an exceptional job in significant positions;</li> <li>Other roles e.g., Student recruitment/ retention activities/Accreditation/ IQAP Committee/ Chair.</li> <li>Service to the academic professional community (university, local, national, and international)</li> <li>Service to the professional practice community (local, national, and international)</li> </ul>	In addition to the previous criteria: <ul style="list-style-type: none"> <li>Strong evidence of having done an exceptional job in significant positions. In the School of Social Work these positions may include BSW Program Coordinator, Disabilities Studies Coordinator, MSW and MSW/JD Program Coordinator, On-Campus, MSW Program Coordinator, Off-Campus, or PhD Program Coordinator.</li> <li>Evidence of an outstanding job in chairing/participating in University level committee(s) (FAHSS committee, REB, WUFA committee, Senate Student Caucus, or Senate Governance Committee).</li> <li>Evidence of assuming a leadership role or being very active and supportive in developing and modifying curriculum and/or academic programs.</li> <li>Evidence of a developing reputation for excellence in professional service beyond the local level should be presented.</li> <li>Evidence of more than a routine amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement.</li> </ul>

[Click here](#) for more information on University of Windsor’s Renewal, Promotion and Tenure Evaluation Framework on research and teaching. Additionally, check out the 16 criteria for research, teaching, and service and the 18 units’ adapted frameworks.

## Example 2: Develop Baseline vs. Exemplary Activity Benchmarks for Tenure and Promotion



**Name of Institution:** Indiana University-Purdue University-Indianapolis (IUPUI)  
**Location:** Indianapolis, Indiana  
**Carnegie Classification:** Public R2  
**Enrollment:** 29,390 (undergraduate and graduate students)

IUPUI’s Balanced and Integrative Case for excellence in diversity, equity and inclusion provides faculty with an alternative pathway to tenure. To achieve promotion under that case, faculty must show evidence of excellence across research, teaching, and service activities that advance DEIJ. IUPUI created a detailed list of DEIJ-related activities and assigned each an expectation level: minimum, above minimum, and excellence. Tenure committees can reference this list to evaluate candidates against these benchmarks, especially faculty who engage in DEIJ-related activities where BIPOC faculty’s labor frequently goes unrecognized.

The table below provides general workload **activities** in the first column. Each row then categories **evidence** of that activity into the benchmarks of minimum, above minimum, or excellence.

IUPUI's [Balanced and Integrative Case](#) Metrics Categorize Faculty Workload Contributions

Activity	Minimum	Above Minimum	Excellence
<b>Publications &amp; Dissemination</b>	Conference presentations	<p>Invited speaking engagements: workshops and/or guest lectures (on community-based, national or international stage)</p> <p>Publication about DEIJ in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)</p> <p>Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (<a href="#">ScholarWorks</a> and <a href="#">DataWorks</a>) to support knowledge equity</p> <p>Policy work and impacts related to DEIJ</p>	Keynote Address
<b>Grants</b>	N/A	<p>Major grants related to DEIJ</p> <p>Grants serving communities of color or other marginalized communities in the United States and internationally</p> <p>Grants that include rationale related to DEIJ in the work/research to be conducted</p> <p>Internal grants awarded for DEIJ work</p>	N/A
<b>Mentorship</b>	Advising underrepresented and/or international students (undergrad, graduate, professional students)	<p>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, African Student Association, etc.)</p> <p>Mentoring faculty/staff from underrepresented groups</p> <p>Mentoring faculty engaged in community-based research</p> <p>Program development and leadership targeting underrepresented high school students</p>	Mentoring underrepresented and/or international students (undergrad, graduate, professional students)
<b>Teaching</b>	Inclusive teaching practices (e.g., pedagogy, DEIJ content, multicultural courses, global perspectives)	Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations	Curriculum development and/or revision related to DEIJ

<b>Research, Discovery, Creative Activity</b>	N/A	<p>Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEIJ)</p> <p>Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives</p> <p>Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally</p> <p>Recruitment and/or retention of diverse research teams/personnel</p>	Research agenda pertaining to DEIJ (e.g., health disparities)
<b>Service</b>	<p>Service on department, school, and/or campus committee pertaining to DEIJ work</p> <p>DEIJ professional development (e.g., trainings, workshops, certification, and reading groups)</p>	<p>Community board service linked to DEIJ</p> <p>Chairing a DEIJ-based board</p> <p>Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)</p> <p>Consulting work (paid or unpaid) related to DEIJ</p> <p>Any efforts to increase the presence of underrepresented groups and communities in open platforms</p> <p>Leading/delivering DEIJ professional development programming</p> <p>Serving on search committees when diverse membership is requested</p> <p>Providing exposure to the research produced by underrepresented groups in open knowledge environments</p>	<p>Chairing the department/school/unit diversity committee</p> <p>National service to the discipline related to DEIJ (e.g., elected position in national organization)</p> <p>Policy work and impacts related to DEIJ</p> <p>Creating and/or leading programs related to DEIJ, 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)</p>
<b>Community Engagement</b>	N/A	<p>Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)</p> <p>Policy work and impacts related to DEIJ</p> <p>Scholarship creation and/or management</p> <p>Active recruitment of diverse students</p>	Community engaged research

Awards	N/A	National, international, local (campus), and/or community-based awards and/or recognitions for DEIJ work  FACET membership based on DEIJ work	N/A
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## Expand Research Guidelines to Recognize Nontraditional Research

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### Tenure Process Discredits Nontraditional Research Activity

Faculty who coauthor research with members of historically marginalized communities, publish in DEIJ-related journals, and/or present at niche conferences are less likely to be rewarded in the tenure process. When little to no guidance exists for research criteria, tenure committees fall back on a traditional metric like the h-index that weighs the number of publications produced and the number of citations accumulated from those publications. This preference for traditional metrics can create barriers to tenure and promotion for BIPOC faculty, who are more likely to engage in this type of DEIJ-related scholarship.

### Create More Expansive Research Criteria to Rigorously Evaluate Nontraditional Scholarship

Provosts and university leaders must expand research evaluation guidelines for promotion and tenure to recognize the innovation and diversity of scholarship that today’s faculty produce. Leaders should rely on robust and rigorous rubrics to better assess a wider range of faculty scholarship like nontraditional, community-based research, or campus-wide DEIJ reports on issues such as the admission rates of underrepresented minorities into doctoral/professional programs.

### Examples 3-4: Broaden Research Guidelines for Disciplines



**Name of Institution:** University of Oregon  
**Location:** Eugene, Oregon  
**Carnegie Classification:** Public R1  
**Enrollment:** 21,752 (undergraduate and graduate students)

The University of Oregon requires faculty to include a statement of contributions to DEIJ in the tenure dossier and provides tenure committees and candidates with a rubric to evaluate these statements. The rubric guides committees to evaluate DEIJ contributions through multiple dimensions of impact:

- Individual impact, or work that affects student, faculty, community members, or organizations
- Programmatic impact, or work that provides leadership to an academic program

- Institutional impact, or work that affects institution-level policy and/or practice

Typically, research impact is measured by entry into a prestigious journal or conference. Oregon’s rubric guides tenure committees to consider the programmatic impact of additional types of research contributions, such as an environmental scientist’s research group assessing the impact of oil pipelines on indigenous communities, or the institutional impact of the school of education establishing a disabilities studies research initiative. The table below provides a definition of research for each impact type and a department or unit example for department chairs and deans to emulate or adapt.

### University of Oregon’s Rubric Classifies DEIJ-Related Research Contributions

<b>Activity</b>	<b>Individual Impact:</b> Equity work with individual students, faculty, community members or organizations	<b>Programmatic Impact:</b> Equity work establishing or providing significant leadership to formalized program	<b>Institutional Impact:</b> Contributing to effort that strengthen institutional policy or practice
<b>Research</b>	Research agenda incorporates equity and inclusion and/or diversity in objects of study  <u>Example:</u> Department of Psychology faculty incorporates diverse individuals within their subject pool	Leading or participating in a research group that addresses equity and inclusion  <u>Example:</u> School of Law faculty leads a research group on gender and labor	Establishing or supporting the creation of new academic initiatives  <u>Example:</u> School of Education faculty establishes a disability studies research initiative

For more information on University of Oregon’s rubric definition and examples, [click here](#).



**Name of Institution:** University of Illinois – Urbana Champaign (UIUC)  
**Location:** Champaign, Illinois  
**Carnegie Classification:** Public R1  
**Enrollment:** 52,679 (undergraduate and graduate students)

The University of Illinois – Urbana Champaign (UIUC) also requires a statement of contributions to DEIJ which classifies the impact of core faculty activity on an individual, programmatic, and institutional level. UIUC’s DEIJ statement evaluation rubric details additional specific research activity examples, such as scholarship that addresses equity issues in research or examines perspectives from historically marginalized groups. The rubric also includes several unit- or department-level examples as a guide for tenure committees and department chairs from other units.

The below table provides a definition of research for each impact type and a department or unit example for department chairs to use a guide.

## UIUC's Classification of DEIJ-Related Research Contributions

Research Examples	Individual Activities: DEIJ efforts of individual faculty in the context of their specific research programs or classes	Programmatic Activities: DEIJ work establishing or providing significant leadership through formalized program	Institutional Activities: DEIJ work contributing to strengthening institutional policy or practice
<b>Addressing equity and inclusion issues in research</b>	<p>A law professor studies how bankruptcy law is applied differently to Blacks and whites</p> <p>A history professor studies the history of discrimination against Evangelical Christians</p>	<p>An engineer develops a large-scale collaboration to identify the best way to deliver efficient, inexpensive WIFI to rural areas</p> <p>A Psychology professor leads a research team of faculty and community members that develops and evaluates a STEM education program for Black and Latinx youth</p>	<p>A campus institute director establishes a research initiative addressing issues of racial inequity in the local community</p> <p>Faculty from across campus begin a new interdisciplinary initiative to understand how factors, such as socioeconomic status, religious affiliation, and age, shape perspectives on misinformation in the media</p>
<b>Studying individuals from groups historically marginalized and/or underrepresented in an area</b>	<p>An agricultural faculty member studies mental health among members of farming communities in the Quad cities area</p> <p>An education professor studies first generation college students' feelings of exclusion at an elite university</p>	<p>An English professor organizes an annual summer workshop on the work of transgender authors</p> <p>An anthropologist brings together scholars studying the storytelling practices of indigenous people</p>	<p>A labor and employment relations professor establishes a campus-wide gender in higher education research initiative</p> <p>Faculty studying children's development work with the local park district to set up a research site in a facility serving families impacted by trauma and violence in their home and community</p>
<b>Examining perspectives of people from groups historically marginalized and/or underrepresented in research; addressing questions of interest to communities historically marginalized and/or underrepresented in academia</b>	<p>A biology professor creates a system within their lab to ensure that perspectives of students from groups historically marginalized and/or underrepresented shape research questions, design, and interpretation</p> <p>A sociologist includes citizen scientists from an inner-city neighborhood in every stage of research on understanding violence in affecting the citizens in the community</p>	<p>An environmental studies faculty engages with council members of tribal groups in the Southwest to co-develop multiple environmental impact studies</p> <p>A dance professor assembles a company to conduct performances that bring together perspectives and voices of community members from groups historically marginalized and/or underrepresented in the arts</p>	<p>A communications professor forms an advisory panel that includes individuals from various backgrounds to provide University-wide guidance on social media practices</p> <p>Science faculty develop a program around best practices in mentoring to support all team members, particularly members of groups historically marginalized and/or underrepresented in the discipline</p>



<b>Enhancing one's own and colleagues' knowledge and skills through various professional development opportunities on any of the above types of research or other types of research related to DEIJ</b>	A medical school professor attends a workshop on culturally responsive approaches to recruit groups underrepresented in medical research	A political scientist facilitates a workshop on how to study governments in underdeveloped countries underrepresented in research	An engineering faculty member develops and delivers a workshop for assistant professors on campus that focuses on enhancing intergroup communication skills as they lead lab groups
	An economics professor attends a workshop on how environmental policies create health issues in underdeveloped countries	A computer scientist develops and leads a workshop to help the field better study fairness and transparency in machine learning	

For more examples from UIUC's rubric, [click here](#).

## Holistically Measure and Evaluate Service Workload

### Service Activity Goes Unacknowledged in Promotion and Tenure

Faculty of color are often overburdened with invisible labor, or work that goes unrecognized and unrewarded in academia. Out of all the core activities, service is among the most referenced in invisible labor conversations and with good reason. BIPOC women faculty in particular tend to advise/mentor more students and engage in more administrative tasks than their white male counterparts, leaving less time for research<sup>2</sup>. Additional invisible service activities that BIPOC faculty disproportionately engage in include:

- Faculty peer mentorship
- Serving as a chair or member of DEIJ-related working group
- Writing recommendation letters for BIPOC students
- Outreach or coalition-building with historically marginalized communities, e.g., developing programming for local school districts or a fine arts program partnering with a local organization to bring theater to communities who typically can't access it

While these efforts rightfully direct resources to communities that are often neglected, many institutions lack systems to capture the variety of service work that faculty engage in. As a result, promotion and tenure committees cannot measure this work or reward BIPOC faculty for their efforts in the tenure and promotion process.

2) Source: KerryAnn O'Meara et al, "[Gendered Racialized Perceptions of Faculty Workload](#)"; KerryAnn O'Meara et al, "[Equity Minded Faculty Workloads](#)"

## Build a Framework to Recognize All Service in the Tenure Process

Several institutions have established tenure and promotion metrics that reward service that often goes unnoticed, like faculty and student mentorship. Provosts and other cabinet leaders can implement guidelines to help units measure and evaluate service. Just like research, service can be categorized into multiple dimensions:

- Individual impact, or work that effects student, faculty, community members, or organizations
- Programmatic impact, or work that provides leadership to an academic program
- Institutional impact, or work that affects institution-level policy and/or practice

Institutions implementing this approach place more value on all types of service activities, which not only reduces BIPOC faculty’s barriers to tenure and promotion, but also encourages faculty to continue to give back to their campus and local communities.

### Example 5-6: Develop Robust Guidelines to Assess Service Activity



**Name of Institution:** University of Oregon  
**Location:** Eugene, Oregon  
**Carnegie Classification:** Public R1  
**Enrollment:** 21,752 (undergraduate and graduate students)

University of Oregon’s DEIJ statement evaluation rubric, included above under “example 3-4: broaden research guidelines for disciplines,” also includes guidelines for how to evaluate service contributions. The activities are divided into the same categories of individual, programmatic, and institutional impact, with service definitions in each category along with unit or department examples.

The below table offers a definition of service for each impact type and a department or unit example for leaders to model.

#### University of Oregon’s Rubric Classifies DEIJ-Related Service Contributions

Activity	<b>Individual Impact:</b> Equity work with individual students, faculty, community members or organizations	<b>Programmatic impact:</b> Equity work establishing or providing significant leadership to formalized program	<b>Institutional impact:</b> Contributing to effort that strengthen institutional policy or practice
Service	Work with diverse groups of individual students and/or organizations on and off campus  <u>Example:</u> School of Business faculty advises Women in Business (student group)	Participating in program building efforts  <u>Example:</u> Environmental Studies faculty collaborate with Indigenous groups to produce multiple environmental impact studies	Creation or leadership role in new University of Oregon program serving community constituencies  <u>Example:</u> Economist establishes summer pipeline program for low income high school students

For more information on University of Oregon’s rubric, [click here](#).



**Name of Institution:** University of Illinois – Urbana Champaign (UIUC)  
**Location:** Champaign, Illinois  
**Carnegie Classification:** Public R1  
**Enrollment:** 52,679 (undergraduate and graduate students)

UIUC’s promotion and tenure evaluation rubric (included above in example 3-4) includes service activities on the individual, programmatic, and institutional levels. UIUC provides in-depth examples of different forms of service work such as recruiting and advocating for historically marginalized students or foster DEIJ efforts within a discipline. Nearly every cell in the below chart provides additional examples of unit- or department-level activities as a model for tenure committees.

**UIUC Classification of DEIJ-Related Service Contributions**

<b>Research Examples</b>	<b>Individual Activities:</b> DEIJ efforts of individual faculty in the context of their specific research programs or classes	<b>Programmatic Activities:</b> DEIJ work establishing or providing significant leadership through formalized program	<b>Institutional Activities:</b> DEIJ work contributing to strengthening institutional policy or practice
<b>Recruiting, advocating for, and/or supporting students and/or faculty from historically marginalized and/or underrepresented groups</b>	<p>A crop sciences professor serves as a diversity advocate on a staff or faculty search</p> <p>A woman electrical engineering professor mentors women graduate students not in her lab around professional development issues</p>	<p>A philosophy professor chairs a committee to examine departmental policies and practices that may create bias in mentoring graduate students</p> <p>An economics faculty leads a workshop for their colleagues on diversity and equity in the promotion and tenure process</p>	<p>A group of biology professors applies for and implements a grant for hiring and supporting STEM faculty from groups historically marginalized and/or underrepresented in STEM</p>
<b>Outside of the instructional context, working with students and/or community members from groups historically marginalized and/or underrepresented in academia</b>	<p>A business faculty helps students by sponsoring a newly-formed Latinx business group</p> <p>A computer scientist helps a local high school establish a Girls Who Code club</p>	<p>A fine arts faculty partners with a local community organization to bring the arts into small urban communities</p> <p>A vet med professor works with Extension to develop strategies to communicate with hard-to-reach communities on domestic animal care</p> <p>A business professor catalyzes expansion of accounting and leadership education for incarcerated individuals by collaborating with an ongoing education justice initiative project</p>	<p>An interdisciplinary team of faculty sets up a grant program to which residents of local neighborhoods facing economic challenges can apply for funding for novel solutions to address issues in their communities</p> <p>A group of faculty works with the local refugee welcome center to establish a project with an effort to support recently arrived refugees learn to start businesses in the community</p>

<p><b>Other efforts to foster DEIJ on campus and/or in one's field</b></p>	<p>A chemistry professor organizes seminars, workshops, or informal discussions about supporting the growing number of non-traditional students who are enrolling in the undergraduate courses in the department</p> <p>An East Asian studies faculty member leads a mentoring group for junior faculty underrepresented in School of Literatures, Cultures and Linguistics</p>	<p>Computer science and education professors serve as guest co-editors for a special issue of a professional journal focused on equity in computer science education in middle and high schools</p>	<p>A political scientist embeds DEIJ in their professional organization's mission programming, and fundraising</p> <p>Several faculty develop a program to work with the University financial aid office to analyze data to identify the financial aid packages most effective in ensuring students obtain their degrees in four years.</p>
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For more examples from UIUC's rubric, [click here](#).

## Expand Teaching Assessment Criteria Beyond Student Evaluation

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### Student Evaluations Introduce Bias When Used As the Singular Metric to Assess Faculty Teaching

Students lack the training to adequately assess instructor quality. However, at many institutions, student evaluations play a significant role in the tenure and promotion process. Recent [research](#) cautions against this practice, finding that positive student evaluations were more correlated with low workloads and high grades than with measures of teacher effectiveness. Additionally, the report found that faculty from historically marginalized groups receive lower evaluation scores due to factors such as their gender identity, race/ethnicity, accent, disability status, and LGBTQ+ status.

### Create Robust Teaching Evaluation Criteria Beyond Student Evaluations

Today, institutions are moving away from relying solely on student evaluations to assess faculty and are now creating robust and rigorous criteria with indicators like DEIJ-related professional development and mastery of student learning. For each indicator within a teaching criterion, progressive institutions call on tenure candidates to provide examples of practices that demonstrate excellence. For example, a Classics professor could demonstrate inclusive teaching by participating in an antiracist curriculum discussion group. As a result, BIPOC faculty members have more opportunities to receive recognition for their DEIJ instructional contributions in the tenure process.

## Example 7-8: Develop Comprehensive Criteria to Assess Instructional Activity



**Name of Institution:** California State Polytechnic University, Humboldt  
**Location:** Arcata, California  
**Carnegie Classification:** Small Regional Public  
**Enrollment:** 6,612 (undergraduate and graduate students)

Cal Poly Humboldt's Retention, Tenure and Promotion handbook includes the following teaching criteria categories:

- DEIJ instructional evaluation
- Student and faculty peer evaluation of instruction
- Mastery of student learning
- Professional development

The handbook provides definitions and/or examples for each category to guide tenure candidates and committees in career advancement discussions. For example, the evaluation of inclusive teaching category is defined as faculty creating welcoming and inclusive environments. Faculty can demonstrate effectiveness by exposing students to a diverse range of scholars. When institutions create expansive and rigorous standards, faculty can showcase for tenure committees the variety of ways to be an effective teacher.

Each category below provides definitions and examples of effective teaching for department chairs and deans to replicate in the tenure and promotion process.

### **Cal Poly Humboldt Assesses Teacher Effectiveness with Multiple Categories to Assess Teacher Effectiveness**

**Evaluation of Inclusive Teaching:** It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:

- Exposing students to a diverse ensemble of scholars
- Integrating diverse examples/voices into curriculum
- Developing/Implementing inclusive pedagogies
- Providing space for students to share their identities and common experiences
- Building inclusive community/cohorts
- Incorporating indigenous peoples and knowledge into curriculum where appropriate
- Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
- Providing a variety of ways in which students can demonstrate mastery of course material

### **Student and Faculty Peer Evaluation:**

- Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement, and supporting statements from former students
- Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for retention, tenure, and promotion (RTP) may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality
- Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

### **Mastery of Student Learning:**

- It is expected that faculty will continually improve their understanding of student learning increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communications as well as effective application of that knowledge in teaching.
- Teaching effectiveness is demonstrated through understanding and current knowledge including the use of measures of student learning, in such activities as:
  - Clearly defined student learning outcomes
  - Appropriate learning activities
  - Samples of student exams and essays
  - Designed course materials
- Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.

### **Professional Development Assessment:**

- Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
  - Acquiring theoretical and empirical research-based knowledge about effective learning and teaching
  - Reflecting upon and practicing such knowledge in the educational setting
  - Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness
  - Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience
  - Understanding and working toward equity-minded teaching practices

For more information on Caly Poly Humboldt's tenure and promotion policy, [click here](#).



**Name of Institution:** University of Illinois – Urbana Champaign (UIUC)  
**Location:** Champaign, Illinois  
**Carnegie Classification:** Public R1  
**Enrollment:** 52,679 (undergraduate and graduate students)

UIUC's DEIJ statement evaluation rubric (included above in examples 4 & 6 classifies teaching impacts as individual, programmatic, or institutional. For example, a physicist who adds an indigenous scholar to the course readings could include this in the DEIJ statement as a teaching activity that includes diverse perspectives of scholars in instruction on an individual impact. On a programmatic impact level, a history professor could convene a student advisory panel to address the diversity of perspectives of courses within the history department. Finally, on an institutional impact level, a faculty member could be involved in a working group that produces university-wide guidelines on inclusive and equitable learning environments. The rubric below provides several unit and department teaching examples that serve as a helpful guide for tenure candidates and committees.

### **UIUC's Classification of DEIJ-Related Teaching Contributions**

<b>Teaching Examples</b>	<b>Individual Activities:</b> DEIJ efforts of individual faculty in the context of their specific research programs or classes	<b>Programmatic Activities:</b> DEIJ work establishing or providing significant leadership through formalized program	<b>Institutional Activities:</b> DEIJ work contributing to strengthening institutional policy or practice
<b>Inclusion of diverse perspectives and scholars in instruction</b>	<p>A physicist revises an undergraduate course to develop students' awareness and understanding of the work of scholars from groups historically marginalized and/or underrepresented in physics</p> <p>An information science professor invites guest speakers in a graduate course to share perspectives from different religious and nonreligious groups on how they conceive "truth"</p>	A history professor creates a student advisory panel to provide input into the representation of diverse perspectives in courses department wide	Faculty from across campus create University-wide guidelines to help instructors create an inclusive and equitable classroom environment

<p><b>Incorporation of equity and inclusion elements in teaching</b></p>	<p>An agricultural professor integrates readings and discussion on themes of equity and inclusion within a course on mental health</p> <p>A chemistry professor uses practices to ensure all class members feel included during group work</p>	<p>A speech and hearing professor makes pedagogical innovations to a course taught by multiple instructors to increase educational access for disabled students</p> <p>Several mathematics professors analyze historical grade data and run focus groups with women students to investigate gender equity concerns</p>	<p>A library professor leads a task force identifying and communicating key practices for STEM instructors across campus to promote equity and inclusion</p> <p>A special education professor develops a guide for campus on strategies to support autistic students enrolled in their courses</p>
<p><b>Recruitment, mentoring, and/or support of undergraduate and/or graduate students from groups historically marginalized and/or underrepresented in academia</b></p>	<p>An astronomy professor sponsors a McNair Scholar Program student</p> <p>A business faculty organizes events or mentors a registered student organization (RSO) to build community for students from groups historically marginalized and/or underrepresented</p>	<p>An English professor facilitates a workshop in their department on how to support first-generation college students</p> <p>A Linguistics professor establishes alternative strategies to recruit people of color as graduate students in the department</p>	<p>Several faculty write a grant for campus-wide professional development, community building, and financial support for graduate students from groups historically marginalized and/or underrepresented in STEM</p> <p>A social work faculty establishes a summer pipeline program for high school students from households with low incomes</p>
<p><b>Professional development about culturally responsive and inclusive learning environments</b></p>	<p>A classics professor participates in an anti-racist curriculum discussion group</p> <p>A media professor includes a module in their course on the history of media coverage of issues that impact LGBTQ+ communities in the Midwest</p>	<p>An anthropology professor organizes a monthly discussion for faculty across campus on effectively teaching a U.S. Minority Cultures (USMC) course.</p> <p>A kinesiology professor leads a session for their colleagues on understanding and implementing Disability Resource and Educational Services (DRES) accommodations and supports in their course</p>	<p>Several master instructors design a workshop for faculty from across campus to enhance their teaching practices around DEIJ</p> <p>An education faculty serves on a task force to identify how to evaluate instructors' culturally responsive and inclusive teaching practices</p>

For more examples from UIUC's rubric, [click here](#).



## Appendix A: Additional DEIJ-related Tenure and Promotion Policies

EAB researchers identified 20+ institutions below who have developed or are in the process of developing DEIJ-related tenure and promotion policy or criteria. As you develop or adapt your own guidelines, these institutions can serve as models for how to incorporate equity into the promotion and tenure process.

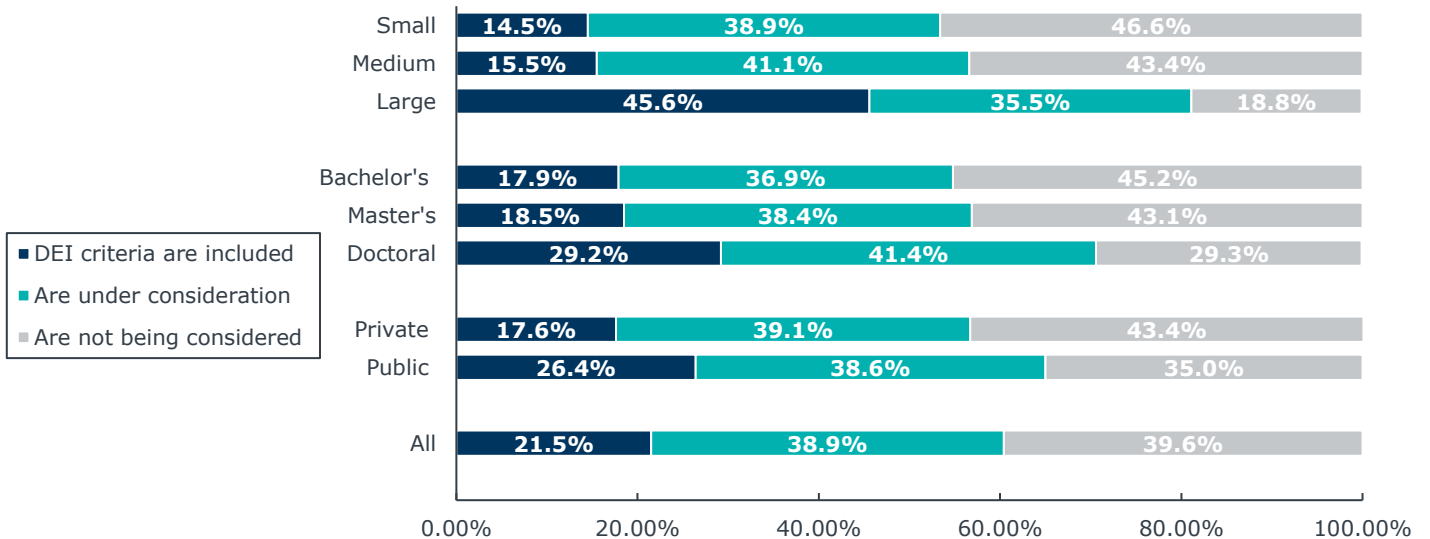
Institutions	DEIJ-related Tenure and Promotion Policy
<b>Research Universities</b>	
<a href="#">University of California Los Angeles</a>	Tenure candidate evaluation tool for DEIJ contributions
<a href="#">IUPUI</a>	Criteria for DEIJ contributions in research, teaching, and service
<a href="#">University of Oregon</a>	Faculty equity statements for tenure and promotion
<a href="#">University of Windsor</a>	Renewal, tenure, and promotion evaluation framework
<a href="#">University of Illinois Chicago</a>	DEIJ statement requirement for tenure applications
<a href="#">Oregon State University</a>	Recognition of DEIJ contributions to teaching, research, and service contributions
<a href="#">Iowa State University</a>	Guidelines and examples for faculty demonstrating equity, diversity, and inclusion efforts
<a href="#">Portland State University</a>	Established ad-hoc committee to craft DEIJ language for tenure and promotion guidelines
<a href="#">Michigan State University</a>	Recognition of DEIJ-related contributions in teaching, research, and service in candidate's dossier
<a href="#">Colorado State University</a>	Promotion and tenure application includes sections for DEIJ-related evidence of teaching, service, and research
<a href="#">Washington State University</a>	Guiding principles for faculty review acknowledge "reporting and assessment methods should expand beyond traditional scholarship" and "measures of scholarship and research productivity should be selected to carefully to minimize bias..."
<a href="#">University of Wisconsin-Madison</a>	In a 2020 blog post, the Chancellor shared that new language was added to tenure guidelines to recognize community engaged scholarship and other DEIJ-related research
<b>University Systems</b>	
<a href="#">University of California System</a>	Guidelines for evaluating DEIJ-related teaching, research, and service contributions
<a href="#">Minnesota State Colleges and Universities</a>	Evaluations include evidence of faculty activity that contributes to closing educational equity gaps
<b>Liberal Arts Colleges</b>	
<a href="#">Pomona College</a>	Teaching criteria includes instruction that is attentive to student body diversity like "fostering an inclusive classroom where all students are encouraged to participate in discussions, studios, rehearsals, performances, activities and other course exercises"
<a href="#">Bowdoin College</a>	Established "inclusive excellence in teaching" where tenure committee will evaluate self-reflective personal statements, syllabi, course questionnaires, sample assignments, and grading assignments

<a href="#">Cornell College</a>	Teaching evaluations include attention to the needs of diverse students like curricula and course materials that prepare students to excel in an increasingly diverse world
<a href="#">Kenyon College</a>	Excellence in teaching criteria includes an inclusive learning environment that considers students with diverse backgrounds and learning styles
<a href="#">Smith College</a>	Require faculty to complete a faculty record sheet annually that tracks DEIJ related teaching and service activities
<a href="#">Whitman College</a>	Faculty will be evaluated on service that includes activity that "aims to promote equitable access to resources and opportunities for students, faculty, and staff". Teaching criteria includes curricular diversity that prepares students to critically interrogate and engage with a global, multicultural, and rapidly changing world as scholars and citizens
<b>Regional Publics</b>	
<a href="#">Salisbury University</a>	Established DEIJ in tenure and promotion working group and shared workgroup report and recommendations to the faculty senate
<a href="#">Cal Poly Humboldt</a>	Teaching criteria includes adding diverse ensemble of scholars to curricula and integrating inclusive pedagogies

## Appendix B: Complete Higher Education Landscape of DEIJ Criteria in Tenure Standards

Appendix A does not represent an exhaustive list of institutions incorporating equity for faculty career advancement. The table below from AAUP's most recent [tenure survey](#) shows the proliferation of DEIJ-related criteria in tenure standards across institution types in higher education.

**Institutions Including DEI Criteria in Tenure Standards**



[Click here](#) to see the full results of the 2022 AAUP Tenure Survey.