

SIU System Diversity Advisory Council
Antiracism, Diversity, Equity, and Inclusion (ADEI) Recommendations
Tenure and Non-Tenure Promotion Process

Scholarly and Creative Activities

Research and creative activity are those activities which serve to advance the discipline or the state of the art. Evidence of research and creative activity, essential for promotion, include written publications, nonprint presentations, funded grant applications, exhibits, artistic performances, and the like. Textbooks and innovative instructional materials having significant value beyond the campus may be considered contributions to scholarly/creative activity. The dossier of an individual should provide substantiating evidence submitted by qualified observers within and/or outside the University, e.g., External reviews of publications or other scholarly work, letters of evaluation by external scholars, internal peer reviews, artistic performances, etc. If the candidate's field is one in which no colleague has expertise, it is essential that outside review of the candidate's scholarly activities be sought.

In regard to faculty research productivity or creative work, here is a sampling of ADEI achievements we can value in promotion decisions:

- A. Research and/or creative activity in a faculty member's area of expertise that involves inequalities or barriers for inclusion of underrepresented groups.
- B. Intellectual themes or trajectories that examine patterns of representation, incorporation, or inclusion within a faculty member's area of expertise.
- C. Grant seeking or obtaining that provides funding for research that focuses on antiracism, diversity, equity, and inclusion.
- D. Scholarly productivity in particular texts, data sets, methodological practices, theories, or creative discourses that involve equity and inclusion within a faculty member's area of expertise.

Research interests that contribute to diversity and equal opportunity, for example, research that addresses:

- a. Race, ethnicity, gender, multiculturalism, and inclusion on health disparities, educational access and achievement, political engagement, economic justice, social justice, social mobility, civil, and human rights.
 - b. Questions of interest to communities historically excluded by higher education.
 - c. Artistic expression and cultural production that reflect culturally diverse communities or voices not well represented in the arts and humanities.
- E. Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to Antiracism, Diversity, Equity, and Inclusion).

- F. Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives.
- G. Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally.
- H. Recruitment and/or retention of diverse research teams/personnel/students.
- I. Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- J. Sharing related scholarships in open access journals and open platforms to support knowledge equity.
- K. Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international.
- L. Research on policy development that effect and promote ADEI.

Teaching

Teaching includes an up-to-date knowledge of one's discipline. In some instances, teaching may be indirect, primarily in support of student learning activities, advising, and mentoring. Faculty members also influence teaching by designing courses and curricula. Textbooks and innovative instructional material may be considered contributions to teaching. In addition, faculty members influence teaching in less tangible but no less decisive ways through such activities as counseling students, conversations with colleagues, reports of peer and chair evaluations, summarized student evaluations with evidence of growth over time, evidence of curriculum development, teaching awards, course Portfolio and/or teaching portfolio.

In regard to teaching, these are some ADEI related activities we can value in promotion decisions:

- M. Curricular Diversity: Curriculum that prepares students to critically interrogate and engage with a global, multicultural, intersectional, and rapidly changing world as scholars and citizens.
- N. Access and Success: Pedagogy promoting equitable access to resources and opportunities that create conditions for success in the classroom and other learning environments.
- O. Inclusive Climate: Pedagogy fostering learning environments in which students who are members of diverse and underrepresented populations are socially and culturally included.

- P. Advising: Academic advising for students from diverse, underrepresented, and underserved populations.

Professional Development: Participation in professional development activities that lead to greater understanding and work toward equity-minded teaching practices.

- Q. Additional Supports: Advising and mentoring roles, such as working with diverse and underrepresented students on summer scholarship or long-term projects, helping with internship placements or national fellowship and scholarship applications, career advising, and on research and publication.
- R. Record of success advising students from groups underrepresented in the faculty member's discipline/profession.
- S. Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from diverse and underrepresented groups.
- T. Participation in faculty workshops to promote equity and inclusion in the classroom.
- U. Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and ADEI.
- V. Participation in effective teaching workshops focused on learners with differing physical and neuro abilities.

Service

Faculty members are expected to make professional contributions through service to the department, the college, the university, and the discipline at large. The last item includes discipline-related community service. Professional services may include paid or unpaid consulting work. Administrative and professional work on behalf of the department or the university, for which there is no specific compensation or assignment, may be regarded as service. It is desirable that an evaluation by qualified individuals indicating the quality and extent of the service rendered be submitted with the promotion dossier.

In regard to service, here are some important forms of ADEI related internal and external assessments we value in promotion decisions:

- W. Contributions furthering antiracism, diversity equity, and inclusion beyond the University, through participation in such activities as recruitment, retention, and mentoring of colleagues and students.
- X. Securing public service grants to advance Antiracism, Diversity, Equity, and Inclusion.
- Y. Service that contributes to inclusion, equity, or access; examples might include:

- a. Curricular Diversity: Service that works to ensure a curriculum that prepares students to critically interrogate and engage with a global, multicultural, and rapidly changing world as scholars and citizens.
- b. Access and Success: Service that aims to promote equitable access to resources and opportunities that provide conditions for success for students, faculty, and staff.
- c. Inclusive Climate: Service that fosters environments in which students, faculty, and staff who are members of diverse and underrepresented populations are socially and culturally included.
- d. Contributions to student life; this might include such activities as:
 - i. Working with student clubs and organizations.
 - ii. Mentoring students, as distinct from advising or counseling them; may involve activities such as guiding underrepresented students and helping them adapt to college.
- e. Participation in academic preparation, outreach, tutoring, pipeline, or other programs designed to remove barriers facing women, minorities, LGBTQIA, veterans, people with disabilities, people who are neurodiverse, and other individuals who are members of groups historically excluded from higher education.
- f. Recognition that candidates may engage in more service activities because of their group membership.
- g. Leadership in professional organization's equity, inclusion, and diversity work.
- h. Membership of departmental or university committees related to ADEI.
- i. Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs.
- j. Service on local and/or statewide committees focused on issues of equity and inclusion.
- k. Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of antiracism, diversity, equity, and inclusion.
- l. Demonstrated leadership in strengthening ties with tribal colleges, Historically Black Colleges and Universities, and Hispanic Serving and Minority Serving

institutions in an effort to facilitate research and/or to enhance the recruitment and retention of underrepresented students, faculty, and staff at SIU.

- m. Community board service linked to ADEI.
- n. Chairing an ADEI-based board.
- o. Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions).
- p. Consulting work (paid or unpaid) related to ADEI.
- q. Any efforts to increase the presence of diverse and underrepresented groups and communities in open platforms.
- r. Service on department, college, school, and/or campus committee pertaining to ADEI work.
- s. Leading/delivering ADEI professional development programming.
- t. Chairing the department/school/unit diversity committee.
- u. National service to the discipline related to ADEI (e.g., elected position in national organization).
- v. ADEI professional development (e.g., trainings, workshops, certification, reading groups).
- w. Policy development and impact related to ADEI.
- x. Creating and/or leading programs related to ADEI, 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).
- y. Serving on search committees when diverse membership is recommended and expected.

Recommended for tenure and non-tenure track faculty to develop a 3–5-page personal statement documenting relevant scholarship (or creative activity), teaching and service contributions as part of this review process. The statement should also include discussion of contributions to ADEI Initiatives and Strategic Plans.

Recommendations adopted from:

SIUC Promotion and Tenure Guidelines and Procedures

SIUE Promotion Policy and Guidelines

Promotion and Tenure Criteria for the IUPUI School of Education

University of Colorado Denver Reappointment, Tenure, and Promotion Review

University of Oregon TTF Promotion and Tenure