Boulder Faculty Assembly
UNIVERSITY OF COLORADO **BOULDER**

BFA Diversity Committee Notice of Motion
Recommended Guidelines for Incorporating DEI Work in Annual Faculty Merit Evaluations
BFA-R-1-02.28.22

Be it resolved that the BFA promotes the following recommended guidelines to all units and departments on campus.

Be it further resolved that the Diversity Committee will update and revise this document on a continuing basis.

This document contains three parts:

Recommended Guidelines, Sample Scoring Rubrics and Narratives, and Resources. *

Submitted by the BFA Diversity Committee: February 28, 2022
Executive Committee approval for submission to Assembly: February 28, 2022
Submitted to the BFA General Assembly: March 3, 2022
Motion passed with 33 in favor; 4 opposed; 3 abstentions: April 7, 2022

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Recommended Guidelines

As the Diversity, Equity, and Inclusion component was first piloted on the FRPA for calendar year 2021, we encourage all faculty to report their DEI activities and for units to include DEI in their consideration of merit. As noted in our previous resolution Regarding Diversity, Equity, and Inclusion and Faculty Merit Evaluation BFA-R-1-10.18.21, which was overwhelmingly passed by the Faculty Senate in Dec. 2021, we encourage all units to determine the standards for crediting faculty DEI work appropriate to their respective discipline, and no unit shall disregard or fail to credit such work. We recognize that everyone is at a different starting place in understanding and engaging with DEI activities; the purpose of incorporating DEI into the FRPA is to ensure this work is made visible.

Although the 2021 FRPA does not have a specific DEI Annual Activity Summary, ** we recommend that faculty use the Annual Activity Summary to create a narrative explaining the DEI work, which they tagged throughout the FRPA. In this regard, faculty should explain how they put into action what they checked off on the drop-down menus of FRPA. It should be noted and explained to faculty that they can create additional annual activity summaries as needed, to incorporate this information. The narrative should cover how DEI spans activities in teaching, research/scholarship, and service.

The FRPA explains diversity, equity, and inclusion in the following way:

Describe the diversity, equity, and inclusion component of the research, teaching, or service activity. Select all applicable checkboxes and add additional comments in the description field, if necessary. Learn More About Diversity, Equity and Inclusion

**Resources include sample research sample from INSTAAR (2022) plus PWR DEI achievement narrative rubric (added fall 2022)*
***The DEI activity summary will be added to FRPA in 2023*

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The following categories are used on FRPA to indicate diversity, equity, and inclusion work:

Work with and in historically marginalized communities

Contribution to research/scholarly or creative work regarding equity or diversity

Teaching equity- or diversity-focused content

Mentoring students from historically marginalized communities

Mentoring colleagues from historically marginalized communities

Contribution to service regarding diversity, equity and inclusion

Other diversity, equity, and inclusion work

High-impact DEI practices can be assessed in the following ways:

1. Awareness of and ability to articulate understanding of the historical, social, and economic factors that influence the underrepresentation of particular groups in academia.
2. Demonstration requires specific details about the faculty member's activities, including impact and outcomes, as well as information about the role they played. Strong evidence typically consists of multiple specific, concrete examples of DEI engagement. Ideally these examples involve an awareness of current programs and initiatives taking place on campus.
3. Demonstrated investment in personal and professional efforts at understanding, utilizing, and exploring DEI frameworks and engaging in self-improvement.

Examples of DEI involvement strategies:

- Strategies to create inclusive and welcoming teaching environments for all underrepresented students.
- Strategies to encourage both critical thinking and respectful dialogue in the classroom.
- Using new pedagogies and classroom strategies to advance diversity, equity and inclusion.

Sample Scoring Rubrics

To score faculty DEI involvement, units might choose to score summaries (e.g., 0, 5, 10, or 15 points) or they might choose to score using a rubric such as the one below designed by INSTAAR or PWR. Please note that these rubrics are only examples of what each unit might require or include.

Example Narratives: Following are some samples of narratives that might support the process; units might encourage faculty to craft activity narratives such as the examples below.

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Service Narrative

As Chair of the PWR and the BFA Diversity Committees, I strive to raise the profile of Diversity, Equity, and Inclusion across campus. In 2021 I served as co-chair of a Task Force to advise the Provost on best practices for DEI and merit. The first step was implementing DEI on the FRPA as an overarching category. I worked with Michele Moses and her OIT team to review changes to FRPA throughout Fall 2021 and met with the PWR Director and AMRC chair to discuss how PWR might include DEI for merit. I also serve on the teaching and learning team for the Chancellor's Colorado History Project, to re-imagine and re-integrate previously excluded groups into the history of UCB. We are designing a freshman seminar, a Center for Teaching and Learning workshop, and surveying instructors across campus to see if and how they currently work CU Boulder history into their classes.

Teaching Narrative 1

My book chapter "Fostering Inclusive Communities through Dialogue" published in 2021, focused on combining international and local students in a vibrant, dynamic way that bridges transnational boundaries. The chapter was based on dialogues held with ESL and mainstream students in combined PWR classes. CU Engage awarded me a Dialogues Faculty Fellowship in Spring-Fall 21, to develop multicultural dialogues in my classes. I collected pedagogically related teaching materials to enhance the students' understanding of dialoguing for the long-term. I held five dialogues over the Spring and Fall 2021 semesters, expanding dialogues into my Multicultural Rhetorics class. Students who take the Multicultural Rhetorics often speak non-standard varieties of English or are interested in learning about such varieties of English. The students included a variety of writing forms in their papers; four of my students won 2021 PWR diversity awards for their papers based on these dialogues.

Teaching Narrative 2

I conducted three teacher-training workshops for best practices in teaching multilingual students in 2021: "Developing Pedagogical Multilingual and Multicultural Practices across the Curriculum," for Rocky Mountain MLA, "Tips for Teaching Multilingual Writers," for the Center for Teaching and Learning, and "International Student Resources" for Continuing Education to develop online and remote techniques for ESL students. Approximately 60 online instructors attended the CE presentation, and a lively discussion ensued. I compiled a white paper outlining these resources and techniques published on the CTL website and over 30 faculty in PWR and across campus have attended the sessions and contacted me to use these materials. I also presented information for new international students in family housing called "The Professor's Perspective" which discussed cross-cultural adjustments and the "hidden curriculum." Topics on which I presented included how to provide an equitable experience for international students at CU Boulder.

General Summary Narrative 1

The focus of my research is developing equitable spaces for learning in dual language bilingual education (DLBE) K-12, and along with preparing all teachers to teach culturally and linguistically diverse students. My published research this year (2 articles, 6 chapters, 2 in-process books under contract) reflects these

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equity/diversity concerns. This year I was awarded a Spencer Conference Grant ($49K) to engage practitioners and researchers in the Midwest in a set of webinars and an in-person gathering to understand the role of critical consciousness in building anti-racist DLBE programs in the Midwest Region, and to develop a research and practice agenda for critically conscious and inclusive DLBE programs. I have also been Co-PI on an Outreach award that supports mentoring for CU Boulder and University Hill Elementary (UHE) students of color in a weekly afterschool program, and PD to help UHE teachers embrace culturally sustaining pedagogies and ensure equity in their diverse classrooms. The courses I teach, including Intro to Bilingual/Mullticultural Education, Second Language Acquisition, Methods of English Language Development, and Research Issues in Bilingual Education, prepare preservice and inservice teachers to work with linguistically and culturally diverse students and thus tackle a range of issues related to DEI. I carried out six (virtual) workshops at teacher conferences this year supporting bilingual teachers to embrace critical consciousness and reflect on equity concerns at their schools. Regarding service, at CU Boulder I serve on the Diversity committee for the BFA and I attend meetings of the DACA Network, comprised of faculty and staff interested in supporting DACA students on CU Boulder campus. I am an advisory board member for CU Engage in the SOE, and for the Monterey Institute for English Learners (MIEL) at CSU-MB, with a mission to improve educational opportunity for students labeled ELs in Central California.

General Summary narrative 2:

My teaching increasingly incorporates DEI perspectives. For example, one introductory course explores the connections between race and health disparities in a way that effectively encourages student self-reflection. This past year I was the chair of the department's Diversity and Climate Committee, and we developed a departmental implementation path for the university's IDEA Plan. As a member of the Center for Asian Studies speaker and events committee, I took part in discussions about how the CAS could actively engage in university DEI initiatives, and we have plans for future programs toward this goal. In terms of professional development, three DEI-related initiatives stand out: I participated in the two-week webinar program, Academics for Black Survival and Wellness, over the summer. Some of the sessions spoke directly to academics of color, which were educative to white academics as well; other sessions highlighted effective techniques for allyship. The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect (housed in CU Anschutz) held a remote conference in the fall, which I attended; many of the sessions centered non-white and Indigenous perspectives of worldwide child welfare systems, so this conference was useful for my research and also as DEI training. Finally, the Wenner-Gren webinar, "Beyond Extractivism: Toward New Collaborative Futures in Anthropology," was a fantastic example of the types of trainings that our own department could engage in, specifically in its focus on World Anthropology and citational practices, powerfully showing that inclusive scholarship is academically valuable and necessary in its own right.

General summary narrative 3:

In my teaching and service to the department, I'm increasingly thinking about how I can not only incorporate more diverse voices into my classroom (through the readings I assign and discussions that are had), but also to better support students that I work with that come from those communities that traditionally underserved and/or represented on campus. Over the past year, I've worked to incorporate a wider range of

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readings and voices on my syllabus and have received positive feedback from students who have previously not seen themselves represented as experts in the classroom. As director of our department's Honors program, I've worked to mentor and support many students who come from underserved communities and am also looking for new ways to recruit more students of color, LGBTQ+ students, and first-generation students into our program. As a teaching mentor, I also work with many graduate students to help them find their voice in the classes they are teaching and TAing.

Resources

Inclusive Leadership Handout (from the Fall 2021 Diversity and Inclusion Summit) **The Change We Seek Starts with You! Creating, Cultivating, and Inspiring Others Toward a More Inclusive Model of Leadership**

Adapted from: https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html

IDEA plan: see p. 11. Note: These activities should be specific Faculty Report of Professional Activities (FRPA) entries identified as efforts to support inclusion and diversity at CU Boulder. Entries in this category should be collated for each faculty member and unit as a record of their efforts. The University of California's document "Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM-210" provides a useful model https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf.

Idea Plan (definition of diversity, p. 19)

Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or

spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, and political philosophy. Please also refer to Regent Policy 10P.

Evaluating Faculty Diversity Statements (see Statement of D&I Criteria) from UC Berkeley and a rubric UC Berkeley uses to evaluate DEI: https://ofew.berkeley.edu/recruitment/contributions-diversity/support-faculty-candidates#openberkeley-collapsible-container-2-target

Request a JEDI workshop or workshops with Dr. Patricia Gonzalez, Assistant Dean of Inclusive Practice at the College of Arts & Sciences. To learn more about the workshop topics, visit https://drive.google.com/file/d/1m9j02szGnXf6nt0SE_y3gzEpOU9IJJS7/view?usp=sharing. If interested in requesting a workshop for your department, students, and staff, please use this form: https://forms.gle/8GwjphDNc1rGc7MD8

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INSTAAR Research Record

Qualitative Rank	JEDI record for the one-year total	Mark your assessment of performance (✓)	Additional comments
Below Expectations	**Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows (for example training required to serve on search committees).**		
Meets Expectations	**Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in research. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to make the research program, infrastructure, or broader discipline more diverse, equitable, or inclusive; or incorporating more diverse perspectives in research.**		
Exceeds expectations	**Demonstrates expertise in applying diversity, equity, and inclusion principles/work as a core value. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in research or could also include applying research skills or expertise to investigating aspects of diversity, equity and inclusion.**		
Greatly exceeds expectations	**Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their research discipline. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.**		

INSTAAR Teaching Record

Qualitative Rank	JEDI record for the one-year total	Mark your assessment of performance (✓)	Additional comments
Below Expectations	**Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.**		
Meets Expectations	**Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in teaching and mentoring. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to decolonize curriculum, participating in mentoring programs aimed at underserved communities, or otherwise incorporating more diverse perspectives in teaching and mentoring.**		
Exceeds expectations	**Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in teaching/mentoring, including pedagogical reform or pedagogical research.**		
Greatly exceeds expectations	**Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the teaching or mentoring lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.**		

INSTAAR Service Record

Qualitative Rank	JEDI record for the one-year total	Mark your assessment of performance (✓)	Additional comments
Below Expectations	**Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.**		
Meets Expectations	**Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in professional service. Evidence of active participation in several activities or self-improvement opportunities. Activities may include active participation in the INSTAAR JEDI task force or other working groups focused on equity and inclusion, outreach or service to underserved communities, or otherwise incorporating more diverse perspectives in professional service.**		
Exceeds expectations	**Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse and inclusive perspectives in service activities aimed at creating a more inclusive environment in INSTAAR, on campus, in a professional society, etc. or engagement work that centers underserved communities.**		
Greatly exceeds expectations	**Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the service or leadership lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.**		

PWR DEI ACHIEVEMENT NARRATIVE RUBRIC

The Annual Merit Review Committee (AMRC) defines teaching and service as follows:

- Improves student academics directly: TEACHING
- Improves student academics indirectly: SERVICE
- Improves student academics neither directly nor indirectly: NO MERIT POINTS

The FRPA explains diversity, equity, and inclusion in the following way:

Describe the equity and diversity component of the teaching activity. Select all applicable checkboxes and add additional comments in the description field, if necessary. Learn More About Equity and Diversity

The following categories are used on FRPA:

Work with and in historically marginalized communities
Contribution to research/scholarly or creative work regarding equity or diversity
Teaching equity- or diversity-focused content
Mentoring students from historically marginalized communities
Mentoring colleagues from historically marginalized communities
Contribution to service regarding equity and diversity
Other diversity and equity work

The AMRC will judge the DEI Achievement Narratives according to four criteria. To earn points, a narrative must directly address **at least one** of the criteria:

DEI Criterion #1: impact of DEI teaching or service

Based on your awareness of and ability to articulate understanding regarding diversity broadly conceived, you could describe a great impact on a single student or a smaller impact on a larger number of students. The benefit to students must be *related* to impact in the classroom (teaching), or to the community (service).

DEI Criterion #2: DEI innovation in teaching or service

You could discuss innovations you have taken to implement DEI practices in the classroom, or successful techniques that you have tweaked, updated, or implemented. Multiple examples of actions should describe what you've done in the classroom as follow-up activities (teaching).

Service activities could include taking steps to make the program infrastructure, or broader discipline, more diverse, equitable, or inclusive; or research into how to incorporate more diverse perspectives in the classroom (service).

DEI Criterion #3: collaboration and collegiality regarding DEI in teaching or service

This criterion comprises your work to share your skills and insights with colleagues, to support their work and their pedagogical development. You should describe in detail the benefit to your colleagues' DEI pedagogy (teaching) and general awareness (service).

You could work with colleagues to create inclusive and welcoming teaching environments for all underrepresented students. You should describe how that translates to classroom practices (teaching).

Organizing or speaking at workshops or other events aimed at increasing others' understanding of diversity, equity, and inclusion (service).

Participation in workshops and activities that help build multicultural competencies and create inclusive climates (service).

Serving on university or college committees related to equity and inclusion, or preventing sexual harassment and sexual violence (service).

DEI criterion #4: inclusivity and engagement

To meet this criterion, you could address how you have helped students cross boundaries/barriers (e.g., those of age, class, race, or gender). You could describe how you have worked with others across those boundaries to expand opportunities for your students (teaching).

Other examples would ideally involve an awareness of current programs and initiatives taking place on campus, such as attending a campus DEI event with your class (service).

Each narrative will be awarded 0, 5, 10, or 15 points, according to the following rubric:

0 points
Narrative is absent or completely unconnected to the DEI criteria.

5 points
Narrative has a vague or unclear connection to the DEI criteria, **OR** fails to describe specific actions the instructor took, **OR** fails to describe in detail the benefits to students or colleagues' pedagogy(teaching). Service narratives fail to describe the service activity in detail.

10 points
Narrative clearly addresses at least one of the four DEI criteria, describes specific actions the instructor took, and describes in detail the benefits to student academics or colleagues' pedagogy or service activity.

We expect that most narratives will be awarded 10 points.

15 points
Narrative meets all the criteria of a 10-point narrative, and represents an extraordinary DEI achievement in the judgment of the AMRC.

We expect that only a few narratives each year will be awarded 15 points