



TENURE AND PROMOTION FOR FACULTY OF COLOR

A Suggested Blueprint for Academic Administrators

A note to the reader: *The recommendations in this report require cooperation and training across many levels and offices of the academy. With many institutions focused on important diversity efforts with regard to faculty ranks, specific actions are needed in order not only to recruit but to retain faculty of color. Consideration of these actions are essential in order to change the longstanding problem of underrepresentation in the faculty ranks, despite the efforts over the last few decades, which data illustrates have not led to the stated goals across the higher education landscape. This suggested blueprint can help academic administrators foster systemic change at their respective institutions, regardless of institution type.*

The responsibility to assist faculty success lies first with the institution's chief academic officer (CAO) and Office of Academic Affairs to ensure that a cultural shift in policy and process takes place. Furthermore, many colleges and universities have a chief diversity officer (CDO) whose work focuses on Diversity, Equity, and Inclusion (DEI) efforts across campus. The CDO should collaborate in all efforts to support faculty of color. Collaborative efforts through support from the institution's senior leaders, leadership team, and all members of the community will be necessary for these new policies and procedures to be successful. Finally, those involved in developing the policies and processes should continually conduct a review of all of the above to ensure the incorporation of best practices identified in the field to support DEI. All of the recommendations that follow will allow members of their higher education community to create impactful change that go beyond discussing support for faculty of color and creating change that leads to a measurable change in the landscape of higher education.

ACTION PLAN

COMMUNICATION OF A CAMPUS-WIDE PRIORITY

Many institutions' most recent strategic planning document includes goals focused on DEI. Efforts to develop new policy and process to diversify the faculty should connect to these efforts, making it clear that this is not just an effort in the division of Academic Affairs but instead a campus-wide effort. Presentations to specific constituencies at the institution should communicate this diversity effort as a priority, and both campus-wide and department-wide annual goals should include a diversity assessment. This assessment can include both a measure of the policies developed by each office, follow-through on the new policies, and resulting diversity numbers connected to the policy.

RECRUITMENT EFFORTS

The ability to diversify the faculty begins with where the institution places the call for applicants for a faculty position. Though this should include more typical publications (e.g., *The Chronicle of Higher Education*; *InsideHigherEd*), efforts should also be put in place to reach out to organizations that include students and faculty of color in the field and in the academy. Often, department chairs and faculty are able to provide discipline-specific organizations and groups in their field in order for these efforts to be successful. Typically, these additional efforts will lead to a more representative pool of candidates and in turn increase the likelihood that candidates of color move forward in the process. Typically, applicants are asked to

provide demographic information in order to collect the data necessary to assess the success of diversifying the candidate pool. Therefore, that process needs to continue. Placing the recruitment ads in these publications will require collaborative efforts with the chief human resource officer (CHRO), who will need to add additional funds to the budget line for faculty recruitment. In addition to widening the candidate pool, it is also essential that those reviewing the portfolios of applicants are able to do so without the inherent bias often in place during this process. Therefore, the CAO and CHRO should review recruitment training opportunities offered through a number of organizations specifically focused on higher education. Once again, this type of training likely requires additional funding support. This training must be mandatory for all faculty and staff involved in the search to fill new faculty lines. Importantly, the training should not be a one-and-done process. The literature illustrates that ongoing training throughout the hiring process leads to the type of impact needed to eliminate inherent biases during the selection of candidates. The training often includes how to ensure the review of candidates' experiences outside of a lens of privilege, which often eliminates candidates of color and reduces the likelihood of hiring faculty of color. To provide guidance throughout the process, the CHRO or a staff member from the Office of Human Resources should be present for all committee meetings when candidates are discussed and decisions are made with regard to the review and hiring process.

To assist with diversity efforts, many search committees request candidates to include a diversity statement with their application materials. This is similar to the research and teaching statements requested. The request for diversity statements focuses on an explanation of career contributions, both in the past or proposed in the position to which one is applying, in support of DEI efforts. Requiring a diversity statement illustrates the institution's prioritizing of DEI in the role of faculty on campus.

To communicate a greater sense of belongingness, and to improve the likelihood that a candidate who is a faculty of color will accept your offer, include in your standard initial appointment letter statements that indicate how their expertise brings value to and aligns with departmental and institutional vision and mission.

CANDIDATE DIVERSITY

It goes without saying that if no candidates of color move forward in the search process, then diversity of the faculty will not improve. In addition to ensuring that the candidate

pool is diverse, there must be clear policy that states the requirement of diversity of candidates who move forward to the "short list" and then receive invitations to campus for an interview. For example, if four candidates are invited to campus, the requirement in place would state that at least 25% (i.e., one) of the group be from underrepresented groups. This type of requirement provides great incentive to ensure that the candidate pool provides the diversity and quality of candidates needed in order to provide in-person representation. Typically, the Office of Human Resources assesses this requirement for each search.

To illustrate the degree to which candidates can gain a sense of belonging, include in the campus or virtual interview process the opportunity for candidates to discuss the campus culture and meet affinity groups available both on and off-campus. These meetings should accurately communicate the culture on campus and only promote what is available to support a sense of belongingness for faculty of color. Affinity groups can include student, faculty, and staff groups both on and off campus whose charge promotes the prioritization of DEI. Ensure that all faculty take part in implementation of the DEI mission to reduce the burden on faculty of color. Affinity groups can also form by partnering with institutions with similar classifications and missions to create spaces to reduce social isolation. Support is also possible through regional groups such as the North Star Collective (NSC), created by the New England Board of Higher Education (NEBHE) whose mission is to uplift faculty of color on their campuses and "lead the region in reparative justice efforts. The NSC is a part of NEBHE's broader reparative justice initiative, which is committed to restoring, nourishing and uplifting BIPOC faculty in the region, and supporting leaders as they transform institutions around racial equity." This organization provides faculty of color with fellowship and funding opportunities, in addition to creating a community of faculty with shared experiences at institutions that are historically predominantly White. If this type of organization is not available in your region, develop an alliance among local CAOs in your region. This type of collaboration and minimal funding through each institution's contribution to create fellowship resources can lead to the development of an equally effective support system. Creating a network of like individuals can provide the type of support that leads to a sense of belongingness. However, at times, cluster hiring on a single campus is not possible due to budgetary limitations. Consider reaching out to your CAO network and discuss cluster hiring across institutions in your region. This can create a community

akin to the NSC described above.

FACULTY ONBOARDING

Research examining tenure and promotion of faculty of color illustrates that the problem of retention lies not only with the success, or lack thereof, in the promotion and tenure process, but equally so in the campus culture in place. Therefore, creating a welcoming community and ensuring a sense of belongingness for all faculty is essential. This is particularly true for faculty of color who are often one of few in the academy. To improve the campus culture, create policies and processes to ensure a well-grounded support system. Support can come in a number of forms, including, for example, a formal mentoring program.

When developing a mentoring program, include faculty of all races, ensure confidentiality in the partnership created between the mentor and the mentee, and create clear expectations on the part of both. Importantly, to illustrate the value placed on providing mentorship, those faculty serving as mentors should be compensated or relieved of other responsibilities. Only then will the mentoring provide the degree and type of support needed to have an impact. Be sure to include training for those who are mentors. Though mentoring may come naturally to some faculty, policy should clearly communicate effective mentoring. Mentors should understand the contact hours expected for their role, the type of conversations to include, the type of information to share with new colleagues, and how best to connect with their mentee. This type of program should begin with a meeting of mentors and mentees in which they discuss these expectations and spread aware of the process and goals of this support system to all involved. Faculty onboarding should include communication on the expectations within each component of the institution's organization (e.g., department, school, college). Establish accountability checks to ensure regular and effective mentorship. Finally, include an assessment of your faculty mentoring programming and make changes as needed to continually improve the effectiveness of this support. The following section provides detailed recommendations on each aspect of faculty evaluation and assessment.

ADDITIONAL SUPPORT FOR FACULTY OF COLOR

A number of opportunities are available in higher education focused on providing support for faculty of color. For example, a variety of organizations that are interested in offering their support to a wider audience and, in turn, in supporting faculty of color offer leadership training, grants, and organi-

zational involvement. Consider searching for these opportunities for your faculty and, when appropriate, nominating your faculty. Importantly, given the time commitment and the training opportunity provided, be sure to consider these opportunities valuable during the review process.

To further support faculty of color, some colleges and universities with specific strategic goals focused on DEI will add a line item in the operating budget of academic affairs that is specific to the needs of faculty of color. This provides funding opportunities for scholarship areas that governmental agencies often underfund.

FACULTY EVALUATION AND ASSESSMENT

Onboarding and continued orientation must communicate transparency and fairness in the evaluation and assessment process used for faculty throughout their tenure on campus, with specific benchmarks at each stage of their career. Issues of transparency and fairness are essential for all faculty but are particularly important given the culture that faculty of color often experience when on a predominantly white campus. To improve fairness and equity in the process, review current tenure and promotion processes to evaluate the presence of implicit biases, and create a policy that ensures members of a review committee represent the diversity of the community. If diversity of committee members cannot be achieved by including faculty on campus, consider including committee members from off campus.

The CAO, as well as department chairs and those chairing review committees or standing committees whose charge includes personnel reviews of faculty, should provide clear statements to department colleagues and committee members to address how a candidate's expertise and training aligns with the values of the college and the department. Be sure to eliminate all "unwritten rules" in the review process. Candidates should not learn after the fact of measures of success that "go unsaid."

To start, make sure that the faculty handbook, faculty manual, or faculty union contract includes details concerning the process and policies in place for review of all faculty at each point in the assessment process.

- All statements included in this document should attempt to avoid language that creates ambiguity and uncertainty for the faculty member under review.
- Use of a template, with specific types of materials to include and questions to address, which can help create equity in materials submitted and provide an

opportunity to ask questions specific to the DEI contributions of each candidate.

- Your template can include a structured free recall for evaluation of candidates that asks evaluators to spend equal time writing the strengths and weaknesses of the candidate using behavior specific examples rather than opinion and/or feelings. This improves the consistency of the evaluation criteria with the stated expectations.
- To create transparency, include specific metrics beyond the more traditional metrics such as citation counts, number of publications, etc. that can indicate impact.
- Providing candidates the opportunity to present to reviewers how their work is addressing issues in society, or in the field, may be more informative than traditional metrics in achieving greater understanding of impact.

Valid and fair evaluations focus on individual assessments that do not include a comparison of one faculty member to the next. This type of comparison is known to place faculty of color at a significant disadvantage. Final reports following all candidate reviews should be shared with the candidate, and should include how the candidate's expertise and contributions align with the department goals and institutional mission. Furthermore, final reports should also include opportunities for growth and specific ways in which the candidate can improve their success for future personnel reviews.

The policies on tenure and promotion should include clear statements on each of the following and should consider the recommendations for each of the following in order to create a fair and equitable evaluation process:

Teaching

How is teaching evaluated? A valid assessment of teaching effectiveness must use multiple types of assessment. Communicate specific assessments that are valid, evidence-based measures of college-level teaching.

- How are student course evaluations used to evaluate teaching? Student evaluations should be one of numerous sources of assessment and the review committee should receive training in the types of inherent bias against women and faculty of color as evidenced in the literature.
- How are peer teaching evaluations conducted? Allow the candidate to recommend names for consideration as peer evaluators, as well as the names of those they

would prefer not to conduct the peer evaluations. From a list of about three to five peers, the chair, dean, or CAO can choose who will conduct the evaluation. Importantly, the process should ensure training for those who are conducting the evaluation to avoid bias in the process. Create a rubric and set of questions to use for this process to ensure consistency and fairness in the process.

- How can candidates respond to potential biases in the evaluation process? In the teaching assessment process, include the opportunity for a candidate to respond to the evaluation. The materials presented to the committee making personnel decisions of promotion and tenure should include that response. Candidate responses can help avoid unintended bias in the process.

Scholarship

What type of scholarship is considered during the review process? This blueprint recommends Boyer's expanded definition of scholarship, in which one values the scholarship of discovery, integration, application, and teaching. This will capture the diversity of scholarly and create work of your faculty, a framework that many institutions have adopted. To ensure clarity, provide examples of each type of scholarship. All types of scholarship examples require clear communication to both candidates under review as well as those on the review committee considering the portfolio of each candidate.

- What type of journals are considered worthy for dissemination of faculty scholarship? Consideration should include journals of all levels of prestige, including those that publish research that focuses on diversity issues or a niche area that might lead to significant submissions to the journal in question. Instead, focus on the quality of the scholarship rather than the competitiveness to publish.
- What type of dissemination is valued in the review process? Evaluation of scholarship should value peer-reviewed dissemination of findings to nonacademic audiences through avenues such as social media, face-to-face meetings, podcasts, op-ed pieces in print media, and other delivery channels possible. In addition, value equally publications cowritten with community partners and published in peer-reviewed journals that include papers where community partners are senior/lead authors. Expand the definition of scholarly projects to include contributions to the public good. Placing value on this type of public-facing

dissemination not only is more inclusive of different ways one can share scholarship, but it also helps an institution to strengthen ties with the community outside of academia, promote research partnerships that can support both faculty and students, and bring recognition to an institution.

- How does scholarship dissemination to nonacademic audiences count in the process? The review should include presentation of scholarship to a layperson audience. The institution needs to decide if this counts as scholarship or service to the off-campus community. This decision-making process requires clear communication in order to allow the candidate under review to decide the value of this type of contribution.
- Who conducts the review of the candidate's scholarship? Allow the candidate under assessment to provide a list of experts in the field who can provide an accurate assessment of the quality and contribution of the scholarship under review. Often, particularly at smaller institutions, one's area of research is not an area of expertise of colleagues on campus. Therefore, external reviewers are necessary for a valid assessment of a candidate's scholarship accomplishments. Candidates may provide a list of names that includes both collaborators and noncollaborators. Provide the external evaluators with a rubric to use for the assessment in order to ensure consistency and fairness in the review process.

Service

- How are service expectations communicated? Include clear examples in orientation materials, departmental materials, and college-wide materials that provide candidates with an understanding of what service efforts are considered to have value during pretenure reappointments, tenure reviews, and posttenure evaluations. This type of information should be easily accessible to all faculty members, and the CAO should discuss these details with department chairs and all faculty who serve on review committees to ensure that faculty are consistent in their candidate evaluations.
- What types of service count towards reappointment, tenure, and promotion? In the materials that communicate expectations, include specific examples (indicating that it is not an exhaustive list) that will be considered of value during the review process. Be sure to include a diverse set of examples that are applicable to candidates who serve in roles specific to their disciplines and expertise. For example, this

can include faculty who agree to engage with the media as experts in the field.

- How is service documented? The process of documenting and sharing information should include the opportunity to communicate the many different types of service on campus. Be sure to avoid a template that includes DEI service in the "other" category, which often devalues this type of important service accomplishments and impact.
- How can the "invisible service" of faculty of color be recognized? Far too often, a significant time commitment towards service unique to faculty of color goes unrecognized during the evaluation process. This includes advising student groups in need of faculty sponsors, serving on many search committees, or attending events to which one has been invited. Often these types of requests for service and invitations relate to the need for diversity, making it difficult for faculty to not serve in these roles. Therefore, the review process needs to recognize this type of service as valuable, or candidates need to be told that they can say "no" to these requests without penalty.

Faculty Retention

Though challenges remain concerning recruitment of faculty of color, additional significant challenges persist with regard to retention of these valuable members of the campus community. Far too often, the efforts and resources placed at the recruitment stages are lost when faculty of color do not feel that they are valued as members of campus and/or do not feel the important sense of belongingness on their campus. Therefore, specific policies and processes must address retention in order to achieve and sustain faculty diversity goals. All members of campus can play a significant role in strengthening the culture and environment experienced by faculty of color and in turn improve retention metrics. The following recommendations are specific to these retention efforts that can support a psychologically healthy workplace:

- Consider providing an opportunity for all faculty (and staff) to voice their perception of equity, diversity, and inclusion on campus. In turn, discuss the results of this type of data collection and how the institution will address the challenges identified. Include demographic questions that will allow interpretation of results to identify if the perception of faculty of color differ from their colleagues. Importantly, if there are minimal numbers in demographic groups, consider

the use of anonymity. Academic affairs and human resources can collaboratively lead these efforts.

- The faculty handbook, faculty manual, or faculty union contract should include details concerning the process and policies in place that defines and addresses unacceptable behaviors identified as microaggressions of colleagues. Your definition should indicate that microaggressions, either intentional or unintentional, are verbal, behavioral, or environmental actions. Microaggressions communicate hostility toward oppressed or targeted groups including people of color as well as others, create a chilly climate, and require immediate attention when they occur. Given the hesitancy of many to confront those displaying these behaviors, consider providing specific training that helps members of your community identify, address, and reduce these behaviors.

Create recognition and awards for the work of faculty that enhance DEI on and off campus in order to highlight the difficult and often unrecognized work of faculty and staff across higher education. These awards can be connected to improving academic excellence or to improving the campus culture that includes all its members. If other awards on campus include a financial component, be sure to equate this DEI award to other types of awards.

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