



## **Ethnic and Minority Affairs Committee of Faculty Council<sup>1</sup>**

### **White Paper: Recognizing and Rewarding Faculty for Participating in Diversity Activities**

#### **Introduction**

The University of Colorado has a well-recognized and explicit commitment to diversity. The Vision Statement of the University identifies expanding diversity as a pathway to *“a quality and affordable education with outstanding teaching, learning, research, service and health care”* (<http://www.cu.edu/mission-university-colorado-guiding-principles-and-vision-statement>), while its Guiding Principles articulate an obligation to *“promote faculty, student, and staff diversity to ensure the rich interchange of ideas in the pursuit of truth and learning, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives”* (<http://www.cu.edu/employee-services/mission-and-guiding-principles-university-colorado>). The Board of Regents policy 10P on Diversity specifically addresses diversity as a basic concern, stating that *“the University of Colorado is committed to building a community of students, faculty, and staff in which diversity is a fundamental value. People are different, and the differences among them are what we call diversity -- a natural and enriching hallmark of life. A climate of healthy diversity is one in which people value a rich panoply of diverse ideas, perspectives and backgrounds, individual and group differences, and communicate openly”* (<http://www.cu.edu/regents/policy-10p-diversity>). Consistent with this policy, the 2012-13 Diversity Report identifies diversity as a core value of the university ([http://www.cu.edu/sites/default/files/2012-13 Diversity Report.pdf](http://www.cu.edu/sites/default/files/2012-13_Diversity_Report.pdf)).

Diversity among students, faculty, and staff ensures a balanced environment that promotes learning. The Executive Summary of the 2014 Social Climate Survey included data from 9,301 (over 12%) university community participants. (Table 1) In this survey, 96% of University of Colorado students agree that all or most of their instructors provide a respectful learning environment that includes open and nonjudgmental interactions with students of all social identities. Additionally, 94% of students agree that all or most of their instructors are tolerant of diverse opinions in the classroom. However, diversity on the University of Colorado campuses remains limited. Among students, undergraduate minority enrollment is 19% of total undergraduate enrollment and graduate minority enrollment is 12% of total graduate enrollment, while among faculty the percentage of minority tenured/tenure track faculty is 19% and the percentage of minority non-tenured/tenure track regular instructional faculty is 10% ([http://www.cu.edu/sites/default/files/2012-13 Diversity Report.pdf](http://www.cu.edu/sites/default/files/2012-13_Diversity_Report.pdf)). Furthermore, data from the social climate survey indicate that 17% of students, 25% of faculty, and 27% of staff

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report that they “sometimes” or “frequently” experience prejudice or discrimination (page 7). The survey used the term *social identities* “to describe a number of group categories, including race, ethnicity, gender, national origin, socioeconomic class, sexual orientation, physical and learning ability, religious and spiritual beliefs, political philosophy, veteran and military status, political affiliation and gender identity.” The committee considers all of these identities important for consideration of diversity work. Although we recognize the limited nature of these data, we believe they are representative of the progress made, while at the same time indicative of the changes that are still needed to achieve a truly diverse campus and system environment.

Faculty academic contributions are fundamental to achieving diversity at the University of Colorado, but currently they are not consistently acknowledged. A process is needed to recognize diversity champions among our faculty and reward them for participating in diversity-related scholarship, teaching, and service and leadership. Promoting diversity is everyone’s responsibility, yet the actual work of promoting diversity has fallen upon a small group of individuals. Individual responsibility is not universally perceived, measured, or rewarded. Faculty perceptions of personal and professional responsibility vary widely throughout the University. It is the Committee’s belief that when diversity activities are recognized as part of the merit process, diversity becomes everyone’s responsibility, and the merit system becomes a tangible method to reward those who exert effort.

### **Purpose Statement**

The purpose of these recommendations is to reward faculty through the Annual Faculty Evaluation Process who actively contribute to diversity initiatives and scholarship. These recommendations also strive to elevate the importance of diversity activities by providing incentives for faculty to promote diversity in their research, teaching, service, and creative activities across the entire University of Colorado System.

We propose an administrative policy statement requiring diversity-related activities to be tracked and evaluated for all faculty through the annual evaluation process. We believe this focus on diversity-related scholarship and activities should be an essential component of the merit process. Furthermore, we encourage professional development of those performing annual evaluation (e.g., department chairs) to improve their skills for evaluating an inclusive environment.

Clearly, the University of Colorado is committed to diversity and even defines diversity in expansive ways. As a faculty committee, we know that there are many faculty efforts that are aligned with these commitments, yet we fear they are under-recognized in our annual review processes. Therefore, we feel that the recommendations herein are important levers to support faculty activities in diversity initiatives as well as to elevate the status of that work on our campuses.

### **Our Recommendation**

We recommend that the University of Colorado Office of Academic Affairs draft a modification to Regent Policy 3G and APS 1009 in order for diversity work to be tracked and recorded in the faculty annual evaluation process as an additional explicit component that will be evaluated for annual merit ratings. We propose this to be accomplished by creating separate categories for specific diversity activities in each of the subcategories in the annual faculty evaluation process. Another option is to require a summary statement about diversity activities that is inclusive of teaching; research and creative work; and service and leadership. If this latter route is pursued, we recommend that faculty be provided with clear guidelines about how a diversity statement should be written. Furthermore, we recommend that professional development opportunities be provided to those performing evaluations (e.g., department chairs) to learn best practices for evaluation of diversity and inclusiveness. Potential examples of diversity activities can be found in Appendix A.

This process will be respectful of and adhering to the principle from Regent Law, Article 10 on Non-discrimination which states: “The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities.” The faculty evaluation process should not be the process by which the university investigates or remediates any particular instances of discrimination, as those functions are performed by other offices with trained investigators and administrators. We are committed to the requirement that any confirmed violations of Article 10 should result in appropriate disciplinary action, subject to the protections offered through the privilege and tenure processes.

The annual faculty evaluation process is not standardized across campuses, therefore, each campus as well as school and college should use the information provided through this effort in the way that is most appropriate for their faculty and discipline. By collecting these data through the annual faculty evaluation process, the CU system will have additional actionable data for the annual diversity report. The process also will provide deans and directors with important means to encourage programs, chairs, and faculty to promote and engage in diversity initiatives.

As a way to gather baseline information for this proposal, our committee sent out an inquiry to Faculty Affairs on the Boulder campus for data on what kinds of activities faculty have been reporting on the FRPA, which includes the option to list diversity related activities in the teaching category only. The activities reported vary widely in the investment of effort, energy, and especially time, for diversity-

related teaching activities. Data collection in annual evaluation processes should provide a mechanism to track and reward both the activity, and the level of required investment.

Additionally, while teaching activities related to diversity are meaningful, by far the bulk of activities to enhance diversity on a campus would be classified as service and leadership. Thus, tracking of diversity activities must necessarily include service and leadership activities, as well as teaching, research and creative work activities, in order to be meaningfully rewarded.

This effort will not just provide analytics, but will support a more inclusive environment for faculty, staff, and students and provide a mechanism for faculty to be rewarded for their participation and leadership in diversity initiatives. By overtly including diversity related work in our annual review processes, we can realize and advance the diversity goals stated in the university's set of policy statements shared above. This effort will provide opportunities for recognitions and rewards for the diversity champions on our faculty. With this recommendation, we also create the possibility of elevating the work of those who consistently demonstrate strong participation in diversity-related scholarship with the opportunity to lead and impact the diversity work of other departments, programs, schools and campuses in the CU system. By bringing about the opportunity and potential to reward faculty as well as elevate the state of diversity-related scholarship on our campuses, this initiative would help bring recognition to CU as a leader in the area of diversity work in public higher education.<sup>2</sup>

It is important to note that while diversity is the responsibility of every individual at the university, this proposal is neutral towards those faculty who report no diversity activities. We also see opportunities to measure the impact of this initiative by using anonymized data from the annual faculty evaluation process to explore relationships between faculty diversity work and campus climate, student progress, student well-being, student retention and student graduation.

### **Challenges for Implementation**

As a system we face a challenge of effectively meeting the lofty goals of our various diversity statements due to a lack of perception of personal responsibility from individual faculty members regarding diversity activities and scholarship. We believe that by explicitly including diversity-related work in our annual review processes, we can overcome this challenge and provide individual faculty with an incentive to take on diversity activities within their work. In the end, we feel that a diverse environment is the responsibility of every member of our community and not just those who are self-identified members of various underrepresented groups on campus. It is our hope that through annual

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<sup>2</sup> E.g., the University of Iowa became the first coeducational public or state university in the US in 1855, and that fact is still used to this day in the university's promotional literature.

documentation and reward for diversity related efforts, a larger group of faculty will engage in these important issues across all of our campuses.

We anticipate that a challenge for implementation is the well-proven fact that faculty are extremely busy and may feel pressure to add more work to their plate. However, we believe this can be countered by positioning this effort as an opportunity to recognize and elevate existing diversity efforts as well as a chance for faculty who wish to re-appropriate efforts in the direction of diversity endeavors. We believe this approach is cost effective in that it uses the existing structure of financial incentives to document and reward faculty effort and accomplishments. It is important for this effort to focus on rewarding diversity efforts rather than penalizing faculty who do not participate in diversity efforts. This creates a systematic way to reward faculty for doing the diversity work that the University of Colorado explicitly states is important. It is possible that by focusing on rewards, some faculty will choose to participate in more diversity efforts, but again, there should not be penalties for not engaging in diversity related activities.

Some schools, departments and chairs may have more resources available to them than others to support their faculty in taking on more issues related to diversity. We propose that, in conjunction with our recommendation for diversity efforts to be documented and rewarded through the annual review process, we as the CU System Ethnic and Minorities Affairs Committee will collaborate with any appropriate group to prepare and offer the tools and resources necessary for faculty, programs, departments and schools to grow in their efforts related to diversity. We are eager to provide support for the success of this initiative and believe there are other groups and offices across the CU system that would be eager to collaborate with us around such work.

### **Steps to implementation**

Implementation of this policy would include the following steps. First, the policy would need to be officially proposed, reviewed, and approved through the existing channels for policy adoption by the system. Meanwhile, professional development (i.e., training) opportunities would be offered to those performing annual evaluations. Faculty members could also engage in professional development opportunities to develop, expand and report their current diversity work. The policy would then be implemented in the next review year, which would start at different times depending upon the individual campus review cycles. The campus faculty evaluation procedures would need to be evaluated after the first year of implementation to ensure adoption, address remaining difficulties, and recognize high performers. Strong efforts should be made to communicate to individual faculty the purpose and value of this policy. Many faculty may already be contributing to diversity and inclusion efforts, but since tracking these efforts will be new, faculty education will help individual members to identify and include this work. Moving forward, deans, directors, and chairs should use data collected

through these tools to measure and reward diversity work among their schools/colleges, departments, and individual faculty.

### **Suggested Recommendations to Evaluation of Efforts**

The effectiveness of this proposal should be measured in the future. Examples of potential measurements could include pre- and post- surveys, analysis of other diversity metrics, focus groups, analysis of data collected through the annual review process related to diversity initiatives, and longitudinal variations in the Social Climate Survey.

### **Summary and Conclusion**

We believe in the commitment of the University of Colorado to promote and support diversity in its various forms within and across our community. We are eager for methods to be formalized for faculty work and scholarship related to the CU System's commitment to diversity to be recognized and rewarded. We believe that with this simple recommendation of including explicit attention to diversity work through annual review processes, we will elevate the status of such work and improve our community for faculty, staff, and students from a variety of backgrounds and personal beliefs. This elevation of our diversity efforts as faculty can also serve as a valuable recruitment tool to increase the diversity of our faculty, staff, and students and can help us as a system make great strides in the important work that remains to promote diversity and support important scholarship related to diversity issues.

Table 1. Demographics of Respondents for the Social Climate Survey

	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>	<b>Total</b>
<b>UCB</b>	890 (13.3%)	1,159 (28.9%)	2,406 (9.5%)	4,455 (13.8%)
<b>UCCS</b>	211 (17.2%)	189 (32.4%)	896 (9.3%)	1,296 (11.3%)
<b>CU-Denver</b>	250 (10.6%)	276 (30.9%)	1,220 (10.0%)	1,746 (11.3%)
<b>AMC</b>	633 (12.4%)	405 (20.4%)	548 (17.1%)	1,586 (15.4%)
<b>System</b>		218 (47.8%)		218 (47.8%)
<b>TOTAL</b>	1,984 (12.9%)	2,247 (28.3%)	5,070 (10.1%)	9,301 (12.6%)

This high rate of participation allowed McLaughlin & Associates/FrederickPolls to report low margin of errors for faculty (+/- 2.2%), staff (+/- 2.1%) and students (+/- 1.4%) at a 95% confidence interval.”

## Appendix A

Potential examples of activities that might be reported in diversity categories in the following areas could include:

### Teaching

- Incorporating reading selections from diverse political and social viewpoints when courses present issues of social and political import.
- Revising courses to include perspectives and research from scholars of color and other historically marginalized populations.
- Facilitating classroom dialogues that challenge students to develop critical thinking skills and understanding of diverse perspectives.
- Improving instructional approaches to be culturally and linguistically responsive.
- Teaching courses in Spanish to raise the status of Spanish in academic contexts particularly for students from Heritage Language Spanish backgrounds.
- Creating a syllabus that emphasizes behavior that leads to success rather than what causes failure in a course.
- Holding students accountable for an environment of respect within the classroom, while promoting challenging dialogues that recognize broad diversity of thought and perspective.
- Using teaching strategies in the classroom that present various positions within a topic including (but not limited to) debate, panel discussions, and jigsaw.
- Setting up virtual office hours for students whose personal and work lives require them to spend above average time off campus.
- Organize guest lectures in a course that provide a multiplicity of perspectives on course content.
- Recruitment of underrepresented graduate students.
- Present and meet with high school students as a part of a pre-collegiate preparatory programs working with underrepresented students.
- Be a guest speaker to a CU course to present on a topic directly related to diversity/inclusion.

### Service and Leadership

- Membership on the Ethnic and Minority Affairs Committee for Faculty Council.
- Organize and support student groups for students of particular social identities.
- Outreach programs to a community group that serves a specific population.
- Encourage faculty, staff, and study organizations to include a statement about diversity and inclusion within their mission and/or charges.



- Organization and promotion of a speaker series designed to educate attendees about diversity.
- Membership in a diversity committee with a specific college or department.
- Development of proposals to address specific needs of diverse communities.
- Presenting on diversity related topics at faculty meetings or other small groups.
- Provision of space and support for diversity related student groups.

#### Research and Creative Work

- Research in the area of health disparities for specific populations.
- Culturally sensitive clinical protocols for specific social identities.
- Theoretical examinations of societal inequities related to various social identities.
- Evaluations of Latin American, American and European political philosophies.
- Participatory Action Research with historically marginalized communities seeking solutions to issues of inequity.
- Investigations of how heritage language (i.e., ASL, Spanish, Navajo, Mandarin Chinese) enhances students' academic performance.

#### Clinical activities (if applicable)

- Clinical activities that incorporate and/or focus on particular social identities.
- Modification in healthcare settings that address access and/or impact health disparities.
- Consultation to improve direct care to community based health organizations that focus on at risk communities.

## Appendix B

- CU Climate Survey [http://www.cu.edu/sites/default/files/2014\\_06-26\\_Social-Climate-Survey-ExecSum.pdf](http://www.cu.edu/sites/default/files/2014_06-26_Social-Climate-Survey-ExecSum.pdf)
- Summation CU system Diversity & Inclusion Strategic plan
- Other Universities Diversity and Inclusion Statements
  - University of California Office of the President (UCOP) - <http://www.ucop.edu/academic-personnel-programs/files/documents/eval-contributions-diversity.pdf>
  - Chronicle article on UCOP policy - <http://chronicle.com/article/DiversityMerit-How-One/12351/>.
  - U Mass  
[http://www.umassmed.edu/Global/Office%20of%20Faculty%20Affairs/documents/APR\\_Diversity\\_Efforts\\_%28VII%29.pdf](http://www.umassmed.edu/Global/Office%20of%20Faculty%20Affairs/documents/APR_Diversity_Efforts_%28VII%29.pdf)
- Merit Forms
  - UCD Online FRPA Instructions - [http://www.ucdenver.edu/about/departments/InstitutionalResearch/Documents/eFRPA\\_A\\_UsersGuide.pdf](http://www.ucdenver.edu/about/departments/InstitutionalResearch/Documents/eFRPA_A_UsersGuide.pdf)
  - UCB Annual Merit Evaluation [https://facultyaffairs.colorado.edu/a-z-information-guide-docs/ann\\_merit\\_eval\\_form00.doc](https://facultyaffairs.colorado.edu/a-z-information-guide-docs/ann_merit_eval_form00.doc)
  - UCB Annual Ratings Form - [https://facultyaffairs.colorado.edu/a-z-information-guide-docs/2013\\_FacPerfRatingForm\\_01\\_07\\_14.docx](https://facultyaffairs.colorado.edu/a-z-information-guide-docs/2013_FacPerfRatingForm_01_07_14.docx).
  - UCB Engineering FRPA Instructions - [http://www.colorado.edu/engineering/sites/default/files/FRPA\\_guidelines.pdf](http://www.colorado.edu/engineering/sites/default/files/FRPA_guidelines.pdf)
  - UCCS Annual Ratings Form - [http://www.uccs.edu/Documents/hr/Organizational%20Relations%20and%20Staff%20Development/Performance%20Rating%20Form%20\(Annual\)\\_Faculty.docx](http://www.uccs.edu/Documents/hr/Organizational%20Relations%20and%20Staff%20Development/Performance%20Rating%20Form%20(Annual)_Faculty.docx)
  - UCCS Online FRPA Login - [https://fis.uccs.edu/pls/uccs\\_frpa/forms.do?interm?ptoken=0&pwhich=LOGON](https://fis.uccs.edu/pls/uccs_frpa/forms.do?interm?ptoken=0&pwhich=LOGON)
- Policies
  - APS 1009: Multiple Means of Teaching Evaluation - <https://www.cu.edu/ope/policy/aps-1009-multiple-means-teaching-evaluation>
  - APS 5008: Performance Ratings for Faculty (w/ Annual Ratings Form) - <https://www.cu.edu/ope/policy/aps-5008-performance-ratings-faculty>

- Inventory of Awards
  - President's Diversity Awards (System) - <https://www.cu.edu/office-academic-affairs/awards-grants/presidents-diversity-award>
  - Diversity & Excellence Grants (System) - <https://www.cu.edu/office-academic-affairs/diversity-excellence-grants>
  - UCB Equity & Excellence Award - <http://www.colorado.edu/odece/equity-excellence-nomination-instructions>
  - UCD Chancellor's Diversity Recognition Awards - <http://www.ucdenver.edu/about/departments/DiversityAndInclusion/AwardsFunding/chancellor/Pages/ChancellorDiversityAwards.aspx>
  - UCD Rosa Park Diversity Award - <http://www.ucdenver.edu/about/departments/DiversityAndInclusion/AwardsFunding/rosaparks/Pages/rosaparks.aspx>
  - UCCS Faculty Award for Outstanding Contribution to Diversity and Inclusiveness - <http://www.uccs.edu/diversity/faculty-award-for-outstanding-contribution-to-diversity-and-inclusiveness.html>
- CU DIVERSITY STRATEGIC PLANS
  - UCCS <http://www.uccs.edu/diversity/diversity-strategic-plan.html>
  - UCB <http://www.colorado.edu/pba/div/divplanprogress.htm>
  - AMC / UCD [http://www.ucdenver.edu/academics/colleges/medicalschool/administration/admin\\_of\\_fices/DFA/contactinfo/ProDevSeries/Documents/Diversity%20Strategic%20Priority%202014.pdf](http://www.ucdenver.edu/academics/colleges/medicalschool/administration/admin_of_fices/DFA/contactinfo/ProDevSeries/Documents/Diversity%20Strategic%20Priority%202014.pdf)
- OTHER UNIVERSITIES DIVERSITY STRATEGIC PLANS
  - [Case Western Reserve University - Advancing Diversity](#)
  - [Oregon Health & Science University Diversity Action Plan](#)
  - [University of Alabama at Birmingham Strategic Diversity Plan](#)
  - [University of California Berkeley Diversity Strategic Plan](#)
  - [University of Florida & Shands Diversity Strategic Plan](#)
  - [University of Arkansas Vision for Diversity](#)
  - [University of Kansas Diversity Strategic Plan](#)
  - [University of Texas Health Science Center Diversity Strategic Plan](#)