BFA Diversity Committee
BFA-R-1-.2.28.22
Recommended Guidelines for Incorporating DEI Work in Annual Faculty Merit Evaluations

Part I. Recommended Guidelines

How do we define Diversity?

Any acts that can be construed as threats or incitements to violence are unacceptable and counter to the ethos of diversity, equity and inclusion that orients student life at CU. The incitement to violence against protected classes is especially indefensible due to social power differentials and histories of structural violence that that have marginalized many of these groups.

*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, or political philosophy. Please also refer to Regent Policy 10P.

The BFA Diversity Committee – February 2, 2023

Recommendations

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.

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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

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.

Please note that this this document is updated and changed per the BFA Diversity Committee – 02.17.23

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