Ideas for Integrating Equity, Diversity, and Inclusion in Tenure and Promotion Unit Standards (Version: May 29, 2023)

This document was developed by members of the Faculty of Science EDI Committee, with review and contributions from members of the Carleton community.

We gratefully acknowledge that our campus is located on the traditional, unceded territories of the Algonquin Anishinabeg people. Miigwetch to the Algonquin Anishinabeg people for their stewardship of this territory and the teachings that come from it. We are grateful for this land, the air we breathe, and the water that sustains us all as well as the animals, plants and other living beings: these enable us to research, teach, mentor, support, study, and learn. We recognize our responsibility to our natural environment and to reconciliation with Indigenous peoples.

The Faculty of Science values its diverse community and is committed to advancing equity, diversity, and inclusion (EDI). Faculty members are expected to engage in concrete and sustained actions to address the historical and persistent challenges to EDI. This is something that requires consistent reflection, ongoing training, and learning. The Faculty of Science believes that mindful and intentional integration of EDI best practices in all aspects of academic activity is necessary for achieving tenure and promotion.

This resource provides ideas for units to incorporate EDI into all three components of tenure and promotion evaluations: teaching, research, and service. For instructors, this would apply to teaching and service for confirmation or promotion. While non-exhaustive, the lists of ideas aim to highlight the many ways of integrating EDI into academic activity. We acknowledge that some ideas listed are broad and may apply to multiple evaluation components for tenure and promotion, while others are more specific, and we encourage units to integrate ideas in areas that best serve their unit and discipline. This document is meant to serve as a basis and can be adapted to the reality and needs of every unit. Units may also wish to develop examples specific to their disciplines, with general science examples provided in other resources such as “Science is for everyone: Integrating EDI in Teaching, a toolkit for instructors” (https://science.carleton.ca/toolkit/) and “Striving for Inclusive Excellence in Science Research: A Pocket Guide” (URL to be provided).

Ideas for Integrating EDI in Teaching:

Course design:
- Designs courses with EDI considerations in mind (e.g., consult with EIC [Department of Equity and Inclusive Communities], and/or the EDI Learning Specialist)
- Designs courses with Indigenous perspectives in mind (e.g., consult with the Centre for Indigenous Support and Community Engagement, and/or the Indigenous Curricula Learning Specialist)

Course delivery:
- Adopts teaching approaches that are inspired by the universal design for learning (a teaching approach which aims to accommodate all learners needs and abilities, eliminating unnecessary hurdles in the learning process)
- Incorporates ideas from the Faculty of Science resource “Science is for everyone: Integrating EDI in Teaching, a toolkit for instructors”
- Develops new teaching methods to incorporate learning and ways of knowing that are typically ignored in institutions of higher education
Fostering an inclusive classroom environment:

- Embeds the work of scholars from underrepresented groups and communities into course materials
- Invites student feedback mid-course about course content and delivery, implements it when appropriate
- Includes students in the course-design process (e.g., with Students as Partners)
- Chooses course material (e.g., textbooks) with examples which represent a variety of knowledges
- Allows for course materials to be pulled from a variety of resources (e.g., videos, podcasts, songs, artwork, etc.)
- Builds Indigenous knowledge into teaching activities (e.g., developing land-based learning opportunities, adopting Collaborative Indigenous Learning Bundles)
- Actively supports the needs of students (e.g., accommodations for a student with a disability in the lab and/or within the lecture hall)
- Addressing issues complementary to the Paul Menton Centre (PMC) by accommodating student personal circumstances (e.g., flexible work arrangements, support of family leaves, religious and spiritual needs, tailored accessibility strategies for students with disabilities)

For units that evaluate student supervision under teaching:

- Actively recruits students from underrepresented groups
- Educates students/trainees on EDI-related issues (e.g., in the classroom and/or through research experiences)
- Acts to connect students with established scientists from underrepresented groups (e.g., inviting speakers and giving students time to connect with them)

Note: Units may wish to adopt the use of ARTE (The Annual Report on Teaching Effectiveness) when evaluating faculty members in teaching. This report engages in non-traditional methods of course evaluation to encourage the adoption of literature-informed teaching practices, and to counterbalance negative student feedback based on biases.

Ideas for Integrating EDI in Research:

- Incorporates ideas from the Faculty of Science resource “Striving For Inclusive Excellence in Science Research: A Pocket Guide” (URL to be provided)
- Considers EDI in all aspects of research program design where applicable, including building a research team, research questions, research design, methodology and data collection, fieldwork, analysis and interpretation, dissemination of results and community engagement, where possible
- Provides equitable opportunities for all members of the team to meaningfully engage with the research being conducted
- Has an inclusive strategy for recruitment of trainees and highly qualified personnel (e.g., broadly posts research team openings and uses inclusive language)
- Creates an environment of inclusivity within their research group where all members are respected and can achieve their full potential (e.g., put in place explicit inclusive policies within a research team where everyone feels welcome and is treated equitably)
- Implements specific actions to support EDI in mentorship approaches
- Integrates Sex and Gender-based Analysis plus (SGBA+) in research methodology where applicable (e.g., in applicable human-centered research projects)
- Unit standards may recognize a variety of forms of contributions to research, including but not limited to (bulleted points listed below are part of a larger list provided by NSERC):
  - Advances to equity, diversity, inclusion and accessibility in the research ecosystem
  - Co-creation or transfer of products, technology, processes, services or advice useful to specific organizations (in the private, public, or non-profit sectors), communities or society
• Communication of research results and knowledge translation to specialist or non-specialist audiences, including the public (e.g. magazine/newspaper articles, media interviews, blog posts, social media publications or public lectures)
• Creation, direction, facilitation and/or strengthening of partnerships or collaborations in the Canadian or international research community, or with other communities, including through research networks, large collaborative products or community-engaged research/citizen science
• Support for traditional knowledge or Indigenous ways of knowing, including cultural practices, in the NSE context

Ideas for Integrating EDI in Service:
Integrates EDI best practices in service, leadership, and/or administrative activities
• Shows evidence of dedication to continued learning, unlearning, and training (e.g., through the completion of the Kinàmàgawin Indigenous Learning Certificate, implementation of the Kinàmàgawin Report’s 41 Calls to Actions, EDI training, EDI professional development opportunities through scientific societies)
• Creates and fosters a culture of equity and inclusivity in their unit and beyond (e.g., organization of events [internal seminars, training, public and outreach events], posters on the walls and websites, departmental decorations)
• Organizes scientific meetings and events that adopt best practices for inclusivity and accessibility practices (e.g., see here)

Fosters an inclusive environment and culture of care
• Practices allyship by actively supporting and advocating for underrepresented/marginalized groups in the university, community, or professional organizations
• Engages in mentoring (recognizing the many possible forms of mentoring, including career discussions with students in the unit; mentoring of research trainees; being part of a formalized mentor-mentee network that supports the development and success of individuals from underrepresented groups)
• Engages in the development and/or operation of communities of support for individuals from underrepresented groups in the unit, faculty, university, or professional societies (e.g. Centre for Indigenous Support and Community Engagement, Women in Science and Engineering, Women in Computer Science, Pride in Science Alliance, Racialized and Indigenous Faculty Association)

Contributes to EDI-focused initiatives
• Membership on unit, faculty, university, community, or professional society EDI committees
• Spearheads EDI initiatives within the unit, faculty, or university (e.g., EDI statements on websites or research groups, developing scholarships and/or fundraising, organizing/participating in events)
• Crafts EDI documents for use within the unit, research groups, or collaborations
• Participates in science outreach with groups from outside the post-secondary academic environment, including connecting with traditionally underrepresented groups after learning about ethical ways to engage with these groups (e.g., seeking guidance from the Centre for Indigenous Support and Community Engagement; Department of Equity and Inclusive Communities)
AN EXAMPLE OF INCORPORATING EDI IN T&P EVALUATIONS FOR UNITS THAT USE A RUBRIC:
Units have the option of using a rubric to facilitate fair and consistent evaluation of candidates for tenure or promotion or confirmation. The following rubrics were adapted from those developed by Carleton’s Department of Biology.

All candidates applying for tenure must be evaluated as at least ‘excellent’ in either Teaching or Research, and at least ‘very good’ in the other area. Service must be evaluated as at least ‘good’. Normally faculty members applying for tenure must provide evidence of their contributions in each category.

Unit Standards for Teaching Effectiveness

<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>Definition/Areas of Focus</th>
<th>Evidence Considered in Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Innovative, inspirational, inclusive, creative teacher, recognized as a leader in the development of instruction and/or training of graduate/undergraduate students and/or postdoctoral fellows.</td>
<td>6 of 8 items listed below including (a), (b), (d), and (i): a. development of new courses or a major improvement of existing courses b. mentorship of student research and independent study projects c. non-course related training/mentorship d. evidence of positive student experience and evidence of teaching effectiveness e. instructional grant funding f. publications in instructional journals g. instructional creativity h. honours or special recognitions for teaching i. <strong>clear evidence of the use of inclusive teaching practices</strong></td>
</tr>
<tr>
<td>Excellent</td>
<td>Innovative, inspirational, inclusive, creative teacher; provides major leadership in the development of instruction in the department or university community</td>
<td>4 of 8 items including (a) (b) and (d), <strong>AND clear evidence of the use of inclusive teaching practices</strong></td>
</tr>
<tr>
<td>Very Good</td>
<td>Innovative and inclusive teacher; provides leadership in instructional development</td>
<td>3 of 8 items including (a) (b) and (d), <strong>AND evidence of the use of inclusive teaching practices</strong></td>
</tr>
<tr>
<td>Good</td>
<td>Meets obligations well; provides effective instruction</td>
<td>2 of 8 items, including (d), <strong>AND some evidence of the use of inclusive teaching practices</strong></td>
</tr>
<tr>
<td>Fair</td>
<td>Limited performance; substandard teacher</td>
<td>Item (d), <strong>AND little evidence of the use of inclusive teaching practices</strong></td>
</tr>
<tr>
<td>Poor</td>
<td>Needs significant improvement; substandard. Ineffective, non-inclusive teacher</td>
<td>0 to 1 or 8 items and pattern of complaints, <strong>AND no evidence of the use of inclusive teaching practices</strong></td>
</tr>
</tbody>
</table>

NOTES

Candidates for tenure and promotion must submit evidence of inclusive teaching effectiveness that
includes, but goes beyond, the results of student experience questionnaires. This evidence might include:

*Please include bullet points here from the provided list above, which fall under ‘Ideas for Integrating EDI in Teaching’*

*Note: The Annual Report on Teaching Effectiveness, (ARTE) engages in non-traditional methods of course evaluation such as ARTE (define) to encourage the adoption of literature-informed teaching practices and counterbalance negative student feedback based on biases.*
<table>
<thead>
<tr>
<th>Research, Scholarly or Creative Work</th>
<th>Definition/Areas of Focus</th>
<th>Evidence Considered in Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Acknowledged as a leader in terms of research excellence and accomplishments with contributions of the highest level, <strong>and inclusive research program</strong></td>
<td>Clear evidence of awareness of challenges related to equity, diversity and inclusion specific to the institution and field of research Clear evidence of comprehensive specific actions taken to support the recruitment of a diverse group of HQP and an inclusive research and training environment</td>
</tr>
<tr>
<td>Excellent</td>
<td>Acknowledged as a leader in terms of research excellence and accomplishments with high quality contributions, <strong>and an inclusive research program</strong></td>
<td>Clear evidence of awareness of challenges related to equity, diversity and inclusion specific to the institution and field of research Clear evidence of specific actions taken to support the recruitment of a diverse group of HQP and an inclusive research and training environment</td>
</tr>
<tr>
<td>Very Good</td>
<td>Emerging as a leader in terms of research excellence and accomplishments with strong contributions, <strong>inclusive research program</strong></td>
<td>Evidence of awareness of challenges related to equity, diversity and inclusion specific to the institution and field of research Evidence of specific actions to support the recruitment of a diverse group of HQP and an inclusive research and training environment is clearly taken</td>
</tr>
<tr>
<td>Good</td>
<td><strong>Active researcher, inclusive research program</strong></td>
<td>Evidence of awareness of challenges related to equity, diversity and inclusion specific to the institution and/or field of research Evidence of specific actions taken to support the recruitment of a diverse group of HQP and/or an inclusive research and training environment</td>
</tr>
<tr>
<td>Fair</td>
<td><strong>Limited research program</strong></td>
<td>Some evidence of awareness of challenges related to equity, diversity and inclusion specific to the institution and/or field of research Some evidence of specific actions taken to support the recruitment of a diverse group of HQP and/or an</td>
</tr>
</tbody>
</table>
Poor

Research program lacks clarity and inclusivity, and is limited in originality and innovation

No evidence of or inaccurate awareness of challenges related to equity, diversity and inclusion specific to the institution and/or field of research

No evidence of specific actions taken or inappropriate actions taken to support the recruitment of a diverse group of HQP and/or an inclusive research and training environment

NOTES

Evidence of awareness and specific actions taken to foster an inclusive research and training environment might include:

Please include bullet points here from the provided list above, which fall under ‘Ideas for Integrating EDI in Research’
Unit Standards for Services to the University, the Profession and Society

<table>
<thead>
<tr>
<th>Service</th>
<th>Definition/Areas of Focus</th>
<th>Evidence Considered in Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Major effective, and inclusive leader</td>
<td>Exceptional national, regional, or international service, a history of effective university service, AND clear evidence of leadership and contributions in awareness and advancement of EDI</td>
</tr>
<tr>
<td>Excellent</td>
<td>Effective and inclusive leader</td>
<td>Service with a major effective role in Faculty, University, or Department or in a professional organization, AND clear evidence of leadership and contributions in awareness and advancement of EDI</td>
</tr>
<tr>
<td>Very Good</td>
<td>Inclusive leader and team member</td>
<td>Effective role in Department, Faculty, or University, or in a professional organization, AND evidence of following EDI appropriate practices</td>
</tr>
<tr>
<td>Good</td>
<td>Helpful citizenship; inclusive Departmental leader</td>
<td>Meets Departmental obligations, AND evidence of following EDI appropriate practices</td>
</tr>
<tr>
<td>Fair</td>
<td>Acceptable citizenship; minimal leadership</td>
<td>Meets minimum Departmental obligations and requests effectively AND some evidence of learning about EDI appropriate practices</td>
</tr>
<tr>
<td>Poor</td>
<td>Needs improvement; substandard, non-inclusive leader</td>
<td>Does not meet Departmental obligations in a timely manner, AND no evidence of acknowledging EDI issues</td>
</tr>
</tbody>
</table>

NOTES
Evidence of awareness and contributions in the advancement of EDI in the University, community, and professional society environment might include:

Please include bullet points here from the provided list above, which fall under ‘Ideas for Integrating EDI in Service’