

MEMO

To: College of Business Faculty

From: Equity & Inclusion Committee, Sub-Committee on Promotion & Tenure: *David Baldrige, Lawrence Houston, Aimee Huff (Chair), Andrew Olstad, Don Thomas*

Date: April 14, 2017

Re: Recommendations from Equity & Inclusion Committee in relation to promotion and tenure

This memo contains recommendations from the College of Business' Equity & Inclusion Committee for additional language in (1) position descriptions and (2) the faculty handbook in relation to OSU's promotion and tenure criteria.

The Committee seeks feedback from faculty prior to, during, or following the All-College meeting on April 21, 2017. Please direct feedback to David Baldrige, Lawrence Houston, Aimee Huff, Andrew Olstad, or Don Thomas.

1. ADDITIONAL LANGUAGE FOR POSITION DESCRIPTIONS

The Committee recommends the following be added to faculty position details (i.e., job postings used for recruitment):

To the Position Summary: "The Oregon State University College of Business is committed to maintaining and enhancing its diverse, collaborative and inclusive community that strives for equity and equality of opportunity. All faculty members are responsible for helping to ensure that these goals are achieved."

To the Position Duties: "The Oregon State University College of Business is committed to maintaining and enhancing its diverse, collaborative community that strives for equity and inclusivity. All faculty and staff members are responsible for helping to ensure that these goals are achieved, and faculty should be able to demonstrate contributions to equity, inclusion, and diversity. Such contributions can be part of teaching, advising, research, extension, and/or service. These contributions can be, but do not have to be, part of scholarly work. Outputs and impacts of these efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers."

To the Special Instructions (i.e., list of required documents, including CV, cover letter): "A Diversity & Inclusion Statement: up to a one-page statement outlining how your experience, education, and/or training could contribute to an equitable, inclusive, and diverse College of Business community."

2. GUIDANCE FOR FACULTY SEEKING PROMOTION & TENURE

The Committee recommends providing the following in the faculty handbook for the purpose of providing guidance to meet promotion and tenure criteria:

The criteria for promotion and tenure were updated on June 12, 2015 to include the following: *Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved.*

Stipulated contributions to equity, inclusion, and diversity should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. Outputs and impacts of these faculty members' efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.

These concepts can be defined in the following ways:

- *Inclusion*: working together to create a welcoming environment through interpersonal interactions that respect and affirm the inherent dignity, value, and uniqueness of all individuals and communities. Inclusion is an active process of creating a community in which people have full access to relationships and resources that enable their personal and intellectual growth and success. Inclusive practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world.
- *Equity*: fairness of opportunity, including fairness of standards, norms, and practices for all community members. An equitable learning and working community provides equal access to all rights, privileges, and resources.
- *Diversity*: is a group attribute describing the extent to which members of a group/organization differ from one another in terms of individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and disability, as well as cultural, political, religious, or other affiliations). Appreciation of diversity entails acknowledging that particular groups have been historically marginalized and/or underrepresented.

The College of Business is also committed to fostering an inclusive community, where equity and diversity are valued. It is, therefore, important that faculty make contributions to equity, inclusion, and diversity, and that faculty document these contributions in their professional dossiers. The College of Business Committee for Equity and Inclusion offers the following list as guidance on how contributions can be made. The list is not exhaustive, and is intended to provide examples of the multiple avenues through which faculty can make contributions to inclusion, equity, and/or diversity.

1. *Pursuing contributions through professional development, by*

- Participating in OSU-hosted events related to inclusion, equity, diversity, and/or social justice
- Participating in workshops, seminars, or training focused on incorporating concepts of inclusion, equity, diversity, and/or social justice in higher education (e.g., completing Search Advocate training, or Social Justice training)
- Participating in conferences, seminars, workshops, or training outside of OSU that address inclusion, equity, diversity, and/or social justice in higher education OR in the faculty member's discipline.

2. Pursuing contributions through teaching, by

- a. Improving equity, inclusion, and diversity in *instructor conduct* (i.e., improving instruction approach, course delivery, classroom experience)
 - Participating in workshops, seminars, or training focused on improving inclusion, equity, and/or diversity in teaching (i.e., delivery, classroom experience, instructor conduct)
 - Conducting a student assessment of whether and how your commitment to inclusion, equity, and/or diversity is evident in your teaching; soliciting student feedback (e.g., adding SET items to assess your conduct)
 - Making *specific*, concrete changes to course instruction and environment more aligned with inclusion, equity, and diversity; examples include:
 - adding a diversity statement to course syllabus
 - explicitly discussing personal commitment to equity, inclusion, and diversity in the classroom
 - adopting formal policies for student conduct
 - systematically reviewing course materials to replace examples using negative stereotypes, remove non-inclusive language, and/or include multiple perspectives on a given topic
 - updating case studies to include diverse companies and decision-makers
 - Arranging for guest speakers who represent diverse perspectives and positions

- b. Improving equity, inclusion, and diversity in curriculum (i.e., teaching students to be business leaders who value equity, inclusion, and diversity)
 - Participating in the Difference, Power, and Discrimination Academy which prepares OSU faculty to
 - develop inclusive curricula that address institutionalized systems of power, privilege and inequity in the United States (“DPD” courses).
 - use pedagogical strategies such as interactive learning activities that have been demonstrated to be effective in teaching such curricula

- Participating in workshops, seminars, or training focused on incorporating concepts of inclusion, equity, and diversity in curriculum
- Modifying learning outcomes, course objectives, assignment outcomes, etc. to incorporate inclusion, equity, and diversity
- Modifying or adding course deliverables or exercises to incorporate inclusion, equity, diversity, and/or social justice; examples include
 - teaching students to identify their implicit biases
 - teaching students to identify historically underrepresented identity groups
 - presenting research/evidence demonstrating the advantages associated with diverse, inclusive, and/or equitable management practices
- Updating lectures and/or course materials to highlight importance of addressing inclusion, equity, diversity, and/or social justice in management
- Encouraging students to attend workshops, seminars, events, etc. focused on inclusion, equity, diversity, and/or social justice at the College or University

3. Pursuing contributions through research, by

- Conducting scholarly research focused on topics related to inclusion, social justice, equity, and diversity
- Selecting coauthors with diverse perspectives and backgrounds
- Hiring research assistants with diverse perspectives and positions
- Collecting data from diverse populations, and/or insuring data are representative of individuals from diverse backgrounds
- Exploring correlations with multiple and/or intersecting identities in data from diverse populations

4. Pursuing contributions through extension by:

- Organizing, leading, and/or presenting at workshops, seminars, or training focused on incorporating concepts of inclusion, equity, diversity, and/or social justice in industry or the community
- Serving on committees, task forces, student groups, etc. that focus on inclusion, equity, diversity, and/or social justice in industry or the local community
- Mentoring and/or actively seeking opportunities for individuals from historically marginalized groups

5. Pursuing contributions through service, by

- Organizing, leading, and/or presenting at workshops, seminars, or training focused on incorporating concepts of inclusion, equity, diversity, and/or social justice in higher education

- Serving on committees, task forces, student groups, etc. that focus on inclusion, equity, diversity, and/or social justice at the College, University, professional organizations, or the local community
- Mentoring and/or actively seeking opportunities for students from historically marginalized groups
- (Co-)organizing events at the College, University, or professional organizations
- Advocating and/or highlighting the need to consider inclusion, equity, diversity and/or social justice on issues during faculty meetings

Participating in training, workshops, and/or professional development activities is often an essential first step in building awareness, knowledge and skills, and indicates an individual's commitment to equity, inclusion, and diversity. Contributions, however, require application of this awareness, knowledge, and skill in one's work at OSU.

Faculty applying for promotion should discuss their contributions to equity, inclusion, and diversity in their Statement of Contributions.