

# MICHIGAN STATE UNIVERSITY

January 5, 2022

## MEMORANDUM

**TO:** University Committee on Faculty Tenure (UCFT)

**FROM:** Teresa K. Woodruff, Ph.D., Provost and Executive Vice President for Academic Affairs 

**SUBJECT:** Annual Review, Reappointment, Promotion, and Tenure (RPT) Process Updates

I am writing to share updates on the Annual Review, Reappointment, Promotion, and Tenure (RPT) process. I recently received comprehensive recommendations for writing and evaluating Diversity, Equity, and Inclusion (DEI) in the Tenure-System Faculty Annual Review, Reappointment, Promotion and Tenure (RPT) process from the Council of Diversity Deans (CODD). The attached recommendations outline thoughtful ways for deans, directors, and unit leaders, as well as tenure- and promotion-eligible faculty, to understand the ways in which DEI informs their work. Additionally, an ad hoc committee on DEI guidelines was formed in the College of Social Science, which provided recommendations for writing and evaluating DEI statements in the academic specialists' annual review and promotion process. Dr. N. Suzanne Lang, associate provost for Faculty and Academic Staff Affairs, and Dr. Marilyn Amey, interim associate provost for Faculty and Academic Staff Development, recently met with CODD to discuss these recommendations. Both are committed and eager to partner with CODD to share the recommendations with other stakeholder groups and to facilitate plans for training an implementation.



### OFFICE OF THE PROVOST

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In a recent memorandum to CODD (attached), I recommended that they reach out to UCFT and work directly with the UCFT chair, Dr. Susan Barman, on the ways in which shared governance becomes full partners as well. This parallels the COVID-modification guidelines that CODD also assisted with, and I believe the collaboration between CODD, Academic Governance, and the Office of the Provost is a reason the processes have worked so well across our colleges. The Office of the Provost provides the goals for the institution while units provide the mechanisms that are aligned to their area of scholarship. For example, the Office of the Provost does not guide the process in terms of evidence of accomplishment (may be papers, books, one or many; amount of external funding; number of students). These attributes of work are locally determined. Local colleges and units are working on their implementation guidance documents and I am confident they will be happy to have this information.

Additionally, the Spring 2021 University Philosophy and Guiding Policies on Faculty Tenure and Promotion memorandum will continue to be in place for the Spring 2023 RPT cycle, along with the Fall 2020 Guidelines on Creating a COVID-19 Impact Statement for Annual Review, Reappointment, Promotion, and Tenure for Tenure and Continuing-System Faculty and Academic Staff.

Thank you for your work and partnership in this process. I look forward to working together to ensure DEI statements are a formal part of the Annual Review and Reappointment, Promotion, and Tenure process going forward.

#### Attachments

Cc: N. Suzanne Lang, Ph.D., Associate Provost and Associate Vice President for Faculty and Academic Staff Affairs

Marilyn Amey, Ph.D., Interim Associate Provost for Faculty and Academic Staff Development

Jabbar R. Bennett, Ph.D., Vice President and Chief Diversity Officer

Thomas D. Jeitschko, Ph.D., Senior Associate Provost

# MICHIGAN STATE UNIVERSITY

December 13, 2021

## MEMORANDUM

**TO:** Council of Diversity Deans (CODD)

**FROM:** Teresa K. Woodruff, Ph.D., Provost and Executive Vice President for Academic Affairs 

**SUBJECT:** Response to Guidelines for Writing and Evaluating Diversity, Equity, and Inclusion in the Faculty Annual Review and Reappointment, Promotion, and Tenure (RPT) Process and Guidelines for Writing and Evaluating DEI Statements for Academic Specialists Annual Review and Promotion Process Drafted by the Council of Diversity Deans

Thank you for the comprehensive DEI statement recommendations outlined in the Guidelines for Writing and Evaluating Diversity, Equity, and Inclusion in the Faculty Annual Review and Reappointment, Promotion, and Tenure (RPT) Process document and the Writing and Evaluating DEI Statements for Academic Specialists Annual Review and Promotion document. These are thoughtful ways for deans, directors, and unit leaders, as well as tenure- and promotion-eligible faculty and academic specialists, to understand the ways in which DEI informs their work. I have shared your documents with the Council of Deans and their comments were positive about the materials presented.



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One modification to the materials is the change of working from “guidelines” to “recommendations.” The Office of the Provost provides the goals for the institution while units provide the mechanisms that are aligned to their area of scholarship. For example, the Office of the Provost does not guide the process in terms of evidence of accomplishment (may be papers, books, one or many; amount of external funding; number of students). These attributes of work are locally determined. Similarly, the Office of the Provost offered COVID-modification guidelines followed by implementation recommendations, that CODD assisted with as well. Local colleges and units are working on their implementation guidance documents and I am confident they will be happy to have this information.

I understand that Associate Provosts Suzanne Lang and Marilyn Amey met with you last week to discuss the recommendations. They are committed and eager to partner with CODD to share these recommendations with other stakeholder groups and to facilitate plans for training and implementation. One stakeholder group that should be included is the University Committee on Faculty Tenure, and I have asked that they work directly with the chair of that committee on the ways in which shared governance becomes full partners as well. Indeed, this parallels the COVID-

implementation recommendations that CODD assisted in, and I believe the partnership is a reason the processes have worked so well across our colleges. I expect you will hear from Drs. Suzanne Lang and Marilyn Amey in the near future on these details.

Again, thank you for your work and guidance in this process, and your willingness to engage with the implementation and training. I look forward to working together to ensure DEI guidelines are a formal part of the Annual Review and Reappointment, Promotion, and Tenure process and the Annual Review and Promotion for Academic Specialists process going forward.

#### Attachments

Cc: N. Suzanne Lang, Ph.D., Associate Provost and Associate Vice President for Faculty and Academic Staff Affairs

Marilyn Amey, Ph.D., Interim Associate Provost for Faculty and Academic Staff Development

Jabbar R. Bennett, Ph.D., Vice President and Chief Diversity Officer

Thomas D. Jeitschko, Ph.D., Senior Associate Provost

November 15, 2021

**MEMORANDUM**

**TO:** Teresa Woodruff, Provost, Michigan State University

**FROM:** Nwando Achebe, and Hilda Mejia Abreu, co-chairs of the Council for Diversity Deans (CODD)  
DEI guidelines subcommittee: Hilda Mejia Abreu, Nwando Achebe, Pero Dagbovie, Marita Gilbert, and Sonja Fritzsche

**SUBJECT:** Guidelines for Writing and Evaluating Diversity, Equity, and Inclusion (DEI) in the Faculty Annual Review and Reappointment, Promotion, and Tenure (RPT) Process

As promised, please find attached two documents for your consideration—a guidelines for “Writing and Evaluating Diversity, Equity, and Inclusion (DEI) in the Faculty Annual Review and Reappointment, Promotion, and Tenure (RPT) Process” and a “DEI Guidelines Appendix.” The former, enumerates suggested prompts for the evaluation of DEI in research, teaching, and service/outreach. The appendix includes a suggested implementation process for the university and units. It also contains a suggested format for the RPT narrative as well as suggested language for letters of appointment and external review letter writers.

These documents were developed by a subcommittee of Council of Diversity Deans (CODD), whose members are listed above. If you have any questions or concerns, please feel free to contact us.

It is our hope that you will adopt these guidelines and share them with the Council of Deans for implementation in their respective colleges. Please know, as articulated in the appendix, that CODD is available to help with the implementation and training process.

cc. Suzanne Lang, Associate Provost for Academic Human Resources  
Marilyn Amey, Interim Associate Provost for Faculty and Academic Staff  
Development  
Jabbar R. Bennett, Vice President and Chief Diversity Officer  
Thomas D. Jeitschko, Senior Associate Provost



Council of  
Diversity Deans  
(CODD)

**Guidelines for Writing and Evaluating Diversity, Equity, and Inclusion (DEI) in the Faculty  
Annual Review and Reappointment, Promotion, and Tenure (PRT) Process  
Council of Diversity Deans (CODD)\***

**Introduction**

In a Spring 2021 memorandum, “University Philosophy and Guiding Policies on Faculty Tenure and Promotion,” Provost Teresa K. Woodruff indicates that “candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach and engagements.” In keeping with Michigan State University’s values of collaboration, equity, excellence, integrity, and respect, as well as its commitment to inclusive excellence, faculty being evaluated for Annual Review or seeking consideration for Reappointment, Promotion, and Tenure (RPT) are asked to provide evidence of their contribution to [MSU’s diversity, equity, and inclusion mission](#).<sup>1</sup> In this document, the term *minoritized* is broadly inclusive of categories of race, ethnicity, gender, gender expression, sexual orientation, language, culture, class, religion, mental ability, physical ability, country of origin and immigration status.

*Excellence in DEI contributions:* Considering the numerous disciplines that make up our intellectual community, a faculty member’s contributions to DEI can take many forms. Faculty can demonstrate their DEI efforts through their research/creative activities, teaching, and service, outreach, and engagement. These respective areas may include efforts to advance equitable access to education, research or creative work and service/outreach that focus on the needs of minoritized populations, mentoring and advising minoritized students, mentoring and supporting minoritized faculty and staff, and the equitable implementation of policy and procedure. The university is providing guidance, within the context of a variety of disciplines, on how excellence can be evaluated. When assembling their dossier, faculty should include evidence of excellence in DEI-related efforts and accomplishments in each area of evaluation across the mission.

*Measuring DEI excellence:* Equity and inclusion work varies according to position and may include impact at an individual faculty level, at a programmatic unit level, and/or at an institutional or professional organizational level commensurate with rank. **Individual impact** is defined as equity and inclusion work with individual students, faculty/staff, alumni, community members. **Programmatic Impact** refers to equity and inclusion work with regards to creating, supporting,

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\* A subcommittee of CODD members produced this document on behalf of CODD. They are, in alphabetical order: Hilda Mejia Abreu, Nwando Achebe, Pero Dagbovie, Marita Gilbert, Sonja Fritzsche. The subcommittee drew inspiration from a College of Social Science Academic Specialist ad hoc committee (Nwando Achebe, Catherine Foley, Sarah Handspike, Veda Hawkins, Heather Wilson) charged with producing guidelines for the writing and evaluating of DEI activities for annual review and promotion of continuing academic specialists.

<sup>1</sup> For more information and definitions of these terms, see MSU’s recently completed “Diversity, Equity & Inclusion” Report and Plan at <https://president.msu.edu/initiatives/dei-plan/dei-working-definitions.html>.

or leading programs or initiatives. **Institutional Impact** refers to equity and inclusion work in an initiative, policies or practices that lead to institutional change or change in a professional organization.

What follows are some suggested ways to consider faculty members’ engagement with DEI. Faculty members are not necessarily expected to have contributed to all areas listed. This document instead serves as a guide for preparing, developing, and evaluating DEI work in annual review and RPT narratives. This document is divided into two sections: **PART I, Suggested Evaluation Criteria** for assessing faculty’s DEI contributions and **PART II, Additional Evaluative Considerations**.

**Suggested categories of evaluation:**

<b>Below Expectations:</b>	<b>Meeting Expectations:</b>	<b>Exceeding Expectations:</b>	<b>Exceptional:</b>
little to no effort in equity work on the part of the faculty member in any of the relevant areas.	<i>individual impact</i> —i.e., doing your job, equity work with <i>individual</i> students, faculty, community work, organizations	<i>programmatic impact</i> —i.e., doing your job, equity work providing significant leadership to formalized <i>programs</i> or <i>initiatives</i>	<i>institutional impact</i> —i.e., shaping <i>institutional/systemic</i> change, contributing to efforts that strengthen institutional policy and practice

**PART I: SUGGESTED EVALUATION CRITERIA**

**Research/Creative Activities:** In the realm of research, there are numerous ways that faculty activities can align with diversity, equity, and inclusion, including, but not limited to: producing scholarship/creative work, leading scholarly and creative programs, and initiatives, applying for external grants, and generating new knowledge that focuses on DEI and engages with equity and inclusion issues. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

*Does the faculty member:*

**EXCEPTIONAL**

- As a principal investigator (PI) or co-principal investigator (Co-PI) secure external grants and funding to support DEI focus initiatives, research, and collaborations?
- Develop new innovative forms of DEI focus research/creative activities? (e.g., digital expressions, medical humanities)
- Develop tools and products for research/scholarship that honor the perspectives of minoritized communities? (e.g., social media apps, animation, photo elicitation)
- Provide evidence of a sustained record of important contributions to DEI focus research?

(e.g., proposals, reports, papers, books, screenplays, compositions, performances, exhibitions.)

- Direct major DEI focus research endeavors? (e.g., edit a journal, curate a major exhibition)

### **EXCEEDING EXPECTATIONS**

- As a principal investigator (PI) or co-principal investigator (Co-PI) submit applications for external grants and funding to support DEI focus initiatives, research, and collaborations?
- Make major and sustained scholarly or creative contributions that seek to improve the lives of minoritized communities and promote knowledge/understanding of their experiences?
- Supervise and mentor minoritized graduate assistants/interns/residents?
- Make major and sustained scholarly contributions to advancing equitable access and diversity?
- Serve as an expert consultant to DEI focus projects in their professional field?
- Develop sustained research or creative partnerships based on *reciprocity* with minoritized communities within and outside MSU?
- Develop DEI focus research/creative activities/workshop series that impact minoritized communities and inform policies?
- Play a significant role in research or creative opportunities that address the needs of minoritized undergraduates, graduate students, postdocs, interns, and residents?

### **MEETING EXPECTATIONS**

- Produce research or creative activities that reflect the perspectives of minoritized communities?
- Nurture and promote research or creative opportunities with individuals historically excluded from their disciplines?
- Participate in research or creative projects with minoritized scholars and communities?
- Develop evidence-based research practices for ethical engagement with minoritized communities?
- Promote a climate that values DEI in research and creative settings?
- Make scholarly or creative contributions that promote an understanding of the experiences of minoritized communities?
- Facilitate a safe and accessible work environment where there are no barriers to conducting research or creative work?
- Seek funding or grant opportunities for DEI focus work and collaborations?
- Recognize the voices of minoritized communities; credit and promote those perspectives in research or creative activities?
- Intentionally and responsibly include minoritized subjects in DEI data sets for analysis and interpretation?
- Present DEI focus seminars, lectures, papers, posters?
- Serve as reviewer for journals or other publications that have a DEI focus?
- Collaborate with minority serving institutions?
- Ensure that research teams and creative collaborations have diverse voices?

**Teaching:** As teachers, faculty can exhibit a commitment to DEI by doing the following, among others: fostering inclusive learning environments and pedagogies, ensuring that students are provided with equitable opportunities for success, incorporating DEI into their curricula, and mentoring minoritized students. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

*Does the faculty member:*

**EXCEPTIONAL**

• **MENTORING**

- Graduate Mentoring: Mentor, and/or serve as the major adviser for, significant numbers of minoritized graduate students during their graduate careers? (e.g., provide consistent counsel, timely scholarly feedback, stimulating intellectual environments, detailed annual evaluations, outstanding professional development opportunities, wellness support or resources)
- Chair minoritized graduate and professional students' guidance committees *to completion*?
- Undergraduate Mentoring: Mentor and curate the experience of significant numbers of minoritized undergraduate students? (e.g., independent research opportunities, consistent counsel, timely scholarly feedback, stimulating intellectual environments, outstanding career development opportunities, wellness support or resources)

• **SHARING KNOWLEDGE**

- Organize and lead curricular reform in a unit or profession that broadly integrates resources that amplify the voices of minoritized groups and/or are authored by these scholars.
- Make significant contribution to the advancement of evidence-based practices in inclusive pedagogies and is so recognized by professional peers?

**EXCEEDING EXPECTATIONS**

• **MENTORING**

- Graduate Mentoring: Provide minoritized graduate students with consistent feedback, guidance, professional development and career opportunities, open lines of communication, and encouragement and support?
- Undergraduate Mentoring: Provide minoritized undergraduate students with consistent guidance, career and professional development, assistance when facing challenges, open lines of communication, and encouragement and support?

• **SHARING KNOWLEDGE**

- Develop and teach course(s) that amplify the voices of minoritized groups? (e.g., incorporate resources authored by minoritized scholars)
- Develop students' ability to *practice* cultural humility? (e.g., active engagement with inclusivity, expose students to new perspectives on cultures, beliefs, and practices)
- Contribute to the advancement of evidence-based practices in inclusive pedagogies

and is so recognized by professional peers?

## **MEETING EXPECTATIONS**

### **• MENTORING**

- Graduate Mentoring: Ensure that minoritized graduate students are aware of all program requirements and receive regular feedback, basic professional development opportunities, adequate supervision, and equitable and respectful mentoring?
- Serve on minoritized graduate students' guidance committees?
- Undergraduate Mentoring: Ensure that minoritized undergraduate students receive equitable mentoring that is respectful and culturally responsive?
- Mentor and incorporate minoritized students into their work environments? (e.g., laboratories, studios, etc.)

### **• SHARING KNOWLEDGE**

- Include resources that amplify the voices of minoritized groups? (e.g., incorporate resources authored by minoritized scholars)
- Employ inclusive pedagogy techniques that meet the needs of students of all backgrounds, learning styles, and abilities?
- Encourage students to *practice* cultural humility? (e.g., engagement with inclusivity, expose students to new perspectives on cultures, beliefs, and practices)
- Participate in DEI focus professional development? (e.g., inclusive pedagogy, inclusive course content)

### **• CLASSROOM CLIMATE**

- Include a DEI statement in their syllabus?
- Maintain an inclusive and safe learning environment? (e.g., accessible and encouraging to all students, students engage respectfully with difficult and sensitive subject matter, their identities are validated)

### **• ACCESSIBILITY**

- Respect the terms of RCPD's Verified Individualized Services and Accommodations documents (VISAs)?
- Provide accessible course materials? (e.g., understand the expense and accessibility of required course materials)
- Provide flexibility while supporting student success? (e.g., extended or virtual office hours, laboratory and studio usage, extra assistance etc.)
- Provide multiple assignment types and use inclusive evaluative criteria in assessing students' performance?

**Service/Outreach:** Participating in on-campus DEI initiatives is a clear example of DEI university service, but there are other examples. In the area of outreach and engagement, faculty can engage with minoritized communities and promote DEI values to the broader public. In the area of professional service, faculty can be involved in a range of activities within their fields that

promote inclusive excellence. These are just some of the potential ways to fulfil this requirement. When evaluating work, the evaluation committee and the faculty member should consider the following questions:

*Does the faculty member:*

### **EXCEPTIONAL**

#### **OFF CAMPUS OUTREACH AND ENGAGEMENT**

- Develop and direct a major grant, *over multiple years*, as a PI with minoritized communities that is based on reciprocity and redistribution?
- Significantly contribute to the adoption of inclusive practices in off campus communities?

#### **ON CAMPUS SERVICE**

- Lead a major standing DEI committee? (e.g., chair unit or college DEI committee)
- Substantially participate in major college or university DEI initiatives? (e.g., dedicated member of DEI strategic planning committee)

#### **PROFESSIONAL SERVICE**

- Make significant and sustained DEI contributions to their broader profession? (e.g., conduct major workshops, programs or deliver keynote presentations)
- Assume a major leadership role in an externally facing DEI professional society/association?

### **EXCEEDING EXPECTATIONS**

#### **OFF CAMPUS OUTREACH AND ENGAGEMENT**

- Apply for and/or develop and direct grant(s) as a PI with minoritized communities that is based on reciprocity?
- Develop innovative outreach/service programs that meet the needs of minoritized communities?
- Produce extensive DEI-related resource materials for the general public? (e.g., peer reviewed publications, manuals, resource guides, websites, etc.)
- Establish cooperative DEI programs and initiatives outside the MSU community?
- Collaborate with minority serving institutions in faculty, staff, and student success programs?

#### **ON CAMPUS SERVICE**

- Participate in DEI focus programs for minoritized undergraduate and graduate students? (e.g., The Alliances for Graduate Education and the Professoriate (AGEP), Summer Research Opportunities Program (SROP), OMSP, Drew Scholars, MUSE Scholars Program)?
- Participate in DEI focus programs for minoritized faculty and staff? (e.g., Diversity Research Network (DRM), Womxn of Color Initiative (WOCI), Coalition of Racial and Ethnic Minorities (CoREM), Black Faculty, Staff, and Administrators Association (BFSAA), Employee Pride and Inclusion Coalition (EPIC), Educating Anishinaabe: Giving, Learning

and Empowering (EAGLE), SSC Dean's Research Associate Program, etc.)

- Help recruit, retain, and/or mentor a substantial number of minoritized scholars, students?

#### **PROFESSIONAL SERVICE**

- Assume leadership roles in DEI facing committees within professional societies?

#### **MEETING EXPECTATIONS**

##### **OFF CAMPUS OUTREACH AND ENGAGEMENT**

- Engage in inclusive outreach practices?
- Participate in writing or and/or carrying out grants cooperatively with minoritized communities that are founded on reciprocity (e.g., topics that are relevant to and in partnership with those communities)?
- Disseminate DEI focus research to the broader public?

##### **ON CAMPUS SERVICE**

- Maintain certification in DEI trainings? (e.g., mandatory DEI and RVSM training)
- Engage in service activities that are inclusive?

#### **PROFESSIONAL SERVICE**

- Faculty Mentoring: Provide minoritized faculty with consistent feedback, guidance, professional development and career opportunities, open lines of communication, and encouragement and support?
- Serve as reviewer for DEI focus grants and publications and/or editor for newsletters and other publications?
- Present research or creative work on minoritized communities at professional conferences or to academic or other leadership in and outside MSU?
- Serve on committee(s) in DEI facing professional societies?
- Serve as a consultant for off-campus DEI focus organizations?

### **PART II. ADDITIONAL EVALUATIVE CONSIDERATIONS**

The following areas represent aspects of evaluation that often fall prey to implicit or explicit bias in the annual review and RPT process. Although these are not listed in the rubric above, they reflect areas that should be discussed in units in order to further refine campus standards and evaluation practices.

**1. Sharing Knowledge**—There is a need for a flexible and less-biased approach to the assessment of methods for sharing knowledge.

- Beyond the journal and the book: There are myriad ways in which knowledge can be shared and have impact. (e.g., engaged research products, documentary film, datasets).
- Publication avenues: Many prestigious publishers privilege authors within established

networks, thereby practicing epistemic exclusion.<sup>2</sup>

- Impact: There should be a broader understanding of impact beyond academic/scholarly impact to include broader impact in communities and society at large. (e.g., policy work).
- Peer review: There should be a broader understanding of what peer means beyond academic peers to include relevant peer experts and scholars outside the academy. (e.g., community letters).
- Ephemeral work: Many ways exist to document ephemeral work (e.g., community convenings, installations, performances, websites) and other work that is no longer “retrievable” (e.g., the “wayback” machine, reviews, inbound links, etc.).

**2. Metrics**—Candidates should present all available and relevant metrics of the impact, influence, and significance of their work.

- Reputation: How is reputation appropriately assessed? The prestige or acceptance rate of a particular journal or book series is not a direct measure of the impact and importance of a particular work. Some articles in the ‘best’ journals are never cited.
- Grant funding: Embedded bias exists with regards to who gets funding and what topics are funded.
- Alt-metrics: Nontraditional metrics provide alternate ways to assess impact. Review committees should be aware of newer methods of measurement.

**3. Collaborative work**—collaborative research and collaborations often create work, rather than save time.

- Degree of collaboration: PI status or author order does not necessarily indicate the degree or level of a candidate’s participation in grant seeking or the writing process.

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<sup>2</sup> On epistemic exclusion, see Isis H. Settles, Martinique K. Jones, NiCole T. Buchanan, and Kristie Dotson. “Epistemic Exclusion: Scholar(Ly) Devaluation That Marginalizes Faculty of Color.” *Journal of Diversity in Higher Education*, March 2, 2020. <http://dx.doi.org.proxy2.cl.msu.edu/10.1037/dhe0000174>(<http://dx.doi.org.proxy2.cl.msu.edu/10.1037/dhe0000174>).

## DEI GUIDELINES APPENDIX

### **Suggested implementation process for the university**

1. Guidelines document produced by Council of Diversity Deans (CODD).
2. CODD presents to, and works with, Council of Deans on mechanisms for introducing DEI into Annual Review and RPT process.
3. In partnership with AAN, CODD presents series of workshops to MSU community about integrating DEI into Annual Review and RPT.
4. CODD presents information on guidelines to new faculty, administrators, and academic staff during the New Faculty, Administrator and Academic Staff Orientation

### **Suggested implementation process in units**

1. Faculty in colleges and academic units should adapt the above guidelines to create DEI evaluation rubrics that are specific to the (inter)disciplinary work within their respective units. Equity for faculty on joint appointments should be taken into account when formulating rubrics.
2. Department chairs and directors should meet yearly with each pre-tenure faculty member in the fall to discuss plans for progress towards RPT. In these meetings, chairs and directors should review the DEI requirement and talk through materials provided by the university, college, and department to help guide plans and establish a timeline for meeting these requirements. Faculty with joint appointments should consider working with the chairs of each department to draw up a memorandum of understanding to clarify expectations in advance.
3. Please contact the Assistant/Associate Dean or Director for DEI in your college for help with adapting the guidelines and as a general resource for your faculty in this area.
4. Department chairs, directors, and pre-tenure faculty should touch base with faculty mentors to discuss the DEI portion of the path to RPT.

### **Suggested Format for RPT Narrative**

- Since DEI is not a separate entity, but is embedded across the academic mission, RPT narratives should be seven pages long, two of which address the new DEI requirement and related accomplishments to be organized in the format suggested below:

#### **Research**

Enter research activities here

##### DEI Research

Enter DEI research activities here

#### **Teaching**

Enter teaching activities here

DEI Teaching

Enter DEI teaching activities here

**Service/Outreach**

Enter service/outreach activities here

DEI Service/Outreach

Enter DEI service/outreach activities here

**Suggested language for Letters of appointment**

Letters of appointment should communicate clearly that MSU deeply values accomplishments aligned with diversity, equity, and inclusion. Suggested language for this communication follows: “MSU deeply values accomplishments aligned with diversity, equity, and inclusion, thus faculty members will be evaluated for evidence of such achievement in their annual review (AN) and Reappointment, Promotion, and Tenure (RPT). For annual review, a faculty member is expected to present evidence of DEI accomplishment in research/creative activities, teaching, and service. For RPT consideration, a faculty member will be expected to present a narrative (integrated into the RPT statement) and evidence (in the dossier) that reflects these accomplishments. Your unit chair/director will provide you with guidelines for preparing these documents. While external reviewers’ primary focus will be on the quality of the faculty member's scholarly/creative contributions; MSU evaluations will assess the entirety of the faculty member's overall performance to integrate DEI.”

**Suggested language for external review letter writers**

Unit chairs and directors should communicate clearly to external evaluators that MSU deeply values accomplishments aligned with diversity, equity, and inclusion. Suggested language for this communication follows: “MSU deeply values accomplishments aligned with diversity, equity, and inclusion, thus faculty members going up for tenure and promotion consideration are evaluated for evidence of such achievement. While your primary focus as an external evaluator will be on the quality of the faculty member's scholarly/creative contributions; MSU evaluations will assess the entirety of the faculty member's overall performance to integrate DEI.”

**From:** [Woodruff, Teresa](#)  
**To:** [Handspike, Sarah](#); [Hawkins, Veda](#); [Wilson, Heather](#); [Foley, Catherine](#); [Achebe, Nwando](#)  
**Cc:** [Lang, Suzanne](#); [Amey, Marilyn](#)  
**Subject:** Thank you  
**Date:** Tuesday, December 14, 2021 11:45:52 AM  
**Attachments:** [image001.png](#)

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Dear Colleagues:

I write today to express my gratitude for your service on the ad hoc committee that led to creation of the Academic Specialist Annual Review and Promotion Process document. I shared your excellent work with the Deans Council and there was deep gratitude for the work leading to the documents. Associate Provosts Suzanne Lang and Marilyn Amey are working with the Council of Diversity Deans to facilitate plans for training and implementation of these recommendations across campus. Thank you for your dedication and guidance in this process.

Finally, I want to express how critically important Academic Specialists are to this university. We are a community of scholars and seeing ways to enable each persons success is a personal and professional priority. This is the latest example of the ways in our university is renewing its commitments to excellence and equity and the lived experiences that foster an exemplary learning, teaching, leading environment. I appreciate your extraordinary work and partnership!!!

My very best!

Teresa

**Teresa K. Woodruff, Ph.D.** (she/her/hers)  
Provost and Executive Vice President for Academic Affairs  
MSU Foundation Professor



November 15, 2021

**MEMORANDUM**

**TO:** Teresa Woodruff, Provost

**FROM:** Nwando Achebe, Associate Dean for Diversity, Equity, and Inclusion, College of Social Sciences  
DEI guidelines ad hoc committee: Nwando Achebe, Catherine Foley Sarah Handspike, Veda Hawkins, and Heather Wilson

**SUBJECT:** Guidelines for Writing and Evaluating DEI Statements for Academic Specialists Annual Review and Promotion

As promised, please find attached, a guidelines document for “Writing and Evaluating DEI Statements for Academic Specialists’ Annual Review and Promotion.” The document enumerates suggested prompts for the evaluation of DEI in advising, teaching, curriculum development, research, service/outreach, and administrative responsibilities.

This document was developed by an ad hoc committee of academic staff, whose members are listed above.

It is our hope that you will adopt these guidelines and share them with the Council of Deans for implementation in their respective colleges. Please know, as articulated in my previous message that CODD is available to help with the implementation and training process.

If you have any questions or concerns, please feel free to contact us.

cc. Suzanne Lang, Associate Provost for Academic Human Resources  
Marilyn Amey, Interim Associate Provost for Faculty and Academic Staff Development  
Jabbar R. Bennett, Vice President and Chief Diversity Officer  
Thomas D. Jeitschko, Senior Associate Provost



**Council of  
Diversity Deans  
(CODD)**

**Guidelines for Writing and Evaluating DEI Statements for Academic Specialists' Annual Review and Promotion**  
**SSC Academic Specialist Ad hoc committee \***

In keeping with Michigan State University’s (MSU) values of collaboration, equity, excellence, integrity, and respect, and its commitment to inclusive excellence, academic specialists going through annual review and seeking promotion in the College of Social Science (SSC) are asked to provide evidence of the academic specialist’s contribution to MSU’s [diversity, equity, and inclusion mission](#). An academic specialist’s contribution to Diversity, Equity, and Inclusion (DEI) can take several forms including efforts to advance equitable access to education, continuous training and service that addresses the needs of MSU's diverse population, research that highlights inequalities, mentoring and advising minoritized students, mentoring and supporting minoritized academic specialists, and the equitable implementation of policy and procedure. In alignment with [MSU’s affirmative action/equal opportunity statement](#), we recognize the importance of understanding the intersectionalities of members of our community. The term minoritized is used to be broadly inclusive of the identities listed in the affirmative action/equal opportunity statement. Academic specialists and their evaluators can use the suggested categories of evaluation and the enumerated activities in each section as a starting point to assess an academic specialist’s contributions to advancing MSU’s DEI mission. Academic specialists are not necessarily expected to have contributed to all areas listed since most academic specialists are not assigned to all categories. In addition, the list below is not exhaustive, as each academic specialist contributes to MSU in very diverse ways. The document instead serves as a guide for preparing, developing, and evaluating DEI statements.

***Suggested categories of evaluation:***

<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
=	=	=	=
little to no effort in equity work on the part of the academic specialist in any of the relevant areas.	doing your job, equity work with individual students, faculty, community work, organizations.	doing your job, equity work providing significant leadership to a formalized program.	shaping institutional /systemic change= contributing to efforts that strengthen institutional policy and practice

**Advising:** The academic advising category includes individuals who provide advisement on course options and other academically related matters. These academic specialists have responsibilities in an academic department, school, or college or in a unit that serves University-wide populations

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\* An ad hoc College of Social Science Academic Specialist committee (Nwando Achebe, Catherine Foley, Sarah Handspike, Veda Hawkins, Heather Wilson) was convened by Nwando Achebe to produce guidelines for the writing and evaluating of DEI activities for annual review and promotion of continuing academic specialists.

(e.g., Supportive Services, Neighborhood Student Success Collaborative, Honors College). [Academic Specialist Handbook](#) **A.5.1.1 ADVISING**. When evaluating DEI accomplishments in advising, the evaluation committee and the academic specialist should consider the following questions:

*Does the Academic Specialist:*

### **EXCEPTIONAL**

- Make significant professional contributions to DEI, such as conducting workshops or delivering papers or lectures that develop best practices for ethical engagement with minoritized communities?
- Assume leadership roles involving the sustained mentorship, support, supervision, and training of new minoritized academic specialists?
- Proactively mentor minoritized students over a sustained period of time?

### **EXCEEDING EXPECTATIONS**

- Implement effective strategies to ensure minoritized students are provided equitable opportunities for success?
- Establish relationships with other units in the University to make appropriate referrals? (e.g., when a minoritized student has a concern that the academic specialist is unable to fully address)
- Advise students to take courses taught by minoritized faculty to either a) increase majority students' awareness of the diverse world we live in; or b) facilitate opportunities for mentorship and support for minoritized students?
- Collaborate with minoritized academic specialists from other units on how to best serve minoritized students?
- Create and facilitate activities devoted to the success and retention of minoritized students?
- Participate in DEI focus professional development activities, both on and off campus, including conferences, workshops, and seminars?
- Articulate the advising needs of minoritized students in department/school, college, and University level DEI committees?

### **MEETING EXPECTATIONS**

- Use theory to inform best advising practice for minoritized students? (e.g., asset-based approaches to recognize students' unique strengths and use those strengths to the student's advantage; intersectionality theory to identify invisible barriers and provide alternatives for those students)
- Understand and validate student experiences of harm, including microaggressions and stereotype threat?
- Proactively advise minoritized students?
- Ensure minoritized students know they are valued, belong, and matter?
- Create a safe and inclusive environment that is open, accessible, and encouraging to minoritized students?

- Identify on campus DEI resources and trainings and encourage students to avail themselves of those opportunities?
- Consider financial constraints when advising students toward degree completion and discuss financial aid and scholarship opportunities to decrease those limitations?
- Inform themselves of current events/issues that impact minoritized students?
- Increase advising appointment accessibility to minoritized student populations by offering a variety of appointment types? (e.g., in-person, online, phone call) and times (e.g., accommodate time zones for international students and work schedules for students needing to work full-time)
- Show support for the career and graduate school goals of minoritized students by providing support in letters of recommendation for minoritized students?
- Give equitable opportunities for minoritized students to earn awards and recognition within the department and college?
- Effectively communicate the value and importance of DEI related courses and training to majority students, faculty, and staff? (e.g., DEI, Relationship Violence & Sexual Misconduct (RVSM) mandatory trainings).
- Encourage students with disabilities to contact the Resource Center for Persons with Disabilities (RCPD) to apply for Verified Individualized Services and Accommodations (VISA) so students can have access to accommodations?
- Participate in activities devoted to the success and retention of minoritized students?
- Use best practices in providing accommodations, assistance, and guidance to minoritized students reentering programs from recess, dismissal, and/or time off school?

**Teaching:** The academic specialist in this category is involved significantly in providing instruction for credit in classes, labs, seminars, practical and clinical settings. [Academic Specialist Handbook](#)  
**A.5.1.2 TEACHING.** When evaluating DEI accomplishments in teaching, the evaluation committee and the academic specialist should consider the following questions:

*Does the Academic Specialist:*

**EXCEPTIONAL**

- Create programs that provide access and/or establish a pipeline into the discipline for minoritized students?
- Make significant scholarly DEI focus contributions in relevant subject areas?
- Make significant contribution to the advancement of best practices in inclusive pedagogies and is so recognized by professional peers?

**EXCEEDING EXPECTATIONS**

- Include readings and resources authored by minoritized scholars?
- Include readings and resources that amplify the voices of diverse groups?
- Develop students' ability to practice cultural humility?
- Provide opportunities for active engagement with inclusivity?
- Develop effective teaching strategies to ensure students are given equitable opportunities for success?

- Incorporate DEI connections into the curriculum?
- Supervise and mentor minoritized undergraduate students for an extended period of time?
- Mentor at-risk students and minoritized students?
- Supervise and mentor minoritized Teaching Assistants?
- Have evidence of teaching effectiveness, including techniques which meet the needs of minoritized students?
- Engage in opportunities to learn more about DEI in the classroom setting? (e.g., Office of Inclusion and Intercultural Initiatives (OI3), Academic Advancement Network (AAN), the MSU Hub for Innovation in Learning and Technology (HUB))

### **MEETING EXPECTATIONS**

- Create an inclusive learning environment that is open, accessible, and encouraging to all students?
- Create a safe classroom space where students from diverse backgrounds feel empowered to express their ideas?
- Not place responsibility on minoritized students to speak on behalf, and be the authoritative voice of their own groups?
- Expose students to new perspectives on cultures, beliefs, and practices?
- Invite scholars from minoritized groups to make presentations in class?
- Include a DEI statement in their syllabus?
- Demonstrate flexibility in working with students of all learning styles?
- Provide flexibility in their availability to support students during and outside prescribed office hours?
- Understand the expense and accessibility of various resources that they require for class?
- Make resources available on reserve in the university library?
- Support the purpose of RCPD VISAs? e.g.,
  - Provide language on syllabus, and during the first week of class, welcoming students with VISAs to turn them in at the beginning of the semester?
  - Provide language on syllabus, and during the first week of class, encouraging students with disabilities to contact RCPD to get a VISA?
  - Provide accommodations based on the terms of the VISA?

**Curriculum Development:** The curriculum development category includes individuals who plan courses or curricula. Usually, such responsibilities are undertaken by individuals appointed in colleges, departments, and schools. [Academic Specialist Handbook A.5.1.3. CURRICULUM DEVELOPMENT](#). When evaluating DEI accomplishments in curriculum development, the evaluation committee and the academic specialist should consider the following questions:

*Does the Academic Specialist:*

### **EXCEPTIONAL**

- Significantly contribute DEI focus research in relevant subject areas or pedagogy related to curriculum development and planning?

- Lead efforts to center DEI in their unit's curriculum structure? (e.g., increase DEI focus course offerings and minors)
- Lead the evaluation of DEI focus requirements in the unit's undergraduate and graduate programs?
- Design and implement tools to assess DEI focus student learning outcomes in the curriculum?

### **EXCEEDING EXPECTATIONS**

- Participate in DEI focus committees and curricula planning at the unit, college, and university level?
- Hire specialists with previous DEI experience?
- Lead efforts to incorporate DEI related curriculum development into onboarding materials for specialists?
- Gather curricula and course materials related to DEI to assist in curricula development efforts?
- Participate in the evaluation of DEI focus requirements in the unit's undergraduate and graduate programs?
- Identify literature on minoritized communities for inclusion in courses and academic programs?
- Help design tools to assess DEI related student learning outcomes in the curriculum?
- Include information related to DEI learning outcomes and provide support resources for students on your syllabi?
- Participate in the development of courses that support minoritized student success? (e.g., research, implement, teach, and develop)
- Participate in the development and evaluation of assessment techniques and procedures that take into consideration different learning styles?

### **MEETING EXPECTATIONS**

- Find creative ways to support minoritized students in large service courses to decrease opportunity gaps?
- Participate in the development of instructional materials that represent diverse voices?
- Develop an understanding of different learning styles that support inclusivity, and implement them within the department's curriculum structure?
- Participate in professional development activities, both on and off campus, including conferences, workshops, and seminars to enhance abilities and knowledge in DEI curriculum development?

**Research:** The academic specialist appointed in this functional area facilitates scholarly research activity of a national and international stature appropriate for a premier land-grant, AAU university. These individuals must perform a lead role on research projects, including developing grant proposals and directing the research project with the designation as principal investigator and/or in performing position responsibilities which require a terminal degree. [Academic Specialist Handbook](#) **A.5.2 RESEARCH**. When evaluating DEI accomplishments in research, the

evaluation committee and the academic specialist should consider the following questions:

*Does the Academic Specialist:*

**EXCEPTIONAL**

- Receive external funding or grants for DEI focus work?
- Supervise and mentor minoritized undergraduate students in DEI engaged research projects?
- Develop new forms of ethically engaged DEI focus research? (e.g., inclusive of digital expressions)
- Develop tools that honor the perspective of minoritized communities?
- Develop best practices for ethical engagement with minoritized communities in research/scholarship?
- Develop DEI focus research and workshops that impact minoritized communities and inform policies?
- Contribute significantly to the design and execution of DEI focus experiments and research projects?
- Collaborate with and support minoritized faculty in the pursuit of research endeavors?
- Serve as editor for DEI focus journals or other publications?
- Maintain a sustained record of important contributions to DEI focus research? (e.g., reports, monographs, books, or other publications)

**EXCEEDING EXPECTATIONS**

- Conduct independent DEI focus research as a principal or co-principal investigator on external funding or grants?
- Present DEI focus research at professional conferences or to academic leadership in and outside MSU?
- Make scholarly contributions to literature or the practice of advancing equitable access and diversity?
- Engaged in research opportunities with individuals historically excluded from their disciplines?
- Produce research that seeks to improve the lives of underserved communities and promote that knowledge?
- Develop partnerships with minoritized communities within and outside MSU?
- Seek external funding/grant opportunities for DEI focus work/collaborations?
- Secure resources necessary for DEI focus research projects?
- Serve on minoritized graduate students' guidance committees?
- Create equitable research opportunities for minoritized (under)graduate students (e.g., discourage use of traditional evaluative criteria)?
- Recognize invisible voices (minoritized communities) and promote those perspectives in research?
- Author books, manuscripts, reports, and other scholarly instruments focused on diverse communities/topics?
- Serve as a consultant to DEI focus research projects in their professional field?

## **MEETING EXPECTATIONS**

- Ensure that research teams have diverse voices?
- Analyze and interpret DEI focus data?
- Encourage undergraduate students to be engaged in research projects?
- Promote and collaborate in research projects with minoritized scholars and communities?
- Model openness to different methods of research that are grounded in an understanding of the minoritized communities being studied?
- Participate in DEI focus programs supportive of minoritized undergraduate students (e.g., Summer Research Opportunities Program (SROP))?
- Ensure learning spaces and tools are safe and accessible to all (e.g., management, operation, and/or maintenance of facilities, laboratories, computer systems or bureaus)?

**Service/Outreach:** The academic specialist appointed in this functional area facilitates service/outreach activities of state, regional, and national stature appropriate for a premier land-grant university. While the service/outreach mission of this University originated in the area of agriculture and the mechanic arts, this emphasis now has broadened to encompass fields such as health, human relations, business, communications, education and government, and extends to urban and international settings. [Academic Specialist Handbook A.5.3 SERVICE/OUTREACH](#). When evaluating DEI accomplishments in service/outreach, the evaluation committee and the academic specialist should consider the following questions:

*Does the academic specialist:*

### **EXCEPTIONAL**

- Lead recruitment, retention, and mentoring of minoritized scholars and students?
- Respond to outreach requests from minoritized communities?
- Develop best practices for ethical engagement with minoritized students (e.g., conduct workshops, deliver papers or lectures)?
- Author DEI focus resource materials for distribution to the public (e.g., computer programs, books)?
- Develop or receive high impact external grants with diverse communities on topics relevant to those communities?
- Receive and manage DEI focus grants to carry out service and outreach programs and projects?
- Provide leadership and coordination of DEI focus service and outreach programs to majority and minoritized communities?
- Assume significant roles in DEI facing professional societies?
- Obtain recognition within the University, college, professional groups for DEI work?
- Serve as editor for DEI focus publications?

### **EXCEEDING EXPECTATIONS**

- Write DEI focus grants to carry out service and outreach programs and projects?
- Conduct needs assessments to better understand the realities and needs of diverse communities?

- Help recruit, retain, and mentor minoritized scholars and students?
- Present good practices for ethical engagement with diverse communities, on and off campus (e.g., seminars, lectures, workshops, training)?
- Present DEI focus research at professional conferences or to academic leadership in and outside of MSU?
- Execute, monitor, evaluate and/or report on DEI focus service and outreach programs to majority and minoritized communities at MSU and off campus?
- Support the advancement of individuals from minoritized groups in the candidate's field?
- Participate in service and outreach that strives to dismantle barriers for people historically excluded from opportunities?
- Implement research findings to meet the needs of minoritized communities? (e.g., develop service and outreach programming)?
- Support faculty, students, and unit stakeholders in the development of DEI service/outreach programs (e.g., collaborate, supervise, train, consult)?
- Serve as reviewer for DEI focus grants?
- Distribute relevant research findings and technical information for practical application to minoritized students, professionals, and unit stakeholders?
- Participate in unit, college, and university-level DEI focus committees and curricula planning?

### **MEETING EXPECTATIONS**

- Contribute to furthering diversity and equal opportunity at MSU, their profession, and communities at the local, state, national, and international levels?
- Develop resources for service and outreach with individuals historically excluded from their discipline?
- Engage in service and outreach to DEI focus groups (e.g., student clubs, private organizations, community groups)?
- Tangibly promote a university environment where diversity is welcomed, fostered, and celebrated?
- Help produce inclusive service and outreach materials? (e.g., promotional materials)?
- Engage in service and outreach relevant and meaningful to diverse populations?
- Transfer DEI focus information, knowledge, and expertise from MSU to the general public?
- Advocate for DEI initiatives or for minoritized students' success?
- Ensure learning spaces and tools are safe and accessible to all (e.g., management, operation, and/or maintenance of facilities, laboratories, computer systems or bureaus)?
- Collaborate with other universities, organizations, and the general public to develop DEI focus programs?
- Serve as editor for DEI focus newsletters?
- Respond to requests from marginalized institutions and organizations regarding DEI focus programs?

**Administrative Responsibilities:** An individual appointed in the Academic Specialist Appointment System, in accordance with the Guidelines for Specialist Placements, may also serve in administrative roles related to their functional assignments as an academic specialist. This may involve significant responsibilities in promoting and contributing to the efficient and effective management of the applicable unit or program with the related responsibility of attracting and managing resources, funding, material and/or people to achieve unit/program goals and to maintain administrative accountability. [Academic Specialist Handbook A.6 ADMINISTRATIVE RESPONSIBILITY](#). When evaluating DEI accomplishments in administrative work, the evaluation committee and the academic specialist should consider the following questions:

*Does the academic specialist:*

#### **EXCEPTIONAL**

- Mentor minoritized specialists? Including,
  - Support their professional development?
  - Increase their awareness of opportunities to advance in their field?
- Secure funding or resources to execute sustainable DEI focus work (e.g., to support their team's training, programming, attendance at conferences, guest speaker series, etc.)?

#### **EXCEEDING EXPECTATIONS**

- Mentor and support minoritized undergraduate and/or graduate students over an extended period of time (e.g., STAR Program)?
- Create DEI focus programming?
- Provide DEI focus professional development opportunities to other majority and minoritized academic and support staff?
- Create and implement a long-term strategic plan for their functional area that supports minoritized students, academic staff, and faculty?

#### **MEETING EXPECTATIONS**

- Model behaviors that set a tone for inclusive workplace environments (e.g., listen to others when they speak, ensure minoritized individuals have a voice, use preferred pronouns, and correct microaggressions in the office)?
- Increase awareness and selection of minoritized students for curricular and co-curricular opportunities (e.g., honors programs, scholarships, fellowships, assistantships)?
- Work closely with minoritized students to help them successfully navigate MSU's bureaucracy in order to ensure students are given equitable opportunities for success?
- Assist continuing and fixed term minoritized populations in their work?
- Create opportunities in their unit to expand cultural knowledge regarding minoritized populations? (e.g., provide information about minority holidays and religious programming; recognize and appreciate minority cultural celebrations; provide meaningful ways to explore and learn during Heritage Months)
- Recruit and hire minoritized undergraduate and/or graduate students?

- Understand, acknowledge, and recognize minoritized staff and faculty whose invisible labor supports fellow minoritized co-workers and educates non-minoritized co-workers?
- Recruit, hire, mentor, and support academic specialists from minoritized populations?
- Create and implement an annual plan for their functional area that supports minoritized students, academic staff, and faculty?
- Assure processes and procedures are transparent for minoritized students, academic staff, and faculty.

# MICHIGAN STATE UNIVERSITY

SPRING 2021

## MEMORANDUM

**TO:** Tenure System Faculty, Deans, School Directors, and Chairpersons

**FROM:** Teresa K. Woodruff, Ph.D., Provost and Executive Vice President for Academic Affairs

**SUBJECT:** University Philosophy and Guiding Policies on Faculty Tenure and Promotion

### The Nature of Faculty

MSU tenure-system faculty create, invent, produce, discover, express, and reveal elements about ourselves, our world, and our place in that world. Their work may examine the minutia of a bacterial cell or the complex significance of an artistic performance. The nature of this work allows us to understand, contextualize, and improve the human condition or may be abstracted from utility and exist solely as revealed knowledge. In the end, the diverse products of their work may be lauded by many or known by only a few, appreciated for their audacity or cited for their wisdom, and appear in books or papers, exhibitions, or productions.



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MSU non-tenure-system faculty teach, advise, advance, and work on independent research, scholarship, and pedagogy that provide new insights that are conveyed in myriad ways. Our librarians, health professionals, academic specialists, and academic faculty in the Facility for Rare Isotope Beams contribute in specialized ways to scholarly life and contribute to the intellectual fabric of our community of scholarship.

While there is formalized nomenclature associated with academic tracks and the nature of work, at their core, MSU faculty are catalysts of human striving in pursuit of new knowledge and enduring truths, teaching and enabling learning for a new generation of students, and linking real world praxis to our cycle of understanding. Faculty are valued for their work and themselves. Faculty are the cornerstone of a great university.

### Philosophy of Tenure

The conceit of the tenure system is that those who are able to create, fashion, and share new knowledge are also those who have earned special freedoms. Indeed, tenure is a concept that places academics in a unique class, allowing scholars the freedom to explore and express themselves and their work in ways that could be antithetical to present knowledge. This premise has an important corollary: those who are best at producing new work are also best able to teach what is known and to use their expertise to enable learning at foundational depth and on the leading edge of emerging knowledge. Research universities can only be called great when their

creative and learning environments are in full resonance and each is valued as a fundamental aspect of what enables tenure. Knowing and learning are the outputs of those who earn this special status within the system.

MSU tenure-system faculty are also called to the higher purpose of a land-grant institution in which the service, outreach, or engagement component is weighted in equal measure to the pursuit and teaching of knowledge. Our land-grant mission is the leavening that allows MSU to continually rise, and with it the State of Michigan and our national and global partners and stakeholders.

Thus, the MSU philosophy on tenure is a frame for our aspirations to achieve the highest standards of research and teaching, and of service and outreach. This philosophy guides the evolution of our tenure and promotion systems across all units of the University over time. The value proposition of these systems is that they support all who strive to achieve the highest standards so that society will learn and become better as a result.

Tenure, and the associated promotion processes for all faculty, represent systems determined by the people who have created them. They have established academic 'winners' measured, somewhat ironically, against the metrics of those who have gone before. This irony plays out further in that the cultural antagonist to a great institution is homophily. To resist this homophily, systems must be developed that enable scholarship and teaching to be viewed through the widest possible lens by the widest group of narrators. When tenure and promotion systems become regressive, scholarship is reduced to attributes of existing knowledge legitimized by those who have long held privilege. They then fail to imagine new possibilities in whose interest these systems were formulated (at best) and exclude new entrants into the systems who are most different from those for whom the systems were originally created (at worst). The intention of this memo is to invite the units responsible for tenure and promotion recommendations in the University community to engage in a new kind of thinking that establishes and values a new level of creation, invention, production, discovery, expression, and revelation about ourselves, our world, and our place in that world.

Our philosophy of tenure and shared values for the promotion of faculty requires regular evaluation of standards for transitions and retention as well as indicators for assessment at all parts of the pathway. In its purest form, tenure represents one milestone along a trajectory of academic achievement, and not a destination. In as much as accomplishments that advance the effectiveness, climate, and culture of the unit, college, university, and discipline are attributes for a positive outcome, significant or repeated behaviors that are inconsistent with these values are reasons for institutional interdiction at any point in the lifetime of a tenure-system/tenured faculty. Tenure can never be used as a shield to hide or permit behaviors unbecoming the title *faculty*. Moreover, the environment in which tenure is earned is therefore tested as part of the system as well. Thus, the standards we set for earning tenure are a reflection of the University *writ large*, a measure of the accomplishments of a person, and a measure of the success of all the tenured or promoted faculty as stewards of this process.

Additionally, our tenure structure holds levels of accountability or duties. The first duty is of the Institution to establish clear values upon which policy rests. If we are what we value, we must be able to measure that value and use those values in our decisions. Thus, the aspirations of each decision should rest on all the bedrocks of our purpose – research, teaching, service, outreach, and engagement. The second duty for all members of the MSU community engaged in the recruitment and development of faculty is to review all of the documents associated with tenure and promotion. Members of the college leadership are called upon to engage in meaningful guidance and to establish a posture that is expectant of success, even when the new scholarship emerges at angles orthogonal to work that may have gone before. The test of any department lies in the success of its recruitment, tenure, and promotion process, not in the exclusionary practices of winnowing academics. The final duty rests with the individual to shape and nurture the next generation of knowledge. This is a high bar – work, ideas, and products are concretized in papers, books, performance, or sculpture, but also ephemeral in the development of another scholar in the profession. The core of tenure is earned by the individual, the process is enabled by the College, and the Institution, *writ large*, bestows the final outcome.

There are additional duties of the individual to the institution that are associated with this process and they include a fidelity to the highest standards of faculty behavior, the enablement of a culture and climate that is respectful of all individuals and takes personal responsibility for behavior and the associated climate that is created. Behaviors unbecoming a member of the faculty erode confidence in the individual. Thus, it is our duty as a member of the MSU faculty to be accountable for our actions, to hear critique, to be self-reflective, and to come to the aid of those who are subject to the negative impacts that result from behaviors unbecoming. The consequence of inaction is born out in structural corrosion and results in a climate where the best work, best teaching, and best selves cannot be accomplished or realized. Thus, at each point of possible interdiction, we must work to enable individuals who believe in personal standards and accountability to the profession, to the Institution, and to those within their unit. These duties are tested daily, and failure may be self-evident and correctable, or may need to be corrected by outside entities. Behaviors that erode an individual, corrode a culture, and etch themselves onto the Institution, will eventually destroy the academy. Faculty members of MSU have a particular duty to hold themselves accountable. Institutional leaders have the duty to enumerate and hold the faculty accountable. These duties are within the purview of the reviews that occur in the context of appointment, annual reviews, reappointment, tenure, and promotion.

Indeed, the statement on Academic Freedom and Responsibility within the *Faculty Rights and Responsibilities Policy*<sup>1</sup> in the Faculty Handbook emphasizes that academic freedom and responsibility are intertwined: “Michigan State University endorses academic freedom and responsibility as essential to attainment of the University's goal of the unfettered search for knowledge and its free exposition. Academic freedom and responsibility are fundamental characteristics of the University environment and are always closely interwoven and at times indistinguishable.”

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<sup>1</sup> See Faculty Rights and Responsibilities policy in the *Faculty Handbook*: [https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/faculty\\_rights.html](https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/faculty_rights.html)

What follows is a framework that is sent annually to all tenure-system faculty, deans, school directors, and department chairpersons to assist them in creating the environment for success in which reappointment, promotion, and tenure work is done and decisions are made. Because recommendations for reappointment, promotion, and tenure (RPT) are among the most important decisions made by great universities, clarity and transparency are essential components of an effective process. The published policies, procedures, and criteria for reappointment, promotion, and tenure provide further guidance<sup>2</sup>.

Just as this memorandum is shared annually to communicate university-level expectations and procedures, each college will review the University statement and ensure alignment of their systems to enable a positive outcome. This policy is provided to the University Committee on Faculty Tenure, who suggest changes that ensure a shared view of this value proposition.

## **Guiding Policies**

### **Section 1: University-Level Standards**

1. **Reappointment to a Second Probationary Appointment** – Each reappointment recommendation should be based on clear evidence that a record is being established of progress toward becoming an expert of national and/or international stature, a solid teacher, and a contributing member of the unit, college, University, and/or discipline.
2. **Reappointment with Award of Tenure** – Each tenure recommendation should be based on a clear record of sustained, outstanding achievements in scholarship, teaching, and service<sup>3</sup> across the mission, consistent with performance levels expected at peer universities. The record should provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement and University service.
  - For the faculty member appointed initially as associate professor on a probationary basis in the tenure system who has established such a record, the tenure recommendation is effective upon reappointment after one probationary appointment period.
3. **Extensions to the Tenure Clock** – Some candidates for reappointment, promotion, and tenure will have received an extension of the tenure clock by virtue of University policy. Under these circumstances, the criteria for

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<sup>2</sup> See Faculty Guide for Reappointment, Promotion and Tenure Review: <https://hr.msu.edu/ua/promotion/faculty-academic-staff/guide.html>

<sup>3</sup> Service includes accomplishments that advance the effective functioning, climate, and culture of the unit, college, and University, consistent with MSU core values. It also includes service to the profession, or in support of outreach and engagement in the greater Lansing community, across the state of Michigan, nationally, or internationally. The definition of 'service' similar to research and scholarship, varies by faculty member, but can be intellectually described and reviewed by members of the academic community.

reappointment, promotion, and tenure are the same as is true for the faculty member who has not received a tenure clock extension.

4. **Promotion from Assistant Professor to Associate Professor with the Award of Tenure** – A recommendation for promotion from assistant professor to associate professor includes the award of tenure, and should be based on several years of sustained, outstanding achievements in scholarship, teaching, and service across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement and University service.
5. **Promotion to Professor** – In as much as the University invests in an individual at the time of tenure, the measure of promotion to “full” is the investment the individual has made in the University. As such, a recommendation for promotion from associate professor to professor in the tenure system should be based on several years of sustained, outstanding achievements in scholarship and education across the mission, consistent with performance levels expected at peer universities. Moreover, it is an expectation that individuals should provide leadership within the department, mentorship to junior faculty and graduate students, teaching of undergraduates, service on committees, and contribute to a flourishing intellectual life for those in the broader discipline, unit, college, and Institution. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and international stature and to predict continuous, long-term, high-quality professional achievement and University service. As a tenured faculty member, a professor must not only demonstrate disciplinary excellence, but also demonstrate commitment and effectiveness in larger institutional missions such as improving culture, inclusiveness, and equity both in the academy but also more broadly in society. Innovation brought to teaching and interdisciplinary team building that enables broader groups of people from the widest possible disciplinary or college perspective are also part of a move from individual work to being a university professor. Such a responsibility is even greater for those who earn promotion to full professor.
6. **The Reflective Essay:** Each candidate for reappointment, tenure, and/or promotion must include a maximum five-page reflective essay about accomplishments over the reporting period as a part of the dossier. This essay should highlight how accomplishments in research/creative activities, teaching, and service are significant and impactful and have contributed to the mission of Michigan State University. The Reflective Essay should not be a narrative of the individual’s CV, but rather provide information on how previous and current accomplishments represent excellence.
7. **Diversity, Equity, and Inclusion (DEI) Efforts Related to Research/Scholarship/Creative/Performative Activities, Teaching Outreach, and Service:** Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities,

teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement.

8. **Core Values Related to Conduct:** Accomplishments that advance the effectiveness, climate, and culture of the unit, college, and University, consistent with University core values, must be considered in these decisions, as must significant or repeated behaviors that are inconsistent with these values.

## **Section 2: The Focus of the Office of the Provost's Review**

The Office of the Provost review of each recommendation concentrates primarily on the evidence of the individual's effectiveness in the performance of academic duties. Within this context, faculty must demonstrate substantive and sustainable achievement in research, teaching, and service, and the infusion of their scholarship into outreach and engagement efforts, where applicable. Assessment of faculty performance should recognize the importance of both research and teaching and learning, and their extension beyond the borders of the campus as part of the outreach dimension. Assessment should take into account the quality of outcomes as well as their quantity; it should also acknowledge the creativity of faculty effort and its impact on students, on others the University serves, and on the field(s) in which the faculty member works. It is expected that multiple methods for assessing performance be used in assessing research, teaching, and service. For example, the sole use of student evaluations of teaching is inappropriate as a means for assessing teaching effectiveness. Among other concerns, research has demonstrated bias in student evaluations of teaching relative to underrepresented minorities and women.

In many cases, faculty demonstrate excellence through individual scholarly activities. Collaborative scholarly efforts<sup>4</sup>, cross-disciplinary activities, and the integration of scholarship into the creation, application, and dissemination of knowledge are also recognized as relevant dimensions of faculty performance. Excellence in service at the unit, college, University, disciplinary, and/or societal level is also expected of faculty. In addition to the traditional markers of service (e.g., committee work, professional association efforts), activities that advance core values like diversity, equity, and inclusion for faculty, students, and staff, must be recognized in assessing faculty performance.

Consistent with Michigan State University's core values, the University is committed to excellence and equity in every facet of its academic mission. As such, all faculty are

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<sup>4</sup> While collaborative scholarly efforts are recognized and encouraged where appropriate, reappointment, tenure, and promotion decisions are individual to the faculty member. Evidence of the faculty member's individual contribution to collaborative efforts is critical in making these decisions.

strongly encouraged to play a proactive role in learning about, contributing to, and supporting MSU's institutional goals of diversity, equity, and inclusion (DEI). Contributions to DEI will be acknowledged, evaluated, and recognized in the reappointment, promotion, and tenure process, as well as in annual reviews of faculty accomplishments. The University acknowledges that contributions to DEI have largely comprised "invisible work" that often disproportionately falls on women and underrepresented groups, and recommits itself to recognizing and rewarding these efforts. DEI efforts can be accomplished through research, teaching, and service, with expected impact on the department, program, discipline, or institution. For example, candidates might: propel a research agenda that incorporates equity and inclusion issues, or diversity in their object of study; establish/support the creation of initiatives around DEI; foster inclusive learning environments both in the classroom and research groups that ensure that students are provided with equitable opportunities for success; participate in mentorship programs for minoritized students; create new DEI curricula programming; or work with diverse groups/organizations on and off campus.

Finally, as enunciated above, the University expects of faculty a fidelity to the highest standards of behavior, the enablement of a culture and climate that is respectful of all individuals, and personal responsibility for behavior and the associated unit and University climate that is created. Consistent with this philosophy, the Provost may use information regarding behavioral matters that are otherwise maintained in confidence in rendering final determinations.

### **Section 3: Expectations of Department Chairpersons, School Directors, and Deans<sup>5</sup>**

The first responsibility for chairpersons or school directors is to ensure the development of a set of fair standards and evaluative criteria for use in making RPT recommendations. These standards must take into consideration peer evaluations that have established a fair set of questions regarding contributions to the field, contributions to the values of the Institution, and other supporting information. As a general rule, in making assessments, no single indicator should be used as the sole measure of excellence and/or scholarly productivity; rather, the goal should be that multiple elements should be used in assessing excellence for each area of a faculty member's assignment.

Unit administrators are responsible as individuals for the recommendations made to the dean. Deans independently review each recommendation for reappointment, promotion, and tenure, and in each case, will focus primarily on how effectively the individual performs academic duties. They support or reject the recommendations of chairperson/directors and college review committees and independently make a recommendation to the Provost, taking into account unit, college, and University criteria. Bearing in mind the University's continuing objective of an excellent, diverse faculty, the unit and college must ensure well-grounded, well-justified recommendations of reappointment, tenure, or promotion.

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<sup>5</sup> For those colleges which are not organized into departments and schools, the dean, as unit administrator, holds the responsibilities that are required of chairpersons and school directors in other colleges.

#### **Section 4: Expectations of Unit and College Review Committees**

Each department and school is required to establish procedures so that its faculty can provide advice to the chairperson/school director regarding recommendations for reappointment, promotion, and tenure. Similarly, each college is required to have a college review committee, consistent with the policy “College-Level Reappointment, Promotion and Tenure Committees.”<sup>6</sup> Members of review committees are expected to make recommendations to the chairperson, director, or dean that are based upon full and frank discussions about candidates that are confidential, respectful, and evidence-based. All share the responsibility of building a unit characterized by inclusive excellence.

Because tenure is in the University, not the college or department/school, there should be some minimal level of uniformity in how college committees function. Thus, in addition to the dossier (Form D, CV, reflective essay) for each candidate, each case should include:

- Unit reappointment, tenure, and promotion bylaws and policies
- Information concerning the expectations for the faculty member, e.g., appointment letter for reappointment cases, annual review letters since last RPT action, deans’ developmental letter at time of reappointment, letter explaining why a promotion case was previously denied
- Written reports from all unit peer review committees that include the votes to support the recommendation
- External review letters
- Unit level RPT votes
- Abstentions in all votes should be restricted to conflicts of interest

All college committees are required to have each member vote on RPT actions and report the college vote to the Office of the Provost.

#### **Section 5: The Process and Timeline**

Unit peer review committees make recommendations to the chairperson or school director. Chairpersons and directors then make unit-level recommendations which are reviewed by the college peer review committee, which makes a recommendation to the dean. Deans make the college recommendation to the Provost by February 28<sup>th</sup> each year. Because tenure at Michigan State University is in the University and not in the department, school, or college, every action prior to the Provost’s review is a recommendation. Only the faculty member can stop a reappointment, tenure, or promotion case from moving forward to the next higher level of review. A negative recommendation by the chairperson, director, or dean does not eliminate the review at

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<sup>6</sup> [https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/college-level\\_tenure\\_committees.html](https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/college-level_tenure_committees.html)

the Provost level. Recommendations are to be based on explicit unit and college criteria and quality evaluations that are consistent with unit, college, and University policies and goals.

The Office of the Provost reviews occur each year during March and April. Faculty are to be notified of the recommendations from their chairperson/director and dean when those recommendations are forwarded to the next level for review. Faculty will normally be notified of the final recommendation for reappointment, promotion, and tenure actions during May. Official notice of final decisions will normally be sent to faculty members in June, after the President has approved promotion actions and the Board of Trustees has approved tenure actions at its June meeting. Reappointment, promotion, and tenure decisions become effective on July 1 of each year

# MICHIGAN STATE UNIVERSITY

December 2, 2020

## MEMORANDUM

**TO:** Tenure System Faculty, Fixed-Term Faculty, and Continuing and Fixed-Term Academic Staff

**FROM:** Teresa K. Woodruff, Ph.D., Provost and Executive Vice President for Academic Affairs

**SUBJECT:** Guidelines on Creating a COVID-19 Impact Statement for Annual Review, Reappointment, Promotion, and Tenure/Continuing System Faculty and Academic Staff – Fall 2020

Dear Tenure System Faculty, Fixed-Term Faculty, and Continuing and Fixed-Term Academic Staff:

Attached you will find a memorandum and guidelines on Creating a COVID-19 Impact Statement for Annual Review, Reappointment, Promotion and Tenure, Fall 2020. This document was created in response to broad interest from the academic community to acknowledge the ways in which the COVID context is impacting academic functions that are unique to individuals. Academic pursuits are themselves unique to individuals and we have in place a variety of mechanisms through which disruptions or acceleration in work can be integrated into existing unit, college, and university reviews. That said, the university we live in today differs significantly from the one that existed in April when Interim Provost Teresa Sullivan sent the accompanying memorandum under which the reappointment, promotion, and tenure process currently operates. Therefore, the new memo that is attached provides a way to document these emerging differences in the processes for annual review and for continuing status reviews and promotions for academic staff and fixed-term faculty.

As for any academic guidance provided by this provost, wide input was requested, and in some cases requested multiple times. And, as a consequence, we received widely variant responses. The present document includes that general thinking, respects and values the local deliberations that are part of college and unit discussions, and recognizes that these guidelines are guideposts and not dictums. Perhaps most importantly, the document appreciates that individual accommodation may differ when viewed through a lens of equity. The ambition was to etch out a generalizable mechanism of



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attributions of the COVID impact and enable an academically thoughtful manner of engagement on an individual level while preserving the integrity of the system.

Some comment about the prompts included in the enclosed guidelines document and their personal nature is warranted:

- (a) The notion that “everyone is impacted and therefore any documentation is moot” does not appreciate the fact that everyone is not impacted the same. Equity would argue that we, as an institution, need to understand the differences and be able to respond in meaningful ways.
- (b) The “fact” of the prompts has been critiqued by some. However, the individuals who are most disproportionately affected have indicated in their feedback that the list “lessens the exhaustion” of having to sort out the prose to describe the specific impacts.
- (c) And finally, the “personal nature” of the prompts has been critiqued, but recognize that we have existing asks of faculty and academic staff, including information for parental leave or extensions of the tenure clock.
- (d) The prompts in the present document are neither binding nor required, but are a recognition of the array of ways in which academic work is altered. No one should feel the necessity to reveal more about themselves than is needed. If there are any concerns in this regard, documents can be sent via email to Academic Human Resources in the Office of the Provost at [ahr@msu.edu](mailto:ahr@msu.edu).

I thank all of you for thinking broadly about the ways in which we measure ourselves and each other in this time of COVID.

#### Attachments

Cc: N. Suzanne Lang, Ph.D., Interim Associate Provost and Vice President for Academic Human Resources

## **Annual Review, Reappointment, Promotion, and Tenure/Continuing System Faculty and Academic Staff Guidelines on Creating a COVID-19 Impact Statement Fall 2020**

Units (departments/schools) and colleges across Michigan State University (MSU) use established criteria for excellence in teaching, research, advising, and service/outreach/engagement to assess annual review, as well as reappointment, promotion and tenure/continuing appointments (RPT/C). On March 11, 2020, the World Health Organization declared COVID-19 a global pandemic, shuttering and impacting institutions and individuals including those at MSU. The purpose of this document is to acknowledge that faculty and academic staff (FAS) at MSU have encountered varied challenges. You have worked to maintain your academic goals across multiple areas of work. We do not yet know how long the COVID-19 pandemic will impact human health, however, we do acknowledge that the trajectory for success for individual FAS may be affected by these challenges for several years to come.

This document provides guidelines for MSU FAS on writing a COVID-19 impact statement that may be submitted to unit administrators as part of the activity report for annual review, and to internal and external reviewers upon tenure and promotion/continuing appointment assessments. Inclusion of the statement for annual review and/or RPT/C is optional. However, FAS are encouraged to document their progress and challenges on an ongoing basis. By including examples of what you have done and aimed to do during this time will ensure institutional memory by conveying the impact of the pandemic on your work.

### **FAS Annual Review**

FAS are encouraged to create a record of the impacts now, while they are fresh, as part of the regular activity report for the evaluation period. COVID-19 impacts to consider include, but are not limited to:

- disruptions and reduced productivity
- adjustments/contributions made due to the pandemic in support of the university's pivot to online teaching, learning, and advising (undergraduate and graduate level)
- lack of infrastructure at home to support virtual work (e.g., technology access/lack of access, overloaded bandwidth, lack of quiet space, etc.)
- SIRS scores that increased/decreased as a result of teaching issues associated with the pandemic
- budgetary constraints which resulted in loss of research assistant funding; limits on incoming graduate students; loss of summer funding
- disruptions and reduced productivity engendered by intensified caregiving (childcare, eldercare, etc.) responsibilities may influence time to promotion, especially for women.

- differential impact of COVID on minoritized FAS, due to long-standing systemic health and social inequities, while providing increased emotional support for minoritized students
- disproportionate health and financial impacts on immigrant communities
- travel issues for faculty and graduate students
- sabbatical interruptions, postponements, or adjustments
- cancellations of conferences, invited talks, performances
- cancellation of fellowships, artist/scholar-in-residence appointments
- lack of access to laboratories, field sites, studios, human subjects, libraries, archives, and study populations
- additional work required to meet university guidelines for safely reopening laboratories, research, field work projects, and studio work
- closed facilities, performance venues, festivals, summer institutes, residences, and ensembles for artists and performers, documentary filmmakers, poets and digital humanities scholars
- reduced productivity or opportunities for training or practice because of safety guidelines within the work environment through sanitation, mask wearing, social distancing, and limiting numbers of people in work settings at one time (shift/schedules)
- reduced scholarly products (manuscripts, books, juried exhibits, performances) and the reasons that caused the reduction (e.g., peer review unavailable or slowed, publishers unable to work, travel restrictions)
- suspension of or curtailed traditional and ad hoc service assignments
- greatly increased service responsibilities for some faculty, especially for those doing community outreach and engagement, that reduced time for research and/or teaching
- complicated external service responsibilities such as journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly service affected by the need to make adjustments in response to the pandemic
- interrupted and/or altered engagement with community-based institutions
- personnel circumstances and family responsibilities that required attention and time such as caregiving (children, family members, elders), home schooling, personal health issues, and/or death in the family which resulted in differential impacts
- financial stress caused by the elevated costs of childcare, eldercare and/or healthcare increased anxiety and other mental health issues that impede productivity and performance
- disruptions and stresses experienced mainly by FAS in MSU's multiple medical schools and clinics (e.g., HDFS, Psych, Ed, etc.) who are practicing in new ways, facing increased risks within their practices for themselves and their families, or having some clinical services halted or shifted to virtual oversight of students/residents who are providing care in person and through telehealth<sup>1</sup>

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<sup>1</sup> As an example, physicians who are responsible for rounds at Sparrow Hospital are required to quarantine prior to and after stay rounds to socially distance from their families.

Additionally, FAS may discuss how they faced disruptive conditions in alternate and creative ways. Examples include but are not limited to:

- altering research priorities to answer emergent questions related to the pandemic
- donating resources to respond to the pandemic
- supporting students in changes to the mode of learning and/or advising
- engaging in invisible service by supporting colleagues and students that were new to the University
- increased support of minoritized students by minoritized FAS
- invisible service to support the mission, e.g., helping others navigate problems, which in turn reduced one's own ability to do work
- actions to support collaborators from agencies, communities, schools, businesses, or non-profit organizations experiencing difficulties because of the pandemic
- reconfiguring courses with community engagement and service components
- increased service in academic governance, and university reopening subcommittees or review processes

Many faculty have found this to be an important time for reflection on their work, rethinking scholarly goals, investing in professional development, or connecting their work more to social issues. Coincident, a racial justice crisis during the spring and summer of 2020 has greatly increased the urgency for greater attention to diversity, equity, and inclusion within all facets of U.S. society. The extra work put on FAS of color directly due to the intersection of COVID and social upheaval represented by the protests across the nation needs to be acknowledged.

### **Guidance for Faculty Reviewers of Reappointment, Promotion, and Tenure/Continuing System Reviews**

In Spring 2020, MSU Academic Governance approved a blanket one-year extension for tenure and continuing system faculty and academic specialists. The time from appointment or the last personnel action (i.e., reappointment) **minus** the extension year will be used for evaluation. While a single year pandemic extension is an important resource, FAS may be hesitant to utilize it. Research suggests that “stop-the-clock” policies can widen the gender wage gap and impact lifetime earnings. Further, such extensions do not help teaching FAS without research expectations. FAS whose time is disproportionately being spent on increased caretaking demands with schools closed, or FAS who are already tenured or in the continuing system will not be helped by such extensions. Thus, equitable processes must be ensured. To inform both internal and

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Physicians are at greater risks of exposure. Thus, this requirement can disrupt other professional responsibilities in significant ways. This is also true for those FAS involved in providing legal advice and outreach activities.

external reviewers, FAS will be strongly encouraged to create a COVID impact statement to be included in their reappointment, promotion and tenure/continuing system dossiers or woven into their reflective essay. Documenting all of these circumstances will allow for a more equitable assessment of how COVID has impacted individual FAS programs. Creation of COVID impact statements can also be useful to providing context for reappointment, promotion, and tenure/continuing system decisions. While it is encouraged, the inclusion of a COVID impact statement is optional.

It is important that the effects of the pandemic on FAS work be acknowledged with respect to impacts across research outputs (quantity and quality); the transition of teaching, advising, and mentoring into multiple modalities (which include online and virtual settings), and limitations on university service and on public impact through outreach and engagement. It is also essential to acknowledge unequal impact on members of our university community, including early career FAS, women, minoritized FAS, caregivers, those vulnerable due to health conditions, and many others. It is important to note the lens of which historically minoritized groups approach these topics. They may not wish to include personal details concerning their health and may be reluctant share their experiences. Thus, there is a need for a more holistic appraisal of academic work for tenure track/non-tenure track/continuing system FAS. For FAS going up for RPT/C, units should consider developing recommendations for new ways of assessing productivity that are holistic, if the unit has not already done so.

### **Internal and External Review for Reappointment, Promotion, and Tenure/Continuing System Reviews**

All reviewers should be instructed to take the COVID-19 pandemic into consideration when evaluating work performed. For example, reviewers should consider how criteria need to accommodate changes resulting from the pandemic.<sup>2</sup>

They should recognize the contributions FAS have made in various ways, and at the same time account for each person's specific working conditions. Overall, FAS maintained continuity and excellence in both undergraduate and graduate education that contributed to the mission of the University. Many FAS used time during the summer of 2020 to engage in additional training to improve the teaching and learning environment in their online classes. Increased caregiving responsibilities or lack of access to research facilities as a result of the pandemic should not negatively affect assessments of FAS. Reviewers at all levels need to know how to take impact statements into account, which also requires education and written statements of instruction to internal reviewers (e.g. unit peers, chairs/school directors, college RPT committees) and external reviewer solicitations. The Office of the Provost will partner with advisory groups across the university to develop how to take impact statements

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<sup>2</sup> For example, if department/disciplinary criteria indicate the need to give a performance in Carnegie Hall, but Carnegie Hall was closed, then the faculty member should not be held to that standard in that review period.

into account; educational opportunities will be included in AAN Thrive workshops for FAS and administrators.

## References

[Supporting Faculty During and After Covid-19: Don't let go of equity](#) – Aspire

[Documenting COVID-19 Impacts: Best Practices](#) – University of Massachusetts Amherst ADVANCE Program

[Faculty Equity & COVID-19](#) – University of Michigan ADVANCE Program

[Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity](#) – *PNAS*

[Is It Time to Stop Stopping the Clock?](#) – *Chronicle of Higher Education*

[Tenure and promotion after the pandemic](#) – *Science*