

Incorporating Diversity, Equity, and Inclusion (DEI) in Promotion Documents

Margo Monteith, Tom Berndt, and Susie Swithers

Last Revised 8.17.22

The University’s instructions for preparing promotion documents indicate that candidates may address DEI in each of the three major sections of their Form 36 (Discovery, Learning, and Engagement, and Service). The instructions further specify that DEI-relevant items may be embedded throughout each section or included in a separate subsection within each section. This document is designed to provide some examples of how faculty might incorporate different types of DEI-related information in their HHS promotion documents. Clearly any one example will not apply across faculty. These examples are not intended to be exhaustive; the goal is to help units and candidates understand ways in which contributions to DEI can be documented. HHS units should feel free to customize this document by adding their own examples and deleting examples that are less relevant to their faculty.

The current document is organized to be consistent with the University’s Form 36 instructions, providing examples for each of the University’s major sections (Discovery, Learning, and Engagement, and Service). Below, we provide some guidance regarding where in the document each of the examples might be placed if contributions are embedded throughout sections, rather than being addressed in a separate subsection within each section.

| DISCOVERY | |
|--|---|
| Example Entries | Placement in Section |
| Publication of research pertaining to issues of DEI | <ul style="list-style-type: none"> • Published work • The University’s instructions indicate that the relevance of a candidate’s published work to issues of diversity, equity, and inclusion may be highlighted in a brief statement before or after the publication references. |
| Conference presentation of research that focuses on studying people from historically marginalized communities and/or who are underrepresented in an area of scholarly research | <ul style="list-style-type: none"> • Conference presentations • The University’s instructions indicate that the relevance of a candidate’s conference presentations to DEI issues may be highlighted in a brief statement before or after the references to those presentations |
| Specific efforts to recruit undergraduate students belonging to historically marginalized communities to participate in research in one’s lab, which results in greater lab diversity | Evidence of involvement of undergraduates in research |
| Faculty member sponsorship of an undergraduate student’s research through the Louis Stokes Alliance for Minority Participation (LSAMP) Program or Summer Research Opportunities Program (SROP) | |

| | |
|--|--|
| Receipt of a federal research training grant to support the scholarly development of a diverse cohort of postdoctoral scholars | Research grants and awards received |
| DISCOVERY (Continued) | |
| Example Entries | Placement in Section |
| Service as Guest Editor for a special issue of a journal that has a focus on historically marginalized communities | Other evidence of national or international recognition |
| Use scholarly expertise to work with the local park district to establish a research site in a facility serving families impacted by trauma and violence in their home and community | Current research interests |
| LEARNING | |
| Example Entries | Placement in Section |
| Design or redesign of a course to develop students' awareness and understanding of the work of scholars from historically marginalized groups | Contribution in course and curriculum development |
| Course content is modified to invite guest speakers from minority-centric organizations to discuss unique challenges faced by historically marginalized communities | |
| Introduction of evidence-based practices for fostering equitable treatment and inclusion of students from historically marginalized communities during class group work projects | |
| Creation and leadership of a student advisory panel to provide input into the representation of diverse perspectives in courses department wide. Provide guidance to the panel for evaluating courses and oversee preparation of a report that is presented and discussed at a faculty meeting | |
| Advising and/or mentoring students with historically marginalized identities to enhance and support their academic success | Commitment to active and responsive mentoring, advising, and support of the academic success of students |
| Participate as a mentor in a professional organization's program for facilitating the academic and professional success of underrepresented minority students | |

| | |
|---|--|
| Receipt of a grant that focuses on college-wide professional development and community building for graduate students with historically marginalized identities | |
|---|--|

LEARNING (continued)

| Example Entries | Placement in Section |
|---|---------------------------------------|
| Preparation and distribution of materials to faculty in one’s unit to help them design their syllabi to use inclusive language, and to include learning objectives related to DEI | Other evidence of teaching excellence |
| Leading a session in one’s unit on understanding and implementing Disability Resource Center accommodations and supports in courses | |

ENGAGEMENT AND SERVICE – (1) ENGAGEMENT*

| Example Entries |
|--|
| Use scholarly expertise while working with community partners on an evidence-based program for youth from underrepresented minority groups |
| In partnership with community groups, prepare reports for government agencies and other decision-makers on environmental conditions negatively impacting their community |
| Use scholarly expertise related to DEI to help a high school redesign to achieve an inclusive environment |
| Use scholarly expertise to lead training sessions for area health professions concerning practitioner-patient communication related to gender identity |

*Engagement does not include sections

ENGAGEMENT AND SERVICE – (2) SERVICE

| Example Entries | Placement in Section |
|---|---|
| Member of the DEI committee in one’s unit | Unit service |
| Using one’s scholarly expertise to design and analyze a DEI survey administered in one’s unit | |
| Leading a Q&A session for prospective students and parents at an HHS diversity-related student recruitment event | College service |
| Member of committee organized by Purdue’s Office of Diversity, Inclusion, and Belonging, with committee goals being the identification of concerns of faculty members of color and action plans for addressing these concerns | University service |
| Serving as a sponsor/advisor for a campus academic minority affinity group | |
| Embed DEI in the mission statement for a national professional organization | National professional organization service |
| Member of an international professional organization’s DEI committee | International professional organization service |
| Development of a program in an international scientific association for competitively awarding travel funds to graduate students with historically | |

| | |
|--|--|
| marginalized identities to present their work at the association's annual conference | |
|--|--|