

**Central Washington University**  
**Establishing Equity in Faculty Criteria & Processes for Evaluation**

**FINAL REPORT**

Prepared by: Kris De Welde, Ph.D., December 2023

The overall goals for this initiative were to draw on appreciative inquiry approaches, to engage the Central Washington University faculty in organizational reflection around faculty evaluation with the goal of centering equity and inclusion in criteria and processes and to collaborate with a representative faculty working group to better understand the institutional context. Then, in response to organizational reflection outcomes, to provide concrete, evidence-based models of equitable and inclusive approaches to faculty evaluation that can be considered as resources for CWU faculty and administrators in the possible adoption and adaptation to the local CWU context. In effect, to leverage CWU's *Vision* to be a "model learning community of equity and belonging." (see Consulting Proposal, Appendix A)

This report reflects an overview of consulting activities as well as summative gleanings and recommendations generated from:

- 1)** close study of CWU documents for Promotion, Tenure & Review (PTR) including those detailing criteria at the university, college, and department levels (where available); select faculty senate reports (e.g., on the revision of Student Evaluations of Instruction (SEOs) in evaluations); the current Collective Bargaining Agreement (CBA); CWU's current Strategic Plan; recent climate survey data.
- 2)** multiple informal conversations with faculty and formal, scheduled conversations with representative groups such as the Equity Advisory Committee of faculty assembled for this initiative; academic leadership groups and administrators including the Academic Department Chairs Organization (ADCO), Council of Deans, the former provost (Dr. DenBeste), the current interim provost (Dr. Kirstein), the interim vice president for equity and inclusivity (Dr. Carnell); the faculty relations coordinator (Ms. Andrews), a group of Black, Indigenous, faculty of Color (BIPOC) faculty, and president Wohlpart, between August – November, 2023.
- 3)** eight Appreciative Inquiry Convenings held in October 2023 and both formal and informal debriefs following said convenings (see Itinerary, Appendix B).
- 4)** summary and analysis of topics, themes, and observations that emerged from the convening activities.

## ***Preparatory Conversations and Activities***

Initial conversations with President Wohlpart beginning in January 2023 provided preliminary insights from which to develop the parameters and specific goals for this consulting initiative. During these conversations key priorities emerged as salient for the initiative to address so as to advance CWU's renewed emphasis on equity in faculty criteria, which had been elevated to the [2023-2028 Strategic Plan](#). Specifically, this consulting initiative was designed to advance the Core Value of "Belonging," and Initiative 1.3: "Facilitate and promote the work of faculty in advancing diversity and inclusion in teaching, scholarship, and service in compliance with the collective bargaining agreement to ensure that such work will be counted in professional records to meet tenure and promotion criteria." While the Strategic Plan had yet to be approved by the Board of Trustees at the start of our conversations, President Wohlpart's extensive "listening sessions," intended to inform the development of the Plan, had identified patterns related to inequity in faculty criteria for evaluation (and associated processes). These included:

- Privileging of discovery-based scholarship in faculty evaluations
- Inequitable, invisible and devalued faculty service workloads
- Overall workload inequity
- The prevalence of implicit bias in faculty evaluations
- Cultures of exclusivity that reproduce systemic oppressions, particularly those related to sexism and racism/white supremacy.

## ***Town Hall***

Themes listed above informed the campus-wide Town Hall that I (De Welde) delivered on October 03, 2023 (see Appendix C, Town Hall slide deck) and to which all faculty and academic staff were invited. These themes were further elaborated upon in situ through faculty-focused convenings as well as in informal and formal meetings as noted above, and thus inform several recommendations that follow.

The goals of the Town Hall address were to ground patterns of inequity prevalent at CWU in the national landscape and introduce the campus to Appreciative Inquiry, the guiding framework for the Convenings that would be held throughout the month of October. The expectations for these Convenings were to create a foundation of shared knowledge about lived experiences with CWU's faculty evaluation criteria and processes so as to encourage the development of effective and equitable campus-wide processes that will translate into culture shifts across units.

Collectively defining equity was a noteworthy activity embedded into the Town Hall presentation. Specifically, I invited those present to enter into Mentimeter.com their own definitions of equity (see Appendix D). This revealed individual definitions of equity as "same opportunities," "when everyone has the same opportunities," "equal chances to succeed," "all are treated equally," or "equal result for equal effort and ability." These

responses reflect misunderstanding of equity and conflation between equity and equality. On the other hand, many more participants had refined understandings of equity using terms such as “fairness,” “critical inclusiveness,” “justice,” and attention to “removal of barriers.” Notable responses included:

- “accepting people where they are and providing what they need to move toward who they want to be”
- “providing individuals with resources specific to their needs to achieve success”
- “confronting and addressing systems and sources of repression/exclusion to create spaces of belonging”
- “the dismantling of oppressive structures to ensure fairness in both opportunity and outcome.”

The purpose of this activity was to reveal the varying and divergent ways that individuals define equity. This is important when holding colleagues to mutual expectations of equity because shared understandings of what this means are lacking. The applied outcome of this seemingly basic exercise is, in fact, that misunderstandings deepen *inequity*. If some leaders and faculty are striving for equality under the guise of equity, the very manifestations of inequity and injustice will persist. I provide recommendations to mitigate this gap in understandings below.

The Town Hall successfully identified and contextualized concerning patterns of inequity in faculty experiences, as became evident in subsequent Convenings. While fewer than 50 people attended the Town Hall in person, many more faculty reported engaging with the recording after the event and in preparation for the Convenings. This recording, recorded and shared only with CWU faculty (as agreed), may prove to be a useful tool to use – excerpted or in its entirety – in subsequent conversations or equity-focused initiatives.

### ***Conceptual Frameworks***

Three conceptual frameworks guided the Town Hall address and the consulting initiative itself. Each is grounded in a critical paradigm that centers concerns of power, inequality and social change:

- ***Learning Organizations change theory*** foregrounds reflection, dialogue, and non-hierarchical teams to imagine and develop innovative ways forward. This framework prioritizes feedback to influence actions for improved outcomes, and assumes that organizations themselves learn from and through change processes. Peter Senge defines a learning organization as. “... a place where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn.”
- ***Equity-mindedness*** recognizes higher education – historically and in present day – as exclusionary, hierarchical, and imbued with power and privilege that are

deeply ingrained in values, processes, interactions, policies, and symbols. This framework demands interrogation of these realities for subsequent transformation to expand equity and belonging. Equity-mindedness expects individuals to assess their own assumptions about the range of social identities alive within their institutions (e.g., gender, race, ethnicity, social class, physical ability, nationality) in the context of power and privilege, while sharing responsibility to center diversity, belonging & inclusion in change efforts.<sup>1</sup>

- ***Appreciative Inquiry*** was used as the framework for the consulting initiative overall and specifically for the eight faculty convenings held throughout the month of October on the CWU campus (see Appendix B for full schedule). This praxis inquires into, identifies and moves toward the best of what is in an organization, what it is doing right. The approach aims to build relationships, create opportunities for being heard, generate spaces to dream, create environments of belonging, encourage and enable positive and creative thinking and action, and facilitate spaces for agency and shared decision-making.<sup>2</sup>

Because the activities each built upon each other, progressing toward actionable strategies to promote equity in faculty criteria and processes for evaluation, this report follows a chronological approach that culminates in recommendations and resources. Detailing the initiative in this manner allows for a clear understanding of how I have arrived at specific recommendations that are grounded in the creative, bold, and desired aspirations of participating faculty.

### ***Appreciative Inquiry Convenings***

Appreciative Inquiry as a theory for change and an approach to change aims to transform organizational cultures from those that focus on the negative, what is wrong or lacking, to those that focus on their capacity. It aims to address problems by shifting language and focus from deficit to possibility. It provides tools for organizational actors to look forward rather than backward so as to develop new and creative visions. Finally, Appreciative Inquiry (AI) is premised on asking questions and seeing those very questions as interventions.

For example, in the Town Hall address, as a means of introducing participants to AI, I invited engagement with the following questions:

1. Reflecting on your time here at Central, think of a high point, a time when you felt most inspired, most proud. What was it about that experience that made it a high point? Who was involved? Tell the story.

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<sup>1</sup> Throughout this report I refer to Diversity, Equity, Inclusion/Inclusivity, and Belonging (DEIB). While I believe these to be important framing concepts, they also have the potential to dilute the actual substance of what is at issue: structural oppressions that reproduce whiteness, white supremacy, patriarchy and sexism, imperialism and colonialism, ableism, homo/transphobia, and other forms of oppressions that preclude both social and academic justice (see De Welde & Stepnick, 2015).

<sup>2</sup> Selected references for Appreciative Inquiry can be found in the Participant Workbooks in Appendices E, H, & J.

2. What are the unique aspects of your culture that most positively effect the spirit, vitality, and effectiveness of Central? If those experiences/aspects were to become the norm, what would you need to do *more of*, collectively, as an institution?

The resulting (very positive) feedback encouraged those present to begin valuing this approach for our work ahead as a way to resource faculty at Central in reflection, learning, and teaching each other, building relationships, promoting affirming narratives and behaviors, and mobilizing in ways that are strategic, creative, and responsive to existing institutional strengths.

Exploration of the "4 I Stages" of Appreciative Inquiry: Inquire, Imagine, Innovate and Implement,<sup>3</sup> were divided across two sets of 2 – 2 ½ hour convenings for tenured, tenure-track, and non-tenure-track (NTT) faculty.<sup>4</sup> The first set focused on the "Inquire and Imagine" stages (10/9, 10/11 and 10/13), while the second set focused on "Innovate and Implement" stages (10/23 and two on 10/25). The Convenings held exclusively for NTT faculty covered all four stages in one session (10/17 and 10/18). The interactive activities imbedded in the convenings were necessarily adapted for those held over Zoom, although they reflected the same content.

#### *Inquire & Imagine Convenings*

83 faculty members participated in the first set of Convenings focusing on the "Inquire and Imagine" stages in order to reflect on the "best of what is" at Central, grounded in individual experiences (see Appendix E for slide decks and corresponding Participant Workbooks). The discovery and appreciation of the best of "what is" invites focus on peak moments of organizational excellence from the organization's history in the context of personal and organizational values. In this phase organizations discover the unique factors (i.e., leadership, relationships, culture, structure, rewards, etc.) that made those moments possible for individuals, from their own perspectives. Through a series of prompts participants were asked to consider their own "peak experience," and core aspects of both personal and institutional values. Participants also were asked to articulate three wishes for broadly imagined DEIB successes at CWU. Specifically, the prompts were:

1. Best experience: reflect for a moment and remember a time when you were involved with something relevant to DEI (Diversity, Equity and/or Inclusion) that was related to your work as a faculty member and it was exciting, effective,

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<sup>3</sup> Originally, AI centered on the "4 D stages": Dream, Discover, Design, and Destiny. Subsequent practitioners have generated the "4 Is" as a parallel set of concepts, which I opted for as more accessible and practical for our work.

<sup>4</sup> The original schedule separated tenured and tenure-track faculty from NTT faculty convenings as a deliberate way to create a space for more candid dialogue with NTT faculty, as well as a space that could focus on the unique experiences and needs of NTT faculty. Preliminary feedback from NTT faculty encouraged Dr. Carnell and I to reconsider this approach as potentially, although unintentionally, exclusionary and hierarchical. We thus invited NTT faculty to all convenings, while continuing to reserve a set of convenings just for NTT faculty (one face-to-face, one over Zoom).

generative, even fun. Tell a story about that time, and the qualities that made it satisfying and successful. (Examples include a collaborative initiative, a new faculty hire, curricular reform, a new course, mentoring students).

2. Values: without being humble, what do you value most about:
  - Yourself?
  - The ways DEI is advanced or supported at CWU?
3. Three wishes: if you had three wishes that would ensure more expansive, effective, or sustained DEI efforts at CWU, what would those three wishes be?



Following this, all those present were invited to share their reflections with a colleague, which then flowed into small group discussions wherein individuals were asked to share a synopsis of their partner's story. After these activities, groups were asked to consider themes across the "stories, values, and wishes." The activities enabled exposure to others' cherished experiences and core values. They also allowed participants to hold space for what others need to excel, to thrive.



Pictures were taken of the themes as recorded during the face-to-face convenings (above image), and also documented via Mentimeter.com polls in real time for all convenings (see Appendix F).<sup>5</sup> *Values express the unique factors of the institution that make success and belonging possible.* Stories and values are tightly linked in that peak experiences often reflect what is most valued by an individual in the context of the organization. Thus, below I share combined themes across both stories and values; these are captured fully in Appendix F. Moreover, as can be seen in the appended images, several themes emerged multiple times, across groups, and across convenings. These are represented in italics. Themes across stories and values from the three convenings include:

- *Collaborations* across campus, with peers, students, and the broader community
- *Empathy*
- *Curiosity*
- *Student success*
- Identities informing innovations
- *Sense of community*
- *Courage*
- Exposure to opportunities
- Banking on our wisdom/ Self-reflection
- *Humility // Learning from others*
- *Connection*
- Support for DEI at CWU
- *Intentionality*
- Creating space to bring authentic selves
- *Recognition*
- *Mentorship*
- Supporting students
- *Respect*
- Decentering whiteness, class and gender [“white supremacist culture”]
- *Cultural immersion // belonging*
- Shared value of service
- Recognizing all forms of diversity (e.g., race, language, cultures, abilities)
- Equity in reviews
- Belief in institutional change
- *Authenticity*
- Innovative & creative solutions
- *Flexibility, adaptability*
- Resilience, hard work, tenacity

Finally, articulated wishes invited conversation from an appreciative standpoint about aspects of the organization that need improvement. The list below captures shared wishes, combining where there was overlap:

- Recognizing and valuing DEIB labor
  - Offering more time and resources (e.g., course release, lower course caps, pay/stipends, other sources of funding,
  - Recognition in workload,
  - material and interpersonal supports to engage in mission-critical DEIB work
  - Possibility of “DEIB” statement
  - Expand training opportunities (e.g., DEIB, HIP)

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<sup>5</sup> Because of time constraints the Convening held on 10/9 did not engage in the Mentimeter word cloud Activity documenting “meta themes,” and the Convening held on 10/13 in turn did not document themes separately in Mentimeter (photographs captured these) but did complete a word cloud. Documentation for the 10/13 session over Zoom is limited to Mentimeter.com responses. All documentation is in Appendix F.

- Ensuring broader participation in DEIB efforts
- Expanding mentorship opportunities
- Flexibility in work products
  - Recognizing of DEIB effort/work in workload units (WL) and including high-impact teaching practices; recognition of not just time but associated labor (e.g., cognitive, emotional)
  - Incorporating service for non-tenure-track faculty into workload plans
  - Balancing scholarship and teaching better
  - Allowing for creative approaches to scholarship products
  - Moving beyond A/B categorizations of scholarship
  - Greater openness to new ideas
- Making space for minoritized projects and people and resourcing such projects
- Revising evaluation criteria and processes
  - Aligning university, college and departmental criteria
  - Practicing active listening during evaluation processes; more individuation, meeting people where they are
  - Revising how Student Assessment of Instruction (SEOs) are used in evaluations
- Ensuring fair pay
- Revising policies
  - Aligning values, policies and practices (e.g., workload units emphasize teaching, but tenure is granted based on research)
  - Generating clarity and transparency in policies
- Following-through on initiatives
- Increasing diversity of faculty
- Scaling up models that are already working at CWU
- Interrogating dynamics of power; breaking down barriers
- More accessibility (e.g., access to buildings)
- Bringing back “safe places” initiative
- More spaces to dream, express ideas, and create together

These wishes point to the many levels and levers needed to fully realize equity in faculty evaluations: at the structural/policy level; at the level of CWU’s culture, practices, behaviors, values, and norms; and at the level of workplace climate, micro-interactions and relationships. A rudimentary analysis of themes across the wishes reflects a few important considerations. First, many wishes connect directly to goals and initiatives articulated in the Strategic Plan. These include Initiatives 1.3 and 1.4, which were the focus of the consulting initiative, as well as others. For instance, “Make diversity and equity a priority in the hiring, onboarding, and retention of faculty and staff” (Goal #3, Initiative 1.1), and “Elevate the application of emotional intelligence, equity-mindedness, collaboration, inclusion, and deep care through professional development and mentoring centered on building a model of leadership-in-place at CWU” (Goal #3, Initiative 2.2).

Second, there is striking synergy between peak experiences/stories on the one hand and wishes on the other. For example, “open-mindedness” was articulated as both a



value and a wish. Similarly, having “innovative and creative solutions” and “flexibility” were also both values and wishes. This points to the ways that faculty experience the institution positively and in turn want more of those values and experiences in their work lives. CWU is already doing many things that uplift and benefit faculty; these actions, policies, mindsets, and values should be expanded upon, leveraged for increased job/career satisfaction and equity.

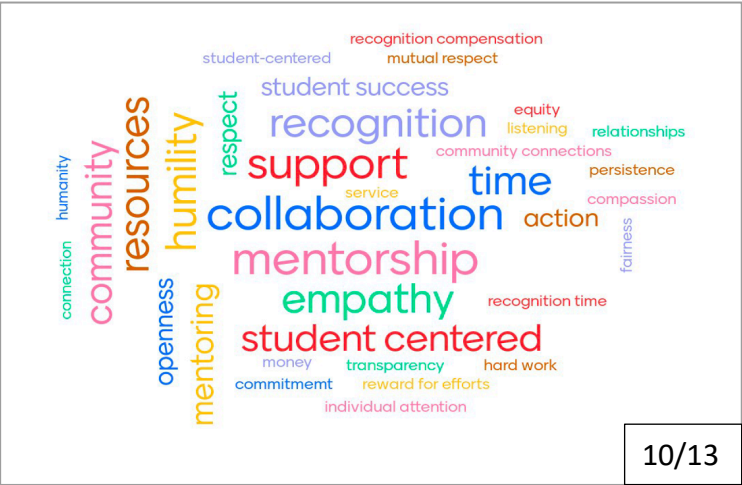
Even so, wishes also reflect absence; a lack of approaches, policies and their applications, as well as orientations to faculty work that would be beneficial to individual faculty and also promote equity, inclusivity, and belonging. A key example of this is the shared wish of better alignment between stated values, policies and practices as well as recognition and valuing of DEIB work along with the workload flexibility needed to account for such work.

After this activity and before moving on to the “Imagine” stage participants were asked to consider larger, “meta,” themes that were overarching across what had been shared and discussed thus far. Collaboratively and in real time, participants developed word clouds through Mentimeter.com (10/11 and 10/13, also in Appendix F). This allowed for us to refocus on key issues before progressing to the next stage.



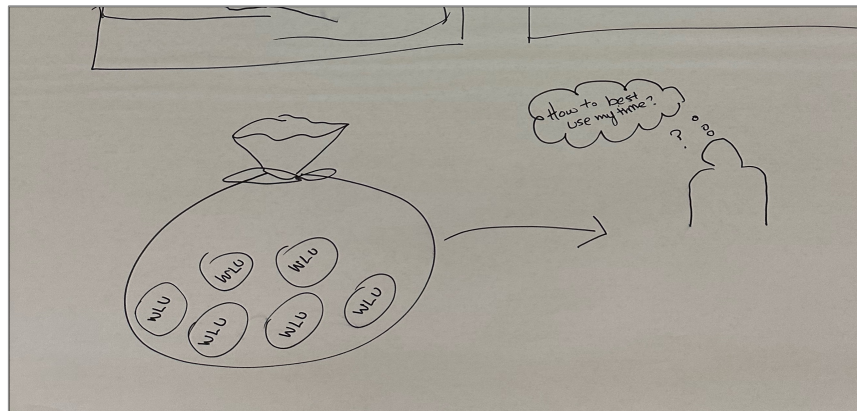
10/11

These word clouds serve to elevate ideas or themes that continued to resonate with those present as we progressed through the activities. These are useful visuals, though they don't necessarily provide different information that the detailed lists above. Essentially, they are just another way of depicting what emerged as relevant; what faculty need and desire to cultivate success and belonging.



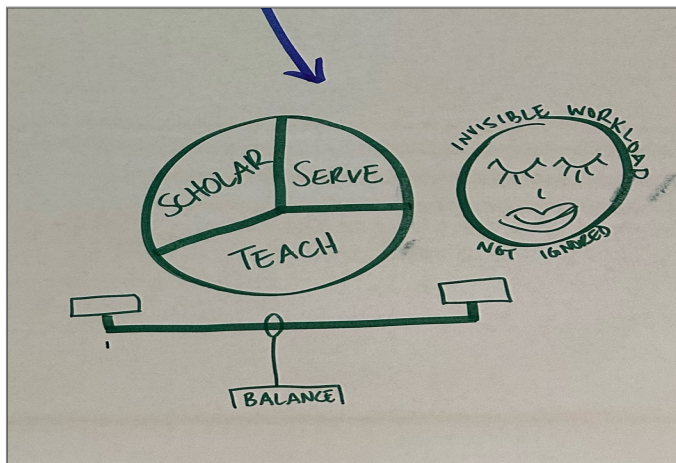
10/13

In the “Imagine” stage of these first convenings, participants were invited to dream and creatively communicate a future version of CWU’s fuller commitments to DEIB by drawing an image of said future. This stage of the Appreciative Inquiry approach harnesses the power of imagining together to inspire action. It helps participants evolve toward a future of new possibilities that emerge out of the stories and examples from the best of the past. In this phase organizations challenge the status quo by envisioning more valued and vital futures. They outcomes are compelling possibilities because they emerged from the extraordinary moments of participants’ history with the organization yet with attention to what can be improved upon. The lengthy prompt (see Appendix E, workbooks) asked in-person participants to draw/paint/create an image of future DEIB success at Central while the Zoom participants were

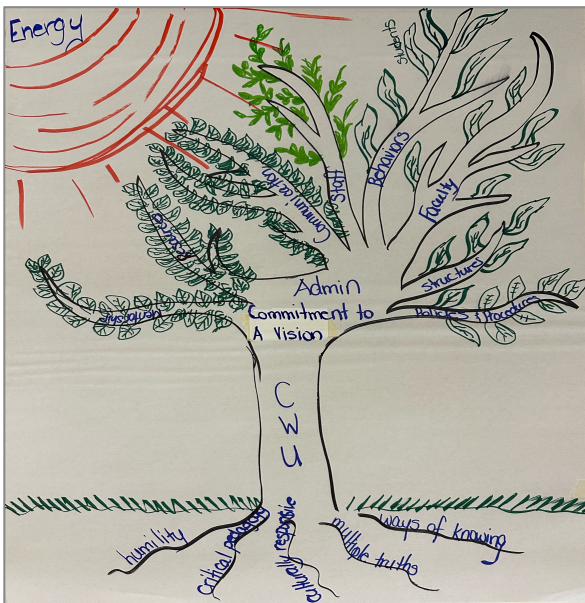
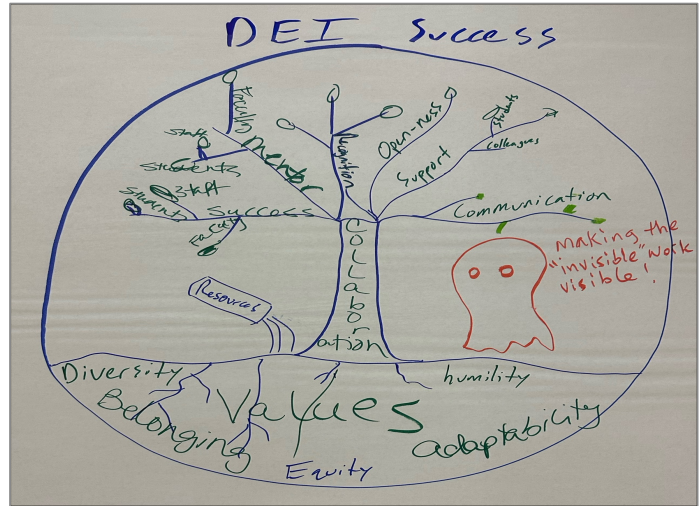


invited to develop an article headline, 1-2 sentence byline, and corresponding image if appropriate (Appendix G reflects all products of this effort). As seen here and in Appendix G, images of future DEIB success included creative approaches to realizing many of the wishes shared. For example, an excerpt from the above image depicts flexibility in workload units that can be drawn on when new or unplanned activities emerge.

This excerpted image illustrates a component of DEIB success as a balance across teaching, scholarship and service (notably with “pieces of the pie” in proportion to workload and expectations for promotion). It also recognizes the importance of making visible, recognizing, and valuing aspects of faculty work that are currently invisible and thus not counted in workload assignments nor in evaluation for promotion and advancement in ways that are commensurate to the effort needed and also to the impact on institutional values, mission, and goals.



Several pictures illustrated shared ideals and through remarkably similar metaphors, using trees, roots, branches, water, energy and fertilizer to depict DEIB successes. In fact, nearly half of all pictures created were of trees, though each illustration communicated slightly different visions. For instance, these two images depict tree roots as representing CWU core values of humility, ways of knowing, culturally responsive, diversity, belonging, adaptability, and equity (as articulated earlier in the convening), tree trunks



as representing (respectively) administrative commitment to a DEIB vision and collaboration, and branches bearing leaves/fruit as hopeful outcomes including openness, student and faculty success, communication, structures and policies that reflect DEIB commitments. As with other pictures, the first image portrayed invisible workload as looming large near the DEIB success tree (and explained that part of DEIB success would be to make this visible). In the explanation for the second image, the artists suggested that the diversity of leaf shapes, colors, and sizes reflected not just the racial/ethnic/cultural diversity of the artists themselves (e.g., curry leaves, jalapeño leaves), but also of the broader CWU

community.

In the Zoom session, wherein participants were asked to articulate a headline, 1-2 sentence bylines and (if possible) an image of future DEIB success realized, similar patterns emerged such an emphasis on core values driving DEIB success, having flexibility in pathways toward promotion, and equity, authenticity, and belonging integrated in faculty evaluations. For example:

**Breaking Down Barriers and Empowering Others: Working Toward Reimagining the Academy**

- CWU strives to reimagine personnel standards for equity
- Valuing authenticity in faculty evaluations

### ***Belonging Shapes Faculty Inclusion***

- CWU puts faculty & staff belonging CENTRAL in policy. The result is a more inclusive & diverse student body

*This was the image shared as a supporting their headline/byline:*



This final activity successfully connected individual dreams, values, and motivators, to collective imaginings of more diverse, equitable, and inclusive futures for CWU.

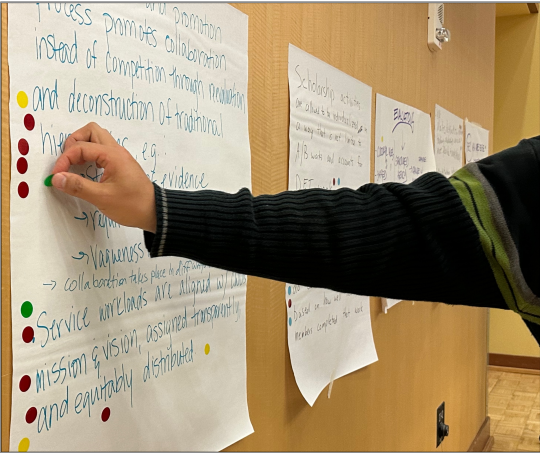
Summary. Across the first set of convenings we created spaces for faculty to practice vulnerability, build community, and imagine a more equitable future for Central Washington University. In these convenings faculty discussed and reflected on DEIB successes broadly as a strategy for moving into conversations about these issues in a way that were not confining (i.e., not solely focused on faculty criteria for evaluation) nor emerging from problem-focused perspective. To be sure, problems, conflicts, constraints, and serious concerns were shared freely, but they were not the center of our conversations. *In effect, an appreciative approach to inquiring and imagining more just futures identified critical areas for improvement while harnessing shared values and commitments.* Most prominently, these activities revealed a strong, steadfast emphasis on linking faculty success to student success. Structured and yet organic growth (using trees as metaphor) also emerged as a strong theme, sometimes with explicit emphasis on equity (access and accessibility, fairness, individuation of success markers). Recognizing the collectively strong foci on collaboration, humility, community, and empathy in both peak experiences and in wishes was uplifting for many participants. Finally, another important set of themes which emerged more clearly in the second set of Convenings were shared desires for increased flexibility in workload, expanding and elevating DEIB work/labor, and revising expectations for tenure, advancement, promotion, and re-appointment.

### ***Innovate & Implement Convenings***

Sixty-nine faculty members participated in the Innovate and Implement Convenings. As we moved into this second set of gatherings, it was important to reflect back to participants themes that had emerged from their shared experiences, values, and wishes for expanded DEIB. To do so succinctly, I generated a “motherload” word cloud that included all themes shared across all convenings and through all of the activities. The resulting word cloud (below) clearly highlights the highly favored themes of



addresses the specific needs and concerns of our community members in a way that centers priorities of access and inclusivity in actionable ways.” After sharing these with the whole group and attaching the large papers to a wall, or in the case of the Zoom session, posting these in the “chat,” participants were invited to document the appeal of individual statements to them and/or their interest in working on advancing the goals as written by attaching colored “dots” (stickers) to the statements or in the Zoom session, by “reacting” to a statement in the chat (using emojis such as a thumbs up or a heart). This activity was powerful in building community and affirming ideas that emerged across groups. Faculty lingered over the statements, discussed them while deciding where to “vote,” and also seemed to rather enjoy themselves in the process of digesting intense and in some cases controversial content. Informal comments to me after these convenings reflected a sense of hope and optimism that faculty colleagues (and administrators) could work together in service of more equity in faculty criteria and process for evaluation as well as related issues such as supporting DEIB training, and reconsidering the category and career advancement possibilities of non-tenure-track faculty.



Possibility statements that received the most support include:

- Create a NTT faculty track that enables parallel progress through an Assistant -> Associate -> Full track with associated compensation and recognition. (e.g., Clinical or Teaching Professor). **(27 dots)**
- Department criteria that are clear, embrace emerging fields, and have a broad definition of scholarship/creative activity/professional engagement. **(27 dots)**
- The institution reviews scholarship in a way that supports and values labor and time associated with student mentorship, research guidance, and student success activities inherent in the teacher-scholar model. **(36 dots)**
- Recognize additional forms of labor in the evaluation process, such as, student mentoring, recommendations, consultations, serving as club advisor, and other forms of work that support student retention/success. **(28 dots)**
- Faculty evaluation will include recognition of mentorship for student safety, belonging, and success, particularly with students from historically marginalized groups. **(25 dots)**
- Criteria for Service: WLUs should be expanded and include activities that support the Vision, Mission and Values of CWU
  - Supporting a culture of belonging for our students (historically excluded especially)
  - Engagement with local community
  - Mentoring junior faculty, especially of historically excluded groups
  - Having this work spread across the facultyService activities must include those that advance equity & belonging. **(25 dots)**
- Faculty evaluation criteria as a more flexible structure able to identify, reflect, document, and value differences in
  - Professional practices
  - Collaborative models
  - Changing research/creative national landscapes. **(27 dots)**
- CWU's tenure and promotion process promotes collaboration instead of competition through reevaluation and deconstruction of traditional hierarchies:
  - Standards of evidence
  - Requirements for first/sole author
  - Vagueness in tenure evaluation ("exceptional")
  - Collaboration takes place in different ways and venuesService workloads are aligned with CWU's mission and vision, assigned transparently, and equitably distributed. **(28 dots)**

Note: Appendix I reflects all statements and corresponding "dots" or "votes."

These (and other) “possibility statements” should be considered as culminations of deep thinking, authentic listening, and dreaming from faculty over several weeks of convenings and concomitant conversations with each other and with me. The significant themes of collaboration, support, community, resources, mentoring, and recognition emerge explicitly in proposals to deepen commitments to equity in criteria and processes for faculty evaluations. Collectively, faculty articulated clear paths for expanded equity in workload and in criteria and processes for evaluation. What is less prominent in these statements are the ways that disenfranchised and minoritized faculty experience the promotion, tenure, and review processes. This absence points to the need for a more intentional, transparent, and unambiguous centering of intersectional equity as this process moves forward. As suggested in the Recommendations section below, training and ongoing dialogue about systems and dynamics of power can bring awareness to the invisibility of structural oppressions that obfuscate how BIPOC faculty, those with disabilities or who identify on the LGBTQIA+ spectrum, for example, experience the institution and its processes. And while simple awareness is insufficient, it is an essential piece of individual and organizational commitments to critically interrogate and interrupt systems, dynamics, policies, and mindsets that reproduce inequalities and inequities.

#### *Non-Tenure-Track Faculty Convenings*

As a reminder, non-tenure-track (NTT) faculty were invited to participate in all Convenings, and several did. As such, their stories, values, wishes, and intentions for possibility statements are reflected and incorporated in the above to a certain extent. The two Convenings reserved exclusively for NTT faculty (one in person, one over Zoom) engaged 16 participants (total) in an abbreviated version of the “4 Is” in one session, and focused squarely on the experiences and needs of these faculty (see Appendix J for the slide decks and participant workbooks).

The NTT faculty Convenings revealed considerably different realities experienced by these faculty members, no less committed to student success and campus priorities despite their contingent and precarious statuses. In fact, one convening opened with an unequivocal statement from a participant that helped set the tone for the conversation: referring specifically to NTT faculty they proclaimed “we have bad ass faculty at Central.” This bold, affirming claim helped those present to step into that tone, sharing candidly their experiences and concerns. Themes across stories focusing on best experiences included (see Appendix K for full documentation):

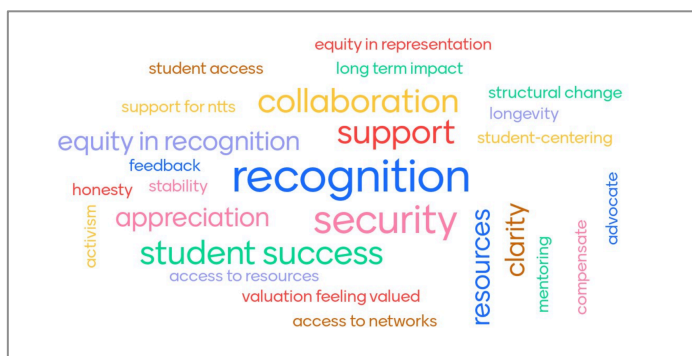
- Inviting and being welcoming of underrepresented students to CWU
- Inclusion and celebration of students
- Creating connections and networks
- Enriching student experiences
- Opportunities for non-tenure-track faculty to include their voices
- Being able to see long-term impacts of commitments to students and the campus
- Recognition of and addressing student and faculty needs



- Taking action to make change happen (non-specific)

Evident from the above list of “peak experiences” is an emphasis on students, their successes and belonging as well as NTT faculty investments of time in service of students and other campus change goals. Unsurprisingly, themes across wishes shared flowed from these experiences, though with more directed attention to concerns about equity for NTT faculty. Themes across wishes were as follows:

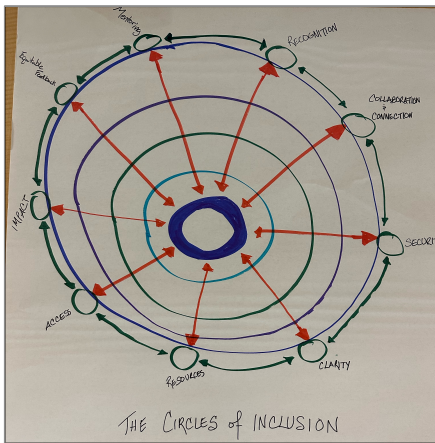
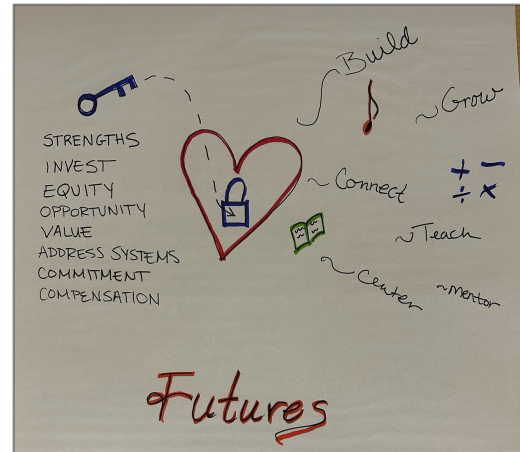
- Enhanced recognition of NTT faculty expertise and professionalization
- Equitized professional advancement opportunities and associated funding (e.g., small grants to support innovative and HIP teaching); opportunities for support and structure
  - Create opportunities through a “teaching incubator” that might offer small grants to do innovative work.
- Clearer expectations and logic in evaluations, reviews, and opportunities for promotion that will decrease anxiety; more equitable use of SEOIs
- Address NTT feeling under-valued; facilitate effective feedback that is formative versus punitive
- Addressing white male supremacy
- More funding/opportunities for DEI training
- More equitable recruitment of NTT faculty, tenure-stream faculty, and administrators
- Reconsider who should serve as a “peer” in teaching observations; create (actual) peer mentoring programs
- Flexibility in workload to account for professional & community service; student advising; mentoring; scholarship
- Recognition that “centers” are not homogenous and serve unique student populations
- Develop parallel career tracks; revise “non-tenure-track” categorization to one that is not premised on deficit



Participants were asked to reflect on the shared experiences and wishes and consider “meta” themes that were emerging from these. This illustration shows a strong emphasis on recognition, security, student success, collaboration and support among other themes. (Note: the NTT faculty Zoom session had 5 participants, which made the creation of a word cloud futile).

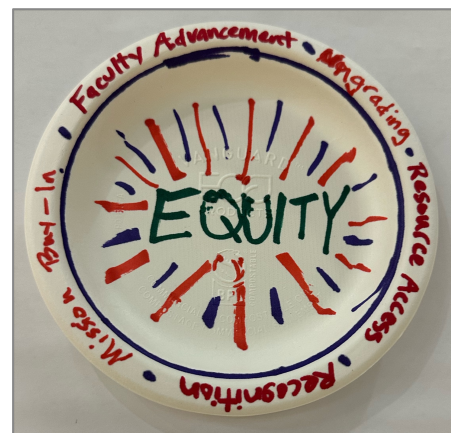
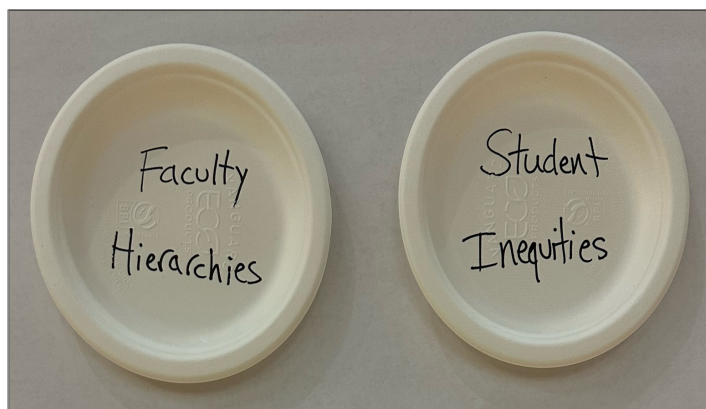
The “Imagine” activity of the NTT faculty Convenings were the same as in the other Convenings, to draw/paint/create a future image of DEIB success or for the Zoom session to develop a headline, 1-2 sentence by-line and, if possible, an image of future DEIB success. The illustrations demonstrate deep commitments from NTT faculty to CWU and especially to students, realized however in contexts that commonly devalue them, their expertise, career ambitions, and their need for job security.

This image reflects the notion that NTT faculty are CWU’s heart, and the key to unlocking the heart are acknowledging their strengths, addressing systems and systemic barriers, ensuring fair compensation, expanding opportunities, etc. And what can be offered once unlocked are futures of connection, growth, mentoring, building, teaching, and stronger centers.



Another drawing shows “expanding cyclones” with each individual rotating on its own, but also collectively with others, all falling together toward the (equitable/just) center, fuelled by the articulated wishes: clarity, equitable feedback, access, security, collaboration and connection, and so on.

And finally, the third drawing depicts a Venn diagram of separated spheres of faculty hierarchies (again, in the context of NTT faculty experiences) and student inequalities. In the future DEIB success vision, these are replaced by a united, more equitable sphere, with equity at the center, generating more positive outcomes such as mission buy-in, faculty advancement and recognition.



Only one future DEIB success headline/by-line was developed by the small group of Zoom participants:

*Central Washington University evaluates teaching through individualization.*

- a. Person-centered evaluations are individualized and based on individual needs of each instructor.
- b. Teaching evaluations are formative assessments that are based in the needs of the individual instructor (for example, someone earlier in their career might require annual and more detailed evaluation feedback).

This opened a conversation about the ways in which teaching evaluations and associated “peer” observations are often used against NTT faculty and not as a formative approach to improve teaching or for professional development but instead as a mechanism for “managing the workforce.” NTT faculty raised concerns about who was considered a “peer” for their teaching observations. Often these “peers” are tenured faculty members, selected by department chairs to conduct observations, in the same department, but with very different content expertise and pedagogical approaches. There was consternation that such colleagues were not indeed “peers.” Furthermore, the purpose of the observations were perceived to be less about effective teaching and supporting student learning and more about whether the faculty member being observed should be hired again the following semester. The sentiment collectively expressed was that teaching evaluations were tied to job security, commoditized and possibly weaponized when NTT faculty numbers needed to be reduced. In essence, they questioned the entire process, criteria, and purpose by which they are evaluated. In brief, concerns raised included: job security, recognition of expertise, clearer expectations for evaluation, and equity in support, and professional advancement.

Another conversation bearing mention here focused on the disjuncture between CWU’s student-focused values and the NTT experiences of disenfranchisement, de-professionalization, and “second class status.” Here participants pointed to the small number of faculty present with respect to their significant numbers across the CWU system. One participant said “The silence and lack of participation speaks volumes” with respect to NTT faculty’s perceptions that they matter. Concerns about lack of representation when it comes to grievances, complaints, and the evaluation process also were raised. Despite the explicit focus on “appreciative” dialogue, it felt important to allow space for these serious concerns to be shared and thus elevated into this final report.

Finally, as a closing “Innovate” activity, NTT faculty were asked to “consider the groundwork laid in the previous activities for aspirational movement toward more equitable criteria for evaluation of non-tenure-track faculty at Central. [Individually for a few minutes and then collectively respond to:] What needs to be different to make wishes and images of DEI more likely? What does the organization need to do more of?” In this stage, the most critical issues were shared with more clarity and decisiveness. Responses included:

- Create parity by having parallel career tracks for NTT faculty including a different naming convention and categorization of NTT faculty so that the status does not inherently imply a deficiency (i.e., *non-tenure-track*)
- Value practitioners as highly or equitably as researchers
- Align actions and structures impacting NTT faculty with CWU's promoted values
- Listen to NTT faculty, consider their concerns and innovations rather than dismissing concerns out of hand
- Separate teaching observations from job security (and in turn, increase job security)

Some of these possibilities are reflected in the broader all-faculty convening focused on "innovate and implement" (discussed above). However, the conversations with tenured/tenure-track faculty did not always equitably center NTT faculty experiences and needs. This is a key reason why it was critically important to hold space for NTT faculty independently from their tenured/tenure-track colleagues.

## ***Recommendations***

The Appreciative Inquiry approach offers validity to recommendations that emerge from the Convenings. Data from more traditional interview questions, evaluation processes, or problem-solving approaches, yield information that must be translated from what is not functioning well into recommendations for what would or could work better. This also results in recommendations of what “not” to do. Because outcomes of the AI process as designed for this initiative already frame and, in many cases, clearly articulate what would yield more equity, higher job satisfaction, retention, and advancement of strategic goals at Central, the recommendations flow seamlessly from these data (Preskill & Catsambas, 2006, p. 84). The recommendations below are also informed by my expertise in organizational change for equity, promising practices emerging in both the applied fields, and the empirical literature. The strategies selected here are being applied across U.S. institutions with promising results, published in highly-respected peer-review outlets, as well as circulated in less formal, more applied venues such as websites, white papers and briefs, or webinars. These are evidence-based, adaptable and adoptable to specific institutional contexts. Lastly, recommendations are also grounded in the wishes and possibility statements generated by CWU faculty during the October Convenings. These are referenced below where relevant.

A systems approach to change requires attention to linked aspects of the institution, including resources needed, professional development, promotion, tenure and review documents at all levels, reward systems for teaching, scholarship and service, workload, information sharing, awards, etc. There are also external levers that can inhibit or support organizational change such as local community needs, state legislative requirements/constraints, donors, prospective students, peer-institutions, and accrediting bodies. President Wohlpart’s State of the University address on September 29, 2023 served to not only inform the campus and external stakeholders about successes and challenges, it offered a systems view of these for CWU, demonstrating how seemingly disparate areas of the institution and local/regional community are in fact deeply connected and often mutually interdependent. Reminding faculty of the importance of thinking systemically throughout the process of steering CWU through this transitional period, will be important. Revisiting the affordances of systems thinking will cultivate shared visions and coherence across change initiatives as they unfold.

(The following recommendations are substantive and complex in almost every case. I’ve written these in sections with the anticipation that subgroups will tackle different pieces over time as the Strategic Plan is realized.)

### **Criteria in Faculty Evaluation**

Revisions to policies governing faculty evaluation should follow key guiding principles, as suggested by O’Meara and Templeton (2022, linked in the resource section below): transparency, clarity, accountability, consistency, context, credit, flexibility, and agency and representation. These principles were articulated across wishes and possibility statements, and should serve as foundational in the extended process of revising

criteria and processes for evaluation at the University, College, and Department levels, in ways that align criteria at all levels.

It is worth noting recent important changes to the Collective Bargaining Agreement that create openings for recognizing and valuing on the one hand more expansive understandings of scholarship/creative activities and on the other explicitly DEIB service commitments. Specifically, Article 17.3.3 reads: “Scholarship/Creative Activity: all professional activities leading to publication, performance, or formal presentation in the faculty members *area of expertise* or leading to external funding recognizing the faculty member’s current or potential contribution to the faculty member’s *areas of expertise*” (emphasis added). The italicized wording, “areas of expertise” was revised from the term “discipline.” Encompassing areas of expertise rather than strictly one’s discipline allows for faculty members to engage in scholarship/creative activities that may fall outside of disciplinary boundaries (e.g., inter- or cross-disciplinary, SoTL, DEIB-focused) or that are departures from areas of focus that the faculty member may have previously had. This seemingly minor change lays an important foundation for expanding and making more flexible the kinds of scholarship and creative activities in which faculty can engage, be recognized for and evaluated on, which responds directly to wishes and possibility statements made in the Convenings. This also is a matter of equity since women and faculty of color are more likely to engage in scholarship/creative activities that fall outside the traditional boundaries of disciplines.

The other change to the CBA is in Article 17.3.4, Service. Specifically, 17.3.4 (b) states: “University service: such as department chair, director, program coordinator, or governance assignee; accreditation; program development; work on recognized administrative, department, college, school or university committees; *work on advancing diversity, equity, inclusion, and belonging*; and other tasks as deemed necessary by the University” (emphasis added). This revision unequivocally places emphasis on DEIB as appropriate, distinct service for the University.

I suggest (re)highlighting these recent changes in the CBA in the prioritized effort to revise University criteria and subsequently for colleges/departments as part of the criteria review and revision to ensure alignment across expectations. Equally important is contextualizing these changes into the broader framework of equitizing faculty criteria and processes for evaluation.

This segues to the often-noted misalignment between department and college criteria, which creates both hidden or unclear expectations that result in burdens and confusion for faculty undergoing review, particularly for tenure. According to the CBA (Article 24.1.1, (a), (b), and (c)), University, College and Department criteria must be aligned. Specifically, College criteria should align with University criteria while reflecting disciplinary standards, and Department criteria should be aligned with both College and University criteria, also reflecting disciplinary standards. Colleges and departments are encouraged to develop disciplinary-based articulations of criteria, or departures from such criteria when necessary. For example, College of The Sciences’ Policy Manual states under **Research and Scholarly Activity** (section 7.1.2.1, Category A

Accomplishments): “Additional categories may be included at the department level with the dean’s approval. Departments may identify discipline-specific equivalents based on standards approved at the college and university levels.” And under section 7.2, **Departmental Performance Standards**, it states: “Departmental standards for reappointment, tenure, promotion and post tenure review shall align with university and college standards. The department will ensure that its faculty performance criteria document is consistent with and, in no case, less stringent than college and university provisions.” While necessary across many fields, especially those that support cross-disciplinary or applied scholarship, the current implementation of this discretion in some cases influences reviews negatively, ramping up expectations at departmental levels (particularly for Category A scholarship products) in ways that are perceived (by some faculty) as unnecessary and inequitable. This concern dovetails with those raised about the distinction between Category A and B scholarship/creative activities.

## 1. Scholarship/Creative Activities

### Possibility Statements Referring to Scholarship/Creative Activities

- The institution reviews scholarship in a way that supports and values labor and time associated with student mentorship, research guidance, and student success activities inherent in the teacher-scholar model.
- Faculty evaluation criteria as a more flexible structure able to identify, reflect, document, and value differences in:
  - Professional practices
  - Collaborative models
  - Changing research/creative national landscapes.
- CWU’s tenure and promotion process promotes collaboration instead of competition through reevaluation and deconstruction of traditional hierarchies:
  - Standards of evidence
  - Requirements for first/sole author
  - Vagueness in tenure evaluation (“exceptional”)
  - Collaboration takes place in different ways and venues
- Criteria for scholarship is based on the Boyer model and includes credit for Scholarship of Teaching and Learning, Scholarship of Engagement, etc., not just Scholarship of Discovery.
- CWU makes the distinction between teaching, scholarship, and service more flexible and contextual. Makes the distinction between categories A and B more flexible and contextual.
- Unwritten rules are eliminated in expectations of faculty in teaching, scholarship and service.

## Recommendations for Scholarship/Creative Activities Criteria:

- 1.1 There is considerable will to reconsider A/B category distinctions in University criteria, and several possibilities shared included:
  - One idea generated in meeting with deans and Provost DenBeste was to add A&B categories to teaching and service (this is present already in at least some departmental criteria). I do not recommend this approach, though it is important for me to document this idea here. This will further legitimate particular kinds of efforts across these categories that deepen hierarchies and privilege (e.g., privileging of discovery-based scholarship).
  - Another option is to expand the “A” category to include activities in which faculty are already engaged but are not currently recognized or valued commensurate with effort or alignment with mission-critical work. Examples include interdisciplinary scholarship, scholarship of teaching and learning, high-impact practices in teaching, and service commitments on and off campus that advance DEIB.
  - A third option, that I recommend most enthusiastically, is to eschew the “A” and “B” category distinctions entirely. These distinctions do not just denote difference, but also value. It is plainly evident that efforts in scholarship that are currently in the “B” category – regardless of college or department – are regarded as inferior to those in the “A” category. This hierarchy replicates and reifies exclusionary approaches to scholarship, and would do the same with teaching and service.
- 1.2 Consider inclusion of student-focused activities that are distinct from instruction in the classroom as contributions to scholarship, particularly those that advance DEIB goals. HIP provide models for this work, which is mission-critical given their impact on student retention and persistence. The Boyer model of scholarship provides a useful framework. (See also recommendation 4.2 below.)
- 1.3 Also pertinent to the Boyer model of scholarship is the Scholarship of Teaching and Learning (SoTL), which should be included in expanded conceptualizations of scholarship. Reconsider codifying at the University Criteria level the inclusion of the Scholarship of Teaching and Learning (SoTL) under Scholarship/Creative Activities. Currently, for example, the College of Arts and Humanities defers to individual departments whether “scholarship produced about teaching counts as teaching or scholarship/creative activities.” This discretion has the potential to foment inequities across the University, and stymies cross-disciplinary collaboration on SoTL projects.
- 1.4 When discussed during the consulting initiative, a reconsideration of scholarship expectations and how they are categorized raised questions for some about rigor, merit, and concerns about lowering standards for tenure. I encourage CWU to draw explicitly on the [Inclusive Excellence Framework](#), which inextricably connects excellence to inclusivity at all levels of an institution. There are numerous examples of how academic institutions apply and center inclusive



excellence, many of which can be found easily with a simple key-word internet search. This framework can guide conversations and resistance around centering inclusivity for those who perceive that this would sacrifice excellence or prestige.

## 2. Teaching Effectiveness

### Possibility Statements Referring to Teaching

- Criteria for Teaching includes and requires participation in the development and implementation of culturally sustaining pedagogy and curriculum.
- Student evaluation practices and methodologies confront biases, maximize student voice, and allow this feedback to be used constructively within the faculty review process (e.g., a task force to reimagine SEOI's).
- CWU applies more equitable weighting of evaluation of teaching where SEOIs are used to inform teaching for improvement rather than using averages for evaluations.

### Recommendations for Teaching Criteria:

- 2.1 In keeping with conversations that have been underway for some time at CWU, my recommendation, based on abundant feedback from faculty at all levels and statuses, is to shift the emphasis on SEOIs in annual and major evaluations. This is reflected above possibility statements. Student feedback on their experiences in classes (i.e., "evaluations") can be instructive if leveraged in formative ways rather than as part of a summative evaluation, with attention to trends over time that a particular faculty member would include in a self-reflection. Comparing individual averages to departmental averages, a common practice at CWU and elsewhere, should also be avoided as it is unproductive, mathematically meaningless, and does not take into consideration critical factors related to teaching assignments such as class size, content, level of students, whether the course is required or elective, and so on.
- 2.2 Address disparities in how online courses are evaluated. Most importantly, online course observations, as with those occurring in face-to-face courses, should be considered as *observations*, one element of formative assessment to support and improve effective teaching. Equating peer observation to evaluation is problematic, not least of which for non-tenure-track faculty whose job security often hinges on this activity. My understanding is that when an online course is observed, the expectation is that the observed faculty member will make their *entire* course available to the observer: the entirety of the LMS pages, all assignments, the syllabus, discussion forums, etc. This is needlessly

burdensome to faculty who teach online when comparing observations completed for those teaching face-to-face. For the latter, the expectation, again as I understand it, is that the syllabus is made available along with some information about the *single* class meeting that is being observed. The associated checklists are more comprehensive for online course observations, requiring not just the practice but the process and instruments used for these evaluations to be redesigned. Not only does this make for considerable labor disparity for observers, it places undue scrutiny on those teaching online.

- 2.3 Allow for development and implementation of culturally sustaining pedagogy and curriculum to be valued explicitly under Teaching criteria at the University level. As mission-critical commitments to DEIB, these practices contribute to student retention and persistence. Candidates in annual and major reviews should be encouraged to discuss and provide evidence for this work.

### 3. Service Criteria

#### Possibility Statements Referring to Service

- Criteria for Service: WLUs should be expanded and include activities that support the Vision, Mission and Values of CWU
  - Supporting a culture of belonging for our students (historically excluded especially)
  - Engagement with local community
  - Mentoring junior faculty, especially of historically excluded groups
  - Having this work spread across the facultyService activities must include those that advance equity and belonging.
- Faculty will be evaluated using multi-dimensional review of faculty responsibilities and intersections between areas, including work at the margins with emphasis on the impact of that work.
- Recognize additional forms of labor in the evaluation process, such as, student mentoring, recommendations, consultations, serving as club advisor, and other forms of work that support student retention/success.
- Faculty evaluation will include recognition of mentorship for student safety, belonging, and success, particularly with students from historically marginalized groups.
- Service workloads are aligned with CWU's mission and vision, assigned transparently, and equitably distributed.

### **Recommendations for Service Criteria:**

- 3.1 Faculty expressed interest in possibly requiring service that contributes to CWU's Vision, Mission, and Values. I agree that this would be a valuable addition to University criteria. With CWU's new Strategic Plan, there are numerous ways that faculty can engage with DEIB.
- 3.2 Make explicit the value of contributions to student success, retention, and persistence. Again, under the Strategic Plan's Unifying Value of "Student Success," there are many ways that faculty can contribute to the associated initiatives and outcomes including mentoring, advising, and supporting students, with special emphasis on students from historically marginalized groups (e.g., first generation, BIPOC, student parents, veteran, LGBTQ+). In fact, there are many faculty already engaged in such work, and enthusiastically so, as evident in the "peak experiences" and possibility statements that emerged in the Convenings.
- 3.3 As discussed below in Recommendation 7, of paramount importance in equitizing service criteria is making the labor associated with service responsibilities more transparent. This was an issue that came up repeatedly in possibility statements; there is considerable interest in finding ways to make visible and reward what is currently invisible labor. Doing so is a slow and deliberate process of discussing and assessing effort and impact of service commitments, which should happen at the department level, in conversation with efforts underway with respect to College and University criteria.
- 3.4 Engage the campus in education about inequity in service workloads, the impacts of hidden service, and the disproportionate service responsibilities in which women and faculty of color engage. Ensure that this information is conveyed in regular personnel committee trainings (see Recommendation 6.3).

#### 4. Diversity, Equity, Inclusion/Inclusivity, Belonging (DEIB)-focused work

##### Possibility Statements Referring to DEIB-focused work

- CWU values faculty members' DEIB work in all communities: international, national, regional, and local.

Statements included across other categories, relevant here:

- Criteria for Teaching includes and requires participation in development and implementation of culturally sustaining pedagogy and curriculum.
- Service activities must include those that advance equity & belonging.
- Faculty evaluation will include recognition of mentorship for student safety, belonging, and success, particularly with students from historically marginalized groups.

#### Recommendations for DEIB-Work Criteria:

- 4.1 Faculty participating in the Convenings expressed interested in developing ways to document the labor associated with DEIB as uniquely different from responsibilities across teaching, scholarship/creative activities, and service. There was widespread recognition of the unique aspects of doing DEIB-focused work, and interest in finding ways to capture this equitably in evaluation criteria. Several promising options were articulated in the Convenings. Extended conversations about these possibilities and which ones should be taken up should occur as part of the focused initiative to revise the University criteria, which can then inform College and Departmental criteria. Possibilities include:
- Develop a fourth category that highlights specifically the criticality and value of this work.
  - Integrate DEIB-focused work across the existing three categories of faculty expectations: teaching, scholarship/creative activities, and service.
  - Integrate into the “A” category for scholarship, and in commensurate ways across teaching and service given the institutional emphasis on DEIB. For departments that have A/B distinctions, incorporate across “A” categories.
    - Note: as recommended above, the distinctions that the “A” category reflects reproduces hierarchical valuing of activities in ways that have produced inequities. A further classification of “A/B” activities for DEIB work would further reifies these.
  - Require “diversity statements” as part of annual and major reviews for all faculty, which would allow for a fuller discussion of DEIB commitments.
- 4.2 Develop mechanisms for valuing the mission-critical aspect of DEIB work in University criteria, particularly with respect to the goals articulated in the Strategic Plan. One approach to this is to allow faculty to demonstrate how their dossiers

reflect an “integrated excellence” approach to DEIB work across their primary responsibilities of teaching, scholarship/creative activities, and service for tenure-stream and tenured faculty and in teaching (with possibility for additional activities as warranted) for NTT faculty. This “integrated” approach would meet high expectations for merit (much like “Category A” in scholarship currently, though I am not advocating for another level of hierarchy in criteria). IUPUI’s approach, included in the resources just below, offers a model to consider.

## 5. Departmental Criteria

While this initiative’s focus is on the review and revision of University criteria, this work has implications for College and Departmental criteria. Furthermore, attending to departmental criteria emerged as an important issue on which to work, perhaps once Initiatives 1.3 and 1.4 are either completed or well underway.

### **Possibility Statement Referring to Departmental Criteria**

- Department criteria that are clear, embrace emerging fields, and have a broad definition of scholarship/creative activity/professional engagement.

### **Recommendations for Criteria at the Department Levels:**

- 5.1 Require all departments to develop criteria for tenure-stream teaching, service and scholarship expectations and those for non-tenure-track faculty in ways that align with the University and College criteria. Few departments don’t already have criteria, though many have not reviewed and revised their criteria in many years. This initiative presents an opportunity to revisit previously written documents or develop them in cases where they do not exist. Articulating at the department level what expectations are for annual and major reviews is a critical step in mitigating bias.
- 5.2 Align department criteria with respective College criteria, ensuring that more explicit or disciplinary-based criteria do not, in fact, establish either unnecessarily higher or hidden criteria. Furthermore, ensure that revised criteria are reviewed for an emphasis on DEIB, and to ensure that expectations do not unintentionally (or intentionally) create space for individual interpretation and thus bias.
- 5.3 College-level teams can collect and analyze data from departments to understand faculty needs in their specific areas. Findings can inform the revision of department- and college-level criteria that also align with the University criteria. This can be an important step in both developing shared visions at the college-department levels and support preservation of unique cultures while enabling transformation. This may prove challenging for the College of Education and

Professional Studies given its disparate emphases and departments. In this case, it may be advisable to create several teams that are in dialogue with each other.

### **Resources to support the above recommendations:**

*I strongly recommend engaging with these three resources (A, B, & C) from the American Council on Education as a foundation for any efforts to revise faculty criteria and processes for evaluation:*

- A. O'Meara, K, Templeton, L., Culpepper, D., & White-Lewis, D. 2022. Translating Equity-Minded Principles into Faculty Evaluation Reform: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Evaluation-Reform.pdf>
- B. O'Meara, K. & Templeton, L. 2022. Equity-Minded Reform of Faculty Evaluation: A Call to Action: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Evaluation-Principles.pdf>
- C. Equity-Minded Reform of Faculty Evaluation Policies: Audit Resource: <https://education.umd.edu/sites/default/files/uploads/Equity-Minded-Faculty-Evaluation-Audit.pdf>
- D. The University of Colorado, Colorado Springs (UCCS) CREST project (Changing Research Experiences, Structures, and (in)Tolerance through the Adaptation of Promising Equity Practices) offers a rubric for evaluating equity in faculty criteria for annual evaluation: [https://research.uccs.edu/sites/default/files/2022-12/Annual%20Merit%20Review%20Coding%20Rubric\\_update%2012.7.22.pdf](https://research.uccs.edu/sites/default/files/2022-12/Annual%20Merit%20Review%20Coding%20Rubric_update%2012.7.22.pdf)
- E. Indiana University – Purdue University Indianapolis (IUPUI) Integrative DEI Case Type: offers a model for consideration to create an additional pathway toward tenure, promotion and advancement by allowing tenure-track faculty to “present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with DEI.” A similar approach can be applied to non-tenure track faculty. Some resources:
  - a. [Office of Academic Affairs website](#) with overview of this approach
  - b. 2021 [Overview](#) of proposed changes to promotion and tenure reviews
  - c. [Full Promotion and Tenure Guidelines](#), with the “Integrative DEI Case Type” additions highlighted. This will help to see not only details of their policy and implementation, but also will be helpful to see these criteria explicated in the context of their broader T&P guidelines.
- F. The “Integrative Case” approach dovetails with the idea raised in the Convenings to require “diversity statements” in dossiers. I recommend consideration of this approach to ensuring attention to DEIB, and perhaps in a way that allows faculty

to demonstrate integration and synergy in DEIB efforts across areas (as would be formalized in the “integrated” approach just above).

- a. While a novel approach to ensuring that each faculty member attends to DEIB in their assigned responsibilities, a “statements” approach can also backfire, become performative, and lose effectiveness as an incentive to engage in DEIB teaching, research, and service. A suggested article on this topic was published in the Chronicle of Higher Education during my time at Central, and is worth a read: [Race on Campus: the Precarious State of Diversity Statements and What’s Ahead](#) (10/24/2023)
  - b. Oregon State University requires “evidence of contributions to the university’s diversity, equity, and inclusion goals” in tenure and promotion dossiers: <https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines>
- G. Seattle University offers a model for tenure & promotion criteria that reflects several of the above recommendations such as inclusion of student advising and mentoring in criteria for evaluation (beginning on p. 22), structured flexibility in workload assignments (p. 19), and career and advancement pathways for NTT faculty, or in their nomenclature, “Term Faculty” (beginning p. 27): <https://www.seattleu.edu/media/academic-affairs/Faculty-Handbook.pdf>
- H. Boyer, E. 1990. Scholarship Reconsidered: Priorities of the Professoriate. Carnegie Foundation for the Advancement of Teaching. Full text available online: <https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf>

## **Processes for Faculty Evaluation**

While attending to criteria in faculty evaluations is critical in any institutional transformation efforts toward more equity, the associated processes for faculty evaluation must also be examined, and ideally recalibrated. There are several aspects of the evaluation process that were raised during Convenings (or in other conversations with me) which should be considered for review in support of equitable criteria at the University (and College, Department) level.

First, non-tenure track faculty have no peer representation in annual or major reviews. As discussed above, current peer observations of teaching are conducted by tenured or tenure-track faculty who are selected by the department chair, often irrespective of disciplinary expertise, pedagogical affinity, etc. The outcomes of what is perceived to be an unfair process for observations is compounded by the lack of NTT faculty involved in the review process.

Second, Faculty 180 is a software program used by faculty to collect documentation and for supervisors and PTR committees to reference in major reviews. The software itself is

not problematic, but the ways in which it is deployed are. The current utilization of Faculty 180 “promotes a culture of documentation” that “itself creates criteria” which can supersede the actual effort or impacts of faculty labor. The system benefits linear thinkers, those who are able to maintain a very particular approach to organization, and those who happen to receive mentoring/advice to save all possible forms of evidence for future documentation. In major reviews, appraisals of whether a faculty member uploaded required documentation can serve to derail candidates for tenure and promotion, sometimes in career-altering ways.

Third, faculty shared instances of bias in faculty evaluation, at nearly every level of the process, especially in annual reviews for NTT faculty and tenure and promotion reviews for tenure-stream faculty. Many of these instances were grounded in either misalignment across University-College-Departmental criteria, misunderstanding of the charges that each level of review reflects (e.g., College Personnel Committee reviews candidates against College level criteria not adjudicating the completed review of departmental expectations), and/or a lack of communication and coherence across review stages and documents.

Fourth, while not expressed in possibility statements, the COVID-19 pandemic revealed considerable inequities in faculty experiences across the higher education sector, from who was successful in publishing to who had to struggle with their institutions for medically necessary accommodations. Scholars who studied these impacts have called for a recalibration of expectations in the short-term as well as for the long-term not only because of the reverberating effects of the pandemic shut down and associated disruptions to careers, families, and communities. These realities are no less prevalent for CWU faculty, even as the institution (in my understanding) was accommodating during the depths of the “shut down” as well as for many months afterwards. Calls for revising expectations and processes center concerns of equity, for faculty of color, women, caregiving faculty, and those with chronic illness or disabilities.

#### **Possibility Statement Associated with Faculty Evaluation Processes**

- Each faculty member under review will have an advocate to guide them and to argue their case at each level of review.

### **6. Recommendations for Faculty Evaluation Processes:**

- 6.1 Across many conversations there was interest in exploring revised approaches to using Faculty 180 and to the initial review stage where gatekeeping occurs. It is not the system itself that needs to be revised, and in fact some faculty resisted this idea because Faculty 180 has become so familiar to them. Instead, the role that documentation plays in major reviews should be reconsidered.



- 6.2 Create mechanisms for NTT faculty to participate in the review process that involve their peers (i.e., other NTT faculty). “Senior Instructors” should serve on relevant personnel committees when NTT faculty are under review.

Reconsider who is considered a peer for NTT faculty in both class observations and annual reviews. There are numerous long-term, ostensibly full-time NTT faculty who are well-suited to serve as peers for other NTT faculty, and perhaps irrespective of disciplinary area. Including NTT faculty in review processes will require necessary adjustments to their workloads so as to document, recognize and reward such work.

- 6.3 Establish annual training for all members associated with major reviews to understand their charges. This can help to clarify what each personnel committee’s role is in the review process. On the whole, faculty peers want to be supportive and affirming to their colleagues, but in at least some cases need clearer guidance on how to do so within the personnel committee on which they serve. Furthermore, as indicated in recommendation 10.1, require that anyone serving on a personnel committee must have participated in DEIB and implicit bias training. The requirement could be annual or biannual, but I would not recommend much more of a gap between training and serving. Implicit bias is a wicked problem that demands vigilance to actually mitigate. The implementation of such training may need extended time to accomplish fully, and will extend beyond the Strategic Plan initiatives in focus here, namely 1.3 and 1.4.

While not discussed in the Convenings, I will also recommend that training for personnel committees include understandings of how bias can manifest in external letters. Similarly, I recommend a review of the process for selecting external letter writers and providing them with clear expectations to mitigate bias. For example, letter writers should be selected based on their knowledge of the candidate’s scholarship rather than simply name recognition. Expectations for letters should be explicit and include information for reviewers about candidates’ potential gaps in research/creative activities due to formal leaves (e.g., caregiving) or COVID-19.

- 6.4 As articulated in the possibility statement above, consider incorporating Equity Advisors (or “excellence advisors”) in the review process. Ideally there are equity advocates or advisors at each stage of review, though it will take some time to build the pool of available, trained faculty who are in later stages of their careers (e.g., post-tenure, senior instructor), and thus able to serve in these capacities. Equity/Excellence Advisors can provide counsel and interrupt conversations or decision-making that is discriminatory or rooted in bias. An ancillary recommendation is to ensure that Equity/Excellence Advisors have a vote and not serve in an *ex officio* or non-voting capacity (a direct recommendation from the Equity Advisory Committee). This ensures that attention to equity is taken seriously.

- 6.5 Review timelines for faculty evaluation processes. Empirical research shows that when pressed for time in conducting evaluations, people will use mental shortcuts to complete associated tasks. It is in those shortcuts that implicit bias manifests and in which hidden criteria are used. I recommend that 1) this information be shared with those populating any committee charged with reviewing others (e.g., hiring, tenure review, peer observation), and 2) that those serving in review capacities be granted and encouraged to take extended time in their reviews. This might seem idyllic or unreasonable, but it is critical and feasible. For instance, a search committee should be tasked with reviewing applications during a time in the semester when there are not other pressing deadlines or activities (e.g., final grades, prepping of courses, holidays, PTR reviews), and the time for review should be ample. Participants should be reminded at each step the importance of moving slowly and deliberately so as to mitigate implicit bias and application of hidden criteria.

**Resources to support the above recommendations:**

- A. I refer readers again to the three ACE 2022 publications in the resources section above as foundational reading/study for equitizing criteria *and processes* for faculty evaluation.
- B. An especially helpful resource on BIPOC faculty labor and workload inequity is: Gordon, H. R., Willin, K., & Hunter, K. 2022. "Invisible Labor and the Associate Professor: Identity and Workload Inequity." *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000414>
- a. Another helpful infographic on workload inequity: Barriers to Advancement for Women and Women of Color Faculty in STEM Fields  
[https://transforms.sfsu.edu/sites/default/files/documents/IT-Catalyst%20Brief\\_2016-optimized.pdf](https://transforms.sfsu.edu/sites/default/files/documents/IT-Catalyst%20Brief_2016-optimized.pdf)
- C. Understanding bias in external letters:
- a. National Center for Women in Information Technology: Unconscious Bias, Performance Evaluation and Promotion Fact Sheet.  
<https://ncwit.org/resources/unconscious-bias-performance-evaluation-and-promotion-fact-sheet/>
- i. Promising Practices Fact Sheet:  
<https://ncwit.org/resources/unconscious-bias-performance-evaluation-and-promotion-fact-sheet/>
- b. Madera, J.M., Hebl, M.R., & Martin, R.C. 2009. "Gender and Letters of Recommendation for Academia: Agentive and Communal Differences." *Journal of Applied Psychology*. 94(6):1591-9.
- D. Research on the affordances of Equity/Excellence Advisors:
- a. Laursen, S. & Austin A. 2014. The StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change. Retrieved from: [www.strategictoolkit.org](http://www.strategictoolkit.org).

- b. Devine, P.G. et al. 2017. "A Gender Bias Habit-Breaking Intervention Led to Increased Hiring of Female Faculty in STEMM Departments." *Journal of Experimental Social Psychology*, (73): 211-215.
  - c. Stepan-Norris, J. & Kerrissey, J. 2016. "Enhancing Gender Equity in Academia: Lessons from the ADVANCE Program." *Sociological Perspectives*, 59(2): 225-245.
- E. Implicit Bias and decoupling policy from practice resources:
- a. Bird, S. 2011. Unsettling Universities' Incongruous, Gendered Bureaucratic Structures: A Case-study Approach. *Gender Work & Organization*, 18(2) 202-230.
  - b. While specific to searches, these two resources can be translated to equity advisors in other capacities, such as personnel committees:
    - i. Constant, K., & Bird, S. 2009. Recognizing, Characterizing, And "Unsettling" Unintended Bias in The Faculty Search Process in Engineering. Paper presented at *American Society for Engineering Education Annual Conference & Exposition*. Austin, Texas.
    - ii. Correll, S. Beyond Bias: Fair and Inclusive Hiring Strategies for University Search Committees: <https://youtu.be/xlBxylZrQIQ>
- F. To explore a model for and implications of "recalibrating" expectations by aligning standards and processes to available resources and opportunities, see: Mickey, E., Misra, J., & Clark, D. 2022. "The Persistence of Neoliberal Logics in Faculty Evaluations Amidst Covid-19: Recalibrating Toward Equity." *Gender, Work & Organization*. 30:638-656.  
<https://onlinelibrary.wiley.com/doi/10.1111/gwao.12817>
- G. Resources that address the impact of ambiguous or unspoken criteria in evaluations:
- a. Baldwin, C.P. & Griffin, M.D. 2015. "Challenges of Race and Gender for Black Women in the Academy." In *Disrupting the Culture of Silence*, eds. De Welde & Stepnick. Routledge.
  - b. Gardner S. & Blackstone, A. 2013. "'Putting in Your Time:' Faculty Experiences in the Process of Promotion to Professor." *Innovative Higher Education*, 38(5): 411-425.
  - c. Laursen, S. & Austin, A. 2020. *Building Gender Equity in the Academy: Institutional Strategies for Change*. Johns Hopkins University Press. Refer to Chapter 2: Equitable Processes of Tenure and Promotion.

## **Workload Assignments**

The approach to assigning workload at CWU has affordances and limitations. As an attempt to address ubiquitous problems of overwork and lack of transparency, the

workload unit assignment approach is on the surface an advantageous strategy, particularly for faculty who are invited, asked, assigned, or "voluntold" to engage in more activities than is prudent for their career stage or in consideration of other responsibilities. I heard many instances of workload (WL) being leveraged as a tool to protect faculty time, which is at least one intention of the WL approach. However, as with any innovation there are hidden consequences that over time have accumulated to disadvantage the very faculty the system was designed to support.

Workload inequity in academic units is a documented reality that disproportionately impacts women and faculty of color. There are teaching and service disparities, which result from women and minoritized faculty performing more service, and spending more time on teaching (e.g., new preps, interdisciplinary content, area and identity studies). There are mentorship disparities where faculty of color spend uneven amounts of time mentoring students and engaging in "diversity" related institutional work. Teaching, service, mentoring, and institutional labor are all devalued in comparison to research and scholarship, resulting in accumulated disadvantages that make women and faculty of color less promotable and also less able to change institutions (O'Meara et al., 2021).

Throughout my time at CWU and as reflected in the wishes and possibility statements above, there are significant opportunities (and ideas) to reconsider the current approach. These include the following:

- **While a useful tool for many, the workload system is inflexible.** Faculty expressed gratification when flexibility in workload had been allowed for them, and wanted to see more of this. Across the Convenings faculty expressed interest in addressing situations where labor that is not planned for in advance was not accounted for in WL (because the assignment has been agreed upon), is completed without recognition in WL, or is passed up and deferred to someone else (or simply not done). This has multiple, reverberating effects. First, inflexibility with WL encourages hidden labor, which promotes inequity. As evident from the scholarly literature on workload inequality/inequity, women and faculty of color engage in disproportionately more hidden labor for their institutions in the areas of teaching and service. Reasons for this are myriad, but one significant driver is this population's commitment to equity and to student needs, especially minoritized students (e.g., students of color, first generation, non-traditional). Women and faculty of color are much more likely to agree to un-promotable service or service that is illegible in systems of advancement and promotion. Second, as said to me by a faculty member in a supervisory role: the current approach to workload assignments "gives cover" to those doing less.
- **Workload assignments are not aligned to expectations for tenure and promotion.** Generally, faculty agreed that accounting for more hours of WL in teaching was appropriate and desirable. 36 hours of WL assigned to teaching (out of 45 total) is indeed appropriate for an institution that is teaching focused, as is CWU, as well as suitable (especially) for early-career faculty developing courses for the first time, or for those whose regular course development

involves intensive course preparation (see 7.1 below). However, University (and College/Department) expectations for tenure and post-tenure review de-emphasize teaching, and often will hinge on a faculty member's ability to have products in the more valued "Category A" for scholarship.

- **Workload assignments do not account for the differential effort needed in DEIB work.** Many faculty expressed interest in and commitment to engaging more fully in DEIB-related teaching, scholarship/creative activities and service. And yet, there is a different kind of labor extracted from those engaging in DEIB work that is challenging to document quantitatively. This can be intensely challenging for those whose intersecting identities result in experiences of interlocking forms of oppression within the institution and in broader society: their identities become hyper-visible in the work, contested and used against them (e.g., BIPOC being told they are "too focused" on race). Often, their identities are either leveraged without their permission in DEIB efforts or in ways that can perpetuate harm. As Sarah Ahmed states "the uneven distribution of responsibility for equality can become a mechanism for reproducing inequality" (2012, p. 91). This *must* be taken into consideration. As the numerous Strategic Plan initiatives focused on DEIB gain traction there will very likely be an over-reliance on minoritized faculty (and staff) to participate in these efforts given their lived experiences, professional commitments, and expertise to advancing equity, belonging, and justice. Accounting for the labor associated with DEIB efforts will be imperative if they and the persons associated with them are to be sustained.
- **Workload assignments prevent NTT Faculty from advancing, developing professionally, and contributing to mission-critical work at CWU.** The approach to restricting NTT faculty to WL that only reflects instructional activities both prevents them from engaging with "other" activities, it also makes the labor in which they are engaged illegible within the current system. That is, NTT faculty are performing a great deal of uncompensated labor, and much of it is connected to HIP and DEIB – mission-critical work. These faculty are committed to and excited about engaging in this work, but expressed concern about the lack of recognition (See Recommendation 8.1 below)

#### **Possibility Statements Associated with Workload Assignments**

- More equitable scholarship expectations [are realized] given emphasis on teaching in workload

Statements included across other categories, relevant here:

- WLUs should be expanded and include activities that support the Vision, Mission and Values of CWU
- Service workloads are aligned with CWU's mission and vision, assigned transparently, and equitably distributed

## 7. Recommendations for Workload Review and Revision

- 7.1 One prevalent suggestion across all Convenings was the desire to revise workload assignments to reflect short-term and longer-term ebbs and flows of faculty careers. For instance, early career pre-tenure faculty may benefit from workload assignments that reflect a greater emphasis on teaching (e.g., preparing new courses, revising syllabi, learning the curriculum, understanding different student population needs). While later workload assignments might reflect more time allocated toward research and scholarship. Similarly, efforts related to service will fluctuate depending on campus initiatives or community needs.

Thus, a reassessment of Instructional and Service Workload as articulated in Appendix A of the CBA is an important component of reviewing and revising University criteria. The calculations offered may not reflect actual effort needed for particular activities. For example, preparing and facilitating a course for the first time requires considerably different labor than repeat offerings of the same course. That said, there are some courses, such as those which intertwine heavily with current events, that require considerable preparation effort each time they are taught. Because many of these decisions necessarily would occur at the College and Department level, the University criteria (and CBA) could offer a range of WL assignment to be defined for faculty at the department level. For example, one possibility is 60-80% of workload for a full teaching load (or 27-36 hours), with the additional time allocated to service and/or scholarship depending on the needs of the faculty member (and their department/College). Reconsidering WL will meet the widespread desire for flexibility and allow for additional flexibility across quarters and academic years in instructional and service workloads as well as in scholarship/creative activities.

- 7.2 Enable more flexibility in WL assignments throughout an academic year, allowing for emergent opportunities to be considered in WL. While the CBA articulates the possible need for flexibility in workload (Article 17.5.2 and 17.5.5), there is in at least some areas of the institution where a culture of inflexibility reigns. Relatedly, flexibility would empower faculty members to determine more intentionally how their time is invested, addressing desires and needs for individuation in faculty evaluations (as noted in wishes and possibility statements above). This might be particularly salient for DEIB-focused work that will be evolving as the 2023-2028 Strategic Plan unfolds given its emphasis on student success, engagement, belonging, and stewardship.
- 7.3 Reassess NTT faculty workloads to reflect both the ways in which many are already engaged in scholarship and campus or community service and they ways in which they aspire to engage with such work. As I understand it, the CBA does not preclude NTT faculty from engaging in non-instructional efforts, but it is being interpreted this way widely (see Article 15.3).

- 7.4 Develop ways to document, value, and reward DEIB labor for tenured/tenure-track and NTT faculty. The University criteria (as discussed above) can articulate expectations for DEIB work. However, the nature of this work is different from other ways in which faculty invest their time and resources, which has implications for workload. One mechanism for accounting is to establish clear understandings of what kinds of commitments certain activities require beyond tallying the hours spent on task (which seems to inform workload assignment calculations in the CBA, Appendix A). Transparency in workload by way of dashboards at the department level is one strategy to account for the “higher cost” of this work. This approach could, for example, better capture the additional effort required to prepare or revise courses with an explicit DEIB or HIP focus (again, for all faculty including NTT). This effort could begin as a pilot, with a handful of departments that are willing. They might initiate a process of addressing the imbalances by collectively reviewing some of the literature shared just below or viewing a webinar about workload dashboards (refer to the University of Maryland, below), perhaps even adapt/adopt a workload dashboard approach. Results could then inform College and University criteria since this level of accounting is perhaps beyond what the University criteria can capture. In other words, more equitably accounting for DEIB-focused labor may require iterative work between departments, colleges and the union/CBA to inform the University criteria.

#### **Resources to support the above recommendations:**

- A. Exploring Workload Dashboards: The Faculty Workload and Rewards Project, University of Maryland (a treasure of resources can be found here): <https://facultyworkloadandrewardsproject.umd.edu>
- a. O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. 2021. *Equity-Minded Faculty Workloads: What We Can and Should Do Now*. American Council on Education. [Read Report](#)
  - b. O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. 2021. *Equity-Minded Faculty Workloads: Worksheet Booklet*. American Council on Education. [Read Worksheet Booklet](#).
  - c. Equity-minded workload practices: barriers and facilitators: <https://advance.umd.edu/fwrp/about/workload>
  - d. O'Meara, K. Beise, E., Culpepper, D., Misra, J. & Jaeger, A. 2020. “[Faculty Work Activity Dashboards: A Strategy to Increase Transparency](#).” *Change: The Magazine of Higher Learning*, 52:(3)34-42.
- B. The University of Denver offers a “lib guide” on workload equity, which explains workload equity, links to AAUP policy recommendations, and a plethora of related resources and recommended practices: University of Denver, Advancing Equity in Faculty Workloads & Rewards: <https://duvpfa.du.edu/advancing-equity/>
- a. Their workload equity strategic plan & timeline are here: <https://duvpfa.du.edu/advancing-equity/workload-equity/>

- C. Another “dashboard” approach is a simplified 2x2 grid reflecting status and labor of service activities developed by a team at the University of Massachusetts, Lowell. This resource is drawn from a presentation the team gave at the June 2023 ADVANCE Resource Coordination (ARC) Network Conference. “Faculty often don’t know what types of service their peers are doing. Transparency about who is doing what can be an important first step toward developing an action plan to promote service equity among faculty. To aid in this process, UMass Lowell’s ADVANCE Office for Faculty Equity has adopted an easy-to-use 2x2 grid to highlight faculty service activities along two dimensions.” (See Appendix L, this resource is not widely available yet).

## **Non-Tenure-Track Faculty**

NTT faculty experiences, concerns, and resulting recommendations are captured in the sections above, although some unique issues were raised that warrant separate attention. The NTT faculty I interacted with were no less committed to the institution and student success regardless of their contingent and precarious employment situations. They were, on the whole, excited to engage with this process and have their experiences reflected in initiatives 1.3 and 1.4 (among others). Their collective commitment to students in particular, was inspiring. And yet, there are opportunities to better, more equitably support NTT faculty. The primary concerns raised across convenings centered on issues of workload, evaluation/observations of teaching as tied to job security (versus formative assessment), and exclusion from career-enhancing opportunities. Another concern raised was the inherent deficiency in the language that categorizes NTT faculty and associated lack of prospects for career advancement at CWU. While this falls outside of the priority focus on University criteria for this initiative, it is no less critical for equitizing faculty experiences at CWU, and thus included here.

### **Possibility Statement Associated with Non-Tenure-Track Faculty**

- Create an NTT track that enables parallel progress through an Assistant -> Associate -> Full track with associated compensation and recognition. (e.g., Clinical or Teaching Professor).”

## **8. Recommendations for NTT Faculty**

- 8.1 Reassess the way in which NTT faculty are categorized so that their titles do not inherently denote deficiency: “*non-tenure-track*.” Similarly, consider career tracks that parallel tenure-stream tracks, and longer-term contracts where possible. As additional possibilities, along with Tenured/Tenure-Track and non-Tenure Adjunct appointments, CWU could add Instructor I, II, and III, where it might be possible for faculty in this pathway to have workload assigned to service and/or scholarship. Collectively these faculty could be referred to as, for example,



“VITAL” faculty, referring to “visiting, instructors, teaching assistance, adjunct faculty and lecturers.”

### **Resources to support above recommendations:**

- A. The Delphi Project at the Pullias Center for Higher Education at the University of Southern California has a wealth of resources related to the shifting nature of higher education and the professoriate. They provide leading edge research, resources, and case studies on equitizing non-tenure-track faculty careers.
  - a. Specific to development of career-tracks for NTT faculty, see: The Career-Track Faculty Model: Best Practices in Appointment, Advancement and Retention of NTT faculty at University of Arizona:  
<https://pullias.usc.edu/download/the-career-track-faculty-model-best-practices-in-appointment-advancement-and-retention-of-nttf-at-university-of-arizona/>
  - b. Numerous other case studies can be found here:  
[https://pullias.usc.edu/project-page/delphi-publication-search/? sft\\_post\\_tag=delphi-read-the-case-studies](https://pullias.usc.edu/project-page/delphi-publication-search/?sft_post_tag=delphi-read-the-case-studies)
  
- B. See resource G under Section 5 above, Seattle University’s Faculty Handbook for one model of parallel career tracks.

### **Mentoring**

Multiple mentions of mentoring as both a “peak experience” and a need emerged across the Convenings. For many faculty, mentoring students is a highlight in their professional careers, whether that mentoring is around helping first-generation students navigate higher education or coaching undergraduate and graduate student researchers. There is a lack however in peer-mentoring opportunities. For NTT faculty, a desire for peer mentors (i.e., other NTT faculty) was expressed as important for course development, better understanding Central as an institution, or other career needs. For tenured and tenure-track faculty, an expressed interest in having peer mentors around teaching HIP courses, in DEIB work, and for leadership opportunities. There have been attempts to implement programs such as a first-year faculty of color mentoring initiative, but these are under resourced and not (yet) institutionalized. The pronounced emphasis on “collaboration” as a value, peak experience, and wish (for more opportunities to collaborate and “dream together”) will serve as an asset in developing expanded opportunities for mentoring. Faculty I interacted with were eager to collaborate and support each other’s successes.

### **Possibility Statements Associated with Mentoring**

- Implementation of a faculty peer mentorship program.

Statement included above, relevant here (excerpted):

- Criteria for Service: WLUs should be expanded and include activities that support the Vision, Mission and Values of CWU
  - Mentoring junior faculty, especially of historically excluded groups

## **9. Recommendations for Mentoring Possibilities and Opportunities:**

- 9.1 Explore possibilities of establishing first-year, NTT, early career, and mid-career faculty mentoring programs that can support faculty at different stages. These can be resourced in several ways:
- Provide stipends to effective mentors who participate in mentor training and meet established expectations for mentorship.
  - Provide extra-institutional opportunities for mentors such as by leveraging membership in the [National Center for Faculty Development and Diversity](#).
  - Ensure that participation in mentoring initiatives is counted in workload assignments and valued as contributing to faculty retention and success in evaluation criteria.
  - Ensure that participation in mentoring students is considered in workload and valued as contributing to student retention and success in evaluation criteria.
- 9.2 Mentoring opportunities for minoritized faculty are important for fostering belonging and also for communicating important information that is often relayed in informal circles, social outings, or through professional networks that often exclude faculty of color, those with caregiving responsibilities, those who are neurodivergent, etc. Exclusion from such networks accumulates disadvantages in invisible ways for minoritized faculty. Formal mentoring can mitigate some of these. Mentoring programs should follow “best practices” as established in the literature on academic mentoring. Most importantly, faculty (and all early-career folk) should have multiple mentors who can serve different purposes. Thus, informal and formal mentoring relationships should be supported institutionally. Finally, mentoring programs should offer opportunities for leadership development. Mentoring programs that create pathways for advancement for minoritized faculty can contribute to broader organizational and culture changes, too (Laursen & Austin, 2020).

### **Resources to support above recommendations:**

- A. Robertson, M.M, Zhang, F. & Kendrick, M. 2023. “Mentoring for Inclusion: A Qualitative Study of how Mentors Promote and Undermine Inclusion among Racial/Ethnic Minority Mentees.” Presented at the Society for Industrial and Organizational Psychology Conference, April, Boston, MA. Published 2-pager can be found [HERE](#).
- B. Purdue University has a rich set of readings, template “contracts” for mentoring and assessing mentoring relationships, and links to other university resources: <https://www.purdue.edu/gradschool/mentoring/resources/faculty.html>
- C. Michigan State University, Guide for Developing Mentoring Relationships: [https://www.canr.msu.edu/od/professional\\_development/files/MentoringGuide.pdf](https://www.canr.msu.edu/od/professional_development/files/MentoringGuide.pdf)
- D. Indiana University School of Medicine’s comprehensive Mentoring website includes information about mentoring models, mentoring toolkit, checklists for mentor/mentee meetings, and more: <https://medicine.iu.edu/faculty/professional-development/mentoring>
- E. See Laursen, S. & Austin, A. 2020. *Building Gender Equity in the Academy: Institutional Strategies for Change*. Johns Hopkins University Press. Specifically refer to Chapter 6: Foster Individual Success, Mentoring and Networking Activities, pp. 157-170.

## **Advancing Diversity, Equity, Inclusivity, and Belonging and Accountability**

CWU’s current strategic plan sets as its vision to be a “model learning community of equity and belonging.” This consulting initiative was designed to support advancement of the Core Value “Belonging,” and specifically Initiative 1.3: “Establish hiring, onboarding, and evaluation processes that nurture a culture of inclusion for all employees with a focus on increasing the number of employees from historically excluded groups.” As with any institutional transformation initiative that is informed by a systems approach to change, the focus on equity in faculty criteria necessarily connects to other areas in transition. For example, Initiative 1.1 aims to “Make diversity and equity a priority in the hiring, onboarding, and retention of faculty and staff.” In order for this effort to be realized and successful, the processes and criteria for evaluation must also make diversity and equity a priority. These two Initiatives are linked in critically important ways. Similarly, Initiative 3.1, “Develop and implement diversity, equity, and inclusion (DEI) training programs for faculty, staff, and students to raise awareness, build understanding, and promote inclusive practices across the university” is linked to equity in criteria and evaluation. Thus, it is challenging to parse out in this effort and associated recommendations only the matters that relate to revising the University criteria. So, while some of the topics and recommendations for action are beyond this scope, my hope is that these can be taken up over time, as other initiatives fall into place.

There seemed to be consensus that DEIB training was a vital component of advancing equity at CWU. Whether this came from faculty who felt that they had much to learn or from those who have much to share regarding DEIB expertise, the conclusion was the same: more training for faculty, department chairs, and upper-level administrators. Training would enable colleagues to better understand, for example, how implicit bias manifests in formal criteria and in their application, even when (or especially when) they are well-intentioned. Additionally, the strong emphasis from faculty on “humility” as a peak experience and core value suggests a readiness for DEIB training.

My observations of CWU faculty (or rather those whom I was able to meet and work with) suggest that there is considerable will for engaging in training, from more support related to HIP for equitizing classrooms to better understanding culturally responsive teaching. Both the need and the will to do better are acutely present. I found this tension to be inspiring because faculty in general (from my limited exposure) are excited about the Strategic Plan, the directions in which it is taking the institution, and especially how they can contribute to the overall goals.

#### **10. Recommendations for Advancing DEIB and Accountability:**

Again, recognizing that these are beyond the scope of Initiatives 1.3 and 1.4 (the focus of this consulting project), below are recommendations to consider as parallel to these efforts. Again, the emphasis on “humility” and “collaboration” that emerged across all Convenings suggest significant readiness for advancing DEIB and accountability in these and perhaps other ways, too.

- 10.1 Develop and offer simultaneous training of faculty, supervisors (i.e., chairs, deans), and academic staff while the efforts to review and revise faculty criteria and processes for evaluation are underway. It is especially critical to engage in very targeted ways those who serve on personnel committees with understandings of implicit bias and how “hidden criteria” can influence decision making. My understanding is that some of this training is being worked on (and a search for a permanent VP for Diversity, Equity, and Inclusivity is underway), to address other aspects of the Strategic Plan as well as legislative mandates. I am underscoring this as a critical piece of this initiative.
- 10.2 Because presumably all faculty, administrators, and academic staff will be expected to participate in DEIB training, and there are clearly numerous faculty and campus leaders with sophisticated understandings of equity, I recommend a mechanism to identify appropriate peer-mentors or equity/excellence ambassadors to support these efforts and engage in deeper culture shift. That is, going beyond mandatory training to foster learning communities, regular dialogues, “lunch & learn” workshops, book clubs, etc. This could empower key faculty to lead efforts in more ad hoc and informal ways. Thus, the recommendation is to engage in campus-wide conversations, educational opportunities, and trainings which, for example, develop shared understandings of equity that move beyond “diversity” and “equality.” The need for this

foundational work cannot be overstated for any associated interventions to be successful. These individuals could also (or alternatively) serve as Equity/Excellence Advisors in the PTR process for tenure-stream faculty, and as appropriate in annual reviews of NTT faculty. As with any recommendation made by me that requires additional labor from faculty, and especially labor that is DEIB-focused, these individuals must be recognized, supported, and rewarded (materially and otherwise) for such efforts.

- 10.3 Develop accountability structures. I cannot underscore this recommendation enough: training is insufficient (and potentially counter-productive) without accountability. "...a lack of accountability is a serious risk to the sustainability and consistency of equity efforts over time" (Laursen & Austin, 2020, p. 68). While it is perhaps more challenging to hold individual faculty to account for their education on DEIB concerns, it is far less complicated (though no less controversial) to hold chairs, deans, personnel, and hiring committees to account. Equity/Excellence Advisors can do some of this work on hiring committees and in personnel reviews (as described in Recommendation 6.4). The Office of Institutional Research can support this effort by collecting data that can be drawn upon by campus leaders to hone efforts.

Department chairs and deans can be held accountable to DEIB goals by making plans for improving equity, diversity, and inclusion in their units. In annual evaluations they can be held to account for progress on equity goals in areas of faculty hiring, a critical way to increase compositional diversity, as well as retention of faculty of color and those historically marginalized in higher education and/or specific fields (e.g., women in certain STEM disciplines). Other equity goals might include development of expanded curricula that is culturally responsive or DEIB-focused, implementation of mentoring programs, or directing material support to faculty engaged in community-based research. Similarly, academic leaders can be incentivized for retention and success of minoritized faculty who contribute to institutional excellence in their areas, particularly if they can document their contributions to such success. If leaders center equity meaningfully and with accountability, the outcomes improve the workplace for everyone.

- 10.4 Create systems and processes for identifying and reporting bias, harassment, discrimination, and/or retaliation. While formal grievance procedures are essential, I recommend establishing less formalized ways for faculty (and staff) to report bias incidents that can inform ongoing training, individual coaching, targeted dialogue with offenders, or even restorative dialogues where possible between the harmed and the offender. These processes should reflect mechanisms to support faculty "in the moment" (perhaps with an explicit question such as "what do you need right now?"). If harms occur in the context of formal review, this process can support the harmed through the formalized grievance process. It is not sufficient to simply have these processes articulated in policy documents. Faculty who have been discriminated against or otherwise affected

negatively may need additional support. This is especially salient in situations where retaliation is a real concern. A system for reporting such bias can both serve to document the harms (if the faculty member would need to demonstrate a pattern, for example), but also to support the individual needing accommodations for equitable treatment.

- 10.5 To reward DEIB labor the university, college and departmental criteria should include explicit mention of the kinds of activities that are valued (see Recommendations 4.1 and 4.2).

### **Resources to support above recommendations:**

- A. Microaggressions and Bystander Intervention Training:
  - a. University of Massachusetts, Lowell, Making WAVES: Women Academics Valued and Engaged in STEM <https://www.uml.edu/Research/ADVANCE/>
  - b. Florida International University's Bystander Leadership program: <https://awed.fiu.edu/programs-and-services/bystander-leadership/index.html>
- B. This ACE Shared Equity Leadership Webinar provides strong examples and blueprints for accountability & responsibility in implementation of a strategic plan premised on DEIB: **Rethinking Accountability within Shared Equity Leadership (September 2022)**.
- C. See Laursen, S. & Austin, A. 2020. *Building Gender Equity in the Academy: Institutional Strategies for Change*. Johns Hopkins University Press. Specifically refer to Chapter 3: Strengthened Accountability Structures.

Note: Given that DEIB training is being developed and deployed by the Office of Diversity, Equity, and Inclusivity, I am deferring to the expertise in that office regarding this recommendation.

### **Retention, Success, and Belonging for Faculty of Color and Those Who Are Marginalized in Other Ways**

I had the opportunity to engage with a small group of BIPOC faculty during a scheduled meeting while I was at CWU. I also sought out informal conversations with faculty of color to better understand their experiences. Though I only interacted with a small number of faculty of color, there were patterns in some of what they shared with me. It will come as no surprise that many faculty of color are deeply committed to DEIB goals, both those they have personally or professionally as well as those articulated by the institution. Many are enthusiastic about the focus on DEIB in the Strategic Plan, the pursuit of HSI status, and the associated initiatives. It also should come as no surprise that many faculty of color are affected by inequities and inequalities in higher education and at CWU. For those who have been devalued, deprofessionalized, and

disenfranchised (at CWU and elsewhere), this effort to equitize faculty evaluation criteria may not *initially* inspire much hope. Some faculty of color expressed dismay around the attrition of their peers in recent years, a decline in BIPOC leaders on campus, “diversity fatigue” resulting from the cultural taxation of being a BIPOC on a campus of predominantly white faculty and administrators, and for women of color faculty a “diversity double duty” (Castro, 2015) that extracts (mostly invisible) labor due to their gender and their race or ethnicity. Their experiences of structural racism, implicit bias and microaggressions not only produce inequity, they also generate harm. It is not an exaggeration to state that *some* faculty of color, and especially some women of color, at Central have experienced and are living with trauma due to institutional betrayal(s). Despite this, many faculty of color remain steadfastly committed to students, to excellence in their fields, to the campus and local community and experienced rekindled hope during the Appreciative Inquiry Convenings. It is imperative that this hope and the associated commitments it will generate be leveraged appropriately and recognized fully.

**Possibility Statement Associated with Retention, Success and Belonging of Minoritized Faculty**

- Access to opportunities is increased for faculty from centers, online, smaller specialized programs, and other less visible contexts and provide visible inclusive environments for faculty working in those spaces

**11. Recommendations for Retention, Success, and Belonging for Faculty of Color and Those Who Are Marginalized in Other Ways**

- 11.1 Institutionally, place more importance on the voices and experiences of faculty of color, particularly women of color, who experience the institution and broader society in both racist and sexist ways. Their experiences of racism and sexism (as well as colonialism and imperialism) and of being racially and ethnically minoritized will offer critical insights about how CWU can move toward equity from an intersectional framework that allows for exploration of these issues within and between groups. One approach to centering BIPOC faculty experiences is to create spaces for “storytelling” as testimony (Delgado, 1989). Moreover, from an Appreciative Inquiry perspective, “Stories have the ability to transfer cognitive, social, and cultural knowledge in ways that can be understood by a variety of listeners” (Preskill & Catsambas, 2006). These spaces should sometimes be restricted to other BIPOC faculty, so that community can emerge and mutual support be provided. Other times white faculty can bear witness to the storytelling as part of their learning and building toward solidarity. Such interventions should have as goals to get at the root causes of power dynamics, and to identify solutions. While there should be space for critique, as adrienne maree brown reminds us, “critique, alone, can keep us from having to pick up the responsibility

of figuring out solutions...we need to liberate ourselves from critique to truly give change a chance (2017, p. 112). An Appreciative Inquiry approach can dislodge potentially unproductive emphasis solely on critique.

- 11.2 Faculty of color expressed interest in having opportunities to gather socially and also in task-oriented ways, perhaps building coalitions to advance intersectional praxis. Groups that have a task or focus with an agenda set by those most affected can be valuable in moving toward equity goals or addressing some other campus issue that impacts BIPOC faculty differentially. Only holding institutional space for social gatherings can result in diminishing returns; faculty may not find that social gatherings with colleagues always proves to be a useful investment of time. This is particularly salient for faculty who live on the west side or who teach primarily online or at Centers and would need to commute to Ellensburg. I also recommend holding social and work gatherings at other locations and online, de-centering the Ellensburg campus on some occasions, which would positively impact faculty whose primary work is in the Centers. On other occasions when gatherings are on the Ellensburg campus, an intentional sense of belonging could be fostered through welcoming activities, for example.
- 11.2 Create spaces for faculty of color to create “affinity groups” that can establish parameters of the kinds of mentoring support and resources they need, which will necessarily be different than what majority faculty need. This will become especially important as efforts to recruit, hire, and retain faculty of color ramp up, as projected in the Strategic Plan. This recommendation is linked to Initiative 1.2: “Create a process for ongoing consultation with historically excluded faculty and staff regarding the development of support mechanisms necessary for their success,” as well as Initiative 3.2: “Establish, maintain, and resource affinity groups for historically excluded students, faculty, and staff, focused on marginalized identities such as racial/ethnic, LGBTQ+, disability, and internationals, to create a safe and supportive environment where they can connect and share experiences.” Faculty of color need spaces reserved for them to (more) freely dialogue, be in community, and not self-police (e.g., tone, critique, frustration). Existing in and navigating spaces of whiteness for BIPOC can be exhausting, making distinct spaces for them as vital for healing and establishing or renewing a sense of belonging.
- 11.4 Inequitable treatment for faculty of color in faculty reviews can be mitigated by recommendations 10.3, 10.4.

### **Resources to support the above recommendations:**

- A. Villanova University offers a comprehensive website with self-study resources for cultivating an inclusive department (though these lessons can be extrapolated to broader units and an institution more broadly):  
<https://www1.villanova.edu/university/research-scholarship/nsf-advance/resources/future.html>



- B. Hirshfield, L.E. & Joseph, T.D. 2012. 'We Need a Woman, We Need a Black Woman': Gender, Race, and Identity Taxation in the Academy. *Gender and Education*, 24:2, 213-227.
- C. The relevance of departmental culture for equity: O'Meara, K., Lennarz, C., Kuvaeva, A., Jaeger, A., & Misra, J. 2019. "[Department Conditions and Practices Associated with Faculty Workload Satisfaction and Perceptions of Equity.](#)" *Journal of Higher Education*. 90(5): 744-772.

### **Stewarding Initiatives 1.3 and 1.4 and Associated Recommendations**

A Task Force, Committee, or Working Group should be assembled to oversee the discussion and possible implementation of the recommendations included here. This group should be representative of faculty diversity with respect to identities, experiences, expertise, status (e.g., post-tenure, NTT), and location (e.g., Ellensburg campus, Centers). The composition of this body should be large enough to reflect diverse positionalities and to assume responsibility for different aspects of these initiatives and recommendations. That is, sub-groups of this broader group can focus on different pieces, though always in dialogue with each other for coherence and alignment. This group should work closely with the Provost who oversees faculty criteria and processes for evaluation. The Vice President for Diversity, Equity, and Inclusivity can serve in an advisory role, perhaps especially in determining the group's membership. I recommend that there be a (not onerous) application and/or nomination process (including self-nominations) where interested faculty can articulate their commitments to DEIB, their expertise and experience with DEIB, and perhaps the strengths they would bring to the work. Members of the Equity Advisory Committee, assembled for my time at CWU, should be invited to apply.

As cautioned above, over-reliance on the small numbers of faculty of color will have deleterious effects of burnout or inappropriate leveraging of their identities for institutional betterment. The reality is that some faculty of color who have committed previously to failed, incomplete, or otherwise ineffective efforts in DEIB work may need to divest from these efforts until they are able to see evidence of change. Others will engage (and so far have engaged) willingly and with excitement for making change.

Similarly, those most interested and invested in the process of institutional transformation will be tasked with extra labor. As I mentioned before departing CWU, it will be absolutely imperative to recognize, resource and reward this work appropriately from the get-go. Furthermore, the ways in which faculty are rewarded or compensated may need to look different depending on individual circumstances. For example, an across the board course release may not be possible for some departments to absorb. Or a faculty member may desire a stipend or overload pay instead of adjustments to their workload assignments. Flexibility in meeting faculty where they are in this effort will lay the groundwork for doing the same across the initiatives.

While the Town Hall and Convenings were relatively well attended on the whole, participation was quite low respective to the actual numbers of faculty across all career stages, campuses/Centers, and ranks. Thus, this group should convene regularly with more faculty to set the expectations and possibilities for Initiatives 1.3 and 1.4. There simply is not the broad ownership over the ideas reflected here that will be needed for successful institutional transformation. More faculty need to be included, heard, and also informed of what has already transpired.

Here, resistance bears mentioning. Resistance to change is both natural and inevitable. It also is a marker of the depth of change: if real, substantive change is occurring, resistance is more likely than if inconsequential change is unfolding. Those who will resist the recommendations and associated changes reflected in this report possess differential knowledge about the issues being addressed. Consequently, they need to be brought into conversations and listened to, not ignored for fear of derailment. My recommendation is to identify sources of resistance and allow them to inform the change initiatives as much as possible. Sure, there will be outliers who would prefer to maintain the status quo. But “harnessing the positive power” of resistance is possible (see Harvey & Broyles, 2010).

Finally, I recommend that this body have regular opportunities to communicate with academic leaders such as ADCO and deans. This will ensure coherence, build toward shared visions, and ensure that efforts on these initiatives across areas are aligned and not working at cross-purposes. In my own study of organizational change processes, those that are most effective have direct lines of communication to upper-level administrators and also support from Institutional Research for benchmarking, collecting data, and measuring change.

### **Summary and Conclusions**

My initial impressions of CWU were that your campus had considerable readiness for taking bigger and bolder steps toward equity, and specifically equity in faculty criteria for evaluation. This was affirmed repeatedly over the months of preparation for the workshop and when ultimately engaging immersivity with academic leaders and faculty at CWU. In the process I learned also about historical missteps, gaps in equity, and concerning patterns of exclusion, inequities, and harm. None of this is surprising to a scholar of intersectional inequities in higher education, nor does it take away from the potential for progressive change that exists on your campus, in community with colleagues. I also learned about faculty’s steadfast commitments to student success, a strong culture of collaboration, a willingness to practice and expand empathy and humility, and a widespread desire to do better on equity matters. Expressions of hope for the realization of your exciting strategic plan were shared freely, and these intensified and developed over the weeks I was there. As you move forward I encourage you to adopt an appreciative focus in follow-up activities. This strategy proved to be incredibly generative and engaging, even for some skeptics. I look forward to learning more about your successes as you continue to press for change, for equity, and for academic justice. Thank you for the opportunity to work with you.