

Reporting DEI Work

Please remember to mark your Diversity and Equity work as appropriate.
Here's what it will look like in FAC 180/Interfolio:

A screenshot of a form with two main sections. The top section is labeled 'DEI' with a question mark icon and a dropdown menu set to 'Yes'. Below it is a larger section labeled 'DEI Comments' with a question mark icon and a text input area.

Classification Help ✕

DEI
Please select this option if your activity substantially contributes to diversity, equity, and inclusion on campus, in your discipline or profession, or in the community.

No	This activity does not substantially contribute to diversity, equity, and inclusion on campus, in my discipline or profession, or in the community.
Yes	This activity substantially contributes to diversity, equity, and inclusion on campus, in my discipline or profession, or in the community.

Classification Help ✕

DEI Comments
Include an explanation, if needed, to clarify the nature and impact of the contribution.

To facilitate the explicit inclusion of diversity and equity in the FAR, this rubric can help faculty explain their DEI activities.

Less evidence of direct experience advancing DEI	Significant direct experience advancing DEI	Substantial and extensive direct experience advancing DEI
Observing	Engaging	Empowering
Attending	Dialoguing	Transforming
Participating	Planning	Building
Listening		Restructuring
		Organizing
e.g., attending a DEI workshop	e.g., integrating the workshop's lessons into your syllabus	e.g., organizing a workshop or working group based on your expertise and experience to share DEI insights with colleagues
<i>Implies a positive relationship to diversity work, one that may be new</i>	<i>Implies a level of engagement and familiarity with diversity work, often including scholarship, and demonstration of a commitment to change</i>	<i>Implies an actively engaged form of work - recognition of the problems as well as strategies for making changes to address them; producing tangible changes to structures, policies, and practice</i>

Below we provide *some examples* of the types of work faculty might report, and the categories where such activities belong. This list is not meant to be exhaustive.

Other Pertinent Information (AYAL)

Professional Qualifications and Courses (RTL, Senior Lecturer)

Professional Qualifications and Development (Tenure Track)

- Attendance at panels and presentations (e.g., Difficult Dialogs, lecture on diversity topic)
- Attendance at diversity trainings/workshops (e.g., ACUE “Embracing Diversity in Your Learning Environment,” Safe Space Workshop)
- Participation in DEI book and discussion groups, teaching circles, etc.

Teaching and Advising, and Mentoring of Undergraduate Research

- Development/implementation of effective strategies/techniques for the educational advancement of students in under-represented groups
- Development and implementation of courses or substantial course content focused on equity and underserved populations
- Development and teaching of courses focusing on inequity that center analysis of intersecting oppression and privilege
- Record of advising students of color, students with disabilities, queer, and women students
- Mentoring undergraduate research with an intersectional focus, and/or focused on underserved populations

Research and Other Creative Work

- Research, publications, presentations, creative work that engages and advances scholarly contributions centered on communities of color
- Research, publications, professional presentations, and/or creative work that examines racialized systems of inequality and seeks to advance remedies, social justice, and equality
- Research, publications, professional presentations, and/or creative work manifesting analysis that examines intersecting modes of subordination, as well as remedies that support systematically oppressed communities

Service

- Engagement in activity designed to remove barriers and to increase participation by people who
- experience systemic and enduring forms of discrimination in higher education that render them underserved and under-represented (e.g., advising a student group such as Hermanas Unidas or Women in STEM)
- Engagement in activity designed to increase inclusive excellence in the curriculum (e.g., serving on the Diversity Faculty Core Committee)
- Leadership in equity-related professional groups (e.g., a disciplinary organization’s anti-racist caucus)
- Organizing events that educate the campus community on underserved or oppressed populations (e.g., lecture by a prominent anti-racist author)
- Sustained support for student leaders actively working to expand justice for underserved communities