

**To:** SACUA

**From:** The members of the Committee for Fairness, Equity, and Inclusion

**Subject:** Report on Activities of Committee for Fairness, Equity, and Inclusion for 2023-2024

**Members:**

Michael Atzmon  
Brandon Bond  
Daniel Burns  
Amir Eldan  
J. Caitlin Finlayson (through Dec. 2023)  
Stefanus Jasin  
Yongqing Li  
Loyd Mbabu  
Nilton Renno  
Bénédicte Veillet  
Matthew Castilho  
Ryan Yip

**SACUA Liaison:**

Simon Cushing

**Meeting Dates:**

Wed. 9/27 from 9-10am  
Wed. 10/18 from 9-10am  
Wed. 11/15 from 9-10am  
Thur. 12/7 from 9-10am  
Wed. 12/13 from 9-10am  
Wed. 1/10 from 9-10am  
Wed. 1/17 from 9-10am  
Wed. 2/14 from 9-10am  
Wed. 3/13 from 9-10am  
Wed. 4/17 from 9-10am

**Committee Charge**

1. Revisit the existing criteria for appointment and promotion within the various tracks, while considering whether current DEI efforts should be better incorporated.



2. Continue to engage with Ann Arbor, Flint, and Dearborn campus officials, focusing on continuing DEI efforts and planning, recognizing the differing DEI challenges on each campus, and developing recommendations for improvement. Pinpoint innovative and successful practices, policies, or approaches on individual campuses that might be shared across the system.
3. Renew efforts to pursue a tri-campus fellowship proposal, which would support faculty teaching and/or research in a department or unit on one of the other two campuses.
4. Consider emergent issues or topics brought forward by CFEI committee members for discussion over the course of the year. While coordinating with the Faculty Senate Office to help avoid duplicating work that SACUA has now referred to itself or to another committee, the committee may also continue discussing any issues or topics raised in the committee's most recent annual committee report.

### **Committee Actions**

A major point of emphasis for this committee was engaging with key stakeholders on each campus to discuss and further DEI efforts. The committee met with Ann Arbor Chief Diversity Officer Tabbye Chavous in December, and was briefed on the rollout of DEI 2.0. The committee met with Flint Chief Diversity Officer David Luke in January. This meeting focused on DEI efforts on the Flint campus, and what improvements can be made. Efforts to meet with a representative from the Dearborn campus were made, but unable to be fulfilled due to personnel changes in the administration.

The committee compiled a list of DEI-centered activities and outputs that could be relevant to existing criteria for promotion and tenure. This was compiled for sending to the Provost for consideration (letter attached). The DEI efforts are suggested to be intertwined with existing paths of research, teaching, and service. This work should not be mandatory, as making DEI work compulsory can result in disingenuous work that does not benefit the mission of DEI.

The committee revisited a previously existing draft of a Tri-Campus Faculty Fellow in Academic Excellence Program, which would create a program for faculty on campus to teach or perform research within a unit on one of the other two campuses. The prior draft was thought to be full of great ideas but also depended heavily on Faculty Senate implementation without a clear administrative partner for implementing a program that would require coordinating with diverse academic units on three campuses. Given the scope, the committee decided it would be advantageous to re-frame the fellowship program as the “President’s Tri-Campus Faculty Fellow in Academic Excellence.” Moreover, additional administrative support was deemed essential for this program to be a long-term success. Because (1) the [ADVANCE Program](#) provides administrative support for the President’s Postdoctoral Fellowship Program and (2) the goals of the fellowship dovetail well with the mission of ADVANCE, CFEI also re-envisioned the fellowship as a collaboration with ADVANCE. Because the fellowship is now being considered by CFEI as a collaboration with the President and ADVANCE, the prior draft language about the fellowship was simplified and reframed as more of an initial pitch than a fully developed

program. The committee began this year initial engagement with ADVANCE. Further efforts by the committee will be necessary next year to help work through the logistical quandaries.

### **Information Obtained**

The committee gained insight into differences experienced on each campus regarding diversity, equity, and inclusion. CDO Chavous offered insight in what metrics and knowledge is desired from DEI 2.0. The administration is gathering data from each unit through the improved reporting tool, and this knowledge will be utilized to inform policy moving forward. Gathering this information will allow better insight into the strengths and weaknesses of each unit, and can allow for customized plans to improve each unit's DEI efforts.

The committee's meeting with UM Flint CDO David Luke highlighted the differences that exist between the Ann Arbor and Flint campuses. For example, U-M Flint's DEI efforts are much more integrated with its connection to its region than Ann Arbor's DEI efforts. The Ann Arbor campus also has far more resources available. These differences indicate that Flint requires different support, and the committee inquired about how to best aid the Flint campus in DEI efforts. It was suggested that support from Ann Arbor not be at the expense of autonomy by the Flint campus, which is needed due to UM-Flint's interrelation with the Flint region.

The committee learned the history of the origins of the tri-campus proposal, which informed their work on the updated version of the proposal.

The committee shared their experience and expertise on a wide range of topics related to diversity, equity and inclusion. This collective knowledge was utilized in both the reintroduction of the Tri-campus Proposal, as well as the list of DEI-centered activities and outputs that could be relevant to existing criteria for promotion and tenure.

### **Recommendations**

- The SACUA Chair should forward CFEI's attached letter regarding faculty evaluation and DEI-related activities to Provost McCauley.
- Next year, the CFEI should continue engaging with stakeholders on all UM campuses to further DEI efforts, including by considering how DEI initiatives introduced this year (such as the Ann Arbor campuses DEI 2.0) are being implemented.
- The committee should continue work on the President's Tri-Campus Faculty Fellow in Academic Excellence, in collaboration with ADVANCE.
- Next year, the committee should also consider other emerging and relevant issues facing the faculty, including whistleblower protection and implementation of bylaws in each unit.

May 06, 2024

RE: Faculty Evaluation and DEI-Related Actions

Dear Provost McCauley,

The Faculty Senate's Committee for Fairness, Equity, and Inclusion (CFEI) appreciates your July 10, 2023, [Memorandum from the Provost on Faculty Evaluation: Recognition of Entrepreneurial, Creative, and Outreach Activities](#). In the spirit of that memorandum's inclusivity, we write to recommend that when faculty are carrying out the evaluation of their colleagues for promotion and tenure, we encourage them to recognize the broad range of diversity, equity and inclusion (DEI) activities in which those colleagues have engaged. DEI efforts are critical to the mission of the university. The CFEI is concerned that DEI efforts might not receive the full recognition deserved because, like entrepreneurship, DEI efforts are not a traditional form of scholarship.

The CFEI understands that the promotion process is complex, with each academic unit having their own processes, thus our recommendations are intended to be adaptable. The committee also understands that, under the leadership of Vice Provost Tabbye Chavous, considerable DEI-related efforts are ongoing. It is with those efforts in mind that the committee urges that activities such as the examples listed below be widely recognized as worthy contributions by faculty evaluators.

By advocating for the acknowledgment of such activities, we are affirmatively echoing the university's commitment to fostering an environment where every dimension of diversity, equity, and inclusion is honored. The CFEI believes that such explicit recognition of DEI activities will not only affirm our dedication to these principles but will also encourage faculty to engage in and prioritize this critical aspect of their professional responsibilities.

Respectfully,

Committee for Fairness, Equity, and Inclusion (CFEI)

### **Example Activities**

Activities like these strengthen the university and should be considered as contributions worthy of consideration, both at times of promotion and tenure and on an annual basis:

#### **RESEARCH**

- Engaging in research focusing on DEI ideas and practices
- Serving on committees or programs that promote U-M's international connection to diverse global populations, such as the African Studies Center



- Inviting minority speakers as research speakers, especially in STEM, beyond local faculty
- Researching diverse populations and ensuring data is collected and expressed for “low-number” populations
- Finding avenues to promote basic/functional literacy of research findings (get training in science communications and considering video dissemination opportunities)
- Working with program advisors to help diversify outreach efforts for underrepresented minority (URM) students (COE does a good job at exposing students to these opportunities)
- Publishing articles, books, etc. on DEI pedagogy
- Mentoring junior URM colleagues in preparing grant proposals

## **TEACHING**

- Implementing accessibility practices
- Organizing a workshop
- Connecting with IGR to get training in Intergroup Relations training
- Including non-western perspectives into lessons (internationalizing the curriculum)
- Reducing or eliminating the cost that may be associated with the class (e.g., textbooks, art supplies, coding tools, etc.)
- Engaging in pedagogical development: attending seminars, workshops, or conferences (e.g. Anti-racist pedagogy, etc.) for faculty to redevelop their course
- Redeveloping lectures, courses, assignments, or course policies to be more inclusive and to recognize diverse student populations and their needs
- Supporting student caregivers, students with disabilities, student veterans, and DACA + undocumented students (make care plans, have supportive images, syllabus notes)

## **SERVICE**

- Mirroring COE’s Anti-Black Racism Bystander Intervention (become an instructor for it and/or participate in it)
- Participating in DEI committees
- Performing outreach to underserved or underrepresented communities, including programming and opportunities for involvement in research
- Conducting science demonstrations in local community spaces
- Supporting recruitment efforts of URM students
- Visiting local schools (as far as Detroit) for recruitment and scientific enthusiasm
- Attending listening circles/focus groups to gain and provide insight in certain topics impacting the UM community
- Organizing DEI workshops or symposiums
- Participating in DEI workshops or symposiums
- Encouraging supervisors to utilize practices which do not involve retaliation



- Raising DEI concerns at national and international meetings: organizing symposia, information desks, discussion groups, etc. Could be about research equity, situation in schools.
- Participating in journal editorship active in equity for submissions.
- Reviewing grant proposals active in equity for submissions.
- Sharing experiences of the faculty journey (mirror [Stanford, I Screwed Up](#))
- Participating in faculty-to-faculty connection/mentorship