Strategies for Promoting Equity in Promotion and Tenure

1. Each academic department, and the overarching organizational body (e.g. The College) should have a centralized, easily accessible, resource that specifically outlines the criteria for advancement, promotion and tenure.

Examples:
   a. Potential example/model for Guidelines on Promotion and Tenure (source)
   b. Promotion and Tenure Toolkit (source)

2. Each department should periodically review its patterns for faculty advancement through the promotion and tenure process, as well as the dynamics surrounding those patterns. For example, 1) How are individuals with diverse identities, namely URMs, made aware of the criteria for advancement, throughout their appointment timelines, 2) How are individuals with diverse identities assessed in their performance, and what are the outcomes of those performance reviews, relative to majority individuals, 3) How are individuals with different academic goals valued equally (e.g., tenure vs non-tenure track, those doing DEI or community-engaged work, etc.).

Other Factors to Consider

Invisible Labor

- **Definition:** The unseen and uncompensated obligations and responsibilities taken on by underrepresented minority faculty. This could include, for example, mentoring students with similar backgrounds or identities outside of their advising position, legitimating one’s research, and/or navigating ethno-racial microaggressions.

- **Significance:** Though these responsibilities can take up a large portion of faculty’s time and mental/emotional/spiritual capacity, they are seldom recognized and even less so compensated. For example, URM faculty’s mentorship of students outside of their formal advising role is often overlooked when being reviewed for career advancement.

- **Recommendations:** Departments should acknowledge and validate the invisible labor URM faculty expends by formally including it in considerations of tenure/promotion. Departments should also mitigate the weight URM faculty endure by, for example, working with the institution to provide more URM student support services, or to implement bias training within the department/institution.
Mentorship
- **Definition:** A relationship in which a mentee receives guidance from a mentor.
- **Significance:** Mentorship increases the exposure URM faculty can get to promotion/tenure in terms of acculturation to department/academic norms and expanding professional networks.
- **Recommendations:** Departments should implement an equitable mentorship program that focuses on connecting senior URM faculty members with newly recruited URM faculty. Such a program should offer support for URM faculty members at all levels of promotion, not just for assistant professors.

Opportunities
- **Definition:** A set of circumstances that make it possible to achieve something.
- **Significance:** Because URM faculty have historically been disadvantaged in terms of promotion/tenure, opportunities that boost their visibility and enlivenment within the department can go a long way in securing their advancement. Opportunities could look like, for example, the chance to participate in and support affinity organizations (e.g., a race-based organization, or one focused on disability justice), the space/time to become published, and/or funding made available to URM faculty members to attend conferences, workshops, and other professional development activities.
- **Recommendations:** Departments should create systematic ways to provide opportunities for URM faculty. See tools on **REPRESENTATION, CLIMATE, AND RECRUITMENT AND RETENTION**

Resources
