



BFA Diversity Committee Notice of Motion  
Recommended Guidelines for Incorporating DEI Work in Annual Faculty Merit Evaluations

BFA-R-1-02.28.22

**Be it resolved** that the BFA promotes the following recommended guidelines to all units and departments on campus.

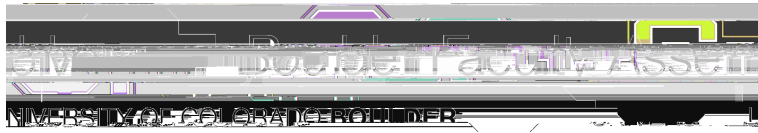
**Be it further resolved** that the Diversity Committee will update and revise this document on a continuing basis.

This document contains three parts:

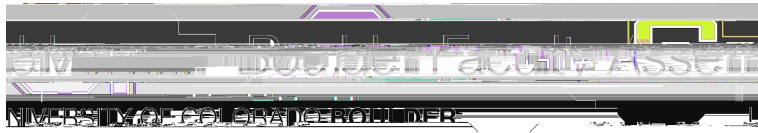
Recommended Guidelines,

APPROVED

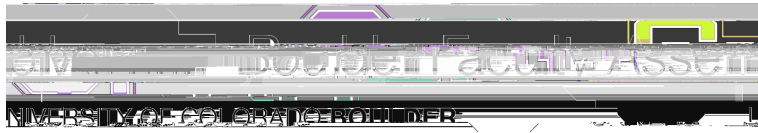




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## INSTAAR Research Record

| Qualitative Rank | JEDI record for the one-year total | Mark your assessment of performance ( ) | Additional comments |
|------------------|------------------------------------|---|---------------------|
|------------------|------------------------------------|---|---------------------|

Below Expectations  
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or inclusive; or incor  
perspectives in resea

|              |   |  |  |
|--------------|---|--|--|
| expectations | Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their research discipline. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field. |  |  |
|--------------|---|--|--|

## INSTAAR Teaching Record

| Qualitative Rank   | JEDI record for the one-year total   | Mark your assessment of performance ( ) | Additional comments |
|--------------------|--|---|---------------------|
| Below Expectations | <p>Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.</p> |   |                     |

Meets Expectations

Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity,

## INSTAAR Service Record

| Qualitative Rank     | JEDI record for the one-year total   | Mark your assessment of performance ( ) | Additional comments |
|----------------------|--|---|---------------------|
| Below Expectations   | Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.  |   |                     |
| Meets Expectations   | Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in professional service. Evidence of active participation in several activities or self-improvement opportunities. Activities may include active participation in the INSTAAR JEDI task force or other working groups focused on equity and inclusion, outreach or service to underserved communities, or otherwise incorporating more diverse perspectives in professional service. |   |                     |
| Exceeds expectations | Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse and  |   |                     |



## PWR DEI ACHIEVEMENT NARRATIVE RUBRIC

The Annual Merit Review Committee (AMRC) defines teaching and service as follows:

- Improves student academics directly: TEACHING
- Improves student academics indirectly: SERVICE
- Improves student academics neither directly nor indirectly: NO MERIT POINTS

The FRPA explains diversity, equity, and inclusion in the following way:

Describe the equity and diversity component of the teaching activity. Select all applicable checkboxes and add additional

Teaching equity- or diversity-focused content

Mentoring students from historically marginalized communities

Mentoring colleagues from historically marginalized communities

Contribution to service regarding equity and diversity

Other diversity and equity work

The AMRC will judge the DEI

DEI Criterion #3: collaboration and collegiality regarding DEI in teaching or service

This criterion comprises your work to share your skills and insights with colleagues, to support their work and their pedagogical development. You should describe in detail the benefit to your colleagues' DEI pedagogy (teaching) and general awareness (service).

You could work with colleagues to create inclusive and welcoming teaching environments for all underrepresented students. You should describe how that translates to classroom practices (teaching).

Organizing or speaking at workshops or other events aimed at increasing others' understanding of diversity, equity, and inclusion (service).

Participation in workshops and activities that help build multicultural competencies and create inclusive climates (service).

Serving on university or college committees related to equity and inclusion, or preventing sexual harassment and sexual violence (service).

DEI criterion #4: inclusivity and engagement

To meet this criterion, you could address how you have helped students cross boundaries/barriers (e.g., those of age, class, race, or gender). You could describe how you have worked with others across those boundaries to expand opportunities for your students (teaching).

Other examples would ideally involve an awareness of current programs and initiatives taking place on campus, such as attending a campus DEI event with your class (service).

Each narrative will be awarded 0, 5, 10, or 15 points, according to the following rubric:

0 points

Narrative is absent or completely unconnected to the DEI criteria.

5 points

Narrative has a vague or unclear connection to the DEI criteria, OR fails to describe specific actions the instructor took, OR fails to describe in detail the benefits to students or colleagues' pedagogy (teaching). Service narratives fail to describe the service activity in detail.

10 points

Narrative clearly addresses at least one of the four DEI criteria, describes specific actions the instructor took, and describes in detail the benefits to student academics or colleagues' pedagogy or service activity.

We expect that most narratives will be awarded 10 points.

15 points

Narrative meets all the criteria of a 10-point narrative, and represents an extraordinary DEI achievement in the judgment of the AMRC.

We expect that only a few narratives each year will be awarded 15 points