**Sample Language Promoting Equity, Diversity, Inclusion, Decolonization, and Indigenization in Tenure and Promotion Standards Documents**

**Prepared by: Faculty of Arts, Committee on Decolonization and Indigenization**

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In the spirit of collaboration and working together across the Faculty of Arts to produce Tenure and Promotion Standards documents that reflect our collective commitment to meaningful adoption of equity, diversity, inclusion, decolonization, and Indigenization we have collated sample language from several departments’ draft documents. As what we seek to accomplish in these documents is equitable, diverse, inclusive, decolonizing, and Indigenizing practices, sharing ideas, language, and perspectives across the faculty, and campus, grounds this process in the very thing that we are trying to accomplish. Please feel free to adopt and/or adapt any language or wording that resonates for respective departments.

At the same time, in bringing these examples of language together, we acknowledge that certain privileges of our social locations inform our perspectives and approaches to equity, diversity, inclusion and decolonizing and Indigenizing initiatives. This is a process of continued collective learning and we welcome the contributions of any voices that may have been unintentionally silenced within this document and express gratitude for opportunities to recognize blind spots. Please do share back with the Faculty of Arts any suggestions emerging out of your tenure and promotion document revisions process that may serve to strengthen ours. This document is by no means exhaustive or complete. Rather, this is the beginning of a really important conversation across the institution and the academy about how we address structural barriers and discriminatory practices.

This document is organized around two principles – the first is that we are all able to include language in our T&P standards that welcomes inclusive consideration of teaching, service, and scholarly activities. In other words, that we strive for equity, diversity, inclusion, decolonization, and Indigenization in our respective definitions of work, metrics of assessment, and recognition of excellence. The first part of this document offers examples of how departments are articulating this commitment.

As each department strives to actualize EDI, decolonizing, and Indigenizing practices, as reflected in our standards for T&P, we might also want to consider ways that candidates are asked to evidence their individual efforts in service, teaching, and scholarly activities. Some departments may elect to write these expectations in as required elements for earning tenure and/or promotion. Other departments may opt for wording that encourages candidates in this direction but does not require it as part of their criteria. The second part of this document offers sample language for both – required and encouraged.

**Part 1**

**Tenure and Promotion Standards that champion equity, inclusion, diversity, decolonization, and Indigenization:**

We have identified five broad areas that Departments may want to consider when incorporating EDI, Decolonization, and Indigenizing language. Please feel free to use, edit, and adjust any of these to suit the intentions of your individual department. Many of these statements work together to articulate what it is that we are trying to accomplish in our respective documents.

1. **Equity statement that is meaningful and applies a wide lens in defining diversity**
2. [DEPT] defines equity with respect to tenure and promotion as the removal of systemic barriers and biases to enact the practice of inclusion so that all individuals have equal access to and can benefit. As such, the following document has been written, and where language is open, is to be interpreted in a necessarily encompassing and flexible manner in consideration of a candidate’s circumstances.
3. **Ensure a stream-lined self-identification process for individuals from equity seeking groups and/or with diverse career paths or special circumstances while ensuring that career interruptions or special circumstances do not negatively impact assessment.**
4. [DEPT] recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. [DEPT] explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. As such, [DEPT] commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of applicants’ career paths. Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers. [DEPT] affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways.
5. We invite candidates to include a statement of any circumstances that may have affected candidates’ teaching, research, service, professional career, record of academic or research achievement, or completion of degrees. Relevant circumstances might include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, socio-economic context, health-related family responsibilities, pandemic or other.
6. [Dept] recognizes that ensuring equity, diversity, and inclusion requires flexibility in structures surrounding career pattern such that career interruptions and special circumstances can be accommodated. Candidates who wish the diversity of their career path to be considered are invited to include a statement of circumstances related to career path within their application. Relevant circumstances may include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, socio-economic context, health-related family responsibilities or pandemic or other. Tenure and Promotion committees are strongly encouraged to consider career interruptions and special circumstances that may have affected applicants’ records of achievements. In doing so, tenure and promotion committee members will be able to more accurately estimate the merit of a candidate’s work, independent of any career interruptions or special circumstances.
7. **Use encompassing, clear, flexible criteria for assessing excellence.**

**For preamble:**

1. The production of knowledge and influence can take many forms and is evaluated according to a variety of scholarly and/or professional standards. As such, this standards document asserts a commitment to widen rather than narrow the bases of evaluation of scholarly, instructional, service, and professional work by faculty in [Dept]. In terms of qualitative measure, [Dept] recognizes that work in different fields will be evaluated according to unique standards associated with those fields, including with recognition of the diversity of communication and systems of knowledge of Indigenous Peoples. As such, in the evaluation of teaching, research, scholarship, and creative and professional work, the department standards and expectations for tenure and/or promotion in [Dept] recognize professional, organizational and community-defined standards for best practice, quality, peer evaluation and review, and the ethical production and dissemination of knowledge as equal and equivalent to university standards.
2. [Dept] recognizes that members of equity-seeking and under-represented groups who are also members of the professoriate may service their communities in ways that are not typically recognized within the profession, for instance speaking at community events or serving as a community representative. [Dept] considers this contribution to community as collaborative work that combines all areas of teaching, scholarship, and service.
3. **Flexible and Inclusive language for Academic Qualifications**
4. Candidates for appointment, tenure and promotion in [Dept] must meet the qualifications for the position. The normal criterion is an earned doctorate in \_\_ or related discipline or equivalent qualification and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
5. **Equitable, Diverse, Inclusive, Decolonizing, and Indigenizing Recognition of Scholarship and Scholarly Activities, and Creative Practices (that recognizes comparable experience in non-academic fields (e.g., government or community-based research).**

\*\* please note that VPA has outlined a broad, rich, and inclusive conception of scholarship, research, and creative practices in their departmental document. Those seeking specific guidance on how to articulate the inclusion of creative practices as scholarly activities are urged to refer to the VPA document.

**Ways of recognizing scholarship in the broadest and most inclusive terms may include:**

* 1. **Inviting a contextual summary allowing for scholarship to be showcased and recognized holistically and inclusively:**

1. In recognizing the diversity of research and channels of dissemination [Dept] encourages candidates to provide a contextual summary of their work to showcase their work holistically. In the evaluation of scholarly activity, the quality and sphere of influence of the work, just not the sheer quantity, is of paramount importance. As such, candidates for tenure and/or promotion are encouraged to include any relevant information on citations, authorship ordering, appropriate journal rankings, quality assurance processes, impact within industry, end-user adoption, and so on that showcases the breadth, impact, and relevance of their work as it relates to the specific context of their research programs, recognizing that not each of these metrics is appropriate for all modalities of research and dissemination.
   1. **Recognizing an inclusive conception of research and scholarly activity**

1. The production of knowledge and influence can take many forms and is evaluated according to a variety of scholarly and/or professional standards, including recognition of the diversity of communication and systems of knowledge of Indigenous Peoples. As such, this standards document asserts a commitment to widen rather than narrow the bases of evaluation of scholarly and professional work by faculty in [Dept].
2. [Dept] recognizes and treats, on equal footing, excellence across the broadest spectrum of applied, practice-led, strategic, and academic research practices and outputs. [Dept] subscribes to an inclusive definition of how scholarship may be demonstrated and disseminated within the public realm and acknowledges the multiple paths and forms that scholarly research and dissemination take, and the relational accountabilities that guide the research process, particularly with, and by, members of marginalized, equity seeking, and under-represented groups.
3. Equivalencies in weight and value for research, scholarship, and creative and professional work are thus based on recognition and assessment by peers within professional and scholarly fields of work, including modes recognized by underrepresented communities, such as systems of knowledge within Indigenous cultures and communities, as well as assessment of impact, reach and time and effort required for production.
   1. **Recognizing multiple pathways for dissemination:**
4. [Dept] recognizes that the dissemination of research can take place via a multitude of pathways and affirms that alongside peer-reviewed academic publications and presentations, knowledge transfer with and to communities and knowledge users can be a key aspect of an applicant’s scholarly work. In particular, [Dept] recognizes modes of knowledge, scholarship, creative practices, research practices, and dissemination inherent within Indigenous methodologies on equal footing with traditional academic dissemination pathways.
5. Faculty members working with historically marginalized groups and in academically marginalized fields such as Indigenous studies, queer studies, disability studies or critical race theory often work in interdisciplinary contexts, engaging in community-based/led research projects. These forms of research often involve long-term relationship building and research designed with communities where the work aims to benefits the communities themselves first. This kind of community-based/led ethically grounded research must be guided by cultural and ethical protocols as determined by the communities themselves. Research design, process, and dissemination should be acknowledged in the context of the culturally and ethically appropriate protocols as determined by communities, and that a researcher’s primary responsibility is to the communities with whom they work. Dissemination with and to communities engaged in the research process is a priority and part of the long-term relational accountability of a researcher. Community-based dissemination is valued as critical to the applicant’s sphere of influence and responsibilities as a researcher throughout their careers. Sustained, long term commitments to community relationships through research and dissemination are recognized on equal footing as other metrics of an applicant’s spheres of influence at the regional, national, and international levels.

**d. Recognizing collaborative and co-authored work:**

1. In the case of collaborative and co-authored work, applicants are encouraged to outline their role and relationship to co-authors (such as students, postdoctoral fellows, academic colleagues, community members, or collaborators) and explain the chosen order of authorship. [Dept] affirms order of authorship is not necessarily reflective of value or quantity of contribution in collaborative works and welcomes any contextual information that sets citation details as potential evidence of research excellence. For example, having Indigenous knowledge keepers and research partners as co-authors is potentially evidence of enactive Indigenous research methodologies and building research capacity in Indigenous communities; having student co-authors demonstrates a commitment to training highly qualified personnel, a criteria of Tri-Council funding agencies.

**e. Recognizing multiple pathways for quality assurance (peer review)**

1. [Dept] recognizes the diversity of quality assurance practices across disciplines and forms of research. Quality assurance includes peer review for academic journals, refereed reports, and other equivalent quality assurance processes. Applicants are invited to outline the specific quality assurance processes used for each of their research outputs submitted as part of their applications. This is especially important for work that has moved through non-traditional academic channels of quality assurance such as those dictated by Indigenous and/or community- based protocols.

**f. Recognizing Interdisciplinary scholarship on equal footing:**

1. Scholars working with historically marginalized groups and in academically marginalized fields are often engaged in interdisciplinary research projects that are best suited to interdisciplinary venues (conferences, journals, edited collections, workshops, and other publication platforms). [Dept] recognizes interdisciplinary venues for dissemination on equal footing in impact and sphere of influence as discipline specific ones.

**As we expand our recognition of scholarly activities to place on equal footing a broad spectrum of research and dissemination our lists of what is included may grow to include:**

**“Examples of Primary (Peer-Reviewed) Scholarly Activity”**

* reports to government, published, and reviewed according to professional standards for best practice, review and editing.
* professional and/or creative works, across multiple modalities, published and reviewed according to professional and industry standards for best practice, review and editing, including work produced and disseminated within traditions of Indigenous ways of knowing, teaching and learning.
* Dissemination of research findings within communities in the venue chosen by the community, in line with the respect and ethics inherent in Indigenous research methodologies and quality assurance processes.

**“Examples of Other Scholarly Activity”**

* Community-based dissemination of community-based/led research guided by cultural and ethical protocols as determined by the communities themselves.
* Leading or participating in research capacity-building activities in the community, particularly work that provides formal research qualification opportunities for members of Indigenous and marginalized community members.
* Appropriate consulting work, that develop strong, meaningful and responsive links with end users of research.
* Adoption of a research output (such as training tool, type of research design or analytic method, paradigm, or research-based standard) as a standard practice within the field or industry.

**Part 2**

**For those who select to encourage or require candidates to demonstrate EDI, decolonizing, and Indigenizing practices in their portfolios here is some sample wording:**

In the preamble, after the department outlines their position of EDI, decolonization, and Indigenization:

In this light, candidates are strongly encouraged to highlight throughout their portfolio, in each dossier, how they have embraced the principles of equity, diversity, inclusion (EDI), decolonization and Indigenization.

Or:

In this light, candidates are required to engage in practices that promote equity, diversity, inclusion, decolonization, and indigenization in their teaching (both Bipartite and Tripartite), scholarship (Tripartite) and service (both Bipartite and Tripartite).

Or:

In this light, candidates are expected to engage in practices that promote equity, diversity, inclusion, decolonization, and indigenization in their teaching (both Bipartite and Tripartite), scholarship (Tripartite) and service (both Bipartite and Tripartite).

**Guidance for Candidates on how they can demonstrate their commitment to EDI, decolonization, and Indigenization:**

**In Teaching:**

Essential Component of the Teaching Dossier:

*Overview of incorporation of equity, diversity, inclusion, decolonization and indigenization in teaching*. Includes descriptions of practices that support more equitable classrooms and more inclusive and diverse curricula.

Individual teaching activities

* Implementation of inclusive and equitable pedagogic practices and curriculum

Leadership in Teaching Activities

* Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of equity, diversity, and inclusion (EDI) practices
* Presentations or publications on EDI pedagogies & good practice.

Evidence of expanding sphere of influence of teaching

* Evidence that the candidate’s development or redevelopment of equity, diversity, and inclusion (EDI) practices and/or Decolonizing and Indigenizing practices work is being adopted or adapted in some manner at other institutions.

**In Scholarly Activities:**

1. [Dept] celebrates research excellence and strongly encourages faculty members to make scholarly contributions of the highest caliber. Faculty are encouraged to engage with a diverse and inclusive scholarship, such as that by members of underrepresented groups in the academic literature, or from non-mainstream (i.e., Indigenous, feminist, queer, disability, or critical race) perspectives into their scholarship. Applicants are encouraged to highlight how their work seeks to be address historical inequities within their areas of specialization.

\*\* Some Departments opted not to include a specific list here to keep the document flexible as fields of inquiry expand and change. Other departments have been specific.

1. [Dept] celebrates research excellence and strongly encourages faculty members to make scholarly contributions of the highest caliber. Faculty are expected to engage with a diverse and inclusive scholarship, such as that by members of underrepresented groups in the academic literature, or from non-mainstream (i.e., Indigenous, feminist, queer, disability, or critical race) perspectives into their scholarship. Applicants are encouraged to highlight how their work seeks to be address historical inequities within their areas of specialization.
2. [DEPT] encourages tripartite candidates for tenure and/or promotion to include a research dossier. In addition to specific evidence pertaining to research, such a dossier should include a summary of the candidate’s research agenda, its evolution, and its planned future directions. A research dossier should also include evidence of incremental and accumulative growth in the integration of inclusive and equitable practices in a candidate’s scholarship design and practices.