Brief Introduction to IUPUI: IUPUI is a core campus of Indiana University and the state’s urban research and academic health sciences campus. IUPUI enrolls nearly 28,000 students, including over 8,000 graduate students, with more than 3,000 full-time faculty, an annual budget of $1.7 billion, and external research funding of more than $535 million in the 2020-21 fiscal year, of which $448 million was associated with the School of Medicine. IUPUI offers more than 550 academic programs across 17 degree-granting schools, including the schools of liberal arts and science, as well as professional schools of business, education, law, art & design, health & human sciences, nursing, engineering & technology, public & environmental affairs, dentistry, informatics and computing, social work, public health, philanthropy, and medicine. Two regional educational centers in Columbus, IN (IUPUC) and Fort Wayne, Indiana (IU Fort Wayne) extend our delivery of academic programs in an array of areas, particularly health, to other regions of the state. The population of focus for our submission is STEM Faculty, though the vast majority of the actions undertaken benefit faculty across all schools. STEM faculty are clustered primarily within 3 schools: Engineering & Technology, Informatics & Computing, and Science. These schools currently are engaged in activities related to Project EPIC, our ADVANCE Adaptation grant for which we have been able to transition to hybrid or online delivery of programming during the pandemic. IUPUI STEM schools also have been active participants in the IChange Network, an initiative of the Aspire Alliance (co-anchored by APLU and CIRTL and funded through NSF INCLUDES), focused on developing inclusive and diverse STEM faculty across the country. Across the three STEM schools, 32% of the 335 full-time faculty identify as female, 20% as Asian-American, 4% as African American, 3% as Latinx, and 1% as two or more races. Of the 107 female faculty in STEM departments, 26 (24%) are women of Color.

Acknowledgement of Contributors to the Development of These Actions: The actions described in this proposal are attributable to the contributions of an exceptionally large and diverse array of faculty and staff from across IUPUI – too numerous to name individually. We therefore acknowledge contributions of existing groups, including the Chancellor’s Cabinet, academic deans, the Division of Diversity, Equity, and Inclusion, the IUPUI Faculty Council (particularly the following committees: executive; faculty affairs; DEI; ad hoc promotion and tenure), the Chancellor’s Diversity Cabinet, the Graduate Office, the Office of the Vice Chancellor for Research, Project EPIC, and the Office of Academic Affairs. The COVID CV project was led by Drs. Rachel Wheeler, Jane Williams, Aaron Ganci and Rajeev Raje.
Narrative

Description of the Anticipated Long-term Impacts of the COVID-19 Pandemic on the Diversity, Equity and Inclusion of STEM Faculty: It is clear that disparities existing prior to 2020 were magnified by the pandemic. Women and faculty of Color already had less robust access to mentoring and professional research networks that could help buffer disruptions to academic work (Goodwin & Mitchneck, 2020). The pandemic blurred boundaries between personal and professional activities and exacerbated gendered roles related to caregiving and student support (NAP, 2021). IUPUI surveyed all faculty in May, 2020 to gauge the impact of the pandemic and to assess how to best provide support. The results mirrored national trends – women, particularly women of Color, were more often juggling caregiving responsibilities at home and coping with illness (and loss) of loved ones, while also being sought out by students for support (IRDS, 2020 – full survey; underrepresented instructor report; report on women; report on STEM and clinical faculty). As we approach the 2-year anniversary of the pandemic’s inception, these disruptions continue to wreak havoc on the career progression of STEM faculty – impacts that will last for many years.

The simultaneous and interconnected racial reckoning of 2020, catalyzed by public outcry over horrific acts of police brutality against Black citizens, added to the crisis caused by the pandemic. Yet it also had a galvanizing impact on higher education, spotlighting the role that universities play in perpetuating structural racism and the need for transformative change (Barber et al. 2020; Graves & Jarvis, 2020). At IUPUI, an Action Committee was created to identify manifestations of systemic racism in everyday practices, expectations, and policies, and to make recommendations toward the goal of centering rather than marginalizing the experiences and contributions of Black people, other people of Color and White women. Many of the evidence-informed actions described below are grounded in the thoughtful recommendations of this Action Committee.

The most intimate source of evidence regarding the longer-term effects of these crises on women and faculty of Color at IUPUI come from the faculty themselves. We encouraged faculty to submit a supplemental document with their annual reports of 2020 activity to capture the impact of disruptions on research, teaching and professional service. COVID supplements were submitted by 49 STEM faculty, with similar proportions of males and females participating. The majority of submissions cited disruptions to research, support for children learning remotely, as well as time spent transitioning to online teaching. Analyses of this documentation helped to catalyze actions taken to ensure that the impacts of the pandemic on career progression were minimized in order to support our institutional goals of having a faculty that reflects the demographics of our students, particularly within STEM fields.

Evidence-Informed Action(s) Implemented to Address the Anticipated Long Term Negative Impact of the Pandemic on the Diversity, Equity and Inclusion of STEM Faculty: The following actions were implemented in 2020 and 2021 to support faculty directly and indirectly through processes aimed at the evaluation of faculty work. Implementation of many of these activities was modeled after practices compiled through the Aspire Alliance (Gonzales & Griffin, 2020) that emphasized the importance of an equity focus when providing faculty support, considering anticipated adverse and long-term COVID-19 impacts. Most actions required only human resources to effect change, with most of the time allocated to securing support for new processes or policy changes, documenting utilization, analyzing the outcomes, and monitoring the effectiveness of those changes over time.

Changes to Practices and Policies Related to Faculty Evaluation and a New Pathway for Promotion

- **Tenure Clock Extension:** While we have always had a mechanism for extending the tenure clock, this was something that faculty had to request, pending approval from the dean and chief academic officer. In Spring 2020, we shifted to a process by which faculty were automatically granted an extension to the tenure clock upon request (without the need for dean review), per policy approved by the IUPUI Faculty Council. The pandemic-focused shift has now morphed into a permanent practice triggered by faculty requests for family leave and it has helped to destigmatize tenure clock extensions. **Outcomes:** Of the 52 STEM faculty on the tenure track, 32 extended the tenure clock in 2020-21 (80% of women and 50% of men). This action, disproportionately affecting faculty who are women and in primary roles of caretaking, benefits all faculty. **Plans for Evaluating Effectiveness:** The Office of Academic Affairs is
maintaining a database to track the retention and ultimate promotion of faculty as a function of whether an extension was taken or not.

- **Teaching Evaluations:** The IUPUI Faculty Council Executive Committee recognized that student evaluations of teaching in the spring of 2020 and during the 2020-21 academic year would be distorted by the transition to online and hybrid teaching with the advent of the pandemic – shifts that could exacerbate biases already evident for women and for faculty of Color. While student evaluations were still gathered to guide personal improvement, they were not to be used in evaluations of faculty teaching or in merit reviews. **Expected Outcomes:** We anticipate better outcomes of merit review for female faculty and faculty of Color. The university has now shifted to encouraging the use of multiple sources of evidence to evaluate teaching given research on bias against women and faculty of Color. **Plans for Evaluating Effectiveness:** The Office of Academic Affairs maintains a database to track the retention and ultimate promotion of faculty as a function of whether multiple converging sources of evidence are used to document teaching effectiveness vs. reliance on student evaluations.

- **Promotion and Tenure Review Letters:** The IUPUI Faculty Council unanimously endorsed changes in the language used to solicit internal and external reviewers for promotion and tenure evaluations. The language explicitly directs reviewers to focus on quality rather than quantity of scholarly contributions given the disruptive effects of the pandemic on academic life. **Expected Outcomes:** We anticipate more equitable outcomes of promotion review among faculty, especially those engaged in dependent care and thus whose outputs may have been stalled or delayed as a result of the pandemic. **Plans for Evaluating Effectiveness:** The Office of Academic Affairs maintains a database to track the retention and ultimate promotion of faculty as a function of whether external reviewers received letters including the recent recommended language or not.

- **Integrative DEI Pathway:** In August, 2020, the Chancellor charged the Chief Academic Officer and the IUPUI Faculty Council with leading a review of our promotion and tenure policies with the goal of more tightly aligning our campus values with respect to diversity, equity, and inclusion with the mechanisms through which we review, evaluate, and reward faculty work. There also was heightened awareness of the “cultural taxation” and unrecognized labor borne by faculty of Color before and during the pandemic. Throughout the academic year, a proposal emerged for recognizing “integrated excellence” in teaching, research, and service that supports DEI goals (the process and timeline are captured on the Academic Affairs website). Ultimately the new track was approved by the IUPUI Faculty Council in May, 2021 by an overwhelming majority and to our knowledge it is the first pathway of its kind developed at a research-intensive institution. These efforts are being shared nationally through *Inside Higher Ed*, an article (Gibau et al., under review), and through more than 18 meetings and webinars with higher education institutions. Details of implementing the new promotion pathway are accessible through the Office of Academic Affairs website.

This year the policy has been extended to lecturer and clinical faculty appointments, and schools and departments have been charged with reviewing and potentially adapting the new campus level promotion pathway to their own disciplinary contexts. Furthermore, schools are incorporating faculty DEI activities into annual merit review procedures to ensure that such activities are systemically rewarded for all faculty, not just those applying for promotion. **Expected Outcomes:** Improved recruitment, retention, and advancement of faculty of Color as well as faculty whose scholarship is aligned with DEI areas. **Plans for Evaluating Effectiveness:** The campus promotion and tenure committee meets annually to review and make recommendations for changing procedures and policies related to promotion and tenure. Guidelines will be modified as DEI cases are more frequently reviewed. In addition, a research project has been initiated to study faculty use of the case and long-term impacts on faculty success.

**Capturing the Impact of the Pandemic on Faculty Careers:**

- **Covid-19 Annual Review Supplement:** Faculty report annually on activities related to teaching, research, and engagement in professional service through an electronic reporting system. In the spring of 2021 (when 2020 activities were reported) we adapted this process to include a supplemental document intended to capture and preserve the impact of COVID-19 on faculty work. This was especially important for junior faculty whose progress toward tenure and promotion may have been sharply curtailed, and it was important to document the context for these disruptions for reviews in the future. It also helps to capture levels of faculty work commitment considering
multiple competing responsibilities (e.g., caring for children with disabilities; coping with health challenges exacerbated by the pandemic). This supplement is currently being used as faculty report on 2021 activities and will be continued to be offered as long as pandemic-related effects on work persist. **Expected Outcomes**: The principal outcome expected is that faculty will advance based on the overall quality of their work, particularly in research, rather than based on more quantitative metrics. This shift will be of principal benefit to women and faculty of Color, who we know are most negatively impacted by the pandemic. **Plans for Evaluating Effectiveness**: The Office of Academic Affairs is tracking usage of the Covid-19 Annual Review Supplement and will be able to determine if its use is associated with differential rates of successful promotion, tenure decisions, and merit reviews.

- **COVID CV**: A team of faculty and graduate students developed a COVID CV app (Raja et al., 2021; Wheeler, 2020) to help recognize and acknowledge the invisible labor that undergirds the disparate impact of the pandemic on faculty at different points in their career. While developed and beta tested during the pandemic, the creators are intent on maintaining the app after the pandemic ends to capture and aggregate the impact of “invisible labor” for women and faculty of Color in the academy. **Expected Outcomes**: Responding to the challenges of the beta version (which depend on ongoing and consistent use of the app), the developers have created a version 1.5 through which a user can create a pdf of their COVID CV within the context of a 60–90-minute workshop. **Plans for Evaluating Effectiveness**: The team will partner with offices on campus to offer workshops this semester to introduce the single use version of the COVID CV app. Survey instruments will be deployed before and after the workshops to assess the impact of COVID CV creation on the user’s reflection on their pandemic experiences. Participants also are invited to upload an anonymized version of their COVID CV for use in ongoing research into the impact of the pandemic.

**Equity-minded Faculty and Staff Development:**

- **Monthly Online Reading Groups**: The principle of shared governance demands that higher education institutions focus on empowering all faculty, but particularly academic leaders, to understand and to lead changes that can promote equity and inclusion. From 2020-2021, the Council of Deans and over 350 faculty and staff read and discussed online Kendi’s (2019) text, *How to be an Antiracist*. Leaders were particularly struck by Kendi’s assertion that a primary goal of antiracist work should be changing policy (rather than attempting to persuade others of the need to change policy) - a stance that ultimately helped fuel the rapid policy transformations related to faculty evaluation described above. We have continued the tradition of engaging deans in a reading group this year, discussing cases from *Presumed Incompetent II* (Niemann et al. 2020). Facilitated discussions of readings help leaders to reflect on their own biases and privileges, empower them to confront instances of bias or discrimination occurring in their schools, and foster greater accountability. It is important to mention that an in-person version of this action was first initiated during the Fall 2019 semester, and we considered it mission-critical to continue virtually during the pandemic. **Expected Outcomes**: More equity-minded colleagues implementing actions in units that create better cultures and climates for minoritized faculty, staff, and students. Some of these actions have been initiated, as part of other initiatives (e.g., Department Enhancement Grants associated with Project EPIC). **Plans for Evaluating Effectiveness**: Each school has developed a Diversity Plan for which progress is monitored through the Division of Diversity Equity and Inclusion. Actions taken within schools are monitored through iterative revisions to these plans as well as through Climate Surveys administered to all faculty, staff, and students on campus.

- **Online Mentoring Programming Supporting Women in STEM**: Project EPIC developed mentoring activities designed to support White women and women of Color in STEM disciplines. These included “mentoring-for-leadership” luncheons and mentoring circles. Since the launch of these activities occurred at the start of the Spring 2020 semester, only 2 of 10 were held in-person. The project team decided that it was better to maintain our momentum in focusing on this equity-based initiative by offering these activities online. Shortly thereafter, a similar action through the IChange project Midwest Experiences in Mentoring Excellence was enacted, creating online mentoring circles for women of Color in STEM specifically, across six Midwest institutions. **Expected Outcomes**: Women in STEM disciplines stay on target with their plans for advancement based on support received by peers and equity-trained leaders within academic units. Mentoring circles have been further institutionalized through “Leading and Inspiring Faculty Together” (LIFT) Mentoring Circles. **Plans for Evaluating Effectiveness**: Efficacy of grant-funded programming actions will be assessed through internal and external reviewers.
References


Gibau et al. (under review). Disrupting the status quo: Forging a path to promotion that explicitly recognizes and values faculty work focused on diversity, equity, and inclusion. *ADVANCE Journal*.


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