

SCHOLARSHIP, TENURE AND RECOGNITION

Robert Granfield

Vice Provost for Faculty Affairs

 **University at Buffalo** The State University of New York



Status of Recommendations

IN PROGRESS

- Add a vision and research statement to preamble of UB's Tenure and Promotion (T&P) guidelines that directly connects faculty contributions to the university's mission and acknowledges the myriad kinds of scholarly work faculty undertake.
- Better recognize and support civic engagement and service activities in T&P. Add a statement to the UB's T&P guidelines that clearly states that service is important and that faculty are expected to engage in service. Evaluate appropriate service activities as research.
- For T&P dossiers, broaden the groups from which letters of recommendation are solicited beyond AAU to ensure the most appropriate evaluators are assessing faculty contributions.
- Recognize "invisible work" and efforts to increase diversity, equity, and inclusion by faculty as part of scholarly activities that are considered for promotion and tenure.
- For T&P, provide faculty with more power in choosing how to present teaching and demonstrate effectiveness in the classroom.
- T&P materials should address contributions to advancing racial equity and social justice to assure accountability for advancing UB's goals.



Status of Recommendations

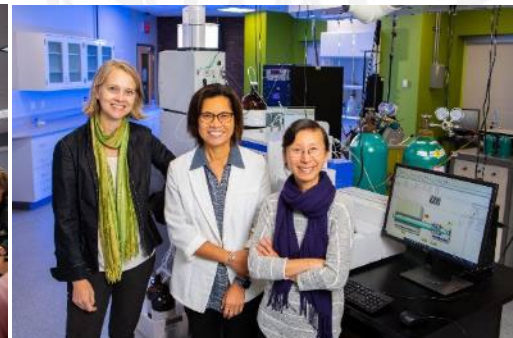
ONGOING

- Ensure that T&P guidelines/standards at all levels are clear, written out, and well defined to help clarify processes.
- **Increase university-wide support for public engagement/civic engagement, particularly that which addresses racial and social justice.**
- **Create UB internal research funding opportunities and tailored support for external funding applications with focus on scholarship, research, and creative expression that is of broader interest to UR faculty.**

Status of Recommendations

ONGOING

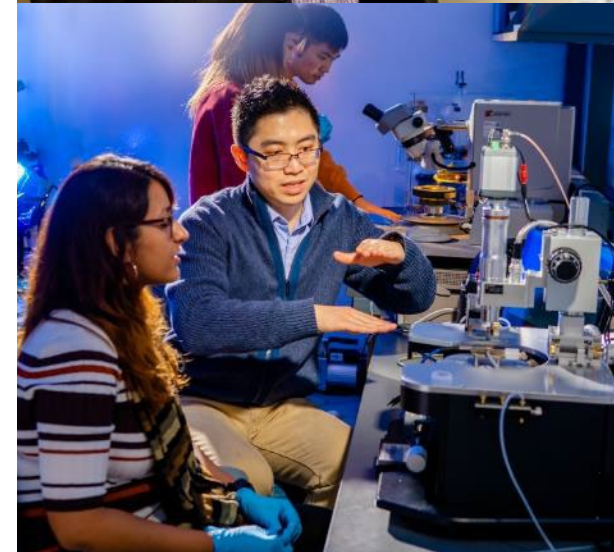
- **Ensure that all departments/schools have an equitable system (i.e., a faculty awards committee) and sufficient resources for faculty award nominations to assure that departments are equitably and actively pursuing awards for faculty, and particularly those faculty members who have historically been overlooked.**
- **Require chairs/deans to equitably and transparently assign service and create a process for faculty to report when they are undertaking unassigned service (e.g., public service).**



Status of Recommendations

IN PROGRESS

- Examine processes/procedures for recognizing faculty (e.g., SUNY and UB awards), to identify biases and establish consistent practices across decanal units. Guidelines should include bias and cultural competence education of different committees.
- **Require each unit to develop policies of accountability and training to prevent abuse of power and bias at the department, school and university level for faculty T&P and recognition.**
- **Include contributions to diversity, equity, inclusion and justice in the 5-year decanal review and chair review procedures.**



FACULTY RECRUITMENT, MENTORING AND RETENTION

Robert Granfield
Vice Provost for Faculty Affairs

 **University at Buffalo** The State University of New York



Status of Recommendations

ONGOING

- Establish and prioritize “cluster hires” across related disciplines over a period of time (e.g., 3 years) to develop a cohort and community of scholars. Hires should be made at the department level with university-wide support and direction.
- Develop, expand, and/or improve current UB signature initiatives around underrepresented (UR) scholars with improved coordination and communication (e.g., VITAL, iSEED, DVS) across campus.
- Use these programs to enhance recruitment and establish networks with universities with UR scholar populations (e.g., Historically Black Colleges and Universities).
- Establish a program that provides opportunities for leadership development and career strengthening options for established faculty.
- Improve UB salary structure, relative to peer institutions, and accord greater importance to service as part of annual salary reviews. Continue to solve discrepancies of salary where UR faculty seems to be compensated lower than other faculty with similar performance/credentials.
- **Create mechanisms that specifically address issues/gaps identified through periodic surveys (e.g., COACHE)**



Status of Recommendations

ONGOING

- Develop a proactive faculty retention strategy including with a preemptive retention program, having a standing committee (Faculty Affairs Office) focused on the retention of UR faculty with a well-coordinated effort from Chairs and Deans.
- **Provide support for identity-based affinity groups (e.g., MFSA) that facilitate/enhance faculty experience and connection within UB.**
- Create a system (at the Provost level) for rewarding entire units to recognize creative and impactful approaches in hiring, mentoring, and retaining faculty.

Status of Recommendations

IN PROGRESS

- Create a guidebook with specific pre-search, implementation, and post-search (including onboarding) guidelines and best practices for search committees.
- Search committee's plan should describe the process, strategies, and goals that ensure a diverse candidate pool. Human Resources (HR) and the decanal Unit Diversity Officer (UDO) must approve plan. Stop and re-start searches that show no evidence of a concerted effort to meet the goals of the plan.
- All members of search committees must undergo anti-bias education and learn best practices.
- Search committees are expected to:
 - Have knowledge of the diversity in the discipline and strive to have a pool of candidates that represents the discipline's diversity.
 - Have a composition that is diverse in outlook and expertise and works closely with HR and a UDO to ensure best practices at all stages of the process.
 - Evaluate and report at different stages as to whether the hiring plan goals have been met (check points).

Status of Recommendations

IN PROGRESS

- Develop and fund a program to recruit and mentor UR postdoctoral fellows and research assistant professors in departments providing a pathway to academic careers.
- **Assure resources to develop new and/or expand flexible mentorship initiatives (e.g., a dynamic Mentoring & Networking Platform for a variety of faculty-driven mentoring relationships, under development in Faculty Affairs).**
- Develop opportunities to highlight and celebrate UR faculty achievements more prominently, outside of current formats that celebrate faculty success in general.
- Review the policies and resources for sabbatical and research leave and how they might be reframed to better support UR faculty scholarship.



CURRICULUM AND PEDAGOGY

Graham Hammill

Vice Provost for Academic Affairs/
Dean of the Graduate School

Ann Bisantz

Dean of Undergraduate Education

 **University at Buffalo** The State University of New York





Status of Recommendations

COMPLETED

- Create Inclusive Curriculum and Pedagogy Steering Committees to provide university wide and decanal unit prioritization and oversight
- Identify academic support programs successfully retaining and graduating underrepresented student populations and provide funding support to scale these programs across the campus.
 - Assess; enhance; and expand capacity, resources and access to programs such as Schomburg, iSEED (Ongoing)
 - Expand mentoring programs to reach more BIPOC and First-Generation students, including graduate students (Ongoing)

Status of Recommendations

IN PROGRESS/ ONGOING

- Foster and support inclusive pedagogy expertise at the unit level
- Develop and implement program processes which evaluate DEI and anti-racism in objectives, learning outcomes, curriculum, and learning assessment
- Provide workshops, training, and resources in support of inclusive pedagogy & curriculum which address instructional faculty (at all levels); doctoral students and teaching assistants



Status of Recommendations

IN PROGRESS

- **Revise the UB-wide learning outcomes, undergraduate General Education diversity learning outcomes (in progress) and the Graduate School mission statement (completed), in collaboration with appropriate governance, to explicitly address development of anti-racism competencies**
- **Modify course and curriculum review processes to support intentional consideration of diversity, equity, inclusion, and anti-racism**
- Create a task force to address issues of DEI and anti-racism in course evaluation
- Provide training on inclusive mentoring of students
- Establish graduate student forums for information exchange across programs and campuses
- Require a series of co-curricular modules for all undergraduate students that cover core knowledge and skills related to anti-racism, integrated within general education and at other critical points (e.g., orientation, first-year seminar, diversity learning requirement)
- Implement a Student Academic Support Equity, Advocacy, and Concerns committee; and an Academic Support Service Coalition (for collaboration and training across staff)

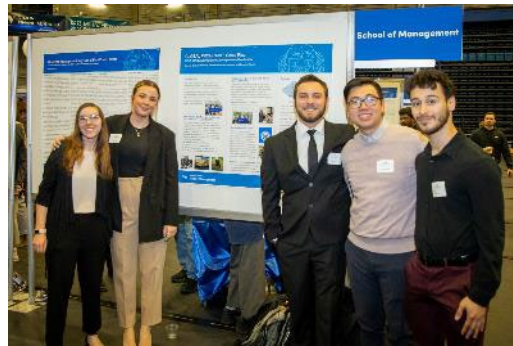
Status of Recommendations

IN PROGRESS

- Develop recommendations on inclusive and anti-racist syllabi, in concert with shared governance

RECONSIDERED

- Develop internship programs for graduate students to engage in DEI work at the decanal level
- Review and modify Responsible Conduct of Research requirements to ensure content and assessment addressing diversity, equity, inclusion, and anti-racism



STAFF RECRUITMENT, MENTORING AND ADVANCEMENT

Christopher Delello

Associate Vice President for Human
Resources

 **University at Buffalo** The State University of New York



Status of Recommendations

ONGOING

- Establish campus-wide guidelines for composition of search committees
- Refine “preferred qualifications” guidelines for job postings
- Identify online, on-the job training, and CSEA partnership collaborations to prepare custodial employees for advancement to higher grade positions



Status of Recommendations

IN PROGRESS

- Create an HR Unit Diversity Officer (HR UDO) position
- Develop “DEI Advocates” Certified Search Committee Volunteer Pool
- **Require checkpoints throughout the search process to ensure the applicant/candidate pool remains reflective of the diversity of the labor pool/student population**
- **Establish funding for focused “diversity specific” advertising sources**
- Re-invest as a member of The SUNY Center for Professional Development (CPD)
- **Reduce recruitment barriers for Classified employees to advance within Classified salary grades**
- Explore partnership opportunities to develop a UB/Buffalo Public Schools pipeline program to prepare high school students for trades careers at UB
- Host UB Career Days and provide career education services to employees

Status of Recommendations

IN PROGRESS

- Develop internal professional career pathways by employment affiliation and salary grades
- Advocate for alternative recruitment pathways for individuals to qualify for hire as University Police Officers and other higher grade UPD positions
- **Create a UB Leadership Academy for employees of color**
- Provide a relocation package as a tool to recruit qualified professional employees in designated salary grades who can contribute to the diversity of the UB workforce
- Educate and connect professional employees to opportunities that can help further the research enterprise – Top 25 ranking pursuits
- Develop both a formal and informal Mentoring Program
- **Review demographic data for staff awarded SUNY Chancellor's Awards (Professional and Classified Service) over the past 10 years**

Status of Recommendations

IN PROGRESS

- Review demographic data for UUP professional staff awarded (non-compression) DSI during the current contract period
- **Query existing staff awards (UB and external) and roster of awardees for the past 5 to 10 years**
- **Create and record workshops on “How to Nominate Staff for Awards” with an awareness of inclusion and diversity factors to consider**
- **Create internal staff awards**
- **Create a UB Staff Awardees display or “Wall of Distinction” to highlight staff award winners**
- Strengthen the partnership between the Office of University Events and the Minority Faculty & Staff Association (MFSA), particularly in relation to the selection of Distinguished Speakers
- Distribute staff survey (similar to faculty COACHE survey) and include questions related to how staff wish to be recognized and rewarded for accomplishments

INCLUSIVE SPACE

Tonga Pham

Associate Vice President for University
Facilities

 **University at Buffalo** The State University of New York



Status of Recommendations

COMPLETED

- Target investments toward under-performing buildings, spaces, and places. Seek annual funding for public art, contemplative sites and enhancement to the public realm.

REVISED

- Coordinate project implementation and communicate with project contributors and stakeholders before, during, & after project implementation.



Status of Recommendations

IN PROGRESS

- Define inclusive design standards, processes, and policies for new construction and renovation projects.
- Integrate stakeholder feedback and anticipate unintended project impacts.
- “Close the loop”; i.e., define a timeline and assign responsibility for carrying out routine assessments.

RECONSIDERED

- Deepen our understanding about equity in the UB built environment by identifying possible (a) health disparities, (b) achievement disparities, and (c) differences in perceptions of belonging by race and place (including students, faculty, and staff).



STUDENT EXPERIENCE AND PROGRAMS: ENROLLMENT

Lee Melvin

Vice Provost for Enrollment Management

 **University at Buffalo** The State University of New York



Enrollment: Status of Recommendations

COMPLETE

- Strengthen, reimagine, grow and better coordinate pipeline programs for students of color, including identifying and recruiting from Buffalo Public and WNY Schools Enrollment Pipelines.

IN PROGRESS

- Identify and recruit from Buffalo Public and WNY schools' enrollment pipelines.



Enrollment: Status of Recommendations

IN PROGRESS

- Conduct annual assessment of outcomes on articulated diversity plans.
- **Provide transparent, regularly updated and easily accessed data on the President, Provost and University websites regarding race/ethnicity trends of Black, Indigenous and people of color (BIPOC) and other minority students, faculty, and staff as well as current programs and services.**

LANGUAGE REVISED/ IN PROGRESS

- **Improve our underrepresented student populations undergraduate and graduate student enrollment by adopting and practicing campus-wide holistic admissions and institutional grant-funding criteria to ensure that prospective and admitted students can pursue higher education at UB with less apprehension about covering the cost of obtaining a higher education degree.**
- Articulate strategic diversity plans for recruiting, retaining, and graduating underrepresented student populations at the school and academic support department levels, including regular assessment of outcomes demonstrating progress towards achieving a critical mass of representation from these plans.

STUDENT LIFE

Brian Hamluk
Vice President for Student Life

 **University at Buffalo** The State University of New York



Student Life: Status of Recommendations

ONGOING

- **Commit investments to support at scale programs across the campus.**
- **Increase resources and funding to offices and initiatives that promote student diversity programs and services representative of a SUNY flagship and comparable to other AAU institutions.**
- Institutionalize annual celebrations of our diverse community in an ongoing manner such as awards, events, festivals, heritage months, etc.
- Organize and involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives.
- **Better coordinate, promote and increase programs designed to create a more welcoming and supportive environment for current UB students to improve retention and graduation rates.**



COMMUNITY ENGAGEMENT

Beth Del Genio

Vice President for Government and
Community Relations

Chief of Staff to the President

 **University at Buffalo** The State University of New York





Status of Recommendations

COMPLETED

- Renovations of Community Relations Office in Allen Hall
- Community Relations Advisory Committee
- University's central digital hub
- Community Engagement Style Guide

ONGOING

- Facilitation and organization of community engagement-centric learning opportunities
- Encouraging external community voices
- Co-sponsoring and hosting community events

Status of Recommendations

IN PROGRESS

- Off-campus student living guide
- Community Engagement Learning Series
- Community Engagement Annual Report
- Comprehensive assessment tool

RECONSIDERED

- Community engagement micro-credential

