

Toolbox Workshop Report

MSU Creating Inclusive Excellence Grant Project - May 4 and 24, 2017

July 10, 2017

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1. Workshop Summary

The Toolbox Dialogue Initiative conducted two workshops with Michigan State University faculty on May 4, 2017 and one with administrators on May 24, 2017. The first faculty workshop – “Group 1” in what follows – comprised white faculty, while the second, “Group 2”, comprised faculty of color. The administrator workshop, “Group 3”, comprised a mixed-race group of administrators. These 3-hour workshops included dialogue structured by prompt-based instruments customized specifically to emphasize epistemic exclusion. The instruments were designed by Michael O'Rourke and Stephanie E. Vasko, with significant input from Nicole Buchanan, Kristie Dotson, and Isis Settles. (See Appendix 1 for the Toolbox instruments and prompts used in each workshop.)

The workshops were facilitated by Michael O'Rourke and Stephanie E. Vasko and began with a presentation briefly covering the Faculty Inclusion and Excellence Study, epistemic exclusion, the Toolbox approach, instrument design, and details about the workshop. The dialogue sessions lasted between 50 and 70 minutes and were followed by a co-creation activity. The co-creation activity during the faculty workshops was designed to inform the administration workshop, and the co-creation activity during the administration workshop was intended to inform MSU policy concerning valuing and evaluating scholarship at MSU. The workshops concluded with a debrief discussion and reflection on the process.

2. Workshop Background

The three workshops were motivated by a desire to change the culture of valuing and evaluation of scholarship at MSU. The Faculty Inclusion

and Excellence Study, conducted by Isis Settles and NiCole Buchanan, found that there was substantial dissatisfaction among faculty of color with central aspects of academic life at MSU. Specifically, the interviews indicated the existence of attitudes at MSU about what scholarship was prized and how scholarship should be evaluated that led to professional challenges which disproportionately affect faculty of color.

For this project, these interviews were evaluated in terms of *epistemic exclusion* (EE), which concerns the exclusion of certain types of scholarship as knowledge and the exclusion of certain people from the category of knowers. In academia, EE arises when assessments aimed at producing better scholarship exclude certain types of research, where such devaluation can attach to the research conducted, the researcher, or both the research and the researcher. EE can operate formally through metrics used to evaluate scholarship and informally when the scholarship of certain social groups is not comprehended, appreciated, or recognized.

The workshops were designed to achieve three objectives: (1) provide contexts for dialogue about how scholarship is valued and evaluated at MSU; (2) enable participants to use the concept of EE to understand how faculty of color and women faculty can have their scholarly effort undermined in an academic setting; and (3) consider changes to policy and practice that could address the problem of EE at MSU.

3. Dialogue Sessions

The dialogue sessions were all engaged conversations about EE at MSU. The general view expressed strongly in all three workshops was that EE is a problem at MSU. Although there were interesting differences among the workshops in

terms of their path through the issues and their use of the prompts (see Appendix 2), they all focused on ways in which conceptions of “good scholarship” can be used to marginalize certain types of research and certain groups of faculty. We summarize the themes discussed in these dialogues in terms of the distinction between the formal and informal operation of EE introduced above. (For information regarding the responses to the Likert prompts, see the summary statistics in Appendix 3, organized by workshop.¹)

Formal Operation of EE

EE operates formally through metrics that privilege certain types of scholarship and devalue other types. At MSU, there is widespread emphasis on receipt of grant monies and publication in “top tier” journals as marks of scholarly quality, but these metrics disenfranchise many faculty – including many faculty of color – who do not do research funded by large grants and who publish in journals that are the top tier in their field but are not regarded as top tier for evaluation purposes. For those doing community engaged research – which embodies MSU’s land grant mission – meeting publication requirements can take more time owing to the fact that building trust in a community for such work can take time. In general, it was agreed that the “one-size-fits-all” approach to the evaluation of scholarship does not work.

There are a number of factors that support the formal operation of EE, including the desire to remain an AAU university and (in some cases) the phenomenon of “field envy” that results in the adoption of inappropriate standards and metrics from another field. More fundamentally, the formal operation of EE is self-reinforcing: those in power are disinclined to criticize the received standards of “significant scholarly quality” because such criticism could be understood

¹ Because the prompts are meant to spur discussion and are not psychometrically validated measures, the interpretation here cannot be generalized beyond the participants of this workshop.

to impugn their own scholarly ability and their rise to power in academia.

Informal Operation of EE

EE operates informally when little effort is made to understand scholarship that does not fit the profile of traditional research, which then goes unappreciated and unrecognized. Numerous examples were introduced in each workshop of how failure to understand scholarship can result in it being dismissed as not important or valuable. Faculty of color and those working with marginalized communities regularly confront this type of exclusion. Failure to understand and value scholarship that is not traditional can be found across MSU. It is especially problematic, however, when it manifests at the chair level, since at this level it has implications for evaluation: evaluators may feel competent to assess some research even though they don’t understand it because they have prejudged it as *bad scholarship*.

Factors in place at MSU that underwrite the informal operation of EE include:

- Inequitable emphasis on service for faculty of color and women, resulting in the loss of time to pursue scholarly goals
- Lack of mentoring for faculty of color that is sensitive to their professional reality
- Lack of a real effort to retain faculty of color

Each of these factors contributes to the misimpression that faculty of color and others who are excluded epistemically don’t “measure up” to standards of academic acceptability.

An important factor that underwrites both the formal and informal operation of EE is the lack of consistency in tenure and promotion (T&P) standards across the university, and lack of alignment between annual review standards and T&P standards.

4. Co-Creation Activities

The information collected in the co-creation activities can be found in Appendix 4. In Groups 1

and 2, participants were asked to brainstorm five topics from the discussion about which they believe MSU administrators need to be informed. Participants were first given time to reflect individually and then placed into small groups and asked to share their topics and create a list of five takeaways. The results of both groups were used to create new prompts for the administrator workshop (highlighted prompts in the Administrator Instrument in Appendix 1).

Group 3 participants were asked to identify one issue raised in the discussion and develop a concrete plan to address the issue at MSU. Participants were first given time to reflect individually and then were placed in two small groups to share their issues and plans and work on one issue and plan together. Both small groups in Group 3 identified promotion and tenure as their issue, and developed thoughts around this issue at MSU.

5. Recommendations

Based on our findings across the teams, we submit the following specific recommendations for consideration:

- Modify the T&P process: A university-wide effort to reshape the T&P process should be holistic and should emphasize faculty development; the process should begin with the offer letter and be reflected by consistent annual review processes that align well with the T&P process; among other specific elements, the value of service should be reconsidered, especially in light of the inequitable service burden that some faculty are expected to bear.
- Mandatory bias training for department chairs: This training should highlight the challenges that confront diverse faculty, with an emphasis on epistemic exclusion; it should emphasize the value of mentoring that reflects the specific needs of diverse faculty and should also highlight the importance of managing ignorance when one is not sufficiently familiar with scholarship to evaluate it; this training could be online, but it could also be delivered in the form of a workshop.
- Bias training for all faculty: This training would be similar to bias training for chairs, emphasizing challenges related to epistemic exclusion and the importance of mentoring that is suited to their professional realities; it could be offered as a workshop in conjunction with new faculty orientation.
- Implement a unit diversity report: Require of each unit (department/school/center/institute) a report that details (a) efforts to increase diversity within the unit, (b) efforts to create an inclusive environment within the unit, and (c) efforts to address any specific concerns related to epistemic exclusion within the unit. This report could be prepared for review by college-level administrators.
- Formalize the process of using outside evaluators for faculty whose scholarship requires it: This process should involve identification of the conditions under which such evaluation would be required and how evaluators would be located and compensated for their efforts.
- Mentoring program for faculty of color: A university-wide mentoring program designed specifically for faculty of color should be implemented. This should include creating a network of mentors that include people outside of MSU who are willing to provide guidance under specific circumstances and should involve explicit professional rewards for those who participate as mentors.
- Commitment to hire senior-level faculty of color: There should be a committed effort to hire senior-level faculty of color. As one administrator put it, it is “very important to have women and people of color in the room when decisions are made.” This requires having more faculty of color, specifically, in prominent positions in the university.

Appendix 1 – Pre/Post Toolbox Instruments

Likert scale for the prompts:

Disagree *Agree*
1 2 3 4 5 I don't know N/A

Faculty Instrument

Bias in the Value of Scholarship

Core Questions: Are some types of scholarship more highly valued than others? If so, does this disadvantage certain groups more than others?

1. MSU should do more to support non-traditional forms of scholarship.
2. MSU's interest in diversity is reflected in MSU's expectations of scholars.
3. MSU takes concrete action to support the individuality of scholars.
4. MSU expresses a bias against certain groups of people by not valuing research on social issues.
5. Certain disciplines are treated with more respect in interdisciplinary collaborations.
6. Engaging as an expert with a community should count as a research accomplishment.
7. To survive as a faculty member at MSU, you must prove your worth over and over again.

Bias in the Evaluation of Scholarship

Core Question: Are there ways bias affects the evaluation of scholarship?

1. Phrases like "of significant quality" are too ambiguous for use in promotion and tenure decisions.
2. "One size fits all" does not work as an approach to standards for promotion and tenure.
3. My scholarship is reflected in my unit's promotion and tenure standards.
4. My department does not have the expertise to evaluate my work.
5. Incentivizing publication in top-tier journals can produce an unhealthy research culture.
6. Faculty of color and women at MSU are held to higher standards than white male faculty.
7. The standards for professional success at MSU are applied consistently.

Marginalization Due to Scholarship

Core Question: Are scholars at MSU marginalized due to their scholarship?

1. Maintaining the legitimacy of my work within my department is exhausting.
2. MSU provides a welcoming atmosphere for my professional work.
3. I have felt marginalized because of my research interests.
4. Mutual respect among faculty members requires mutual understanding of one's scholarly orientation.
5. My scholarly work is valued in my department.
6. There are people in my unit/department who do not appreciate my work because they do not understand it.
7. The research interests of faculty of color are perceived to be more closely aligned with identity than the research interests of white faculty.

Administrator Instrument – *new prompts italicized*

Bias in the Value of Scholarship

Core Questions: Are some types of scholarship more highly valued than others? If so, does this disadvantage certain groups more than others?

1. MSU should do more to support non-traditional forms of scholarship.
2. MSU's interest in diversity is reflected in MSU's expectations of scholars.
3. *MSU's land grant ethos is reflected in MSU's expectations of scholars.*
4. MSU expresses a bias against certain groups of people by not valuing research on social issues.
5. The research interests of faculty of color are perceived to be more closely aligned with identity than the research interests of white faculty.
6. Engaging as an expert with a community should count as a research accomplishment.
7. To survive as a faculty member at MSU, you must prove your worth over and over again.
8. *Faculty of color and women feel their scholarly work is not valued in their departments.*

Bias in the Evaluation of Scholarship

Core Question: Are there ways that bias affects the evaluation of scholarship?

1. Phrases like "of significant quality" are too ambiguous for use in promotion and tenure decisions.
2. "One size fits all" does not work as an approach to standards for promotion and tenure.
3. *For some faculty members, there is no one in their department with the expertise to evaluate their work.*
4. Incentivizing publication in top-tier journals can produce an unhealthy research culture.
5. *MSU must develop a plan for evaluating all aspects of academic performance that explicitly addresses racial and gender biases.*
6. Faculty of color and women at MSU are held to higher standards than white male faculty.
7. The standards for professional success at MSU are applied consistently.

Marginalization and Institutional Structures

Core Question: Are scholars at MSU marginalized due to university structures (e.g., culture, policies, infrastructure)?

1. MSU provides a welcoming atmosphere for the professional work of all faculty.
2. Mutual respect among faculty members requires mutual understanding of one's scholarly orientation.
3. *MSU must increase the number of senior-level hires of faculty of color.*
4. *MSU provides appropriate mentoring for faculty at all levels.*
5. *MSU must ensure that department chairs are more responsive to the interests of their faculty than they are to the interests of the administration.*
6. *MSU administration must ensure that promotion and tenure standards at MSU are transparent and consistently applied.*
7. *MSU must take a stronger position to support faculty of color at all career stages.*
8. *Some faculty members are unfairly marginalized because of their research interests.*

Appendix 2 – Summary of Participant Comments in Dialogue Sessions

	Group 1	Group 2	Group 3
Formal	<ul style="list-style-type: none"> • Scholarship is all that matters • Commitment to “top tier” journals and grant monies <ul style="list-style-type: none"> ○ This is driven by a desire to remain an AAU university ○ It adversely affects those who work with marginalized communities ○ Also a function of “field envy” • “At the level where work happens, no ability to define what’s good work and what’s not” 	<ul style="list-style-type: none"> • There is a need to recognize different forms of scholarship – the “one size fits all” approach does not work • When working with communities, there is a need to take time to establish trust, which is not acknowledged – comm engagement is not acknowledged as research and should be • Disconnect between being a land grant university and the value placed on outward facing, community-engaged scholarship • Should also own our history as a land grant and acknowledge the erasure of indigenous people 	<ul style="list-style-type: none"> • Reinforce idea that national-level expectations (associated with AAU) influence internal metrics at MSU – insecurity about how MSU is perceived • To what extent can MSU change the evaluation system for scholarship on its own? <ul style="list-style-type: none"> ○ Create a campus-wide understanding of how scholarship is viewed and evaluated ○ Develop consistent, university-wide standards • The system is self-reinforcing – those with credibility have obtained it by being good according to traditional metrics, so they are disincentivized to change or challenge those metrics
Informal	<ul style="list-style-type: none"> • There is a need to prove scholarly worth over and over <ul style="list-style-type: none"> ○ Value is determined by grant monies ○ Certain methods are more respected than other methods (e.g., quant over qual) • Mentoring is critical • Annual review is not aligned with tenure and promotion process <ul style="list-style-type: none"> ○ This fact highlights the importance of the chair level when it comes to EE ○ Transparency of process does not necessarily entail lack of bias • Those who work with marginalized communities find themselves marginalized – “stigma transference” • Some groups of people (e.g., faculty of color, women) do more than their share of service, which is not rewarded • Academia is a “white man’s game”, and the rules are set for white men; they haven’t been changed even though academia has changed 	<ul style="list-style-type: none"> • Concerned about faculty of color who study people of color, which is devalued scholarship <ul style="list-style-type: none"> ○ Lack of support for this work leads to lack of understanding (and vice versa) ○ Research is perceived as “me-search” for faculty of color only • Mentoring issues <ul style="list-style-type: none"> ○ Specific examples of advice given that goes against either one’s scholarly inclination or against what is typically expected for success ○ Could support mentor matching outside MSU • Signs of racism in how people are treated in their units • Faculty of color encounter disrespect in the classroom when trying to do an honest job • External commitment to diversity is not changing the culture internally; university stance reflected in all departments <ul style="list-style-type: none"> ○ Lack of retention of faculty of color – attempting to erase people ○ The university should have three diversity goals: retain faculty of color, recruit faculty of color, and get administration to appreciate the work we have to do 	<ul style="list-style-type: none"> • Emphasis on mentoring <ul style="list-style-type: none"> ○ Outside mentoring? ○ Don’t mentor away from passion • Reward chairs for admitting when they don’t know <ul style="list-style-type: none"> ○ Incentivize honesty and a commitment to equitable and informed evaluation ○ Finding people with the right scholarly expertise to evaluate work fairly • Very important to have women and people of color in the room when decisions are made • Top-down vs. bottom-up support for these processes – change should be encouraged in both directions

Appendix 3 – Pre/Post Likert Data

Group 1

Bias in the Value of Scholarship – Are some types of scholarship more highly valued than others? If so, does this disadvantage certain groups more than others?

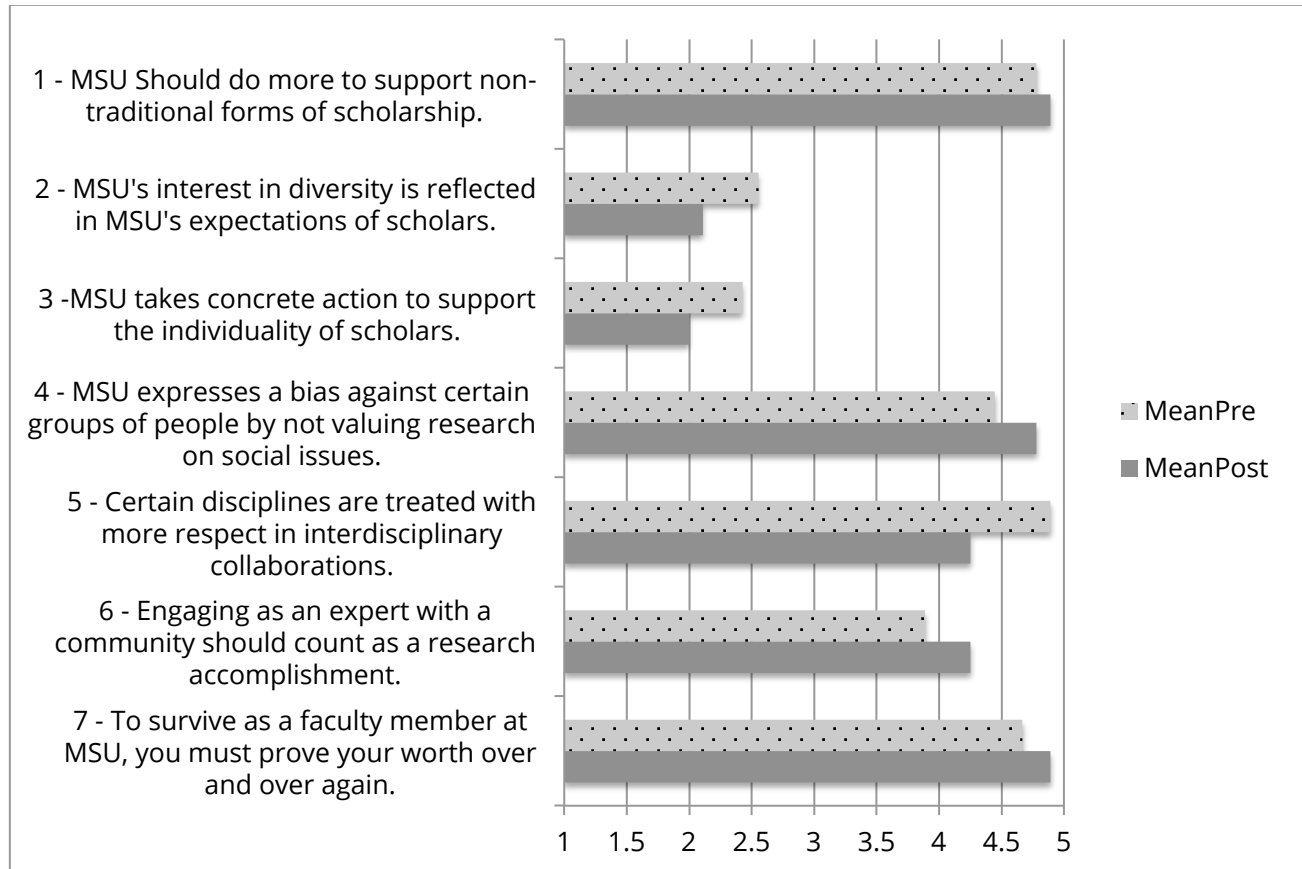


Fig. 1. The mean before and after scores for the module “Bias in the Value of Scholarship” – Group 1 (n=9)

Likert scale 1=disagree, 5=agree

Note: non-response, “don’t know” and “not applicable” responses have been removed for computational reasons

Bias in the Evaluation of Scholarship – Are there ways bias affects the evaluation of scholarship?

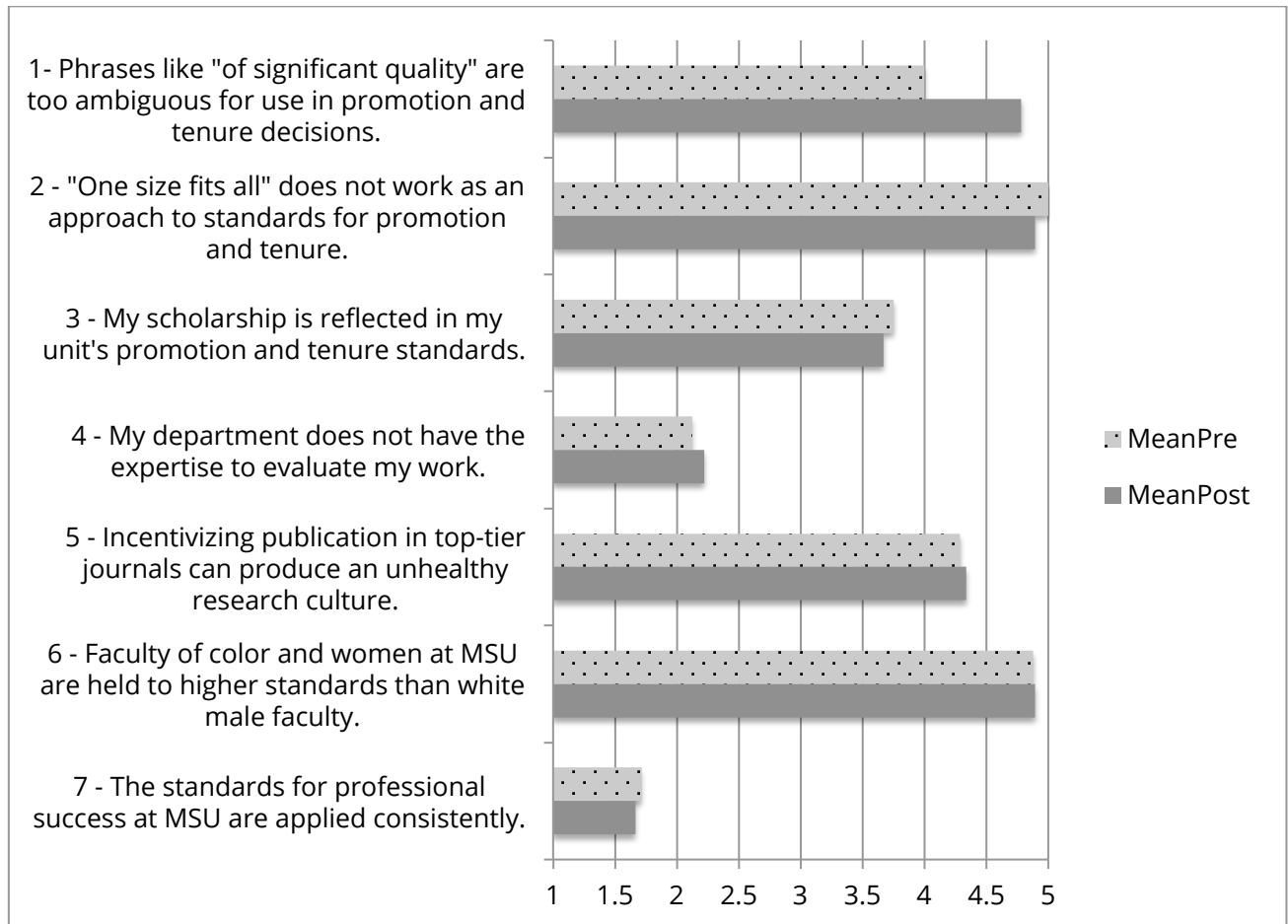


Fig. 2. The mean before and after scores for the module “Bias in the Evaluation of Scholarship” – Group 1 (n=9)

Marginalization Due to Scholarship – Are scholars at MSU marginalized due to their scholarship?

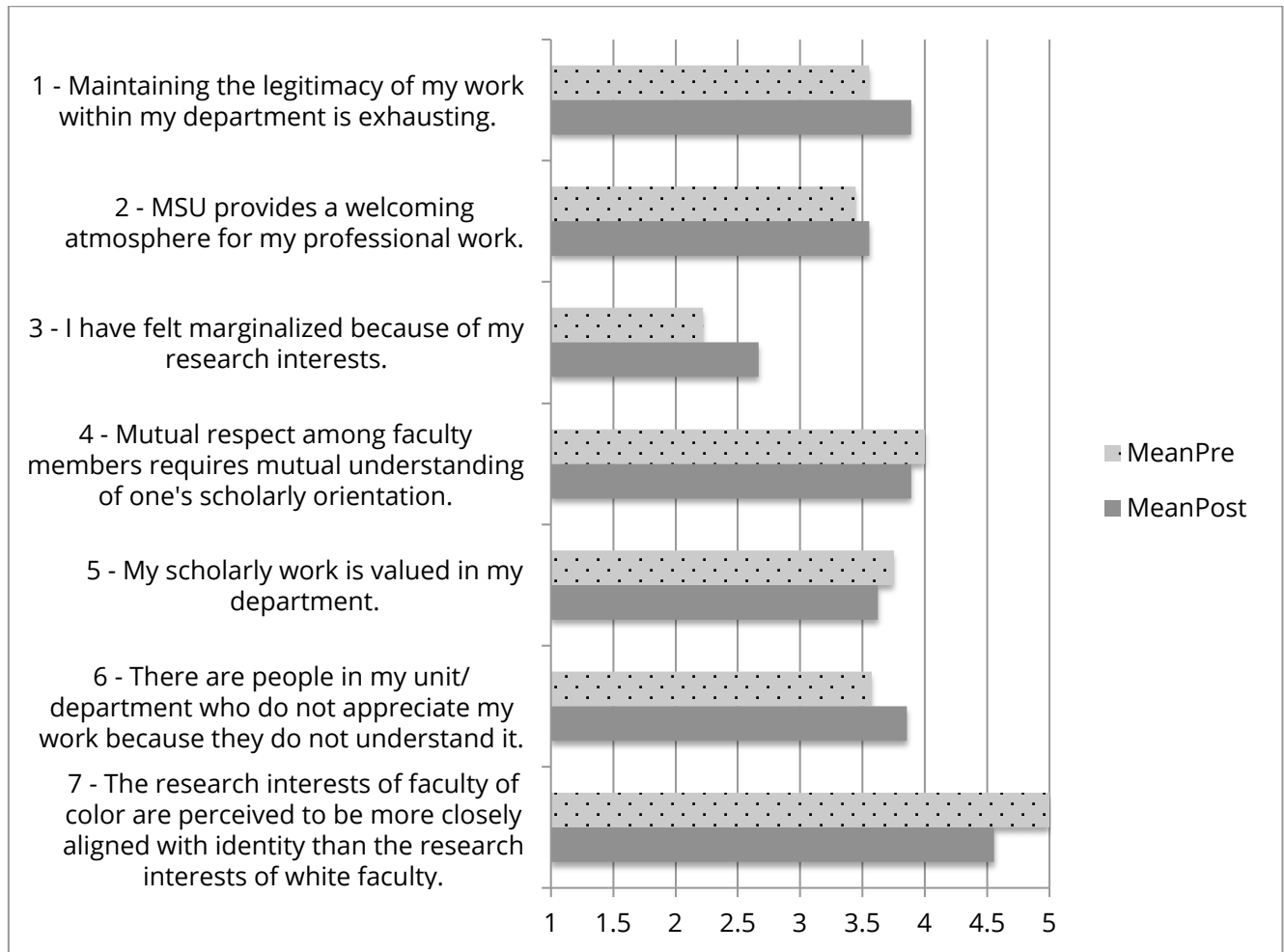


Fig. 3. The mean before and after scores for the module “Marginalization Due to Scholarship” – Group 1 (n=9)

Table 1. Means and standard deviations for pre- and post-Likert scores –Group 1 (n=9)

Prompt	Pre Mean/SD	Post Mean/SD
Bias in Evaluation of Scholarship		
1 - Phrases like "of significant quality" are too ambiguous for use in promotion and tenure decisions.	4.00 (1.00)	4.78 (0.42)
2 - "One size fits all" does not work as an approach to standards for promotion and tenure.	5.00 (0.00)	4.89 (0.31)
3 - My scholarship is reflected in my unit's promotion and tenure standards.	3.75 (1.20)	3.67 (1.15)
4 - My department does not have the expertise to evaluate my work.	2.13 (1.27)	2.22 (1.23)
5 - Incentivizing publication in top-tier journals can produce an unhealthy research culture.	4.29 (0.45)	4.33 (1.05)
6 - Faculty of color and women at MSU are held to higher standards than white male faculty.	4.88 (0.33)	4.89 (0.31)
7 - The standards for professional success at MSU are applied consistently.	1.71 (1.03)	1.67 (0.82)
Bias in Value of Scholarship		
1 - MSU Should do more to support non-traditional forms of scholarship.	4.78 (0.42)	4.89 (0.31)
2 - MSU's interest in diversity is reflected in MSU's expectations of scholars.	2.56 (0.68)	2.11 (1.20)
3 -MSU takes concrete action to support the individuality of scholars.	2.43 (0.49)*	2.00 (0.87)*
4 - MSU expresses a bias against certain groups of people by not valuing research on social issues.	4.44 (0.50)	4.78 (0.42)
5 - Certain disciplines are treated with more respect in interdisciplinary collaborations.	4.89 (0.31)	4.25 (1.30)*
6 - Engaging as an expert with a community should count as a research accomplishment.	3.89 (0.99)	4.25 (0.66)*
7 - To survive as a faculty member at MSU, you must prove your worth over and over again.	4.67 (0.47)	4.89 (0.31)
Marginalization Due to Scholarship		
1 - Maintaining the legitimacy of my work within my department is exhausting.	3.56 (1.71)	3.89 (1.37)
2 - MSU provides a welcoming atmosphere for my professional work.	3.44 (1.17)	3.56 (1.17)
3 - I have felt marginalized because of my research interests.	2.22 (1.40)	2.67 (1.33)
4 - Mutual respect among faculty members requires mutual understanding of one's scholarly orientation.	4.00 (1.15)	3.89 (1.37)
5 - My scholarly work is valued in my department.	3.75 (0.97)*	3.63 (1.32)*

6 - There are people in my unit/department who do not appreciate my work because they do not understand it.	3.57 (1.50)*	3.86 (1.36)*
7 - The research interests of faculty of color are perceived to be more closely aligned with identity than the research interests of white faculty.	5.00 (0.00)*	4.56 (0.68)

Note: In processing the data to compute report means and standard deviations we remove blank items as well as 'don't know' and 'not applicable' responses.

* indicates prompts that elicited 'don't know' responses that were removed for the computation of means and standard deviations

Group 2

Bias in the Value of Scholarship – Are some types of scholarship more highly valued than others? If so, does this disadvantage certain groups more than others?

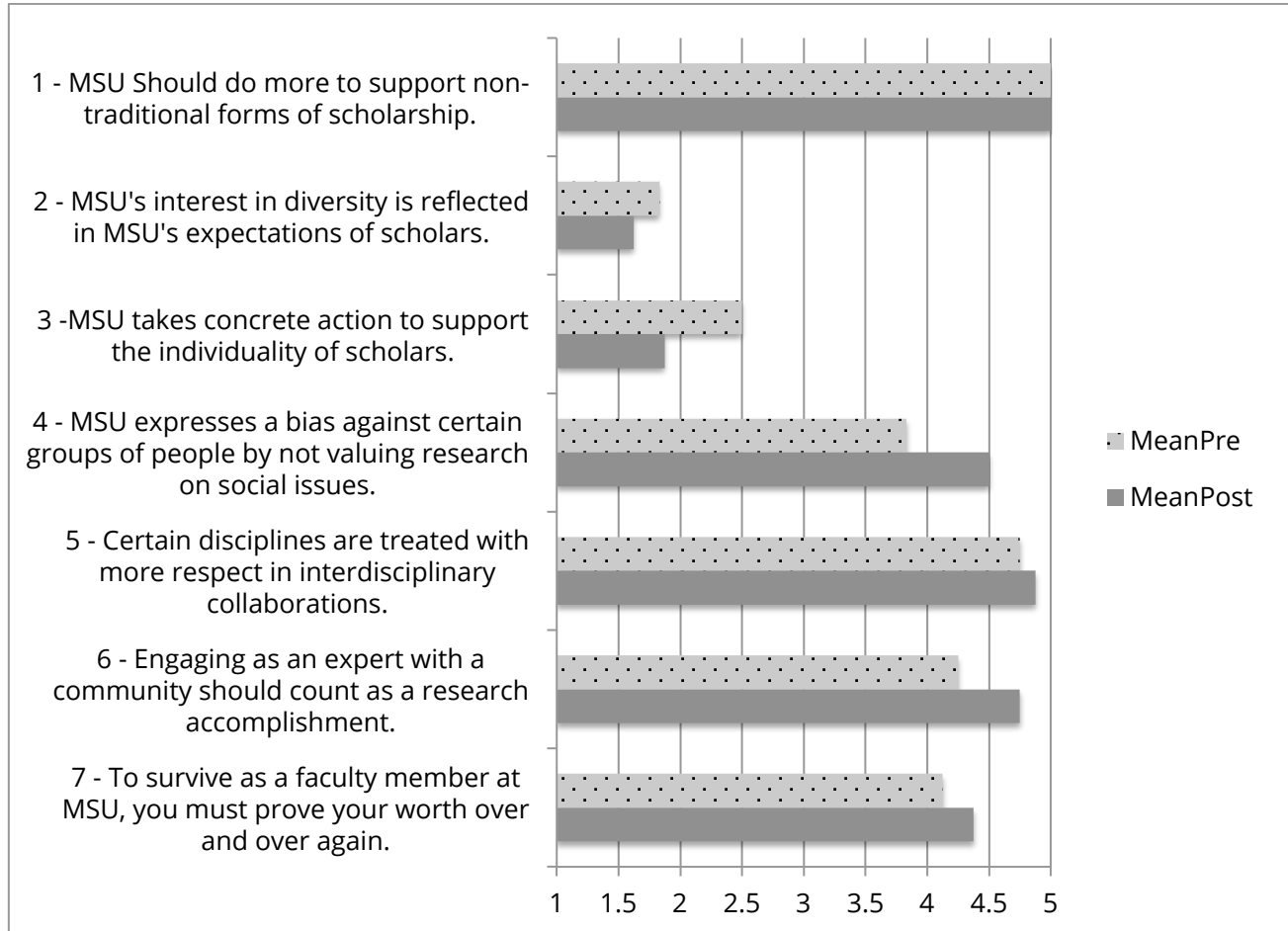


Fig. 4. The mean before and after scores for the module “Bias in the Value of Scholarship” – Group 2 (n=8)

Bias in the Evaluation of Scholarship – Are there ways bias affects the evaluation of scholarship?

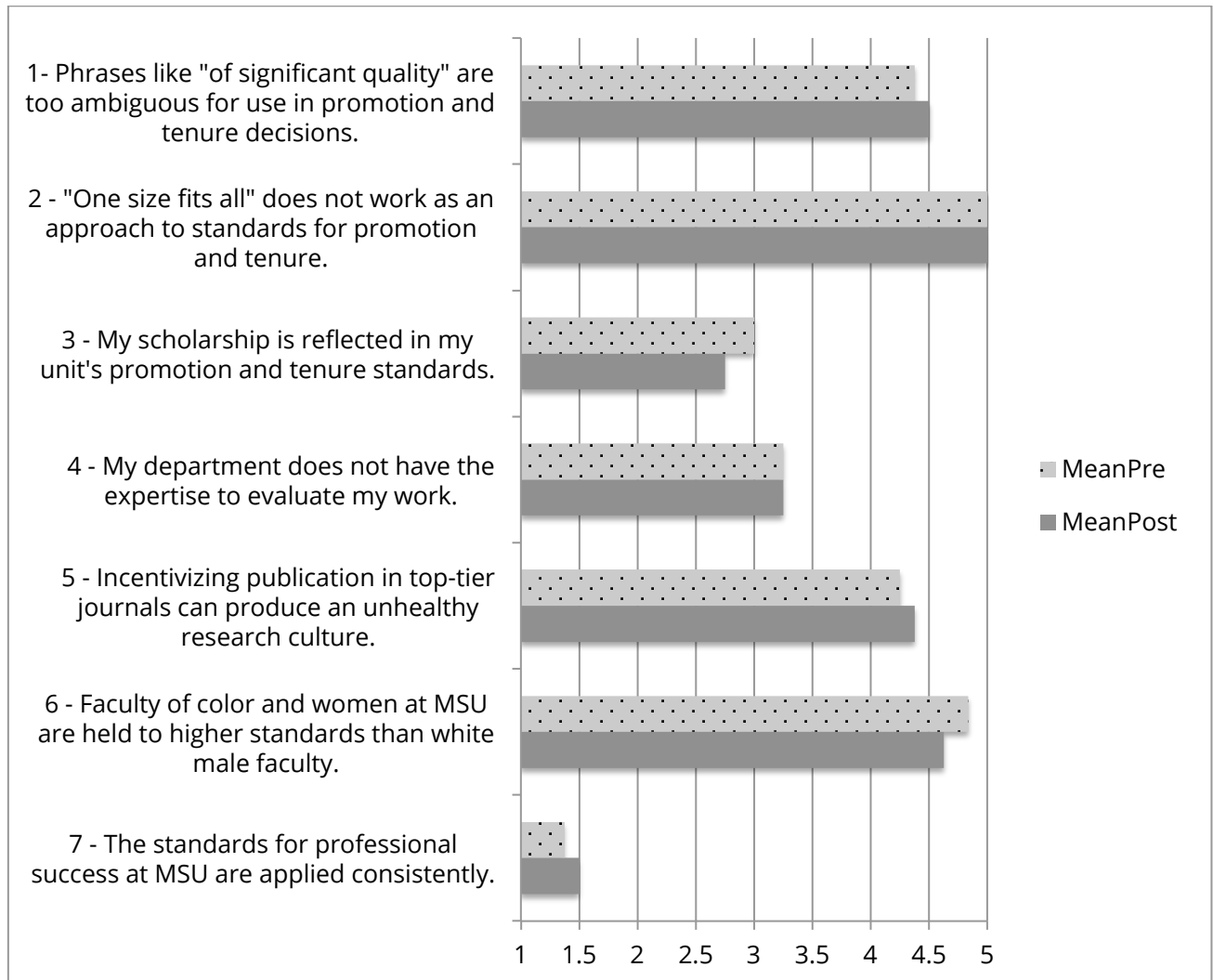


Fig. 5. The mean before and after scores for the module “Bias in the Evaluation of Scholarship” – Group 2 (n=8)

Marginalization Due to Scholarship – Are scholars at MSU marginalized due to their scholarship?

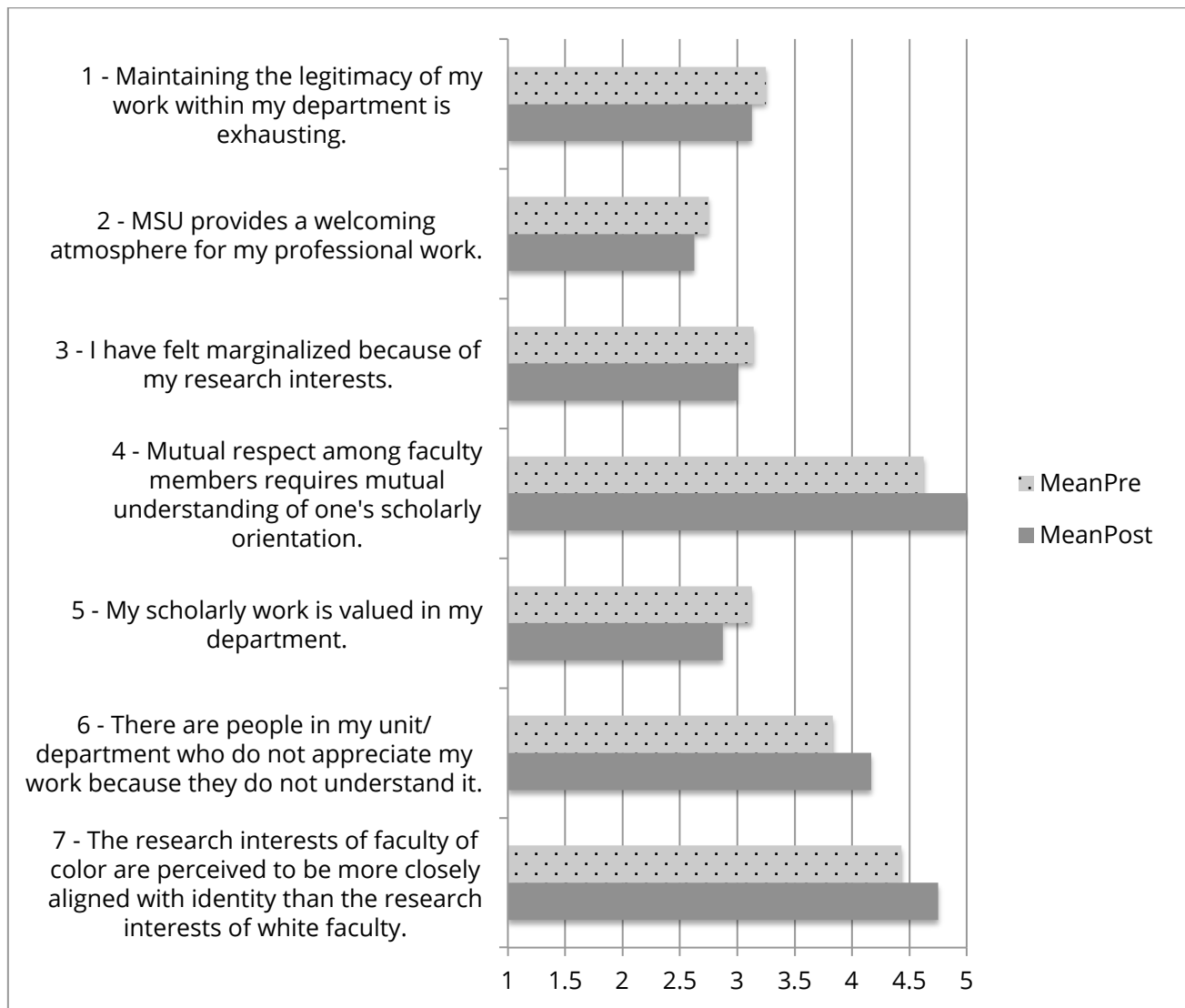


Fig. 6. The mean before and after scores for the module “Marginalization Due to Scholarship” – Group 2 (n=8)

Likert scale 1=disagree, 5=agree

Note: non-response, “don’t know” and “not applicable” responses have been removed for computational reasons

Table 2. Means and standard deviations for pre- and post-Likert scores –Group 2 (n=8)

Prompt	Pre Mean/SD	Post Mean/SD
Bias in the Evaluation of Scholarship		
1 - Phrases like "of significant quality" are too ambiguous for use in promotion and tenure decisions.	4.38 (0.99)	4.50 (0.71)
2 - "One size fits all" does not work as an approach to standards for promotion and tenure.	5.00 (0.00)	5.00 (0.00)
3 - My scholarship is reflected in my unit's promotion and tenure standards.	3.00 (1.80)	2.75 (1.64)
4 - My department does not have the expertise to evaluate my work.	3.25 (1.64)	3.25 (1.64)
5 - Incentivizing publication in top-tier journals can produce an unhealthy research culture.	4.25 (1.09)	4.38 (0.86)
6 - Faculty of color and women at MSU are held to higher standards than white male faculty.	4.83 (0.37)*	4.63 (0.99)
7 - The standards for professional success at MSU are applied consistently.	1.38 (0.48)	1.50 (1.00)
Bias in the Value of Scholarship		
1 - MSU Should do more to support non-traditional forms of scholarship.	5.00 (0.00)*	5.00 (0.00)
2 - MSU's interest in diversity is reflected in MSU's expectations of scholars.	1.83 (0.69)*	1.63 (0.70)
3 -MSU takes concrete action to support the individuality of scholars.	2.50 (0.76)*	1.88 (1.27)
4 - MSU expresses a bias against certain groups of people by not valuing research on social issues.	3.83 (1.46)*	4.50 (1.00)
5 - Certain disciplines are treated with more respect in interdisciplinary collaborations.	4.75 (0.43)	4.88 (0.33)
6 - Engaging as an expert with a community should count as a research accomplishment.	4.25 (0.66)	4.75 (0.43)
7 - To survive as a faculty member at MSU, you must prove your worth over and over again.	4.13 (1.27)	4.38 (1.31)
Marginalization Due to Scholarship		
1 - Maintaining the legitimacy of my work within my department is exhausting.	3.25 (1.79)	3.13 (1.90)
2 - MSU provides a welcoming atmosphere for my professional work.	2.75 (1.09)	2.63 (1.11)
3 - I have felt marginalized because of my research interests.	3.14 (1.46)*	3.00 (1.66)
4 - Mutual respect among faculty members requires mutual understanding of one's scholarly orientation.	4.63 (0.70)	5.00 (0.00)
5 - My scholarly work is valued in my department.	3.13 (1.27)	2.88 (1.27)

6 - There are people in my unit/department who do not appreciate my work because they do not understand it.	3.83 (1.46)*	4.17 (1.46)
7 - The research interests of faculty of color are perceived to be more closely aligned with identity than the research interests of white faculty.	4.43 (0.90)*	4.75 (0.66)

Note: In processing the data to compute report means and standard deviations we remove blank items as well as 'don't know' and 'not applicable' responses.

* indicates prompts that elicited 'don't know' responses that were removed for the computation of means and standard deviations

Group 3

Bias in the Value of Scholarship – Are some types of scholarship more highly valued than others? If so, does this disadvantage certain groups more than others?

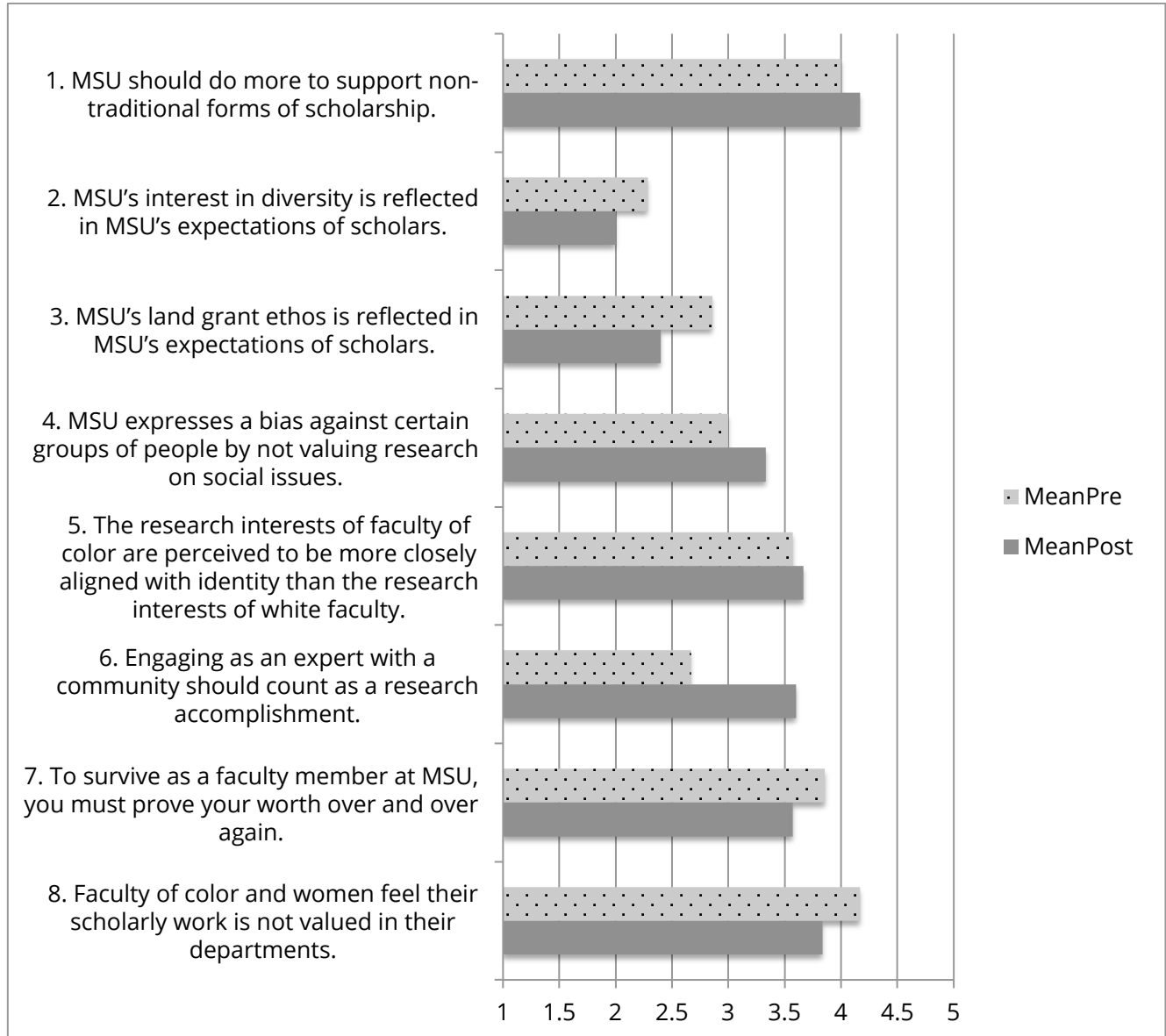


Fig. 7. The mean before and after scores for the module “Bias in the Value of Scholarship” – Group 3 (n=7)

Likert scale 1=disagree, 5=agree

Note: non-response, “don’t know” and “not applicable” responses have been removed for computational reasons

Bias in the Evaluation of Scholarship – Are there ways bias affects the evaluation of scholarship?

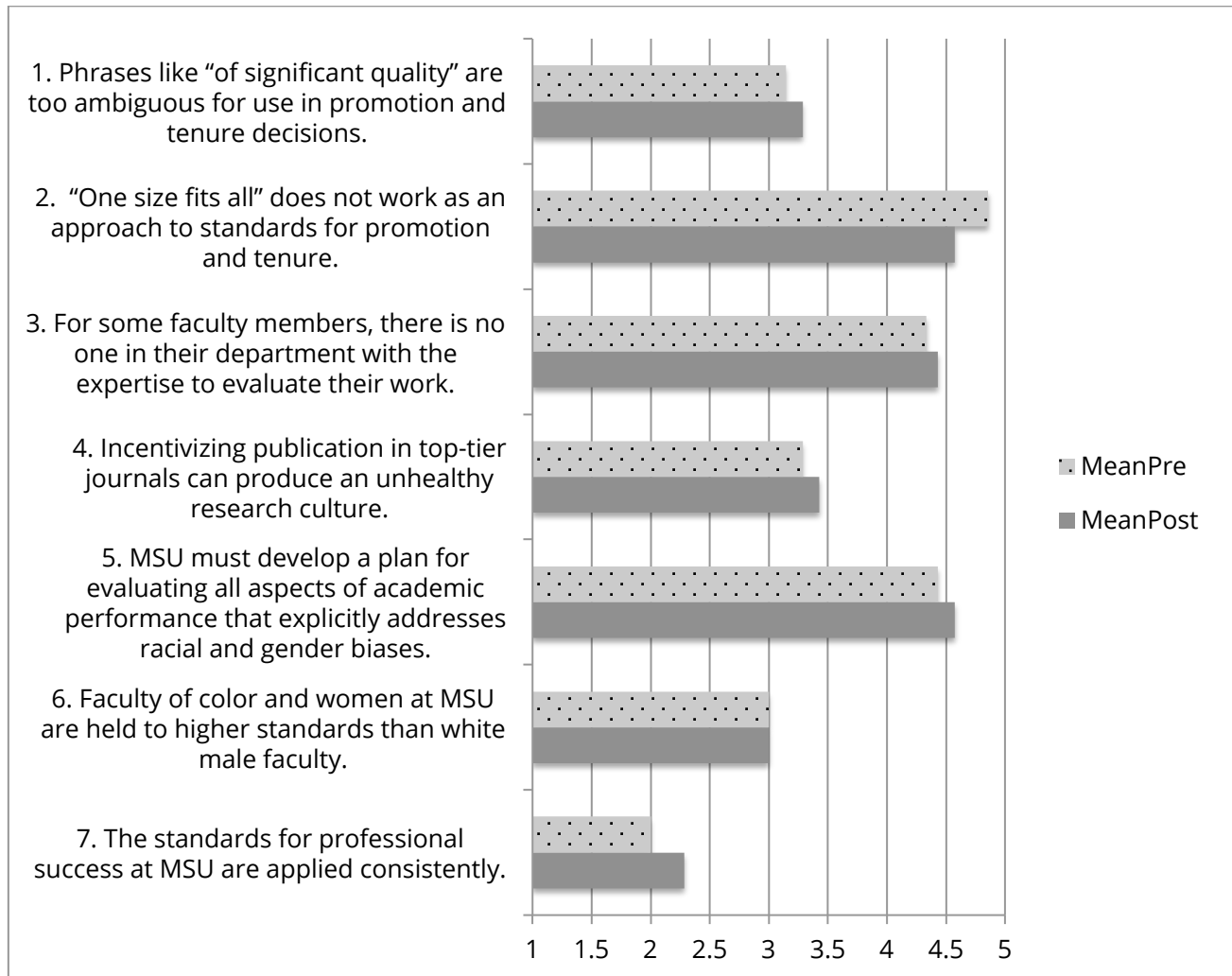


Fig. 8. The mean before and after scores for the module “Bias in the Evaluation of Scholarship” – Group 3 (n=7)

Marginalization Due to Scholarship – Are scholars at MSU marginalized due to their scholarship?

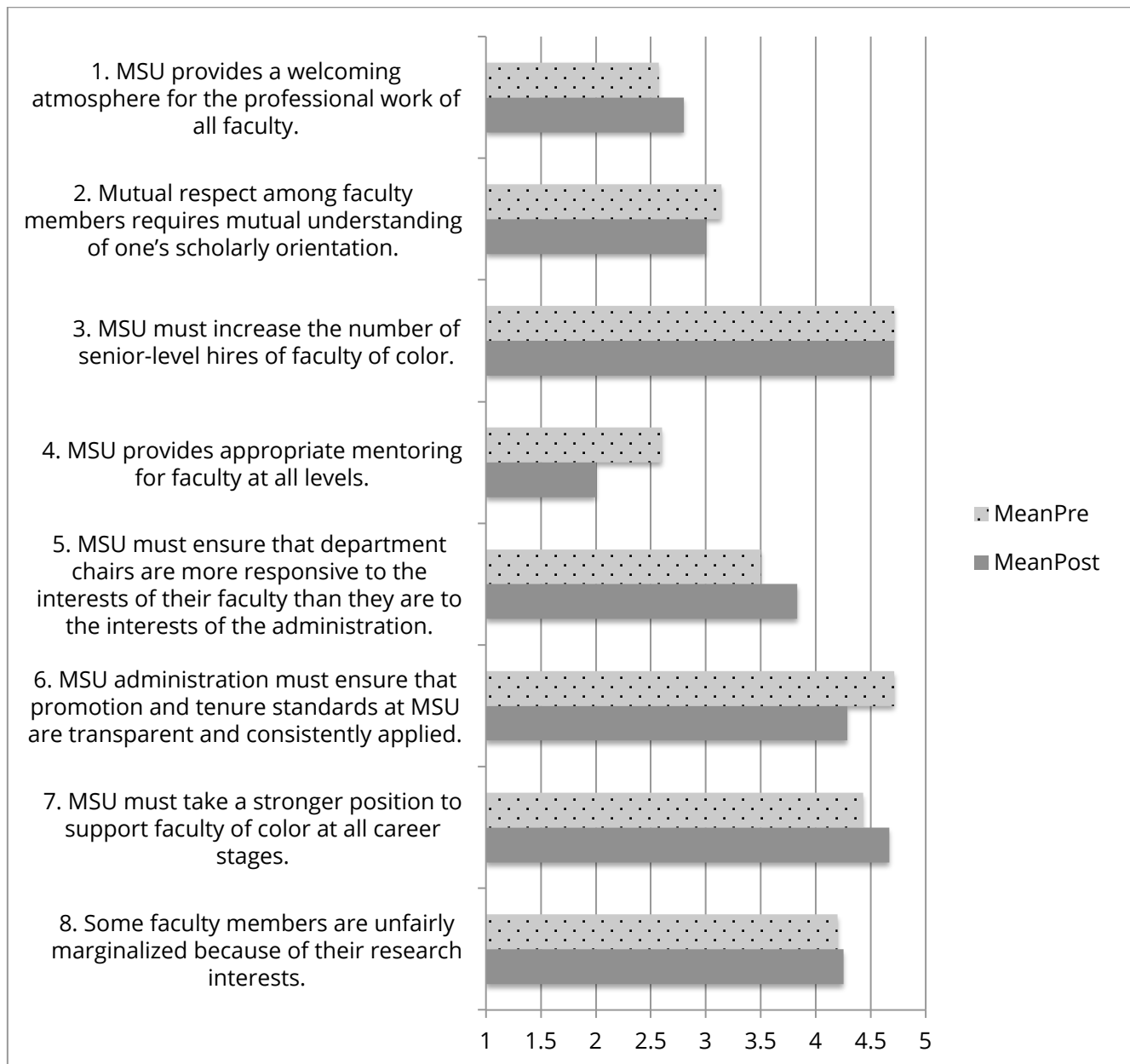


Fig. 9. The mean before and after scores for the module “Marginalization Due to Scholarship” – Group 3 (n=7)

Table 3. Means and standard deviations for pre- and post-Likert scores – Group 3 (n=7)

Prompt	Pre Mean/SD	Post Mean/SD
Bias in the Evaluation of Scholarship		
1. Phrases like “of significant quality” are too ambiguous for use in promotion and tenure decisions.	3.14 (1.46)	3.29 (1.39)
2. “One size fits all” does not work as an approach to standards for promotion and tenure.	4.86 (0.35)	4.57 (0.49)
3. For some faculty members, there is no one in their department with the expertise to evaluate their work.	4.33 (1.11)*	4.43 (0.73)
4. Incentivizing publication in top-tier journals can produce an unhealthy research culture.	3.29 (3.29)	3.43 (1.40)
5. MSU must develop a plan for evaluating all aspects of academic performance that explicitly addresses racial and gender biases.	4.43 (0.49)	4.57 (0.49)
6. Faculty of color and women at MSU are held to higher standards than white male faculty.	3.00 (0.58)*	3.00 (0.58)*
7. The standards for professional success at MSU are applied consistently.	2.00 (0.82)*	2.29 (1.03)
Bias in the Value of Scholarship		
1. MSU should do more to support non-traditional forms of scholarship.	4.00 (0.82)*	4.17 (0.90)*
2. MSU’s interest in diversity is reflected in MSU’s expectations of scholars.	2.29 (0.70)	2.00 (0.76)
3. MSU’s land grant ethos is reflected in MSU’s expectations of scholars.	2.86 (0.64)	2.40 (0.49)*
4. MSU expresses a bias against certain groups of people by not valuing research on social issues.	3.00 (0.58)*	3.33 (0.47)*
5. The research interests of faculty of color are perceived to be more closely aligned with identity than the research interests of white faculty.	3.57 (0.90)	3.67 (0.75)*
6. Engaging as an expert with a community should count as a research accomplishment.	2.67 (1.37)*	3.60 (1.02)*
7. To survive as a faculty member at MSU, you must prove your worth over and over again.	3.86 (1.25)	3.57 (1.18)
8. Faculty of color and women feel their scholarly work is not valued in their departments.	4.17 (0.90)*	3.83 (0.69)*
Marginalization and Institutional Structures		
1. MSU provides a welcoming atmosphere for the professional work of all faculty.	2.57 (0.90)	2.80 (1.17)*
2. Mutual respect among faculty members requires mutual understanding of one’s scholarly orientation.	3.14 (1.55)	3.00 (1.20)
3. MSU must increase the number of senior-level hires of	4.71 (0.45)	4.71 (0.45)

faculty of color.		
4. MSU provides appropriate mentoring for faculty at all levels.	2.60 (1.36)*	2.00 (0.76)
5. MSU must ensure that department chairs are more responsive to the interests of their faculty than they are to the interests of the administration.	3.50 (1.38)*	3.83 (0.37)*
6. MSU administration must ensure that promotion and tenure standards at MSU are transparent and consistently applied.	4.71 (0.45)	4.29 (1.03)
7. MSU must take a stronger position to support faculty of color at all career stages.	4.43 (0.73)	4.67 (0.47)
8. Some faculty members are unfairly marginalized because of their research interests.	4.20 (0.40)*	4.25 (0.43)*

Note: In processing the data to compute report means and standard deviations we remove blank items as well as 'don't know' and 'not applicable' responses.

* indicates prompts that elicited 'don't know' responses that were removed for the computation of means and standard deviations

Appendix 4 – Co-creation Activity

Each group was split into sub-groups for the co-creation activity.

Group 1

Subgroup 1.A

- 1) We need clear, transparent, predictable, and evenly applied standards for RPT. There is too much disconnect btwn faculty & admin beliefs.
- 2) We need “impact,” “quality,” “rigor” to be broadly defined to welcome ALL types, methods, and epistemologies of research.
- 3) We need more & better alignment btwn annual review & RPT processes & standards
- 4) Recruitment rhetoric needs to match current position reality
- 5) We need to recognize the human biases (implicit & explicit) and complexities at play in the RPT process.
- 6) Alignment of individual & unit expectations

Subgroup 1.B

- 1) Incentivize chairship: ↑ scholarship, term limits
- 2) Value/incentivize community engaged scholarship-Land Grant Instit.
- 3) ↑ alignment/transparency b/w dept./college/univ. standards
- 4) ↓ unilateral power structures + ↑ faculty representation in decision making
- 5) Incentivize chairs to ↑ knowledge + understanding of issues, train faculty, + be evaluated based on metrics related to valuing diverse scholarship

Subgroup 1.C

- 1) Incorporate data collection + process in evaluation criteria
- 2) Actually value service and be more inclusive in what’s considered service
- 3) Have chairs be more beholden to faculty’s interests

Group 2

Subgroup 2.A

- Hire more diverse faculty
- Mentoring (more inclusive)
- Integration of diversity in strategic plan
- Retention of faculty of color
- Reevaluate teaching, research, + service + outreach in light of racial and gender biases
- Reevaluate “land grant” concept. Public acknowl. of historical legacy
- Figure out how to better integrate faculty niches into P+T (etc)-→be more thoughtful during hiring process
- Address bias
- Rethink about whether faculty are able to evaluate minority research
- Networking support

Subgroup 2.B

- 1) Mentorship Important

- Internal
- External

Allow for mentors outside dept, but w/in college, so understands environments

2) Formalize need for training in scholarship evaluation

- Required for all eval committees.

3) Targeted senior minority hires

Group 3

Subgroup 3.A

RPT-Structure & Process

- Offer letter-expectations

Must start at the start-holistic approach

Clarity of standards/expectations

Workplan-IDP [formative]

→annual evaluation-structured

- 1) Vision-in a context of high performance purpose of unit
- 2) Identify indicators of success
- 3) Structured dialogue w/ chair → written feedback
- 4) Identify resources required

(Iterative, template)

Subgroup 3.B

Change promotion/tenure process to improve outcomes →developmental process

Mentoring

*hiring critical

Singular voice from administration

→resources→mission→outcomes

Develop analogue to the GII initiative in the diversity space

(what would this look like?)

- Budget implications

- Benefit to MSU

(Change the way we recruit/retain)

- Hold administrators accountable