

School/College Equity Scorecard

Pillar 3 of SIUE's 2022 - 2025 strategic plan articulates the University's commitment to recruiting, retaining, and supporting an excellent and diverse workforce.

This scorecard is an indication of you and your school/college's efforts to diversify the faculty, promote equity, and create a culture of belonging and inclusion.

The scorecard uses the term "women." If appropriate, your unit should consider that term to be "men."

If you need assistance with the form, email kualihelp@siue.edu.

Submitted By

Christopher Burcham

School/College *



Is this the first time that you personally have completed the equity scorecard? *

Yes

No

IMPORTANT: There are 4 sections that ask 3 similar questions. One is about your awareness. The others are about your use in the previous and current fiscal years.

IMPORTANT: There are 4 sections that ask 2 similar questions - about your use in the previous and current fiscal years.

Faculty Recruitment

Select strategies of which you are aware to assist in building a diverse pool of applicants. *

Asking colleagues to nominate women and Black, Hispanic, American Indian, or Alaskan Native candidates

- Contacting Historically Black Colleges & Universities, Hispanic-Serving Institutions, Asian American & Pacific Islander-Serving Institutions, and Tribal Colleges & Universities for new Ph.D. lists
- Contacting minority groups in discipline's professional organization(s)
- Contacting officers of professional organizations that serve women, racially minoritized groups, and people with disabilities
- Contacting potential candidates not in academia (such as government, military, and/or private sector)
- Continuous recruiting (such as bringing to campus or connecting with potential candidates through teaching or research presentations prior to having an opening)
- Equity advisors
- Inclusive photographs on website and in print materials
- Informal networking (e.g., reaching out to people met at a conference)
- Posting in journals or online venues that serve women, racially minoritized groups, and people with disabilities
- Posting to target populations (such as DEI driven professional organizations)
- Recruiting at conference events that target women or racially minoritized groups
- Search committee charge letter (such as the letter provided in the ADVANCE Department Chair Resources Toolkit: Hiring Faculty)
- Seeking referrals from women and colleagues from racially minoritized groups
- Searching for relevant institutions for recruitment (such as running an IPEDS report or other suggestions in the "Estimating Availability Resources" in the ADVANCE Department Chair Resources Toolkit: Hiring Faculty)
- Using listservs
- Using social media actively (e.g., reaching out to potential applicants through LinkedIn)
- Using social media passively (e.g., posting on a LinkedIn profile)
- Visiting campuses serving women or Minority-Serving Institutions
- Other
- None

Describe the other strategies to assist in building a diverse pool of applicants. *

Select strategies to build a diverse pool of applicants that you used and/or encouraged or required the use of in the previous fiscal year. *

- Asking colleagues to nominate women and Black, Hispanic, American Indian, or Alaskan Native candidates

- Contacting Historically Black Colleges & Universities, Hispanic-Serving Institutions, Asian American & Pacific Islander-Serving Institutions, and Tribal Colleges & Universities for new Ph.D. lists
- Contacting minority groups in discipline's professional organization(s)
- Contacting officers of professional organizations that serve women, racially minoritized groups, and people with disabilities
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- Using listservs
- Using social media actively (e.g., reaching out to potential applicants through LinkedIn)
- Using social media passively (e.g., posting on a LinkedIn profile)
- Visiting campuses serving women or Minority-Serving Institutions
- Other
- None

Describe the other strategies to assist in building a diverse pool of applicants. *

Describe specific actions you took to use and/or encourage or require the use of the strategies in the previous fiscal year. *

Select strategies to build a diverse pool of applicants that you plan to use and/or encourage or require the use of in this fiscal year. *

- Asking colleagues to nominate women and Black, Hispanic, American Indian, or Alaskan Native candidates
- Contacting Historically Black Colleges & Universities, Hispanic-Serving Institutions, Asian American & Pacific Islander-Serving Institutions, and Tribal Colleges & Universities for new Ph.D. lists
- Contacting minority groups in discipline's professional organization(s)
- Contacting officers of professional organizations that serve women, racially minoritized groups, and people with disabilities
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- Using listservs
- Using social media actively (e.g., reaching out to potential applicants through LinkedIn)
- Using social media passively (e.g., posting on a LinkedIn profile)
- Visiting campuses serving women or Minority-Serving Institutions
- Other
- None

Describe the other strategies to assist in building a diverse pool of applicants. *

Which strategy(ies) do you plan to focus on improving? And in what way(s)? *

For example, you may schedule meetings to review unit websites for use of inclusive photographs and language.

Faculty Hiring

Select the hiring tools and options of which you are aware. *

- Gathering from and providing candidates with information about negotiation (such as the "Negotiation Information" section of the Hiring Faculty Resources Toolkit)
- Having applicants meet with diverse faculty from across campus
- Having applicants meet with an equity advisor
- Providing candidates with information about dual career support (such as that provided through the Career Development Center)
- Providing candidates with information about SIUE's family-friendly policies (such as the brochure available in the Hiring Faculty Resources Toolkit)
- Providing candidates with information regarding SIUE's equity initiatives
- Providing candidates with information about the region, including schools and cost of living (such as the information provided in the "applicant packet" in the Hiring Faculty Resources Toolkit)
- Requiring training for self and/or search committee members beyond required SIUE training
- Using rubrics to evaluate applicants and interviewees
- Using a search committee charge letter (such as the one provided in the Hiring Faculty Resources Toolkit)
- Using standard questions for interviewees
- Other
- None

Describe the other hiring tools and options. *

Select the hiring tools and options that you used and/or encouraged or required the use of in the previous fiscal year. *

- Gathering from and providing candidates with information about negotiation (such as the "Negotiation Information" section of the Hiring Faculty Resources Toolkit)
- Having applicants meet with diverse faculty from across campus
- Having applicants meet with an equity advisor
- Providing candidates with information about dual career support (such as that provided through the Career Development Center)
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- Using rubrics to evaluate applicants and interviewees
- Using a search committee charge letter (such as the one provided in the Hiring Faculty Resources Toolkit)
- Using standard questions for interviewees
- Other
- None

Describe the other hiring tools and options. *

Describe how you used or encouraged the use of these tools and options. *

Select the hiring tools and options that you plan to use and/or encourage or require the use of in this fiscal year. *

- Gathering from and providing candidates with information about negotiation (such as the "Negotiation Information" section of the Hiring Faculty Resources Toolkit)
- Having applicants meet with diverse faculty from across campus
- Having applicants meet with an equity advisor
- Providing candidates with information about dual career support (such as that provided through the Career Development Center)

- Providing candidates with information about SIUE's family-friendly policies (such as the brochure available in the Hiring Faculty Resources Toolkit)
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- Providing candidates with information about the region, including schools and cost of living (such as the information provided in the "applicant packet" in the Hiring Faculty Resources Toolkit)
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- Using rubrics to evaluate applicants and interviewees
- Using a search committee charge letter (such as the one provided in the Hiring Faculty Resources Toolkit)
- Using standard questions for interviewees
- Other
- None

Describe the other hiring tools and options. *

Which tool(s)/option(s) do you plan to focus on improving? And in what way(s)? *

For example, you may require units to review their rubrics and present the results at an executive meeting.

Faculty Retention

Select the retention tools and options of which you are aware. *

- Addressing bullying
- Addressing harassment
- Advocates and Allies
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siu.edu/faculty-center/>)
- Clear faculty evaluation criteria
- Climate survey results (some of which are posted at <https://www.siu.edu/time/leadership/index.shtml>)

- Connecting faculty with community and cultural organizations on campus
- Connecting faculty with faculty and staff affinity groups
- Connecting faculty with local professional organizations
- Creating a culture of civility
- Department Chair Toolkit (<https://www.siue.edu/time/leadership/index.shtml>)
- Equitable service assignments across faculty
- Equitable teaching assignments across faculty
- Growth Network (<https://www.siue.edu/faculty-center/resources/GrowthNetworkToolkit.shtml>)
- Hosting department and/or school/college social events
- "Ideas for Supporting New Faculty" brochure (<https://www.siue.edu/time/leadership/index.shtml>)
- IMPACT Academy
- Inclusive photographs on website and in print materials
- Mentoring plans
- Nominating faculty for University and external awards
- Regularly communicating faculty members' successes
- Regularly meeting with individual faculty
- Research Peer Consulting (<https://www.siue.edu/faculty-center/resources/peer-research-consulting.shtml>)
- SIUE family-friendly benefits (such as FMLA, family leave, and extended leave)
- Teaching Peer Consulting (<https://www.siue.edu/faculty-center/resources/teacher-peer-consulting.shtml>)
- Other
- None

Describe the other retention tools and options. *

Select the retention tools and options that you used and/or encouraged or required the use of in the previous fiscal year. *

- Addressing bullying
- Addressing harassment
- Advocates and Allies
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siue.edu/faculty-center/>)

- Clear faculty evaluation criteria
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- SIUE family-friendly benefits (such as FMLA, family leave, and extended leave)
- Teaching Peer Consulting (<https://www.siue.edu/faculty-center/resources/teacher-peer-consulting.shtml>)
- Other
- None

Describe the other retention tools and options. *

Describe how you used or encouraged the use of these tools and options. *

Select the retention tools and options that you plan to use and/or encourage or require the use of in this fiscal year. *

- Addressing bullying
- Addressing harassment
- Advocates and Allies
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siu.edu/faculty-center/>)
- Clear faculty evaluation criteria
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- Regularly communicating faculty members' successes
- Regularly meeting with individual faculty
- Research Peer Consulting (<https://www.siu.edu/faculty-center/resources/peer-research-consulting.shtml>)
- SIUE family-friendly benefits (such as FMLA, family leave, and extended leave)
- Teaching Peer Consulting (<https://www.siu.edu/faculty-center/resources/teacher-peer-consulting.shtml>)
- Other
- None

Describe the other retention tools and options. *

Which tool(s)/option(s) do you plan to focus on improving? And in what way(s)? *

For example, you may require units to review their service and teaching assignments and present those results to you.

Faculty Promotion

Select the promotion tools and options of which you are aware. *

- Addressing bias as it arises
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siu.edu/faculty-center/>)
- Clear faculty evaluation criteria
- Department Chair Resources Toolkit: Faculty Evaluation (<https://www.siu.edu/its/training/DeptChairResources/FacultyEvaluation/#/>)
- Encouraging rank-appropriate leadership opportunities
- Ensuring the chair uses a standard evaluation rubric
- Ensuring the evaluation committee uses a standard evaluation rubric
- Equitable service assignments across faculty
- Growth Network (<https://www.siu.edu/faculty-center/resources/GrowthNetworkToolkit.shtml>)
- Mentoring plans
- Nominating faculty for University and external awards
- Preventing bias (such as using recommendations in <https://www.siu.edu/its/training/DeptChairResources/FacultyEvaluation/#/>)
- Providing guidance to evaluation committees (such as that provided in the Department Chair Resources Toolkit: Faculty Evaluation)
- Regularly communicating faculty members' successes
- Regularly meeting with individual faculty
- Research Peer Consulting (<https://www.siu.edu/faculty-center/resources/peer-research-consulting.shtml>)
- Reviewing letters for bias (such as with <https://slowe.github.io/genderbias/>)
- SIUE family-friendly benefits (such as stop-the-clock)
- Teaching Peer Consulting (<https://www.siu.edu/faculty-center/resources/teacher-peer-consulting.shtml>)

- Using a charge letter to the evaluation committee (such as the template provided in the Department Chair Resources Toolkit: Faculty Evaluation)
- Other
- None

Describe the other promotion tools and options *

Select the promotion tools and options that you used and/or encouraged or required the use of in the previous fiscal year. *

- Addressing bias as it arises
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siu.edu/faculty-center/>)
- Clear faculty evaluation criteria
- Department Chair Resources Toolkit: Faculty Evaluation (<https://www.siu.edu/its/training/DeptChairResources/FacultyEvaluation/#/>)
- Encouraging rank-appropriate leadership opportunities
- Ensuring the chair uses a standard evaluation rubric
- Ensuring the evaluation committee uses a standard evaluation rubric
- Equitable service assignments across faculty
- Growth Network (<https://www.siu.edu/faculty-center/resources/GrowthNetworkToolkit.shtml>)
- Mentoring plans
- Nominating faculty for University and external awards
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- Providing guidance to evaluation committees (such as that provided in the Department Chair Resources Toolkit: Faculty Evaluation)
- Regularly communicating faculty members' successes
- Regularly meeting with individual faculty
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- Reviewing letters for bias (such as with <https://slowe.github.io/genderbias/>)
- SIUE family-friendly benefits (such as stop-the-clock)
- Teaching Peer Consulting (<https://www.siu.edu/faculty-center/resources/teacher-peer-consulting.shtml>)

- Using a charge letter to the evaluation committee (such as the template provided in the Department Chair Resources Toolkit: Faculty Evaluation)
- Other
- None

Describe the other promotion tools and option. *

Describe how you used or encouraged the use of these tools and options. *

Select the promotion tools and options that you plan to use and/or encourage or require the use of in this fiscal year. *

- Addressing bias as it arises
- At least annual feedback on progress towards evaluation criteria
- Center for Faculty Development & Innovation resources (<https://www.siue.edu/faculty-center/>)
- Clear faculty evaluation criteria
- Department Chair Resources Toolkit: Faculty Evaluation (<https://www.siue.edu/its/training/DeptChairResources/FacultyEvaluation/#/>)
- Encouraging rank-appropriate leadership opportunities
- Ensuring the chair uses a standard evaluation rubric
- Ensuring the evaluation committee uses a standard evaluation rubric
- Equitable service assignments across faculty
- Growth Network (<https://www.siue.edu/faculty-center/resources/GrowthNetworkToolkit.shtml>)
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- Using a charge letter to the evaluation committee (such as the template provided in the Department Chair Resources Toolkit: Faculty Evaluation)
- Other
- None

Describe the other promotion tools and option. *

Which tool(s)/option(s) do you plan to focus on improving? And in what way(s)? *

For example, you may require units to review their evaluation criteria against the Toolkit questions and present those results to you.

Faculty Distribution Data

You received two documents attached to the email containing instructions for completing this scorecard:

1. faculty availability vs. incumbent data - to consider for recruitment and hiring
2. faculty data by rank - to consider for retention and promotion.

The incumbent count includes tenured/tenure track faculty in each discipline. It excludes any faculty members who are administrators above the chair level. Assistant Deans and Center Directors are excluded, but department Coordinators and Program Directors are included. Distinguished Research Professors meeting the above requirements are merged with Professors.

For the availability vs. incumbent data:

- white and male groups are not considered directly in the analysis because they are not relevant to EOA purposes. The total number of male faculty can be deduced by subtracting the female count. However, the same cannot be inferred for white faculty, as the groups of unknown race and international faculty

are similarly excluded from EOA analyses.

- The availability data is pulled from the IPEDS website using the latest available reporting period's degree completions data for all institutions. IR downloads degrees for specific programs using Banner-recorded faculty discipline codes (CIP codes) for four degree groups: Doctor's – Research, Doctor's – Professional, Doctor's – Other, and Master's. Depending on the program, IR will include Masters, Doctor's – Professional, or Doctor's – Other in the degree counts. Doctor's – Research counts are included for all programs. IR then performs an Exact Binomial Distribution analysis for each program and group using the availability information and the incumbent count, which aligns with the methods used by the Affirmity affirmative action software EOA uses for all other employees.

For the rank data:

- HU: historically underrepresented
- WHIT: White (**not** HU)
- UNKN: Unknown (**not** HU)
- NRAL: International (**not** HU)
- AIAN: American Indian or Alaska Native (HU)
- BKAA: Black/African American (HU)
- ASIA: Asian (HU)
- NHPI: Native Hawaiian or Pacific Islander (HU)
- HISP: Hispanic or Latino (HU)
- MULT: More than one reported race/ethnicity (HU)

How do you interpret the data for your school/college? *

How have you used or are you using the data? *

Actions

Actions are to be under your control and impactful/meaningful.

[Pillar 3 Link](#)

What did you as Dean do to help meet Pillar 3 of the SIUE Strategic Plan last fiscal year? *

Based on the strategies/tools/resources, data provided, as well as other information/data you have, what do you as Dean plan to do to help meet Pillar 3 of the SIUE Strategic Plan in the current fiscal year? *

Keep your actions impactful/meaningful, manageable, and within your control.

Optional Additional Information and/or Requests

Optional Additional Information

Share additional information and/or requests about your and/or your school/college's efforts to diversify the faculty, promote equity, and create a culture of belonging and inclusion.

Sans Serif

Normal



B

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A



Normal

Optional Feedback

What would make the equity scorecard more valuable for you and your unit?