The History Department values the important contributions faculty make to EDI in research, teaching, and/or service work. Faculty are encouraged to document their EDI work for all evaluations, including annual review, tenure & promotion, and post-tenure review. EDI work may be fulfilled through activities at the University of within academic and professional associations, non-profit, governmental, community and/or private sector organizations.

Contributions to diversity, equity, and inclusion may include a broad span of activities, including but not limited to the following:

* + Efforts to advance equitable access to education
	+ Public service that addresses the needs of a diverse population
	+ Research and scholarship in a scholar’s areas of expertise that highlight inequalities and/or struggles for social justice
	+ Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations

Encouraging a diverse intellectual environment that includes perspectives of marginalized people

* + Pedagogical practices and learning theories that create inclusive learning environments and communities
	+ Curriculum development that enhances equity, diversity, and inclusion

Contributions to equity, diversity, and inclusion could have an impact at a number of different levels. The rubric below offers just a few examples of faculty contributions to EDI and their impact at various levels:

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Individual impact:**Equity work with individual students, faculty, community members or organizations | **Programmatic impact**: Equity work establishing or providing significant leadership to a formalized program | **Institutional impact:**Contributing to efforts that strengthen institutional policy or practice |
| **RESEARCH** | Research agenda incorporates equity and inclusion issues and/or diversity in objects of study  | Leading or participating in a research group that addresses equity and inclusion  | Establishing or supporting the creation of new academic initiatives  |
| **TEACHING** | Efforts toward equity, diversity and inclusion in undergraduate and graduate teaching and mentoring  | Leading or participating in a disciplinary mentorship or pipeline program  | Establishing or supporting the creation of a new academic program, courses or graduate specialization focused on equity  |
| **SERVICE** | Work with diverse groups of individual students and/or organizations on and off campus  | Leading or participating in program building efforts that impact underrepresented groups | Establishing or playing a leadership role in programs serving diverse community constituencies  |