



IE POSTDOCTORAL AND VISITING SCHOLARS CHECKLIST

NOMINEE _____

- Ph.D. or terminal degree prior to July 1, 2025
- Letter of interest from candidates written to the department chair: indicates evidence of completion of terminal degree (could be noted in dissertation chair's letter of recommendation), indicates plan to be in residence at UNM for 12 months of the 1-year appointment. A letter of interest for an advertised faculty position to which the potential postdoc applied can be submitted in lieu of a letter of interest for the Inclusive Excellence postdoc and visiting scholars' program.
- Planned scholarly activities during the IE postdoc or visiting scholar appointment
- Curriculum Vitae
- Candidate's statement delineating their past, current and potential contributions to justice, equity, accessibility, diversity, and inclusion (JEADI) through research, teaching, and/or service (1 page is typical, 2-page max). See DEI's JEADI statement guidelines below.
- Letter of Recommendation 1 _____
- Letter of Recommendation 2 _____
- Letter of Recommendation 3 _____

NOMINATING COLLEGE

- Indicates college and unit affirms that it is a tenure-granting academic department
- Department's statement delineating their past, current and potential contributions to JEADI. Evidence of department's demonstrated and sustained commitment to diversity, equity, and inclusion, record of championing and promoting careers of minoritized groups. See DEI's JEADI statement guidelines on below.
- Letter of support from department chair: indicates scholar's promise for tenure-track appointment in department chair's unit, whether the scholar was identified as a part of a tenure track faculty search and why the scholar was selected as a postdoc and not offered a position as an assistant professor, and how scholar was identified if not as a part of a national search. Letter of support from department head should also signify

that the candidate, after completion of the postdoc, would be competitive for a position in the department and would be considered for a position if there is a vacancy.

Either the mentoring plan or the letter of support from the department chair must delineate departmental tenure and promotion guidelines and ways in which planned activities during postdoc put candidate on the trajectory for achieving tenure at UNM.

- ❑ Letter of support from prospective mentor(s), including mentor's disciplines, departments, scholarly focus, and ways mentor expects to support scholar, ways mentor will prepare to advocate for IE scholar, mentor's success with serving as a champion and sponsor to underrepresented groups in the past, and promise of commitment to the IE program and the prospective postdoc's success.
- ❑ Letter of support from college dean: Letter of support from dean should indicate that if the candidate, after successful completion of the postdoc, is considered competitive for a position as assistant professor by the department, she/he/they will support department pursuing hiring postdoc for such a position.
- ❑ Mentoring plan from college/department: The mentoring plan must delineate candidate's scholarly activities during the postdoc appointment. The most important review criterion will be the unit's willingness and demonstrated effectiveness to mentor the candidate, not only to become an assistant professor but to put them on the trajectory to achieve tenure, promotion, and beyond. Therefore, plan is expected to:
 - Indicate steps to prepare faculty to begin role as assistant professor after IE postdoc
 - Articulate criteria for successful mid-probationary and tenure/promotion review and plan to prepare scholar to meet or exceed these benchmarks
 - Affirm expectation that postdoc will teach no more than one course per year
 - Identify formal IE mentors and sponsors and resources for their development
 - Provide evidence of preparation by formal IE mentors and senior faculty to serve as mentors to IE scholar by completing DiversityEdu and relevant mentoring workshops
 - Express plans to connect postdoc to potential mentors in the discipline nationally
 - Provide evidence of department's success with tenuring, promoting, and supporting scholars from underrepresented groups & plans to improve these metrics as needed
 - Share plans for spring review of postdoc – see LEAD Council's recommended format (available upon request)
 - Indicate other ways department will invest in the postdoc, e.g., additional salary, research funds for postdoc, planned activities to expand postdoc's mentoring network (e.g., <https://advance.unm.edu/developing-your-mentor-map/>), identifying a line in which postdoc can be hired as tenure track faculty at end of postdoc, earmarking start-up funds for possible tenure track faculty appointment. May wish to consult Academic Affairs hiring plan requirements <https://ofas.unm.edu/faculty/recruitment--hiring/hiring-plans.html>

Note: Mentoring plans can be found at <https://diverse.unm.edu/resources/postdoc.html>

MISSING DOCUMENTS

- _____ Action _____ Date _____ Initials _____
- _____ Action _____ Date _____ Initials _____
- _____ Action _____ Date _____ Initials _____

NOTES

GUIDELINES TO WRITE AN JUSTICE, EQUITY, ACCESSIBILITY, DIVERSITY, AND INCLUSION (JEADI) STATEMENT

The justice, equity, accessibility, diversity, and inclusion (JEADI) statement is an opportunity for a candidate and department to demonstrate a commitment to excellence in research and education through advancement of diversity, equity, and inclusion. The JEADI statement is similar to the “Broader Impacts” section that is required in a National Science Foundation (NSF) proposal. Successful applicants will have a substantial record of past activities, evidence of the understanding of the challenges faced by underrepresented groups and a clearly articulated commitment to future plans. The JEADI statement is typically one-page long and might include one or more of the following elements:

1. **A description of present challenges faced by underrepresented groups (URGs) in your discipline:** An applicant and the department might discuss awareness of current hurdles faced by underrepresented groups (URGs) in your field. This can be portrayed by personal experiences and/or by practicing citational justice by referencing published work by minoritized scholars on this topic. URGs could include women, underrepresented racial minorities (URM), LGBTQIA+ communities, individuals who were/are first-generation college students, individuals with disabilities (IWD), and individuals from lower socio-economic backgrounds.
2. **Examples of past efforts:** An applicant and the department might describe specific examples of past involvement and effort on JEADI activities. Examples include, but are not limited to:
 - Mentoring/advocacy: teaching, tutoring, or mentoring in programs for URGs as well as activities advocating for JEADI issues in a previous academic position.
 - Education/Outreach: outreach efforts aimed at URGs, attendance to conferences, seminars, luncheons, etc. aiming at promoting engagement and supporting URGs.
 - Community/Service: sustained involvement in organizations targeting engagement with URGs.

If an applicant and/or the department does not have a substantial record of past activities, evidence of the understanding of the challenges faced by URGs and a commitment to future plans should be clearly articulated.

3. **Future Plans:** An applicant and the department might provide examples of activities and plans that demonstrate a commitment to advance justice, equity, accessibility, diversity, and inclusion at UNM. It is important to be realistic about level of effort. Creative ideas will be well-received, but feasibility of the proposed activities is important.

Some examples follow.

- Contributing to specific projects already taking place on campus.
- An applicant could describe commitment by integrating diversity ideas within a research and teaching plan, for example by diversifying a research group or by developing/using teaching practices that accommodate diverse learning styles and/or disabilities.

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