

Dear Deans, Chairs, and Faculty,

To better serve the mission of ECU for student success, public service and regional transformation, the ECU Faculty Senate voted last year to require that all evaluations of faculty, including for Reappointment, Promotion & Tenure, address diversity, equity, and inclusion (DEI) in evaluation of faculty research, teaching, and service.

Faculty Manual *Part IV.II.IV Minimal Unit Code Requirements*:

In furtherance of UNC Policy Manual 300.8.5 (Policy on Diversity and Inclusion within the University of North Carolina), unit codes should address diversity, equity, and inclusion throughout the unit code. Areas to be addressed include, but are not limited to: administrator responsibilities, faculty evaluation (teaching, research, service), voting, graduate faculty status, the composition and processes of search and personnel committees, curriculum oversight and program coordination, student enrollment and faculty respect for diverse students.

In an effort to provide examples of potential wording that can be adapted, the Brody School of Medicine (BSOM) Unit Code Committee, the Vice Chairs of Diversity (VCDI), and Diversity Leaders, have developed *suggested* template language that may be used as examples by departments to comply with the new requirements. Each department and discipline will decide how to implement the addition of DEI language to their guidelines so that it appropriately describes their relevant environments.

The new guidelines will follow the normal approval process through the faculty, the Dean, the ECU Faculty Senate Unit Code Screening Committee, the full Faculty Senate, and the Chancellor. Below are examples from Brody School of Medicine text that might be added:

Preamble, general sections

The (department/unit) is committed to valuing all people throughout our organization. A diverse and inclusive environment for staff, patients, students, and faculty is essential to achieving the (department) mission to improve the health and wellbeing of those we serve. Faculty are expected to contribute to the academic environment by supporting the teaching mission in their interactions with learners, engaging in professional service, and contributing to diversity, equity, and inclusion (DEI). Engagement in and contribution to diversity, equity, and inclusion (DEI) efforts should be considered broadly, and contributions may expand across research, teaching, clinical care, and service.

Administrators, Personnel Committees, and Promotion and Tenure Committees will consider efforts to promote diversity, equity, and inclusion (DEI), as well as work (research, creative, teaching, service, etc.) with historically under-represented populations, including women in some disciplines and ethnic, racial minority groups, marginalized populations, and all protected classes.

Professional conduct includes respect for diverse, minority, and historically underrepresented groups of faculty, staff, and students.

Professionalism includes continuing professional development, and faculty members are expected to participate in appropriate professional development/training programs, including those for improving diversity, equity, and inclusion.

Faculty may have a Diversity, Equity, and Inclusion (DEI) Statement as part of their PAD

A one-half to full page summary documenting a faculty member's efforts to support and further the BSOM DEI mission should be included in the PAD along with narratives on teaching, research, and service. Examples include caring for underserved populations and efforts to reduce health disparities; teaching, mentoring, or coaching historically underrepresented students, trainees, or colleagues; and/or other activities as described in sections below.

Non-traditional activities demonstrating impact of scholarship in engagement with the state, the nation, and the world in order to positively impact our diverse, rural Eastern North Carolina communities should also be acknowledged and valued. Examples include but are not limited to invitations to speak/performance/lead projects, talks and/or dissemination of work to the general public, interviews with the media, podcasts, blogs, or social media content, consulting (paid or non-paid) work with agencies, institutions, non-profits, etc., and adoption of work products by academic or non-academic institutions, policy work with resonance to identifiable, underserved, disparate communities.

Teaching

A faculty member should have demonstrated respect for and inclusion of diverse, historically underrepresented and minority students in their teaching. DEI efforts include but are not limited to: creating curricular content that includes diverse subjects and uses inclusive concepts, imagery, and terminology regarding protected status, interprofessional workgroups, participation in pipeline programs to increase diversity for public schools or undergraduates (e.g., summer science enrichment programs, Brody RISE, Honors Medicine), mentoring diverse students in laboratory research, academic advising for students from underrepresented and underserved populations, advising or mentoring graduate student programs or student or resident-led advocacy groups, working with underrepresented minority (URM) youth to increase interest in STEM careers, encouraging recruiting and retention of historically underrepresented and marginalized groups and early career physicians, leading journal or book clubs on interprofessional DEI topics, promoting social justice, addressing health disparities, training historically underrepresented diverse staff and encouraging their professional development, while promoting diverse interdisciplinary work.

Research

Contributions to DEI work in research are highly valued and may include but are not limited to: Supporting and contributing to achieving ECU goals for serving the rural and disadvantaged community in Eastern North Carolina, including interprofessional and interdisciplinary research relevant to agricultural medicine, research interests that contribute to diversity and equal opportunity, training underrepresented public school students (e.g. the BSOM Honors Medicine program), training diverse staff and encouraging their professional development, research that addresses race, ethnicity, gender, multiculturalism, marginalized groups, health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil, and human rights, questions of interest to communities historically excluded by higher education, grant seeking or obtaining that provides funding for research that focuses on equity, inclusion, and diversity, participation in health equity work either through clinical or research activities, efforts to recruit racial/ethnic minorities into clinical trials, collaborations with historically minority serving institutions.

Publications on diversity, equity and inclusion in science, academia, and Eastern NC community are valued contributions. Publications in smaller or niche journals that deal with diversity matters should be given serious consideration in faculty reappointment, promotion and/or tenure reviews and documented appropriately (e.g., Department Chair's letter). Faculty DEI efforts should be documented in the C.V. and Personnel Committee and Department Chair's letters.

Service

Service in promoting DEI is crucial for success of BSOM mission. Mentoring and training historically underrepresented or marginalized individuals or groups (faculty, students, and professional staff) and serving on committees and organizations devoted to promoting diversity, equity and inclusion in science, medicine and academia are valued contributions. Interprofessional DEI efforts include but are not limited to: working to enhance access to minority and disadvantaged students to a medical education, participation in predoctoral student programs or mentoring (e.g., summer science enrichment programs, student or resident-led advocacy groups), participation in departmental, BSOM, and University DEI committee work, participation in health equity work either through clinical or research activities, completion and application of DEI training (e.g., Safe Zone, Unconscious Bias, Office for Equity and Diversity programs), visiting schools or otherwise recruiting historically underrepresented groups (students and faculty) to BSOM and ECU, working with underrepresented minority (URM) youth to increase interest in STEM careers, leading journal or book clubs on DEI topics, participating in regional and international meetings related to promoting global health care and DEI efforts, promoting social justice and health care literacy.

Faculty members belonging to historically underrepresented groups are pressed into many formal and informal service activities by their virtue of their unique identities, especially in mentoring historically underrepresented individuals. These key service contributions should be recognized.

Clinical (applicable to some units)

All clinical faculty in BSOM serve the special needs of rural, disadvantaged, minority and underserved community members in Eastern NC, which requires special dedication and effort. Efforts that clinicians devote to DEI should be recognized and appreciated. Such efforts are not limited to but may include activities such as: efforts to increase health care literacy, active participation in local, state, national and international organizations that represent underrepresented groups, emergency relief activities in underserved communities, participation in medical clinics for disadvantaged patients (e.g. Grimesland clinic, the CCR Shelter clinic, Oakmont Medical clinic), and creation of specific programs to improve health for disadvantaged, underserved groups (e.g. sarcoidosis, sickle cell clinics).

Many of these suggestions were derived, and additional useful text and ideas may be found, from these sources:

- UNC draft Code
- University of Denver <https://duvpfa.du.edu/2021/05/making-diversity-equity-and-inclusion-in-promotion-tenure-and-re-appointment-decisions-visible/>
- University of Oregon <https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review>