

2020 Faculty Senate Exploratory Committee on Diversity and Inclusion Recommendations

In response to the increasing calls for racial justice across our country, but also here at ECU, the 2019/20 Faculty Senate Officers sent out a call to action on June 9th. This letter outlined a series of initiatives for creating a more equitable campus. This statement (see [Attachment 1](#)) was circulated and endorsed by hundreds of ECU faculty, staff and students.

As a first step towards realizing the actions in this statement, the 2019-2020 Faculty Senate Officers created a Faculty Senate Exploratory Committee on Diversity and Inclusion. The Committee was led by outgoing Faculty Senate Officers, Crystal Chambers (Immediate Past Vice Chair of the Faculty) and Amanda Ann Klein (Immediate Past Secretary of the Faculty). To survey issues related to faculty representation and advancement, professional development, and curricular matters, Drs. Chambers and Klein convened a committee composed of faculty from all nine colleges, across faculty and administrative ranks. These faculty were selected for their expertise and demonstrated commitment to diversity, equity, and inclusion (DEI) in their various colleges. The committee also partnered with the Office of Equity and Diversity, the Office for Faculty Excellence, and the Department of Intercultural Affairs within Student Affairs. In addition, the committee included Kamari Purvis, an ECU Senior and president of the NAACP chapter at ECU, to hold the committee accountable and ensure that the recommendations advanced would also support a welcoming and inclusive environment for our students.

This fall, the Faculty Senate Exploratory Committee on Diversity and Inclusion was charged making a series of recommendations to the Faculty Senate about professional development, policy infrastructure, mentorship, and other concrete ways to ensure that ECU exposes, dismantles, and rejects the white supremacy and systemic racial inequality that continues to structure higher education. Throughout the fall 2020 semester, this exploratory committee met virtually to discuss a range of issues and potential solutions to ensure that ECU lives up to its promise to be a diverse, equitable, and inclusive institution.

We would like to formally thank the Faculty Senate Exploratory Committee on Diversity and Inclusion members for their service this fall:

Anne Ticknor (Education)
Ken Wyatt (Fine Arts & Communication)
Crystal Chambers (Education)
Amanda Ann Klein (English)
Kamari Purvis (Senior, Sociology, ECU
NAACP Chapter President)
Jason Yao (Associate Dean,
Engineering)
Sambuddha Banerjee (Chemistry)

April Reed (Business)
Toya Jacobs (Office of Equity and
Diversity)
Lakesha Alston Forbes (Office of Equity
and Diversity)
Anisa Zvonkovic (Health and Human
Performance)
Wanda Wright (School of Dental
Medicine)

Cedric Bright (Brody School of
Medicine)
Sarah Williams (Office for Faculty
Excellence)
Amy McMillan (Business)
Tomika Williams (Nursing)

Kristen Myers (THRIVE@ ECU rep)
Rachel Roper (THRIVE @ ECU rep)
Dennis McCunney (Intercultural Affairs)
Ronny Bell (Public Health)

Faculty Senate Exploratory Committee on Diversity and Inclusion Recommendations

The Faculty Senate Exploratory Committee on Diversity and Inclusion was divided into workgroups to tackle several broad areas of concern:

- I. Faculty Professional Development
- II. Document (Faculty Manual and Unit Code) Review
- III. Administrative Accountability
- IV. Diversity, Equity & Inclusion Faculty Senate Standing Committee

Workgroups tackled short-term tasks as well as projected mid- and long-range goals. The recommendations below represent the findings of our committee and subcommittees and are the result of many hours spent researching, discussing, and constructing strategies to facilitate a more an equitable and inclusive institution.

I. Faculty Professional Development Workgroup

The aim of this group was to develop a professional development strategy for faculty and administrators with an eye towards building a culture of equity and inclusion through increasing intercultural competence. Towards that end this workgroup recommends the following:

1. **We recommend a universal clearinghouse of programming and sharing of diversity, equity, and inclusion (DEI) professional development, training, and best practices across campus.** This will involve a “casual audit” of what is already going on, with notations for what is open to all as compared to what is area specific. The Office of Equity and Diversity is willing to be a lead partner in this; we might propose hiring a student worker help to ensure timely posting and communication.
2. **We recommend that Academic Affairs hires a full time Associate Director for Career Development in the Office of Faculty Excellence.** This position would be exclusive of additional needs for a full-time Assistant Director of Teaching and Learning and for the continuation of the Office for Faculty Excellence Faculty Fellows Program. The Associate Director would be charged with organizing faculty professional development in the areas of

faculty life cycles, including New Faculty Orientation, Early Career Development, Mid-Career Development, Legacy Exploration, PAD preparation, and advancement to full, and academic leadership. The Associate Director would also be charged with coordinating faculty interest groups and mentoring programs; promoting professional development through ECU's partnership with the National Center for Faculty Development and Diversity (NCFDD); developing and delivering implicit bias, organizational behavior, and structural impediments to equity within faculty ranks for faculty and administrators; keeping professional development for Search and Personnel and Tenure committees; and curating policies, procedures, and tips for promoting a welcoming and inclusive approach to faculty advancement. The Associate Director would coordinate and work with administrators responsible for faculty professional development in these areas on the Health Sciences Campus as well as regularly convene with the Associate Deans in Academic Affairs responsible for faculty affairs, as a matter of support and diffusion of best practices.

3. **We recommend that the Faculty Senate Officers, in conjunction with the Faculty Senate Committee Chairs, solicit a corps of faculty experts to assist in professional development efforts.** We see this as a stop gap measure in the absence of funding for an Office for Faculty Excellence Associate Director of Career Development. This task can be forwarded to the proposed Faculty Senate Diversity, Equity, and Inclusion Committee. Faculty, as solicited, and by expertise, would assist in the development and delivery of professional development discussed in Recommendation 4. We also recommend that faculty are formally recognized through the annual evaluation and other processes for their contributions in the continuing education of their peers. Extensive service should be rewarded through course releases.
4. **We recommend that the Faculty Senate endorse a diversity, equity, and inclusion (DEI) professional development requirement for all faculty to be implemented through the unit codes similar to distance education as required by SACSCOC.** The purpose of this professional development is to assist faculty in their intercultural knowledge and skills, empathy development, the integration of DEI content into curriculum) as a matter of staying current in one's discipline or field of study), the ability of faculty to facilitate intercultural dialogue in the classroom, and other relevant DEI skill development. The number of hours annually will be determined by the Unit Code. This professional development would be reported in Faculty 180. Professional development in this area is currently required by NC State.

II. Document Review Workgroup

The aim of the document review workgroup was to analyze structural barriers to DEI as codified by the Faculty Manual and Unit Codes. The Documents Review workgroup

focused on policies governing departmental functions including, hiring, promotion, and tenure. Towards that end we recommend the following:

1. **We recommend amending the Faculty Manual to support diversity, equity and inclusion structurally.** By way of overview, proposed revisions include:
 - a. **Part V, Section III** – The addition of a statement on Diversity, Equity, and Inclusion as part of our collection of values including academic freedom and ethics.
 - b. **Part XI, Section IV** – Update of Equal Employment Opportunity/ Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion, including an update of general provisions, inclusion of definitions, and the addition of the DEI professional development requirement.
 - c. **Part VIII, Section I** – Assertion that DEI teaching, research/creative activity and other scholarship is to be valued in annual evaluations.
 - d. **Part X, Section I** – A suggestion of a collegial letter that can be added to Tab E – Other Materials in the Personnel Action Dossier (PAD) that can speak to diversity of content, equity related challenges, address concerns arising when there is change of administration, or other reasons.
 - e. **Part IV, Section I** – Assert that unit administrators are responsible for creating and ensuring an environment supportive of DEI and fair treatment of all faculty, staff, and students. While the language in Faculty Governance is deliberately sparse, the idea is that resources and duties are distributed equitably among the faculty, including equitable assignment of duties to the unit's faculty members, for recommendations regarding initial faculty salaries and salary increments, remediation of salary compression and inversion, and faculty evaluation, among other duties.

These proposed revisions were submitted to Faculty Governance for consideration and Unit Code Screening Committee. They will be vetted by the respective committees, voted upon at the committee level, and presented to the Faculty Senate for approval. As they are in process, these proposals are not included here but can be followed within the respective Faculty Senate Committees.

Within this process two additional areas of concern emerged. First, there arose a need to review surveys for upper administration and department chairs to make sure there is accountability for DEI within the evaluation process among other administrative functions. Second, rather than detailing search committee procedures within the Faculty Manual, it was decided that a review and revision of standard operations procedures for the recruitment and selection of faculty (EHRA employees) is warranted.

2. **We recommend additional guidance to deans, directors, and chairs in evaluating faculty equitably.** We recommend this is housed in a space on the Office for Faculty Excellence site dedicated to university leadership. Here, we will include FAQs related to Search and Personnel committees as contained in present trainings, to be updated regularly. The Associate Director for Career Development will be the responsible person. As part of the ongoing work of a proposed permanent Faculty Senate Standing Committee on Diversity, Equity, and Inclusion as well as DEI work like THRIVE@ECU, additional guidance will be provided. For example, we have proposed “An Inclusive Approach to Recognizing and Valuing Teaching, Research/ Creative Activities, and Service” (see [Attachment 2](#)) as an initial document. It is based on recommendations from the National Women’s Studies Association’s Committee on Promotion and Tenure. Subsequent guidance to follow.
3. **We recommend adding language to for Promotion & Tenure Workshops about DEI.** This language will give faculty going up for promotion and tenure the option to use Tab E in their PAD (for “Other”) to demonstrate their DEI work as well as present any challenges to their advancement in ECU due to equity or other issues. This is discussed further above.
4. **We recommend that Academic Program Review guidelines are updated to be more reflective of DEI as it relates to students, faculty, staff, and curriculum.** The Exploratory Committee will work with the EPPC to propose revisions for Faculty Senate approval.

III. **Administrative Accountability Workgroup**

The aim of this workgroup was to ensure that ECU administrators work with faculty to support DEI initiatives and eliminate structural barriers to their achievement. Towards that end this workgroup recommends the following:

1. **We recommend a contextualizing statement about bias included with SSOI surveys (see [Attachment 3](#)) to remind students that critiquing an instructor based on gender, race, religion, sexual orientation, or any other identity is inappropriate.**
2. **We recommend the following Best Practices for reviewing SSOI scores to be given to administrators (see [Attachment 4](#)) to ensure that instructors are not penalized for factors outside of their control, such as their gender.** This is important because the recommendations and actions of chairs can inadvertently contribute to a hostile work environment. This will be included in the Office for Faculty Excellence housed guidance for deans, directors, and chairs.

3. **We recommend the development of a dashboard about hiring, advancement and departure of BIPOC faculty, developed by IPAR.** This will be modeled on a dashboard created for monitoring the status of women in STEM. Currently, these data are shared with deans granularly. The purpose of the dashboard is to provide data to the proposed Faculty Senate Standing Committee on Diversity, Equity, and Inclusion (see Part IV below) as well as provide broader informal institutional accountability.
4. **We recommend creating a postdoctoral program for faculty diversity (see [Attachment 5](#)).** As per the guidance of the Program Prioritization Committee, social sciences and the humanities have been restricted in growth and the number of faculty have declined. There are few pre-tenure faculty due to hiring restrictions and line allocations and the faculty is aging. Replacements will be necessary. This program will allow ECU faculty to become acquainted with rising scholars, give students the opportunity to engage diverse faculty, as well as provide a pool for future new hires, and build ECU's academic reputation.
5. **We recommend better training and accountability for Personnel and Search Committees.** Present Search and Personnel Committee training forwards policy compliance including rationales for this training towards the end of sessions. We recommend an FAQ structure to address policy questions, allowing training to focus more on intercultural awareness and skill building. The College of Business is currently investigating effective training approaches and will work with the Office of Equity and Diversity to develop a model in Spring 2021. We recommend that Personnel, Tenure and Promotion committee training is extended beyond chairs to include committee members. As proposed by the Office for Faculty Excellence, Personnel, Tenure and Promotion committee chairs will be invited to attend PAD workshops so as to be privy to annual updates and aware of the guidance given faculty members. Personnel, Tenure and Promotion committee chairs will in turn invite 2-3 committee members to attend on a rotational basis. At the end of updates, Personnel, Tenure and Promotion committee members and chairs will convene in breakout rooms to discuss bias as well as address questions and concerns.

IV. Faculty Senate Standing Committee on Diversity, Equity and Inclusion Workgroup

As DEI work is ongoing,

We recommend the establishment of a Faculty Senate Standing Committee on Diversity, Equity, and Inclusion (see [Attachment 6](#)). The committee would be established using the Committee on Committees format and selection process (from the floor of the Faculty Senate during the organizational committee) and members of this committee would serve on each of the other Faculty Senate Academic committees

as well as the Agenda Committee and Committee on Committees. The recommendation in principle has the support of the Faculty Senate Chair. The Committee on Committees is currently vetting language regarding the Committee's purpose as well as considering the accommodation of an additional Faculty Senate committee given the overall number of Faculty Senate Committees.

The charge of this proposed committee would be similar to the charge of 2020 Faculty Senate Exploratory Committee on Diversity and Inclusion in that it will identify gaps in each Faculty Senate committee's mission and to be *proactive* rather than *reactive* on issues of diversity, equity and inclusion. They will also study and make recommendations related to several areas related to the faculty including but not limited to Faculty Professional Development, Document Review, and Administrative Accountability.

V. Other Recommendations

Beyond the workgroups, three additional areas of action were identified.

1. We recommend including the adoption of this Land Acknowledgement as our recommendation for Faculty Senate to be displayed prominently on the Faculty Senate website and recited at Faculty Senate meetings (see [Attachment 7](#)).
2. We recommend including the adoption of this Agreement of Engagement (modified and contextualized from the allyship agreement written by the Unity Lab) by any/all Faculty Senate Committees that intends to engage with DEI work and use it a point of baseline in the instance of conflict/policy conversation. (see [Attachment 8](#)).
3. We recommend institutional support of THRIVE@ECU to hire and Equity Auditor of employment policies and practices at ECU to analyze the university's faculty recruitment/retention, policies, procedures, and trends at the institutional and unit levels and to report recommendations for improvement. This would be in conjunction with IPAR's campus climate assessment.
4. We recommend an external Equity Audit of curriculum and student experiences at ECU. In the absence of funds, an internal audit should be conducted by faculty with commensurate expertise. Course-releases or other appropriate remuneration should be granted to support this work if conducted internally.