Welcome!

Thank you for joining us for today’s Town Hall. The program will begin shortly.

You will not hear the audio until we begin.

If you have technical questions, please email julien.sthilaire@insynctraining.com.
Group on Faculty Affairs (GFA) Town Hall

GFA Communications Committee
Thursday, January 6, 2022
1:00 – 2:00 PM EST
Today’s Welcome

Dr. Lisa D. Cain
Adjunct Professor, Neurobiology and Anatomy,
McGovern Medical School
Professor, Diagnostic and Biomedical Sciences
School of Dentistry
Associate Dean for Professional Development
and Faculty Affairs, School of Dentistry
University of Texas Health Science Center at
Houston
GFA Town Hall Moderators

Dr. Susan L. Rosenthal

Dr. Megan M. Palmer
Revisions to the Guidelines for Appointments, Promotion, and Tenure to Promote DEI

Kim A. Boggess MD
Senior Associate Dean for Faculty Affairs
Office of Faculty Affairs & Leadership Development

Cam Enarson MD, MBA
Vice Dean for Strategic Initiatives
SOM Dean’s Office
UNC School of Medicine

- $584M total grant/contracts
- #5 public universities in research
- #3 Primary Care Education
- 2064 students; 190 medical students per class
- 93rd percentile for graduates who are Black or African American

- Eight basic science departments; Twenty clinical departments
- >2200 full-time faculty
- Full-time faculty may be appointed in the tenure-track, fixed term track (1-5 year appointments), or in the variable track (new 7/2021)
## Task Force to Review and Revise APT Guidelines

### Faculty Affairs and Diversity Leadership Committee  
**Project Team Members**  
Cam Enarson, MD, MBA  
Kim Boggess, MD  
Kenya McNeal-Trice, MD  
Fernando Pardo-Manuel de Villena, PhD  
Morgan Resnick-Kahle, MAEd

### Task Force Members

Antoine Bailliard, PhD, OTR/L  
Jean Cadigan, PhD  
Stephen Crews, PhD  
Anthony Charles, MD, MPH  
Keisha Gibson, MD, MPH  
Nilu Goonetilleke, PhD  
Susan Martinelli, MD  
Joseph Pino, MD, FAAP, FACP  
Jana Ross, MA  
J. Keith Smith, MD, PhD  
Lindsay Wilson, MD, MPH

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34 recommendations across 14 themes
Task Force Recommendation Themes

- Early Promotion and Tenure Decisions
- Management of External Offers
- Transition from Fixed-Term to the Tenure Track
- Timing of Permanent Tenure Actions
- Reporting Tenure Denials to the University
- Emphasize Value of Fixed-Term Faculty
- Voting Processes
- Orienting Administrators and Faculty
- Under-Represented Minority Faculty Experiences
- Mentoring
- Maximizing Successful Promotion for Clinician Educators
- Mitigating Circumstances that Might Affect Promotion and Tenure
- Improving Transparency and Clarity of APT Process
- Streamline and Standardize Dossier Preparation
What HAS Changed

- Flow and look of document
- Creation of SOM ‘meet-the-mark’ criteria
- Expectations for faculty contributions to DEI efforts
- Educational scholarship clarified, with examples
- Suggestion to remove modifiers for fixed term faculty rank
- For Chairs and Division Directors
  - National searches with < 5 applicants require Provost approval
  - Variable Track created for limited use with new hires
  - Departmental expectations for education on APT guidelines
  - Retention efforts can begin prior to offer letter
  - Time for notification of non-reappointment
Office of Inclusive Excellence

The Office of Inclusive Excellence provides coordination, oversight and leadership of the UNC SOM’s diversity and inclusion programs and leads the school efforts to maintain and continue to build upon a diverse faculty and inclusive environment that values and respects the contributions of all members of the community.

The Office enhances efforts toward increased diversity and inclusion in our SOM community in cooperation with chairs, deans, and other institutional leaders and intersects with all areas of the institution, including admissions, human resources, faculty recruitment, professional development, academic leadership and institutional advancement, as well as the UNC Health Care.

Our Mission

The UNC Health Care System and the UNC School of Medicine are committed to valuing all people throughout our organization, regardless of background, lifestyle, and culture. A diverse and inclusive work environment for staff and culturally appropriate care for our patients, are essential to fulfilling our UNC Health Care vision of improving the health of all North Carolinians.
DEI Efforts

- All faculty are expected to promote DEI in their academic, clinical, and/or scholarly work

- DEI efforts should be documented
  - Addition of DEI statement to the CV
  - Addition of DEI activities within the CV
  - Chair’s letter
  - References (if appropriate)

- Examples of appropriate DEI work is provided in APT Guidelines
DEI Efforts – Examples

- Application of material learned in DEI trainings to promote an inclusive environment
- DEI or social justice-focused lectures to students, residents, or peers
- Facilitating ‘Problem Based Learning’ or other group sessions that address DEI
- Presenting teaching rounds or patient conferences that include DEI topics
- Preparing DEI or social justice curriculum materials
- Building a course reading list to incorporate concepts, readings, and scholarship on issues of gender, race, and other perspectives relevant to the course material
- Mentoring under-represented (UR) groups of learners or students in SOM pipeline programs
DEI Efforts - Examples

• Serving on SOM or hospital DEI Committees (e.g., Departmental DEI liaison; Task Force to Integrate Social Justice into the Curriculum, etc.)

• Participating in DEI activities that support SOM DEI Initiatives (e.g., working with UR youth/students to promote STEM careers)

• Participating in recruitment efforts focused on UR students, trainees, faculty, or senior leaders

• Demonstrating cultural competence in clinical, diagnostic, procedural, or other professional work

• Being recognized as culturally competent by students, residents, and peers

• Involvement in research that focuses on DEI or social justice; filling a key role in clinical or basic science research that impacts UR populations
Why should I write a DEI Statement?

In Defense of Diversity Statements *Chronical of Higher Education* 2019

- "...the exercise can be instructive to *all members* of the academic community, not only those who hold marginalized identities."

- “Much of the work has been disproportionately shouldered by historically marginalized persons at universities, creating a ‘cultural taxation’ on the often-invisible labor they perform.”

- “DEI work is critical to the values that have led to progress - and it must be shared by all members in the academic community."

- Committing to paper your DEI statement promotes your reflection on the strategies you use and reveals potential further opportunities
Early Career Roadmaps

A novel tool to elevate and promote contributions to DEI&J

Feranmi Okanlami, Michael Mathis, and Michelle Moniz
AAMC Group on Faculty Affairs Town Hall Meeting
January 6, 2022
Feranmi Okanlami, MD, MS
Michael Mathis, MD
Michelle Moniz, MD MSc
Why build early career roadmaps?

1. Make the implicit explicit
2. Help faculty begin with the end in mind
3. Enact a bottom up approach to make P&T criteria meaningful
IHPI EARLY CAREER ROADMAPS:
Conceptualize Your Career Development & Impact

START

Impact

Scholarship & Research

Teaching

Health Care

Service

Personal Growth

Review time!

STOP
### Conceptualizing Your Roadmap

**Aims and Approach**

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<th>Vision</th>
<th>Reputation / Leadership</th>
<th>Diversity / Equity / Inclusion</th>
<th>Manuscripts / Scholarly Works</th>
<th>Funding / Support</th>
<th>Teaching / Mentoring</th>
<th>Committees / Organizations</th>
<th>Health Care / Clinical</th>
<th>Mentorship / Collaborators</th>
<th>Career Development</th>
<th>Life Events</th>
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**Promotion Criteria***

- Impact
- Scholarship & Research
- Teaching
- Service
- Health Care
  - (Personal growth necessary to achieve impact, promotion, and life balance)

**Future Career Impact ***

- Independently funded Principal Investigator
- Leader of national organization
- National authority on health care topic
- Improvements in health and health systems
  
  **benchmarked to Associate Professor rank**

* criteria listed here are specific to Tenure Track

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5–10 year timeline
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Roadmap “Legos” - Copy/Paste to a Template (when applicable) to Individualize Your Own Roadmap

**Vision**
- Initial Career Hypothesis → Revised Career Hypothesis
- Dual Career Hypothesis

**Reputation / Leadership**
- X abstracts
- Y expert panels
- Conference A
- Conference B
- Grant Study Section X, Y
- Editorial Board X, Y
- Leadership Roles

**DEI**
- Community Outreach
- Inequities focus - Research
- Employee Resources & Professional Dev
- Mentorship of under-represented people
- DEI Initiatives X, Y, Z
- Teaching Rounds on DEI

**Manuscripts / Scholarly Works**
- X first author
- Y senior author
- X high-impact
- Y mid-impact
- X theme A
- Y theme B
- Z theme C
- X book chapter
- Y electronic media

**Funding / Support**
- Internal / Departmental Seed Funding
- Pilot / Starter Grant
- T32
- Foundational Grant
- K Submission
- K Re-submission / Accept
- R Submission
- R Re-submission / Accept

**Teaching / Mentoring**
- Student/Resident Teaching
- Education Committee X, Y
- Invited Talk X (Continuing Education)
- Clerkship Coordinator
- Activity A
- Activity B

**Committees / Organizations**
- Task Force X, Y, Z
- Extramural Clinical Workgroup
- Intramural Committee
- Reg'l Nat'l Int'l Organization
- Extramural Committee

**Health Care / Clinical**
- X% Activity A
- Y Activity B
- X% Activity B
- Y% Activity C
- XYZ Clinical Service Lead
- XYZ Clinical Revenue
- XYZ Clinical Outcomes
- Policy Engagement Activity X

**Mentorship / Collaborators**
- Primary Mentor
- Co-Mentors A, B, C
- Advisors / Sponsors D, E, F
- Collaborators G, H, I

**Career Development**
- K Workshop
- Seminars
- Mock Study Section
- Transition to R01
- Workshops
- R01 Bootcamp
- Didactics
- Office Hours
- Degree Training
- Specialty Boards
- Scholars Program

**Life Events**
- Parental Leave
- Family Leave
- Sabbatical
- Extended Medical
- Military Service
**Promotion Criteria:**

**Roadmap Dimension:**

**Vision** | **Reputation / Leadership** | **Diversity / Equity / Inclusion**

**KEY CONSIDERATIONS**

- What demonstrated behaviors in your work exemplify core values of professionalism and inclusivity?
- What DEI training or seminars have you completed or led as an expert?
- What efforts have you taken to promote DEI among your students and mentees?
- What DEI work in your community have you contributed to?
- How do you incorporate DEI awareness in your teaching?
- What specific efforts do you take to minimize bias and promote inclusivity in your workplace?
- Is your research performed in a way which recognizes health, social, and economic disparities?

**RESOURCES**

- Office for Health Equity & Inclusion
- Anti-Racism Oversight Committee
- Office of DEI

[Color-coded icons for IHPI, UMMS, U-M, Other]
Diversity, Equity & Inclusion “Legos”

- Community Outreach
- Inequities focus - Research
- Employee Resources & Professional Dev
- Mentorship of Under-represented People
- DEI Initiatives X, Y, Z
- Teaching Rounds on DE&I
Our hopes:

1. DEI&J efforts become a standard agenda item on Mentorship Committee, Launch Team, and Boost Team meetings

2. *ALL* faculty members contribute to our shared goal of improving DEI&J in medicine

3. DEI&J contributions are formally evaluated by P&T Committees and necessary for P&T
Changing Faculty Promotion Rules

Recognizing DEI, Service, Advocacy and Community Engagement

Steven R. Lowenstein, MD, MPH
Associate Dean for Faculty Affairs
Support for DEI at CUSOM

• Strong Diversity Mission Statement.
• School leaders have invested in diversity and equity.
• Embraced in the medical student curriculum.
• Reflected in medical student admissions policies.
Promotion Review: *Key Gaps*

- Service, community engagement, advocacy and DEI accomplishments have not been explicitly recognized during promotion or tenure review.
- Disproportionate demand on minority faculty to engage in service activities (Minority Tax)
- Minority faculty advance more slowly and are under-represented in leadership positions within the institution and in professional organizations (editorial boards, study sections, academic societies).
Changes to Promotion Standards

• DEI accomplishments and service, broadly defined, will be recognized during reviews for promotion and tenure:
  – *In the context of teaching, clinical practice and scholarship;*
  – *When there is demonstrated leadership and impact.*
Added to the definition of SERVICE

• Activities that inform public policy, confront racism and promote diversity and inclusion;
• Activities that address health inequities;
• Engaging communities and forming academic-community partnerships that promote healthy and resilient communities, through programs in clinical care, education, research and advocacy.
Recognition of DEI in Teaching:

• Development or leadership of courses, service-learning activities or other educational programs that focus on:
  – Socioeconomic determinants of health;
  – Health and healthcare disparities;
  – Societal and healthcare racism;
  – Optimizing care for marginalized patients and populations, including those defined by race, ethnicity, language, culture, gender, gender identity, sexual orientation or disability.
Recognition of DEI in **Teaching**:

- Leading DEI-focused recruitment or pipeline programs;
- Mentorship of learners or faculty who are under-represented in medicine or science;
- Promoting inclusive learning environments for learners with disabilities.
Recognizing DEI in Clinical Practice

• Leading workshops for clinicians focusing on implicit bias, microaggressions, confronting racism, allyship and upstander training.

• Activities (including volunteer service or appointment to community boards) that address inequities in healthcare, empower patients, shape public policy or address pressing community needs.
Continuing Challenges

• Minority tax will not disappear.
• Recruitment will remain challenging.
• Minority students, faculty and staff face ongoing burdens of isolation, micro-aggressions, racism, depersonalization and burnout.
• Mentorship and sponsorship disparities.
• DEI must also be incorporated in annual performance reviews.
The Future

• Alignment of School’s DEI mission statements and its rules for promotion and tenure.

• Acknowledgment of the minority tax.

• URiM faculty members and their allies will be able to engage in DEI and service activities that are needed and fulfilling, knowing that, with proper documentation of leadership and impact, they will be valued at the time of promotion review.
The retention and advancement of faculty from [under-represented groups] is necessary not only to redress known inequities in academia but also because, together, people with dissimilar perspectives and histories develop more effective solutions to intractable problems … [and further] “because a diverse faculty better reflects the communities and patients that those of us in academic medicine serve.”

Carson et al. Acad Med. 2019
Breakout Room
Question and Answer Session
Please Complete Your Evaluation!