



## **Increasing Faculty Excellence Through Diversity**

### **Introduction**

The University of Pennsylvania School of Dental Medicine supports the vision of our founder, Benjamin Franklin, who believed that the diversity of our university should reflect the diversity of the world around it and of the world we want our students to lead. The faculty and the student body at Penn Dental Medicine, as well as the patient populations we serve, are quite diverse. We are now building on these strengths by establishing policies to ensure that we continue to recruit and retain an outstanding and ever more diverse faculty, creating an environment that is welcoming to all individuals, regardless of gender, race, ethnicity, sexual orientation, gender identity, age, religion, country of origin, disabilities, veteran status, interests, perspectives or socioeconomic background.

### **Faculty Diversity at Penn Dental Medicine**

There are currently 45 standing faculty in the School of Dental Medicine, 16 in basic science departments and 29 in clinical departments. The basic science departments have as their major missions teaching in the dental school curriculum and in graduate programs, as well as performing research on fundamental aspects of cellular and molecular biology, much of it directly applicable to dental medicine and oral biology. In addition, the Department of Pathology provides crucial oral diagnostic services to clinicians not only in the School of Dental Medicine, but also in the Perelman School of Medicine and the Children's Hospital of Philadelphia. Faculty in the clinical departments educate dental students in general dentistry, as well as in specialties such as orthodontics, pediatric dentistry, oral surgery, oral medicine, periodontics and endodontics. In addition, they play important roles in providing oral health care to underserved populations in Philadelphia, as well as to members of the University community.

Women represent 27% of the total standing faculty, while minorities represent 31%<sup>1</sup>. The faculty at Penn Dental Medicine is also highly diverse in terms of country of origin, with faculty representing over a dozen countries. *The high percent of women, minority and international faculty is a significant strength and is congruent with the University's emphasis on diversity and global outreach.*

### **Additional Strengths Contributing to the Diversity of Penn Dental Medicine Faculty**

- There has been a significant increase in appointments of women and minorities<sup>1</sup> to administrative positions.
- The mentoring program in the School, described below, is a significant strength. The School adopted a mandatory mentoring program for junior faculty in 2004, long before most dental schools and two years before the University advocated development of such programs.

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<sup>1</sup> Minorities include Blacks/African-Americans, Hispanic/Latinos and Asians. Note that data regarding sexual orientation, veteran status and individuals with disabilities are not currently available; nonetheless, these individuals still fall within the scope of the plan.

- Several programs designed to encourage students' interest in careers in academic dentistry have been developed. These include: four honors programs, with emphasis on research, clinical care, oral medicine and community outreach; dual degree with five other schools at the University; and a program that combines a Doctor of Science in Dentistry (DScD) degree with advanced training in a clinical dental specialty. These programs are described in greater detail below.
- Penn Dental Medicine has a strong international component. In addition to a high percentage of faculty whose country of origin is outside the US, the School has a strong program for training individuals with dental degrees from other countries, Student-Faculty Exchange Agreements with 14 countries, and a World Health Organization Collaborating Center for Oral Infectious Diseases.

Recent initiatives undertaken under the auspices of the Faculty Diversity Action Plan are described below.

### **Appointment of a Director of Faculty Advancement and Diversity**

Improved recruitment and retention of a diverse faculty requires an integrated program with long-term commitment and the support of the administration. A major component of this plan is the appointment of a Director of Faculty Advancement and Diversity, Dr. Sherrill Adams ([sherri@dental.upenn.edu](mailto:sherri@dental.upenn.edu)). The Director's office provides centralized resources for recruitment and retention efforts.

### **Expansion of the Faculty Database**

The Director, in conjunction with the Office of Faculty Affairs and Office of Information Technology, will maintain a centralized faculty database, including standing and non-standing, full-time and part-time faculty. This database will be the official data source for reporting data on all faculty information and actions.

### **Assuring Open and Effective Searches that Enhance the Recruitment of Diverse Faculty**

The faculty search process is informed by the University of Pennsylvania's Affirmative Action Guidelines and Procedures and is designed to generate the strongest and broadest possible candidate pools and to identify the best candidate for each advertised position. Search processes are designed bring positions to the attention of qualified underrepresented minority and female candidates, and to ensure the inclusion of such candidates in the applicant pool

Diversity Search Advisors. Diversity Search Advisors play an active role in all faculty recruiting efforts, to ensure outreach to a broad pool of candidates, especially to groups underrepresented in the Penn Dental Medicine faculty. A Diversity Search Advisor serves as a member of each search committee, to ensure that the composition of the search committee is appropriately diverse and to provide training regarding unconscious bias, University policies supporting recruitment and hiring of diverse faculty, and best practices and strategies employed to develop diverse applicant pools.

Use of Existing Resources. The School of Dental Medicine Executive Committee, departments and search committees are encouraged to make increased use of existing University resources designed to promote diversity, such as the Office of Equal Opportunity and Affirmative Action and the LGBT Center. A broader discussion of proposed faculty positions will increase our ability to develop competitive proposals for such resources as the Faculty Opportunity Fund, Dual Career Program, and Presidential Term Professorships.

## **Maximizing Faculty Retention by Establishing a Supportive and Inclusive Climate and Opportunities for Faculty Development**

Faculty Mentoring Program. The existing program, developed in 2004, was designed to guide junior faculty through promotion to Associate Professor and is described at the following site: <http://www.dental.upenn.edu/pdf/MentoringGuidelinesFeb2009.pdf> . Briefly, each Assistant Professor, in consultation with her/his Department Chair, forms a Mentoring Committee within the first semester after appointment. At least one member of the committee should be a research mentor who can help guide the Assistant Professor (the mentee) in scholarly development. If appropriate, the research mentor may be from a department other than that of the mentee or from a component of the University other than Penn Dental. The mentoring committee will help an Assistant Professor meet all expectations for promotion to Associate Professor by monitoring progress and making the individual aware of areas that need improvement. It is expected that mentors will help their mentees create an agenda for working toward their professional development goals and will provide the mentees with insight into the realities of building an academic career.

Additional activities being utilized or proposed to enrich the environment for all faculty include the following:

Mentoring Beyond Promotion to Associate Professor. There has been significant demand among our associate professors to expand our faculty mentoring program to associate professors, which we will implement under the auspices of the Faculty Diversity Plan. In addition, the Director of Faculty Advancement and Diversity will meet with Associate Professors to discuss their prospects for promotion to full professor, as well as any concerns they may have.

Expanded Use of University Resources. The University has many resources to aid in support and development of faculty. These resources include:

- Center for Teaching and Learning (resources to support faculty teaching) <http://www.upenn.edu/ctl/>
- English Language Programs (ELP) <http://www.sas.upenn.edu/elp/home>
- Lesbian, Gay, Bisexual, Transgender (LGBT) Center <http://www.vpul.upenn.edu/lgbtc/>
- African American Resource Center <http://www.upenn.edu/aarc/>
- Office of the Chaplain <http://www.upenn.edu/chaplain/>
- International Student and Scholar Services (ISSS) <http://global.upenn.edu/iss>
- Council for Relationships <http://www.councilforrelationships.org/>
- Penn Women's Center <http://www.vpul.upenn.edu/pwc/index.php>
- Penn Forum for Women Faculty <http://provost.upenn.edu/faculty/pfwf>
- Office of Affirmative Action and Equal Opportunity Programs <http://www.upenn.edu/affirm-action/>
- FOCUS on Health & Leadership for Women [www.med.upenn.edu/focus/](http://www.med.upenn.edu/focus/)

In addition, numerous resources are offered by the School of Medicine, such as courses teaching grant and manuscript writing skills; these resources are open to Penn Dental Medicine faculty.

Encourage University-Wide Networking. An example of a University-wide networking resource is the Penn Forum for Women Faculty <https://provost.upenn.edu/faculty/pfwf> , whose mission includes the creation of opportunities for education, professional skills building, mentoring, networking, and cross-school and cross-disciplinary interactions for women faculty.

Expanded Use of External Resources. We encourage promising young faculty to take advantage of national programs for developing leadership skills such as ELAM (Executive Leadership in Academic Medicine) and the Summer Program for Emerging Academic Leaders sponsored by the American

Dental Education Association (ADEA) <http://www.adea.org/emergingleaders/> . Currently one faculty member is participating in the ADEA Leadership Institute <http://www.adea.org/LeadershipInstitute/> and one just completed the American Dental Association's Institute for Diversity in Leadership <http://www.ada.org/5402.aspx> .

Workshops for Creating a Respectful Work Environment. In conjunction with the Office of Affirmative Action and Equal Opportunity, the Associate Dean for Academic Policies, the Associate Dean for Academic Affairs and the Director of Student Diversity Initiatives, we have created a customized training plan for faculty and staff. Examples of recent events include:

- *Faculty Development Program* (November 2012): Presentations and interactive workshops by staff from the Center for Teaching and Learning on "Clinical Teaching in a Multicultural Environment."
- *Goldin Seminar* (February 2013): Ezekiel Emanuel (Vice Provost for Global Initiatives) presented information regarding the effects of the Affordable Care Act on dental education, particularly recruiting and retaining diverse students and faculty, as well as maintaining a diverse patient population.
- *Promoting a Respectful Community at Penn Dental Medicine: An Interactive Workshop* (June 2013). This interactive workshop used vignettes portrayed by student actors to discuss key issues of respect, inclusion and diversity at Penn Dental Medicine.
- *A Conversation: Inclusion, Equality and LGBT Issues in Dental Care* (December 2013): This panel discussion was sponsored jointly by Penn Dental Medicine, the Office of Affirmative action and Equal Opportunity Programs, and the LGBT Center.
- *A Town Hall Meeting: LBGTQ Inclusion and Equality* (March 2014): This panel discussion was sponsored jointly by AMALGAM (A Mixture of Allies, Lesbians, Gays ... And More! - Penn Dental Medicine's LBGTQ organization), the Office of Diversity Affairs, the Office of Affirmative Action and Equal Opportunity Programs and the LGBT Center.
- *Best Practices: Developing Exceptional Faculty at Penn Dental Medicine* (March 2014): This program, designed in conjunction with the Center for Teaching and Learning, featured interactive sessions on topics including cultural diversity and conflict resolution.

### **Growing Our Own Diverse Faculty - Increasing the Pipeline**

There is currently an acute shortage of academic dentists; there are literally hundreds of vacant faculty positions at dental schools throughout the US (3). The School of Dental Medicine has recently developed numerous strategies to increase the presence of under-represented minorities in the student population, as well as to encourage students and residents to enter academic dentistry. While most of these programs are already in place, the School has not adequately leveraged them to increase minority representation on the faculty.

Office of Diversity Affairs Outreach Programs. Specific recruitment and retention programs have been developed to attract some of the brightest students who are currently underrepresented in dentistry and support them during their education at Penn. While these programs have been in place for some time, we have realized that it is important to identify the best of these students and develop a system to remain in contact with them, mentor them and encourage them to enter academic dentistry. The outreach program consists of the following activities:

- *Shadowing Program.* This program allows pre-dental undergraduate students from local universities to visit Penn Dental to observe patient care in a school environment. Students are paired with members of our local dental societies and Penn Dental alumni who practice in the Philadelphia area to better understand “real world” dentistry and observe patient care, interaction and office management.
- *Mentorship Program.* Dental students at Penn are given opportunities to network with alumni for “role modeling” and support during their educational experience or when seeking employment or applying to postgraduate programs.
- *Peer Mentorship Program.* A support program for incoming students wherein upper classmen provide support and assistance to ensure a smooth transition to the University of Pennsylvania and the School of Dental Medicine.
- *Impressions Program.* The Student National Dental Association (SNDA) Impressions Program is composed of a series of one-day workshops geared towards educating under-represented minority undergraduate college students about careers in dentistry. The Impressions Program consists of lectures and hands-on activities, which expose students to a typical dental school curriculum. Students are also introduced to various dental procedures and the application process, in addition to financial aid and scholarship opportunities. At the conclusion of the program, students will be familiar with Penn SDM and will have information that can make them stronger dental school applicants.
- *Graduate Externship Program.* This is a program in partnership with Howard University College of Dentistry and Meharry Medical College School of Dentistry, in which junior and senior dental students spend one week with residents in Penn Dental Medicine specialty clinics. Students shadow residents, attend lectures and participate in seminars in Oral Medicine, Oral and Maxillofacial Surgery, Orthodontic, Periodontic and Endodontic specialties. It is expected that this program will generate interest not only in specialty training at Penn Dental Medicine, but also in considering an academic career. If students are involved early with our programs, mentoring can begin early, which will aid in recruitment and retention of a diverse faculty.
- The Director of Faculty Advancement and Diversity will work with the Office of Diversity Affairs to identify promising students and identify mentors who will maintain contact with them, letting them know that they will be welcome at Penn Dental.

Programs to Better Prepare Dental Students and Residents for Academic Dentistry. While these programs are not targeted to minorities, they can be used to identify promising students who will increase the diversity of the academy, to groom them for positions in academic dentistry.

- *Dental Student Honors Program.* This Program is designed to develop a leadership outlook in a select group of exceptional highly motivated dental students. These students will develop the skills to leverage their leadership potential in community service, research and clinical practice. They will be groomed to play major roles in the globalization of oral health care and translational research. The focus of the Honors Program is customized to meet the student's exceptional abilities, aptitude and interest in one of four honors areas: clinical excellence, oral medicine, research or community service.

- *Dual-Degree Programs for Dental Students.* The close association between Penn Dental Medicine and other professional schools, departments, and divisions of the University affords unique opportunities for exceptional students able to meet the rigorous application standards of both the School of Dental Medicine and a second program at the University of Pennsylvania. Among the current dual-degree program options are:

[Master of Bioethics](#)

[Master of Business Administration](#)

[Master of Public Health](#)

[Master of Science in Bioengineering](#)

[Master of Science in Higher Education](#)

[Juris Doctor Degree in Law](#)

- *Dual-Degree Programs for Dental Residents.* The graduate dental education programs at Penn Dental Medicine offer postgraduate study options in eight dental specialties that lead to certificates in the fields of endodontics, oral medicine, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontics, periodontics/orthodontics and periodontal prosthetics. The research environment at Penn Dental Medicine and throughout the University provides a valuable opportunity for students applying to the School's graduate dental education programs to combine their specialty training with advanced research and academic opportunities. To that end, Penn Dental Medicine offers a [Doctor of Science in Dentistry](#) (DScD) and a [Master of Science in Oral Biology](#) (MSOB) that can be earned concurrently with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the DScD and MSOB programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine's basic and clinical sciences and across the University. Students apply to the DScD or MSOB programs concurrent with their application to a specialty program.
- *A "Grow Your Own Faculty" Fund.* One scholarship per year will be available to enable exceptionally qualified candidates who ultimately may broaden the diversity of the faculty to obtain a PhD or DScD. These students will be identified through the honors program described above and through the dental specialty programs. The scholarship recipients will commit to remaining at Penn Dental Medicine as Instructors for three years after obtaining the doctorate and will be encouraged to apply for appropriate available faculty positions.

**Conclusions.** The University of Pennsylvania School of Dental Medicine is at the moment in an excellent position in terms of gender, racial minority and international representation among its faculty and continues to be committed to increasing its diversity on other levels. However, numerous challenges remain. There are currently hundreds of open faculty positions at US dental schools, indicating an acute shortage of academic dentists. In addition, significant challenges exist in terms of faculty retention, due in part to the challenges of maintaining a balance between teaching, clinical activities and scholarship. We believe the plans we have outlined in this document will enable us to continue to remain a diverse faculty, while improving the climate for existing and future faculty, thus improving retention.

## References Cited

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