



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. Both the faculty and the student body at Penn Dental Medicine are quite diverse, in terms of gender, race, ethnicity and country of origin, and we serve a diverse patient population. We are now building on these strengths by establishing policies to ensure that we continue to recruit and retain an outstanding and diverse faculty.

Faculty Diversity at Penn Dental Medicine

There are currently 47 standing faculty in the School of Dental Medicine, 19 in basic science departments and 28 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 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 23%¹. Analysis of the grouped clinical and basic science departments separately shows that women comprise 32% of the standing faculty in the basic science departments, and minorities represent 29% of the faculty in the clinical departments. 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 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.

¹ Minorities include Blacks/African-Americans, Hispanic/Latinos and Asians.

- Several programs designed to encourage students' interest in careers in academic dentistry have been developed. These include: honors programs, with emphasis on research, clinical work and/or community outreach; dual degree (DMD-Masters) programs with Wharton, Bioengineering, Bioethics, Public Health and Graduate Education; a Masters in Oral Biology program for residents in specialty programs; and a new program that will combine a doctor of science in dentistry (DScD) with advanced training in a clinical dental specialty.
- The School of Dental Medicine has a strong international component, with a high percentage of faculty whose country of origin is outside the US, 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.

Diversity Plan Proposal 1: 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). The Director's office will provide centralized resources for recruitment and retention efforts.

Diversity Plan Proposal 2: Expanding 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.

Diversity Plan Proposal 3: 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 will be designed to bring positions to the attention of qualified minority and female candidates, and to ensure the inclusion of such candidates in the candidate pool

Diversity Search Advisors. Two Diversity Search Advisors will 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 faculty. A Diversity Search Advisor will serve as an *ex officio* 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 will be encouraged to make increased use of existing University resources designed to promote diversity, such as the Faculty Opportunity Fund, Dual Career Program and Presidential Term Professorships. A broader discussion of proposed faculty positions will increase our ability to develop competitive proposals for such resources.

Diversity Plan Proposal 4. Maximizing Faculty Retention by Establishing an 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 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.

Expanded Use of University Resources. The School plans to increase use of the Center for Teaching and Learning to help our young faculty improve their pedagogy. In addition, we encourage the use of resources offered by the School of Medicine, such as courses directed toward grant and manuscript writing.

Encourage University-Wide Networking. An example of a University-wide networking resource is the Penn Forum for Women Faculty <http://www.upenn.edu/provost/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 will 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).

Workshops for Creating a Respectful Work Environment. In conjunction with Ralph_DeLucia, Associate Director for Training in the Office of Affirmative Action and Equal Opportunity, and Dr. Joan Gluch, Associate Dean for Academic Policies, we are creating a customized training plan with the following components: Respectful Workplace; Culture, Communication and Conflict; Generational Differences at Work; the Transgender Community at Penn; and Title IX: Beyond the Basics.

Diversity Proposal Plan 5. “Growing Our Own” Diverse Faculty - Increasing the Pipeline

There is currently an acute shortage of academic dentists; there are literally hundreds of vacant faculty positions² . The School of Dental Medicine has recently developed numerous strategies to increase

² Swift, JQ. 2008. Statement of the American Dental Education Association before the US Senate Committee on Health Education Labor and Pensions Hearing “Addressing Health Care Workforce Issues.”

minority representation in the student population, as well as to encourage the 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. These programs are described in detail at http://www.dental.upenn.edu/life_at_penn_dental_diversity/diversity/office_of_minority_affairs and will be summarized briefly here.

- *Shadowing Program.* This program pairs pre-dental undergraduate students from local universities with members of our local dental societies and Penn Dental alumni 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 and when seeking employment or applying to postgraduate programs.
- *Peer Mentorship Program.* A support program is provided for incoming students wherein upper classmen provide support and assistance to ensure a smooth transition to the University 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 program consists of lectures and hands-on activities, which expose students to a typical dental school curriculum.
- *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. 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.
- 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 minority or international students to groom 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. The program is described at http://www.dental.upenn.edu/academic_programs/admissions/dmd_program/honors_program/ The focus of the Honors Program is customized to meet the student's exceptional abilities, aptitude and interest in one of three honors areas: clinical excellence, research or community service.
- *Dual-Degree Programs for Dental Students.* The close association between Penn Dental 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](#)

- *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 concurrent 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, minority and international representation among its faculty. However, numerous challenges remain, including the nationwide shortage of academic dentists and the challenge for faculty of balancing demands between teaching, clinical activities and scholarship. We believe that the plans we have outlined in this document will enable us to recruit and retain an outstanding and diverse faculty.