



## Faculty Diversity Action Plan May 2018

### **Introduction:**

Penn Dental Medicine (PDM) supports the vision of the University founder, Benjamin Franklin, who believed that the University should reflect the diversity of the world around it and of the world we want our students to lead. In 2011, before PDM developed its *Action Plan* for Faculty Diversity and Excellence, there were 45 standing faculty with 16 in the basic science and 29 in clinical departments. Women represented 28.9%, minorities<sup>1</sup> 24.4% and underrepresented minorities (URM<sup>1</sup>) represented 11.1 % of the standing faculty. Under the auspices of the faculty Diversity *Action Plan*, new initiatives were launched to increase faculty diversity and to improve the climate for retaining and supporting existing and future faculty. These initiatives included; (a) the appointment of a Director of Faculty Advancement and Diversity, (b) development of a centralized database for all faculty (standing, non-standing, full time and part-time), (c) appointment of diversity search advisors, (d) development of mentoring programs for junior faculty (e), supporting workshops for creating a respectful work environment and (f), development of 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.

Currently, there is an acute shortage of academic dentists with hundreds of vacant faculty positions at dental schools throughout the US caused by difficulty in replacing retiring faculty. PDM witnessed the departure of 42.2% of its total standing faculty and 69.2% of its women standing faculty during the 5-year *Action Plan* for Faculty Diversity and Excellence (2011 - 2016) with the majority of the loss due to retirement. During this period, PDM has been engaged in an aggressive and targeted recruitment effort to increase its minority and women faculty. As a result of these efforts, we have seen a significant growth in our minority faculty (*2017 Faculty Inclusion Report*), thus contributing to our global engagement efforts. Of the seven recent hires all are either female or minority faculty members: two are Asian females, one an underrepresented minority female, two Asian males, one Hispanic female and one Hispanic male was recruited as Professor and Chair of Periodontics in the fall of 2017 (since deceased). In addition, a Term Professorship for Diversity was awarded to PDM and a strong offer was made to an underrepresented minority candidate, who ultimately accepted a competing offer from the School of Arts and Sciences. Currently, there are six open searches for junior standing faculty at PDM. Our capacity to retain existing faculty members and recruit new ones with an emphasis on female and minority hires reflects the strength of PDM within the dental academic community. In the coming years, we will continue our commitment to enhancing the diversity of the faculty and anticipate that all future hires will add to the eminence of PDM while supporting our teaching, clinical and research-based missions.

<sup>1</sup>Minority includes those that identify with one or more of the following races/ethnicities: (Hispanic/Latino/a, African Americans/Blacks, Asian/Pacific Islanders, Native Americans/Alaskan Native). Underrepresented minority ("URM") include those that identify with one or more of the following race/ethnicities: Hispanic/Latino/a, African Americans/Blacks, Native Americans/Alaskan Native.

This new PDM Diversity *Action Plan* emphasizes the University's "New Areas of Focus" (*2017 Diversity Inclusion Report*), which include; Hiring from the Pipeline, Enhanced Attention to Implicit Bias, Junior Faculty Mentoring, Emphasis on Excellence and Achievements, and Improving Climate. It also incorporates "Continuing Initiatives" including but not limited to Diversity leadership development, Enhanced gender diversity initiatives and greater roles of departments to bolster the hiring and retention of women faculty and accountability of departments for promotion decisions.

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

Penn Dental Medicine has recently developed numerous strategies to increase the presence of under-represented minorities in the student population, as well as to encourage the students and residents to enter academic dentistry. These efforts include the development of a Doctor of Science in Dentistry (DScD) degree program that combines advanced clinical specialty training with a research based doctoral degree. Most of these programs are already in place and will be discussed below.

Office of Diversity and Inclusion Outreach Programs. Specific recruitment and retention programs have been developed to attract some of the brightest students who are currently underrepresented in dentistry and to 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. In 2016, we welcomed our first pre-doctoral dental student who participated in the Penn Summer Mentorship Program as a high school student.

The Outreach Programs include:

- 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 also 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 new pre-doctoral students to ensure a smooth transition to the University of Pennsylvania and Penn 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 information on financial aid and scholarship opportunities. At the conclusion of the program, students will be familiar with Penn Dental Medicine and will have information that can make them stronger dental school applicants.

- Post-Graduate Externship Program: This program is 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 PDM specialty clinics. Students shadow residents, attend lectures and participate in seminars in all our specialties. It is expected that this program will generate interest not only in specialty training at PDM, 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. Since its inception, we have matriculated four students to the Endodontic, Prosthodontics and Oral Medicine residency programs.

The Director of Faculty Advancement and Diversity will work with the Office of Diversity and Inclusion to identify promising students and identify mentors who will maintain contact with them, letting them know that they are welcome at Penn Dental.

Prospective Applicant Days were held for both undergraduate and dental students on January 21, 2017 and another PDM Event is planned to target under-represented and disadvantaged undergraduate students on June 8, 2018. In addition to sessions introducing Penn Dental Medicine, this program will also focus on providing information on financing a dental school education.

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

- Dental Student Honors Programs: These programs were designed to develop a leadership outlook in a select group of exceptional highly motivated dental students. These students develop the skills to leverage their leadership potential in community service, research and clinical practice, and are groomed to play major roles in the globalization of oral healthcare 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 PDM 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
- Master of Science in Translational Research
- Master in Law Degree
- Juris Doctor Degree in Law

- Dual-Degree Programs for Dental Residents: The graduate dental education programs at PDM ([https://www.dental.upenn.edu/academic\\_programs\\_admissions/graduate\\_dental\\_education\\_programs](https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs)) 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 PDM 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.

- Doctor of Science in Dentistry: PDM offers a Doctor of Science in Dentistry (DScD) 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. The DScD program has had three recent graduates who are all minority females (two Asian, one URM) who have joined the faculty. Through the DScD program, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within PDM's basic and clinical sciences and across the University. Students apply to the program concurrent with their application to a specialty program.

The curriculum for DScD is organized into three basic areas; coursework, research and clinical training. An important feature that distinguishes the DScD from a Ph.D. degree is the requirement to write an NIH style proposal such as K08 or K23. Students who are US citizen or Permanent resident can submit their proposal to NIH for funding. One of our DScD students, Kang Ko (Asian Male), who graduated from the honors DMD program at PDM, was recently awarded a K08 grant from the NIH.

The DScD program has already become an important pipeline to grow our own diverse faculty. One of our recent DScD graduates, Dr. Sumin Lee, has been appointed an Assistant Professor in the CE track in the department of Endodontics. Two additional DScD graduates, Dr. Hyeran Jeon (Asian female) and Dr. Temitope Omolehinwa (URM female) have joined PDM as Instructors in the Departments of Orthodontics and Oral Medicine, respectively. It is likely that the Asian female and African-American female newly recruited Instructors will be strong candidates for Assistant Professor positions in the CE track.

"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 DScD. The scholarship recipients will commit to remaining at PDM as Instructors for three years after obtaining the doctorate and will be encouraged to apply for appropriate available faculty positions. There are two DScD candidates currently in this program both of whom are minority students.

### **Assuring Open and Effective Searches through better utilization of Diversity Search Advisors (DSAs) and Enhanced Attention to Implicit Bias:**

Revised guidelines for conducting searches, including information regarding expanded outreach to women and other minority applicants have been distributed to all search committees and Department Chairs and are posted under the Faculty Affairs category on the newly redesigned Inside Penn Dental intranet site. An [Overview of the Appointment and Promotion Process](#) at PDM and [Expectations for Appointment and Promotion in Each Faculty Track](#) have been approved by the Committee of Professors, the personnel committee of Penn Dental Medicine, and are available to all faculty via the PDM web portal ([https://inside.apps.dental.upenn.edu/faculty\\_affairs/faculty\\_appointments\\_resources](https://inside.apps.dental.upenn.edu/faculty_affairs/faculty_appointments_resources)). This will ensure that all faculty members are aware of procedures and expectations and that all are evaluated fairly.

Penn Dental Medicine has increased the number of DSAs from three to four to include senior faculty from both basic science and clinical departments. The DSA serves as a non-voting member of the search committee, works with the Department Chair on the advertisement before posting and ensures that full and fair consideration is given to women and minorities. It is the responsibility of each Department Chair to ensure that every faculty in his/her department receives training on implicit bias. However, at the beginning of each search, the DSA provides “refresher” training material on implicit bias. DSA works with the Department Chair or the Dean to promote effective outreach during faculty searches including contacting other institutions and individuals specifically for women and minority candidates. The DSA works with the Committee Chair to ensure that all candidates are evaluated in the same manner and criteria. Once a candidate is selected, the DSA makes a recommendation to the Dean that the search was conducted in accordance with federal law and University policy. Thus, it is anticipated that greater and more frequent interaction between the Dean, Department Chair, DSA and the Search Committee Chair will likely enhance our ability to recruit a diverse faculty to more effectively conduct the research, teaching and clinical missions of the school.

### **Maximizing Faculty Retention by providing Opportunities for Faculty Development:**

#### Junior Faculty Mentoring:

A mentoring committee guideline for all junior faculty (Assistant Professors) and Associate Professors in the tenure track who have not yet achieved tenure (mentees) has been in place since 2004. This guideline was updated recently to provide broad-based support of mentoring for all junior faculty through reappointment and promotion ([https://inside.dental.upenn.edu/doc/intra/faculty\\_affairs/pdf/faculty\\_mentoring\\_guidelines.pdf](https://inside.dental.upenn.edu/doc/intra/faculty_affairs/pdf/faculty_mentoring_guidelines.pdf)). The salient features of the revised mentoring strategy are described below.

The mentee, in consultation with her/his Department Chair and the Director of Faculty Advancement and Diversity, forms a mentoring committee within the first four months of appointment. At least one member of the committee is a research mentor who helps guide the mentee in scholarly development. One member is a Full Professor in the standing faculty who is familiar with PDM's reappointment and promotion process. A Committee Chair (who is not the Department Chair) is selected and when appropriate, new members of the mentoring committee can be recruited at the request of the mentee or the Committee Chair. The mentoring committee helps the mentee meet all expectations for promotion to Associate Professor/tenure by monitoring progress and making the individual aware of areas that need improvement. The committee meets with the mentee within the first semester after the initial appointment to ensure that he/she understands the requirements for tenure and/or promotion. The committee meets with the mentee on a regular basis thereafter, at least twice a year, until the faculty member is promoted to Associate Professor and/or achieves tenure. A strong effort is underway to enhance the effectiveness of mentoring committees by working more closely with department chairs.

Mentoring Beyond Promotion to Associate Professor. There has been significant demand among our associate professors to expand our faculty mentoring program to associate professors. As of academic year 2017-2018, this program has been initiated for interested faculty under the auspices of the Faculty Diversity Action Plan. A mentoring committee is formed using criteria similar to those described above for junior faculty. 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. The responsibility for initiation of promotion is determined by the

Department Chair. If there is a disagreement regarding a faculty member's suitability for promotion a discussion should be with the Chair, Dean and faculty member. If the faculty candidate for promotion is a Department Chair, the discussions take place with the Dean.

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

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/>
- Center for Africana Studies <https://africana.sas.upenn.edu/center>
- 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/>

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 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). Currently one faculty member is participating in the ADEA Leadership Institute and one just completed the American Dental Association's Institute for Diversity Leadership.

### **Celebrating our Faculty and Emphasizing Excellence and Achievement**

- Annual reception to welcome and honor faculty: While new faculty are introduced on an ongoing basis at PDM Faculty Senate meetings and honors are shared through various internal and external communications, planning is underway for a reception to recognize our eminent faculty and their contributions to the School.
- Dean's Monthly Online Newsletter: The PDM newsletter highlighting faculty achievements and scholarship.
- Penn Dental Journal: This highlights grants received by faculty as well as the Top High Impact Publications.
- PDM Research Day: Widely attended event, which celebrates and show cases the considerable research activities of PDM. It provides an opportunity for students, residents,

graduate students and junior faculty to present their projects and interact with faculty and researchers. This year, a record number of posters (135) were presented on PDM research day.

PDM encourages and recognizes faculty members' achievements, and a list of faculty awards from the past academic year include the following:

*Eric Stoopler*: President of the American Academy of Oral Medicine, also 2018 cohort of Penn fellows.

*Thomas Sollecito*: 2018 PDA Recognition Award, Pennsylvania Dental Association.

*Faizan Alawi*: Charles and Mary Lindback Teaching Award

*Joan Gluch*: Provost's Award for Excellent in Teaching by Non-Standing Faculty, also PDM Honorary Alumni Award

*Margrit Maggio, Heywood Kotch, Farideh Madani, Lee Carrasco*: PDM Alumni Award of Merit:

*Mel Mupparapu*: Basic Science Award

Frank Smithgall: Robert E. DeRevere Award for PDM teaching

*Patrice Lerardi*; Joseph L.T. Appleton Award

*Steven Wang*: Earle Bank Hoyt Teaching Award, also Student Research Training Award, Oral and Maxillofacial Surgery Foundation

*Art Kofman*: Senior Outstanding Teaching Award

*Stephen Hudis*: Vice President, American College of Prosthodontists

### **Promoting Faculty Recruitment and Retention by Improving Climate:**

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 Diversity and Inclusion, we continue to enhance the customized training plan for faculty and staff. During a visit from Dr. Dennis Mitchell, Vice Provost for Faculty Diversity and Inclusion, Columbia University and Ms. Kim D 'Abreu formerly of ADEA, on February 6<sup>th</sup> 2017, key members of PDM's administration listened to a presentation titled "Promising Practices from a National and Peer Institution Perspective". Based on feedback provided by these consultants, a Diversity and Inclusion Committee (DAIC) was created. This committee consists of faculty, staff, students and members of the administration. The DAIC is currently working with the Chief Diversity Officer in the Provost's office to create a protocol for students who wish to report incidences of perceived bias.

The Department of Preventive and Restorative Sciences, the largest department in the dental school, premiered mandatory training in two areas. The first was "Unconscious Behaviors Seminar Series" and the second 'Inclusive Dentistry: LGBTQ+ Basics"

Faculty and Staff Retreat: A faculty and staff retreat was held on November 7, 2017. The purpose of the retreat was to promote a culture of inclusivity, to support increased awareness of implicit bias, to foster mutual respect and to provide training for a humanistic learning environment among PDM faculty and staff. The program began with a joint keynote address attended by both faculty and staff entitled "Promoting a Culture of Diversity and Inclusion at Penn Dental Medicine", delivered by Kimberly Rattley of Cook Ross Consultants. After the keynote address, faculty and staff held their own

programs to address relevant issues in cultural diversity. Faculty members had their choice of attending two of the following four breakout sessions, Implicit Bias/Microbehavior, Effective Teaching in a Diverse Environment, Conflict Resolution, and LGBTQ+ Communities. Panel presentations of the breakout group discussions and recommendations on how to best implement recommendations concluded the formal program. Faculty and staff surveys were conducted to evaluate the effectiveness of the retreat and to seek input for future diversity and inclusion-related activities. The results of the surveys were very encouraging and provide solid foundations for PDM to develop new programs in the form of workshops and training sessions to promote mutual respect and civility.

**Conclusions.** The current shortage of academic dentists makes it difficult to retain existing and to recruit new faculty. Despite this, our targeted efforts have been successful in recruiting women and URM faculty. Furthermore, our DScD program provides a rich source for the recruitment of a world-class and diverse faculty. However, numerous challenges remain. 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 that the plans we have outlined in this document will enable us to remain a diverse faculty, while improving the climate for existing and future faculty, thus improving retention.