

Welcome!

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Group on Faculty Affairs (GFA) Town Hall

GFA Communications Committee

Thursday, January 6, 2022
1:00 – 2:00 PM EST



Association of
American Medical Colleges

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



- \$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
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Task Force Members

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Susan Martinelli, MD
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Jana Ross, MA
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Lindsay Wilson, MD, MPH

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

To search, type and hit enter.

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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

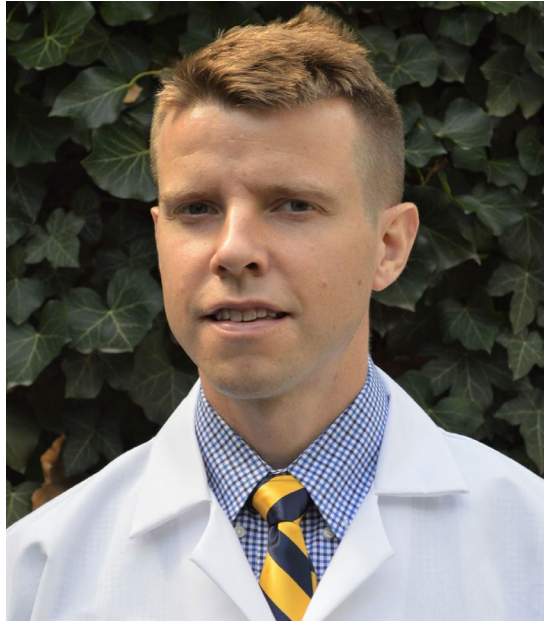
Feranmi Okanlami, Michael Mathis, and Michelle Moniz

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





Conceptualizing Your Roadmap

3 Conceptualize the stepwise process you will take to succeed



2



1 Start here with Big Picture

Aims and Approach

Promotion Criteria*

Future Career Impact **

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

Impact

Scholarship & Research

Teaching

Service

Health Care

(Personal growth necessary to achieve impact, promotion, and life balance)

- 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*

5–10 year timeline



[Name], [Credentials], [name of medical subspecialty] [Asst Prof Years Shown] *Portfolio for Promotion* →

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Impact	Vision >							
	Reputation / Leadership >							
	DEI >							
Scholarship & Research	Manuscripts / Scholarly Works >							
	Funding / Support >							
Teaching	Teaching / Mentoring >							
Service	Committees / Organizations >							
Health Care	Health Care / Clinical >							
Personal Growth	Mentorship / Collaborators >							
	Career Development >							
	Life Events >							

Y3 Review

Y6 Review



Roadmap "Legos" - Copy/Paste to a Template (when applicable) to Individualize Your Own Roadmap

Vision >

- Initial Career Hypothesis → Revised Career Hypothesis
- Dual 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
X panels Y Visit Profs	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 DE&I

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 research Y commentary	X within field Y across fields	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
- Intramural Committee
- Extramural Committee
- Extramural Clinical Workgroup
- Reg'l/Nat'l/Int'l Organization

Health Care / Clinical >

- X %
- X% Activity A
Y% Activity B
- X% Activity A
Y% Activity B
Z% Activity C
- Policy Engagement Activity X
- XYZ Clinical Service Lead
- XYZ Clinical Revenue
- XYZ Patient Outcomes

Mentorship / Collaborators >

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

Career Development >

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

Life Events >

- Parental Leave
- Extended Medical
- Family Leave
- Sabbatical
- Military Service



Feranmi Okanlami, MD, MS – Family Med, PM&R, Urology, Student Life

Portfolio for Promotion →

	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)	Year 4 (2021)	Year 5 (2022)	Year 6 (2023)	Year 7 (2024)
			Y3 Review				Y6 Review
Impact	Vision > Disabusing Disability: Disability Health Advocacy / Education / Faculty Advancement / & Adaptive Sports						
	Reputation / Leadership > Leadership & Enrichment for Academic Diversity						
	Reputation / Leadership > AAMC DEI Steering Committee						
Scholarship & Research	Reputation / Leadership > IHPI Career Advancement & Leadership Development						
	Reputation / Leadership > NMA Council on Med Legislation						
	Reputation / Leadership > 5 grand rounds 10 media engagements 5 keynotes						
Teaching	DEI > MDisability Program for Michigan Medicine						
	DEI > OHEI - Director of Med Student Programs						
	DEI > UMMS Council on Disability						
Service	Manuscripts / Scholarly Works > 1 co-author						
	Manuscripts / Scholarly Works > 1 book chapter						
	Manuscripts / Scholarly Works > 1 electronic media 2 co-author						
Health Care	Funding / Support > 25% first author 75% co-author						
	Funding / Support > 50% first author 50% co-author						
	Funding / Support > 25% first author 50% co-author 25% senior author						
Personal Growth	Funding / Support > Adaptive Sports Fund						
	Funding / Support > DEI Mini Grants						
	Funding / Support > MASCO Adaptive Sports Scholar						
Personal Growth	Teaching / Mentoring > K Award						
	Teaching / Mentoring > Adaptive Sports Funding (Adam Miller Memorial, Saul B Lederer)						
	Teaching / Mentoring > Christopher/Dana Reeves Foundation Grant						
Personal Growth	Teaching / Mentoring > AAMC DEI Steering Committee						
	Teaching / Mentoring > OHEI						
	Teaching / Mentoring > Okanlami Endowment Adaptive Sports						
Personal Growth	Teaching / Mentoring > Michigan Health Endowment Fund						
	Teaching / Mentoring > UM Student Life						
	Teaching / Mentoring > NMA Council on Med Legislation						
Personal Growth	Committees / Organizations > Teaching & Mentorship (Undergraduate, Medical Students, Residents, Faculty)						
	Committees / Organizations > RISE COVID-19: STEER-HD						
	Committees / Organizations > Global Health / Disparities UMMS Mentor						
Personal Growth	Committees / Organizations > UMMS Capstone Advisor						
	Committees / Organizations > Student Groups (MedLaunch, Disability Health & Advocacy, Student Diversity Council, Adaptive Sports)						
	Committees / Organizations > Adaptive Sports Director						
Personal Growth	Health Care / Clinical > 45%						
	Health Care / Clinical > 45%						
	Health Care / Clinical > 10%						
Personal Growth	Health Care / Clinical > Disability Health Clinical Elective						
	Health Care / Clinical > COVID Hotline Faculty Lead						
	Health Care / Clinical > 10%						
Personal Growth	Mentorship / Collaborators > 5%						
	Mentorship / Collaborators > 5%						
	Mentorship / Collaborators > 5%						
Personal Growth	Mentorship / Collaborators > Primary Mentor: Philip Zazove						
	Mentorship / Collaborators > Co-Mentors: Steven Gay						
	Mentorship / Collaborators > Co-Mentors: Palapattu, Dimick, Ayanian, Leon McDougale, Diane Harper						
Personal Growth	Career Development > AHEAD Master Class						
	Career Development > Fam Med Research Scholarship						
	Career Development > K Writing Workshop						
Personal Growth	Life Events > Living with Disability, Coping with Structural Racism & Ableism						



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

 IHPI  UMMS  U-M  Other

Office for Health
Equity & Inclusion

Anti-Racism Oversight
Committee

Office
of DEI

Diversity, Equity & Inclusion “Legos”

DEI

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



School of Medicine

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Support for DEI at CUSOM

- Strong Diversity Mission Statement.
- School leaders have invested in 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





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Breakout Room

Question and Answer Session



Please Complete Your Evaluation!

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