About ADEA

The American Dental Education Association (ADEA) is The Voice of Dental Education. Our mission is to lead and support the health professions community in preparing future-ready oral health professionals. Our members include all 78 U.S. and Canadian dental schools, more than 1,000 allied and advanced dental education programs, 55 corporations and more than 20,000 individuals. Our activities encompass a wide range of research, advocacy, faculty development, meetings and communications, including the esteemed *Journal of Dental Education*, as well as the dental school application services ADEA AADSAS, ADEA PASS, ADEA DHCAS® and ADEA CAAPID®. For more information, visit adea.org.

ADEA is incorporated as a District of Columbia nonprofit corporation and, as such, is subject to the District of Columbia Nonprofit Corporation Code. As established by its Articles of Incorporation, the purpose of the Association is to advance and support dental education, dental research and the dental health and education of the general public. ADEA is recognized by the Internal Revenue Service as a 501(c)(3) organization.

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Dear ADEA Community:

It is with great pleasure that I introduce the ADEA Faculty Diversity Toolkit (ADEA FDT). It is the result of the convening of the ADEA Faculty Diversity Toolkit Development Work Group, a cross section of our members from U.S. and Canadian dental schools and allied dental programs (e.g., ADEA Advisory Committees, Councils, Sections, Diversity Officers and Women Liaison Officers). The ADEA FDT represents a seminal work in dental education and focuses on the challenges and best practices related to recruiting and supporting diverse faculty.

We all know the benefits of diversity and inclusion—research points to the positive impact that diverse faculty have on educational quality, the campus climate and educational outcomes. Evidence clearly shows that campuses with a critical mass of women, historically underrepresented racial/ethnic and marginalized groups in faculty and leadership positions are more likely to provide an environment in which students, staff, faculty, residents, fellows and administrators are more likely to:

• Challenge assumptions by breaking down gender stereotypes and racial biases;
• Enrich the climate by promoting a greater willingness to address both national, global and community health care inequities;
• Increase socialization across racial and ethnic groups, faiths and socio-economic groups;
• Broaden their perspectives about racial, ethnic and cultural differences;
• Support inclusive research in non-traditional scholarship areas;
• Expand students’ understanding of the effects of language and culture on the treatment and care of patients from different groups; and
• Engage diverse role models and mentors that support the entire campus community.¹

We consider the ADEA FDT a critical resource designed to improve the recruitment and retention efforts of diverse faculty in dental education. Our hope is that the model programs highlighted throughout the Toolkit will stimulate further investigation and piloting of programs by dental schools and allied dental programs in order to assess the transferability of these best practices and models to academic dentistry.

As new literature and innovative practices become available, we will supplement and evaluate the Toolkit’s content. Therefore, what follows is a living document—a “work in progress”—that we will expand and prune regularly.

Karen P. West, D.M.D., M.P.H.
ADEA President and CEO
Finally, the ADEA Strategic Directions 2019-22 stress the importance of developing and sustaining inclusive environments in which faculty, students, staff and administrators work together to create the future of dental education in an increasingly diverse and interconnected world. The development of the ADEA FDT is critical to our strategic direction. It not only assists dental education in recruiting and retaining a more diverse faculty, but also moves academic dentistry forward in its pursuit of inclusive excellence—the creation of intentional spaces that integrate diversity, equity and inclusion as the norm in the core aspects of our hiring, clinical and academic priorities as well as leadership, research, learning, decision-making, daily operations and organizational cultures.

I look forward to continuing our rich work together, in which a variety of talents, histories, perspectives and experiences form an energetic dental education community defined by inclusive academic excellence.

Sincerely,

Karen P. West, D.M.D., M.P.H.
ADEA President and CEO

From the Authors

The ADEA Faculty Diversity Toolkit (ADEA FDT) would not be possible without the assistance and feedback of the ADEA Faculty Diversity Toolkit Development Work Group. We would like to thank this Work Group, which consisted of diversity officers, ADEA Councils, ADEA Committees, faculty, staff, students and senior administrators representing the U.S. and Canadian dental schools and allied dental programs. (See Appendix A for a listing of representatives.)

In preparing this guide, the authors and Work Group drew from extensive literature and research related to the recruitment and retention of historically underrepresented and marginalized faculty in higher education and the health professions. We also drew from the practical wisdom and conversations with many of our ADEA colleagues and elsewhere. A Case for Dental Academic/Community Partnerships for Leadership and Diversity: Toolkits Volume I and II were important foundational documents for us. They were developed by ADEA under the leadership of Jeanne C. Sinkford, D.D.S., Ph.D., FACP, FICO, the first woman dean of a U.S. dental school and ADEA Senior Scholar-in-Residence Emeritus, with support from the W.K. Kellogg Foundation. Another foundational document (unpublished) for the ADEA FDT, A Search Committee Toolkit: Best Practices and Strategies for Recruiting and Retaining Diverse Faculty and Staff, was developed by Sonya G. Smith, Ed.D., J.D., ADEA Chief Diversity Officer, during her tenure at the University of Tennessee Health Science Center.

Many people also contributed to the development of the ADEA FDT. ADEA would like to thank Ian Zaman, ADEA Senior Program Manager, who handled many of the tedious logistics of this project. Additionally, a special thanks to Rebecca Stolberg, RDH, M.S.D.H., ADEA Senior Director of Allied Dental Education and Faculty Development, for sharing her insights regarding allied dental faculty. We would also like to thank the ADEA Department of Communications and Membership for their ideas, creativity and editing expertise.

Disclaimer: This is Not Intended as Legal Advice. The purpose of this document is to provide general information. Federal and state laws may change at any time. If there is a question about the validity of any information presented or how it applies to your dental school or allied dental program, please discuss it with your institution’s legal counsel. Additionally, nothing in this publication is intended as legal advice and should not be construed as legal advice or a substitute for legal advice.

If you have questions regarding the ADEA Faculty Diversity Toolkit, contact the ADEA Access, Diversity and Inclusion staff at adi@adea.org or 202-948-4150.
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The ADEA Faculty Diversity Toolkit
is dedicated to

Jeanne C. Sinkford, D.D.S., Ph.D., FACD, FICO
Professor and Dean Emeritus
Howard University College of Dentistry
ADEA Senior Scholar-in-Residence Emeritus

and

Leo E. Rouse, D.D.S., L.H.D. (Hon), FACD
Professor and Dean Emeritus
Howard University College of Dentistry
ADEA Senior Scholar-in-Residence Emeritus
2011-12 President of the ADEA Board of Directors

We are grateful for the example they have
set for academic dentistry and their leadership
in the advancement of diversity, equity
and inclusion in dental education.
Introduction

In this chapter:

• Defining Underrepresented and Historically Underrepresented and Marginalized Faculty
• Why Does Faculty Diversity Matter?
• Accreditation and Faculty Diversity
• Faculty Diversity Toolkit Purpose
• Faculty Diversity Toolkit Development
The *ADEA Faculty Diversity Toolkit (ADEA FDT)* highlights information and best practices for dental schools and allied dental programs to consider when developing and executing strategies to recruit and retain historically underrepresented and marginalized (HURM) faculty. Also included are approaches that may be adapted or tailored to fit the needs of individual campuses. A discussion of potential challenges and barriers to consider and avoid are also highlighted in the *ADEA FDT*.

**KEY POINT**

The initial starting point is the development of an aligned mission that advances the benefits of diversity and inclusion as an important means of accomplishing core academic, clinical, research and community engagement goals.

It is important to note that the recruitment of diverse faculty starts with well-defined institutional, college and departmental missions. All three missions are connected, and the mission statements of the school/college and department should flow from the institutional mission. All three should incorporate a commitment to diversity and inclusion.

One good example is the University of Washington School of Dentistry’s (UW SOD) mission statement. It reads:

*The School of Dentistry shares the University’s overall mission to generate, disseminate and preserve knowledge and to serve the region. The School is an integral part of the Warren G. Magnuson Health Sciences Center and is an orofacial health care center of excellence serving the people of the State of Washington and the Pacific Northwest.*

The School’s **clinical** goal is to prepare students to be well-trained orofacial health care professionals.

The School’s **research** programs contribute to understanding biological, behavioral, social, biomedical and clinical aspects of dental/orofacial health.

Through **service**, the School strives to improve the public’s health through outreach programs with attention to minority and underserved communities. *The School values diversity in its students, staff, faculty and patients. It seeks to foster an environment of mutual respect with objectivity, imaginative inquiry through lifelong learning and the free exchange of ideas.*

UW SOD’s mission captures the school’s charge to improve the public health of underserved communities and historically underrepresented racial/ethnic populations. The value that the School of Dentistry places on its diverse students, staff, faculty and patients is clearly stated as well. Additionally, the mission statement emphasizes its commitment to fostering mutual respect, which is an essential component of a humanistic environment and academic freedom.
A. Defining Underrepresented and Historically Underrepresented and Marginalized Faculty

For purposes of the ADEA FDT, “diverse faculty” is defined as the following historically underrepresented groups: women, members of the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Ally+ (LGBTQIA+) community, individuals with disabilities, and historically underrepresented racial and ethnic (HURE) populations at U.S. and Canadian dental schools and allied dental programs: Black or African American, Hispanic and Latinx, American Indian or Alaska Native, Asian American and Pacific Islanders, Indigenous/Aboriginal peoples (Canada) and Visible Minorities (Canada). Typically, these diverse groups have not only low faculty representation within postsecondary and dental education, but also are more likely to experience incidents of bias, micro/macroaggressions and systemic discrimination. The phrase “historically underrepresented racial and ethnic” (HURE) is used to refer to racial and ethnic faculty groups in the U.S. and Canada who are underrepresented in dental education. They include Black or African American, Hispanic and Latinx, American Indian or Alaska Native, Asian American and Pacific Islanders, Indigenous/Aboriginal peoples (Canada) and Visible Minorities (Canada).

Additionally, in the Toolkit, the term, “marginalized” is also used as a holistic and encompassing term that is representative of groups who have been systematically excluded from full participation in postsecondary education and who have historically faced considerable acts of bias and discrimination. These groups include individuals such as veterans, people of various religious backgrounds and faiths, immigrants, refugees, migrants, LGBTQIA+ and individuals from a low socioeconomic and/or rural background. Therefore, the phrase “historically underrepresented and marginalized” faculty (HURM) is used throughout the Toolkit. Additionally, included in Appendix B is a glossary of diversity and inclusion terms and definitions.

It is impossible in this limited space to address all facets of faculty diversity. Therefore, we acknowledge there are other important facets of diversity within dental education that are significant and valuable, but they may not be addressed in the Toolkit. Additionally, we do not wish to diminish the multiple dimensions of diversity that intersect for all persons and the complexity of identity that contribute to the development of authenticity or a strong sense of self within the faculty ranks.
B. Why Does Faculty Diversity Matter?

KEY POINT
Research shows that a diverse faculty:
• Improves student learning outcomes,
• Are more likely to integrate a variety of pedagogy and multicultural scholarship into the classroom,
• Have more frequent contact with their students,
• Show greater interest in expanding their research and scholarship to incorporate issues related to HURM groups,
• Utilize methods that foster higher order thinking skills and
• Serve as important role models for all students.

Diverse faculty are important contributors to the educational mission of dental schools and allied dental programs. They are also essential in fostering a culture of academic and inclusive excellence. As research shows, a diverse faculty produces better learning outcomes for all students.\(^2\)

Women, HURE groups, members of the LGBTQIA+ community and persons with disabilities are some of the individuals who have traditionally had low faculty representation in postsecondary and dental education.\(^3\) However, research points to the significant impact that diverse faculty from different backgrounds, racial/ethnic groups, experiences and women have on scholarship, learning and students. HURM faculty serve as role models for not only students of color, but all students.\(^4\) Additionally, by 2060, projections indicate that nearly 1 in 5 of the U.S. population will be foreign-born.\(^5\) By 2044, more than half of all Americans will belong to racial and ethnic groups other than non-Hispanic and non-White.\(^6\) The majority of the U.S. non-White population growth will be due to immigration and the higher fertility rate of other racial and ethnic populations.\(^7\)

Similarly, in 2036, among the Canadian population aged 15 to 64 (often referred to as the “working-age” population), between 34.7% and 39.9% will belong to a visible minority group, up from 19.6% in 2011.\(^8\) The proportion of the 15-to-64 population who are members of a visible minority is expected to increase in all areas of Canada between now and 2036. South Asian will still be the largest visible minority group with the most people in 2036, as was the case in 2011.\(^9\) If recent trends in the composition of immigration remain the same throughout the projection, in 2036 between 55.7% and 57.9% of Canada’s immigrant population will be Asian-born, up from 44.8% in 2011.\(^10\) Conversely, the proportion of European immigrants will decrease from 31.6% in 2011 to between 15.4% and 17.8% in 2036.\(^11\) Therefore, the arrival of many individuals born abroad affects not only population growth, but also the ethnocultural and language composition of the immigrant
population. In Canada, most of the population growth will be from immigrants and Aboriginal peoples with very diverse backgrounds, cultures and experiences resulting in an even more diverse and complex K-12 and postsecondary student body. Additionally, the first language of many Canadians will not be English or French; thus, another reason to focus on inclusive principles.

With these continuing demographic changes in the U.S. and Canada, students will expect to see faculty reflective of diverse communities. Research also demonstrates that campus climate is also better when the diversity of faculty corresponds to that of the student body.

Faculty of color also positively affect student learning outcomes, assist in breaking down stereotypes, and impact the development of self for students. Additionally, research shows that faculty of color and women are more likely to incorporate a greater variety of pedagogy in the classroom, integrate race/ethnic readings into course work, have more frequent student contact, and are more likely to utilize methods that promote higher order thinking skills. Research findings also show greater success for women graduate students correlates with the presence of women faculty, and diverse and inclusive climates increase student centered practices in the classroom. Diverse faculty are also more likely to focus

### ADDITIONAL READING

their scholarship and research on non-traditional research and concerns of underrepresented and underserved populations, thereby expanding the research agenda. Although the duty of the entire academic health professions community, underrepresented and marginalized faculty are essential in championing and working to design curriculum that advance health equity, eliminate health disparities, and improve culture competence.\textsuperscript{19}

In terms of added benefits to postsecondary institutions, research suggests that at campuses where faculty of color are well represented, all faculty more frequently engage students in effective educational practices in comparison to campuses where faculty of color are not well represented.\textsuperscript{20} Furthermore, active participation by faculty of color and women in campus governance serves the institution, community and nation as a whole by showing that diversity on the campus is more significant than “symbolic token” status.\textsuperscript{21} Additionally, many academic institutions benefit significantly from federal contracts. Executive Order 11246 requires universities and other federal contractors to make good faith affirmative action efforts to hire and retain women and people of color.\textsuperscript{22}

C. Accreditation and Faculty Diversity

An important case for developing programs to support the recruitment and retention of HURM faculty rests with accreditation. Most college and university accreditation bodies expect to see institutional planning in support of diversity, and the majority of health profession program accreditation organizations have a requirement related to diversity.\textsuperscript{23} The Commissions on Dental Accreditation (CODA) serves as the accrediting body for programs that provide preparation for licensure or certification in dentistry and related disciplines. CODA standard 1-4 requires dental schools to make a good faith effort to diversify faculty, staff and students.\textsuperscript{24} Standard 1-4 reads:

\textit{The dental school must have policies and practices to:}

- \textit{a. Achieve appropriate levels of diversity among its students, faculty and staff;}
- \textit{b. Engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and}
- \textit{c. Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.}\textsuperscript{25}

In order to meet CODA standard 1-4 and to adopt best practices, it is essential that dental schools review and assess their programmatic activities and policies related to the recruitment of faculty. Additionally, CODA’s statement on the educational environment points to the importance of two key elements: 1) humanistic environment and 2) diversity.

Regarding a humanistic environment, CODA states:

\textbf{C. Accreditation and Faculty Diversity}
Dental schools are societies of learners, where graduates are prepared to join a learned and a scholarly society of oral health professionals. A humanistic pedagogy inculcates respect, tolerance, understanding and concern for others and is fostered by mentoring, advising and small group interaction. A dental school environment characterized by respectful professional relationships between and among faculty and students establishes a context for the development of interpersonal skills necessary for learning, for patient care and for making meaningful contributions to the profession.26

The CODA statement on diversity reads:

Diversity in education is essential to academic excellence. A significant amount of learning occurs through informal interactions among individuals who are of different races, ethnicities, religions and backgrounds; come from cities, rural areas and from various geographic regions; and have a wide variety of interests, talents and perspectives. These interactions allow students to directly and indirectly learn from their differences, and to stimulate one another to reexamine even their most deeply held assumptions about themselves and their world. Cultural competence cannot be effectively acquired in a relatively homogeneous environment. Programs must create an environment that ensures an in-depth exchange of ideas and beliefs across gender, racial, ethnic, cultural and socioeconomic lines.27

Additionally, the CODA standards for Dental Therapy Education Programs promote diversity and the advancement of cultural competency. The standards read:

1-3 The dental therapy education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

**Intent:** The dental therapy education program should ensure collaboration, mutual respect, cooperation and harmonious relationships between and among administrators, faculty, students, staff and alumni. The program should also support and cultivate the development of professionalism and ethical behavior by fostering diversity of faculty, students, and staff, open communication, leadership and scholarship.28

1-4 The program must have policies and practices to:

a. Achieve appropriate levels of diversity among its students, faculty and staff;

b. Engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and

c. Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.

**Intent:** The program should develop strategies to address the dimensions of diversity including, structure, curriculum and institutional climate. The program should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly
assess how well such expectations are being achieved. Programs could incorporate elements of diversity in their planning that include, but are not limited to, gender, racial, ethnic, cultural and socioeconomic. Programs should establish focused, significant and sustained programs to recruit and retain suitably diverse students, faculty and staff.\textsuperscript{29}

Both important elements—a humanistic environment and diversity—further emphasize the need for systems, structures and initiatives that support the recruitment and retention of historically underrepresented and marginalized faculty in dental education. CODA also stresses the importance of cultural competence and the three dimensions of diversity: structural, curriculum and institutional.\textsuperscript{30}

**D. Faculty Diversity Toolkit Purpose**

The ADEA FDT provides an overview of best practices, strategies and model programs that postsecondary institutions have used to improve the recruitment and retention of HURM faculty. The Toolkit is also a resource to assist dental schools and allied dental programs in evaluating and designing programs to improve their faculty diversity recruitment and retention efforts. Specific model programs are identified throughout to promote further research by dental schools and allied dental programs to assess the transferability of best practices to their respective campuses. Many of these best practices require the commitment of financial resources by instructional leaders at all levels, particularly senior leadership, as well as evaluation models that focus on short- and long-term objectives. A list of additional resources is also included at the end of the Toolkit.

Additionally, our goal is to promote constructive discourse regarding the challenges and barriers often associated with hiring and retaining diverse and marginalized faculty in dental education. Therefore, although the primary focus of the Toolkit is to highlight best practices, a section discussing important thematic challenges and barriers to the recruitment and retention of HURM faculty is provided to further dialogue, as well as the assessment and the development of policies, programs and initiatives within the dental education community to promote diversity. We also acknowledge that literature and best practices related to improving faculty diversity evolves and changes constantly; thus, the Toolkit is an ongoing project that will receive periodic updates. Finally, the Toolkit also is intended to serve as a meaningful reminder of the work needed to ensure and maintain a climate supportive of inclusion, diversity and the recruitment and retention of HURM faculty.

**E. Faculty Diversity Toolkit Development**

As statistics show, there is a need to increase faculty diversity among women and HURM groups in dental schools and programs.\textsuperscript{31} In this effort, on June 2018, the American Dental Education Association (ADEA) convened a two-day meeting of 41 volunteer leaders comprised of diversity officers, faculty, staff and administrators from U.S. and Canadian dental schools and allied dental programs at the ADEA Headquarters
in Washington, DC. The Toolkit meeting was a historic collaboration and gathering of strategic alliances which included representatives from ADEA Councils, Sections, Special Interest Groups and Advisory Committees. (See Appendix A for a list of participants.)

The team of ADEA FDT development participants were assigned to work groups with specific topics related to the recruitment and retention of HURM faculty in postsecondary education. Examples of work group assigned topics include mentorship programs, myths and bias, climate assessment, transitioning new faculty and search committee planning.

Before the meeting, participants were given access to faculty diversity literature to complete pre-work. They were asked to identify challenges and best practices/strategies related to the recruitment and retention of underrepresented and marginalized faculty at higher education institutions and to note their possible transferability to dental education. The work groups presented their findings at the June 2018 meeting, and participants agreed upon the top two barriers and the top two best practices for each assigned topic. (See Appendix C.) These challenges and best practices serve as a guiding point for the development of the Toolkit sections.
Endnotes


6 Id. at 5.


10 Id. at 9.

11 Id. at 9.

12 Id. at 9.

13 Id. at 9.


Id. at 24.

Id. at 24.

Id. at 24.


Id. at 28.

Id. at 24 and 28.

Id. at 3.
Barriers and Challenges to Recruiting and Retaining Diverse Faculty

In this chapter:
- The Faculty Pipeline Challenge
- Chilly Climate, Biases and Myths
- Search Committees and Hiring
- Promotion, Tenure and Professional Development
In developing and implementing campus strategies to recruit and retain diverse faculty, dental educators must identify related barriers and challenges in order to develop initiatives and best practices to eliminate these obstacles. Additionally, studies note that people are more attracted to people like themselves, and are more likely to offer positions to persons with whom they feel most comfortable. On many campuses, this has resulted in a homogenous faculty in which women, individuals with disabilities, historically underrepresented racial/ethnic groups and the LGBTQIA+ community are disproportionally underrepresented in postsecondary faculty and academic leadership positions.

Additionally, to recruit and retain a more diverse and pluralistic faculty, postsecondary education, including academic dentistry, must move beyond traditional hiring practices and commit to removing barriers to inclusion. This requires an examination of key challenges and barriers in dental schools and allied dental programs that are resistant to change, an investment in greater resources and a thorough evaluation of recruitment and retention practices.

Appendix C provides a list of the top barriers and their corresponding best practices associated with diversifying academic faculty. Below is an examination of key barriers cited from literature on the recruitment and retention of diverse faculty in postsecondary education. A special emphasis was placed on the review of faculty diversity literature in the health professions and dental education.

**A. The Faculty Pipeline Challenge**

One major challenge facing dental education is the diversification of dental education faculty and the need for more HURM students interested in academic dentistry to enter the pipeline. Therefore, student pipeline, pre-professional and academic career programs play a major role in the advancement and recruitment of historically underrepresented groups in faculty positions into academic dentistry. Research also points to the need for early career exposure to the dental profession. Additionally, early integration of courses and pipeline programs that stress the sciences and mathematics better prepare students to matriculate and graduate from dental school and allied dental programs and ultimately for possible entry into academic faculty careers.
Chapter 2: Barriers and Challenges to Recruiting and Retaining Diverse Faculty

Research demonstrates that the more successful student academic enrichment and pipeline programs share the following components:

- Admissions and personal statement preparation,
- Advanced academic enrichment in math and sciences,
- Mentoring and clinical shadowing programs,
- Financial literacy and financial aid support,
- Psychosocial support and
- Career and professional development.\(^{36}\)

These pipeline programs are needed to ensure that there are diverse students prepared to succeed in dental education with the goal of recruiting these students as future faculty and oral health providers ready to care and treat a diverse population.

Research also shows that the majority of faculty at academic dental institutions come from private practice, another dental school or allied dental program or an Advanced Dental Education Program.\(^{37}\) Allied dental programs also face similar faculty diversity recruitment and retention issues. For example, the majority of dental hygiene faculty also come from private practice, and many of these programs require faculty to hold a master’s degree or at least a bachelor’s degree.\(^{38}\) Dental hygiene programs start at the associate degree level, and many are at community colleges. This makes it difficult for students interested in acquiring the needed educational credentials unless they take the additional step to enroll in colleges with bachelor’s and master’s degree programs, thereby, creating additional challenges in the pathway to becoming dental hygiene faculty.\(^{39}\)

Despite rapidly changing racial/ethnic demographics in the U.S., the majority of dental school students matriculating and graduating from dental school and the allied dental programs are significantly white.\(^{40}\) Women and historically underrepresented racial/ethnic faculty have made slight gains but are still underrepresented in academic dentistry administration and faculty roles.\(^{41}\) In terms of the allied dental programs, the majority of faculty continue to be white women with little diversity in terms of men and racial and ethnic diversity.\(^{42}\)

**KEY POINT**

Most dental school and dental hygiene faculty come from private practice.

Because the majority of full-time faculty in dental education come from private practice, any focus on improving compositional diversity must include strategies to increase the number of HURM students with degrees in dental medicine and the allied dental professions. Although students entering dental school and allied dental programs come from backgrounds other than Science, Technology, Engineering and Mathematics (STEM), dental education generally competes with medicine, engineering, software development, technology and other professions/STEM industries for HURM and women undergraduates.\(^{43}\)
Because there is intense competition among academic professional/graduate programs and high-tech industries to recruit women, marginalized, and historically underrepresented racial/ethnic students with STEM bachelor’s degrees, early pipeline programs are crucial to exposing students to the dental professions as career options. These programs also inform students at an early age of the academic preparation and prerequisite courses needed to become successful applicants, matriculants and graduates. Additionally, early pipeline and pre-professional programs must reach elementary, middle, high school and undergraduate students from different racial/ethnic populations; marginalized groups; and under-resourced communities, families and schools. Pipeline programs should also be sequential, build-up academic and career preparation acquired at each level, include student tracking and opportunities for continuous engagement and participation in other academic enrichment and provide exposure to the dental careers.

Additionally, while enrolled in academic dentistry and allied dental programs, campuses must develop courses, fellowships, internships and assistantships to attract and expose more women, historically underrepresented racial/ethnic and marginalized groups to academic dentistry. These programs must expose students to different pedagogical approaches, learning styles, career development, mentoring programs, assistantships and curriculum development.

Graduate loan debt can also be a challenge for students interested in the academic dental careers. Therefore, campuses must stress federal and other loan forgiveness programs or provide their own loan assistance faculty programs. Additionally, salaries in private dental practices are usually higher than academic dentistry faculty positions. Therefore, dental schools and allied dental programs must stress other benefits besides salaries, such as work/life balance, wellness components, flexible schedules, employment

**ADDITIONAL READING**


Frankl, SN. Strategies to Create and Sustain a Diverse Faculty and Student Body at the Boston University School of Dental Medicine. J Dent Educ. September 2003;67(9): 1042-1045.

benefits, tuition discounts for family and other factors that may be appealing to diverse faculty candidates.\(^{45}\)

### B. Chilly Climate, Biases and Myths

Diverse faculty often report a chilly climate and a lack of inclusion in the academe. The climate within a college or department reflects the larger institutional climate and is influenced by policies, practices, personal interactions, demographics, the attitudes and values of faculty, staff, students and administrative leaders.

The phrase, “chilly climate,” has been used to describe the lack of support and “openness of college campuses to race/ethnicity, gender identity, sexual orientation and religion.”\(^{46}\) Much of this is based on the atmosphere in which marginalized faculty report experiencing behaviors that are isolating, exclusionary, biased and discriminatory. Some of more “climate” concerns reported by faculty include:

- Lack of respect, consideration and/or politeness;
- Insufficient sense of community or belonging;
- Lack of recognition, visibility and/or value;
- Ineffective communication;
- Lack of support or inequitable access to professional development opportunities;
- Difficulties achieving balance between work and family or personal life;
- Demeaning, sexualized, hostile and condescending language and behaviors; and
- Lack of retention and/or tenure of women and minority faculty.\(^{47}\)

To address the chilly academic climate and to improve patient outcomes, there has been a lot written about “cultural competence” in health professions education.\(^{48}\) Additionally, research shows a link between organizational cultural competence and a better teamwork climate.\(^{49}\)

There are many definitions of cultural competence. Below is a definition from the Association of American Medical Colleges:

> “Cultural and linguistic competence is a set of congruent behaviors, knowledge, attitudes and policies that come together in a system, organization, or among professionals that enables effective work in cross-cultural situations. ‘Culture’ refers to integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and institutions of racial, ethnic, social or religious groups. ‘Competence’ implies having the capacity to function effectively as an individual or an organization within the context of the cultural beliefs, practices and needs presented by patients and their communities.”\(^{50}\)

In the health professions education, the focus has been on cultural competency training such as:

a. “teaching the skills needed to translate knowledge and awareness into tangible practitioner behaviors which can be consistently applied and assessed in healthcare encounters and settings and
b. categorical approaches that involve teaching health providers information about specific cultural, ethnic or racial groups. Such approaches describe common health beliefs,
attitudes and behaviors of particular groups and offer prescriptive advice about what to do and what not to do in clinical encounters.”

However, the cultural, racial/ethnic, socioeconomic, religious, gender, other identities and their intersections in various countries throughout the world, make it impossible for anyone to be familiar with all aspects of culture and related perspectives.

KEY POINT
Because it is impossible for any one person to be familiar with all cultures and related perspectives, cultural competency is not a fixed point, but requires that individuals are fluid and adaptable as we learn about more cultures and cultural change.

Additionally, one of the barriers to change and improving cultural competency relates to the cultural competency training and the subsequent educational philosophy behind cultural competency. In the academic health professions, cultural competency is often a generalized concept that is perceived as “fixed and static” instead of the “fluid and dynamic phenomenon in a process of constant change and adaption.” As a result, a number of different terms and phrases have been proposed to better articulate and bridge the definition within an organizational, clinical and structural framework. They include such terminology as:

- Cultural humility,
- Cultural proficiency,
- Cultural effectiveness,
- Cultural sensitivity and
- Cultural responsiveness.

Yet, in our quest for improved cultural competency on our campuses and in our health care communities, it is important to stress the “cultural competence continuum” as ongoing. According to Terry L. Cross, Barbara J. Bazron, Karl L. Dennis and Mareasa R. Issacs, each of us is in the process of becoming more culturally competent, ranging from “cultural destructiveness” to “cultural proficiency.” As we pursue cultural competence, both organizationally and individually, Cross and colleagues identify six stages within the cultural competence continuum to consider. (See Figure 1.) The stages include:

- Stage 1—cultural destructiveness,
- Stage 2—cultural incapacity,
- Stage 3—cultural blindness,
- Stage 4—cultural pre-competence (a.k.a. cultural sensitivity),
- Stage 5—cultural competence and
- Stage 6—cultural proficiency.
## Figure 1—Cultural Competence Continuum

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Cultural Destructiveness</strong></td>
<td>...the elimination of other cultures. It is represented by attitudes, policies and practices destructive to a culture and consequently, to the individuals within that culture. It includes efforts to seek to eliminate references to the culture of “others” in all aspects of education and in relationship with their communities.</td>
</tr>
<tr>
<td><strong>Cultural Inability</strong></td>
<td>...the belief in the superiority of one’s culture and behavior that disempowers another’s culture. Represented by ethnocentrism and extreme bias, this stage assumes a paternal posture toward groups that the individual(s) views as “lesser than” and is marked by a lack of knowledge of other cultures. It also means trivializing “other” communities and seeking to make them appear to be wrong.</td>
</tr>
<tr>
<td><strong>Cultural Blindness</strong></td>
<td>...acting as if cultural differences do not matter or is marked by an inability to recognize differences between cultures. It is represented by the intent not to discriminate by avoiding making an issue of the differences between individuals. It also involves pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the campus and community.</td>
</tr>
<tr>
<td><strong>Cultural Pre-Competence</strong></td>
<td>...an awareness of the limitations of one’s skills or an organization’s practices when interacting with other cultural groups. It also encompasses being increasingly aware of what you and your campus do not know about working with marginalized communities. It is at this key level of development that you and your campus can move in a positive, constructive direction—or you can vacillate, stop and probably regress.</td>
</tr>
<tr>
<td><strong>Cultural Competence</strong></td>
<td>...interacting with other cultural groups using guidelines that focus on individual behaviors and practices, acceptance and respect for differences, ongoing assessment of campus culture, attention to the dynamics of difference, continuous expansion of cultural knowledge and resources and the adaptation of values and behaviors in a culturally competent framework. It involves manifesting your personal values and behaviors and the campus’ policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from your own or the campus’.</td>
</tr>
<tr>
<td><strong>Cultural Proficiency</strong></td>
<td>...knowing how to learn from other cultures, interacting effectively in a variety of cultural environments and, for leaders, taking opportunities to increase formal awareness of other cultures and the dynamics of difference. It involves advocating for lifelong learning in order to be increasingly effective in serving educational needs of cultural groups. It also involves envisioning that you and other educators and community leaders are responsible for creating a socially just democracy.</td>
</tr>
</tbody>
</table>

Additionally, Josepha Camphinha-Bacote describes five components within the cultural competence continuum related to individual as well as organizational transformation in health care.\textsuperscript{56} (See Figure 2.) She also stresses the “process of becoming culturally competent, not being culturally competent.”\textsuperscript{57} The concept of cultural humility is infused within the five components and referred to as “cultural competemility.”\textsuperscript{58} Camphinha-Bacote’s cultural competency components are easily transferable to academe and the academic clinical enterprise.

**Figure 2**

| Cultural Awareness | “The self-examination and in-depth exploration of one’s own cultural and professional background. This process involves the recognition of one’s biases, prejudices and assumptions about individuals who are different.” (Leininger, 1978) |
| Cultural Knowledge | “The process of seeking and obtaining a sound educational foundation about diverse cultural and ethnic groups. In obtaining this knowledge base, the health care provider must focus on the integration of three specific issues: health-related beliefs and cultural values, disease incidence and prevalence and treatment efficacy.” (Lavizzo-Mourey, 1996) |
| Cultural Skill | The ability to collect relevant cultural data regarding the client’s presenting problem as well as accurately performing a culturally based physical assessment. This process involves learning how to conduct cultural assessments and culturally based physical assessments. |
| Cultural Encounter | The process that encourages the health care provider to directly engage in cross-cultural interactions with clients from culturally diverse backgrounds. Directly interacting with clients from diverse cultural groups will refine or modify one’s existing beliefs about a cultural group and will prevent possible stereotyping that may have occurred. |
| Cultural Desire | The motivation of the health care provider to want to, rather than have to, engage in the process of becoming culturally aware, culturally knowledgeable, culturally skillful and familiar with cultural encounters. Cultural desire involves the concept of caring. |

Without a focus on the cultural competence continuum within dental education, principles of equity and recruitment and retention outcome measures for faculty are negated. Within an academic health professions context, cultural competency allows for recognition and respect for differences and uniqueness among faculty, staff, residents, fellows, students and patients and helps remove barriers. It also means that academic dentistry treats faculty applicants and promotion and tenure candidates with fairness regardless of their sexual orientation, gender identities, disability, ideology, beliefs and other social constructs. Improving one’s cultural competency allows individuals evaluating faculty vitae and references and interacting with and interviewing candidates, to take into account their own ideas and cultural norms, practices and previous experiences, while not projecting the lenses of their culture upon faculty candidates in their hiring and promotion decisions.

Additionally, there is lots of research on implicit or unconscious bias and its impact on campus climates. Unconscious bias refers to:

*Attitudes or stereotypes that are outside our awareness and affect our understanding, our interactions and our decisions. Researchers have found that we all harbor unconscious associations—both positive and negative—about other people based on characteristics such as race, ethnicity, gender, age, social class and appearance.*

Research shows that these associations may influence an individual’s feelings and attitudes and may result in involuntary discriminatory practices, especially under demanding circumstances.

Campuses must be careful to guard against unconscious bias, particularly in the recruitment, hiring, promotion and evaluation of faculty.

**ADDITIONAL READING**

Su Y and Behar-Horenstein LS. Color-Blind Racial Beliefs Among Dental Students and Faculty. J Dental Educ. September 2017:81(9);1098-1107.


**KEY POINT**

Macroaggressions and microaggressions are forms of discrimination that can have a detrimental effect on HURM faculty by creating hostile, intimidating and stressful workplace environments.

Another form of inequity that negatively impacts the academic climate are *macroaggressions* and *microaggressions*. Both are often experienced by women, marginalized faculty and faculty of color and serve to cause harm, further isolate and demean individuals as well as create a stressful and threatening environment.
Macroaggressions are large scale systemic and institutional discrimination against a particular group. Macroaggressions manifest themselves in the form of discriminatory practices based on philosophy, programs, practices, governmental structures, health care, educational systems and businesses. For example, racial superiority has been used historically to justify the segregation of the races through Jim Crow laws and the concept of manifest destiny, as a reason for 19th Century U.S. land expansion, which resulted in the forced removal of American Indians from their lands. Both are examples of policies and laws that resulted in macroaggressions for these two racial groups.

This construct has expanded and is applied to not only race, but also gender identity, acts against the LGBTQIA+ community, individuals with disabilities, immigrants, religious groups, ethnicity, nationality and other marginalized groups that may experience overt discrimination.

In contrast, microaggressions are:

- everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate or relegate them to inferior status and treatment.

In other words, microaggressions are regular indignities, assaults, insults and invalidations that are common place for underrepresented groups. They chip away day after day at a person, until the individual’s worth, efficacy, sense of belonging and value has eroded.

There are three types of microaggressions:

1. **Microassaults**—“derogation characterized primarily by verbal, nonverbal or environmental attack meant to hurt the intended victim through name calling, avoidant behavior or purposeful discriminatory actions

2. **Microinsults**—messages and communication that are insensitive, rude and demeaning to a person’s race/ethnicity, gender identity, sexual orientation, heritage, culture or identity; and

3. **Microinvalidations**—communications that ignore, dismiss, or nullify the intellectual views, ideas, expertise, competencies, psychological feelings, skills, or everyday experiences of an individual.

Examples of microaggressions* include:

- **Microinvalidation**—A faculty member, who is a woman, makes a recommendation to change clinical protocols for the prescribing of opioids at a faculty meeting. She is talked over by a man, and her peers ignore her recommendation. A faculty member, who is a man, makes the same recommendation 15 minutes later, and it is applauded and hailed by the group as a great idea and recommendation.
Microaggressions have a chilling effect upon the climate and can be a source of frustration and strain for women, marginalized faculty and faculty of color. The results are unfairness and reduced psychological safety and engagement by diverse faculty.

One possible way to combat microaggressions is through “microaffirmations.” According to Mary Rowe, microaffirmations are a series of positive actions or “small acts that foster inclusion, listening, comfort and support for people who may feel isolated or invisible in an environment that can be applied to challenging and affirming experiences.” Microaffirmations can take many different forms, such as subtle cues, simple gestures, words and actions.

Some basic examples of microaffirmations include:

- Asking others for their opinions,
- Recognizing the achievements of others,
- Using friendly facial expressions and gestures and
- Taking a genuine, professional interest in someone’s personal life.

Microaffirmations not only show support for an individual, but they also are a series of small acts of inclusion that add up to an overall feeling of inclusion for everyone.

Additionally, academic institutions must also be aware of the stereotypes and subtle unconscious and conscious cues that can hinder the performance of women, marginalized groups, and historically underrepresented racial and ethnic faculty. Referred to as “stereotype threat,” this phenomenon refers to being at risk of confirming, as a self-characteristic, a negative stereotype or stigma about one’s social group. Initially observed in African American and White college students on standardized test performance, research showed that African American students performed better or as equally well to white students when race was not emphasized. Stereotype threat has also been shown to serve as a barrier to other groups such as women in math, Whites compared to Asian men in mathematics, Whites compared with African Americans and Latinx populations on tasks assumed to reflect natural sports ability, and students from low socioeconomic backgrounds to those from high socioeconomic backgrounds on intellectual tasks. Reasons for the effect include physiological stress reaction, a tendency to think about one’s performance as one is doing it and attempts to reduce negative thoughts. Each of these processes takes attention and resources away from the task itself, reducing performance.

Some of the potential outcomes of stereotype threat include:

- Decreased performance in academic and non-academic domains,
- Increased use of self-defeating behaviors,
- Disengagement and
- Altered professional aspirations.

Stereotype threat can also be traced to the extent to which individuals feel that they belong in an environment. Research related to belongingness—regardless of race/ethnicity, gender identity and sexual orientation—demonstrates the strong correlation between the importance of a feeling of belonging and a college student’s academic success. Stereo
type threat is also a signal to historically underrepresented faculty that they do not belong, especially with cultural cues that signal that “White” and “men” are dominant or more intelligent. Research shows that a “corrosive sense of not fitting in, of being unwelcome, is usually accompanied by depressed performance and confirmation of negative stereotypes.” It is important to note that individuals can and do overcome stereotype threat, but it requires cognitive resources and support.

Therefore, campuses must go beyond structural and compositional diversity to create an inclusive climate that supports everyone and fosters a sense of belonging for diverse faculty. Strategies to educate faculty, students, community partners and staff about unconscious bias, stereotype threat, macroaggressions and microaggressions and their impact are important to creating a humanistic environment that is respectful, participatory,
attentive to equity and supportive of cultural differences.

Ball State University provides a good list of challenges faced by diverse faculty in adapting to a new campus and climate. When designing recruitment and retention strategies, these are the challenges that campuses should consider. The six challenges are:

1. **Stereotypical beliefs and assumptions**
   a. Negative stereotypes about marginalized and faculty of color diversity.
   b. Positive stereotypes favoring majority faculty and seemingly positive stereotypes of “model minority” faculty. For example, Asian-Americans are competent but not warm.
   c. Expecting faculty of color to produce more and to be held to higher standards.
   d. Viewing non-majority faculty as “affirmative action hires,” presuming they lack competence and they do not deserve to be there.

2. **Social and professional isolation**
   a. Being treated as invisible (not being included in collegial activities) or overly visible (being asked to serve on extra committees).
   b. Being unable to make connections with other faculty of color, LGBTQIA+ colleagues and women.
   c. Being talked over in professional meetings by their White colleagues and men or having their ideas and viewpoints ignored unless validated by a White colleague.
   d. Not being invited to participate in critical decisions about the college, department or program for which they have oversight or are directly affected.

3. **Overburdened with service work (engagement)**
   a. Expectations that the marginalized and diverse faculty members will mentor all students of color and marginalized students.
   b. Serving on multiple committees dealing with diversity issues.
   c. Being invited to serve on numerous committees, from student thesis to appointed college and university committees, in order to provide racial, ethnic or gender balance.
   d. Credit given to service activities is not commensurate with time and effort invested.

4. **Evaluations based solely on traditional ideas of scholarship (research)**
   a. New or unfamiliar areas of research, especially those related to diversity and inequity issues, are not valued or do not carry the same weight as traditional or mainstream ideas of scholarship.
   b. Fear of being narrowly labelled as the gender or diversity expert for publishing or conducting research on topics that focus or have implications for race, ethnicity, gender and sexual orientation.

5. **Lack of mentoring when trying to acclimate to academe**
   a. Concern regarding navigating the “hidden curriculum” (formal and informal norms) and culture without a mentor or guidance.
   b. Need for guidance on progression toward promotion and tenure.
   c. Little advice for developing effective teaching and publishing strategies.
6. **Additional challenges when dealing with students**
   a. Authority and credentials of women and faculty of color may be challenged by students and other faculty.
   b. Being addressed by their first name and a lack of respect of professional status.
   c. Expectations of preferential treatment by students with backgrounds similar to the professor.
   d. Being accused of treating the White students differently because of the racial/ethnic background of the faculty member.
   e. Lack of support systems for helping marginalized and faculty of color navigate student challenges related specifically to issues of race/ethnicity, gender identity, sexual orientation, culture, etc.

All of these claims are extremely inflated or inaccurate. Research shows that many historically underrepresented faculty are not actively recruited and rarely have a choice between competing offers. Reasonably, there are concerns about the faculty pipeline in terms of women and historically underrepresented racial/ethnic groups. However, this should not be the rationale used to refrain from recruiting diverse faculty. Research also demonstrates that scientists of color were more often in postdoctoral positions and were not being recruited for faculty positions. Studies also show that HURM faculty are interested in living and working in a wide variety of locations and types of institutions. Furthermore, faculty members who move to another postsecondary institution are usually motivated by family and personal reasons and not financial. Motivation to leave acade}
Chapter 2: Barriers and Challenges to Recruiting and Retaining Diverse Faculty

C. Search Committees and Hiring

The Faculty Search Committee plays an important role in improving diversity within the academic ranks. However, as part of the search process, challenges related to Committee composition, politics and viewpoints regarding the type of faculty or credentials needed often arise.

To ensure that faculty from multiple perspectives and points of view evaluate candidates, there must be a variety of individuals who serve on the Search Committee. This should include administrators and faculty who are women, persons of color, individuals from various religious backgrounds, LGBTQIA+ faculty and other diverse groups and viewpoints. To ensure added diversity, some campuses allow students, doctoral graduates and faculty members from other institutions and campus departments to serve on Faculty Search Committees. Campuses should also make sure that faculty serve terms and rotate off the Search Committee, and that no one person, particularly a powerful faculty member, dominates the Committee’s decisions and actions.

The Search Committee must also be careful to monitor dynamics that may occur between junior and tenured faculty, particularly non-tenured women and faculty of color. These dynamics

ADDITIONAL READING


are critical in roles where junior faculty may advocate for a particular faculty member that is not supported by a tenured faculty member on the Committee. Furthermore, it is also important to protect junior and non-tenured faculty from any form of retaliation that may result from Committee disagreements and tensions. To avoid these politics and ensure diversity of viewpoints and experiences, some departments also appoint faculty of color and women in other disciplines and from other institutions to serve. 

Additionally, a Search Committee without a formal charge strongly conveying the diversification of the faculty as a high priority from the Dean or Department Chair can lead to confusion and differing viewpoints regarding the Committee’s goals. Search Committees can also suffer from a lack of clear direction without a Faculty Search Plan developed by faculty in conjunction with human resources, the equal opportunity office, the department chair and academic affairs. This plan further clarifies goals, direction and strategies for recruiting diverse faculty. It is best that the Faculty Search Plan is linked to diversity goals set forth in the college’s and institution’s strategic plans.

Implicit bias can also impact the recruitment of diverse faculty in the Search Committee process. This raises the important issue of implicit bias and unconscious bias training for everyone on the Search Committee. Research shows that faculty have a predisposition to hire and favor candidates with whom they have things in common, not necessarily because of race/ethnicity, but due to similar educational backgrounds, social skills, values and behaviors. The tendency is to reject faculty candidates whose research interests, education, experiences or route to academe do not conform to traditional academic models.

Additionally, studies show that candidates are often rejected because of their doctoral training and terminal degree granting institutions. Search Committees usually assume that only candidates with graduate degrees from the most elite or highly ranked institutions are worthwhile candidates. Specifically, women and faculty of color may take non-traditional paths to academe and have distinguished themselves in business, community service, government or the military. Additionally, academe favors hiring faculty candidates who are well published and see this as a sign of academic merit. However, this can limit the consideration of highly qualified, diverse candidates whose records include outstanding teaching, government and
corporate experiences. Additionally, campuses should not assume that Search Committees are trained in interviewing and developing questions. Therefore, well-vetted sample questions should be provided and/or faculty and staff with experience in recruiting diverse faculty should be called upon to help develop and assess the Search Committee’s interview questions.

**D. Promotion, Tenure and Professional Development**

In the quest for tenure and promotion, faculty often point to the rigidity of tenure clock policies. These policies, viewed as less than gender neutral, are inflexible and can be punitive, particularly for women and faculty who take time away for childbirth or adoption, raising children, illness or leave to care for parents or other immediate family members. To address these inadequacies, some institutions have adopted tenure clock-stoppage policies. Many universities tenure clock-stoppage policies focus on lengthening the time allowed beyond the traditional six-year tenure track span or adjusting standards for part-time faculty.

Although the adoption of tenure clock stoppage policies are intended to be gender neutral and to benefit both women and men, one study points to the fact that poorly designed policies are not having their intended affect. Policies that appeared gender neutral on the surface, were not, and the results of the study showed that there was a decrease in the number of women receiving tenure after the adoption of tenure clock stoppage policies. Women point to the primary childrearing responsibilities and the physical toll that pregnancy has on women in comparison to men. Additionally, the study revealed that men taking leave tended to spend the time conducting research and working on publications.
Some policies automatically stop the tenure clock for any parent for the adoption or birth of a child. However, other policies only stop the clock for the primary caregiver. Another type of policy allows the primary caregiver with 50% of the responsibilities to stop the clock. Additionally, there are policies which automatically provide the tenure clock stoppage for birth mothers; however, the approval of non-birth parents require an application and approval by the senior academic leadership. This further reinforces the stereotype that women are primarily responsible for the care of children and not men. Additionally, a focus on the birth mother may exclude the importance of leave for lesbian and gay couples. Therefore, campuses must not only adopt tenure stoppage clock policies, but also assess their impact to ensure that they are indeed gender neutral and do not create disparities.

These types of tenure clock-stoppage policies are based on “cognitive errors” that can impact the tenure and development of HURM faculty. Cognitive errors are shortcuts that corrupt “rational thinking, estimate probabilities and sound decision-making and investing.” Similar to implicit biases, cognitive errors are not judgement mistakes that individuals with bad intentions necessarily make, but when not given the opportunity to be thorough, deliberate and careful in our evaluations, anyone can make them.

JoAnn Moody identifies 15 cognitive errors that tenure and review and other evaluation committees must monitor in order to avoid them.

1. **Negative stereotypes**—“A stereotype can be defined as a broad generalization about a particular group and the presumption that a member of the group embodies the generalized traits of that group.” Negative stereotypes are negative presumptions, such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.

2. **Positive stereotypes**—This creates a halo effect where members of a group are presumed to be competent or bona fide. Such a member receives the benefit of the doubt. Positive achievements are noted more than negative performance and success is assumed.

3. **Raising the bar**—Related to negative stereotypes, when we require members of certain groups to prove that they are not incompetent by using more filters or higher bars for them to meet.

4. **Elitism**—Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes (accents, schools, dress and ratings).
5. First impressions—Drawing conclusions in a matter of seconds based on our personal likes/dislikes.

6. The longing to clone—Devaluing someone who is not like most of “us” on the Committee, or wanting someone to resemble, in attributes, someone we admire and are replacing.

7. Good fit/bad fit—While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease we will feel.

8. Provincialism—Like cloning, this is undervaluing something outside your own province, circle or clan. For example, trusting only reference letters from people you know.

9. Extraneous myths and assumptions—Undermining the careful collection and analysis of information, such as we can’t get a person like that to come here, or we have all of them we need.

10. Wishful thinking—Opinions about human behavior that aren’t based on facts and evidence. Examples are assumptions that universities, and certain other institutions, run on objective meritocracy, or people are colorblind.

11. Self-fulfilling prophecy—Some call it “channeling,” where we structure our interaction with someone so we can receive information congruent with our assumptions or we avoid information incongruent with our assumptions.

12. Seizing a pretext—Hiding one’s real concern or agenda (for example, an aversion to a candidate viewed as overweight) behind something trivial, or focusing on a few negatives rather than the overall performance.

13. Character over context or attribution errors—For example, failing to recognize the context of a situation. For example, was it social, late in the day or outside of the professional arena? Or, an attribution of responsibility for a situation that is misplaced on one person rather than others.

14. Premature ranking/digging-in—Rush to use numbers, as if they are objective, to drive a decision.

15. Momentum of the group—It is difficult to resist consensus when the majority seems to be heading one way without a full hearing on other considerations.

Additionally, there are six organizational dysfunctions that exacerbate cognitive errors. These dysfunctions should be avoided by Tenure and Promotion Committees.

1. Overloading and rushing—Undertaking complex tasks without appropriate time, resources or relief from other loads.

2. No coaching or practice—No training in tenure-promotion procedures, searching and interviewing practices, so people default to what they have seen or experienced before.

3. No ground rules—Before filtering applicants, have we established the needs and priorities for the program or how the committee will function, process and help each other? Have we gathered information on who else committee members can call upon?

4. Absence of reminders and monitoring—For example, lack of reminders of common errors, highest priorities and a process monitor on the committee.
5. **No one is accountable**—The committee decides no updates or disclosure is required.
6. **Lack of debriefing for systematic improvement**—Committees start from scratch over and over again.

HURM faculty also discuss the barrier of “academic ethnocentrism.” Academic ethnocentrism refers to the “ways in which the academy relies on a North American/Western European canon as the frame of reference” to judge scholarship. The effect is that faculty of color, women and marginalized groups are pressured and socialized to convey and validate research and ideas through their teaching and publications that are in line with mainstream European culture.

Therefore, such pressure stymies research and can create an internal and real-life battles in the tenure and promotion process for recognition of faculty work. Additionally, academic ethnocentrism deters the expansion of scholarship and research into new areas and thought.

Traditionally, promotion and tenure involve an evaluation of teaching, research and service, but the practice of denying tenure based on collegiality has become increasingly concerning for women, faculty of color, LGBTQIA+ faculty and other marginalized groups. The use of collegiality calls into question not only the very definition of the word but the risk in challenging the status quo within the academy and debating with colleagues ideas of new scholarship or disciplines for HURM faculty. Although collegiality and civility among colleagues speaks to professionalism, “invoking

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**KEY POINT**

Dysfunctions that should be avoided by Tenure and Promotion Committees:

- **Overloading and rushing**—Undertaking complex tasks without appropriate time, resources or relief from other loads.
- **No coaching or practice**—No training in searching and interviewing practices, so people default to what they have seen or experienced before.
- **No ground rules**—Before filtering applicants, have we established the needs and priorities for the program or how the committee will function, process and help each other? Have we gathered information on who else committee members can call upon?
- **Absence of reminders and monitoring**—For example, lack of reminders of common errors, highest priorities and a process monitor on the committee.
- **No one is accountable**—The committee decides no updates or disclosure is required.
- **Lack of debriefing for systematic improvement**—Committees start from scratch over and over again.
Studies of faculty of color and women also point to perceptions in which they feel intense pressure to work harder in order to be accepted within the academe. They also reported pressure to be experts in racial and ethnic issues within the discipline, academic community and working with students. A pressure that men and White faculty do not have. Additionally, faculty of color, women and marginalized faculty who do focus their research on cultural issues, gender, LGBTQIA+ and ethnic topics report a devaluing of their research and service interests. All of these things can disrupt or impede the road to tenure for underrepresented and marginalized groups.

Furthermore, stereotypes, macroaggressions and microaggressions experienced by HURM faculty within the academe can reduce self-confidence and exacerbate the “imposter syndrome” phenomenon. First identified by two psychologists, Pauline Clance and Suzanne Imes, in their research on high-achieving women, “imposter syndrome” refers to “an internal experience of intellectual phoniness.” Individuals “see themselves as unworthy of the level of praise they are receiving because they do not believe they have earned such recognition based on their capabilities.” It also is important to note that imposter syndrome is not simply the conflict between one’s identity within the academe and identity or a lack of self-esteem, but the feeling of isolation and chipping away of self that results from everyday signals from faculty and students that one does not belong. “From the refusal to refer to faculty of color as ‘Dr.’ or ‘Prof.,’ to the ubiquitous questioning of ‘credentials’ or knowledge, these messages are endless.” Due to increased levels of stress and anxiety, this can further serve as a barrier to advancement in academe.

**KEY POINT**

Imposter syndrome is not simply the conflict between one’s identity within the academe and identity or a lack of self-esteem, but the feeling of isolation and chipping away of self that results from everyday signals from faculty and students that one does not belong.

As it relates to dental education, there is often pressures to be “exact,” which can further exasperate the imposter syndrome. Furthermore, imposter syndrome is “more often seen in those with advanced degrees, those who have the traits of conscientiousness, achievement orientation, perfectionistic expectations and people who work in highly competitive and stressful occupation.”

Imposter syndrome is “further heightened within the ‘publish or perish’ academic culture, where performance targets are often vague, support can be inconsistent and where a highly competitive research and funding climate may inadvertently create a setting conducive to feelings of self-doubt and fraudulence.” Additionally, the effect that imposter syndrome has on women and marginalized faculty can be further traced to societal experiences, family/sex roles and racial/ethnic stereotypes and an unsupportive culture within the college or institution.
Campuses must address not only the psychological realities associated with imposter syndrome as a possible barrier to promotions or achieving tenure, but also the possible contributors that further the syndrome through interactions and campus culture. To reduce the impact that campus culture and the college climate can have, dental education must adopt strategies to educate faculty, residents, staff and students on topics of bias, stereotype threat and imposter syndrome, and implement professional development which focuses on mindfulness, cognitive strategies and mentoring programs to aid HURM faculty in the tenure and promotion process. Important to the discussion of barriers to promotion and tenure for HURM faculty is the topic of “cultural taxation.” A phrase first introduced by Amado M. Padilla, he writes:

This [cultural] “taxation” poses a significant dilemma for ethnic scholars because we frequently find ourselves having to respond to situations that are imposed on us by the administration, which assumes that we are best suited for specific tasks because of our race/ethnicity or our presumed knowledge of cultural differences. This taxation takes many forms, with some being easier to identify than others. A few easily identifiable forms are as follows:

(a) being called upon to be the expert on matters of diversity within the organization, even though we may not be knowledgeable on the issues or very comfortable in the role;
(b) being called on, often repeatedly, to educate individuals in the majority group about diversity, even though this is not part of the job description and we are not given any authority or recognition to go along with the responsibility;
(c) serving on an affirmative action committee or task force that culminates in the rehashing of many of the same recommendations that we have seen in the past with little real structural change ever taking place;
(d) serving as the liaison between the organization and the ethnic community, even though we may not agree with the way the organization’s policies impact on the community;
(e) taking time away from our own work to serve as general problem solver, troubleshooter or negotiator for disagreements that arise in part because of sociocultural differences among the administration, staff, students or community; and
(f) being called on to translate official documents or letters to clients, or to serve as interpreters when non-English-speaking clients, visitors or dignitaries appear at our place of employment.¹¹²

Not only do faculty of color describe cultural taxation, but also women and faculty who identify as LGBTQIA+ report the pressures and burden of this tax. The cultural taxation issue also brings up the subject of increased workload and responsibilities attached to women and HURM faculty that can take away from research and publishing requirements that are often rewarded more in the academy. Due to overcommitment and additional workload requirements, cultural taxation can further lead to serious burnout and exhaustion among faculty.
The chart below (see Figure 3) is taken from the *Columbia University Guide to Best Practices in Faculty Retention* provides additional retention barriers and strategies:

### Key Point

Cultural “taxation” poses a significant dilemma for HURM scholars because they frequently find themselves having to respond to situations that are imposed on them by the administration, which assumes that they are best suited for specific tasks because of their gender identity, sexual orientation and race/ethnicity or their presumed knowledge of cultural differences. This taxation takes many forms, with some being easier to identify than others.

### Figure 3

<table>
<thead>
<tr>
<th>Barrier to Retention</th>
<th>Retention Strategy</th>
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<tr>
<td>Racial/Gender Isolation</td>
<td>• Create networking opportunities.</td>
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<td></td>
<td>• Foster affinity groups.</td>
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<td></td>
<td>• Express commitment to diversity initiatives in word and deed.</td>
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<tr>
<td>Lack of Mentoring</td>
<td>• Establish mentoring structures.</td>
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<td></td>
<td>• Have department chairs also act as mentors.</td>
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<td></td>
<td>• Create opportunities for faculty to meet and interact.</td>
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<tr>
<td>Occupational Stress</td>
<td>• Check for workload balances.</td>
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<td></td>
<td>• Provide adequate support to faculty by way of time, resources and administrative and technical support.</td>
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<td></td>
<td>• Consider costs of living in New York City when creating compensation packages.</td>
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<tr>
<td>Devaluation of “Minority” Research</td>
<td>• “Minority” indicates any field of research or study pertaining to issues that affect or interest a small group of people, traditionally underrepresented in scholarship (Turner, Myers and Creswell, 1999).</td>
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<tr>
<td></td>
<td>• Recognize and reward different fields of work.</td>
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<td>“Token” Hire Misconception</td>
<td>• “Token” hire misconception.</td>
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<td></td>
<td>• Provide professional development to all faculty on cultural sensitivity.</td>
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<td></td>
<td>• Establish flexible and accommodating policies.</td>
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<tr>
<td>Biases in Tenure and Promotion Practices</td>
<td>• Make tenure and promotion policies and expectations clear and readily available to all faculty.</td>
</tr>
<tr>
<td></td>
<td>• Monitor decision-making processes and outcomes.</td>
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</tbody>
</table>
ADDITIONAL READING


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Endnotes


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45 Id. at 44.


51 Id. at 48.

52 Id. at 48.


54 Cross at 50.


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58 Id. at 56.


60 Id. at 59.


62 Id. at 61.


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73 Id. at 48 citing Glass CR and Westmont CM. Comparative effects of belongingness on the academic success and cross cultural interactions of domestic and international students. International Journal of Intercultural Relations. 2014;90(4)715-741.


75 Id. at 74.


78 Id. at 77.

79 Id. at 77.

80 Id. at 77.

Chapter 2: Barriers and Challenges to Recruiting and Retaining Diverse Faculty

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82 Id. at 81.
83 Id. at 32.
84 Id. at 32.
85 Id. at 32.
86 Id. at 32.
87 Id. at 32.
88 Id. at 32.
92 Id. at 91.
93 Id. at 91.
94 Id. at 91.
96 Id at 95.
98 Id. at 97.
99 Id. at 97.
100 Id. at 97.
104 Id. at 103.
105 Id. at 103.
Chapter 2: Barriers and Challenges to Recruiting and Retaining Diverse Faculty


109 Id. at 106.

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Best Practice Highlights—Recruiting and Hiring Diverse Faculty

In this chapter:

- Developing a Diverse Faculty Pipeline
- Faculty Searches
- Recruitment and Developing a Diverse Candidate Pool
- Preparing for an Equitable Search Process
- Evaluating Candidates
- Interviews, Campus Visits and Hiring Incentives
- Post-search Assessment
For dental schools and allied dental programs to fulfill their missions, each must pursue academic and clinical excellence. The pursuit of academic excellence is impossible without a culture that supports the engagement of diverse voices, identities and perspectives. Academic excellence, diversity and inclusion are not incompatible, but are inseparable in the drive to pursue discovery, new knowledge systems and innovation.

The search and hiring of talented faculty are ways in which campuses satisfy their missions related to teaching, research and service and the pursuit of academic excellence. However, campus hiring processes and Faculty Search Committee practices are more than employing excellent faculty. These policies and practices also symbolize the campus’ commitment to full inclusion and its affirmation of diverse identities and differences.

Therefore, dental educators, Search Committees and administrators must be watchful and closely monitor faculty search policies, practices and processes to avoid biases and taking mental shortcuts that can derail equity, stifle voices and exclude promising talent.

**A. Best Practice—Developing a Diverse Faculty Pipeline**

It is impossible to build a diverse faculty pipeline in dental education without tackling the difficulties associated with increasing “student diversity” in dental schools and allied dental programs. Without more women, students of color, LGBTQIA+ and other diverse dental school and allied dental graduates ready and groomed to become faculty, there will not be a culturally diverse pipeline from which to recruit pluralistic dental and allied dental academicians.

**KEY POINT**

Because the majority of faculty at dental schools and allied dental programs come from private practice, it is imperative that dental education develop pipeline and preprofessional programs to support the academic readiness, matriculation and graduation of HURM students in these programs. It is from these graduates that a more plurality of academic dentistry faculty will emerge.

In a previous section, the need to improve the diversity of the student pipeline was discussed as a barrier to improving faculty diversity. This section provides recommendations, best practices and highlights model programs aimed at improving the diversity of the student pipeline in dental education. Without a focus on strategies to improve student diversity in dental education, there will be little change in the composition of current dental and allied dental faculty. Dental education must provide more robust student pipeline programs for underresourced communities and underrepresented groups with the goal of substantially increasing the number of diverse graduates interested and eager to become dental and allied dental faculty. Additionally, “Grow Your Own” programs that provide academic and pedagogical training for junior faculty or dental students are effective tools.
Develop local partnerships with community organizations to support the dental profession pipeline for students at an early age.

The University of Colorado School of Dental Medicine (CU SDM) has the DENTAL ARCH pipeline program, and the goal of the program is to get the youth interested in dental medicine careers.114 Partnering with local schools, community organizations, business and CU SDM’s American Dental Student Association (ASDA) Chapter, DENTAL ARCH targets historically underserved communities, which include underrepresented minorities, rural and low income.115 The program’s partners include The Denver Post, the Boulder Daily Camera, Longmont Times-Call, the Loveland Reporter-Herald and newspapers in education. Together, they provide web-based programs and innovative materials for K-12 teachers to promote newspaper literacy, career readiness and academic readiness.116

Another is the Harvard School of Dental Medicine’s (HSDM) Dentistry Pipeline Program which was recognized by the INSIGHT Into Diversity magazine with the Inspiring Programs in STEM Award.117 The program encourages middle school, high school and college students to consider a career in dentistry. HSDM’s Offices of Diversity and Inclusion and Admissions partner with The Metropolitan Council for Educational Opportunity, HMS MEDscience, Massachusetts General Hospital’s Revere CARES, Reactions in Action (HMS) and Indian Island School to expose students not likely to pursue careers in dentistry to the profession.118 Students participate in job shadowing with local dentists and become knowledgeable about good oral health care.119

Collaborate with Science, Technology, Engineering and Math (STEM) organizations as part of outreach to pre-college and undergraduate programs to promote the academic dentistry pathway.

An example is the University of California, Los Angeles (UCLA) Pre-college Science Education Program at the UCLA College of Dentistry.120 The program is funded by a grant from the Howard Hughes Medical Institute and supports gifted and educationally disadvantaged high school students who are interested in scientific research and careers in the health professions.121 Students also participate in classroom and research lab projects. The program engages students from underrepresented communities to help expose them to STEM disciplines.122

Consider multiple cost sharing funding models to developing early pipeline programs.

The Texas A&M College of Dentistry (Texas A&M Dentistry) has a Bridge to Dentistry program with a number of pipeline initiatives and bridge programs that target P-16 education levels.123 Funding for these bridge programs is provided through the U.S. Health Resources and Services Administration, the Baylor Oral Health Foundation and the Texas A&M Dentistry.124 The Bridge to Dentistry Program includes
Project Dental Awareness which aims to improve dental health and career awareness for students in Pre-K through third grade. Monthly meetings are also held for students in the Future Dentists Club to increase dental health awareness and career knowledge. The Summer Predental Enrichment Program for 10th graders and the Summer Predental Enrichment Program for 11th graders focus on hands-on dental activities and presentations on dental topics and careers. The Summer Predental Enrichment Program for 12th graders assists students with college entry test preparation, and they participate in a preclinical dentistry lab course and other pre-college admissions activities. To assist college students with high school to college transition, students participate in the Summer Predental Enrichment Program for High School Graduates (pre-collegiate). This program includes Dental Admission Test (DAT) prep courses, clinical rotations, career awareness seminars and two courses at a local two-year college.

The Summer Predental Enrichment Program for College Students (SPEP Collegiate) allows students to take an introduction to human body course, dental sciences course, participate in DAT prep and learn about cultural competence. SPEP Collegiate also includes a financial aid workshop and pre-application counseling for students. Additionally, to further support student matriculation to dental school, the Texas A&M Health Sciences Center also offers a Post-Baccalaureate Program for Texas residents. The Post-Baccalaureate Program consists of upper division biology and science courses, DAT preparation and clinical rotations.

One of the key components of the Bridge to Dentistry program is ongoing opportunities for students to participate in dental career exploration, shadowing, test preparation and academic enrichment activities, including at K-12, college and post-baccalaureate education levels. The careful sequencing of these bridge programs and building blocks allow for tracking of students and monitoring to ensure that steps are taken to guide their journey throughout the entire matriculation to dental school process.

Collaborate with professional dental associations to develop shadowing programs and mentoring programs for students in underserved communities.

Mentoring and shadowing programs are important ways to expose students who are historically underrepresented in the dental profession to career opportunities and academic dentistry. Dental organizations and societies often host predental school shadowing days. Many of these associations also make concerted effort to reach out to underserved communities to reach educationally disadvantaged and historically underrepresented groups. Membership in these organizations by dental school and program faculty provide an opportunity for shadowing, mentoring and discussions of academic careers in dentistry.

The Increasing Diversity in Dentistry (IDID) Pipeline Initiative serves as an example and partners with the National Dental Association (NDA) and dental schools to nurture and mentor historically underrepresented students in order to further their interest in the dental profession.
Tufts University School of Dental Medicine (TUSDM) received a dental pipeline grant through the Dental Pipeline National Learning Institute (NLI). As a result, the TUSDM chapter of the Student National Dental Association (SNDA) led the two-day IDID initiative, exposing students to careers as dentists, dental hygienists, dental assistants and dental lab technicians. These college-level participants shadowed dental students, received career exposure and information and guidance regarding preparation for the dental school application process and the DAT.

**Review admissions criteria to make sure that the process promotes a diverse student body within the confines of state and federal law.**

Holistic admissions practices and the consideration of cognitive and noncognitive factors are important to recruiting a diverse class that contributes to the educational mission of the dental school and allied dental program. These factors should be considered within the framework of state and federal law while including such characteristics as first-generation students, gender identity, socioeconomic status, geographic location, race/ethnicity and sexual orientation. A diverse class of students provides opportunities for expanding the pipeline of HURM groups not only in dental education, but also in academic dentistry. Therefore, dental schools and programs should regularly review their admissions policies and practices to make sure that the criteria utilized supports the selection of outstanding future clinical practitioners and global oral health leaders from diverse backgrounds and experiences.

Seek grants and opportunities to partner with other health professional organizations to foster interprofessional education and implement academic enrichment and career development.

Funded by a generous grant from the Robert Wood Johnson Foundation (RWJF), the Summer Health Professions Education Program (SHPEP) is a free, six-week academic enrichment program for rising college sophomores and juniors interested in the health professions. SHPEP focuses on improving access to information with a goal of strengthening the academic proficiency and career development of students underrepresented in the health professions to prepare them for successful application and matriculation to health professions schools. Students in the program include, but are not limited to, individuals who identify as African American/Black, American Indian and Alaska Native and Hispanic/Latinx, and who are from communities of socioeconomic and educational disadvantage. Eligibility requirements include:

- Be a college freshman or sophomore at the time of application.
- Have a minimum overall college GPA of 2.5.
- Be a U.S. citizen, a permanent resident or an individual granted Deferred Action for Childhood Arrivals (DACA) status by the U.S. Citizenship and Immigration Services.
- Not have previously participated in the program.
Other factors considered include:

- Identifies with a group that is racially/ethnically underrepresented in the health professions;
- Comes from an economically or educationally disadvantaged background and/or;
- Has demonstrated an interest in issues affecting underserved populations; and
- Submits a compelling personal statement and a strong letter of recommendation.\(^{139}\)

As part of the RWJF Advancing Change Leadership, an initiative to strengthen and diversify the health care workforce and develop leaders as part of their Building a Culture of Health, RWJF announced a call for proposals to expand the summer enrichment program. The goal of the expansion was to increase the number of health profession programs beyond medicine and dentistry. In recognition of the broadened healthcare focus, the program's name was changed from the Summer Medical Dental Education Program (SMDEP) to the Summer Health Professions Education Program (SHPEP) with 13 program sites at universities, and the focus areas include medicine, dentistry, nursing, pharmacy, public health, optometry, physical therapy and physician’s assistant.

During the six-week summer program, SHPEP students participate in a variety of academic and career experiences such as:

1. Academic enrichment in the basic sciences and quantitative topics;
2. Learning and study skills development, including methods of individual and group learning;
3. Clinical exposure through small-group rotations in health care settings, simulation experiences and seminars. This is limited to 5% of program time for all the sites;
4. Career development sessions directed toward exploration of the health professions, the admissions process and the development of an individualized education plan;
5. A financial literacy and planning workshop that informs students of financial concepts and strategies;
6. A health policy seminar series to expose scholars to a larger view of health care, health systems and the social determinants of health; and
7. An introduction to interprofessional education that addresses effective collaboration across health professions.\(^{140}\)

Similarly, the University of North Carolina (UNC) Chapel Hill’s Medical Education (MED) Development Program is an intensive summer experience with a goal of increasing opportunities in medicine and dentistry from disadvantaged groups.\(^{141}\) MED is sponsored by the UNC Schools of Medicine and Dentistry, Health Careers Opportunity Program and the State of North Carolina. The program is at the professional education level, and students must be rising seniors or postgraduates. The program typically enrolls 80 medical students and 20 dental students. Additionally, students must have a passing grade in Organic Chemistry and a cumulative science G.P.A. of 2.75 or higher is strongly desired.\(^{142}\)
Develop partnership with school systems, organizations and professional organizations to get K-12 students interested in the dental profession early.

NYU College of Dentistry has the Saturday Academy for high school students. The program was established in 2012, and students spend every other Saturday with dental school faculty and dental students in order to get a sneak peek into dentistry. The Academy engages students from historically underrepresented communities with dentistry so they can see it as a viable profession. The program also focuses on standard test preparation, interview skills, resume development, college application advice, effective college essay writing and other important information for applying and succeeding in college. Sessions on financial aid for students and parents are included. To date, 108 students have participated in the Academy and survey data reveal that at least half of these students are still interested in the dental profession.

The Society of American Indian Dentists (SAID) engages fifth to eighth graders through the Middle School to Dental School Mentoring Initiative. The model was developed by the Children’s Oral Health Institute. Volunteers receive continuing education credit for serving as mentors to middle schoolers and share information about the careers within the profession of dental medicine.

Another program is the Rutgers University School of Dental Medicine’s “Decision for Dentistry Program.” This program, consisting of three days, is designed to introduce high school students in New Jersey to the dental profession. The Rutgers School of Dental Medicine’s Dental Exploration Program also introduces middle school students in New Jersey to dentistry and oral health education, and Dental Express provides interactive presentations to introduce New Jersey elementary school students to the dental profession and good oral health.

Create partnerships with institutions and organizations whose primary mission is service to historically underrepresented racial/ethnic and marginalized groups to improve the diversity of the academic dentistry pipeline.

The East Carolina University School of Dental Medicine partnered with North Carolina A&T University, the largest historically black college and university, and the Old North State Dental Society, an organization founded to support the careers and professional development of African American dentists in North Carolina, to recruit underserved students and address the oral health needs of underresourced communities. This collaboration was part of the Dental Pipeline National Learning Institution (NLI), which was introduced by ADEA in partnership with the University of the Pacific, Arthur A. Dugoni School of Dentistry. It included the participation of 10 other dental schools with a goal of helping to increase the diversity in the dentistry workforce. The NLI received support from the RWJF and included a three-day seminar on dental pipeline best practices, advocacy, leadership, peer mentoring, access to online courses, fundraising and developmental
tutorials.\textsuperscript{155} This collaboration serves as a model program for partnerships with targeted outreach to not only support underserved communities and historically underserved students, but an innovative partnership with organizations that have a legacy of supporting and mentoring the underserved.

**Develop “Grow Your Own” academic dentistry programs.**

A seminal program is the “Grow Your Own” Program, which was developed in conjunction with the ADEA/W.K. Kellogg Foundation Minority Dental Faculty Development (ADEA/WKKF MDFD) Program.\textsuperscript{156} The purpose of the ADEA/WKKF MDFD is to improve the recruitment and retention of historically underrepresented racial/ethnic faculty by identifying best practices to assist in their advancement. Funded from 2004 to 2010, ADEA/WKKF MDFD also promotes health system change focused on primary care, prevention and public health by building networks involving a variety of outreach programs.\textsuperscript{157}

Over that six-year period, 10 U.S. dental schools and one advanced dental education institution were awarded MDFD grants. Seven awards of $255,000 each were made to six individual dental schools and one consortium of dental schools. Grants were used to support the direct educational costs for historically underrepresented racial/ethnic faculty and low-income faculty.\textsuperscript{158} The dental schools and advanced dental education program that received the grants developed factors to promote sustainability through a “Grow Your Own” philosophy that focused on mentoring and academic partnership.\textsuperscript{159} Additionally, MDFD II and III were funded in 2012 and 2013 to 2015 respectively.\textsuperscript{160}

Developed by Dr. Jeanne Sinkford, Dean Emeritus of Howard University School of Dentistry, during her time as an ADEA Senior Scholar-in-Residence, the ADEA/WKKF MDFD Program outcomes provide an excellent logic model (LM) (See Appendix G.) from which to examine mission-driven diversity activities. The LM allows for analysis and review of diversity and inclusion initiatives from three dimensions:

1. Compositional (demographics),
2. Cultural competency education and
3. Institutional climate.\textsuperscript{161}

Furthermore, the LM links the value of diversity to the quality of the academic environment in educating students. It also speaks to the role of inclusive excellence in promoting inclusive and equitable policies as the norm.\textsuperscript{162}

Similarly, the ADEA/WKKF MDFD II and III are continuations of the MDFD I.\textsuperscript{163} The 2015-17 ADEA/WKKF MDFD I program assisted in the development of a more diverse generation of allied dental health professionals to meet the significant unmet dental care needs across the United States.\textsuperscript{164}

Additionally, to expand the pipeline within academic dentistry, some dental schools are using a variety of “Grow Your Own” strategies to train and prepare their students to serve as faculty. One
such program is the University of California, Los Angeles, School of Dentistry’s Academic Track (AT) program. The AT program is the result of a four-year, R25 initiative funded by the National Institute of Dental and Craniofacial Research. The goal of the program is to target and recruit potential clinician scientists and to foster improved pedagogical, organizational and personal strategies needed for successful entry into academic dentistry. Predental students and D.D.S./M.S., D.D.S./Ph.D. and Ph.D. candidates are targeted. Appendix H provides a summary of lessons learned from this ADEA/WKKF MDFD Grow Your Own Program.

Another Grow Your Own program is the UT Health San Antonio School of Dentistry’s Teaching Honors program. The program provides teaching and course planning in order to explore faculty live and provide a forum whereby dental students can explore academic careers. Students receive curriculum and pedagogical training in the classroom, laboratory and clinical settings. Upon completion, students receive the designation of “Distinction in Dental Education” on their diploma and transcripts.

The University of Michigan, the University of Washington and the University of California, San Francisco are just a few of the dental schools that offer dual D.D.S./Ph.D. programs. This Program trains students to become research scientists in oral health and prepares them to be strong candidates for faculty positions in dental schools and at major research universities.

The Creating Awareness in Academic Dentistry (CAAD) program received a 2018 ADEA Gies Foundation grant with the goal of expanding dental school and program student interest in academic careers. Specifically, any dental school or program can host the CAAD one-day seminar. CAAD targets dental school and allied dental students, recent graduates, postgraduates and residents. Special attention is paid to enrolling participants from (e.g., racial/ethnic groups and members of the LGBTQIA+ community).

CAAD seminars allow participants to:

- Explore academic and academic administration positions as they relate to their own personal and professional interests,
- Understand the array of academic dental career paths and the opportunities for academic or academic administration positions,
- Improve their academic dental portfolios and
- Develop a network among academic dental colleagues and role models.

More information about CAAD is available through the Rutgers, The State University of New Jersey, School of Dental Medicine’s Office of Multicultural Affairs.

Support the ADEA Chapters and the Academic Dental Career Fellowship Programs on your campus.

ADEA Chapters were established in 2016 by the ADEA Board of Directors to encourage dental students to pursue careers in dental education. The ADEA Chapter Toolkit serves as a guide for those interested in academic dentistry careers and to assist faculty mentors in providing advice. More information on
how to start an ADEA Chapter and related activities is available in the ADEA Chapter Toolkit.

The ADEA Academic Dental Careers Fellowship Program (ADCFP) was founded with the goal of providing students and residents the opportunity to become involved in an academe by providing structured mentoring and insight into what an academic career involves. Through the research requirements and active mentoring by faculty, the program is designed to create a pathway for those who may be considering entering an academic career. To date, over 300 students have completed the program, representing 30 different U.S. and Canadian dental institutions.

The ADEA ADCFP consists of faculty and student pairs collaborating on a research or teaching project. The program is voluntary, offered by ADEA and managed by each individual dental school. The faculty provide mentorship to students regarding:

- Understanding and experiencing the daily life of a dental school faculty member,
- Hearing the personal reflections of faculty members via one-on-one interviews,
- Understanding and applying the best practices in learning and research,
- Planning an academic career and navigating the education landscape,
- Sharing information with students and faculty about the Health Resources and Service Administration Faculty Loan Repayment Program (FLRP).

The Health Resources and Service Administration Faculty Loan Repayment Program (FLRP) also supports faculty in academic dentistry through loan repayment assistance. Program participants can receive a maximum of $40,000 for a full- or part-time faculty commitment. Since the average student debt of dental school graduates (debt incurred before and during school) can be of concern, the FLRP serves as an incentive for graduates to become dental educators. Another goal of the FLRP program is to encourage the historically underrepresented racial and ethnic groups and individuals from socioeconomically disadvantaged backgrounds to enter academic dentistry.

Work with institutional staff, such as the Offices of Financial Aid, Admissions and Development, along with external organizations, to fund and identify scholarships for historically underrepresented and marginalized groups.

Organizations such as ADEA, the Hispanic Dental Association Foundation, Chinese American Medical Society, Society of American Indian Dentists, National Dental Association Foundation and National Hispanic Medical Association offer scholarships for historically underrepresented racial/ethnic groups pursuing careers in the dental profession. Additionally, ADEA partners with Crest Oral-B, GlaxoSmithKline Consumer Healthcare, Sigma Phi Alpha and Sunstar Americas, Inc. to provide scholarships and stipends for dental hygiene and predoctoral dental students, along with students studying at allied dental education programs.
B. Best Practice—Faculty Searches

In order to promote diversity, inclusion and equity within the faculty search process, there are a number of best practices that should be considered. These best practices and strategies focus on not only the Search Committee composition, but also examining traditional modes of scholarship. Furthermore, these practices also promote developing methods to expand recruitment to other associations and professional organizations, as well as cultivating relationships with diverse scholars early. Recommendations and model programs are included below.

ADDITIONAL READING


Pre-search Recommendations and Best Practices

It is important that colleges/departments deploy strategies and integrate best practices in the pre-search stage. This section provides information to assist before the actual search commences.

KEY POINT

Faculty candidates will expect to see a commitment to diversity within key strategic planning documents such as the institutional, college and departmental mission statements.

1. **Incorporate principles of diversity and inclusion into the mission or value statements.** It is important to articulate the dental school’s or allied dental program’s commitment to diversity and inclusion within the mission statement, values or in a separate statement on diversity. The mission statement should flow from and be consistent with the university’s or academic health center’s mission. Make sure the policy or values statement have been approved by senior level administration and is widely disseminated and visible on your website and in related faculty recruitment and retention materials. Additionally, some schools or programs have also opted for a diversity policy or have incorporated the diversity policy of the academic health science center or university into their values and mission.

For example, the University of California, San Francisco, School of Dentistry’s (UCSF SOD) PRIDE values include Professionalism, Respect, Integrity, Diversity and Excellence.
Additionally, it is imperative that goals related to student, staff and faculty diversity and inclusion are incorporated into the dental school’s and allied dental program’s strategic priorities and plans. The UCSF SOD’s strategic plan has as a goal to “promote diversity and inclusion within the School’s leadership, faculty, learners and staff.” To ensure that your statement falls within state and federal law, all diversity statements should be reviewed and vetted by legal counsel.

2. **Conduct a needs assessment prior to the search.** Faculty hiring needs should correlate with the educational goals of the department and college. Specifically, as part of the decision-making process, examine course planning, accreditation standards, curricular changes, research needs, faculty and staff characteristics and climate data.

Consider the following pre-search assessment questions:

- What is the stated mission of the department?
- How does your institution define diversity for hiring purposes?
- What are the demographics of the institution and the community in which you serve?
- Are there national or local issues that are impacting the diversity of your campus?
- What are your departmental, college and campus cultural competence goals?
- How diverse is your college/department in comparison to your peers?
- What strategies have been the most successful in diversifying applicant pools and which ones have not?
- What do the national and regional data for available applicants and graduates in your discipline reflect?
- What are the demographics of prospective students who have applied or who have been admitted to the program?
- How many students of color and women are in these disciplines?
- How many graduate/professional students of color and women are there?
- How many faculty/staff of color and women are in the program, and how do these numbers impact campus affirmative action goals?
- Are their program or regional accreditation goals that must be considered?
- How many courses address cultural competence and diversity issues? Is diversity and inclusion coursework embedded in the content of required courses?
- Are students exposed to experiential opportunities/community engagement that focus on diversity and cultural competence as part of course requirements?
- Do guest speakers include women and people from different racial/ethnic and marginalized groups and diverse backgrounds in addressing issues both of diversity/inclusion and other topics within the field?
- How are students of color, marginalized groups and women supported academically?
3. **Develop a faculty recruitment search plan or checklist.** In collaboration with the Dean or appropriate Associate Dean, faculty and department head, the Search Committee should develop a documented search plan or checklist. The plan should include realistic timetables and be modified as needed.

The Duke University School of Medicine’s Recruitment and Retention Working Group developed a Recruitment Toolkit that functions more as a comprehensive checklist with process guidance, position advertising suggestions, interview questions, a sample search plan and implicit bias training resources. (See Appendix D.)

Emory University’s Annual Faculty Recruitment Plan and Tulane University’s Recruitment Action Plan templates, which are also included in Appendices E and F, respectively, can be modified for your campus’s search needs. A good example of a faculty recruitment checklist includes Columbia University’s “Checklist: Best Practices in Search and Hiring Tenure and Tenure Track Recruitments.”

This checklist includes best practices related to preparation before, during and after the search.

4. **Review previous searches.** The Search Committee should review strategies used from previous searches and note areas of success, challenges and oversights. This could include searches within the college but in different departments also to expand insight. Advance discussions should include strategies, criteria, resources, climate issues and other factors that

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**KEY POINT**

The effective recruitment of HURM faculty require campuses to identify resources and use data to develop a comprehensive faculty recruitment search plan and checklist.
made the searches successful and what can be
done to avoid future pitfalls or failed searches.
The University of Chicago encourages
departments also to compare historical data
from applicant pools. This allows committees
to compare pools and identify specific
populations and opportunities, along with
identifying barriers that need to be overcome
for future searches.188

5. **Charge the Search Committee formally with the task.** The Search Committee
must be charged formally by the dean, and
the committee should also meet with the
diversity and inclusion staff regarding search
requirements. The dean’s charge should be
in writing and given to the Search Committee
chair and shared with members of the Search
Committee and the faculty. As the Search
Committee plans its work, guidance from
the institution’s equal opportunity or human
resource office is essential and should include
information on the impact of departmental
equal opportunity goals on the search and
issues regarding acceptable and illegal
outreach activities to candidates.

6. **Determine if the Search Committee is bound by “open meeting” state laws.**
In some states, faculty Search Committees
are subject to open meeting laws. As such,
academic departments and units must publicly
notify interested parties of their meetings.
Additionally, talk to your legal office and
human resources regarding state open law
meeting requirements to determine if faculty
search committees must give notice of their
intent to go into a closed meeting session, such
as to evaluate candidate.

7. **Understand state law requirements for public records requests.** Some public
record laws allow individuals to inspect and/or
copy any record that is not specifically an
exception to a provision of state or federal law.
Denying access to public records is usually
contrary to the public interests, and only in
exceptional cases can access, either requested
in writing or orally, be denied. Check with
your legal counsel and human resources office
to determine what faculty search records can
and cannot be released.

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**KEY POINT**

Faculty Search Committees must be pluralistic
in their composition, and the committee’s
official charge should be approved and sent to
the Committee from the dental school dean
and/or allied dental program director.

8. **Select a diverse, active faculty and staff to serve on the committees.** Individuals
who are active in professional associations
and presenting nationally and internationally
are more likely to interact with diverse
faculty and students who study in their field.
Search Committees should work to avoid
the human tendency to place only people
with the same academic and life experiences
on the committee and, instead, include a
variety of individuals who represent different
viewpoints. Search Committee members
should also understand the needs of the
department and the college.
In terms of actual composition, the committee should consist of women and faculty and/or staff from HURM groups. The University of Minnesota recommends adding women and underrepresented and marginalized faculty from outside the department, if there are too few. \(^\text{189}\) Search Committees should also include representation from faculty who are familiar with interdisciplinary approaches, alternative/non-traditional teaching methods and new forms of scholarship so that they can evaluate and push candidates forward that may not be viewed as traditional. \(^\text{190}\) Below are additional best practices and guidance provided by Harvard University in appointing Search Committees:

- Include women and minorities on the committee, paying attention to sub-discipline, gender and race/ethnicity composition. At the same time, be mindful that women and minorities often have greater administrative commitments.
- Consider including faculty from outside your department, especially if you are searching in a field in which your department lacks deep expertise or that is emerging or interdisciplinary.
- If some faculty members with relevant expertise are not included in a given Search Committee, Search Committee chairs should still reach out to these faculty members to get their perspectives.
- Consider forming a graduate student advisory group to work with the faculty Search Committee. Graduate students, especially those interested in faculty positions, find this to be a superb experience that gives them insight into the academic job market. Experience shows that graduate students— who are early in their careers themselves— can be especially good at identifying emerging scholars. (If your department has postdoctoral fellows, consider including some of them on the advisory group for the same reasons.)
- The chair of the Search Committee should be familiar with the relevant sub-discipline but need not be the faculty member whose field is closest to that of the position to be filed. The most important quality of the chair is the capacity to ensure that all diverse points-of-view are honored throughout the committee’s deliberations. \(^\text{191}\)

It is important to note that the Search Committee’s composition sends a powerful message to potential candidates about the department’s climate. There should also be a balance between junior and senior faculty. \(^\text{192}\)

**The Role of the Chair**

The committee chair is responsible for the overall search process, ensuring fairness, being proactive and managing the committee’s time. The UCLA search guide further outlines some important roles of chair. They include:

- Working with the committee to establish processes and ground rules before you begin your work;
- Maintaining evaluative consistency/fairness throughout the process;
• Ensuring compliance with applicable laws and policies;
• Maintaining confidentiality of candidates and process;
• Promoting a collegial working atmosphere within the committee;
• Creation of job advertisement and evaluation criteria;
• Development of recruitment strategy and advertising plans to encourage a diverse applicant pool;
• Conducting a proactive search;
• Using an equitable evaluation process;
• Presenting finalists to the department;
• Maintaining positive interaction with candidates;
• Making sure the committee treats all candidates in the manner that we would want to be treated in the recruitment process;
• Ensuring candidates are provided with appropriate information about the [institution/unit];
• Ensuring that candidates feel welcomed—[Institution’s] reputation as an equitable and welcoming institution rests in large part with the Search Committee members’ treatment of candidates;
• Maintaining communication with candidates, keeping them informed of the process and timelines;
• Respecting unsuccessful applicant’s time by notifying them of non-selection as soon as a firm decision is made;
• Conducting post-Search Committee review;
• Holding at least one additional meeting to discuss what worked well and what did not after the search has concluded; and
• Documenting the Search Committee’s process and improvement ideas and passing them on to future Search Committees.¹⁹³

The Faculty Position Job Search Description

KEY POINT

The following three essential items should be included in faculty position job search descriptions:

• Overview of the department/institution,
• Primary job duties and
• Qualifications for the position.

The position description should include three essential items:

1. Overview of the department/institution,
2. Primary job duties and
3. Qualifications for the position.¹⁹⁴

The position description should be inclusive and address the following:

• Importance of diversity,
• Value for those who share and teach different viewpoints and
• A brief description of the environment and a commitment to support of HURM and women faculty in the department/college and on the campus.¹⁹⁵

Demographics regarding the student body should also be included in the position description, including the diversity composition of the student body.¹⁹⁶ Additionally, the position description is also an excellent opportunity to highlight the diversity of the college and institution. Two
examples are provided below of sample language from position descriptions emphasizing both the institution’s commitment to recruiting diverse candidates and showcasing their diversity progress. Here is an example from the Virginia Commonwealth University (VCU):

*The university has a student body of over 25,000 undergraduate, graduate and first professional students, including 36 percent of students of color and 1,544 international students from 125 countries.*

- The university aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minorities and women.
- The university places a high priority on the creation of an environment supportive of the promotion of ethnic minorities, women and persons with disabilities.
- The university seeks to create a work environment and organizational culture that reflect the society and community in which it is located and a climate for the success of every employee by appreciating the uniqueness that each one brings to the workplace.
- In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the university actively encourages applications from members of all ethnic groups underrepresented in higher education.\(^{197}\)

And here is an example from a UCLA STEM field job description that is in addition to the traditional job statement:

*The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination and Affirmative Action Policy.\(^{198}\)*

The committee should also include a more substantive statement of the department’s interest in diversity-related research, teaching or service in the body of the advertisement. Examples include the following language:

- “We welcome candidates whose experience in teaching, research or community service has prepared them to contribute to our commitment to diversity and excellence.”
- “Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.”
- “The department is seeking outstanding candidates with the potential for exceptional research, excellence in teaching and a clear commitment to enhancing the diversity of the faculty, graduate student population and of the majors in [X].”
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- “A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.”
- “The Department is particularly interested in candidates who have experience working with students from diverse backgrounds and has a demonstrated commitment to improving access to higher education for disadvantaged students.”
- “Experience in mentoring women and minorities in STEM fields is desired.
- “The University of California seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University and to offer our students richly varied disciplines, perspectives and ways of knowing and learning.”

KEY POINT

Faculty position job search descriptions should include a substantive statement of the department’s interest in diversity-related research, teaching or service in the body of the advertisement. Examples include the following language:

- “We welcome candidates whose experience in teaching, research or community service has prepared them to contribute to our commitment to diversity and excellence.”
- “Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.”
- “The department is seeking outstanding candidates with the potential for exceptional research, excellence in teaching and a clear commitment to enhancing the diversity of the faculty, graduate student population and of the majors in [X].”
- “A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.”
- “The Department is particularly interested in candidates who have experience working with students from diverse backgrounds and has a demonstrated commitment to improving access to higher education for disadvantaged students.”
- “Experience in mentoring women and minorities in STEM fields is desired.
- “The University of California seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University and to offer our students richly varied disciplines, perspectives and ways of knowing and learning.”
1. **In the job description, include the required institutional EEO/AA statement.** The Search Committee should work with the Equal Opportunity Office (EEO) or Affirmative Action (AA) Officer to make sure they have the most updated EEO/AA tagline for the institution to include with the job announcement. The tagline should be consistent with state and federal laws. Below are two example of an institution’s EEO/AA tagline.

An EEO/AA statement for public institution:

*The University of Illinois at Chicago is an affirmative action, equal opportunity employer that has a strong institutional commitment to the principle of diversity and is particularly interested in receiving applications from a broad spectrum of people, including members of ethnic minorities, women, covered veterans and individuals with disabilities.*

An EEO/AA statement for a private institution:

*Duke is committed to encouraging and sustaining work and learning environments that are free from harassment and prohibited discrimination. Duke prohibits discrimination and harassment in the administration of both its employment and educational policies. Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual’s age, color, disability, genetic information, gender, gender expression, gender identity, national origin, race, religion, sex, sexual orientation or veteran status. Duke also makes good faith efforts to recruit, hire and promote qualified women, minorities, individuals with disabilities and veterans.*

2. **Make qualifications clear and flexible.**

Job qualifications should be clear, specific and flexible. Flexibility in thinking about the job qualifications allows Search Committees to consider barriers that may have hindered underrepresented candidates from taking a traditional path. In other words, the description should include the essential qualifications and experiences (e.g., scholarship, experience and disciplinary background) but also be broad enough to attract candidates with different experiences and a variety of viewpoints. It is recommended that the description distinguish between teaching needs and research needs to attract more diverse candidates.

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In thinking about qualifications, the Search Committee should consider the following (Source: *VCU Strategies for Successfully Recruiting Diverse Faculty*):

◊ Can a similar, but not parallel, work history provide enough experience for an applicant to assume a position, even though on paper it may not be immediately apparent?
Chapter 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty

◊ Does the candidate have potential that, with support and mentoring, could develop the ingredients of a successful faculty member? 203

If a candidate does not appear to have extensive experience, for example, due to a situation that may be the result of past discriminatory practices, the Search Committee should be willing to delve deeper. Based on the above questions suggested by VCU, decide if the committee should rule out this candidate's ability to perform the job successfully, if given the opportunity.

Furthermore, committees must be sensitive to the different academic experiences of applicants and flexible in determining what job qualifications are essential to the job. It is suggested that the committee work with experts in disabilities services, equal opportunity or human resources. Make sure that the position description reflects the current needs of the department, but also takes into consideration evolving issues in the discipline and curricular changes. The position description should realistically reflect the full range of skills and knowledge needed, but avoid overly rigid criteria, such as required number of years of experience or experience with certain teaching methods. This also will help protect against possible claims of unfair hiring.

3. **Expand the definition of diversity.** Although affirmative action goals related to historically underrepresented racial/ethnic groups, veterans, individuals with disabilities and women are important, faculty diversity initiatives should consider a wide variety of characteristics and include race-neutral alternatives. 204 This allows for a broadened definition of diversity. For example, the expansion of the definition of diversity could include diversity in terms of life experiences, research agendas, curricular focus, special skills, socioeconomic background, unique talents, geographic and pedagogical approaches. Remember that race cannot be used as an automatic or mechanistic factor or serve as the predominant criterion in a process. Consult with legal counsel or the EEO officer for more guidance. 205

4. **Consider inclusive criteria in the description.** Think carefully about adding wording to the job description that connects to the candidate's ability to work with diverse students. Inclusive criteria can also include efforts to develop and address a variety of teaching and learning styles, improve cultural competence training and global outreach, as well as engage and expand research related to underrepresented communities and marginalized individuals.

5. **Market the city or region.** A lot of job descriptions also provide a brief overview of the benefits of living and working in the city or region. This can be cost of living, top schools for children, partnerships with industry, entertainment, organizations and programs of interest to diverse candidates.
6. **Consider a required diversity statement from candidates.** Some institutions have adopted the practice of mandatory diversity statement for candidates as part of the application process. For example, the University of California – San Diego and the University of California – Irvine (UC Irvine) have opted to require a diversity statement for all faculty applicants. UC Irvine applicants must submit a statement on previous and/or potential contributions to diversity, equity and inclusion.\(^\text{206}\) UC Irvine provides the following additional guidance to applicants:

Be specific when describing the nature and impact of the research, teaching and service activity that advances access, diversity, [inclusion] and equal opportunity.

- **How the activity advances equal opportunity and diversity:** the ways it explores underrepresented or understudied populations or communities, cultures and practices; or illuminate societal inequalities or disparities;

- **What the significance or impact of the activity is:** how it builds or extends research problems or areas; raises awareness in local or state or national or international contexts; contributes to equitable access to education and broadens participation in higher education through outreach or mentoring or recruitment or student placement; addresses societal disparities or inequalities; or aligns with Multicultural Studies of the General Education requirements; and

- **The extent the activity has been recognized:** document and describe any and all of the following: competitive funding; any appearance in a peer reviewed journal or publication as a book; significant contribution to high impact online journalism such as a blog or curated web-page; selection for commendation by campus unit, professional association or public service organization; or has the faculty member served on a taskforce or been elected to a leadership position in an affinity group or a committee within a professional organization.\(^\text{207}\)

UC Irvine also has “Equity Advisors” who work with Search Committees to provide training on the use of the diversity statement evaluation grid. Faculty candidates are evaluated on four components of the diversity statement (see Figure 4, page 72).\(^\text{208}\)
### Figure 4. Four Components of Diversity Statement Scorecard

<table>
<thead>
<tr>
<th>Components</th>
<th>Scoring System 0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a statement of contributions to diversity.</td>
<td>Candidate 1</td>
</tr>
<tr>
<td>Indicating awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization.</td>
<td>Candidate 2</td>
</tr>
<tr>
<td>Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups.</td>
<td>Candidate 3</td>
</tr>
<tr>
<td>Specific plans to contribute through campus programs, new activities or through national or off-campus organizations.</td>
<td></td>
</tr>
</tbody>
</table>

**Examples: (5 = Excellent) (1 = Statement Only)**

- Helps to identify candidates who have job skills, experience and/or willingness to engage in diversity-type activities that could enhance campus diversity efforts.
- Promotes commitment to Equity, Diversity and Inclusion in faculty culture.
- Underscores our public commitment to Equity, Diversity and Inclusion.

Chapter 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty

C. Best Practice—Recruitment and Developing a Diverse Candidate Pool

Search Committees should work closely with professional associations, human resources and the equal opportunity office to gather demographic and recruitment information. Recruitment strategies must also consider new technology and ways in which faculty not only traditionally engage each other, such as at conference and meetings, but the growing role of blogs and social media in promoting scholarship and scholars. Below are additional recommendations and best practices for recruiting diverse faculty:

Analyze national applicant data pools.
As part of your efforts to diversify the pool, the committee should examine relevant national applicant pool data to provide guidance in helping the committee with benchmarking and evaluation throughout the search process. Many professional associations maintain this information. (See the resource section of this Toolkit for professional associations and national groups that may be helpful in gathering the data.) Remember that goals are permissible, but quotas are illegal. For more direction on setting goals, the department head and committee chair should contact the campus offices of equal opportunity and diversity and inclusion.

Partner with closely associated departments/colleges. Consider the possibility of interdisciplinary research and partnering with other departments and colleges to fund positions to broaden search criteria and to spark innovation.

Solicit the help of others. Do not hesitate to ask others within your college and external to the Search Committee to help you identify a list of potential nominees.

Identify rising stars. Committees should look at individuals on journal editorial boards to identify rising stars. Also, as you and colleagues read journals, look for scholars that you may not be as familiar with, and consider contacting them to gauge their interest.

Use conferences and professional meetings to identify candidates. Departments should ask faculty to attend receptions hosted by affinity groups. These affinity groups and subsections focus on women and HURM interests at conferences to assist in networking, research and identifying candidates. At conferences and meetings, assign faculty to attend sessions by up-and-coming researchers that you do not know. At larger professional conferences and national associations, consider partnering with special interest and affinity groups to sponsor receptions or small-group discussions on topics of interest to women and the underserved to expand networks.

Contact senior colleagues from diverse backgrounds. The department should also reach out to senior and well-known scholars, nationally and internationally, from diverse backgrounds to help you identify candidates. Ask them to also help you gauge the interest of postdoctoral and graduate students they may know, along with junior faculty and senior scholars throughout the world.

ADEA FACULTY DIVERSITY TOOLKIT
Expand your networks. The college and department should utilize site visits, visiting committees, alumni association meetings, consortia and the industry to expand networking and identifying non-traditional and diverse candidates. Consider the academic professional networks that are also formed via social media and group chat rooms by discipline.

Review the departmental and institutional website. All departments should review website materials for out-of-date information, content and images that may signal an institutional climate without a commitment to diversity and inclusion. This should include a web search of the department, college and institution using multiple internet browsers to see what information comes up regarding campus programs and the priority of various content URLs in different browsers.

As you review and update webpages, highlight faculty and students who conduct research on diverse populations and who have received major awards, especially underrepresented students and faculty. Departments should develop a marketing strategy that fosters a savvy and technologically exciting web presence. The webpage should be easily navigable and include inclusive images and information. As a best practice, departments should work with communications and marketing departments and the webmaster to make sure the departmental webpages are inclusive and up-to-date.

Develop a talent pipeline. The department or college should develop a talent pipeline in which it nurtures and tracks candidates that might not be quite ready. Also, look at institutional funding and the possibility of creating “Grow Your Own” programs in which you cover educational, loan repayment and other costs in exchange for a service commitment from D.D.S., D.M.D., Ph.D. and other professionals/graduates to serve as faculty or staff.

Network with disciplinary/professional associations. Make use of traditional disciplinary and national associations, including professional and graduate student groups. Check to see if these associations have interest groups for women, racial/ethnic individuals and other diverse groups. Also, contact officers and members of professional associations that focus primarily on research issues in underrepresented communities to identify HURM candidates. (See resources at the end of this Toolkit.)

Expand visiting professorships, faculty fellows, research fellows and postdoctoral student programs. Use these programs to get to know and evaluate candidates with diverse teaching and research interests. Research fellows and postdoctoral programs allow junior faculty and postdoctoral students to work with senior faculty and to consider if the academic institution is one in which they would like to pursue a long-term commitment. This is also an excellent way to create bridge programs with predominantly Hispanic-serving institutions, tribal colleges, predominantly Asian-Pacific Islander-serving institutions and HBCUs.

Reach out to candidates not on the market. Use time at professional associations, industry contacts, and other meetings to gauge the interest
of both junior and senior colleagues not openly on the market or who are not currently in academe as potential faculty candidates and candidates for research and faculty fellowships. Some institutions meet and network with candidates who are not yet on the market and who may not be fairing as well at institutions in order to have conversations with these individuals to see if there are opportunities, resources and programs that may allow these candidates to be more successful at their institution.

**Recruit candidates as they apply.** Do not maintain a long silence between applicants applying by engaging in some different forms of communication. The committee should actively recruit and communicate with candidates as they apply to maintain their interest. Consider sending correspondence about your programs, institution and location as you review candidates.

**Contact potential candidates directly.** You should email and call candidates to ask them to apply. Additionally, departments should ask department chairs and deans to contact individuals directly who show a strong interest in possibly visiting or applying for a position. Do not consider any candidate unattainable. A study by MIT notes that two-thirds of their underrepresented faculty applied to MIT only because they were actively recruited in comparison to just over one-third of majority faculty members who were not recruited directly.209

**Advertise in publications that target women and HURM scholars.** In order to enhance search efforts, identify publications that feature topics and career development related to HURM and women. Scholars and researchers, regardless of gender and race/ethnicity, usually frequent academic journals, associations, listservs and websites related to their discipline. Many of these associations have publications or affinity committees/taskforces that target women and HURM faculty. The Higher Education Recruitment Consortium provides a list online of professional employment journals and websites that target women and HURM faculty.

**Identify resources for applicants with disabilities.** To ensure that the search process is open and welcoming for individuals with disabilities, make sure your search follows accessibility elements: effective communication, access to facilities and procedures and protocols for reasonable accommodations.210 If you have questions about these elements or requirements, please contact the campus equal opportunity or academic affairs offices.
D. Best Practice—Preparing for an Equitable Search Process

Navigating the actual search process can be politically difficult. Strategies and best practices should be employed to ensure an equitable process. Additionally, agreeing upon these search process strategies in advance can assist in reducing bias and help eradicate making assumptions regarding specific candidates that do not hold true. Below are some search process recommendations and best practices.

Discuss myths and perceptions about diverse applicants. The Search Committee should discuss openly myths and perceptions about underrepresented faculty in the discipline. For example, consider assumptions such as only women can teach topics related to women such as Dental Hygiene, Child and Maternal Health, Women’s Studies or only a member of a racial/ethnic group can teach race-related or culturally sensitive topics. An example is that only African Americans can teach African American Studies. Chapter 2 of this Toolkit on Challenges and Barriers provides a broader discussion of myths and false perceptions. Caroline Turner notes in her guidebook on faculty searches, *Diversifying the Faculty: A Guidebook for Search Committees*, that such myths and stereotypes can have a harmful impact on the search process and should be tackled early to ensure a successful search.212

Implement a red team strategy. Consider identifying one or two search committee representatives to serve as the “red team.” Although each Search Committee representatives is responsible for bring attention to inequities and search process concerns, members of the red team are assigned to challenge assumptions, stereotypes, myths and identify oversights.213 It is preferred that red team members are tenured faculty.

Appoint “diversity champions” representatives. Appoint two diversity champions. One member of the search committee should track efforts to broaden the pool. Consider appointing another representative to be responsible for making sure broad outreach activities have been undertaken to attract women and HURM applicants as well as monitoring procedures. It is still essential that all members of the committee take responsibility for diversifying the search pool. Ask each committee member to identify three resources and/or strategies to diversify the pool of applicants and to share them.

KEY POINT
The Search Committee and faculty should have ongoing training and discussions regarding the appropriate avenues for ensuring an equitable faculty search process. These discussions and trainings should be held in collaboration with the university and college/departmental-level human resources, academic/faculty affairs and equal opportunity representatives.

KEY POINT
Appoint tenured faculty to serve as red team strategists and diversity champions to promote equitable search principles and practices.
at a meeting for discussion. Be cognizant of placing junior faculty members in these diversity champion roles.

**Require confidentiality.** In order to protect the integrity of the process and candidates, confidentiality during the search process must be stressed at all levels. Additionally, as committees discuss candidates with faculty within their unit, there is the need to also protect member-to-member candor and feedback. Therefore, no open sharing of committee information and no gossip are essential. Violating these norms could not only result in career harm to a candidate, but also damage the ethical reputation of the department.\(^{214}\)

**Create an online search committee training module.** The institution should create an interactive online search committee training module. As an example, Rutgers University has developed an online search committee model for faculty, departmental chairs and deans. The module focuses on best practices for recruitment and is an interactive way for participants to gather information about conducting searches, inclusive hiring practices, unconscious bias, available templates and related resources.\(^{215}\)

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**ADDITIONAL READING**


E. Best Practice—Evaluating Candidates

Evaluating candidates to narrow down the pool can have its own challenges. Search committees must be cognizant of the weight of various parts of the application. It is also important to agree upon the criteria for evaluating the pool in advance. Below are additional recommendations and best practices for evaluating faculty candidates to promote equity and inclusion.

**KEY POINT**
In evaluating candidates, Search Committees and the faculty must understand the impact of implicit biases on their assumptions, viewpoints, and beliefs. This will require ongoing training in the area of implicit bias, cognitive errors, and the cultural competence continuum.

**Work through biases.** Search Committees should discuss perceived biases that may affect the review of women and underrepresented candidates. The Harvard College of Arts and Sciences (HCAS) reports that behavioral science evidence repeatedly shows a tendency to underestimate the qualifications and experiences of women and HURM groups in evaluating their application materials and job talks.\(^{216}\) HCAS recommends evaluating women and HURM faculty first to avoid fixating on individual candidates seen as front runners. The concern is that a committee will not give women and HURM candidates a thorough review, if they have preconceived notions about who should be on the short list. Committees should ask why they strongly prefer a certain candidate and ensure it is not due to irrelevant factors, such as sharing the same alma mater, comfort and admiration that may unduly influence judgment of candidates. In reviewing candidates that may be nontraditional or as experienced as other candidates, committee members should ask how their perceptions of the candidate’s characteristics differ from their image of a strong candidate, and what features of the candidate would help make the department stronger.\(^{217}\)

**Require unconscious bias association training for Search Committees.** It is important that Search Committees and individuals, who are tasked with evaluating candidates, are aware of unconscious bias. The Harvard search guide states:

> “An enormous body of literature confirms that we all have biases—some explicit, many implicit. These biases have an effect on how we view others and how we make decisions, including decisions about faculty hiring. Perhaps most disturbing, implicit biases can be at odds with our own conceptions of ourselves and our conscious values and standards. You may believe yourself to be open-minded and you may be determined to select the most meritorious candidate before you. But a good deal of evidence from the behavioral sciences—some of it conducted on university professors themselves—demonstrates that actual achievements are often set aside in favor of those who fit some group stereotype of those likely to succeed.”\(^{218}\)

(Excerpted from *Harvard University Best Practices for Conducting Faculty Searches*)
Therefore, as a best practice, search committee representatives should complete the *Project Implicit Test*, which was founded by three researchers from Harvard University, the University of Virginia and the University of Washington. The test is a web-based evaluation which looks at implicit attitudes that may not rise to the level of consciousness but impact our decisions. The test takes approximately 10 to 15 minutes to complete. Specifically, the test assesses one’s conscious and unconscious preferences for over 90 different topics, ranging from pets to political issues, ethnic groups to sports teams, and entertainers to styles of music. For example, the test helps individuals identify the extent to which a person may associate groups like “woman” with “family” and “man” with “career.” It is not a test to challenge conscious attitudes and is available for anyone to take. At the end of the test, participants receive a summary of their results and information about the study.  

Determine number and weight of letters of recommendation. The committee should determine how many letters of recommendation they require and their policy on unsolicited letters of recommendations for candidates. Check with the offices of human resources, academic affairs and the academic dean regarding the institutional policy regarding letters of reference and make sure that letters are kept confidential. The committee should know the institutional policy on the sharing of letters of reference with candidates that are hired and unsuccessful in the search.

Additionally, the committee should discuss how they will weigh recommendations. A study by Trix and Psenka in the 1990s examined over 300 recommendation letters for medical faculty at a large American medical school. They found considerable differences between letters written for men in comparison to women. All candidates had been successful candidates, but letters written for women were shorter, included “minimal assurance” rather than solid recommendations, raised more doubts, and portrayed women as students and teachers. Men were overwhelming described as researchers and professionals.

Evaluate candidates curriculum vitae based on agreed upon criteria. In narrowing the candidate pool, score candidates’ curriculum vitae based on the following broad criteria: degrees, teaching, research, service, licensure and mentoring ability. These categories are helpful, especially since they are also associated with tenure and promotion reviews. Determine the weight to be assigned each criterion in advance. The University of Washington recommends that

KEY POINT
The voting procedure, clearly defined criteria and how the criteria will be weighed should be part of the Faculty Recruitment Plan and explicitly agreed upon in advance.

Agree upon candidate voting procedure. As part of the process, search committees must determine in advance if they will vote on candidates via secret ballot or openly. Regardless, issues regarding potential retaliation, particularly for junior and untenured faculty, should be discussed and guarded against.
search committees develop an assessment rubric to ensure that all candidates are evaluated using the same criteria and that committee representatives apply the agreed upon criteria consistently. The assessment rubric should correlate and clearly reflect statements in the job advertisement. It is also recommended that the entire department assist in developing the assessment rubric to ensure unit values are reflected and the department has agreed upon the priorities of criteria upfront, before the job description is finalized.  

Below is a further breakdown of the criteria for search committees to consider:

- Research productivity;
- Research funding;
- Licensure;
- Certifications;
- Ability to attract and mentor students;
- Ability to teach and supervise students;
- Ability to attract, work with and teach diverse students;
- Commitment to collaboration with colleagues;
- Relationship to department priorities;
- Ability to make a positive contribution to the department’s climate;
- Ability to be a conscientious department citizen;
- Ability to serve in fulfillment of the institutional mission;
- Commitment to community outreach and service;
- Licensing requirements;
- Experiences;
- Demonstrated ability to work in diverse teams;
- Ability to manage a laboratory;
- Ability to mentor diverse students or junior faculty;
- Research, teaching or service that has prepared the candidate to contribute to the unit’s commitment to inclusion and diversity; and
- The ability to add intellectual diversity and cultural richness to a unit.  

(Adapted from Harvard Best Practices for Conducting Faculty Searches, 2016 and Faculty search toolkit: A resource for search committees and administrators at Michigan State University)

Harvard’s Sample Candidate Evaluation Sheet serves as a template that can be modified to fit departmental and program needs.

Another sample Candidate Evaluation Form is available in the Columbia University Guide to Best Practices in Faculty Search and Hiring. Both the Harvard and Columbia evaluation sheets have criterion related to diversity such as “ability to enhance diversity” or “potential (demonstrated ability) to attract work with and teach diverse students.”

Consider a holistic review framework to faculty recruitment and hiring. Holistic review is often thought of as it relates to the recruitment and evaluation of students for admission to health professions schools and programs. However, building upon the Association of American Medical College’s (AAMC) Holistic Review Attributes, Experiences and Metrics Model, Baylor University College of Medicine has piloted and is evaluating a similar framework to assist in
the recruitment of HURM faculty. (See Figure 5.)

Taking into consideration legal and employment parameters, the holistic review faculty recruitment framework is used in the faculty selection and advancement processes and tied directly to the mission of advancing diversity and inclusion.

According to Toi Blakley Harris et al, “multiple selection criteria are linked to institutional mission and goals, and diversity and inclusion are recognized as essential drivers of achieving institutional excellence. The effectiveness of using holistic review for faculty selection also requires ‘collegial, transparent communication and collaboration among different stakeholder groups.’ Similar to the medical school admissions process, a balance of E-A-M can be used to evaluate applicants with the intent of creating a qualified and richly diverse interview and selection pool.”

Using webinars and live sessions, faculty at the College of Medicine have been trained to use the AAMC Holistic Faculty Recruitment model. These training sessions provided “an overview

**Figure 5. The Association of American Medical College’s Holistic Review Framework’s Experiences, Attributes and Metrics Model**

Reprinted with permission from the Association of American Medical Colleges.

of the Advancing Holistic Review Initiative and its framework; (2) An opportunity to discuss the mission-centric characteristics sought in faculty/administrative leaders; (3) To identify opportunities to improve processes and practices; and (4) To identify recommendations for moving forward.” (For more information on the AAMC Holistic Review Faculty Recruitment Framework, see Toli Blakley Harris et al’s article in Academic Medicine.)  

Review one candidate at a time using a criterion grid. In order to avoid premature favoritism or prioritization of applicants early in the process, use a criterion grid to individually discuss and focus on the objective criteria for each candidate. As an example, see the University of Chicago grid in Figure 6.

Consider a longer list of candidates or an intermediate list and avoid labelling candidates as a “good fit” without explicit criteria explanation. As the list of candidates narrows, the committee should consider an “intermediate list” of top candidates, including women and HURM groups, for further discussion by the Search Committee. These candidates are usually those who may be viewed as narrowly missing the cut off in terms of moving to the next search round.

Before settling on the final short list, consider a second meeting to review this “intermediate list” to allow the committee to read and re-read dossiers of the list of candidates. Take them through the criterion grid (Figure 6) to ensure that you are not eliminating candidates too quickly. If there is time, interview the entire long list of candidates via video conference.

Several studies have noted that having a second meeting to discuss top candidates does not create bias, including meeting to discuss top women and HURM again. However, the committee should be careful not to create a separate evaluation system or pool for women and HURM candidates in comparison to non-minority applicants. This second meeting is recommended because studies suggest that equitable achievements and experiences are not always rated as such.

Information from the National Academy of Sciences (NAS) demonstrate that men and women in academe are still more likely to select

Figure 6. Four Components of Diversity Statement Scorecard

<table>
<thead>
<tr>
<th>Components</th>
<th>Applicant 1</th>
<th>Applicant 2</th>
<th>Applicant 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Criterion 2</td>
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<td></td>
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<tr>
<td>Criterion 3</td>
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<td></td>
</tr>
<tr>
<td>Criterion 4</td>
<td></td>
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</tbody>
</table>
men over equally qualified women. Per the NAS study, individuals read identical accomplishments differently and tend to judge men as more competent than women. Other employment studies show that whites with felony records do well or even better than African Americans with no adverse criminal history.

Therefore, before finalizing the short list, the second meeting to discuss the intermediate list is to ensure that the committee can articulate why one candidate was rejected and another deemed acceptable. At this point, the committee should be wary of viewing candidates as a “good fit” or “better fit.” “Fit” can also be a substitution or proxy for excluding candidates based on factors that may challenge our workstyles, culture, politics, beliefs, pedagogy or push against departmental/institutional norms. In this vein, a diversity faculty best practices guide at John Hopkins University reads:

Candidate “fit” into the campus and into the community—generally means finding a person who will blend in easily with the existing structures, someone who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds may be presumed not to “fit” as well as white candidates. Beware of these sorts of presumptions. Make every effort to show candidates that they will “FIT,” and then let them decide for themselves.

Consider special considerations. The University of Chicago recommends that during the hiring process that committees work diligently to interview more than one qualified woman and/or faculty of color candidate. Usually when there is only one candidate, they are less likely to succeed when compared to more diverse pools.

F. Best Practices—Interviews, Campus Visits and Hiring Incentives

In order to effectively recruit HURM faculty, the Faculty Search Committee should include interview and campus visit protocols in the Faculty Recruitment Plan. Additionally, the Search Committee should work with the dean/allied dental director, academic/faculty affairs, human resources and other campus resources to keep abreast of hiring incentives. More information on these best practices is included below.

Agree upon interview protocol. The Search Committee should develop common interview questions or an interview question template that will yield the information that it wishes to gain regarding each candidate so the committee can reach a consensus. In doing so, make sure there are a core set of questions from which the committee can draw and compare responses.
Candidate interview questions should relate to:

- Research experience,
- Teaching experience,
- Teaching interests,
- Clinical and patient care experiences,
- Licensure,
- Mentoring experiences,
- Leadership and professional development activities,
- Community engagement activities and interests,
- Publication record and interests,
- Current and potential funding,
- Current research and ideas for future research and collaborations and
- Experience and interest in working with diverse populations and/topics related to addressing health inequities.

The Search Committee should agree in advance upon the time, place, locations and if the candidates will meet or dine with students, campus leaders and others outside of the department or college. It is also important to consider the Dean’s preference for reviewing final candidates and whether the candidates should be ranked or only the top two submitted for review.

**Avoid illegal questions and references.** It is best to stick to professional questions and avoid social questions and questions about hobbies and family dynamics. The committee should contact human resources or the EEO office to review questions that are illegal and should not be asked, such as age, marital status, religion, sexual orientation, number of children and other questions. There are different state, city and federal laws that may apply.

For more information, see the Harvard University guide on potentially acceptable and unacceptable interview questions.²³⁴

**ADDITIONAL READING**


If a candidate voluntarily raises issues and questions about child care, religious holidays, reasonable accommodations for disabilities, refer them to the appropriate institutional office and policy. Do not ask follow up questions.

**Prepare an information packet.** Prepare
information about the college, department and institution to share with candidates. Include information about diversity within your institution, department, affinity groups on campus, housing costs and realtors and commuting options. Make sure you include instructions and a campus map.

Create an interview checklist and detailed itinerary. The committee should contact candidates well in advance about position or interview presentations (job talks) and the expected length. The committee should ask candidates to request early any equipment they may need for the job talk in order to ensure support and resources are available. Additionally, the committee should describe the expectations and procedure for candidate job talks (question and answer period, length of candidate’s talk, interruption during talk for questions and who moderates the talk), teaching demonstrations or participation in a research seminar. On the interview checklist and the candidate’s itinerary, the department should include information regarding meals, meetings with administration and students, who will escort the candidate and travel and reimbursement logistics. Remember that candidates are also evaluating you. It is also recommended that the committee include information for a campus contact in case of travel delays, emergencies or unexpected lodging accommodation issues.

Discuss potential mentoring plans early. Brainstorm with the Department Chair and discuss a potential mentoring plan for candidates before the on-campus interview. In advance, ask the candidate about interdisciplinary and interprofessional interests. This shows that you are interested and are thinking proactively about the candidate’s future.

Determine other important people the candidate should meet. Have the candidate meet with scholars who share common research and teaching interests outside of your department, senior administrators and important community representatives who may support their work.

Seek candidate feedback before the visit. Ask candidates in advance if there are facilities or places they would like to visit or people they would like to meet. During the campus visit, make every effort to accommodate candidates’ requests.

Consider candidates connections to the city or locally. Remain open to extending visits beyond the interview within reason to allow candidates to see family and friends in the area or to explore local attractions and get a feel for the city.

Follow up with all faculty candidates. The committee should promptly follow-up with all candidates after the interview and respond to unanswered questions. Send follow-up emails thanking the candidate for the visit and reminding them of the anticipated deadline for selection and offers. Check to see if there are additional questions at this point. After you have finalized hires and the appropriate paperwork has been processed by institutional officials, notify all candidates of final decisions in writing and follow-up with a phone call to those candidates that you may be interested in hiring later. Adopt strategies.
to nurture and remain in contact with candidates the unit may be interested in pursuing later.

**Ask about offers from other institutions.** Ask candidates to let you know if they receive offers from other institutions before the search process concludes. The department and committee should remain open to counteroffers and requests for expedited processes.

**Review offer considerations.** In making offers, work with the department, academic affairs, diversity office, human resources and equal opportunity office to provide the best possible package. Consider the following:

- Salary and benefits;
- Course release time;
- Start-up package;
- Continuing Education for licensure;
- Teaching load;
- Rank;
- Release time for research;
- Service expectations;
- Tenure clock stoppage;
- Lab equipment, space, renovations, etc.;
- Funding for research assistants/teaching assistants;
- Clerical/administrative support;
- Discretionary funds-books, journals, memberships, etc.;
- Telecommuting and flexibility to work from home on some projects;
- Travel funds for conferences and meetings;
- Secure parking and/or travel allowances;
- Summer salary and teaching options;
- Assistance with student loans/repayment options;
- Dual-career couple support;
- Moving expenses/relocation stipend;
- Housing allowance;
- Assistance with partner/spouse career options;
- Child/elder care;
- Tuition exchange/remission for dependents;
- Better office or research space;
- Sabbaticals (e.g., pre-tenure, additional, etc.);
- Advanced standing toward tenure;
- Tuition support (for employee and/or family);
- Extra vacation leave (for one or more years);
- Support staff assistance (access or dedicated support);
- Guaranteed pay or cost of living increase in contract;
- Hiring bonus; and
- Research grant (institutional funds).

(Adapted from *The University of Chicago Promising Practices for Recruiting and Retaining Diverse Faculty)*

Listed below are some hiring programs that colleges and universities have used as strategies to improve the recruitment of diverse faculty and academic administrators:

**Opportunity target hires.** Departments should consider establishing institutional programs that allow for the flexibility to recruit and hire individuals who have special and unique experiences and expertise and add diversity when the individual becomes available, even if there is no hiring line or planned hire for a department.
Purdue University recommends maintaining a list of faculty candidates from underrepresented groups who are at colleges and universities with fewer resources and use opportunity hire programs as one means of employing these faculty. In developing these programs, the institution should work closely with legal counsel and the EEO officer to ensure compliance.

**Incentive funds.** Senior administration should consider establishing robust institutional incentive funds to assist and encourage departments in hiring, recruiting and mentoring HURM faculty and women. These incentives can include assistances with departmental start-up packages, extra departmental money for salaries and funds to establish formal mentoring programs for junior faculty.

**Bonus hires.** Some institutions have worked closely with legal departments to establish criteria for bonus hire programs. In these cases, departments submit proposals and are provided additional faculty positions if they hire diverse or HURM faculty.

**Cluster hiring.** Western Washington University utilizes two types of cluster hiring. One version of cluster hiring allows faculty from different areas to float between disciplines, providing a flexible and very knowledgeable cohort who are adaptable to the changing needs of departments required to serve students in different academic programs. The second type of cluster hiring results in efforts to coordinate and hire more than one underrepresented faculty member in a department at the same time to bring unique skills and talents to the department, but also to help avoid feelings of isolation and tokenism.

**Dual career couples.** Because the outcome of a faculty search may involve couples, campuses must develop resources and networks for dual career couples. Therefore, dental schools and allied dental programs should check with their academic affairs and human resource offices to see if they have a dual career program. For those campuses that do not have dual career programs, resources should be developed to foster departmental hiring connections and jobs in the local area for dual career couples. One resource is the Higher Education Recruitment Consortium Dual Careers, which allows couples to customize a job search, explore which campuses have dual career programs and link to other resources.

**Competitive salary and start-up incentive funding.** Departments should collaborate with institutional administration to develop hiring incentives such as competitive salary and start-up incentives for diverse candidates. These incentives should be based on competitive funding criteria and require the department/college to absorb the costs for individual faculty after a specific time. Incentives can cover the costs of lab, equipment, travel, teaching assistants, research materials, salary or portions of a salary.

**Bridge funding.** Institutional funds should be made available for departments to hire diverse candidates in anticipation of faculty retirement. This allows faculty hiring to take place without the actual vacancy and may allow for mentoring opportunities between the new faculty and senior.
faculty in advance of retirement, thus serving as a bridge between vacancies.

**Diversity faculty donor campaign.** Colleges should partner with the Office of Alumni and Development to launch a fundraising campaign to support the recruitment and retention of HURM faculty and academic administrators. This campaign should receive the full support of senior administrators and be included as strategic planning priorities not only for the colleges and institution, but also the office of alumni and development.

**Visiting scholars programs.** Departments should utilize programs for visiting scholars and researchers to bring HURMs and women scholars, along with scholars who conduct research on health care solutions which impact marginalized and underrepresented communities to campus. Care should be taken to make sure these scholars are integrated into the departmental community and guidelines are establish early outlining the process and procedures for hiring and making offers to these candidates.

**Faculty Exchange Programs.** The institution or college should partner with postsecondary institutions and related research foundations/ institutes to develop faculty exchange programs. Consider formal written agreements with historically black colleges and universities, predominantly Asian American- and American Indian/Pacific Islander-serving institutions, Hispanic-serving institutions and other minority serving institutions.

**G. Best Practices—Post-search**

**Assessment**

After the search has concluded, it is important to assess the search process. The committee should collaborate with institutional research, human resources and the EEO officer to review available data and make comparisons to other departments and colleges internally and across the nation. Consider issuing a post-search report with the final dispositions for all official applicants, places where the job advertisement was sent and general notes from the search if it did not go as planned in the original search plan. Discuss this report with the committee, dean, department chair, academic affairs and EEO representatives. Additionally, retain all search committee records as required by the university’s or campus’ personnel record retention policy.
Below are some key questions to consider in the post-search assessment:

- What have been the areas of strength and weakness in campus faculty searches?
- How can these areas be improved?
- What internal resources should be added to the search process itself (e.g. added funding to advertise the position widely)?
- What other internal and external networks should be established?\(^\text{241}\)

**ADDITIONAL READING**

Chun E and Evans A. Department Chairs as Transformative Diversity Leaders. The Department. 2015;25(3):1-3.


Endnotes


115 Id. at 114.

116 Id. at 114.


118 Id. at 117.

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128 Id. at 124.

129 Id. at 124.

130 Id. at 124.


134 Id. at 133.


Chapter 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty


137 Id. at 136.


139 Id. at 138.

140 Id. at 138.


142 Id. at 141.


144 Id. at 143.

145 Id. at 143.

146 Id. at 143.


148 Id. at 147.

149 Id. at 147.


151 Id. at 150.

152 The Rutgers School of Dental Medicine Dental Pipeline. Middle School Level Dental Exploration Program. sdm.rutgers.edu/pipeline/gateway/dental_exploration.htm. Accessed May 1, 2018.


155 Id. at 154.


157 Id. at 156.

158 Id. at 156.

159 Id. at 156.

Chapter 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty


162 Id. at 161.

163 Id. at 161.

164 Id. at 161.


166 Id. at 165.

167 Id. at 165.


169 Id. at 168.


171 Id. at 170.


174 Id. at 173.

175 Id. at 173.


177 Id. at 176.


Chapter 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty


187 Id. at 186.


190 Id. at 189.

191 Id. at 183.


194 Id. at 183.

195 Id. at 183.

196 Id. at 183.
197 Id. at 183.


199 Id. at 198.


202 Id. at 197.

203 Id. at 197.

204 Id. at 197.


208 Id. at 207.

209 Id. at 207.

210 Id. at 183.

211 Id. at 2.

212 Id. at 2.

213 Id. at 188.


215 Id. at 214.


217 Id. at 216.

218 Id. at 216.


221 Id. at 192.

223 Id. at 212.

224 Id. at 186.

225 Id. at 186 and 212.


227 Id. at 226.

228 Id. at 226.

229 Id. at 226.

230 Id. at 216.

231 Id. at 216.


233 Id. at 188.

234 Id. at 212.

235 Id at 188.

236 Id. at 188.


240 Id. at 2.

241 Id. at 2.
Best Practice Highlights—Retaining Diverse Faculty

In this chapter:
- Mentoring and Professional Development
- Promotion and Tenure
- Inclusive Climate
Comprehensive strategies to support and retain diverse faculty are key to the success of the department and college. Retention programs focus on mentoring, professional development and recognition and reward systems. Promotion and tenure policies also play a major role in the retention of all faculty, and attention must be paid to ensuring that HURM faculty are given the guidance, resources and support needed to meet these requirements. Additionally, a climate of inclusiveness which respects, values and does not suppress differences is integral to fostering faculty retention. Below are recommendations and best practices for promoting the retention of diverse faculty.

**A. Best Practice—Mentoring and Professional Development Programs**

Consider adopting faculty mentoring guidelines and developing formal mentoring programs. Signaling the importance of mentoring programs, some institutions have developed mentoring programs. Those types of mentoring programs include:

- **Career mentor**: provides overall career guidance and support mentoring.
- **Co-mentor/clinical mentor**: provides specialized, content area, methodological or clinical expertise as part of a research or clinical team.
- **Project mentor**: supervises a defined time-limited project, e.g. data collection, data analysis, manuscript preparation, curriculum or course development.
- **Research/scholarly mentor**: provides overall research and/or scholarly guidance.

These faculty mentoring programs support junior faculty, particularly women and HURM groups. Many programs have developed mentoring guidelines. These guidelines and faculty tenure and promotion policies also allow senior faculty to receive service credit for participating in mentoring programs.

The American Association of University Professors states that mentoring efforts help to integrate new hires into the social and professional aspects of the discipline and department. Mentoring programs also aid junior faculty in acclimating to the culture of a new university and help to reduce feelings of isolation. In order to promote faculty success, mentoring programs also should include guidance in terms of research, teaching, tenure and promotion and support for resources.

Additionally, as part of its series, The Collaborative on Academic Careers in Higher Education (COACHE), Harvard University provides key considerations related to mentoring:

- Ensure mentoring for assistant and associate professors.
- Promote the mutual benefits for mentee and mentor alike. Mentees learn the ropes, collect champions and confidants, and enjoy a greater sense of “fit” within their departments. Mentors feel a greater sense of purpose, even vitality, through these relationships.
- Mentoring should meet individuals’ needs.
and make no “silver bullet” assumptions about what type of mentoring faculty will want, or even if they will want it at all. Instead, provide multiple paths to mentors on faculty’s own terms.

- Transparency is important, especially to women and faculty of color. Therefore, written, department sensitive guidelines help both mentors and mentees.
- For underrepresented faculty groups, finding a mentor with a similar background can be vital to success, yet difficult to find in some disciplines.
- Support mentoring networks beyond the department and division by reaching out to other institutions (e.g., through a consortium or system).
- If possible, reward mentors through stipends, course releases or other avenues of recognition. For examples, consult Harvard’s Benchmark Best Practices: Appreciation and Recognition.
- Evaluate the quality of mentoring. Both mentors and mentees should be part of the evaluative process. COACHE results can be used to frame the conversation.244

See also the University of Michigan’s Center for Teaching and Learning Faculty Mentoring and Columbia University’s Guide to Best Practices in Faculty Mentoring for information on mentoring models and program design.245

Additionally, in 2003, the ADEA Presidential Commission on Mentoring developed a report on the benefits and potential pitfalls of faculty mentoring programs.246 A list of the benefits and pitfalls to steer clear are in Figures 7–10.

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**Figure 7. Benefits of Mentoring for the Mentee**

<table>
<thead>
<tr>
<th>ADEA Presidential Commission on Mentoring: Benefits of Mentoring for Mentee*</th>
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<tbody>
<tr>
<td>Supports personal growth and development.</td>
</tr>
<tr>
<td>Provides encouragement, direction and promotion.</td>
</tr>
<tr>
<td>Increases job satisfaction and retention rates by 15 to 30%.</td>
</tr>
<tr>
<td>Increases promotion rates.</td>
</tr>
<tr>
<td>Increases confidence in professional development abilities, roles as researchers and educators, and administrative knowledge.</td>
</tr>
<tr>
<td>Supports socialization into the profession through networking.</td>
</tr>
<tr>
<td>Increases insight into the institution and institutional politics.</td>
</tr>
<tr>
<td>Provides an opportunity to clarify goals, values and choices—both personally and professionally.</td>
</tr>
<tr>
<td>Provides an opportunity to obtain new skills and strengthen existing skills.</td>
</tr>
<tr>
<td>Provides an opportunity to learn from the insights and expertise of a more experienced guide.</td>
</tr>
<tr>
<td>Provides a sounding board and a safe environment in which to test new ideas and discuss both personal and professional challenges.</td>
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### Figure 8. Benefits of Mentoring the Mentor

<table>
<thead>
<tr>
<th>ADEA Presidential Commission on Mentoring: Benefits of Mentoring for Mentor**</th>
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</thead>
<tbody>
<tr>
<td>Increases personal satisfaction.</td>
</tr>
<tr>
<td>Provides an opportunity for intellectual engagement and stimulation.</td>
</tr>
<tr>
<td>Provides an opportunity to stay abreast of new knowledge and techniques.</td>
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<tr>
<td>Provides an opportunity to “give back” by sharing expertise and knowledge.</td>
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<tr>
<td>Increases ability to attract collaborators for current and future projects.</td>
</tr>
<tr>
<td>Provides an opportunity to “create a legacy” by helping to prepare the next generation.</td>
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</table>


### Figure 9. Benefits of Mentoring for the Academic Institution

<table>
<thead>
<tr>
<th>ADEA Presidential Commission on Mentoring: Benefits of Mentoring for Academic Institution***</th>
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</thead>
<tbody>
<tr>
<td>Fosters an institution-wide culture of mentoring and learning.</td>
</tr>
<tr>
<td>Supports efforts to recruit new faculty.</td>
</tr>
<tr>
<td>Increases job satisfaction and reduces turnover of current faculty.</td>
</tr>
<tr>
<td>Increases promotion rate.</td>
</tr>
<tr>
<td>Increases confidence of faculty.</td>
</tr>
<tr>
<td>Increases morale.</td>
</tr>
<tr>
<td>Increases commitment from both the mentor and mentee.</td>
</tr>
<tr>
<td>Increases insight into the thinking of students and faculty through creation of a feedback loop.</td>
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<tr>
<td>Improves skills and abilities of faculty.</td>
</tr>
<tr>
<td>Develops future leaders for the institution.</td>
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<tr>
<td>Transfers institutional knowledge and experience from mentor to mentee.</td>
</tr>
<tr>
<td>Supports succession planning efforts.</td>
</tr>
<tr>
<td>Creates a sense of connection between new faculty and the institution.</td>
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</table>

Develop a junior faculty/clinician pathway program. Colleges should develop a junior faculty/clinician pathway program for junior faculty and clinicians to formally collaborate with one another and senior faculty/researchers to improve creativity, engagement, productivity and work satisfaction. Resources to guide and assist with their academic productivity, professional development and career planning should be provided. The program should engage tenured faculty and senior researchers to participate, and campuses should consider providing these senior scholars service credit for their commitment.

One notable example of a junior faculty/clinician pathway program the STEM Faculty Pathway Program at the University of Pennsylvania. Brief information about the program is provided below:

- **Goals**—The specific aims for the Faculty Pathways Program are:
  - Maximize the potential of the University of Pennsylvania’s world-class faculty by optimizing their creativity, productivity, engagement and satisfaction at work and in other parts of life.
  - Build community and faculty collaboration across disciplines.
  - Provide targeted skill-building sessions to improve strategies for academic success at the university.

- **Participants**—All Tenure and Clinician Educator track Assistant Professors in STEM fields who have been at the University of
Pennsylvania for two or more years may apply, and 15 to 18 will be selected to participate.

- **Time Commitment—**Faculty in the program will attend a total of eight monthly sessions on select Fridays between September and April. Six of these sessions will be from 12-2:30 pm, and the first and last sessions will be extended until 3:00 pm. Participants will spend approximately two hours per week intermittently on program-related activities.  

**Develop faculty recognition programs and incentives.** The institution should establish a formal faculty recognition program and incentives in honor of teaching, clinical, service to the institution and community engagement. Service to the institution awards can include criteria related to diversity and inclusion.

- Provide leadership and professional development programs to support HURM faculty. Support programs that offer leadership and professional development opportunities for HURM faculty to enhance their teaching, clinical, research and leadership skills. These programs include sabbaticals, mentoring programs, fellowships and leadership development to advance faculty careers.

  Leadership programs can also assist with succession planning. These programs demonstrate an active commitment and investment in the future careers of faculty and provide much needed experiences for those interested in roles such as department chairs, deans, vice presidents, directors, presidents and other postsecondary leadership roles.

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### Available ADEA awards and recognition initiatives and other awards related to dental education

- ADEA/Colgate-Palmolive Company Excellence in Teaching Award
- ADEA/Colgate-Palmolive Company Allied Dental Educators Fellowship
- ADEA/ADEA Council of Students, Residents and Fellows/Colgate-Palmolive Co. Junior Faculty Award
- ADEA Enid A. Neidle Scholar-in-Residence Program
- ADEA Faculty of Color Tuition Scholarships for Professional Development
ADEA leadership and professional development opportunities include:

- ADEA Leadership Institute
- ADEA Leadership Institute Phase V Leadership Development Tuition Scholarship—ADEA Emerging Leaders Program
- ADEA Allied Dental Program Directors’ Conference
- ADEA Commission on Change and Innovation in Dental Education Liaisons Summer Meeting
- ADEA Diversity and Inclusion Workshop
- ADEA Allied Dental Faculty Leadership Development Program
- ADEA Leadership Essentials for Allied Dental Educators
- ADEA Annual Session & Exhibition
- ADEA Sections on Business and Financial Administration and Clinic Administration (ADEA BFACA) Meeting
- ADEA International Women’s Leadership Conference

There are lots of other great professional development and leadership opportunities available. Some organizations and associations listed below provide professional development opportunities, conferences, seminars, awards and fellowships:

- Health Professionals Advancing LGBTQ Equality (GLMA)
- Executive Leadership in Academic Medicine (ELAM)
- HERS Institute
- Canadian Dental Association
- American Association of Women Dentists (AAWD)
- National Institutes of Health—National Institute of Dental and Craniofacial Research (NIDCR)
- American Dental Hygienists’ Association (ADHA)
- Canadian Dental Hygienists Association (CDHA)
- American Dental Assistants Association (ADAA)
- National Association of Dental Laboratories (NADL)
- International Association for Dental Research (IADR)
- National Dental Association (NDA)
- National Dental Hygiene Association (NDHA)
- Society of American Indian Dentistry (SAID)
- Hispanic Dental Association (HDA)
- National Center for Faculty Development and Diversity (NCFDD)
- Building the Next Generation of Academic Physicians (BNGAP)
- American Dental Association (ADA)
B. Best Practice—Promotion and Tenure

**KEY POINT**
Promotion and tenure policies and practices should be discernibly clear and department heads and mentors should meet regularly to provide guidance to junior faculty to promote an equitable process.

**Review criteria for promotion and tenure for clarity and fair evaluation.** The criteria for promotion and tenure should be reviewed to make sure there are not subtle forms of discrimination. Criteria should also be clearly stated and fair and equitable in their application. A review of the promotion and tenure standards should include efforts to ensure that all areas of study are weighted equally and research and publications that focus on gender, race/ethnicity, LGBTQIA+ and health equity issues are valued appropriately.\(^{249}\)

Below is a tenure and promotion checklist developed by the American Council of Education, American Association of University Professor and the United Insurance Risk Retention Group.

**Checklist on Clarity:**

- The tenure policy should clearly state the criteria for tenure and should encompass all the major factors actually relied upon in evaluating tenure applications.
- Evaluators at all stages of the tenure process should know and apply the criteria appropriate to the candidate.

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**ADDITIONAL READING**


The tenure rules should clearly explain whether evaluators will consider in making their evaluations positive events subsequent to the submission of the tenure application—such as acceptance of a manuscript for publication.

The institution should formulate a plan for handling allegations of misconduct or other negative information that may arise during the tenure process.

A senior faculty member who serves on a college-wide tenure committee should know, in advance, whether he or she should vote on a tenure candidate in the department, at the college-wide level, or both.

The institution’s rules should address what weight, if any, decision makers should give to informal and unsolicited opinions they receive about tenure candidates and whether candidates should be informed about such unsolicited communication.\(^\text{250}\)

Stewart and Valian also provide recommendations for enhancing fairness in the evaluation and promotion procedure in their book, *An Inclusive Academy: Achieving Diversity and Excellence*. They outline recommendations for senior administrative leaders, faculty evaluators and faculty being reviewed.\(^\text{251}\) Some of the recommendations include:

- *For senior leaders:*

  ✓ Develop an educational program for faculty participating in reviews that allows them to reflect on the unintended bias as well as on procedures for mitigating them.

- *For faculty evaluators:*

  ✓ Take responsibility for fair deliberation within the review process. If some people are adopting or using arbitrary or different standards, or if they are referring to stereotypes rather than evidence, colleagues should hold those reviewers accountable to a higher standard.

  ✓ Try to avoid making decisions in haste. Allocate the time needed to arrive at a fair opinion.

- *For faculty being reviewed:*

  ✓ Keep good records of all work-related activity in a format that is compatible with the format(s) required by the review processes in the institution. Good record keeping will reduce the burden of labor when documents are prepared for the review and will minimize the likelihood of forgotten names of committees, students, etc., or lack of mention of crucial, time-consuming activities. Consult with a senior and just-promoted colleagues about what records are important to keep.

  ✓ Always bear in mind that key faculty and administrators who review these documents will not be in the field or subfield; they will need clear exposition rather than reliance on disciplinary
understanding or specialized language. Ask someone outside of the subfield or even the field to flag instances of reliance on disciplinary codes in the documents.252

Recognize that modes, methods and topics of research interest and service change. In evaluating and assessing research and scholarship, institutions should recognize that research topics, methods and scholarship encompass not only the traditional but new and different views and modes. Scholarship must be redefined to include newer forms of knowledge-making, including those in which faculty partner with communities, digital media or in efforts to eradicate injustice through the legal system, improve health care access for underserved populations or study preventive health by focuses on upstreaming factors such as social determinants of health.253

These new research issues and topics may include race/ethnicity, gender identity, sexual orientation and service to underserved communities. Methods and modes of publication may include digital media, open-access and electronic journals and manuscripts.

The University of California, San Francisco (UCSF) Faculty Handbook for Success has a statement recognizing the contributions of diversity in advancing scholarship and equitable evaluation. It reads:

The University of California is committed to excellence and equity in every facet of its mission. UCSF seeks to build a broadly diverse faculty, student, trainee and staff community, to nurture a culture that is welcoming and inclusive, and to engage diverse ideas for the provision of culturally competent education, discovery and patient care.

Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms, examples include:

a. Efforts to advance equitable access to education and outreach at all levels;
b. Public service that addresses the needs of California’s diverse population such as educational presentations, partnerships with community-based organizations/groups with a goal of improving health and wellness in communities;
c. Research in a scholar’s area of expertise that discovers, documents and seeks to understand health disparities and improve the health of vulnerable populations;
d. Mentoring/advising of students or faculty at all levels: assisting those who are underrepresented in health sciences, underrepresented minorities (URM) or disenfranchised populations with understanding the process of merits and promotions and encouraging career advice and career advancement;
e. Teaching: incorporating diversity and inclusion training, health disparity issues,
population risk factors and research findings of URM/disenfranchised groups in core curriculum content;
f. Service: identify programs that include a focus on diversity and inclusion;
g. Administration: resources and tools that encourage the recruitment and retention of diverse individuals, diversity and inclusion training of staff and faculty.254

Be aware of possible bias in student evaluations. In terms of teaching evaluations, be aware of the potential reactions and assumptions that students sometimes make regarding professor’s race or gender and understand that these stereotypes can show up in evaluations.255 Often students are more willing to challenge and criticize faculty viewed as different and vulnerable.256

For example, in one study by Innovative Higher Education, students perceived professors who were men as “brilliant, awesome and knowledgeable.” However, when women professors used the same teaching styles, they were rated as “bossy and annoying.”257 Bias often differs based on a student’s gender and the age and area of study for the professor. Therefore, different methods for evaluating faculty teaching and effectiveness are essential. Another study of evaluations by students in an online class, showed that students rated instructor’s with names traditionally associated with men higher than instructors with names traditionally associated with women.258

Clarify evaluation criteria for service and community engagement. Additionally, in reviewing HURM faculty credit for service on committees and mentoring in the community, colleges and departments should take measures to weigh these types of service appropriately. Departments should make sure that faculty, who spend time and service to increase diversity—whether in teaching or student/faculty recruitment—are acknowledged and valued by receiving credit for their work. Additionally, institutions should clarify criteria for evaluating community engagement and community-based research in advance. See the NIH criteria for assessing community engagement research.259

Provide gender-neutral, flexible tenure-track extension and stoppage. Campuses should adopt gender neutral policies that extend the tenure-track clock without penalty for faculty. This includes paid leave for parents regardless of gender identity. Life circumstances and demands related to childbirth, adoption, personal medical illness, leave for birth mothers, adoption, eldercare and care for a family member are examples of reasons that might require the stoppage of the tenure track clock.

Require unconscious bias training for tenure, promotion and evaluation committees. Social scientists have proven that both implicit and explicit bias are present in every aspect of the faculty career and related evaluations. Researchers have demonstrated biases in:

- Academic letters of recommendations for men and women candidates, in which the candidates have equal qualifications;260
- Men science faculty rated higher and more competent, offered higher compensation
and mentoring than women with the same qualifications, in which only the names were changed on the application materials; and

- After controlling for education, country of origin, training, previous research awards, publication record and employer characteristics, African-American and Asian applicants are less likely to receive NIH investigator-initiated funding than whites.

Therefore, tenure and promotion committees and all faculty should complete professional development on the topic of how implicit bias can shape perceptions, expectations and decisions. This should not be one single, uniform training exercise to explore cultural and diversity theories and practices that have hindered the full participation of HURM faculty in hiring, retention and promotion, but continuous training updated periodically. Bennett’s Development Model of Intercultural Sensitivity can serve as a good resource, as well as O’Meara’s discussion of bias in her article on changing the tenure system. Chapter 2 provides more information on implicit bias training.

Establish departmental norms on collegiality. Examine formal and informal practices within the department or college that may exclude persons based on differences from the perceived norm. The American Association of University Professors (AAUP) cautions against the risk of tenure committees valuing sameness. They advise that collegiality should not be viewed separately from the “traditional triumvirate of scholarship, teaching and service,” and should not be used against faculty who challenge traditional practices in the department, institution or whose research and pedagogy are non-traditional.

Monitor workload and over-commitment. Underrepresented faculty and women often become overcommitted with student advising and service. Department chairs should, therefore, be mindful of expectations and excessive demands (cultural tax) often placed on HURM faculty in comparison to non-minority faculty. In these cases, chairs and HURM faculty must work collaboratively to devise a plan to reduce service loads and/or teaching loads.

Furthermore, mentors and mentees should discuss commitments of junior faculty and develop a relationship in which they can talk about reasonable assignments and leadership roles. Departmental chairs and mentors should be willing to advocate for junior faculty throughout the college and institution when they are overtaxed and help junior faculty negotiate the politics of reducing their workload, if necessary. Departments must be aware of the “cultural taxation” burden discussed in Chapter 3 that impede time toward research and publishing for HURM faculty.

Provide training to eliminate cognitive errors. To eliminate and monitor cognitive errors in evaluation of tenure and promotion, consider the following remedies:

1. State clear intentions to avoid errors. Offer dialogue followed by visual reminders and intentional checks for errors in every stage.
2. Conduct coaching, preparation and offer reminders. Provide toolkits and workshops.
before process begins, chair coaching and equity advisors.

3. Set out problems of past and establish ground rules to avoid repeating those problems, and share lessons learned from past efforts.

4. Select a non-voting process person for quality control to avoid unintentional contaminants.

5. Use a visual matrix to stay focused on agreed upon evaluation and evidence to consider.

6. Slow down. Don’t overload and do provide appropriate assistance.

7. Incorporate accountability, whether to administration or constituents.

8. Gather and highlight non-stereotypical evidence (not raising the bar, though).

9. Avoid rushing to numerical ranking; filter, don’t rank.

10. Avoid solo situations.

11. Practice.

12. Cultivate personal relationships to diminish social distance.

13. Promote courage and leadership to insist on evidence being shown.

14. Provide constant attention to improvement debriefings.

Develop a career re-visioning program for mid-career faculty. Research shows that the longer a professor remains at the associate rank, the more likely they are to be dissatisfied with many aspects of their work, their colleagues, their leaders and the recognition they receive for what they do.  

For some mid-career faculty, what is viewed a lack of engagement may be the result of the institution’s unwillingness to reward many of the important things that associate professors do, such as teaching; advising; mentoring; performing service and leadership in the department, university and discipline; and improving the college’s profile through outreach and community engagement.  

To address some of these issues, several of these re-visioning or versions of career redevelopment programs are available at the University of Missouri-Kansas City (UM-KC), James Madison University and the University of Albany. At the UM-KC, a dean hosted events in which he led a series of vision exercises. The vision exercises included a discussion of faculty passions as well as reflections on what excited them about being a faculty member, both of which were used to develop revitalized career plans.

Be respectful of all candidates, regardless of the outcome. Candidates should be treated with respect and professionalism throughout the tenure and promotion process. Transparency in the process is very important. Campuses should also outline procedures for conveying disappointing news to unsuccessful candidate to include career advice and mentoring. Care should be taken not to isolate the person, and professionalism should be the norm throughout the process and after.

Develop policies and/or guidelines that open the door to re-engagement through tenure and promotion reform. For associate professors who have not produced the evidence for promotion, institutions such as Virginia Tech limit the “lookback” period of promotion to five years, providing faculty who have been off-track the opportunity to get back on track without penalty. Additionally, Virginia Commonwealth
University and the University of North Carolina – Charlotte revised their guidelines to institutionalize community engagement (teaching and scholarship) as a meaningful component of review and promotion process. These changes can open a path to promotion that may have been possibly blocked.

**Adopt required mentoring plans for associate professors.** Share several mentoring models for discussion with faculty and department chairs. Use the models to help craft a mentoring program that will help the department reach its goals. In developing the mentoring model, begin by asking, “What problems are we trying to solve for which mentoring is one of the solutions?”

Make sure to engage associate professors in these discussions and mentoring model design.

**C. Best Practice—Inclusive Climate**

The development of diversity and inclusion plans that flow from the institution’s and dental school/allied dental program’s strategic plans are critical to fostering, creating, monitoring and sustaining an inclusive environment for all. ADEA in partnership with the ADEA Diversity and Inclusion Advisory Committee has developed the ADEA Access, Diversity and Inclusion Framework 1-1 to assist academic dentistry in these efforts (See Appendix I). This important resource is designed to be applied broadly to support and assist in fostering inclusive excellence in dental education. Sample uses by member institutions and programs include:

- Driving strategic planning in the areas of diversity and cultural competency;
- Developing school/program specific diversity and inclusion plans;
- Furthering the dialogue around inclusive environments at meetings; and
- Serving as a “visual checklist” that may be cross-walked against active programs and activities to ensure that current programs and initiatives are fully inclusive.

**ADDITIONAL READING**

Additionally, the Medical University of South Carolina’s Strategic Plan for Diversity and Inclusion provides an example of enterprise-wide strategic goal setting across five domains. The domains include education and training, engagement and inclusion, communication and outreach and measuring performance.277

**Create a critical mass.** One important way to improve the climate and promote retention is to retain and create a critical mass of people of color. This includes faculty, staff, senior administrators and students. When faculty of color feel isolated or alone, they are more likely to leave. Additionally, departments that cease recruiting with only one woman or one faculty member of color may become part of a repetitive cycle of losing the hire.278

Also, due to a desire to be exposed to diverse faculty, having a critical mass of faculty of color also has implications for student recruitment and retention. It is important to have a critical mass to ensure that a faculty member may live and thrive as an individual on campus rather than feeling as if they are the stress and burden of being seen as the single or one limited number who must speak for a particular group.279

**When defining and evaluating work-life balance policies and practices, use wellness strategies that incorporate the principles of equity, diversity, inclusion and intersectionality.** Research shows that organizational policies and practices do not always align with faculty desire to separate and balance work, family and time needed to rejuvenate. This can have a significant impact on job satisfaction, stress, burnout and relationships with family, friends and colleagues.280 Furthermore, research also demonstrates that the impact of work–life policies on workplace satisfaction varies extensively by diversity categories and groups.281 Therefore, understanding individual aspirations to balance work and life in the context of organizational structures and how various social constructs and identities such as gender identity, age, race/ethnicity, socio-economic status and sexual orientation interplay and intersect at both work and home are important in developing strategies to recruit and retain HURM faculty.282

For example, a mid-career faculty member who is a woman may have pressures and responsibilities related to teaching, promotion, care of extended family, childcare, clinical responsibilities, family and community that intersect in ways that would not traditionally impact a White professor, who is a man, the same way. Societal and family dynamics of power, privilege and stereotypes may play out differently for these two individuals at work, home, with family, colleagues and in the community. Therefore, principles of equity, diversity, inclusion and intersectionality must be evaluated and included in the practical policy application and programming to promote work–life balance for all groups.

**Create awards that foster collaboration rather competition.** A climate which promotes reward structures that are based on collaboration and cooperation instead of individualized teach and performance criteria positively impact the academic culture and climate.283 The concepts of collaboration and cooperation are unique to how most academic programs hire, reward
A move toward rewarding collaboration and faculty teams reduces the emphasis on individual “star culture” and is a possible way to guard against “bad actors.” Sexual harassment cases in academe reveal problems associated with a star culture when “luminaries in male-dominated fields allegedly engaged in years of sexual harassment with relative impunity.”

To transform the academic culture, violation of community norms and policies must apply to the entire campus community regardless of how much funding generated by the individual or how nationally or internationally noted the faculty member is.

**Adopt flexible work-life policies and wellness support programs.** Adopt programs that provide work-life flexibility and support reducing stress and help make faculty more productive. Support programs at academic institutions come in many forms. They include:

- Child care programs or discounts;
- Elder care support;
- Well-being and health lifestyle programs;
- Stress management and mindfulness programs;
- Crisis assistance—interpersonal violence, addiction, legal and financial assistance programs;
- Flexible work arrangements;
- Employee counseling services;
- Dual-career resources; and
- Group support for special interests.

**ADDITIONAL READING**


**KEY POINT**

Ensure that there are a wide variety of award systems that honor faculty for their different contributions to not only academic dentistry and oral health, but also to their community engagement, work with students and service to the institution.

This includes gathering performance feedback on group participation from different sources, such as students, peers and colleagues outside the department, and celebrating the success of group projects, research and scholarship.
In order to develop a climate that is work-life flexible and contributes to the academic advancement of all faculty, the University of North Carolina Chapel Hill recommends:

- Dispel myths that associate family caregiving with a lack of seriousness and flexibility policies as special privileges.
- Promote a culture of inclusion. Schedule meetings to accommodate competing needs of work and family; implement teleconferencing as an acceptable means of participating in meetings.
- Actively support and advertise flexible career policies for all faculty. Flexible career policies are increasingly important strategic tools in the recruitment and retention of top talent, both male and female. The most frequently cited reasons for why faculty members do not use these policies is: 1) lack of awareness and 2) fear of retribution for using them (e.g., being perceived as not serious about one’s career or concerns it will negatively impact promotion review). Chairs should be aware that the language used to describe flexible career pathways can have a major impact on the way such choices are perceived within the department.
- Chairs must make every effort to see that policy users are not penalized. For faculty that utilize tenure-clock extensions or family medical leave, direct both internal and external reviewers to focus on scholarship achieved in the accepted probationary period and not the time since hire.
- Develop a dual-career academic couple hiring protocol. Forty percent of women in academic health sciences and medicine have academic partners, yet men comprise the majority of “first hires” (the first partner hired in a couple recruitment). Thus, the “two-body problem” is a gendered one that can disadvantage women in obtaining tenure track positions.  

Collaborate with other campus departments to provide cultural competence, sexual harassment and unconscious bias training. Cultural competence is stressed as an essential component of competent health care. Departments and colleges should adopt training strategies to ensure a collegial environment that supports cultural competence and encourages self-reflection as it relates to improving individual biases in faculty relationships and in promotion and tenure review. Additionally, it is essential to note that each person is on a “cultural competency continuum” and throughout one’s life and with the help of education, training and various experiences, individuals continuously work to become more culturally proficient, aware and humble. This constant self-reflection and cultural growth improve not only engagement within the community, but also the campus climate. Additionally, training and other programming collaborations with the offices of human resources, diversity and inclusion, student affairs, disability services, campus police, counseling services and equal opportunity are critical to maintaining a climate and environment free of harassment, bullying and stalking. Ongoing anti-harassment and anti-bullying training are also another proactive way of making sure that the community understands standards of professional and
personal conduct are met and promoting the resources available to assist should issues of harassment, stalking, bullying or violence occur.

Other strategies for countering implicit bias to foster an inclusive culture include:

- Develop concrete, objective indicators and outcomes for hiring, evaluation and promotion to reduce standard stereotypes. (Fiske & Taylor, 1991; Heilman, 2001; Bernat & Manis, 1994)
- Develop standardized criteria to assess the impact of individual contributions in performance evaluations. (Heilman & Haynes, 2005)
- Develop and utilize structured interviews and develop objective evaluation criteria for hiring. (Martell & Guzzo, 1991; Heilman, 2001)
- Fund and support diversity programs that foster well-being and inclusion for faculty, staff, students, residents and fellows.
- Provide unconscious bias training workshops for all constituents.
- Develop a culturally-infused curriculum with courses and modules related to how implicit bias impacts patient care, reducing health disparities and providing culturally competent patient care.  

(Adapted from The University of California San Francisco Office of Diversity and Outreach, Strategies to Address Unconscious Bias.)

**Appoint new hire ambassadors.** Consider appointing departmental and campus “new hire ambassadors” and make sure the ambassadors include HURM and women faculty. Ensure that the ambassadors are trained to understand the transition needs and challenges unique to HURM and women faculty. Provide incentives for faculty and staff to serve as ambassadors and include resources. Ambassadors should be rotated regularly, and their efforts should be recognized publicly.

**Conduct climate assessments and develop action plans to address knowledge gleaned from the data.** Deans and department heads should conduct a climate assessment within the
college and/or department every three to five years. Steps should be taken to ensure the assessment is confidential and unbiased, particularly since departments and colleges can be small. Climate Assessment Taskforce members should review findings and develop strategies to address identified issues and to monitor progress.

- Texas A&M College of Dentistry’s Faculty Campus Climate Assessment Report provides an example of an environmental survey focuses on faculty. The Climate Survey focused on diversity/inclusiveness of college/department leaders and colleagues, workload, inappropriate workplace behaviors, physical and emotional health and job satisfaction.

- The University of Michigan School of Dentistry’s Climate Survey focused on faculty, staff and students. The Climate Survey was developed to be stakeholder-driven, participatory and more utilization-focused than the prior evaluations. The goal of this approach was to provide recommendations that would have greater buy-in and use by the stakeholders in order to improve implementation strategies to improve the climate.

Develop and post campus diversity and inclusion dashboards and scorecards to promote accountability and transparency. Diversity and Inclusion dashboards provide data and data trends related to diversity and inclusion goals. Dashboards typically focus on compositional diversity of faculty, staff and students. Recruitment (applicants and matriculation), retention (progress toward graduation) and graduation rates for women and racial/ethnic groups are provided. These dashboards also provide data on diversity and inclusion within the curriculum. Additionally, Diversity and Inclusion dashboards include climate and environmental assessment data.

Brown University’s Diversity Dashboard is divided into three sections: people, curriculum and knowledge. The University of California, San Diego’s Equity, Diversity and Inclusion Dashboard’s includes data on academic personnel by division, undergraduate and graduate admission and staff by race/ethnicity and gender. Additionally, diversity reports and climate survey data are included. Cornell University’s Diversity Dashboard provides data on four core principles: composition, engagement, inclusion and achievement and a link to the Student Climate Diversity Report data is provided.

A Diversity Scorecard, also known as an Equity Scoreboard, is “an ongoing initiative designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students.” The Diversity Scorecard serves as a tool and process to assist campuses in evaluating their effectiveness in providing historically underrepresented students with the credentials they need to gain economic, social and political power. In terms of the link to other parts of the campus community, Diversity Scorecards are evidenced-based data regarding inequalities in educational outcomes (access, enrollment, retention, excellence and graduation) which can also have a powerful effect on the ability to recruit and retain HURM faculty. Kent State University’s Diversity Scorecard
Chapter 4: Best Practice Highlights—Retaining Diverse Faculty

provides information on goals met, unmet goals, strengths, best practices and opportunities for improvement. Additionally, internal faculty diversity scoreboards related to recruitment, retention, compensation, academic administrative composition and promotion and tenure outcomes to identify and address faculty outcomes stratified by gender, race/ethnicity and other factors can also be created within the college or program.

Create a faculty retention checklist and toolkit. The institution should develop a faculty retention checklist and toolkit to guide departments and units in developing retention strategies. The University of Rhode Island’s ADVANCE Program and University of Washington have developed faculty retention toolkits and retention checklists to help retain new faculty and reduce the costs of faculty turnover. Below are the activities that the University of Washington (UW) has identified as having a positive impact on faculty retention and the climate:

1. Create a system to monitor decision-making, to check for areas of unintentional bias, and to create opportunities for all faculty.
2. Encourage transparency and share information equally with faculty. Include fair and open promotion and tenure guidelines.
3. Foster a supportive and welcoming environment. While support is critical for pre-tenure and underrepresented faculty, all faculty benefit from a supportive environment with a sense of community and active appreciation and recognition of faculty accomplishments.
4. Provide opportunities for mentoring for faculty at all levels. Mentoring promotes a sense of community and supports faculty careers.
5. Value diverse contributions in a broad set of areas, including teaching, research, service and creative activities. Encourage a balance of traditional and non-traditional faculty work, such as part-time appointments and non-traditional funding. Work with departments and promotion and tenure committees to make sure that diverse faculty and diverse career paths are valued.
6. Support the career development of new and pre-tenure faculty, as they may need extra attention when it comes to retention. There are many issues that face new faculty, and it’s important to create a connection with new faculty when they arrive on campus. Strategies can include mentoring, workload balance, access to information and ensuring visibility.
7. Offer opportunities for mid-career faculty support and mentoring. Mid-career faculty face a unique set of challenges; it’s important to address career development early and often.
8. Use faculty development resources on campus. At UW, available workshops address topics like promotion and tenure, research, teaching, service, proposals, grant writing, issues specific to faculty leadership and more.
9. Support flexible policies and practices that improve the faculty experience. Consider strategies like salary adjustments, reduced teaching loads, leaves, tenure-clock extension, dual-career hiring and more to help retain faculty. Make all resource decisions on a case-by-case basis. This should include more work/
life balance resources that focus on well-being, burnout and stress reduction, financial literacy and planning, healthy lifestyles and time management.

10. Talk to faculty on an individual level, in focus groups with department chairs and deans, and through exit interviews to identify barriers to retention and work to find solutions to these barriers.298

Support diverse candidates and their families. Follow-up quarterly with new hires to see how they are adjusting to the community. Make introductions in the community and on campus to a wide variety of groups. Once hired, seek common experiences and interests among faculty and staff. Isolation can be a serious problem for diverse faculty and their families. Additionally, make sure that new faculty are aware of any programs that are available to assist with family issues, such as elder care and child care.

Partner with local inclusive organizations and key community agencies. Departments and campuses should work closely with local minority-serving chambers of commerce, businesses and civic organizations in developing a multicultural resource guide to support the transition and socialization of new diverse hires. The guide should include information on entertainment, local venues, parks and recreations, school systems and private schools and minority-owned businesses.

Host a diverse faculty and staff welcome reception. The college/department should host an annual “supporting diversity” welcome reception to recognize new hires who are women and underrepresented faculty and staff. Include key business leaders and administrators. Make sure the reception is inclusive and invitees reflect the campus community and different levels of leadership. The reception should be structured to foster interaction and networking among attendees. If your department or college is small, consider partnering with another department and/or colleges. Encourage attendance and representation from non-HURM faculty also.

Offer HURM faculty and staff orientation. The institution should consider a workshop or new orientation for women and underrepresented faculty and staff. Senior-level faculty/administrators from underrepresented groups and faculty/staff from all groups and backgrounds should be invited to present and lead small groups. Invite leaders and organizations also from the diverse communities. Additionally, developers should invite a variety of leaders, including non-HURM faculty, to facilitate the orientation and/or workshop to ensure it is inclusive.

Recognize the Impact of Intersectionality on faculty and climate. “Intersectionality” is the principle that identities are multifaceted and often intersect in complex ways. Complementary and competing identities (e.g., gender, race, ethnicity, culture, sexual orientation, religion, age, worldview, political affiliation, immigrant status, class, disability/ability and more) intersect within an individual and may collide with structures of privilege and oppression as seen in historical, social, economic, political or legal contexts. As a result, when negotiating environments and power
systems, historically marginalized individuals and groups may struggle in a need to preserve, protect and represent self.\(^{299}\) Policies, programming and practices should acknowledge that every individual operates from multiple socially constructed identities that intersect and that navigating issues of power and privilege are often different for HURM faculty.

As an example of these intersecting identities, a Dominican Latina Lesbian faculty member’s experiences and perspectives, as a Lesbian, Afro-Caribbean and Latina, reflects many lenses from which she approaches and views the world. Therefore, as campuses have conversations and develop strategies around issues of culture and climate, it is important to remember that one size does not fit all.

**Implement programs which promote well-being and resiliency.** Develop programs or partner with campus recreation and health and wellness campus resources to promote and develop holistic strategies to promote wellness best practices. These strategies include such things as mindfulness, exercise incentives, stress-reduction techniques and healthy nutritional choices. These tools emphasize that psychological, emotional and physical well-being are critical in the success and development of all faculty within the academic community.

**Ensure that faculty, staff and students are aware of offices and policies to promote equity.** Make sure that faculty are aware of the avenues and policies to file formal and informal complaints related to unfair or unjust evaluations, sexual harassment or any form of discrimination or bias. Offices include academic affairs, both departmental and university-wide, equal opportunity, disability services, diversity and inclusion, human resources or the ombudsperson.

ADDITIONAL READING


Endnotes


251 Id at 249.

252 Id. at 249.


255 Id. at 180.

256 Id. at 180.


258 Id. at 257.


Id at 263 and 260.

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Chapter 5

Conclusion
The *ADEA Faculty Diversity Toolkit* is a living document and resource guide to assist dental schools and allied dental programs in improving the recruitment and retention of HURM faculty. The overview of barriers that diverse faculty often encounter should be used as an opportunity to examine policies, programs, practices and institutional culture for strategic improvements. The section highlighting key barriers can also be used to guide environmental assessments designed to ensure that various areas of concern are represented in questionnaires and surveys.

Additionally, the highlighted best practices serve as possible models for adaption and transferability to individual campuses and programs. The best practices and recommendations also provide an opportunity for campus groups and leadership to delve deeper into the research regarding these topics and other promising best practices that may benefit the recruitment and retention of diverse faculty on individual campuses.

Creating a diverse and inclusive campus where all faculty, residents, fellows, students and staff thrive starts with senior leadership and requires an ongoing commitment of time, resources, teamwork and evaluation. Although it is important to make sure that strategies and discussions to improve diverse faculty are inclusive and transparent, the way forward must be one of “equity mindedness.” A phrase used by Estela Mara Bensimon, Ed.D., a professor at the University of Southern California, and her colleagues, equity mindedness: “involves being conscious of the ways that higher education—through practices, policies, expectations and unspoken rules—places responsibility for [student, staff and faculty] success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”

This requires senior leadership engagement at multiple levels, accountability, difficult but transformative discourse, principles of shared governance, resolve and inclusive collaboration. It is this type of commitment that will truly create campuses where inclusive excellence is the norm and all faculty succeed, feel a strong sense of belonging and are productive and engaged.

We are all dedicated to dental education. When we work together, we can achieve more than any one of us can alone. Thanks in advance for your hard work and commitment to a diverse and inclusive faculty and campus!

**Endnotes**

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Resource A

Important Diversity, Inclusion and Equity Laws
Please note that these are federal employment laws and departments should also be aware of state employment discrimination and educational laws that prevent discrimination/harrassment and violence and be mindful of confidentiality laws, records retention laws and open meeting laws that may impact search committees and personnel decisions. Please check with your institution’s legal counsel regarding the applicability of these laws and related state and district laws to your campus.

Key Employment Discrimination Laws—A Brief Overview:

**FOURTEENTH AMENDMENT**—The 14th Amendment to the U.S. Constitution provides that “[n]o State shall make or enforce any law which shall deny to any person within its jurisdiction the equal protection of the laws.”

**TITLE VII Civil Rights Act of 1964**—Protection from discrimination by reason of race, color, religion, sex or national origin; protection from retaliation for opposing unlawful discrimination or participating in a claim of discrimination. Civil Rights Act of 1991 amends the Civil Rights Act of 1964 by strengthening and improving federal civil rights laws. It provides for damages in cases of intentional employment discrimination and clarifies provisions regarding disparate impact action.

**TITLE VI of the Civil Rights Act of 1964**—It prohibits discrimination on the basis of race, color and national origin in programs and activities receiving federal financial assistance.

**TITLE IX of the Education Amendments of 1972**—Title IX of the Education Amendments of 1972 prohibits sex discrimination by programs or activities receiving federal financial assistance. The Office for Civil Rights (OCR) of the U.S. Department of Education enforces Title IX and most colleges and universities are covered by this statute. In recent years, OCR has been very diligent in enforcing this law, particularly as it relates to sexual harassment and assault.

**EXECUTIVE ORDER 13672**—On July 21, 2014, President Obama signed Executive Order 13672, amending Executive Order 11246, to prohibit federal contractors and subcontractors from discriminating on the basis of sexual orientation or gender identity.

**AMERICANS WITH DISABILITIES ACT (ADA)**—It provides protection from discrimination on the basis of physical or mental disability or perceived disability, or history of disability or association with someone with disability. The ADA Amendments Act of 2008 (ADAAA), clarifies and reiterates who is covered by the law and made significant changes to the ADA’s definition of “disability” that broadens the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.

**AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)**—It provides protection from discrimination on the basis of age (age 40 and above).
EQUAL PAY ACT—It provides protection from pay discrimination on basis of gender for work of equal skill, effort and responsibility, and which are performed under similar working conditions.\(^8\)

EXECUTIVE ORDER 11246—Requires U.S. government contractors to develop and utilize affirmative action plans for increased utilization of minorities and women. The Executive Order also requires government contractors to take affirmative action to ensure that equal opportunity is provided in all aspects of their employment. On June 14, 2016, the Office of Federal Contract Compliance Programs announced publication of a Final Rule in the Federal Register that sets forth the requirements that prohibit federal contractors and subcontractors from discharging or otherwise discriminating against their employees and job applicants for discussing, disclosing, or inquiring about compensation.\(^9\)

FEDERAL FAIR CREDIT REPORTING ACT—Requires employers using “investigative consumer reports” from “consumer reporting agencies” to disclose to the applicant that they intend to obtain such a report; applicant must be advised if a decision not to hire is based on information in the report.\(^10\)

IMMIGRATION REFORM AND CONTROL ACT of 1986—Requires employer at time of hire to verify authorization to be employed in the U.S.; prohibits discrimination based on national origin.\(^11\)

NATIONAL LABOR RELATIONS ACT—Prevention of unfair labor practices; employees cannot be discriminated against because they have exercised their rights to organize and/or bargain collectively.\(^12\)

PREGNANCY DISCRIMINATION ACT—Women affected by pregnancy, childbirth or related medical conditions must be treated the same for all employment-related purposes, including receipt of fringe benefits, as other persons not so affected but similar in ability or inability to work.\(^13\)

THE REHABILITATION ACT OF 1973—The Rehabilitation Act of 1973 protects people from discrimination in admission, employment, treatment or access based on disability in programs or activities receiving federal financial assistance. Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives federal financial assistance or is conducted by any executive agency or the United States Postal Service. Each federal agency has its own set of Section 504 regulations that apply to its own programs. Agencies that provide federal financial assistance also have Section 504 regulations covering entities that receive federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations.
Section 503 of the Rehabilitation Act of 1973 was updated in September 2013 to implement changes required by the passage of the ADA Amendments Act (ADAAA) of 2008. The Final Rule established an utilization goal for individuals with disabilities, requires contractors to invite applicants and current employees to voluntarily self-identify as someone with a disability, prescribes several quantitative measurements and comparisons, and requires contractors to include specific language in their subcontracts.\(^1\) 

**VIETNAM ERA VETERANS’ READJUSTMENT ASSISTANCE ACT OF 1974 (VEVRAA)**—The Act prohibits federal contractors and subcontractors from discriminating in employment against protected veterans, and requires these employers to take affirmative action to recruit, hire, promote, and retain these veterans. In September 2013, the Office of Federal Contract Compliance Programs published a Final Rule that strengthens the affirmative action provisions of the regulations to aid contractors in their efforts to recruit and hire protected veterans and improve job opportunities for protected veterans.\(^2\) 

**FINAL RULE—VETERANS AND INDIVIDUALS WITH DISABILITIES—2013**—Effective March 24, 2014, the Office of Federal Contract Compliance Programs’ Final Rules were implemented regarding recruiting qualified veterans and individuals with disabilities. Rule changes include hiring benchmarks, utilization goals, data collection, records access, self-identification process, equal opportunity language in contracts and job listing specifications as well as changes required by the Americans With Disabilities Act (ADA) Amendments Act of 2008.\(^3\) 

**FAMILY AND MEDICAL LEAVE ACT OF 1993**—The Act entitles eligible employees to take up to twelve weeks of unpaid leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse or parent who has a serious health condition.\(^4\) 

**UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT ACT OF 1994 (USERRA)**—The Act ensures that persons who serve or have served in the Armed Forces, Reserves, National Guard or other uniformed services are not disadvantaged in their civilian careers because of their service, are promptly reemployed in their civilian jobs upon their return from duty and are not discriminated against in employment based on past, present, or future military service.\(^5\) 

**THE GENETIC INFORMATION NONDISCRIMINATION ACT OF 2008**—The Act prohibits discrimination by employers and insurers based on genetic information about potentially inheritable diseases and health conditions.\(^6\)
Endnotes

1 FOURTEENTH AMENDMENT, U.S. Const. amend. XIV, § 1.


5 EXECUTIVE ORDER 13672, 79 F.R. 42971.


9 EXECUTIVE ORDER 11246 30 F.R. 12319.


12 NATIONAL LABOR RELATIONS ACT, 29 U.S.C. §§ 151 et seq.


Resource B

Diversity and Inclusion—Health Professions Recruitment and Retention Resources
Professional Associations

- American Dental Association—www.ada.org/en
- American Dental Education Association—www.adea.org
- AcademyHealth—www.academyhealth.org
- American Association for Access, Equity and Diversity—www.aaaed.org/aaaed/default.asp
- American Association of Colleges of Pharmacy—www.aacp.org
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)—www.aacrao.org
- American Association of Hispanics in Higher Education—www.aahhe.org/Programs/FacFellowsProgramDescription.aspx
- American Association of University Women—www.aauw.org
- American Association of University Women—www.aauw.org
- American Association of Women Dentist—www.aawd.org
- American Associations of Colleges of Nursing—www.aacnnursing.org
- American Council on Education—www.acenet.edu/Pages/default.aspx
- American Indian College Fund—www.collegefund.org
- American Indian Higher Education Consortium—www.aihec.org
- American Indian Science and Engineering Society—www.aises.org
- American Medical Women’s Association—www.amwa-doc.org
- American Nurses Association—www.nursingworld.org
- American Pharmacists Association—www.pharmacist.com
- Annual Biomedical Research Conference for Minority Students (managed by the American Society for Microbiology)—www.abrcms.org
- Asian and Pacific Islander American Scholarship Fund—www.apiasf.org
- Asian American Communities and Organizations—newton.uor.edu/Departments&Programs/AsianStudiesDept/asianam-commun.html
- Asian American Legal Defense and Education Fund—aaldef.org
- Asian Pacific American Women’s Leadership Institute—www.apawomen.org
- Asian Women in Business—www.awib.org
- Association for Women in Mathematics—sites.google.com/site/awmmath
- Association of American Colleges & University—www.aacu.org
- Association of American Medical Colleges—www.aamc.org
- Association of American Veterinary Medical Colleges—www.aavmc.org
- Association on Higher Education and Disability—www.ahead.org/about-ahead
- Building the Next Generation of Academic Physicians (BNGAP)—bngap.org
- College and University Professional Association for Human Resources (CUPA-HR)—www.cupahr.org/index.aspx
- Diverse Scholar and Minority Postdoc Directories—www.minoritypostdoc.org
- Faculty for the Future (a GE Foundation initiative designed to increase the number of women and historically underrepresented and marginalized faculty in engineering, science and business)—www.fftf.slb.com
- Gates Millennium Scholars Program—www.gmsp.org
- Hispanic Association of Colleges and Universities—www.hacu.net/hacu/See_Job_Postings.asp
- Hispanic Dental Association—hdassoc.org
- Historically Black Colleges and Universities (HBCU)—hbcuconnect.com
- International Association for Dental Research—www.iadr.org
- Latinos in Science and Engineering—mymaes.org
- League of United Latin American Citizens—lulac.org
- Mellon Mays Fellowship Directory—www.mmuf.org
- National Association for Equal Opportunity in Higher Education—www.nafeonation.org
- National Association of Asian American Professionals—www.naaap.org
- National Association of Diversity Officers in Higher Education—www.nadohe.org
- National Association of Medical Minority Educators—nammenational.org
- National Black Nurses Association, Inc.—www.nbna.org
- National Center for Faculty Development and Diversity—www.facultydiversity.org
- National Dental Association—www.ndaonline.org
- National Dental Hygienists Association—www.ndhaonline.org
- National Gay and Lesbian Task Force—www.thetaskforce.org
- National Hispanic Medical Association (NHMA)—www.nhmamd.org
- National Institutes of Health (NIH)—www.nih.gov
- National Medical Association—www.nmanet.org
- National Science Foundation Graduate Research Fellowships Program—www.nsfgrfp.org
- Organization of Chinese Americans—www.ocanational.org
- Philippine Nurses Association of America, Inc.—www.mypnaa.org
- Preparing Future Faculty Institutions (run by the Council of Graduate Schools, these programs promote diversity and inclusiveness in graduate education)—www.cgsnet.org/inclusiveness
- Society for the Advancement of Chicanos and Native Americans in Science—sacnas.org
- Society of American Indian Dentists—www.thesaidonline.org
• Southern Regional Education Board (SREB) Doctoral Scholars Directory—dspdirectory.sreb.org/default.aspx
• Student Affairs Administrators in Higher Education (NASPA)—www.naspa.org
• Student National Dental Association—www.sndanet.org
• Student National Pharmaceutical Association—snpha.org
• The Asian Pacific Islander American Association of Colleges and Universities (APIACU)—www.apiacu.org/about
• The Association of Black Health-Systems Pharmacists—myabhp.org
• The Black Doctoral Network, Incorporated—www.blackphdnetwork.com
• The Council for Tribal Employment Right—www.councilfortribalemploymentrights.org/wp
• The Leadership Alliance Consortium’s Doctoral Scholars—www.theleadershipalliance.org
• The National Association for Equal Opportunity in Higher Education (NAFEO)—www.nafeonation.org/about
• UnidosUS—www.unidosus.org
• United States Department of Health and Human Services, Office of Minority Health—minorityhealth.hhs.gov
• United States Hispanic Leadership Institute—www.ushli.org

**Resources for Recruiting and Retaining Faculty with Disabilities**

• Ability Jobs and Job Access—abilityjobs.com
• American Association of People with Disabilities—www.aapd.com
• Association on Higher Education and Disability—www.ahead.org
• Career and Job Resources for Disabled Americans Job-Seekers—www.quintcareers.com/disabled_career_resources.html
• DisABLEDperson, Inc.—www.disabledperson.com
• Getting Hired—www.gettinghired.com/Employers.aspx

**Resources for Recruiting and Retaining LGBTQIA+ Faculty**

• American Medical Association (AMA) Advisory Committee on Lesbian, Gay, Bisexual and Transgender (LGBT) Issues—www.ama-assn.org/member-groups-sections/advisory-committee-lgbtq-issues
• American Medical Student Association Committee on Gender and Sexuality—www.amsa.org/AMSA/Homepage/About/Committees/GenderandSexuality.aspx
• Campus Pride—campuspride.jobs
• Gay Asian Pacific Alliance—www.gapa.org
• GLMA: Health Professionals Advancing LGBT Equality (the world’s largest and oldest association of LGBT health care professionals)—www.glma.org
• LGBTQ-Friendly College Fair—www.campuspride.org/collegefair
• LGBTQ Presidents in Higher Ed—www.campusprideindex.org
• National Coalition for LGBT Health—healthlgbt.org
• National Organization of Gay and Lesbian Scientists and Technical Professionals—www.noglstp.org
• Out & Equal—www.outandequal.org
• Out for Work—www.outforwork.org
• PrideIndex—www.campusprideindex.org
• Services & Advocacy for Gay, Lesbian, Bisexual & Transgender Elders (SAGE)—www.sageusa.org
• The Human Rights Campaign Healthcare Equality Index (HRC HEI)—www.hrc.org/hei
• The National Center for Transgender Equality—transequality.org/Issues/health.html
• The National LGBT Health Education Center, The Fenway Institute—www.lgbthealtheducation.org

Resources for Recruiting and Retaining Faculty With Military Service

• Careers for Transitioning Military—www.taonline.com
• Hire Heroes USA—www.hireheroesusa.org
• Job Opportunities for Disabled Veterans—www.jofdav.com
• Military Connection—www.militaryconnection.com
• Military Hire—www.militaryhire.com/index.servlet
• Recruit Military—recruitmilitary.com/about
• Vet Jobs—vetjobs.org
• Veteran Employment—www.military.com/veteran-jobs
**Additional Diversity Resources**

*Accreditation Council for Graduate Medical Education (ACGME) Physician Well-Being Tools and Resources*—The Council offers tools and resources to support institutional and program efforts to improve faculty member, resident and fellow well-being. This includes a suite of new ACGME-created resources and a compendium of materials compiled by the ACGME’s Task Force on Physician Well-Being Tools and Resources Subcommittee. www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being

*ADVANCE—The National Science Foundation (NSF)* was founded in 1950 to promote the progress of science; to advance the national health, prosperity and welfare; and to secure national defense. With an annual budget of about $6.9 billion (FY 2010), NSF is the funding source for approximately 20% of all federally-supported basic research conducted by American colleges and universities. NSF’s Institutional Transformation (IT) Awards Synopsis Institutional Transformation Awards support academic institutional transformation to promote the increased participation and advancement of women scientists and engineers in academia. These awards support innovative and comprehensive programs for institution-wide change. IT-Catalyst awards are designed to support historically resource-challenged institutions in efforts to conduct institutional self-assessment activities, such as data collection and analysis and policy review as well as to identify specific issues in the recruitment, retention and promotion of women scientists and engineers within an institution of higher education. www.nsf.gov/pubs/2009/nsf0941/nsf0941.pdf.

*Alliance for Graduate Education and the Professoriate (AGEP)* is a network of universities dedicated to increasing the number of underrepresented minorities obtaining graduate degrees in science, technology, engineering and mathematics. Funded by the National Science Foundation, the primary goals of the AGEP are to: (a) significantly increase the number of underrepresented minorities (i.e., African Americans, Hispanics, American Indians, Alaska Natives and Native Hawaiians or other Pacific Islanders) obtaining graduate degrees in science, technology, engineering and mathematics (STEM), and (b) enhance the preparation of underrepresented minorities for faculty positions in academia. AGEP employs a strategy of alliances with doctoral-granting institutions to accomplish these goals. www.nsfagep.org/

*Alliance for Building Faculty Diversity in the Mathematical Sciences* offers four National Science Foundation- (NSF-) funded postdoctoral fellowships targeted at new or recent minority Ph.D.s. The Alliance is comprised of NSF Mathematical Sciences Institutes and seven major research universities with a strong record of mentoring underrepresented mathematics graduate students. A typical three-year postdoctoral fellow will spend two years at one of the Alliance universities and up to a year at one or more national institutes if there are suitable programs. Each postdoc is matched with a research mentor at the
host university. The aim is to establish and implement a mentorship model that will increase the access of underrepresented U.S. groups to academic tenure-track positions. www.math.ncsu.edu/alliance/

**BRAINS: Broadening the Representation of Academic Investigators in Neuro Science** is a national program to accelerate and improve the career advancement of neuroscience postdoctoral researchers and assistant professors from underrepresented groups. The program, newly funded by a R25 grant from National Institutes of Health’s National Institute for Neurological Disorders and Stroke (NINDS), creates unique, life-transforming experiences for participants. The BRAINS program goal is to increase engagement and retention of academic, early-career neuroscientists from underrepresented groups by reducing isolation; providing tips, tools and skill development to prepare for tenure-track success; and increasing career self-efficacy. The program offers a multi-day professional development symposium, facilitated peer-mentoring circles and career development consultation process. depts.washington.edu/brains

**Checklist of Best Practices for Diversify Faculty** was created by Caroline Sotello Viernes Turner who provides a good checklist of best practices for faculty searches with an emphasis on faculty diversity. She divides practices into before, during and after the search and classifies them as good, better and best. See Appendix A, page 31 at eric.ed.gov/?id=ED465359.

**Committee on Institutional Cooperation (CIC) Doctoral Directory** is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the universities of the Committee on Institutional Cooperation. www.cic.net/students/doctoral-directory/introduction

**Higher Education Recruitment Consortium** has resources on the recruitment and retention of diverse faculty with a focus on advancing equity and excellence in the higher education workforce. member.hercjobs.org/retention/retention-resources

**St. Jude Children’s Research Hospital National Graduate Student Symposium** is an all-expenses-paid event held each spring on the St. Jude campus in Memphis, TN. This competitive academic and professional development event allows Ph.D.-level graduate students to present their own work, in addition to learning about the cutting-edge research and facilities at St. Jude. Neither the symposium nor the application process is advertised; thus, students can only apply if they have received an invitation from St. Jude or are nominated by a faculty advisor. www.stjude.org/education-training/predoctoral-training/graduate-students/national-graduate-student-symposium-ngss.html
National Academies of Sciences, Engineering and Medicine’s Report on Sexual Harassment of Women: Climate, Culture and Consequences in Academic Sciences, Engineering and Medicine—This report reviews the research on the extent to which women in the fields of science, engineering and medicine experience sexual harassment and examines the existing information on the extent to which sexual harassment in academia negatively impacts the recruitment, retention and advancement of women pursuing scientific, engineering, technical and medical careers. It also identifies and analyzes the policies, strategies and practices that have been the most successful in preventing and addressing sexual harassment in academia. sites.nationalacademies.org/shstudy/index.htm

National Academy of Medicine launched the Action Collaborative on Clinician Well-Being and Resilience—A network of more than 60 organizations committed to reversing trends in clinician burnout. The Collaborative has three goals:
- Raise the visibility of clinician anxiety, burnout, depression, stress and suicide
- Improve baseline understanding of challenges to clinician well-being.
- Advance evidence-based, multidisciplinary solutions to improve patient care by caring for the caregiver. nam.edu/initiatives/clinician-resilience-and-well-being/#noodle

The National Center for Faculty Development and Diversity provides independent professional development, training and mentoring programs for over 93,000 graduate and postdoctoral students and faculty members. The Center offers on-campus workshops and intensive mentoring programs and is known for its faculty success program and virtual boot camp. Institutional and individual membership is available. www.facultydiversity.org/
Appendices

- Appendix A—ADEA Faculty Diversity Toolkit Development Work Group
- Appendix B—Diversity and Inclusion Terminology
- Appendix C—Themes: Faculty Diversity Recruitment and Retention Barriers and Best Practices
- Appendix D—Duke University School of Medicine Recruitment Toolkit
- Appendix E—Emory University Office of Equity and Inclusion Faculty Annual Recruitment Plan
- Appendix F—Tulane University Offices of Academic Affairs and Institutional Equity Faculty Recruitment Action Plan
- Appendix G—ADEA MDFD Program Implementation Logic Model
- Appendix H—Lessons Learned: ADEA/WKKF Minority Dental Faculty Development (MDFD) Program: “Growing Your Own”
- Appendix I—ADEA Access, Diversity and Inclusion Framework 1-1
Appendix A
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* Titles and universities listed reflect the positions that were held by volunteers at the time of the 2018 work group. They may have since changed.
Appendix B
Diversity and Inclusion Terminology

Ableism: Attitudes in society that devalue and limit the potential of persons with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part in society and of less value than other people. Ableism can be conscious or unconscious, and is embedded in institutions, systems or the broader culture of a society.


Aboriginal/Indigenous Peoples: A collective name for the original people of North America and their descendants. The Canadian Constitution (the Constitution Act, 1982) recognizes three groups of Aboriginal Peoples—First Nations, Métis and Inuit—as separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.


Access: The ability of individuals to enter and participate equitably and impartially in education, health care, employment, services and other programs. Accessibility speaks to ease of access, functionality and the potential benefit that some systems or practices may provide one group but not another. It also describes the level to which services or programs are accessible to as many individuals as possible.


Accessibility: The extent to which a facility is readily approachable and usable by individuals with disabilities, particularly such areas as the web, classrooms, clinical spaces, personnel office, worksite and public areas.


Affirmative Action: Action designed to address the historic disadvantage that identifiable groups (e.g., women and racialized persons) have experienced by increasing their representation in employment and/or higher education.


Ageism: Prejudiced thoughts and discriminatory actions based on differences in age, usually that of younger persons against older persons.


Ally: Someone who confronts heterosexism, homophobia, biphobia, transphobia, heterosexual and gender-straight privilege in themselves and others; a concern for the well-being of lesbian, gay, bisexual, trans and intersex people; and a belief that heterosexism, homophobia, biphobia and transphobia are social justice issues.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtre.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.
**Antidiscrimination Laws:** Federal, state and local laws that prohibit the government and/or private organizations from discriminating against someone based on certain personal characteristics, such as race, religion, age, sex, disability, sexual orientation or gender identity or expression.


**Anti-semitism:** The fear or hatred of Jews, Judaism and related symbols.


**Belonging:** The extent to which a person feels connected to or a part of the campus community and includes one’s subjective evaluation of the quality of connections with others on campus or in the community. A sense of belonging contains both cognitive and affective aspects of the individual’s cognitive assessment of their role in relationship to the group. Factors that may impact belongingness for historically underrepresented and marginalized groups include: interactions with diverse peers, campus engagement in activities, the view of the overall climate and exposure to bias, harassing or discriminatory treatment.


**Bias:** Prejudice; an inclination or preference, especially one that interferes with impartial judgment.


**Binary:** The idea that there are only two genders—male/female or man/woman—and that a person must be strictly gendered as either/or. (See also “Identity Sphere.”)

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.

**Bisexual:** A person emotionally, physically and/or sexually attracted to males/men and females/women. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.

**Bullying:** Unwanted, repetitive and aggressive behavior marked by an imbalance of power. It can take on multiple forms including physical (e.g., hitting), verbal (e.g., name calling or making threats), relational (e.g., spreading rumors) and electronic (e.g., texting, social networking).


**Burnout:** A syndrome of depersonalization, emotional exhaustion and a sense of low personal accomplishment. Physicians often develop burnout incrementally due to chronic increases of stress, inefficiency and excessive workload.

**Cisgender**: Someone who feels comfortable with the gender identity and gender expression expectations assigned to them based on their physical sex.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.

**Classism**: Prejudiced thoughts and discriminatory actions based on differences in socioeconomic status, income and class, usually by upper classes against lower classes.


**Cognitive Error**: The selection and evaluation processes we undertake on a daily basis that are “contaminated,” despite our good intentions. The contaminants—generically termed “cognitive shortcuts and errors”—are present as we gather and sort through information, interpret it and reach decisions about the following: candidates for jobs, tenure/promotion and contract renewals; applications for grants; nominations for awards and leadership posts as well as colleagues’ and students’ professional and academic performance; mastery of new concepts and skills; publications; exhibits; and other demonstrations of mastery and creativity.

According to J. Moody, these errors are made quickly and automatically, have disproportionately damaging effects and result in the undervaluing and frequent rejection of underrepresented women and historically underrepresented racial/ethnic groups.


**Compulsory Heterosexuality**: The hegemony of heterosexual relationships as well as social expectations that heterosexuality is the norm and all other sexual orientations are deviant.

The term compulsory heterosexuality is often used within groups that advocate for the rights of people whose sexuality or gender identity differs from heterosexuality, including intersex people, transgender people, gay people, or asexual people. The concept of compulsory heterosexuality is closely tied to the concept of heterosexual privilege, a system that preserves the rights of heterosexual people and enables heterosexual people to benefit from rights that non-heterosexual people do not have access.

Common examples of compulsory heterosexuality include:

- The assumption that children will marry a person of the other sex and the grooming and socialization of children for heterosexuality.
- Sexual education books that exclusively discuss heterosexuality.
- Religious and secular organizations that assume all members are heterosexual or treat heterosexuality as the norm.
- The belief that anyone can be heterosexual and that, even if one must pretend to be heterosexual, this is better than being homosexual.

Almost everyone participates in compulsory heterosexuality in some way, and the social assumption of heterosexuality is not in itself homophobic. However, compulsory heterosexuality contributes to homophobia by marginalizing non-heterosexuals, treating heterosexuality as the superior default, and decreasing awareness of the large number of people within the population who are not heterosexual.

**Culture**: The languages, customs, beliefs, rules, arts, knowledge and collective identities and memories developed by members of all social groups that make their social environments meaningful.


**Cultural Appropriation**: The non-consensual/ misappropriated use of cultural elements for commodification or profit purposes, such as symbols, art, language, customs, etc., often without understanding, acknowledgment or respect for its value in the original culture.


**Cultural Competence**: A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals and enable the system, agency or professionals to work effectively in cross-cultural situations. The word “culture” is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively. A culturally competent system of care or educational program acknowledges and incorporates—at all levels—the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge and the adaptation of services to meet the culturally-unique needs of patients, students, faculty, staff and communities. Cultural competence is not a static place or a destination; we are all on a continuum in which constantly seek improvement and to become more culturally competent.


**Cultural Humility**: A lifelong process of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning.


**Cultural Intelligence**: The ability to be understand complex cultural dynamics and make multicultural connections across different work platforms and teams and work effectively in diverse situations. Cultural Intelligence is composed of three key elements: 1) cultural knowledge, 2) cross-cultural skills and 3) cultural metacognition or cultural mindfulness. Individuals with a high degree of cultural intelligence are usually known for their innovation, networking and ability to serve as a conduit between fragmented units within the organization by transferring knowledge and resources across groups.


**Cultural Tax**: Coined by Amado Padilla in 1994, “cultural taxation” is the burden where additional responsibilities are placed upon historically underrepresented racial/ethnic and marginalized faculty because of their gender identity, sexual orientation and ethno-racial backgrounds. These responsibilities include serving on numerous committees, advising larger numbers of students and serving as “departmental experts” for their particular group. These expectations are not placed as heavily upon white faculty and can impede
career progress and affect job satisfaction. While the campus benefits from their presence and voices, workers are not compensated for these tasks. Instead, this tax leads to a second stressor: a heavier workload.


Disability: There are two common ways of looking at what disability is.

One way is to see a disability as a medical condition that a person has. From this perspective, disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident or developed over time. There are physical, mental, cognitive and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities and other conditions.

A newer way of looking at disability is that it is not something a person has. A person with a medical condition is not necessarily prevented (or disabled) from fully taking part in society. If society is designed to be accessible and include everyone, then people with medical conditions often don’t have a problem taking part. From this point of view, disability is a problem that occurs when a person’s environment is not designed to suit their abilities.

Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person’s body and features of the society in which they live. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.

In the United States, the Americans with Disabilities Act (ADA), defines “disability” by law, with respect to an individual, as:

a. a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
b. a record of such an impairment; or
c. being regarded as having such an impairment.

“Major life activities” include, but are not limited to, learning, speaking, walking, seeing, hearing, breathing, working or the ability to care for oneself. Under the protection of the ADA, a disabled person is ensured equal opportunity to fully participate in postsecondary education.


Discrimination: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favor one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion and other categories.

Diversity: Recognizes that each individual is unique with multiple dimensions of diversity that intersect, whether seen or unseen, and that society and community life benefit from the engagement of these differences regardless of culture, values, beliefs, race, ethnicity, language, age, sex, gender identity, sexual orientation, nationality, military/veteran status, disabilities, religion, economic status, geography or other characteristics or ideologies.


Diverse faculty: For purposes of the ADEA Faculty Diversity Toolkit, diverse faculty is defined as the following historically underrepresented groups: women, members of the LGBTQIA+ community, individuals with disabilities, and historically underrepresented racial and ethnic populations at U.S. and Canadian dental schools and programs: Black or African American, Hispanic and Latinx, American Indian or Alaska Native, Asian American and Pacific Islanders, Indigenous/Aboriginal Peoples (Canada) and Visible Minorities (Canada). Typically, these diverse groups have not only low faculty representation within postsecondary and dental education but also are more likely to experience incidents of bias, micro/macroaggressions and systemic discrimination. The phrase “historically underrepresented racial and ethnic” is used to refer to racial and ethnic faculty groups in the U.S. and Canada who are underrepresented in dental education. They include Black or African American, Hispanic and Latinx, American Indian or Alaska Native, Asian American and Pacific Islanders, Indigenous/Aboriginal Peoples (Canada) and Visible Minorities (Canada).


Dominant culture: The cultural values, beliefs and practices that are assumed to be the most common and influential within a given society.

Equity: The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of adequate opportunities to all groups.

**Equity mindedness:** A phrase used by Dr. Estela Mara Bensimon, a professor at the University of Southern California, and her colleagues, equity mindedness “involves being conscious of the ways that higher education—through practices, policies, expectations and unspoken rules—places responsibility for [student, staff and faculty] success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”


**Ethnicity:** A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are Cape Verdean, Haitian and African American (Black); Chinese, Korean and Vietnamese (Asian); Cherokee, Mohawk and Navaho (Native American); Cuban, Mexican and Puerto Rican (Latinx); and Polish, Irish and Swedish (White).


**First Amendment:** A provision of the U.S. Constitution that guarantees freedoms of association and expression, including freedom of speech.


**First Nation(s)/First Nations People:** This term became common use in the 1970s to replace the word “Band” in the naming of communities. Many people today prefer to be called “First Nations” or “First Nations People” instead of “Indians.” Generally, “First Nations People” is used to describe both Status and Non-Status Indians. The term is rarely used as a synonym for “Aboriginal Peoples” because it usually does not include Inuit or Métis people.


**Freedom of Speech:** The U.S. constitutional right to express your thoughts, ideas and opinions without interference from the government.


**Gay:** There are two common ways of defining this word. 1) Term used in some cultural settings to represent males who are attracted to males in a romantic, erotic and/or emotional sense. Not all men who engage in “homosexual behavior” identify as gay, and as such this label should be used with caution. 2) Term used to refer to the LGBTQIA+ community as a whole or as an individual identity label for anyone who does not identify as heterosexual.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.

**Gender:** A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys and accordingly, refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics,
aptitudes and likely behaviors of both women and men (femininity and masculinity). This concept is useful in analyzing how commonly shared practices legitimize discrepancies between sexes.


Gender-based Violence: Violence derived from gender norms and roles as well as from unequal power relations between women and men. Violence is specifically targeted against a person because of his or her gender, and it affects women disproportionately. It includes—but is not limited to—physical, sexual and psychological harm, including intimidation, suffering, coercion and/or deprivation of liberty within the family or within the general community. It also includes violence perpetuated by the state.


Gender Expression: The outward manifestation of internal gender identity through clothing, hairstyle, mannerisms and other characteristics.


Gender Identity: A person’s sense of being masculine, feminine or other gendered.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/ LGBT-Terminology.pdf Accessed August 26, 2019.

Gender Neutral Pronouns: The use of pronouns in writing and speaking that are neutral and do not necessarily identify with the binary language of male or female (she/her/hers or he/him/his). See the University of Minnesota Center Writing Nonbinary gender pronouns for additional guidance at writing.umn.edu/sws/quickhelp/grammar/nonbinary.html.


Gender-nonconforming: Behaving in a way that does not match social stereotypes about female or male gender, usually through dress or physical appearance.


Harassment: Actions or words that harm or distress a person and do not otherwise serve a legitimate purpose. Harassment often interferes with the ability to take full advantage of educational opportunities.


Hate Crime: Hate crime legislation often defines a “hate crime” as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability or sexual orientation of any person.


Heterosexual: A person who is sexually attracted to people of the opposite sex. Note, biologist Alfred Kinsey developed the Kinsey Scale after conducting intensive studies of sexual practices. He emphasized that sexuality is a continuum.
rather than a dichotomy between two preferences. The scale runs from zero to six, with zero being exclusively heterosexual and six being exclusively homosexual.


**Heterosexism:** The presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to homosexual and bisexual people.


**Heteronormativity:** The pressure to conform to heterosexual norms and the social presumption that all people are heterosexual.


**Homophobia:** The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities or of behaviors stereotyped as “homosexual.”


**Homosexual:** A person primarily emotionally, physically and/or sexually attracted to members of the same sex.

Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf. Accessed August 26, 2019.

**Humanistic Environment:** A humanistic pedagogy inculcates respect, tolerance, understanding and concern for others and is fostered by mentoring, advising and small group interaction. A dental school environment characterized by respectful professional relationships between and among faculty and students establishes a context for developing the interpersonal skills necessary for learning, patient care and making meaningful contributions to the profession.

CODA Standard 1-3: The dental education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

**Intent:** The dental education program should ensure collaboration, mutual respect, cooperation and harmonious relationships between and among administrators, faculty, students, staff and alumni. The program should also support and cultivate the development of professionalism and ethical behavior by fostering diversity of faculty, students and staff as well as open communication, leadership and scholarship.


**Immigrant:** Someone who moves from one country or region and intends to reside permanently in that country or region. Immigration means “in-migration” into a country, and is the reverse is emigration, or “outmigration.” The long term and/or permanent movement of human population in general, whether into, out of or within countries (or before the existence of recognized countries) is regarded as migration.

Implicit Bias (a.k.a. unconscious bias): Also referred to as “implicit social cognition,” implicit bias refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age and appearance. These associations develop over the course of a lifetime, beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, media and news programming are often-cited origins of implicit associations.


Inclusion: The practice of leveraging diversity to ensure individuals can fully participate and perform at their best. Inclusion is a shared responsibility of everyone within the community. An inclusive environment values differences rather than suppressing them; promotes respect, success and a sense of belonging; and fosters well-being through policies, programs, practices, learning and dialogue.


Inclusive Excellence: A process intended to help institutions establish a practice of comprehensive and well-coordinated systemic actions that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level. The central premise holds that academic health organizations must intentionally integrate diversity efforts into their core values. Inclusive excellence should be evident in academic priorities, patient care, leadership, professional development, community engagement, student development, quality improvement initiatives, decision-making, day-to-day operations and organizational culture to maximize the institution’s mission. This practice is necessary to ensure a humanistic environment and a sustainable and inclusive organizational culture.


Indigenous: Generally used in the international context, refers to peoples who are original to a particular land or territory. This term is very similar to “aboriginal” and has a positive connotation.


Internalized Racism: The situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group’s power. It involves four essential and interconnected elements:

- Decision-making—Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a
personal level, we may think white people know more about what needs to be done for us than we do. On an interpersonal level, we may not support each other’s authority and power—especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not.

- **Resources**–Resources, broadly defined (e.g., money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for our own communities and to control the resources of our community. We learn to believe that serving and using resources for ourselves and our particular community is not serving “everybody.”

- **Standards**–With internalized racism, the standards for what is appropriate or “normal” that people of color accept are white people’s or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.

- **Naming the problem**–There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease— the emotional, economic, political, etc., impact on people of color. With internalized racism, people of color might, for example, believe we are more violent than white people and not consider state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support.

**Intersectionality**: This concept is based on the principle that identities are multifaceted and often intersect in complex ways. Complementary and competing identities (e.g., gender, race, ethnicity, culture, sexual orientation, religion, age, worldview, political affiliation, immigrant status, class, disability/ability and more) intersect within an individual and may collide with structures of privilege and oppression as seen in historical, social, economic, political or legal contexts. As a result, when negotiating environments and power systems, historically marginalized individuals and groups may struggle in a need to preserve, protect and represent self.


**Islamophobia**: The irrational fear or hatred of Islam, Muslims, Islamic traditions and practices and, more broadly, those who appear to be Muslim.


**Inuit**: The Aboriginal Peoples of Arctic Canada who live primarily in Nunavut, the Northwest Territories and northern parts of Labrador and Québec. The word Inuit means “people” in the Inuit language, Innuktitut. The singular of Inuit is Inuk. Their traditional languages, customs and cultures are distinctly different from those of the First Nations and Métis.

Lesbian: Term used to describe women-identified people attracted romantically, erotically and/or emotionally to other women-identified people.

Source: Adapted from Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.

LGBTQIA+: An inclusive term for those who identify as Lesbian, Gay, Bisexual, Pansexual, Transgender, Genderqueer, Queer, Intersexed, Agender, Asexual and Ally. The plus sign encompasses the additional diversity within the trans and queer community such as pansexual, demisexual, questioning, two-spirited and other orientations.


Marginalized: Persons excluded, ignored or relegated to the outer edge of a group/society/community.


Marginalized Faculty: For purposes of the ADEA Faculty Diversity Toolkit, marginalized faculty is also used as a holistic and encompassing term that is representative of groups who have been systematically excluded from full participation in postsecondary education and who have historically faced considerable acts of bias and discrimination. These groups include individuals such as veterans, people of differing religious backgrounds, immigrants, refugees, migrants and individuals from a low socioeconomic and/or rural background.


Microaggression: The verbal, nonverbal and environmental slights, snubs, insults or belittlement, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon discriminatory belief systems.


Model Minority: A term created by sociologist William Peterson to describe the Japanese community, whom he saw as being able to overcome oppression because of their cultural values.

While individuals employing the “model minority” trope may think they are being complimentary, in fact the term is related to colorism and, at its root, anti-Blackness. The model minority myth creates an understanding of ethnic groups, including Asian Americans, as a monolith, or as a mass whose parts cannot be distinguished from each other. The model minority myth can be understood as a tool that White supremacy uses to pit people of color against each other in order to protect its status.


Nonbiary: A gender identity which falls outside of the gender binary, meaning an individual does not identify as strictly female or male. A nonbinary person can identify as both or neither male and female, or sometimes one or the other. There are several other terms used to describe gender identities outside of the male and female binary
such as genderqueer, gender nonconforming, agender and bigender. Though these terms have slightly different meanings, they refer to an experience of gender outside of the binary.


**Oppression**: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures.


“**People-first**” or “**person-first**”: Language that is used to describe disability that involves putting the word “person” or “people” before the word “disability” or the name of a disability, rather than placing the disability first and using it as an adjective. Some examples of people-first language might include saying “person with a disability,” “woman with cerebral palsy,” and “man with an intellectual disability.” The purpose of people-first language is to promote the idea that someone’s disability label is just a disability label—not the defining characteristic of the entire individual.


**People of Color**: A collective term for individuals of Asian, African, Latinx, American Indian, Aboriginal/Indigenous peoples and visible minorites backgrounds, as opposed to the collective “White.”


**Power**: The ability or official authority to decide what is best for others, the ability to decide who will have access to resources and/or the capacity to exercise control over others.


**Prejudice**: An inclination or preference, especially one that interferes with impartial judgment and can be rooted in stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics. Prejudice is also a judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.


**PRIDE**: The idea and events celebrating the idea that people should be proud of their sexual orientation and/or gender identity.

Privilege: Privilege operates on personal, interpersonal, cultural and institutional levels and gives advantages, favors and benefits to members of dominant groups at the expense of members of target groups. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned, and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.


Race: There is no such thing as race—instead, it is a “social construct.” A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification and the social, economic and political needs of a society at a given period of time. See “Racialization.”


Racialization: The process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.


Racism: A belief that one group is superior or inferior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don’t even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions.


Reasonable Accommodation: In the United States, Title I of the Americans with Disabilities Act of 1990 (the “ADA”) requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, unless to do so would cause undue hardship. “In general, an accommodation is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.” There are three categories of “reasonable accommodations”:

“(i) modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires; or

(ii) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position; or

(iii) modifications or adjustments that enable a covered entity’s employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.”

The duty to provide reasonable accommodation is a fundamental statutory requirement because...
of the nature of discrimination faced by individuals with disabilities. Although many individuals with disabilities can apply for and perform jobs without any reasonable accommodations, there are workplace barriers that keep others from performing jobs which they could do with some form of accommodation. These barriers may be physical obstacles, such as inaccessible facilities or equipment, or they may be procedures or rules, such as rules concerning when work is performed, when breaks are taken, or how essential or marginal functions are performed. Reasonable accommodation removes workplace barriers for individuals with disabilities.


Resilience: The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress—"bouncing back" from difficult experiences, whether related to relationships, health, family, etc.


Safe Space: Refers to an environment in which everyone feels comfortable in expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.


Sex: A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Because usually subdivided into “male” and “female,” this category does not recognize the existence of intersexed bodies. The term usually refers to designation at birth.

Source: Adapted from Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf. Accessed August 26, 2019.

Sexual Assault: Includes any type of sexual conduct, or sexual contact that is nonconsensual, forced or coerced when the victim is incapable of giving consent because of her or his temporary or permanent mental or physical incapacity or because of her or his youth.


Sexual Harassment: Defined by law and includes requests for sexual favors, sexual advances or other sexual conduct when 1) submission is either explicitly or implicitly a condition affecting academic or employment decisions; 2) the behavior is sufficiently severe or pervasive as to create an intimidating, hostile or repugnant environment; or 3) the behavior persists despite objection by the person to whom the conduct is directed.

There are two types of sexual harassment, quid pro quo and hostile environment:

- Quid pro quo (meaning “this for that”) sexual harassment occurs when it is stated or implied that an academic or employment decision about a student or employee depends upon whether the student or employee submits to conduct of a sexual nature.
- Hostile environment sexual harassment occurs when unwelcome conduct of a sexual nature creates an intimidating, threatening or abusive working or learning environment or is so severe, persistent or pervasive that it affects a person’s ability to participate in or benefit from a program or activity.

**Sex Identity:** How a person identifies physically: female, male, in between, beyond or neither.

*Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.*

**Sexism:** Any attitude, action or institutional structure which subordinates and subjugates a person or group because of gender (sex). The components of sexism are prejudice and discrimination.


**Sexual Orientation:** The desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex or multiple genders/sexes.

*Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.*

**Stereotype:** An exaggerated or distorted belief that attributes characteristics to members of a particular group, simplistically lumping them together and refusing to acknowledge differences among members of the group.


**Stereotype Threat:** A term created by Claude Steel and Joshua Aronson, stereotype threat is “the threat of being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype.”


**Straight:** Another term for heterosexual.

*Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.*

**Tokenism:** Presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed group, who are expected to speak for the whole group without giving these participants a real opportunity to speak for themselves.


**Two-spirit:** Native persons who have attributes of both genders, have distinct gender and social roles in their tribes and are often involved with mystical rituals (such as shamans). Their dress is usually a mixture of male and female articles and they are seen as a separate or third gender. The term “two-spirit” is usually considered specific to the Zuni tribe. Similar identity labels vary by tribe and include “one-spirit” and “wintke.”

*Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.*

**Trans:** An abbreviation that is sometimes used to refer to a gender-variant person. This use allows a person to state a gender-variant identity without having to disclose hormonal or surgical status/intentions. This term is sometimes used to refer to the gender-variant community as a whole.

*Source: Green ER and Peterson EN. LGBT Resource Center at the University of Southern California (USC), Los Angeles, California. lgbtrc.usc.edu/files/2015/05/LGBT-Terminology.pdf Accessed August 26, 2019.*
Transgender: A person who lives as a member of a gender other than that expected based on anatomical sex. Sexual orientation varies and is not dependent on gender identity.

Transgender is an umbrella term referring to individuals who do not identify with the sex category assigned to them at birth or whose identity or behavior falls outside of stereotypical gender norms. The term “transgender” encompasses a diverse array of gender identities and expressions, including identities that fit within a female/male classification and those that do not. Transgender is not the same as intersex, which refers to biological variation in sex characteristics, including chromosomes, gonads and/or genitals that do not allow an individual to be distinctly identified as female/male at birth.


Transphobia: The fear or hatred of transgender people, often expressed as discrimination, harassment and violence.


Visible Minorities: Refers to persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in color (as defined by the Canadian Employment Equity Act). Categories in the visible minority census variable include South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean and Japanese.


Well-being: Wellness refers to diverse and interconnected dimensions of physical, mental and social well-being that extend beyond the traditional definition of health. It includes choices and activities aimed at achieving physical vitality, mental alacrity, social satisfaction, a sense of accomplishment and personal fulfillment.


Work-life Balance: Refers to having appropriate energy, time, support and resources outside of work environment to effectively manage “extracurricular” responsibilities or important life priorities without additional stress or fear of reprisal. This includes ensuring that workplace policies and practices are sufficiently flexible to enable all employees, regardless of gender identity, to undertake lifelong learning activities and further professional and personal development, not necessarily directly related to the employee’s job.

# Appendix C

## Themes From the ADEA Faculty Development Toolkit and Related Literature

<table>
<thead>
<tr>
<th>Barriers to Recruitment</th>
<th>Best Practices for Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial barriers/debt:</td>
<td>Offer faculty loan repayment programs.</td>
</tr>
<tr>
<td>- Low faculty salaries</td>
<td></td>
</tr>
<tr>
<td>- High student/faculty debt and the cost of education</td>
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<tr>
<td>Poor recruitment planning and process development:</td>
<td>Develop strategic recruitment plan with pre- and post-hiring process evaluation:</td>
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<tr>
<td>- Poor interview structure and environment</td>
<td>- Develop literature/resources to support faculty diversity searches.</td>
</tr>
<tr>
<td>- Narrow search criteria.</td>
<td>- Update and modernize faculty search advertising.</td>
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<tr>
<td>- Insufficient faculty hiring incentives</td>
<td>- Develop defined faculty strategic recruitment plan.</td>
</tr>
<tr>
<td>- Lack of diversity/cultural competency training for:</td>
<td>- Implement a consistent process for review of applicants.</td>
</tr>
<tr>
<td>- Search committee.</td>
<td></td>
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<tr>
<td>- All, at institutional level.</td>
<td></td>
</tr>
<tr>
<td>Lack of diversity/cultural competency training for:</td>
<td>Conduct regular climate assessments and develop strategies and ongoing assessment to foster a humanistic environment.</td>
</tr>
<tr>
<td>- Search committee.</td>
<td>Implement regular unconscious bias, cultural competency and diversity training, lectures and symposia for:</td>
</tr>
<tr>
<td>- All, at institutional level.</td>
<td>- Tenure and promotion committees</td>
</tr>
<tr>
<td></td>
<td>- Department heads</td>
</tr>
<tr>
<td></td>
<td>- All, at institutional level</td>
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</tbody>
</table>
## Appendix C, continued

### Themes From the ADEA Faculty Development Toolkit and Related Literature

<table>
<thead>
<tr>
<th>Barriers to Recruitment</th>
<th>Best Practices for Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic dentistry pipeline:</td>
<td></td>
</tr>
<tr>
<td>• Lack of pipeline for dental educators</td>
<td>Invest in and partner with internal and external groups to fund and develop academic dentistry pipeline programs. Examples include:</td>
</tr>
<tr>
<td>• Lack of knowledge/information on dental academic careers</td>
<td>• D4 apprentice-teaching experiences</td>
</tr>
<tr>
<td></td>
<td>• P16</td>
</tr>
<tr>
<td></td>
<td>• Private practice pipeline</td>
</tr>
<tr>
<td>Insufficient search committee structure and process:</td>
<td></td>
</tr>
<tr>
<td>• No pre- or post-assessment of searches</td>
<td>Ensure diverse search committee with a clear charge from senior leadership:</td>
</tr>
<tr>
<td>• Search committee fatigue/burnout</td>
<td>• Ensure historically underrepresented (HUR) faculty critical mass on search committee.</td>
</tr>
<tr>
<td>• Lack of diversity/composition of search committee</td>
<td>• Dean/senior administrator should charge search committee with a mission of diversity.</td>
</tr>
<tr>
<td></td>
<td>Assign/employ a diversity champion/consultant to work on search committee.</td>
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<tr>
<td></td>
<td>Develop pre- and post-search assessment criteria.</td>
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<tr>
<td>Unsupportive senior leadership</td>
<td></td>
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<tr>
<td></td>
<td>Senior leadership and others throughout the organization should clearly document and articulate support of diversity:</td>
</tr>
<tr>
<td></td>
<td>• Public statement on commitment to diversity</td>
</tr>
<tr>
<td></td>
<td>• Support from dean and senior administration</td>
</tr>
<tr>
<td></td>
<td>Tie mission and diversity programs to CODA Diversity standards.</td>
</tr>
<tr>
<td>Poor faculty and leadership development/mentoring opportunities:</td>
<td></td>
</tr>
<tr>
<td>• Lack of mentors and mentoring programs.</td>
<td>Create robust faculty and leadership development/mentoring programs:</td>
</tr>
<tr>
<td>• Lack of opportunity for advancement of mid-career faculty.</td>
<td>• Mentoring programs can be formal, informal or peer-to-peer.</td>
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<tr>
<td></td>
<td>• Negotiation training.</td>
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<td></td>
<td>• “Grow your own” programs.</td>
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<td></td>
<td>• Junior faculty pathway career programs.</td>
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</tbody>
</table>
### Appendix C, continued
Themes From the ADEA Faculty Development Toolkit and Related Literature

<table>
<thead>
<tr>
<th>Barriers to Recruitment</th>
<th>Best Practices for Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chilly climate/unconscious bias/discrimination:</strong></td>
<td><strong>Conduct regular climate assessments and develop strategies and ongoing assessment to foster a humanistic environment:</strong></td>
</tr>
<tr>
<td>• Unconscious/implicit bias, microaggressions.</td>
<td>• Diversity in the framework of humanism.</td>
</tr>
<tr>
<td>• Lack of humanistic environment.</td>
<td>• Assessments to foster culture change.</td>
</tr>
<tr>
<td>• Culture tax on HUR and women.</td>
<td><strong>Partner with Human Resources and Equal Employment Opportunity offices to monitor and evaluate data in support of creating a critical mass of HUR faculty</strong></td>
</tr>
<tr>
<td>• Internal politics and impact of external politics on campus.</td>
<td>• Transparent data and data tracking.</td>
</tr>
<tr>
<td><strong>Poor tenure policies and inflexible process/committee structure:</strong></td>
<td><strong>Review tenure and promotion policies to ensure flexibility in support of life-driven decisions:</strong></td>
</tr>
<tr>
<td>• Lack of diversity on tenure and promotion committees.</td>
<td>• Develop flexible tenure guidelines/policies.</td>
</tr>
<tr>
<td>• Lack of flexibility in tenure/promotion.</td>
<td>• Develop and communicate clear tenure and promotion guidelines and policies.</td>
</tr>
<tr>
<td>• Lack of clear policies/guidelines on tenure/promotions.</td>
<td><strong>Support faculty wellness and work-life balance programs.</strong></td>
</tr>
<tr>
<td><strong>Poor faculty wellness/work-life balance.</strong></td>
<td></td>
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</tbody>
</table>
Appendix D
Duke University School of Medicine Recruitment Toolkit

The Duke University School of Medicine’s Recruitment and Retention Working Group developed a Recruitment Toolkit that functions more as a comprehensive checklist with process guidance, position advertising suggestions, interview questions, sample search plan and implicit bias training resources. A PDF can be downloaded from www.adea.org/diversitytoolkit/ApxD.

Appendix E
Emory University Office of Equity and Inclusion Faculty Annual Recruitment Plan

Emory University’s Annual Faculty Recruitment Plan template, a fillable PDF form, can be downloaded from www.adea.org/diversitytoolkit/ApxE and modified for your campus’s search needs.

Appendix F
Tulane University Offices of Academic Affairs and Institutional Equity Faculty Recruitment Action Plan

Tulane University’s Recruitment Action Plan template, a fillable PDF form, can be downloaded from www.adea.org/diversitytoolkit/ApxF and modified for your campus’s search needs.
Appendix H
Lessons Learned—ADEA/WKKF Minority Dental Faculty Development Program (MDFD): “Growing Our Own”

Background
The seven original American Dental Education Association/W.K. Kellogg Foundation (ADEA/WKKF) Minority Dental Faculty Development (MDFD) grantees are not just “models” for replication of lessons learned and best practices. They are academic/community laboratories that serve as in situ resources from which continuous new insights will be gained as new knowledge is applied to changing concepts, ideas and operations. These seven laboratories will experience continuous quality improvement from their collaborative partnerships and complex packaging of resources for sustainability of diversity and inclusion as a core value.

Lessons Learned (A Summary):

1. The Dean’s leadership is critical to success.
2. Clearly articulated diversity policy statement(s) are major drivers for resource support.
3. Diversity is seen as numbers (compositional). Understanding and use of curricular and institutional components of diversity and inclusion are evolving concepts that change thinking and behaviors.
4. Mentoring programs are needed for predoctoral and advanced dental education trainees as well as for faculty.
5. Academic climate changes require supportive resources and opportunities for social and inclusive interactions.
6. A diversity executive leadership pipeline is missing (e.g., second tier and Dean’s “team”) in dental education.
7. Cultural competency concepts require the inclusion of social determinants that affect behavior and policies.
8. Logic modeling and gap analysis—strategic planning to provide understanding on where you are, where you want to be and how you’re going to get there—are effective tools for strategic planning, messaging and outcomes assessment.
9. Be innovative in considering interprofessional education collaboration, resource sharing and leadership development opportunities.
10. The value of short-term strategies to achieve long-term goals is being realized at MDFD grantee institutions. Constant vigilance is required as the work in progress continues toward the long-term goal of diversity and inclusion in the dental workforce.
Sustainability Plans (A Summary):

1. Logic model use (bench strength change)
2. Deans’ teams leadership (skills and delegation)
3. Collaborations (capacity building)
4. Pipeline focus (K-12 through faculty/research)
5. Targeted institutional change (CQI)
   - Admissions
   - Retention mentoring
   - Outreach community
   - Research development
   - Alumni (tracking and use)
   - Allied dental inclusion
   - Interprofessional education and practice

References


Appendix I
ADEA Access, Diversity and Inclusion Framework 1-1

Access is the ability of individuals to enter and participate equitably and impartially in education, health care, employment, services and other programs. Accessibility speaks to ease of access, functionality and the potential benefit that some systems or practices may provide one group but not another. It also describes the level to which services or programs are accessible to as many individuals as possible.

Diversity recognizes that each individual is unique with multiple dimensions of diversity that intersect, whether seen or unseen, and that society and community life benefit from the engagement of these differences regardless of culture, values, beliefs, race, ethnicity, language, age, sex, gender identity, sexual orientation, nationality, military/veteran status, disabilities, religion, economic status, geography or other characteristics or ideologies.

Inclusion is the practice of leveraging diversity to ensure individuals can fully participate and perform at their best. Inclusion is a shared responsibility of everyone within the community. An inclusive environment values differences rather than suppressing them; promotes respect, success and a sense of belonging; and fosters well-being through policies, programs, practices, learning and dialogue.

ADEA partners with its membership, strategic partners and the health care community to advance access, diversity, inclusion, equity and the well-being of all constituencies as priorities in promoting dental education and improving oral health for our nation and global citizens.

Date of Issuance: June 2018
adea.org/diversity/framework