

P&T Open Mic:

Growing & Promoting Diverse Faculty

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FINAL YEAR 😊 Chair, SOM P&T Committee

Faculty Development Friday

October 28, 2022

<https://www.musicgateway.com/blog/how-to/open-mic-where-how-why-they-further-your-career>



Disclosure

- No financial disclosures/Conflicts of interest
- NOT a diversity expert, but...am passionate about
 - Advocating & advancing faculty
 - improving our diversity
 - re-appraising our P&T process/criteria

How can I Help?



- Who are you?
 - Ranks? Clinical? Basic Sci? instructor? Other?

- What would be most helpful?

Setting the Stage

- Mentoring is essential to navigating the political environment at an institution and can have an impact on one's academic productivity and advancement
- Unconscious biases arising from differences in backgrounds between mentors and mentees—whether based on gender, race, socioeconomic background, or generation—may have the potential to permeate and challenge the mentoring relationship
- Effective mentoring involves mentors and mentees taking steps to move beyond the biases that can negatively affect their relationship

Chapter 6, Faculty Advancement, Promotion, and Tenure. Proceedings of the Diversity and Inclusion Innovation Forum: Unconscious Bias in Academic Medicine, AAMC, https://store.aamc.org/downloadable/download/sample/sample_id/168/

Where do we stand?

AY2022 P&T Stats

Academic Year 2022 P&T Overview

- 143 Promotions/Appointments (77 F / 66 M)
 - 97 Associate Professor (56 F / 41 M)
 - 46 Professor (21 F / 25 M)
- 4 Rebuttals (3 successful)
 - 1 Assoc Prof; 2 Prof
- 13 instructor proposed for appointment into the professorial series → 12 successful

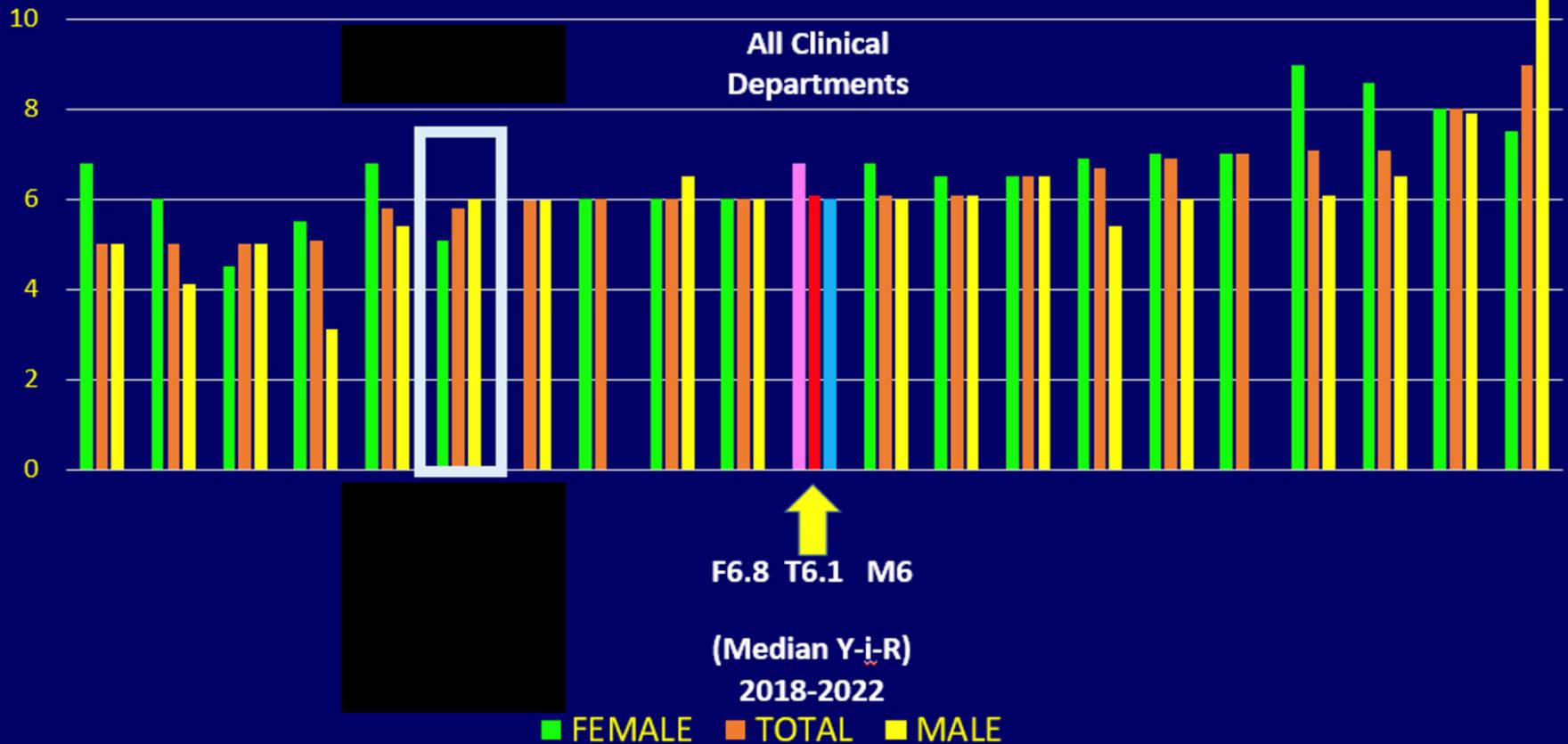
Time in Rank (By Gender & Rank)

Time-In-Rank (AY22)

	min	Med	Max
Associate Professor	2	6.9	31
Female	2	7	31
Male	1	6.6	13
Professor	4	7.1	27
Female	4	9.1	27
Male	4	7.5	22

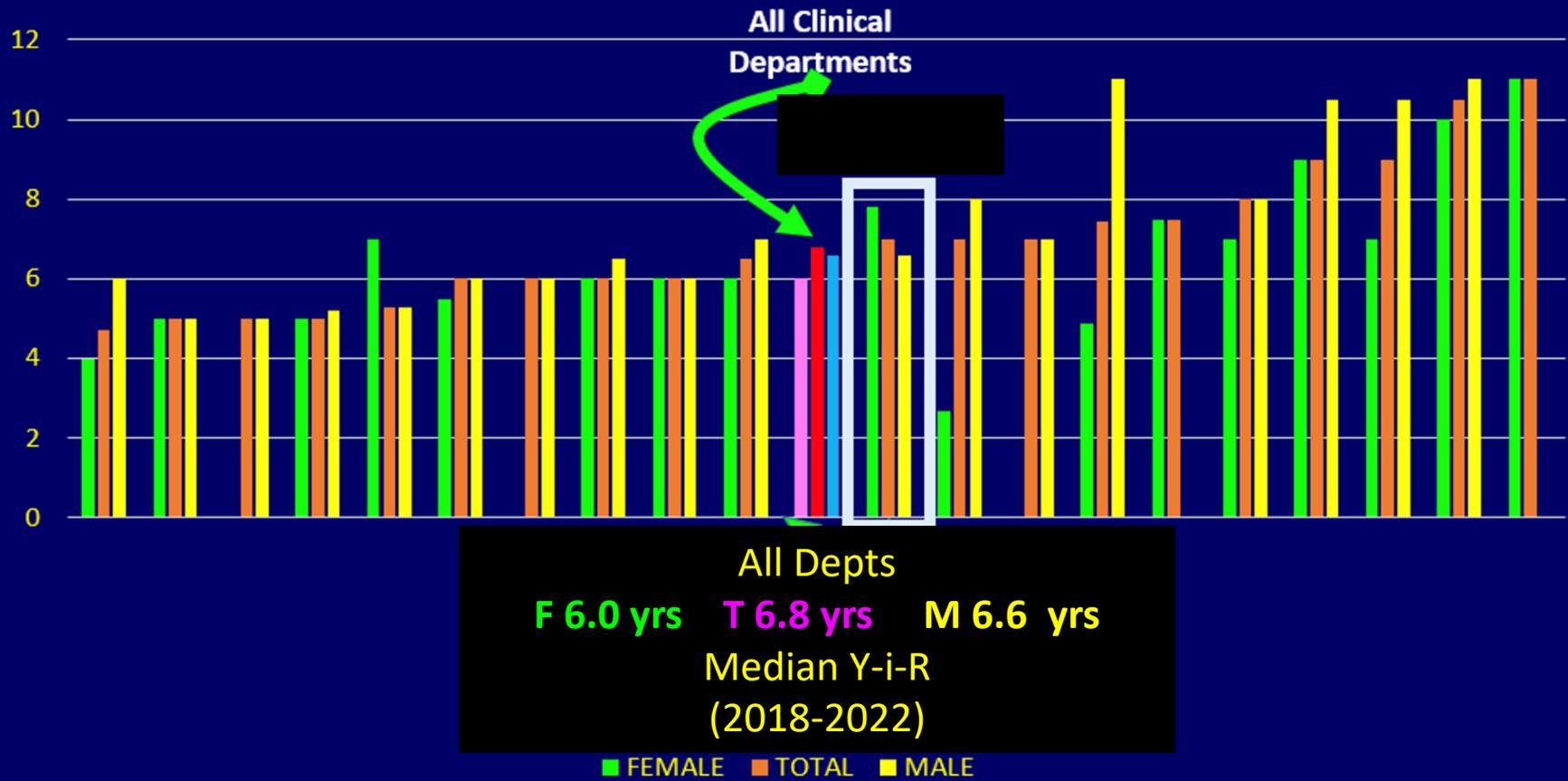
Time-in-Rank (Associate Professors)

(Clinical Dept's, binary gender differences, medians, AY2018-2022)



Time-in-Rank (Professors)

(Clinical Dept's, Gender Differences, medians, AY2018-2022)





Self-reported impact of the first 15 months of the SARS-CoV-2 pandemic on career progression and wellness among OHSU faculty

Findings from the June 2021 *Impact of COVID-19 on career progression* survey, OHSU Gender Equity in Academic in Health and Medicine committee, October 2022

Findings

(Executive Summary: Re COVID-19)

- ~ ¼ of faculty → COVID-19 delayed their P&T
- Most likely to report impact/delay
 - Female faculty
 - Caregivers of children <18 or other adults
 - Junior faculty
 - Clinicians

Findings

(Executive Summary: Re COVID-19)

- ~ ¼ of faculty → COVID-19 pandemic delayed their P&T timeline
- Most likely to report impact/delay
 - Female faculty
 - Caregivers of children <18 or other adults
 - Junior faculty
 - Clinicians
- COVID-19 negatively impacted their productivity in;
 - Teaching (63%) – Especially in **non-researchers** (70%) -- (But.. Still 55% in researchers)
 - Research funding (32%) – **Males SLIGHTLY** more likely to report neg. impact (51.5%_M vs 49.5%_F)
 - Publications (44%) --- Especially **researchers**. Caregivers were **LESS** likely to report pub impact
 - Service (54%) -- Especially in **non-researchers** (61%) -- (But.. Still 43% in researchers)
- 8% of faculty → either took leave or reduced their hours at work due to COVID-19
 - **Female** ~ **twice as likely** as male to reduce their time
 - **Clinicians were LESS likely** (~50% less likely) than other faculty
- ~57% of faculty felt burned out from their work ≥once per week
 - Higher in **female faculty** (63% vs 51%) // Higher in **NON-CAREGIVERS** (62% vs 51%) vs above ??

Findings

(Executive Summary: Re COVID-19)

- ~ ¼ of faculty → COVID-19 pandemic delayed their work
- Most likely to report impact/delay
 - Female faculty
 - Caregivers of children <18 or other dependents
 - Junior faculty
 - Clinicians
- COVID-19 negatively impacted research
 - Teaching faculty (51.5%) vs researchers (38.5%)
 - Researchers were LESS likely to report public impact (51.5%_M vs 38.5%_R)
- 8% of faculty reduced their hours at work due to COVID-19
 - Higher in female faculty (11%) -- (But.. Still 43% in researchers)
 - Higher in caregivers (12%)
 - Clinicians were LESS likely to reduce their time (~50% less likely) than other faculty
- ~57% of faculty felt burned out from their work ≥ once per week
 - Higher in female faculty (63% vs 51%) // Higher in **NON-CAREGIVERS** (62% vs 51%) vs above ??

Females, males, clinicians, researchers, caregivers (humans) all noted profound impact of the COVID-19 Pandemic (Many more than others!)

GEAHM Recommendations

- Annual reviews and applications for promotion should include an optional COVID-19 impact statement to encourage annual adjustments to productivity metrics and structured supports for faculty
 - AJH/P&T – we strongly agree & recommend Dept Chair &/or Dept P&T Letter emphasize this as well
- Consider faculty promotional materials in light of COVID-19 impact, with particular attention to candidates who are female, caregivers, or candidates of color, who may be disproportionately affected.
 - This has been repeatedly emphasized at Committee, during discussions
- When evaluating candidates who do not meet specific required annual productivity metrics or requirements for promotion due to COVID-19 impact, consider increasing weight of alternative metrics, particularly if supported by the COVID-19 impact statement.
 - The SOM P&T committee embraces this sentiment (commenced AY22) and note we have no 'absolute' thresholds.
- Enhance support systems to address burnout and job satisfaction by investing in the Faculty Wellness and Faculty Development programs, consider systems changes that promote equitable pay, reduce excessive administrative burdens to support the OHSU faculty community

Data

- Thus we do have some data for gender
- Very little data for other diverse individuals

Distribution of Professors

	AAMC		OHSU		
	2014 [†]	2021 [‡]	2020		
Rank	Professor	Professor	Assist Prof	Assoc Prof	Professor
Gender, %F		28%	58%	→ 49%	→ 33%
White	79%	75%	60%	70%	80%
Asian	9%	15%	17%	13%	11%
Black	1%	3.4%	2%	0.5%	2%
Hisp/LatinX	4%	3.1%	2%	4%	1%
≥2 races	2%	4.4%	2%	0.5%	0%
AI/NH/PI & other	1%	0.2%	1%	0.5%	0%

Note:
 @ OHSU
 All Fac
 50% F
 50% M

ASSUMPTION: more diverse is good: **Better than National** // **Worse than National**

Sources: Association of American Medical Colleges Faculty Roster.

[†] <https://www.aamc.org/download/420612/data/14table3.pdf>. Accessed October 4, 2015

[‡] <https://www.aamc.org/media/9681/download?attachment>. Accessed October 29, 2022

Quotes

(re: concerns for bias in our P&T process)

- “A severe lack of consistency between departments and chairs. With faculty self-advocation going unheard and goal posts continually moved for some”
- “True transparency would include a list of faculty names, and years in previous rank. While not a full measure it would show disparity”
- [re: Mentorship / sponsorship]
 - “There is no equity in mentorship”
 - “Bias in who is sponsored and who is not”
 - “URM’s are not asked to collaborate and get overlooked”
- “Similar portfolios but different treatment in who gets to advance. Minorities don’t have the same opportunities and aren’t placed for promotion”
- “When has a web page ever solved a problem? "On the School of Medicine O2 Faculty Affairs page is a comprehensive explanation of the promotion and tenure process”

We have a problem!

(not a simple one – but one that needs review)

Social Determinants of Health

Rajita Kumar, MD, EdM,
@RajitaKumarMD.
09:21am, Oct 5, 2020. Twitter

Upstream determinants of health

- Racism
- Discrimination
- Social policies

Midstream determinants of health

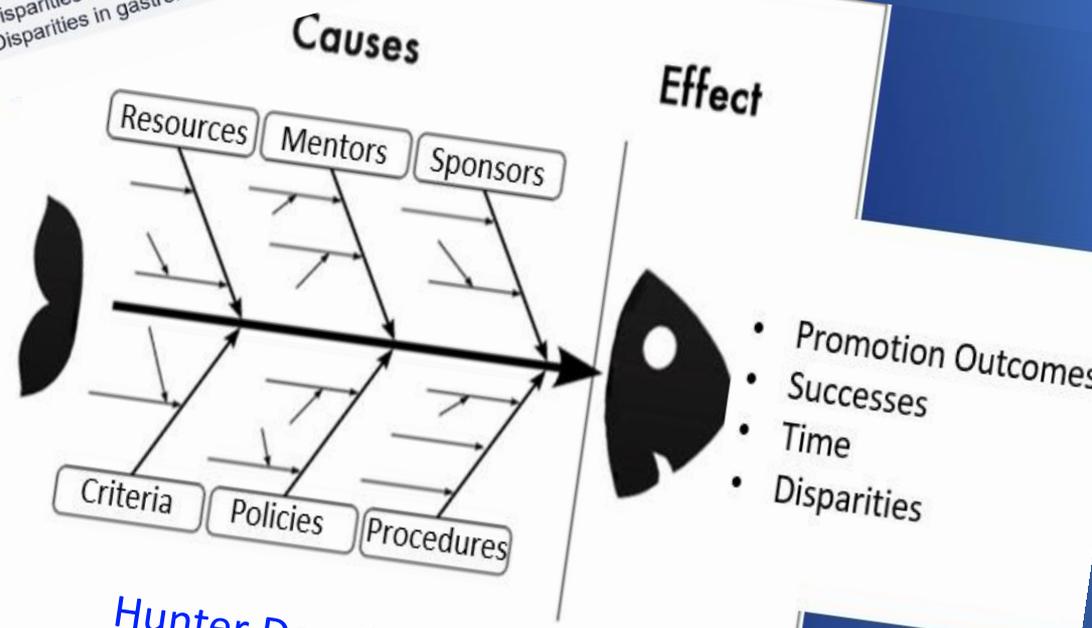
- Health literacy
- Employment status
- Poverty
- Safe living environment
- Food security and diet
- Exposure to toxins
- Medical mistrust
- Access to high-quality health care

Downstream health outcomes

- Disparities in NAFLD
- Disparities in inflammatory bowel disease
- Disparities in gastrointestinal cancers



• Inputs/Faculty



Hunter Doodles, added to
<https://Leadstrategiesinternational.com>

Structural Determinants of Promotion

Upstream

- Pathways
- Hiring
- Intrinsic demographics
- Culture
- Engagement
- Rules & Regs

Midstream

- Support
- Mentorship
- Opportunity
- Sponsorship

- Resources
- Guidance
- Appraisal & criteria
- Endorsement

Downstream

- Promotion
- Promotion demographics
- Sr. faculty demographics
- Years-in-rank
 - Promoted
 - Not-promoted
 - Not put forward
- Attrition (FTP*)

P&T
Committee

*FTP = failure to progress

Quotes

(re: concerns for bias in our P&T process)

“Upstream” (Environment/structure)	“Downstream” (Appraisal / thresholds / Committee)
<i>A severe lack of consistency between departments and chairs. With faculty self-advocacy going unheard and goal posts continually moved for some</i>	<i>True transparency would include a list of faculty names, and years in previous rank. While not a full measure it would show disparity</i>
There is no equity in mentorship	
Bias in who is sponsored and who is not	
URM’s are not asked to collaborate and get overlooked	
Similar portfolios but different treatment in who gets to advance. Minorities don’t have the same opportunities and aren’t placed for promotion.	
<i>When has a web page ever solved a problem? "On the School of Medicine O2 Faculty Affairs page is a comprehensive explanation of the promotion and tenure process"</i>	

Structural Determinants of Promotion

Upstream

- Pathways
- Hiring
- Intrinsic demographics
- Culture
- Engagement
- Rules & Regs

Midstream

- Support
- Mentorship
- Opportunity
- Sponsorship

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- Guidance
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Downstream

- Promotion
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Structural Determinants of Promotion

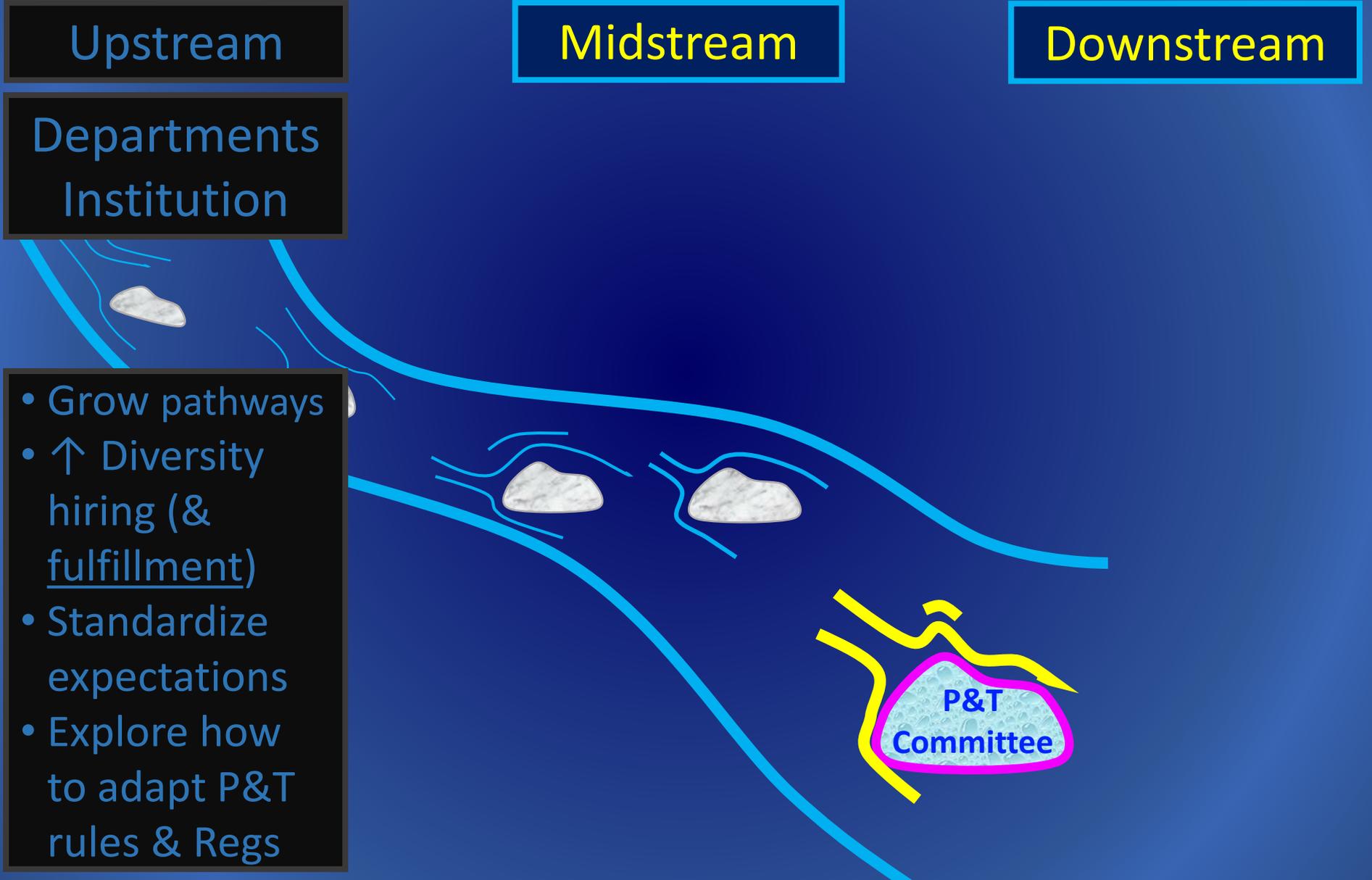
Upstream

Midstream

Downstream

Departments
Institution

- Grow pathways
- ↑ Diversity hiring (& fulfillment)
- Standardize expectations
- Explore how to adapt P&T rules & Regs



P&T
Committee

P&T Committee

- Strive for/achieve as diverse a committee as able
- review and update 'contributions examples' to better represent who we are and what we want to be (diverse!)
 - Added Advocacy, social justice, DEI examples (and more over time)
- Assure that processes and resources are applicable and germane for our diverse faculty
- Contribute to faculty education initiatives to assure all faculty have access to current resources
- Standardize/re-inforce expectations
 - Understanding & equal application of promotion criteria
 - Reminders to check biases & apply criteria consistently prior to
 - @season/@review/@meeting
 - Committee members are accountable for fair/un-biased reviews
 - All committee members have equal voice (regardless of power/status)

Structural Determinants of Promotion

Upstream

Departments Institution

- Grow pathways
- ↑ Diversity hiring
- Standardize expectations
- Explore how to adapt P&T rules & Regs

Midstream

Supervisors (Chairs/Heads)

- Assure equitable
 - Sponsorship
 - Mentorship
 - Education
 - Assessments

Faculty

- KNOW the process
- DRIVE the process
- Get connected!

Downstream

Dean's Office P&T Committee

- Data driven advancements
- Set metrics
- Add'n to gender
 - Other URM's
 - FTP rates (Attrition)
 - **Especially** for those not put forward)

*FTP = failure to progress

Resource/Tips Slide (s)

- Become proficient w/ the SOM P&T Guidelines/Requirements
 - Via “O2” → Search “Promotion” → Access Committee/resources
 - Pay particular attention to **Appendix B**
- Find a mentor (in/out of Dept; in/out of OHSU)
- Find a sponsor (who will get you ON things!)
- If hitting a wall talk with/explore;
 - Departmental Development *officer* (if applicable)
 - Div Head vs Dept P&T Chair vs Dept Chair
 - Andrea Cedfeldt, MD, Associate Dean for Faculty Development
 - SOM P&T Chair (for broad concepts/strategies)

Key Resources / Links

- New Faculty Mentorship Circles
 - an opportunity in collaboration with the National Center for Faculty Development & Diversity (NCFDD) – Mentorship@ohsu.edu
- Early Career Advancement Program (mostly for scientists)
 - <https://www.ohsu.edu/information-technology/network-access-o2>
- P&T Peer Mentorship Program (facdev@ohsu.edu)
- Faculty Development
 - <https://www.ohsu.edu/school-of-medicine/faculty-development#section-223861>
- SOM Diversity Resources Link
 - <https://www.ohsu.edu/school-of-medicine/diversity-equity/diversity-resources>

The Mic is Yours



<https://www.musicgateway.com/blog/how-to/open-mic-where-how-why-they-further-your-career>



- **Be allies, especially in letter writing!**

- "By your criteria, the _____ Award is bestowed in recognition of superior teaching and excellence in an increasingly complicated and challenging clinical environment. I can think of few others who exemplify these skills and successes, **especially during the last 15 months of the COVID-19 pandemic**, than Dr. _____"

- "Dr. _____ demonstrates a clear trajectory and commitment to her chosen focus areas. I will also note that **nearly half of her peer-reviewed publications were published during the COVID-19 pandemic—a time during which we know women, especially parents, have seen submission rates fall.**"