



We are
driven.

University of Minnesota Medical School

Office of Faculty Affairs

2020-21 Academic Year Report

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MESSAGE FROM ASSOCIATE DEAN TERMUHLLEN



Dear colleagues,

Welcome to the third “Academic Year” report from the Office of Faculty Affairs. This is the annual snapshot of “who we are” in terms of faculty composition, the outcomes of our hiring and promotion processes, attrition, our faculty achievements and reflections on the past academic year 2020/2021. Academic years 2019-2020 and 2020-2021 were truly tests of who we are as faculty members and human beings.

During Academic Year 2020-2021 we launched a longitudinal early career leadership development course “Foundations in Leadership Excellence”. Thirty-five faculty members in two cohorts (one from the VA and one from UMN) participated in the year-long program. We also launched an early career peer mentoring program, “Pathways to Early Career Success”, in parallel to the CWIMS early career peer mentoring program for faculty identifying as women. The new career peer mentoring program is facilitated by Dr. Marija Cvetanovic from the Department of Neuroscience and Dr. Michael Pitt from the Department of Pediatrics. Proposal Preparation Program (P3) led by Dr. Matt Kushner and the Center for Women in Medicine in Science (CWIMS) published papers in Academic Medicine this year! Dr. Afshan Anjum, Dr. Katie Lingras, and the Department of Psychiatry and Behavioral Sciences' Impact and Well-Being Council, in partnership with the Special Faculty Advisory Committee for COVID Response (SFAC), developed a self-assessment tool for faculty to document the impact of the pandemic (and the hardships of the year) on efforts in all mission areas, including contributions to diversity, equity and inclusion. The self-assessment tool and revised questions in the annual review forms help capture the impact of the academic year 2019/20 and 2020/21 on faculty advancement and career trajectories.

Faculty development continued in small group learning sessions. We conducted all processes for appointments, promotions and annual reviews electronically. In conjunction with MHealth Fairview we conducted the first pan-school wellbeing survey as a baseline. Results were used to springboard recommendations at a departmental level.

We continue to publish best practices to increase the diversity of medical school faculty and leaders, adding a tool kit for faculty exit interviews, including resources for stay interviews, to our best practices for recruiting, search processes and interviewing.

There are many highlights contained within, as well as areas to continue to work on with renewed energy and dedication.

We look forward to seeing people in person again some day! Please provide any feedback or input to OFA to help us serve you better.

Associate Dean Amanda Termuhlen

Medical School Faculty Data

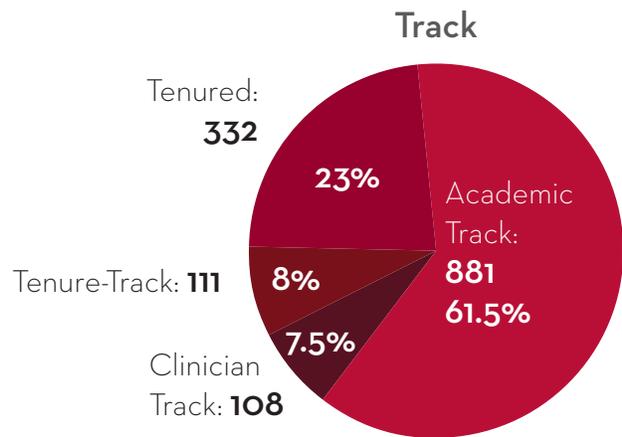
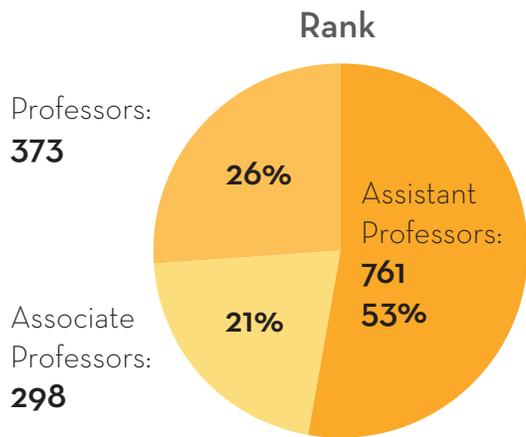
Faculty Demographics - Academic Year 2020-21

ALL FACULTY

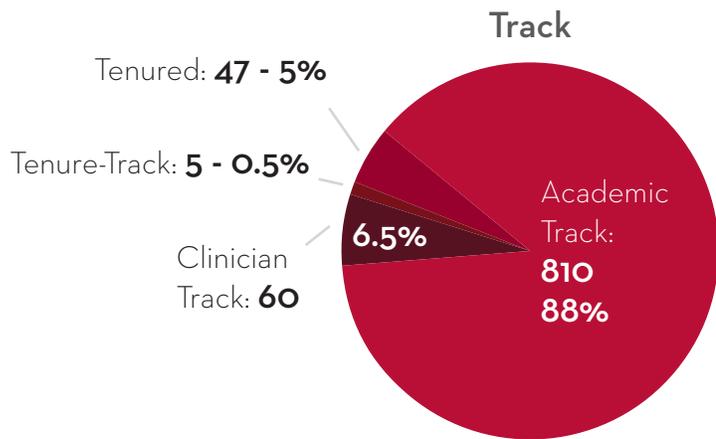
By Appointment Type:



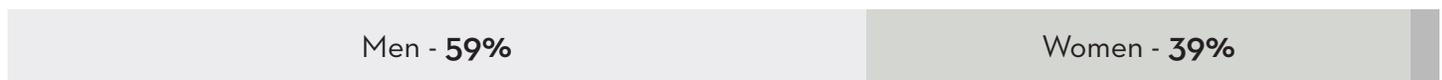
Paid Faculty



Without Salary Faculty



GENDER



Total Faculty: **3573**

Not Specified - **2%**

Paid Faculty

Faculty Gender by Rank and Track *percentages are rounded to the nearest whole number

WOMEN

Academic Track

Assistant Professor	294	48%
Associate Professor	73	12%
Professor	40	7%

Clinician Track

Assistant Professor	39	6%
Associate Professor	13	2%
Professor	6	1%

Tenure Track

Assistant Professor	48	8%
Associate Professor	<5	<1%

Tenured

Associate Professor	34	6%
Professor	67	11%
		<u>100%*</u>

MEN

Academic Track

Assistant Professor	287	35%
Associate Professor	95	12%
Professor	92	12%

Clinician Track

Assistant Professor	35	4%
Associate Professor	11	1%
Professor	<5	<1%

Tenure Track

Assistant Professor	56	7%
Associate Professor	<5	1%

Tenured

Assistant Professor	<5	<1%
Associate Professor	66	8%
Professor	164	20%
		<u>100%*</u>

Without Salary Faculty

Faculty Gender by Rank and Track *percentages are rounded to the nearest whole number

WOMEN

Academic Track

Assistant Professor	246	71%
Associate Professor	29	8%
Professor	29	8%

Clinician Track

Assistant Professor	26	7%
Associate Professor	<5	>1%

Tenure Track

Assistant Professor	<5	1%
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Tenured

Assistant Professor	<5	1%
Associate Professor	<5	1%
Professor	9	3%
		<u>100%*</u>

MEN

Academic Track

Assistant Professor	326	59%
Associate Professor	65	12%
Professor	98	18%

Clinician Track

Assistant Professor	25	5%
Associate Professor	<5	1%
Professor	<5	<1%

Tenure Track

Assistant Professor	<5	1%
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Tenured

Assistant Professor	6	1%
Associate Professor	<5	1%
Professor	22	4%
		<u>100%*</u>

Gender Not Specified

Academic Track

Assistant Professor	17	70%
Associate Professor	<5	10%
Professor	<5	5%

Clinician Track

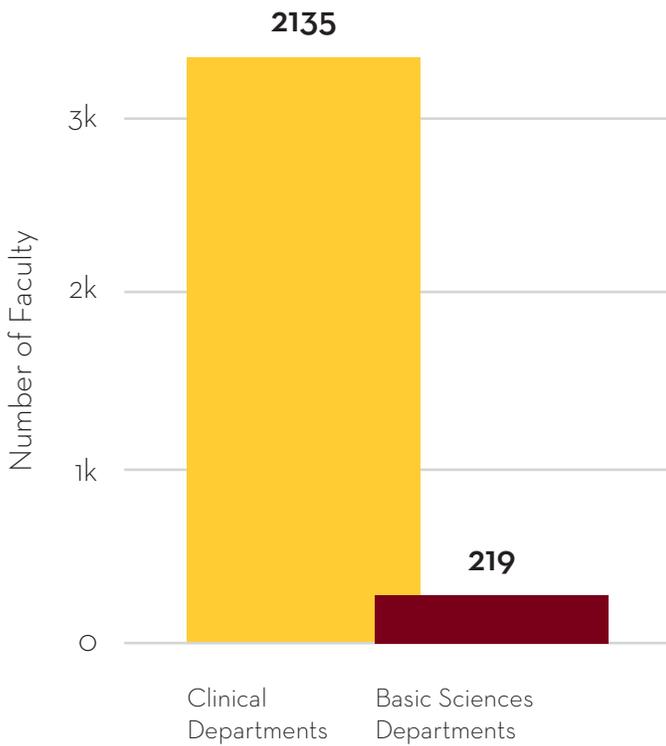
Assistant Professor	<5	15%
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Ethnicity (All Faculty):

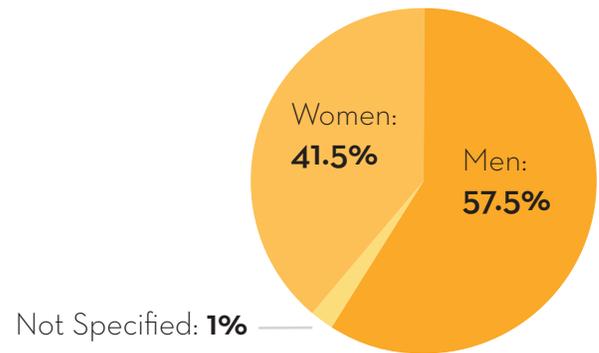
American Indian/Alaska Native	0.5%	Hispanic/Latino	2%
Asian	13.5%	Not Specified	8%
Black/African American	2%	White	74%

Faculty by Department Type

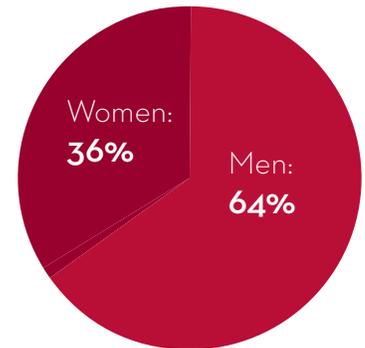
Department Type (Paid and Without Salary Faculty):



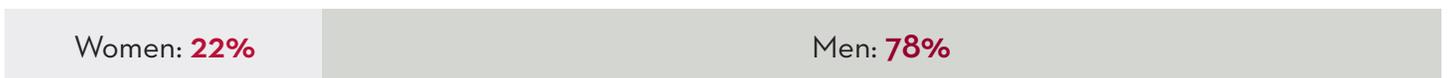
Clinical Departments



Basic Sciences Departments



Department Heads Gender



Hennepin Healthcare:
275 faculty + 22 Adjuncts

Minneapolis VA Health Care System:
193 faculty + 41 Adjuncts

HealthPartners Regions:
122 faculty + 7 Adjuncts

THANK YOU

**to our Affiliate Site Associate Deans
for another year of collaboration!**

We greatly appreciate your continued efforts to support
University of Minnesota faculty at affiliate sites.



Felix Ankel, MD
HealthPartners Regions



Kent Crossley, MD
Minneapolis VA Health Care System



Meghan Walsh, MD, MPH
Hennepin Healthcare

Awards and Sponsorships

New this year: Medical School Awards and Nominations Committee

The Medical School recognizes and celebrates the members of our community who are making significant advances within our mission areas of research, education, and clinical care. We strive to attract a diverse pool of nominees for awards, as well as sponsor and include nominations that reflect the broad range of identities in our Medical School.

Award winners themselves, this committee is composed of professors who are active and productive researchers, educators, and clinicians. The committee is responsible for the screening, reviewing, and recommendation of award nominees for the Dean of the Medical School. This committee is responsible for internal University of Minnesota awards (University level) and all national and international awards.

During their inaugural year, the awards committee considered and reviewed nominations for the following awards:

- AAMC Council of Deans (COD)
- AAMC Group on Diversity and Inclusion (GDI) Exemplary Leadership Award
- Big Ten Academic Alliance Academic Leadership Program (ALP)
- Distinguished McKnight University Professorship
- Johnson and Johnson WiSTEM2D Scholars Award
- Josie R. Johnson Human Rights and Social Justice Award
- Lurie Prize in Biomedical Sciences
- McKnight Land-Grant Professorship
- McKnight Presidential Fellow Award
- Pew Biomedical Scholars
- The Shaw Prize
- University of Minnesota Academies for Excellence
- Vilcek-Gold Award for Humanism in Healthcare

Awards and Nomination Committee

- Karen Ashe, MD, PhD, NAM member, Professor, Neurology
- Germaine Cornelissen-Guillame, PhD, Professor, Integrative Biology and Physiology
- Ashley Haase, PhD, NAM member, Professor, Microbiology
- Kristin Hogquist, PhD, Professor, Laboratory Medicine and Pathology
- Marc Jenkins, PhD, NAS member, Professor, Microbiology and Immunology
- Carol Lange, PhD, Professor, Medicine
- Catherine McCarty, PhD, MPH, Professor, Family Medicine and Biobehavioral Health
- Jeffrey Miller, MD, Professor, Medicine
- Laura Niedernhofer, PhD, Professor, Biochemistry, Molecular Biology, and Biophysics
- Harry Orr, PhD, NAM member, Professor, Laboratory Medicine and Pathology
- Deborah Powell, MD, NAM member, Professor, Laboratory Medicine and Pathology
- Kamil Ugurbil, PhD, NAM member, Professor, Radiology
- Amanda Termuhlen, MD, ex-officio, Associate Dean for Faculty Affairs, Office of Faculty Affairs
- Jakub Tolar, MD, PhD, ex-officio, Dean of Medical School, Vice President for Clinical Affairs

Carole J. Bland Award

The Carole J. Bland Outstanding Faculty Mentor Award was created through the generosity of Dr. Bland's family and friends to honor her and to underscore the commitment of the Medical School to promote mentoring among faculty. Dr. Bland, a long-time faculty member in the Department of Family Medicine and Community Health, was the former assistant dean for Faculty Development, director of Clinical Research Fellowships and principal architect for mentorship programs at the Medical School.

The award is meant to recognize the process by which faculty serve as role models for each other, promote the professional development of others, and create a supportive, positive working environment.



Michele Allen, MD, an associate professor in the Department of Family Medicine and Community Health and director of PHDR, is the recipient of the 2021 Carole J. Bland Outstanding Faculty Mentor Award. Dr. Allen has extensive experience in mentoring a wide array of mentees, including junior faculty, underrepresented minority faculty in medicine, and postdoctoral trainees, in order to support the creation of a more diverse clinical and research faculty workforce.

Executive Leadership in Academic Medicine (ELAM)

The Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) program for women at Drexel University College of Medicine is a year-long part-time fellowship for women faculty in schools of medicine, dentistry, public health, and pharmacy. The program is dedicated to developing the professional and personal skills required to lead and manage in today's complex healthcare environment, with special attention to the unique challenges facing women in leadership positions.

This year, 73 women were selected to join the program, including two University of Minnesota Medical School faculty members, Rahel Ghebre, MD, MPH, and Leslie Morse, DO. The highly prestigious ELAM fellowship is the only program in North America focused on preparing women in medicine for roles in senior leadership.



Dr. Rahel Ghebre is a professor in the Department of Obstetrics, Gynecology and Women's Health, Division of Gynecologic Oncology, and co-leads the Early Pathway to Success Program for women faculty through the Center for Women in Medicine. Her research is focused on improving cancer care for women with gynecologic cancers in the U.S. and globally by increasing access to quality care and clinical trials.



Dr. Leslie Morse is the department head of the Department of Rehabilitation Medicine. She is board certified by the American Board of Physical Medicine and Rehabilitation and continues to work on a local and national level to promote the field of rehabilitation medicine.

Diversity and Inclusion Programs and Efforts

Implicit Bias Training

The OFA partners with the Office for Equity and Diversity to offer a customized Implicit Bias Workshop designed to assist faculty members in their role within search processes, search committees, promotion and tenure committees, or other activities within the Medical School. OFA offers this workshop for faculty and staff quarterly and annually for our promotion and tenure committees. Four medical school-wide sessions were held with 99 participants.

Bystander Training

The OFA partners with the Aurora Center for Advocacy and Education to offer bystander training sessions. Organizational culture is one of the greatest predictors of the occurrence of sexual or other misconduct and harassment. Sexual or other misconduct and harassment are pervasive and deeply impactful forms of harm. These workshops focus on providing the skills to respond to and intervene in situations where harm is occurring, with the goal of creating an organizational culture that does not accept or condone any instance of sexual or other misconduct and harassment. Three medical school-wide sessions were held with 23 participants.

History of Racism in Medicine

Through a series of short lectures via Canvas, this self-paced workshop teaches the history of structural racism in the U.S. healthcare system. It acknowledges the myriad ways in which this country's long and violent history of racial oppression and injustice continues to impact the lives and health of Black Americans, Indigenous people, and other people of color. This self-paced faculty development curriculum is composed of six video modules, discussion questions, as well as slides, articles, and a TED talk that participants can view at their own convenience.

Salary Equity Review Committee (SERC)

The Medical School SERC examines salary data for University-only paid faculty with 67% full-time equivalent. The SERC also performs salary reviews on behalf of individual faculty members appealing departmental and human resources reviews.

No salary review requests were received in the academic year 2020-21.

Rapid Response Grants to Reduce Racial/Ethnic Disparities in Healthcare

This grant mechanism funded small scalable projects directly impacting the health of our community by reducing the effects of structural and systemic racism, reducing health disparities, improving access to health care, or addressing gaps in healthcare in non-majority community members. Priority areas are mental health in people of all ages, testing and care of those affected by the COVID-19 pandemic, projects based within the community, and projects that are collaborative and informed by the communities they affect. Thirty-four submissions were received, and eight projects were funded.

As part of the Rapid Response Grants to Reduce Racial/Ethnic Disparities in Healthcare, a pilot grant was also awarded to the Program in Health Disparities Research.

In October 2020, the PIs of each project participated in the Dean's Lecture Series and presented overviews of their projects.

Recruitment, Hiring, Departures, and Search Committees

Hiring during the academic year was lower than years past due to financial stringency measures and a hiring freeze within the University.

Data at-a-Glance

255 new faculty

23 new advanced rank faculty

60 faculty departures

93 total formal searches

Highlights

New Faculty Members in the Medical School

Two-hundred and fifty-five new faculty members joined the Medical School during AY 2020-21. One-hundred and ninety-four were paid appointments and sixty were without salary appointments.

Recruitment and Hiring

This data includes offers for tenure, academic, and clinician track faculty appointments. 33 offer letters include other appointment types.

Number of Offer Letters Issued: **194**

Men: **58.5%** Women: **41.5%**

Number of Accepted Offers (all ranks): **135**

Advanced Rank Hires

Advanced rank hires are faculty members at associate or full professor rank (any track). There were a total of 19 faculty in the Medical School who were advanced rank hires in the academic year 2020-21.

Track	Candidates	Gender
Academic Track + Clinician Track	12	Men - 83.5% Women - 16.5%
Tenured + Tenure Track	7	Men - 85.5% Women - 14.5%
Total	19	

Rank	Candidates	Gender
Professor	9	Men - 45% Women - 55%
Associate Professor	10	Men - 90% Women - 10%
Total	19	

Departures from the Medical School

Sixty faculty members departed the Medical School during AY 2020-21. The OFA continued tracking faculty departures and reviewing major themes discussed during exit interviews with the Associate Dean for Faculty Affairs. Departure data excludes retirements and deaths.

Departure by Rank

Assistant Professor: 35 - 58%

Associate Professor: 14 - 23%

Professor: 11 - 19%

Total: 60 - 100%

Departure by Track

Academic + Clinician Track	Women	23	38%
	Men	25	42%
Tenured + Tenure Track	Women	< 5	8%
	Men	7	12%

Departure % by Gender

Men: 53% Women: 47%

Departure % by Ethnicity

Asian - 13.5% Black - 3% Hispanic - 5% Not Specified - 1.5% White - 77%

Faculty Appointment Search Committees

Note: This data spans 7/1/2020-6/30/21 for tenure-track, tenured, academic track, and clinician track faculty.

Tenure-Track and Tenured Searches

Sixteen of the 93 searches with a search committee were for tenure-track and tenured appointments. One-hundred percent of these searches utilized a search committee, which is a requirement of the Academic Appointments Policy.

Academic Track Searches

Sixty-seven of the 93 searches with a search committee were for Academic Track appointments. Of these Academic Track appointments, 72% had a search committee.

Clinician Track Searches

Ten of the 93 searches with a search committee were for Clinician Track appointments. Of these Clinician Track appointments, 42% had a search committee.

Searches with One Candidate

Twenty-Two percent of searches with a search committee had only one applicant: 20 of 93
Twenty-Eight percent of searches with a search committee had only one interviewee: 27 of 93

Faculty Lifecycle Toolkits

We provide these resources and recommendations to assist departments with best practices for hiring a diverse and inclusive faculty within the University of Minnesota Medical School. The recommendations and resources are broadly representative of recommended practices by our peer institutions, our Office for Equity and Diversity, and our Office of Human Resources.



Promoting a Diverse Faculty: Search Process Toolkit

Recruiting and retaining diverse faculty members is critical to create the intellectual and inclusive environment necessary to fulfill our research, teaching, and clinical missions. With a diversity of viewpoints and identities within our departments, we'll be better positioned to address the next generation of challenges in medicine and continue our commitment to teaching and treating our increasingly diverse population.

Best Practices for Interviewing Faculty Members and Leadership Position Candidates Toolkit

The Interview Process Toolkit contains resources and recommendations to assist departments with best practices for interviewing faculty members and leadership position candidates within the Medical School. Strong interviewing experiences provide candidates with multiple opportunities to showcase their unique strengths and potential contributions to the institution.

New: Faculty Exit Interviews Toolkit

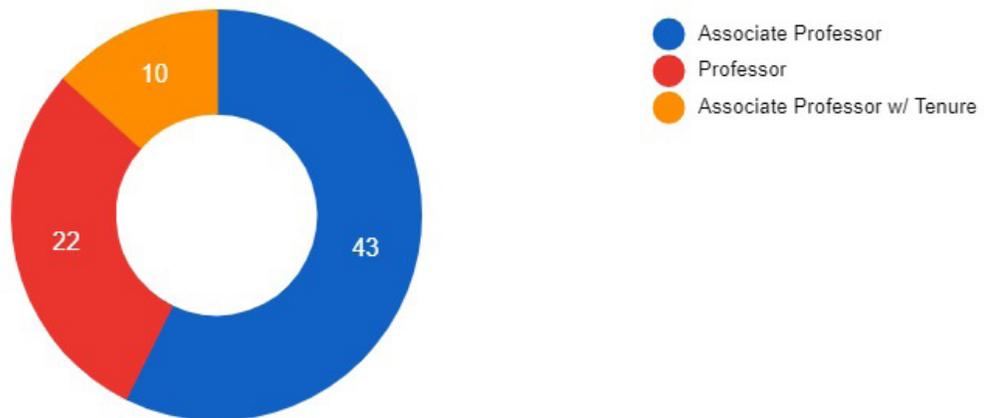
The purpose of the exit interview toolkit is to identify workplace, organizational, or human resource factors that have contributed to a faculty member's decision to leave; to enable the Medical School to identify any trends requiring attention or any opportunities for improving response to faculty issues; and to allow continued improvement and development of recruitment and retention strategies aimed at addressing these issues.

Promotion and Tenure

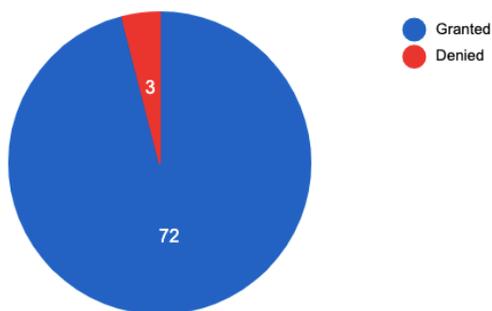
The Medical School promotion and tenure process includes an annual review of promotional dossiers submitted in the fall after the departmental review occurs. The Medical School promotion and tenure committees evaluate the recommendations for promotion and/or tenure of all faculty members received from the department heads. The committees make recommendations on promotion and/or tenure to the dean.

Congratulations to the 72 faculty members promoted in the academic year 2020-21!

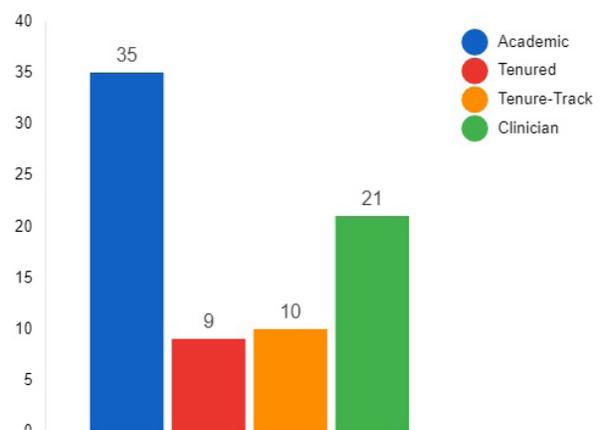
Rank Breakdown After Promotion



P&T Success Rate



Candidate Track Breakdown



Associate Dean for Faculty Affairs Faculty Consults

Associate Dean Termuhlen met with approximately 70 individuals, consulting with faculty on issues of CV reviews, narrative statement reviews, promotional trajectory, and career planning.

Rank Breakdown:

53 Associate Professor
22 Professor

Track Breakdown:

35 Academic Track
9 Tenured
10 Tenure Track
21 Clinician Track

Gender Breakdown:

Men

27 Associate Professor
16 Professor

Women

26 Associate Professor
6 Professor

Promotion and Tenure Training Sessions

For those who are preparing for promotion, training sessions for faculty and staff are held each year to ensure successful preparation of the promotion dossier materials. New requirements for each promotion period are shown. For staff, processing procedures will be provided. A model dossier for those on the academic, clinician, tenured, and tenure track is presented in depth, along with the Medical School's promotion and tenure timeline and the committee's expectations of dossier preparedness.

6 training sessions offered
84 faculty, 34 staff

Faculty Development

Duluth Women's Mentoring Program

The goals of the Duluth Women's Mentoring Program are to promote a supportive and positive environment for the career development of faculty who identify as women in the Medical School, Duluth campus and College of Pharmacy Duluth, to assist participants in career development and achieve balance between career and personal life, and to provide opportunities to learn new skills, exchange ideas and advice, network, and problem solve. Regularly scheduled events address topics requested by faculty who identify as women and provide an opportunity for networking and sharing research initiatives and ideas.

Programs include discussions with guest scientific speakers, panels, or skill development workshops and are open to all who are interested. Past programs have included strategies for time management, graceful self-promotion, and being a productive writer.

2 virtual events, 10 participants

Steering Committee

Sara Zimmer, PhD, Department of Biomedical Sciences, Medical School, Duluth campus
Michele Statz, PhD, Department of Family Medicine and Biobehavioral Health, Medical School, Duluth campus

Faculty Development Programs and OFA Competencies*

OFA Competencies
(number of programs):

Scholarship = 26
 Teaching and Learning = 26
 Professionalism = 36
 Leadership = 17
 Wellbeing = 21
 Diversity, Equity, Inclusion = 28
 Community Engagement = 3
 Anti-Racism = 3

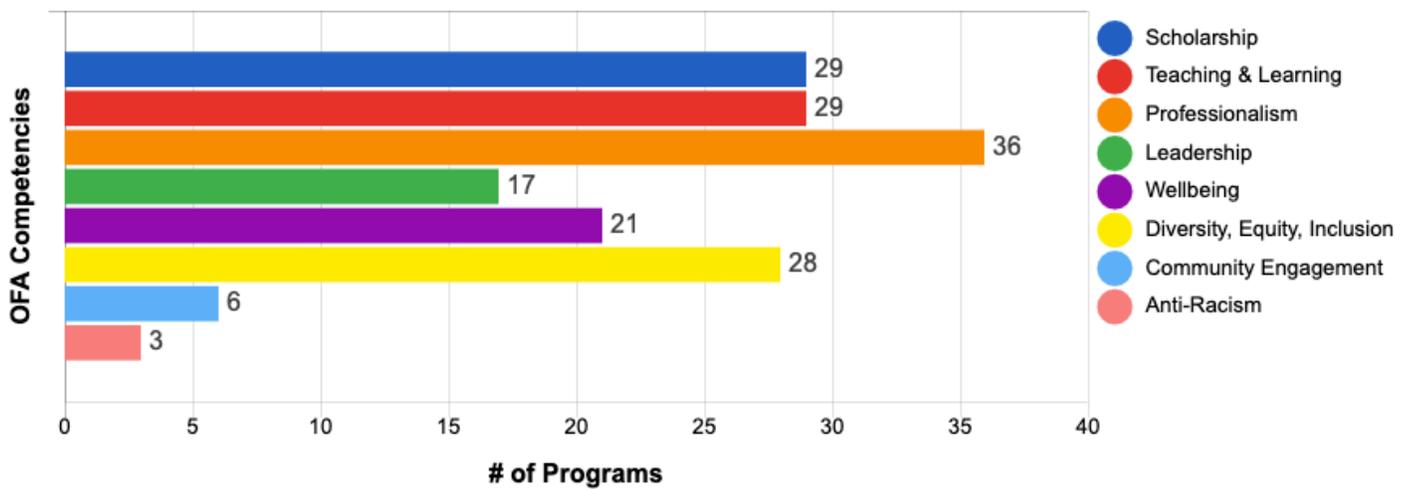
Mode of Training
(number of programs):

Classroom = 5
 Online = 44
 Hybrid = 17

Primary Audience
(programs by rank):

Assistant Professors = 15%
 Associate Professors = 4%
 Professors = 1%
 Combined Ranks = 79%

*Programs and competencies are for programs to date. OFA will begin tracking competencies on an annual basis. Each program may address multiple competencies.



Medical Scientist Training Program (MSTP) Women in Science and Medicine

This group works to inspire, encourage, and enable women in the Medical Scientist Training Program (MD/PhD) to achieve their personal and professional goals as developing physician scientists through open discussion of potential career obstacles and interaction with successful female role models. The MSTP Women in Science and Medicine Group, in collaboration with the Office of Faculty Affairs, co-sponsors research seminar presentations by invited external women physician scientists.

Due to COVID-19 there were no in-person seminars in FY21. They did have one virtual speaker event in FY21 with 20 participants.

New Faculty Orientation

The Medical School provides three new faculty orientation workshops each year. These workshops provide an introduction and overview of Medical School resources, faculty development, research and mentoring opportunities, and promotion and tenure. New faculty hear from key program leaders and meet other new faculty, peers, and colleagues. OFA checks in with these new faculty members over a period of six months to provide additional information on mentoring, upcoming events, and tools and resources.

Seventy-one faculty members attended new faculty orientation during the academic year 2020-21.

Sixty-eight percent of new, paid faculty attended New Faculty Orientation. The OFA's goal is to orient 100% of paid faculty.

Seventy-one percent of the new faculty were in their first academic appointment.

Comments from new faculty:

- "I think the orientation was very effective and found the promotion and tenure portion very helpful, in particular, since I haven't received much information regarding this in other orientations. Thank you for all of the helpful information and links!"
- "Great to have this orientation."

NIH Proposal Preparation Program (P3)

The P3 is a program for early-career, assistant professor faculty members in the Medical School preparing their first K- or R-series NIH grant proposal. It is a small (10-12 members), highly interactive, peer grant-writing group that meets 10 times over four months. Each session requires participants to prepare drafts of their proposal sections and to critique one another's written material.

P3 PROGRAM COMMITTEE

Faculty Director



Matt Kushner, PhD
Professor, Department of Psychiatry
and Behavioral Sciences

Co-Mentors



Scott Crow, MD
Professor, Department of Psychiatry
and Behavioral Sciences



Kristin Hogquist, PhD
Professor, Department of Laboratory
Medicine and Pathology



Kaylee Schwertfeger, PhD
Professor, Department of Laboratory
Medicine and Pathology



Subree Subramanian,
PhD Associate Professor,
Department of Surgery



Diane Treat-Jacobson,
PhD RN, FAAN
Professor, School of Nursing

Comments from participants:

- The mentors and classmates are so good, they are able to give quite valuable instructions even for a proposal that is not within their research field.
- Written feedback was great, also big-picture comments by the mentors. The intense focus on the SA page was very helpful and really shaped the rest of the sections of the grant.
- The reviews from the mentors, participants, and my external reviewer were thoughtful and helped me to improve the quality of the application. I also met with the mentors outside of the P3 meeting time. I appreciate their time and scientific insight. I hope I can emulate their critical mentorship to future scholars when I am at their career stage. I also appreciate the opportunities to learn about other participants' research topics and their grant writing skills.
- Since I have never written an RO1, this was a great tool to understand how the grant needs to be written and what are the crucial aspects of a successful application. For someone in my position, the templates and examples provided were incredibly helpful and the discussions surrounding mine and others drafts filled the additional void.
- The "unreserved" input from the mentors and their insights and experiences related to grant writing and review in general are enormously helpful. The learning experience and friendly atmosphere are satisfying and enjoyable.

Path to Publication Workshops

Path to Publication is an interactive workshop designed for Medical School faculty who have minimal to moderate experience in writing for peer-reviewed journals. Participants will discover rich information and techniques for navigating essential steps in publishing their scholarship. Topics include: successfully navigating the manuscript submission process; from selecting a journal to responding to reviewers; producing effective scientific writing that meets readers' expectations; applying techniques for maximizing productivity as writers; becoming knowledgeable about the broad range of scholarly projects and article types that can be published, including original research, brief reports, reviews, and more; and being attentive to ethical issues related to publication.

New this year! Converted to flipped approach in Fall 2020, this new format consists of completing an online self-paced learning component via Canvas which participants need to complete prior to the interactive group session via Zoom.

Faculty Director



Anne Weber-Main, PhD
Associate Professor, Department of Medicine

2 sessions offered, 11 participants

Remote Faculty Development Learning Sessions

Due to the continuing COVID-19 pandemic, working virtually remained commonplace. OFA continued the series of faculty development learning opportunities during this period of remote working. Most sessions are recorded and available on the OFA website.

Highlights

- 33 sessions offered
- 276 participants
- 94% Strongly Agree, I can apply what I learned in these programs to my work
- 93% overall evaluation rated excellent

Sessions Offered Included:

- **Conceptual Basis of Mentoring**, Shailey Prasad, MBBS, MPH, Professor, Department of Family Medicine and Community Health
- **Could Engagement in Social Media Advance Your Academic and Advocacy Mission?**, Kaz Nelson, MD, Associate Professor, Department of Psychiatry and Behavioral Sciences; Kristine Elias, Communications Director, University of Minnesota Medical School (former)
- **Elephants in the Clinic Room: Can You Identify Social Determinants of Health Right in Front of You?**, Alexander Boucher, MD, Assistant Professor, Department of Pediatrics; Anjali Goel, MD, MPH, Assistant Professor, Department of Pediatrics
- **Foundational Understandings Gender Bias in Patient-Provider Relationship**, Nissrine Nakib, MD, Assistant Professor, Department of Urology
- **Incorporating Active Learning into an Online Environment**, Christina Petersen, Education Program Specialist, Center for Educational Innovation
- **Responding to Harassment in the Clinical Learning Environment: A Practical Workshop for Faculty**, Heather Bemmels, PhD, Psychologist, Minneapolis VA; Kay Ingraham, MD, Internal Medicine Physician, Minneapolis VA; Ezgi Teryaki, MD, Associate Professor, Department of Neurology, Associate Chief of Staff for Education, Minneapolis VA
- **Sleep and Circadian Strategies to Mitigate Burnout**, Michael Howell, MD, FAAN, FAASM, Associate Professor, Department of Neurology
- **Telehealth and Remote Education: Current Status and Future Directions**, Bradley Benson, MD, FACP, FAAP, Professor, Department of Medicine; Joshua Thompson, MD, MPH, Assistant Professor, Department of Family Medicine and Community Health
- **Ten Tips for Interviewers! Making the Most of Your Interview**, Amanda Termuhlen, MD, Associate Dean for Faculty Affairs, Professor, Department of Pediatrics
- **Welcome to Minnesota: Navigating MN Culture for Transplants**, Aaron Corfield, DPM, Assistant Professor, Department of Orthopedic Surgery
- **Wellbeing Toolbox: Implying Meditation through Metaphor**, Kait Macheledt, Administrative Associate, Center for Women in Medicine and Science (CWIMS); Building Interdisciplinary Research Careers in Women's Health (BIRCWH) Women's Health Research Program

Comments from participants:

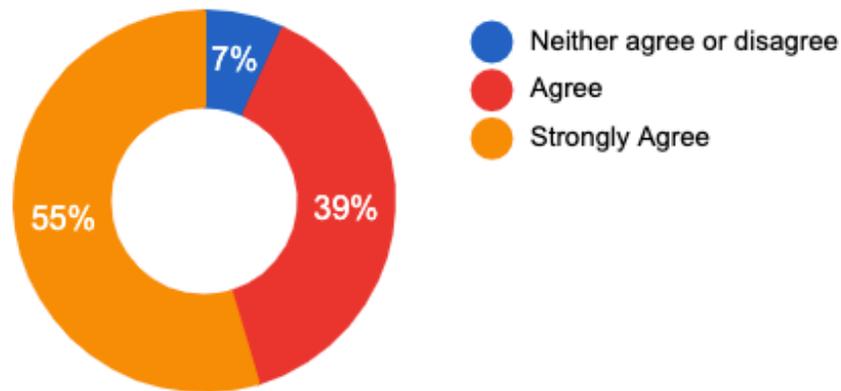
Practical, insightful, and well-researched talk. Excellent content and delivery.

Amazing presentation, I want more information!

This was a wonderful meeting with lots of useful information that I can apply to my position.

Looking forward to sharing this talk with our search committee.

I can apply what I learned in these programs to my work:



Virtual Short-Term Career Coaching

Whether having trouble with time management, dealing with a difficult colleague, or feeling stuck, coaching may be a helpful option. Different from mentoring or advising, coaching helps in considering different perspectives and identifying potential solutions. Associate Dean Termuhlen offers open hours for faculty members desiring short-term coaching designed to tackle specific concerns within an abbreviated time frame.

This virtual programming was implemented during the pandemic, and Associate Dean Termuhlen, an ICF ACTP trained coach, continues to offer time to coach faculty members.

Associate Dean Termuhlen provided 38 coaching sessions in the academic year 2020-21.

Wellbeing

COVID-19 Fatigue Listening Sessions and Mental Health

In August, the Medical School hosted listening sessions for faculty, staff, and students to listen and collect suggestions about how best to support our community during the enduring pandemic. The listening sessions focused on caregivers and those parenting school-aged children, while also managing their professional duties. Every action identified was grounded in diversity, equity, and inclusion.

COVID-19 Fatigue Listening Sessions and [Mental Health](#)

med.umn.edu/covid-fatigue

Major Themes and Recommendations That Emerged From the Listening Sessions:

- Caregiving/school-aged parent support, with the goal of acknowledging the additional burden of caregiving and offering resources to support the home-life needs of our community members.
- Flexibility, with the goal of expanding usage and advocacy for flexible work arrangements.
- Time/meetings, with the goal of minimizing fatigue felt by endless, back to back zoom meetings.
- Mental health, with the goal of prioritizing the health and wellbeing of our community members.
- Technology, with the goal of providing resources to make remote work more efficient.
- Work culture, with the goal of updating the workplace culture to account for the changing nature of how, where, and when work gets done; redefine expectations of productivity; prioritize the wellbeing of our faculty, staff, trainees, and students; focus on the absolute essentials of our mission right now (clinical care, research, and education).
- Communication, with the goal of leaders being advocates for employees, pushing the boundaries of flexibility in the workplace, and modeling from the top of the organization.

Additional Activities Included:

- COVID Fatigue Resources website developed, with immediate recommendations for departments and teams within the Medical School, and resources for working parents and faculty and staff with family or caregiver responsibilities from both the University of Minnesota and University of Minnesota Physicians.
- The MN Resilience Program was expanded to provide a mental health consultant to all departments.
- Mental health resources were highlighted and provided for our three organizations, University of Minnesota, University of Minnesota Physicians, and M Health Fairview.
- #UMNMedCares social campaign was introduced to allow for the sharing of experiences and adding voices to our community.

Pulse Metrics

How often does your supervisor give you the flexibility to meet your work and caregiving/home-based responsibilities at this time? 88% always and often

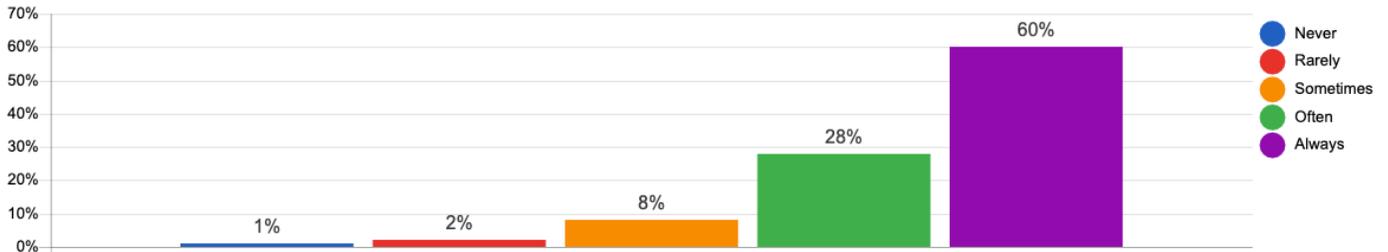
Response Rate by Role

Faculty = 40%

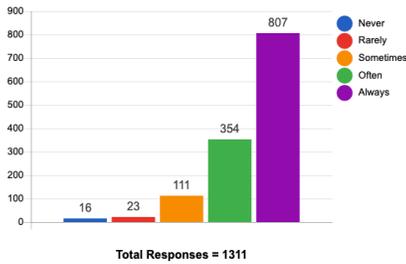
Staff = 61%

How often does your supervisor give you the flexibility to meet your work and caregiving/home-based responsibilities at this time?

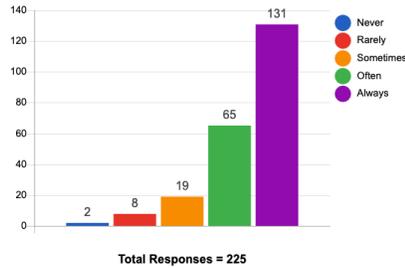
Avg. (%) of 1,805 Responses over 3 Months



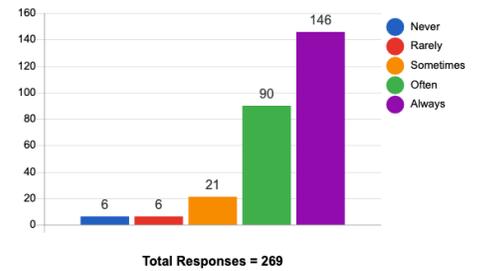
Sep. 2020 Response Data



Oct. 2020 Response Data

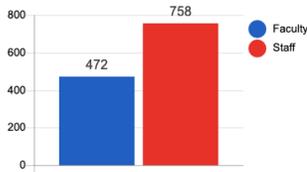


Nov. 2020 Response Data

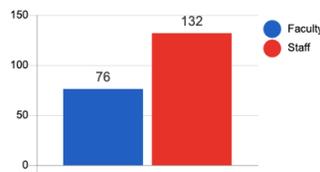


What is your role within the UMN?

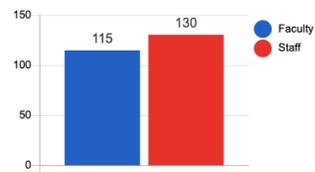
Sep. 2020



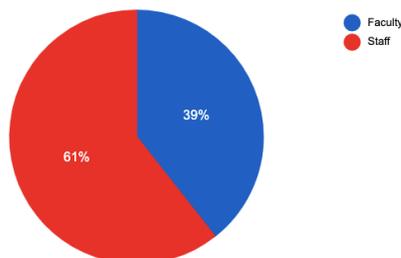
Oct. 2020



Nov. 2020



Total Response (%)



Wellbeing Working Group

Purpose Statement

The Medical School Wellbeing Working Group seeks to foster wellbeing, understand known threats to wellbeing, and pursue shared efforts to actively prevent or mitigate such threats. The Medical School Wellbeing Working Group acknowledges the rich diversity existing within and among our constituent communities and seeks to create methodologies and/or platforms for communications, interventions and assessments oriented toward cultivating effective learning/working environments, empowering individual self-care practices, and enhancing access to community/support resources.

Vision Statement

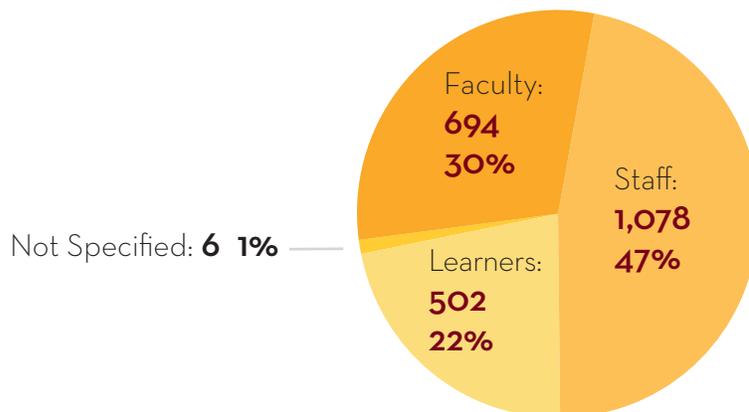
The Medical School Wellbeing Working Group's vision is for the Medical School to be an organization that builds an inclusive, effective learning and working environment and community where people thrive.

Wellness Assessment

The Wellbeing Working Group developed a wellbeing assessment for faculty, staff, and learners to better address wellbeing within our community. Responses provided an opportunity to continue to discuss, identify, and address wellbeing needs, and also to influence future programming to address burnout and wellbeing within.

The group collaborated with key stakeholders to develop the assessment for faculty, staff, and learners. Of the 2,280 responses, **30%** (694) of respondents were faculty, **47%** (1,078) were staff, **22%** (502) were learners and less than **1%** (6) did not identify their role.

Wellbeing Assessment Responders



Areas of strength that emerged were that faculty, staff, and learners generally feel respected by peers, mentees, and supervisors/instructors and are satisfied and respected in their work. Many faculty and staff feel satisfied in their current positions, and most learners feel that someone in the organization cares about their wellbeing and is working to improve it. Areas that warrant further investigation or intervention include high levels of burnout. More than a third of faculty, staff, and learners reported experiencing symptoms of burnout at least once per week, and many faculty and learners indicated they do not have adequate personal time. Less than half of faculty and staff respondents agreed they are given the opportunity to provide input on institutional decisions.

Working Group Members

Amanda Termuhlen, MD, Associate Dean for Faculty Affairs

David Rothenberger, MD, Senior Advisor for Physician Wellbeing

Kaz Nelson, MD, Vice-Chair of Education

Bryan Williams, MD, PhD, System Director for Provider Wellbeing and Integrative Health

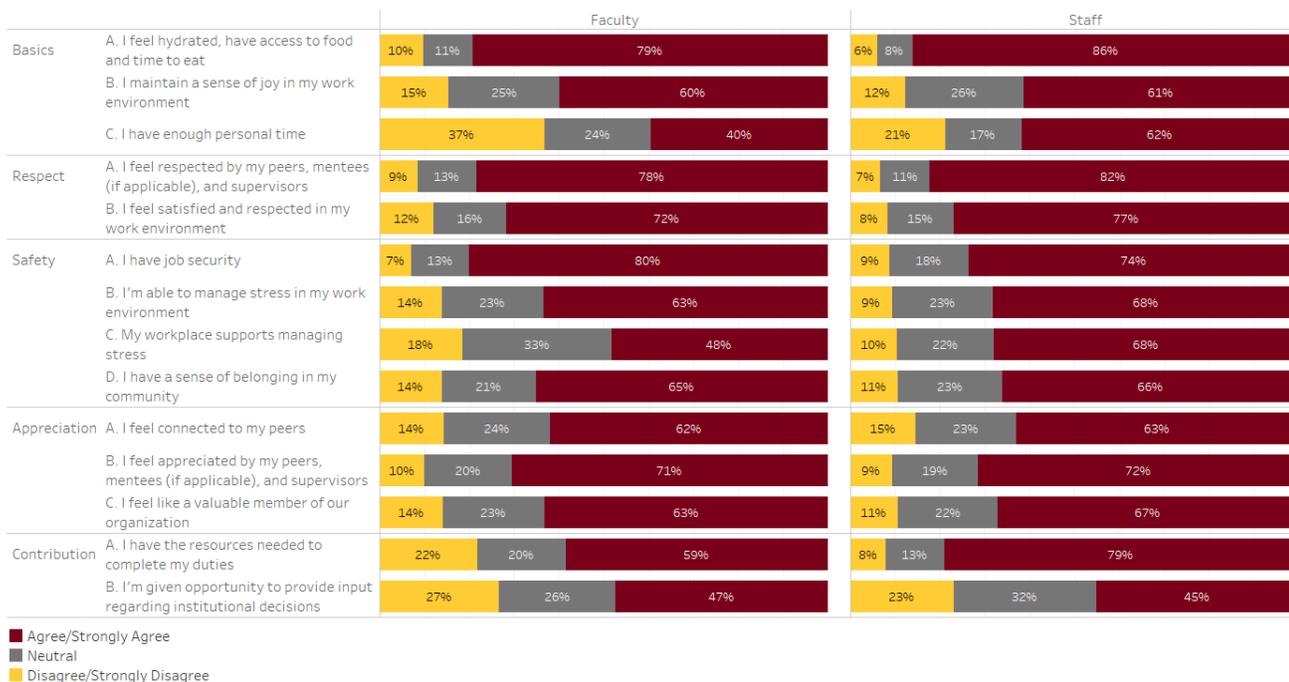
Michael Kim, MD, Assistant Dean for Student Affairs

Scott Slattery, PhD, Director for Office of Learner Development

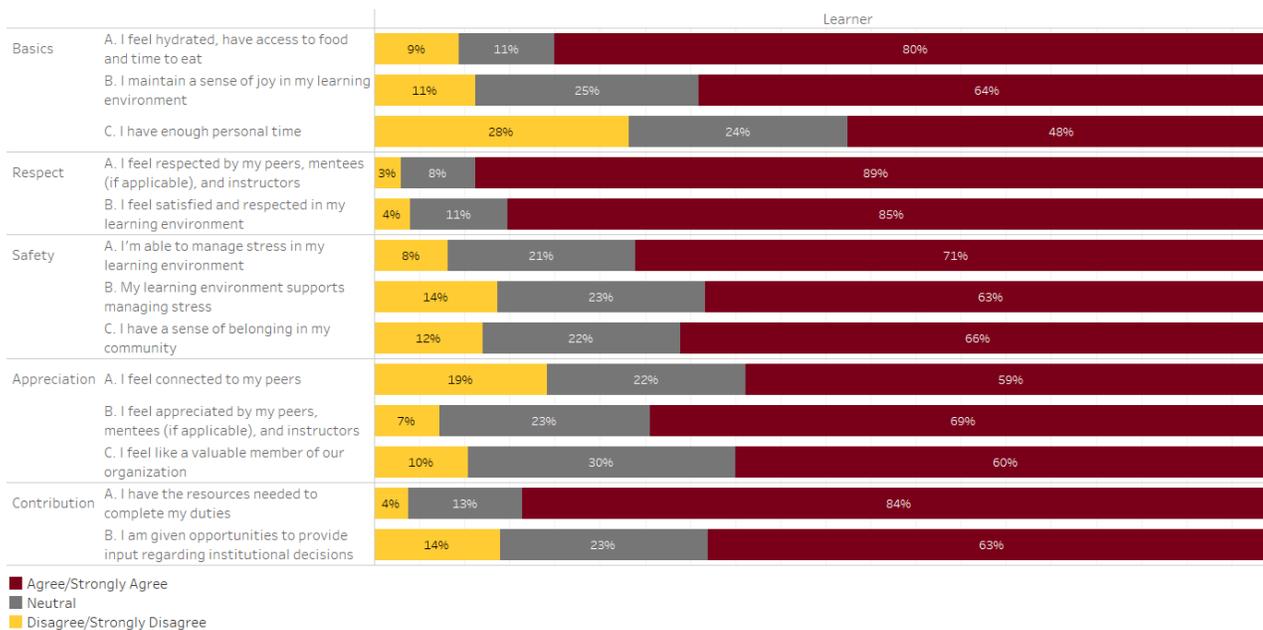
Colin R. Campbell, PhD, Associate Dean for Graduate Education

Wellbeing: Overall Medical School Faculty and Staff

Figure 1: Wellbeing of faculty and staff



Wellbeing: Learners



Governance

Faculty Advisory Council

The Faculty Advisory Council (FAC) is composed of over 40 faculty members from across the University of Minnesota Medical School with bi-campus, departmental representation. The majority of council members are elected by their peers to the University's Faculty Senate, where they are appointed to a three-year term of service.

This council meets monthly and works continuously to provide faculty members and Medical School leadership with guidance, support, and advocacy to the Medical School's research and clinical missions.

The FAC completed two reports:

1. Brief report on holiday clinic operations policy
2. Recommendations: what the Medical School should look like Post-COVID

Special Faculty Advisory Committee (SFAC) on COVID-19 Response

This committee of faculty representatives continued their work to strengthen the link between the FAC and the leadership team as the Medical School moved forward with the response to the COVID-19 pandemic. The committee was an ad hoc advisory committee able to work in a timely manner to meet the need for advice and counsel in this rapidly evolving pandemic. The committee represented the Medical School as a whole: all mission areas, the clinical and basic sciences, the two campuses, and diverse ranks and tracks. The committee provided rapid feedback from broad and diverse perspectives and concluded their effort at the end of academic year 2021.

Faculty Assembly

The Faculty Assembly is composed of all members of the Executive Faculty and all faculty from both campuses with term appointments. The 2021 Faculty Assembly included the State of the Medical School presented by Dean Tolar, Vice Deans Núñez, Rosenberg, Schacker, and Yueh, and Co-Interim Regional Campus Deans Nalin and Regal.

The new constitution and bylaws were presented at the meeting prior to the vote by the executive faculty.

New Medical School Constitution and Bylaws

The Medical School's new constitution and bylaws are the culmination of the extensive efforts by the Faculty Advisory Council and the constitution and bylaws task force over the past two years. The new documents increase inclusivity within the Medical School and are streamlined and modernized to reduce ambiguity and redundancy. Stakeholders from all areas of the school and university were involved and consulted.

The executive faculty of the faculty assembly approved the new documents in May, and the Provost approved the documents in June.

AAMC Pilot: Restorative Justice in Academic Medicine (RJAM)

Restorative justice (RJ) is a supplemental/alternative process for academic health centers to build community and address mistreatment and misconduct. RJ is an approach that embraces the reparation of harm and healing of trauma. A central practice of RJ is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability.

RJAM Facilitators

Ricardo Battaglino, PhD, Professor, Department of Rehabilitation Medicine

Melissa Brunsvold, MD, Associate Professor, Department of Surgery

Austin Calhoun, PhD, Chief of Staff, Office of Medical Education

Catherine McCarty, PhD, MPH, Professor, Associate Dean for Research, Department of Family Medicine and Biobehavioral Health

Michele Morrissey, Director of Human Resources

Amanda Termuhlen, MD, Professor, Associate Dean for Faculty Affairs

President's Initiative to Prevent Sexual Misconduct (PIPSM), University of Minnesota

Associate Dean for Faculty Affairs Dr. Amanda Termuhlen is the Co-Chair of the Advisory Committee and a member of the Institutional Responsibility and Accountability Committee.

National Academies of Science, Engineering, and Medicine (NASEM) Action Collaborative on Preventing Sexual Harassment in Higher Education

The University of Minnesota is a signatory institution to the National Academies of Sciences, Engineering, and Medicine (NASEM) Action Collaborative Group with an institutional focus on preventing retaliation and reintegration of the target, the accused, and bystanders.

Associate Dean for Faculty Affairs Dr. Amanda Termuhlen is one of two University representatives to the NASEM Action Collaborative and the NASEM Restorative Justice Affinity Group. Dr. Termuhlen links the national work of NASEM and PIPSM.

Works CV Training

The OFA collaborated with the Office of the Executive Vice President and Provost and hosted multiple training sessions to assist departments in converting CVs to the works system. Works is used by departments and colleges to collect data and run reports to support processes, such as annual activity reporting, accreditation, and tracking faculty accomplishments.

Five Works CV Conversion Training Sessions - 57 participants
64% of faculty have CVs entered into the system;

100% DOM faculty are converted to Works.

Works Community of Practice (CoP)

The OFA created a Community of Practice (CoP) for staff members in the Medical School working within the Works system. The purpose of the CoP is to share information, best practices, training materials, and resources between staff members. The group will meet quarterly.

New This Year

New Medical School Policies and Procedures

The **Annual Review of Tenured Faculty and Post-Tenure Review procedure** was documented to meet the requirements for an annual review of tenured associate professors four years or more in rank.

The Provost's Office modified and implemented the procedure for **hiring new faculty members with tenure**.

Revisions and Improvements to the Summary of Annual Faculty Evaluation (SAFE) Form

The SAFE form was modified to include the percentage distribution of effort, pandemic impact, and key questions related to faculty contributions to diversity, equity, and inclusion efforts.

Pandemic Impact Assessment Tool

The last year was marked by significant world, national, and local events including the COVID-19 pandemic, the murder of George Floyd, systemic racism and health disparities as societal forces rising to the forefront, social unrest, and health and financial stressors. These factors impact faculty members in all mission areas to varying degrees and may or may not have affected productivity. The effect may last for years.

The pandemic impact assessment tool was created by Afshan Anjum, MD, MS; Katie Lingras, PhD, LP; and the Department of Psychiatry and Behavioral Sciences' Impact and Well-Being Council, in partnership with the Special Faculty Advisory Committee for COVID Response (SFAC). The tool can be used for private self-reflection or can be shared with supervisors to facilitate a discussion of the impact of the year and explore what support or resources faculty may need or how to navigate upcoming career decisions.

Faculty are also encouraged to write a "COVID impact statement", a one-page narrative describing the impact (positive or negative) on their career. Faculty can use this narrative as a reflection tool and keep it private or share with their supervisor. It can also be submitted to be included in the annual appraisal SAFE form or within the promotional dossier. This tool will be used and considered for several years since the pandemic, and its effects, will extend for multiple years.

Anti-Racism Response and Actions

The killing of George Floyd was an inflection point providing opportunity to address both the internal culture/climate and the structural basis of inequities within the Medical School and academic medicine as well as address racism and drivers of healthcare disparities in the communities we serve. Faculty, staff, trainees, students, and internal and external Medical School and University groups provided ongoing specific feedback and recommendations for systemic change in us, as an institution, and within all mission areas of the Medical School. The challenge continues to leverage, communicate, and act on these diverse inputs in a meaningful and sustained manner moving forward.

Most of the immediate feedback and recommendations were received prior to the start of the Medical School's inaugural Vice Dean for Diversity, Equity, and Inclusion, Ana Núñez, MD, FACP. Associate Dean for Faculty Affairs Dr. Amanda Termuhlen collaborated with stakeholders across the Medical School, University, University of Minnesota Physicians, and M Health Fairview to review, prioritize, coordinate, and partner through all areas of requested actions.

Instructional Resources Added to the OFA Website

The Medical School's Academic Technology team introduced new instructional resources positioned on the OFA website within the faculty development area. The resources are designed to help faculty interested in improving their teaching methods with evidence-based best practices for active learning. The resources are organized by topics into short, simple, easy to implement teaching methods. Faculty can implement these teaching practices quickly in short time segments without the need for new technologies or complex preparation. Each instructional method is a proven best practice that can be easily integrated into a traditional lesson. Every method page has a common section that explains why the method works, how to implement it, and examples and evidence supporting the practice. Each method also includes a downloadable one-page summary for later viewing.

Focus on Improving Data Processes and Handling

You may notice some slight nuances in the way we present faculty data over the past three years. OFA has worked closely with our HR partners to improve our tracking and analysis of faculty data, focusing on data quality and integrity. For example, we have begun asking faculty to annually update their demographic information in their HR records for all unspecified or unanswered fields. OFA works closely with AAMC on a biannual basis to eliminate faculty roster discrepancies. Our goal with improving our data accuracy, quality, and procedures is to meet the Medical School's goals of increasing the diversity, equity, and inclusion of the recruitment, hiring, and retention of our faculty members.

Office of Faculty Affairs

Amanda Termuhlen, MD

Associate Dean for Faculty Affairs
Professor of Pediatrics

Heather Dorr, MEd

Director of Faculty Affairs

Sara Zimmer, PhD

Duluth Faculty Liaison

Tami Brown

Executive Assistant

Zelealem Z. Mekuria

Program Coordinator

Nick McArdle

Program Specialist

APPENDIX

DEFENITIONS

Paid Faculty

All faculty members (job code 94xx, tenure-track, tenured, academic track, and clinician track) have paid academic primary appointments funded through the University of Minnesota. These faculty members are referred to by the Medical School as regular or contract faculty.

Without Salary Faculty (Also Called Unpaid)

All faculty members (job code 94xx, academic track, and clinician track) not paid by the University of Minnesota, but paid by the affiliated teaching hospital. These faculty members are referred to by the Medical School as a term faculty.

Adjunct Faculty

All faculty members (job code 94xxA) with paid or unpaid academic primary appointments at any percentage. These faculty members are referred to by the Medical School as adjunct faculty.

Affiliate Site

A teaching hospital or clinic that has an affiliation agreement with the University of Minnesota.

Underrepresented in Medicine (URM)

AAMC defines underrepresented in medicine as those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population. URM includes American Indian or Alaskan Native; Black/African American; Hispanic/Latinx; Native Hawaiian or Other Pacific Islander.

Notes About This Data

<5

Throughout this report, figures and numbers may be listed as “<5” (less than 5) to protect identifiable data, including race and ethnicity, and gender.

Gender

The gender included in this data is self-reported data by the faculty member upon hire.

Not Specified

You will see Not Specified throughout this report. This is “not specified” or “no answer” data.

PREVIOUS YEARS DATA

Previous Year Affiliate Site Data

Faculty at Affiliate Sites (Paid and Without Salary Faculty) - 2019-20

Hennepin Healthcare: 288 + 29 Adjuncts

Minneapolis VA Health Care System: 201 + 43 Adjuncts

HealthPartners Regions: 117 + 24 Adjuncts

Faculty at Affiliate Sites (Paid and Without Salary Faculty) - 2018-19

Hennepin Healthcare: 278 + 19 Adjunct

Minneapolis VA Health Care System: 193 + 41 Adjunct

HealthPartners Regions: 122 +7 Adjunct

PREVIOUS YEAR FACULTY DEMOGRAPHICS - 2019-20

By Appointment Type:

Paid Faculty: 1374 37%

W/o Salary Faculty: 904 25%

Adjunct Faculty: 1414 38%

Total Faculty: 3692

Gender:

Men - 796 58%

Men - 556 61%

Men - 918 65%

Men - 2269 61%

Women - 578 2% Not Specified - 0

Women - 333 37% Not Specified - 15 2%

Women - 455 32% Not Specified - 42 3%

Women - 1366 37% Not Specified - 57 2%

Gender by Rank (Paid Faculty):

Assistant Professors: 733 53%

Associate Professors: 281 21%

Professors: 360 26%

Men - 370 51%

Men - 168 60%

Men - 258 72%

Women - 363 49% Not Specified - 0

Women - 113 40% Not Specified - 0

Women - 102 28% Not Specified - 0

Track (Paid Faculty):

Tenure-Track: 114 - 8%

Tenured: 339 - 25%

Academic Track: 855 - 63%

Clinician Track: 66 - 4%

Faculty Ethnicity (All Faculty):

American Indian/Alaska Native: 15 - 0.4%

Asian: 473 - 12.8%

Black/African American: 75 - 2%

Chicano/Mexican American: <5

Hispanic/Latino: 72 - 1.8%

Native Hawaiian/Other Pacific Islander: <5

White: 2781 - 75.6%

Not Specified: 272 - 7.3%

Faculty Gender (All Faculty):

Women: 1366 - 37%

Men: 2269 - 61%

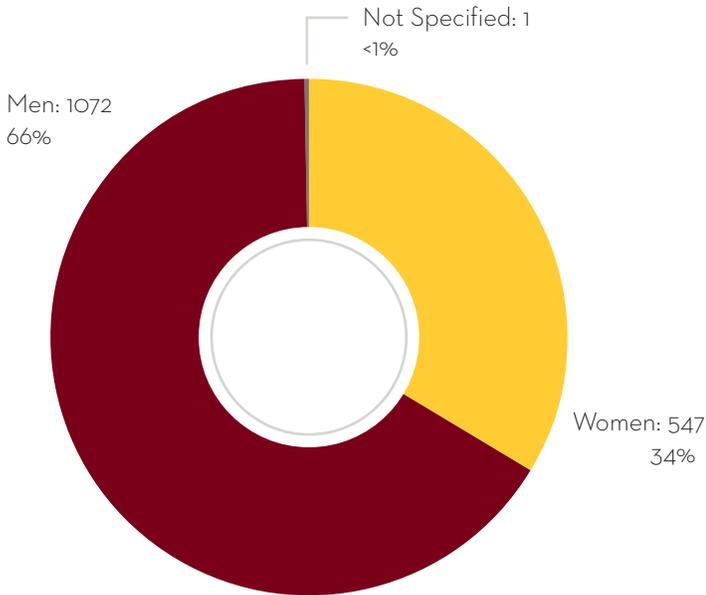
Not specified: 57 - 2%

Paid and Without Salary Faculty Gender and Ethnicity Demographics 2012-2020

*percentages are rounded to the nearest whole number

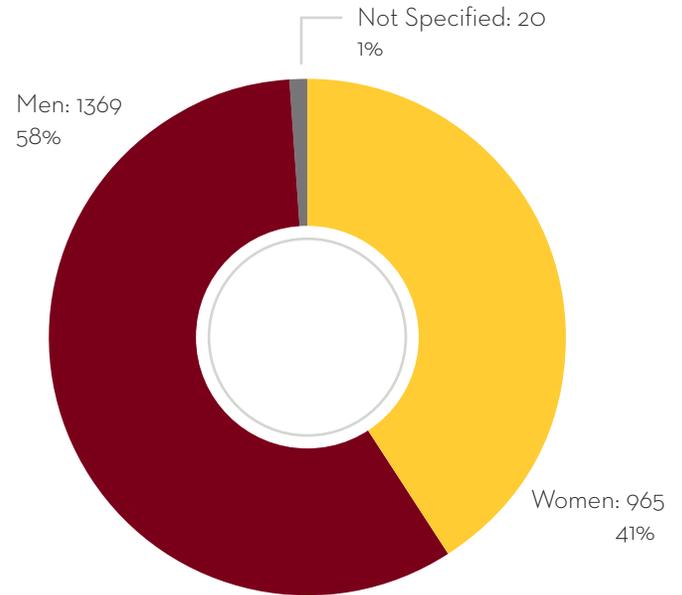
Gender 2012-13

Total Faculty: 1620



Gender 2020-21

Total Faculty: 2354



Ethnicity 2012-2013:

- American Indian/ Alaskan Native: 4 - <1%
- Asian: 249 - 15%
- Black/African American: 39 - 2%
- Chicano/Mexican American: 1 - <1%
- Hispanic/Latino: 33 - 2%
- Native Hawaiian/Other Pac Island: 1 - <1%
- White: 1241 - 77%
- Not Specified: 52 - 3%

Ethnicity 2020-2021:

- American Indian/Alaska Native: 11 - <1%
- Asian: 367 - 16%
- Black/African American: 55 - 2%
- Chicano/Mexican American: 1 - <0.1%
- Hispanic/Latino: 50 - 2%
- Native Hawaiian/Other Pac Islander: 2 - <1%
- White: 1728 - 73%
- Not Specified: 140 - 6%

Equity Vital Signs: Pulse on Gender

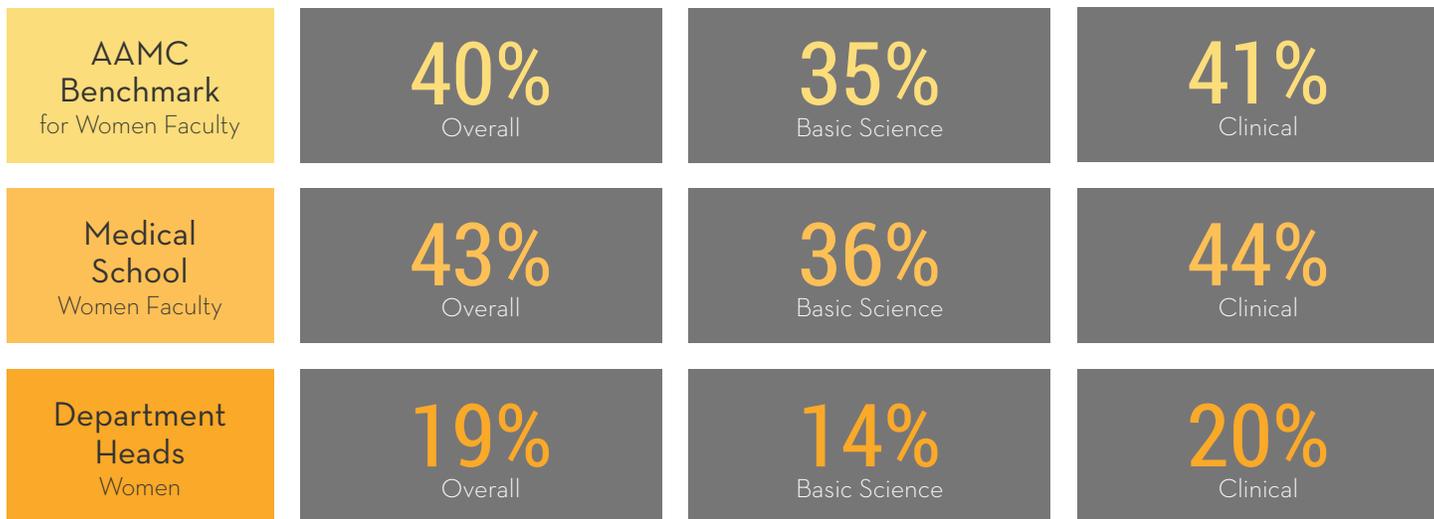
2021 Annual Report

This new annual report, presenting data from 2020, was developed by the Center for Women in Medicine and Science (CWIMS) to help us track our progress as a medical school in our efforts towards gender equity.

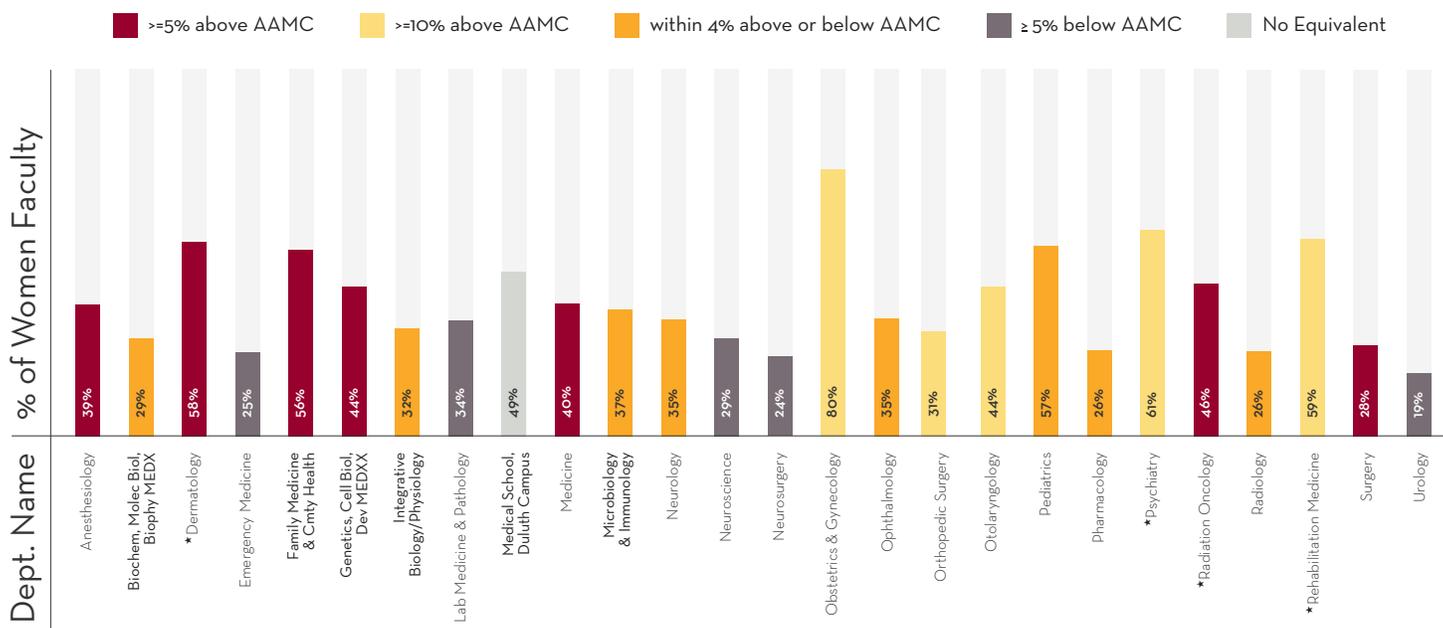


Female Faculty Representation

AAMC was chosen as a benchmark against which our faculty representation could be compared to the current national average. The national average is not always evidence of “good health” nor the ideal we strive towards.



Representation of Women Faculty by Department



This data is intended to build transparency into data reporting. We recognize it is limited in looking at faculty only and by utilizing gender as a binary variable that is not representative of gender expression or the complete gender experience. We aim to have more gender inclusive data in the future.

* Female faculty department chairs

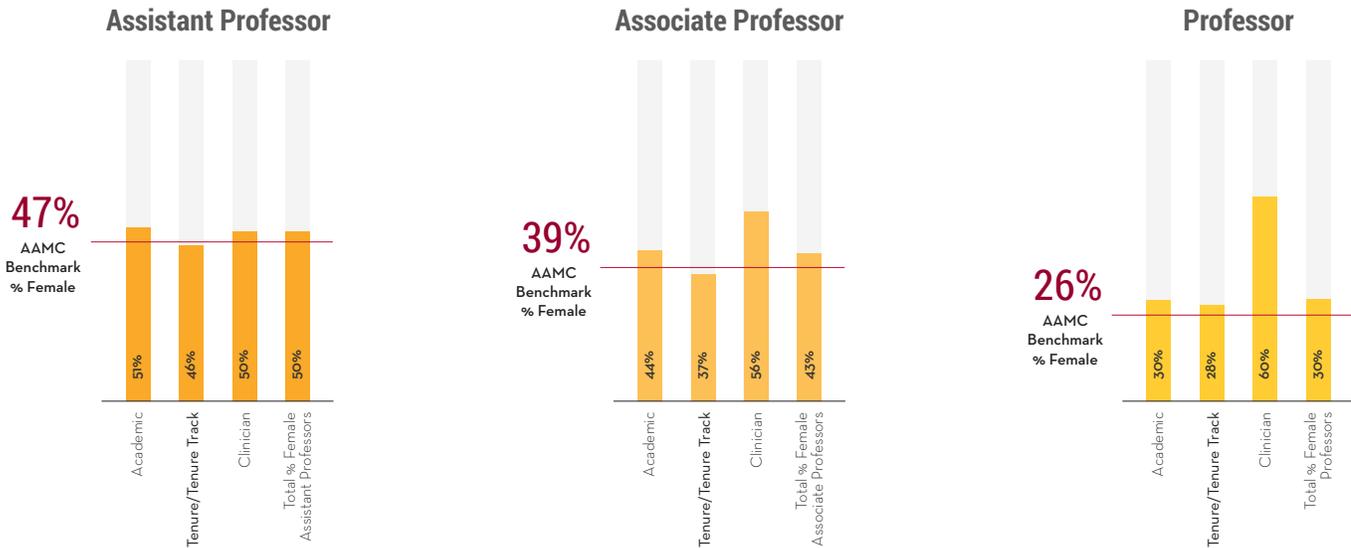
*AAMC Data based on 2019 Faculty Roster data including "Assistant, Associate and Professor" not including "instructor" & "other"

**Medical School data sources from 10.29.2020 data warehouse and Office of Faculty Affairs data

Rank & Track of Women Faculty

There is gender equity at the Assistant Professor level in both the clinical and basic sciences but declines in equity are observed starting even at the transition to Associate Professor, where the Medical School is lagging behind AAMC.

AAMC Benchmark Percent Women and Medical School Percent Women



Percent Women Faculty on the Academic Track by Rank/Focus Area

Clinical Scholar

Assistant	51%
Associate	45%
Professor	26%

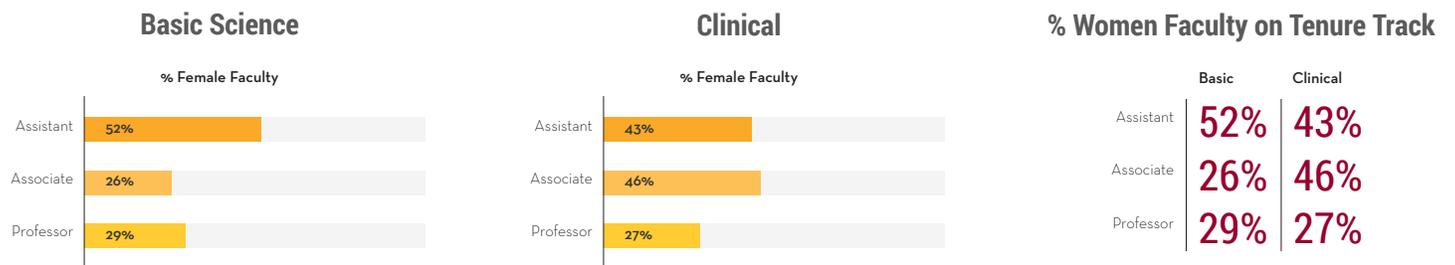
Research

Assistant	47%
Associate	29%
Professor	36%

Education

Assistant	59%
Associate	63%
Professor	33%

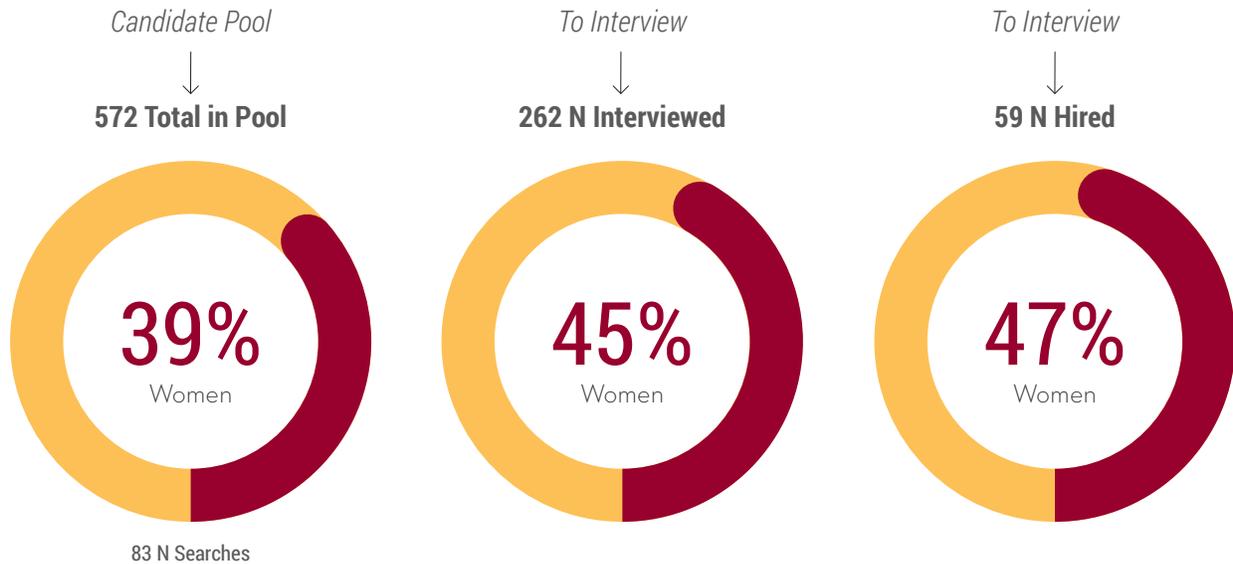
Women Faculty as a Percent of Total Faculty on the Tenure Track



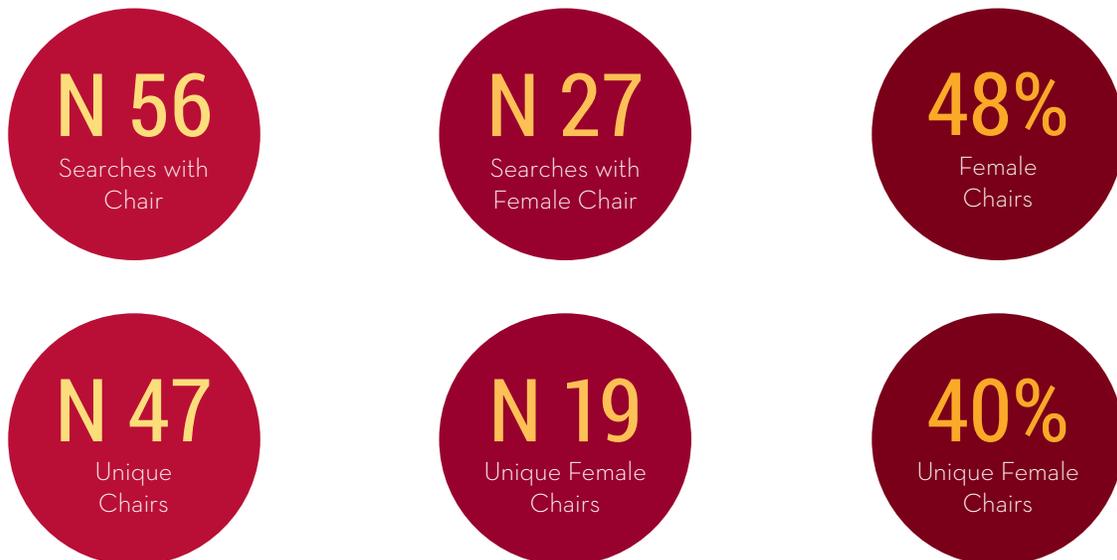
Faculty Recruitment by Gender

For faculty searches in fiscal year 2020, nearly half of hires were female from a pool that included 40% female applicants. Nearly half of search committee chairs were female.

Gender Representation



Gender and the Search Committee



Unique chair is defined as a person who has not chaired another committee.

Excellence Award in Gender Equity in Medicine & Science (GEMS)

Award Goals:

Recognize department-level efforts to advance gender equity based on critical metrics identified annually.

- Representation: Benchmarked to field/department-specific AAMC data
- Engagement with CWIMS: Participation in events, programs and initiatives

2020 Basic Science Department GEMS Award



Microbiology & Immunology

Department Chair, Ashley T. Haase, MD

CWIMS Department Representatives: Kirsten Nielsen, PhD; Vaiva Vezys, PhD



One of the aspects that first attracted me (Kirsten Nielsen) to the department and that remains a strength of our program is the inclusion of family within the department. Many of our faculty have families, and we strive to create an inclusive environment where faculty can feel comfortable balancing work and family responsibilities.

- Kirsten Nielsen, PhD

2020 Clinical Department GEMS Award



Department of Rehabilitation Medicine

Department Chair, Leslie Morse, DO

CWIMS Department Representative: Dawn Lowe, PhD



We believe that creating an active, vibrant, welcoming community is essential to maintaining a culture of gender equity. We've found it productive to charge division directors and department leaders with identifying opportunities locally and nationally that support and advance career development for all faculty, but with a focus on unique resources and opportunities for women. Effectively communicating these opportunities is critical in an environment of information overload.

- Leslie Morse, DO