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MESSAGE FROM ASSOCIATE DEAN TERMUHLEN

Dear colleagues,

Welcome to the fifth annual Academic Year report from the Office of Faculty Affairs (OFA). 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 2021-2022. Academic years 2019-2020 and 2020-2021 were truly tests of who we are as faculty members and human beings and the challenges continue.

During Academic Year 2021-2022, OFA continued to build out faculty development in all areas of faculty life collaborating with many experts at the University, especially the Center for Educational Innovation, to bring content to medical school faculty. Faculty development continued primarily in virtual small group learning sessions. The virtual platform and ability to record sessions allows faculty flexibility in access and participation. OFA launched the second cohort in the longitudinal early-career leadership development course, Foundations in Leadership Excellence, with now 52 faculty participants who are 2-4 years into their careers. We enrolled the second cohort in an early career peer mentoring program, Pathways to Early Career Success, in parallel to the third cohort in the Center for Women in Medicine and Science (CWIMS). The Proposal Preparation Program (P3), led by Professor Matt Kushner, one of our most successful faculty development programs here, continues to go strong! I encourage all of you who have your specific aims drafted to apply and reap the benefits of the review, mentorship, peer review and mock study section! (See P3 results published in Academic Medicine by Anne Marie Weber-Main, PhD (first author), published January of 2022.

The wellbeing of faculty continues to be a priority. The Academic Year 2021-2022 saw a record number of faculty members promoted. Congratulations to all of you and those that support your achievements both at work and at home. It is no small feat!

Faculty departures felt much more acute this academic year. The good news is that “only” 4.7% of faculty members left (range since 2018 is 4.2% to 7.8% [AY 2019-2020]). The bad news is that we saw a higher proportion of mid- and later-career faculty who identify as women leaving. We know that many faculty members are struggling with significant stressors across all mission areas. OFA added a toolkit for faculty retention and exit interviews, including resources for stay interviews, to our best practices for recruiting, search processes and interviewing.

OFA collaborated with faculty affairs offices across the country, bringing ideas from other centers and sharing those developed here. This year OFA presented four peer-reviewed oral sessions at the Association of American Medical Colleges (AAMC) Group on Faculty Affairs annual meeting. Topics were faculty development in disruptive times, COVID fatigue response, the academic network benefits of the Foundations of Leadership Excellence program and integrating community building practices into academic medicine. We continue to strive to do our best to support medical school faculty, leaders, and our University partners.

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

OFA is here to serve you. Please provide any feedback or input to OFA to help us improve along the way.

Associate Dean Amanda Termuhlen
**Without Salary Faculty**

**Rank (Without Salary Faculty):**

*Due to rounding, some totals may not correspond with the sum of the separate figures.

**Gender**

(self reported)

**Paid Faculty:**
- 1469, 41.3%
- Without University Salary: 922, 25.9%
- Adjunct: 1420, 32.8%

**Without Salary Faculty:**
- Professor 17%
- Associate Professor 12%
- Assistant Professor 70%
- Clinician 9%
- Tenure-Track (Tenured) 62%

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>

*Due to rounding, some totals may not correspond with the sum of the separate figures.*
PAID FACULTY: 
FACULTY GENDER BY RANK AND TRACK

*Due to rounding, some totals may not correspond with the sum of the separate figures.
*The number of without salary faculty with non-specified gender was very small, and is not represented graphically.

WITHOUT SALARY FACULTY: 
FACULTY GENDER BY RANK AND TRACK (WITHOUT SALARY):

*Due to rounding, some totals may not correspond with the sum of the separate figures.
*The number of without salary faculty with non-specified gender was very small, and is not represented graphically.
**ETHNICITY (PAID AND WITHOUT SALARY FACULTY)*:**

*Due to rounding, some totals may not correspond with the sum of the separate figures.

**American Indian/Alaska Native includes those who identify as Native Hawaiian/Other Pac Island

**FACULTY BY DEPARTMENT TYPE**

DEPARTMENT TYPE (PAID AND WITHOUT SALARY FACULTY):

**BASIC AND CLINICAL FACULTY BY GENDER**

**DEPARTMENT HEADS GENDER**

22% Women

78% Men
FACULTY GENDER BY DEPARTMENT (PAID):

Men  Women

Department of Obstetrics, Gynecology and Women's Health
Department of Psychiatry
Department of Rehabilitation Medicine
Department of Dermatology
Department of Pediatrics
Department of Family Medicine and Community Health
Department of Family Medicine and Biobehavioral Health
Department of Biomedical Sciences
Department of Radiation Oncology
Department of Anesthesiology
Department of Otolaryngology
Department of Medicine
Department of Genetics, Cell Biology and Development
Department of Ophthalmology
Department of Microbiology and Immunology
Department of Neurology
Department of Lab Medicine and Pathology
Department of Integrative Biology and Physiology
Department of Neuroscience
Department of Pharmacology
Department of Orthopedic Surgery
Department of Biochemistry, Molecular Biology and Biophysics
Department of Emergency Medicine
Department of Surgery
Department of Radiology
Department of Neurosurgery
Department of Urology
ADJUNCT FACULTY

Adjunct faculty are essential to the mission of the Medical School. The majority of adjunct faculty members in the Medical School are physician-educators based in the community, located within a private practice setting. The main focus of adjunct faculty members is teaching and evaluation of medical students and/or residents and fellows occurring primarily in the context of patient-related activities. Adjunct faculty members can also be involved in research or education roles in their departments.

Medical School faculty included 1169 adjunct faculty members in the last academic year.

COMMUNITY INSTRUCTORS (NEW THIS YEAR)

The University of Minnesota Medical School (UMMS) ensures that every supervisor who contributes to the assessment of medical students’ educational experiences has a faculty appointment; this policy specifically applies to community instructor faculty who supervise and contribute to assessments of medical students and, who do not hold adjunct or university paid or unpaid faculty appointments.

1430 Community Instructors joined the Medical School in the last academic year.

FACULTY AT AFFILIATE SITES

<table>
<thead>
<tr>
<th>Site</th>
<th>Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hennepin Healthcare</td>
<td>125</td>
<td>50</td>
</tr>
<tr>
<td>Minneapolis VA</td>
<td>124</td>
<td>62</td>
</tr>
<tr>
<td>HealthPartners Regions</td>
<td>19</td>
<td>166</td>
</tr>
</tbody>
</table>

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.

Meghan Walsh, MD, MPH, Hennepin Healthcare

Kristin Nichol, MD, MPH, MBA, Minneapolis VA Health Care System

Kelly Frisch, MD, HealthPartners Regions
Advanced rank hires are faculty members at associate or full professor rank (any track). There were a total of 10 faculty in the Medical School who were advanced rank hires in the academic year 2021-22.

<table>
<thead>
<tr>
<th>TRACK</th>
<th>CANDIDATES</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC TRACK + CLINICIAN TRACK</td>
<td>5</td>
<td>Men 60%</td>
</tr>
<tr>
<td>TENURE-TRACK (PROBATIONARY &amp; TENURED)</td>
<td>5</td>
<td>Men 80%</td>
</tr>
</tbody>
</table>

**RANK**

<table>
<thead>
<tr>
<th>RANK</th>
<th>CANDIDATES</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSOR</td>
<td>2</td>
<td>Men 100%</td>
</tr>
<tr>
<td>ASSOCIATE PROFESSOR</td>
<td>8</td>
<td>Men 63%</td>
</tr>
</tbody>
</table>

**DATA AT-A-GLANCE**

- 238 New Faculty
- 10 New Advanced Rank Faculty
- 70 Faculty Departures
- 121 Total Formal Searches

**NEW FACULTY MEMBERS IN THE MEDICAL SCHOOL**

Two-hundred and thirty-eight faculty members joined the Medical School during AY 2021-22. One-hundred and fifty-four were paid appointments and eighty-four were without salary appointments.

**RECRUITMENT AND HIRING**

- Number of Offer Letters Issued: 154
- 49% Men
- 47% Women
- 4% Not Specified
- 103* Number of Accepted Offers (All Ranks)
- 2* Number of Declined Offers (All Ranks)

**ACCEPTED OFFERS BY ETHNICITY**

*American Indian/Alaska Native includes those who identify as Native Hawaiian/Other Pac Island

Hiring during the academic year was lower than years past due to financial stringency measures and a hiring freeze within the University.
70 paid faculty members departed the Medical School during AY 2021-22. 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 of paid faculty.

**PERCENTAGE OF PAID FACULTY DEPARTURES**

**DEPARTURE BY RANK**

**DEPARTURE % BY GENDER**

*Due to rounding, some totals may not correspond with the sum of the separate figures.

**DEPARTURE BY TRACK***

*Due to rounding, some totals may not correspond with the sum of the separate figures.

**DEPARTURE % BY ETHNICITY***

*Due to rounding, some totals may not correspond with the sum of the separate figures.
FACULTY APPOINTMENT SEARCH COMMITTEES
Note: This data spans 7/1/2021-6/30/22 for tenure-track, tenured, academic track, and clinician track faculty.

DEFINITION OF A SEARCH
Search committees are vital to the recruitment of exceptional, diverse and inclusive faculty. The Medical School strives to recruit candidates from a broad and robust candidate pool, in order to strengthen our commitment to equity, diversity and inclusion. The majority of our faculty appointments are conducted with a search committee. There are some appointments that do not require a search committee (within some academic or clinician track appointments).

TENURE-TRACK AND TENURED SEARCHES
29 of the 121 searches 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
77 of the 121 searches with a search committee were for Academic Track appointments. Of these Academic Track appointments, 76% had a search committee.

CLINICIAN TRACK SEARCHES
15 of the 121 searches with a search committee were for Clinician Track appointments. Of these Clinician Track appointments, 63% had a search committee.

SEARCHES WITH ONE CANDIDATE
30% percent of searches had only one applicant: 36 of 121
54% percent of searches had only one interviewee: 41 of 121

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 University and Medical School offices of diversity, equity and inclusion and human resources.

FACULTY LIFECYCLE

RETAINING A DIVERSE FACULTY: TOOLKIT FOR PROSPECTIVE AND ACUTE RETENTION EFFORTS (NEW THIS YEAR)
This toolkit is designed for department, division, and administrative leaders within the Medical School. There are many factors that affect retention. This toolkit aims to empower leaders to implement retention strategies early in a faculty member’s career lifecycle. The toolkit is broken into three sections:

• Promoting retention through faculty engagement and advancement;
• Specific retention tools for faculty members signaling intended or potential departure;
• Enhancing retention through systems changes improves culture/climate.

PROMOTING A DIVERSE FACULTY: SEARCH PROCESS TOOLKIT
The Search Process Toolkit is provided to assist departments with best practices for hiring a diverse and inclusive faculty within the University of Minnesota Medical School (Twin Cities and Duluth campuses). You can also find a search process summary to provide to search committee members.
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.

FACULTY EXIT INTERVIEWS TOOLKIT

The purposes 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 108 FACULTY MEMBERS PROMOTED IN THE ACADEMIC YEAR 2021-22!

RANK BREAKDOWN AFTER PROMOTION

<table>
<thead>
<tr>
<th>Rank Description</th>
<th>2021-2022 Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>65</td>
</tr>
<tr>
<td>Professor</td>
<td>18</td>
</tr>
<tr>
<td>Associate Professor W/ Tenure</td>
<td>13</td>
</tr>
<tr>
<td>Professor W/ Tenure</td>
<td>12</td>
</tr>
</tbody>
</table>

CANDIDATE TRACK BREAKDOWN

<table>
<thead>
<tr>
<th>Track Description</th>
<th>2021-2022 Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>64</td>
</tr>
<tr>
<td>Clinician</td>
<td>19</td>
</tr>
<tr>
<td>Tenure-Track (Probationary)</td>
<td>13</td>
</tr>
<tr>
<td>Tenure-Track (Tenured)</td>
<td>12</td>
</tr>
</tbody>
</table>

Academic Track Focus Areas:

- Research Focus: 17%
- Clinical Scholarship Focus: 17%
- Education Focus: 66%

Proposed Rank To:

- Associate Professor: 89
- Associate Professor W/ Tenure: 13
- Professor: 30

Number of #
ASSOCIATE DEAN FOR FACULTY AFFAIRS FACULTY CONSULTS

Associate Dean Termuhlen met with 87 individuals, consulting with faculty on issues of CV reviews, narrative statement reviews, and promotional trajectory.

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.

5 Training Sessions Offered

50 Faculty attended

32 Staff attended

PROMOTION AND TENURE RECEPTION

To honor those faculty who are promoted, a reception is usually held at the end of each promotion season. Due to the pandemic many in-person events were put on hold. In June 2022, OFA was able to hold a reception to recognize all current and previous pandemic Medical School promotions from 2019-2022.
FACULTY DEVELOPMENT

COMPETENCIES AND MINDSETS
Medical school faculty need to identify work values and assess work experience to create a vision of professional success. Whether or not they already have an idea of their professional goals, faculty development opportunities provide the foundation for an effective professional development plan. The OFA approach to making sure faculty achieve that success is by being aware of professional development opportunities within OFA, at the medical school, within the university as a whole, and nationally, that meet the faculty development competencies within OFA.

The faculty development competencies were established by a review of peer institutions, and a review of literature on best practices identified for faculty development within the faculty lifecycle. A benchmark for faculty development needs within the Medical School was established in 2019, and we have identified the following mindsets (based on growth mindsets) as sets of skills to be developed throughout a faculty member’s career.

The competencies generally move from I (early career) to III (late career) although this is not always the case. The competencies are formative and to be used for self-reflection and improvement and are not to be evaluative in nature.

FACULTY DEVELOPMENT PROGRAMS WITHIN EACH COMPETENCY

LEARNING SESSIONS
Due to the continuing pandemic, faculty development sessions held virtually remained commonplace. Most sessions are recorded and available on the OFA website for later viewing.

SESSIONS TOPICS INCLUDED
- Equity in Research Seminar: Community Engagement to Facilitate Equity in Research
- Facilitating Hybrid Meetings: Basics
- Facilitating Hybrid Meetings: Beyond Basics
- How to Make an Effective Ask: Negotiation Basics
- Strategic Career Planning
- Ten Tips for Interviewers! Making the Most of Your Interview
- Tips for Early Academic Career Success
- Writing effective letters of recommendation...for yourself and others!

COMMENTS FROM PARTICIPANTS:

"THANK YOU VERY MUCH FOR THESE SESSIONS!"

"THE INFORMATION WAS PHENOMENAL. WHEN READING OR WRITING LETTERS, I HAVE THE SENSE OF SUCH TOPICS AND ISSUES THAT WERE COVERED, BUT HEARING THEM DIRECTLY AND EXPLICITLY IS SO HELPFUL!"

"GREAT PRESENTATION AND DISCUSSION, THANK YOU!! I PARTICULARLY APPRECIATE IT WHEN YOU SHARE YOUR PERSONAL EXPERIENCES."

"THIS TRAINING SESSION HAS EXCEPTIONALLY GOOD BACK-AND-FORTH BETWEEN FACILITATORS AND PARTICIPANTS, AND PARTICIPANTS WITH EACH OTHER"
EXECUTIVE LEADERSHIP IN ACADEMIC MEDICINE (ELAM)

The Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) program 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 health care environment, with special attention to the unique challenges facing women in leadership positions.

EXECUTIVE LEADERSHIP IN HEALTHCARE (ELH)

The Executive Leadership in Healthcare (ELH) program is a year-long, part-time fellowship intended for women in mid-career to senior-level leadership positions in U.S. and Canadian health systems that will enable women leaders to bring their full potential to health care organizations. The fellowship is based on the Executive Leadership in Academic Medicine (ELAM) program model at Drexel University College of Medicine.

This year, 27 fellows were selected to join the ELH program, including one University of Minnesota Medical School faculty member, Holly Boyer, MD.

Dr. Holly Boyer is an associate professor in the Department of Otolaryngology at the University of Minnesota, serves as Executive Medical Director for M Physicians, and Vice President of the Customer Solutions Center for M Health Fairview. Dr. Boyer’s clinical and research interests are centered on the care of patients with nasal and sinus disorders. Her current research project is a clinical trial investigating a novel treatment for patients with severe hereditary nosebleeds. Additional clinical and research interests include evaluation and treatment of facial pain and chronic sinusitis. Dr. Boyer treats patients with complex sinus disease related to cystic fibrosis, immune deficiency, and ciliary dysfunction. She also participates in the multidisciplinary care of patients undergoing endoscopic skull base surgery. Besides her clinical and research efforts, Dr. Boyer is active in medical student and resident education at the University of Minnesota.

MID-CAREER FACULTY IN ACADEMIC MEDICINE (MCFAM)

The mid-career faculty in academic medicine (MCFAM) program is a new faculty interest group with quarterly faculty development activities including mentoring, networking, and workshops and seminars.

Mid-career faculty often experience increased work demands, pressure to provide support to early faculty, and are relied on to provide service to the Medical School. Mid-career faculty have reported more stress and reduced job satisfaction. Among mid-career faculty, individuals who identify as women and underrepresented faculty experience more challenges in academic medicine.

Retention and promotion is critical to the success of the Medical School and this program is aimed at supporting faculty in their career development, building a community of support, and improving our overall retention of mid-career faculty.

OBJECTIVES

• Build and maintain effective personal and professional relationships
• Expand knowledge and leadership skills
• Develop and assess professional development goals for future career roles
• Identify strategies and tools for promotion opportunities
• Expand your peer support network

FACILITATORS

ANNE BLAES, MD,
Associate Professor, Department of Medicine

HEATHER THOMPSON BUUM, MD,
Associate Professor, Department of Medicine

RAHEL GHEBRE, MD, MPH,
Professor, Department of Obstetrics, Gynecology and Women’s Health

NEW FACULTY ORIENTATION

The Medical School provided three new faculty orientation sessions. These sessions 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 faculty members attended new faculty orientation during the academic year 2021-22. Sixty-one percent of new, paid faculty attended New Faculty Orientation. The OFA’s goal is to orient 100% of paid faculty.

61% New Faculty Attended Orientation.
52% New Faculty in First Academic Appointment
84% Very Satisfied or Satisfied with the Session

COMMENTS FROM NEW FACULTY

“I enjoyed very much the entire program, very well organized, concise and helpful. Thank you!”
“I enjoyed the presentation and think it is effective. Thanks.”
“I am new to academic medicine and still trying to navigate my way. This program actually revealed a lot.”
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

3 sessions offered (Fall, Winter, Summer), 21 participants

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

IMPLICIT BIAS TRAINING

The OFA partnered 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 offered this workshop for faculty and staff quarterly and annually for our promotion and tenure committees. Three medical school-wide sessions were held with 40 participants.

FEEDBACK FROM PARTICIPANTS

“EXCELLENT COURSE. AS WAS DISCUSSED IN THE LECTURE, THERE IS NO QUICK FIX TO ADDRESSING OUR BIASES. WOULD LOVE TO LEARN ABOUT MORE RESOURCES TO EXPLORE THAT WILL ALLOW ME TO CONTINUE TO CHALLENGE MY UNEXAMINED BIASES TO MAKE ME EVEN MORE AWARE OF THE WORK THAT REMAINS! I ENJOYED PARTICIPATING IN THE SMALL GROUP BREAKOUT SESSION AND LEARNING MORE ABOUT THE VARIOUS PERSPECTIVES OF THE PARTICIPANTS IN THIS TRAINING.”
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 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.

This program 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

3 sessions offered, 21 participants

ANNE WEBER-MAIN, PHD, Associate Professor, Department of Medicine

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, an ICF ACTP trained and certified coach offers open hours each week for faculty members desiring short-term coaching designed to tackle specific concerns.

Virtual Coaching Sessions
Dr. Termuhlen conducted 116 short term coaching sessions this academic year.

AMERICAN ASSOCIATION OF MEDICAL COLLEGE (AAMC) LEADERSHIP DEVELOPMENT SEMINARS

The OFA regularly sponsors faculty members who want to attend the AAMC Leadership Development Seminars:

• Minority Faculty Leadership Development Seminar
• Early-Career Women Faculty Leadership Development Seminar
• Mid-Career Minority Faculty Leadership Development Seminar
• Mid-Career Women Faculty Leadership Development Seminar
• Leadership Development Seminar for Women Faculty in Medicine and Science

HIGHLIGHTS

DR. RALUCA GRAY, MD, Assistant Professor, Department of Otolaryngology, was selected to attend the Leadership Development Seminar for Women Faculty in Medicine and Science in Oct. 2021

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.

1 IN PERSON EVENT: WOMEN’S MENTORING LUNCH

Topic: “Feedback is a Gift” - Feedback in the academic environment: what is useful, what is not, how to respond, and how to deliver feedback.

STEERING COMMITTEE

Sara Zimmer, PhD, Department of Biomedical Sciences
Michele Statz, PhD, Department of Family Medicine and Biobehavioral Health

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.
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 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. Distributed in the late summer of 2022, the assessment provided an opportunity to continue to discuss, identify, and address wellbeing needs and was also a chance for faculty, staff, and learners to tell us what they think about the state of wellbeing in our organization and to identify areas of concerns and possible interventions related to wellness within the Medical School. Results will be out in the fall of 2022 and will influence future programming to address burnout and wellbeing within.

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

PANDEMIC RAPID RESPONSE ISSUES FOR THE MEDICAL SCHOOL ENVIRONMENT (PRRIME)
The PRRIME committee (formerly the Special Faculty Advisory Committee (SFAC) on COVID-19 Response) committee of faculty representatives continued their work to strengthen the link between faculty members and the leadership team as the Medical School navigates the enduring pandemic. The committee provides rapid feedback from broad and diverse perspectives on issues arising and continuing during the pandemic. The committee represents the Medical School as a whole: all mission areas, the clinical and basic sciences, the two campuses, and diverse ranks and tracks.

COMMITTEE MEMBERS
Rahel Ghebre, MD, MPH, Professor, Department of Obstetrics, Gynecology and Women’s Health
Kirsten Nielsen, PhD, Professor, Department of Microbiology and Immunology
Kendra Nordgren, PhD, Assistant Professor, Department of Biomedical Sciences
Brian Sick, MD, Professor, Department of Medicine
Subree Subramanian, PhD, Professor, Department of Surgery
**AWARDS**

**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.

**THE AWARDS COMMITTEE CONSIDERED AND REVIEWED NOMINATIONS FOR THE FOLLOWING AWARDS:**

**AWARDS**

- **Vilcek-Gold Award for Humanism in Healthcare**
- **The Canada Gairdner Awards**
- **The Shaw Prize**

**RESEARCHERS AWARD**

- **President's Award for Outstanding Service**
- **Patricia Price Browne Prize**
- **Carol Lange, PhD, Professor, Department of Medicine**
- **Esther Krook-Magnuson, PhD, Associate Professor, Department of Integrative Biology and Physiology**
- **Emilyn Alejandro, PhD, Assistant Professor, Department of Family Medicine and Biobehavioral Health**
- **Ashley Haase, PhD, NAM member, Professor, Microbiology**
- **Germaine Cornelissen-Guillame, PhD, Professor, Integrative Biology and Physiology**
- **Kristin Hogquist, PhD, Professor, Laboratory Medicine and Pathology**
- **Laura Niedernhofer, PhD, Professor, Biochemistry, Molecular Biology, and Biophysics**
- **Marc Jenkins, PhD, NAS member, Professor, Laboratory Medicine and Pathology**
- **Mary Owen, MD, Associate Dean of Native Health, Center of American Indian and Minority Health, Assistant Professor, Department of Family Medicine and Biobehavioral Health**
- **Mary Owen, MD, Associate Dean of Native Health, Center of American Indian and Minority Health, Assistant Professor, Department of Family Medicine and Biobehavioral Health**
- **Tina Powell, MD, NAM member, Professor, Laboratory Medicine and Pathology**
- **Harry Orr, PhD, NAM member, Professor, Laboratory Medicine and Pathology**
- **Catherine McCarty, PhD, MPH, Professor, Family Medicine and Biobehavioral Health**
- **Marc Jenkins, PhD, NAS member, Professor, Laboratory Medicine and Pathology**
- **Kristin Hogquist, PhD, Professor, Laboratory Medicine and Pathology**
- **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**

**AWARDS AND NOMINATION COMMITTEE**

Karen Ash, 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
- 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 Mentoring 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.

Jerica Berge, PhD, MPH, LMFT, CFLE, a tenured Professor and Vice Chair for Research in the Department of Family Medicine & Community Health, is the recipient of the 2022 Carole J. Bland Award for Outstanding Faculty Mentorship Award. Dr. Berge is a researcher, behavioral medicine clinician and educator. She is the director of the Women’s Health Research Center, which houses the Building Interdisciplinary Research Careers in Women’s Health (BIRCHW) K12 NIH grant. In this role, she trains early-career faculty to become experts in women’s health and sex differences research. In addition, she is the director of the Center for Women in Medicine and Science (CWIMS) which focuses on equity broadly with an emphasis on gender equity. This center advances faculty member’s careers as they engage in CWIMS work to advance the practice and science of gender equity in academic medicine. Mentoring is a common thread across all of the positions/roles Dr. Berge holds. Her approach to mentoring is holistic, in that she: (1) mentors across the academic life course, (2) creates mentoring infrastructures to support faculty, with a focus on Black, Indigenous, and People of Color (BIPOC) faculty, and (3) mentors through sponsorship, which is especially impactful for junior faculty.

**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.

**WORKS FACULTY ANNUAL REVIEW (NEW THIS YEAR)**

Works is an online faculty activity reporting system for recording ongoing activities and accomplishments, such as teaching, research, service, awards, and public and international engagement.

The Medical School built the faculty annual review form (formerly the Summary of Annual Faculty Evaluation [SAFE] form) into Works, the University’s online faculty reporting system. The Works system routes the annual review to faculty members, division directors (as applicable), and department heads.

Moving the faculty annual review process into the Works system provided many positive outcomes, including reducing faculty and administrative staff time and effort in documenting, emailing, and collecting individual review forms from faculty members each year.
GOVERNANCE

FACULTY ADVISORY COUNCIL
The Faculty Advisory Council (FAC) is composed of over 40 faculty members from across the 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 ELEVEN REPORTS IN THE 2021-2022 TERM:
- 2022 Recommendations for “What the Medical School Should Look Like Post-COVID” Abridged Version
- How to Maximize Evidence Based and Compassionate Care
- How to Deal with the Next Pandemic from a Research Perspective
- Keeping Women Faculty in Academic Medicine
- Role of the MS-FAC DEI Subcommittee
- Improving Faculty, Student, and Staff Well-Being and Disability Inclusion: Focus on Faculty
- Improving Faculty, Student, and Staff Well-Being and Disability Inclusion: Focus on UME
- Improving Faculty, Student, and Staff Well-Being and Disability Inclusion: Focus on GME
- Disability Inclusion: Credentialing Language Update
- Disability Inclusion: Licensing and Credentialing Language
- Disability Inclusion: Dual Entity Difficulties
- FMLA Protected Leave of Absence & Workplace Accommodations Job Aid

FACULTY ASSEMBLY
The Faculty Assembly is comprised of all members of the faculty from both campuses.

Meeting at least once a year, the Faculty Assembly receives reports and recommendations from the oversight committees established in the Medical School’s Constitution and Bylaws. The slate of faculty nominees for seats on committees and councils is presented.

The 2022 Faculty Assembly included remarks from Executive Vice President and Provost Rachel T.A. Croson, Medical School highlights from the past year presented by Dean Jakub Tolar, and a Faculty Advisory Council (FAC) update presented by FAC Vice Chair Professor Paula Ludewig from the Department of Rehabilitation Medicine.

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

Julie Bodurtha
Administrative Associate

DEFINITIONS

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.

COMMUNITY INSTRUCTOR
A faculty member who supervises and contributes to the assessments of medical students who do not hold adjunct or university paid or unpaid faculty appointments.

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) - 2020-21
Hennepin Healthcare: 275 + 22 Adjuncts
Minneapolis VA Health Care System: 193 + 41 Adjuncts
HealthPartners Regions: 122 + 7 Adjuncts

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 - 2020-21

BY APPOINTMENT TYPE:
Paid Faculty: 1432 40%
Without Salary Faculty: 922 26%
Adjunct Faculty: 1219 34%
Total Faculty: 3573
Gender: Male - 59%  Female- 39%  Not Specified - 2%

RANK AND TRACK (PAID FACULTY)

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|            | CLINICIAN TRACK |       |      |
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|            |                |       |      |
| Assistant Professor | 761 | 53%  | 881 | 61.5% |
| Associate Professor | 298 | 21%  | 108 | 7.5%  |
| Professor   | 373 | 26%  | 111 | 8%    |

|            | TENURE TRACK |       |      |
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|            |              |       |      |
| Assistant Professor | 761 | 53%  | 881 | 61.5% |
| Associate Professor | 298 | 21%  | 108 | 7.5%  |
| Professor   | 373 | 26%  | 111 | 8%    |

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|            |                |       |      |
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| Associate Professor | 298 | 21%  | 108 | 7.5%  |
| Professor   | 373 | 26%  | 111 | 8%    |
PAID AND WITHOUT SALARY FACULTY GENDER AND ETHNICITY DEMOGRAPHICS 2012-2021

UNDER REPRESENTED IN MEDICINE HISTORIC DATA