

## **The Perelman School of Medicine Plan for Faculty Diversity and Inclusion**

### **BACKGROUND**

The Perelman School of Medicine (PSOM) embarked on an ambitious strategic planning process in November 2011 under the leadership of our new Dean, J. Larry Jameson. There are six working groups with over 90 faculty involved in this process. The Shape of Faculty Life work group is charged with identifying strategies of promoting faculty success. It has a number of subgroups but most prominently a Diversity and Inclusion Subcommittee that has been meeting weekly since December 22, 2011. The goal of this group is to develop a PSOM Diversity Plan that will respond to the goals and objectives set forth by the President and Provost in Penn's Action Plan for Diversity and Excellence in general and will also focus specifically on plans for improving diversity and inclusion across Penn Medicine. In addition to meeting with the Dean and the Vice Provost for Faculty, the subcommittee or small groups of subcommittee members have met with John Jackson, Senior Advisor to the Provost for Diversity, FOCUS leadership, PSOM medical student diversity groups, residents, postdoctoral fellows and others. In addition, the Executive Director of Faculty Affairs and Professional Development (FAPD) met with each department Chair to review Penn's Action Plan for Diversity and Excellence, focusing on resources as well as expectations for developing departmental diversity plans. The Diversity and Inclusion Subcommittee provides updates to the Shape of Faculty Life work group on a weekly basis.

### **GENERAL STATEMENT**

Diversity is a defining feature of an eminent medical school. The Perelman School of Medicine at the University of Pennsylvania embraces diversity and inclusion as core values. We are committed to the recruitment, retention, promotion and advancement of faculty reflecting a multitude of ethnicities, races, genders, gender identities, sexual orientations, historical traditions, ages, religions, disabilities, veteran status, and socioeconomic backgrounds. We are dedicated to enriching both depth and breadth of backgrounds, experiences, perspectives, and ideas represented in our institution to strengthen the quality of education, produce innovative research and deliver health care to increasingly diverse local and global communities. By fostering a vibrant and dynamic environment of inclusion, the Perelman School of Medicine will continue to welcome opportunities to address challenges and excel in academic medicine.

### **ASSESSMENT**

#### **Current Data**

The Perelman School of Medicine has four full-time tracks, currently totaling 1,938: Tenure (531), Clinician-Educator (840), Research (163), and Academic Clinician (404). One of the areas of emphasis in the current Penn Medicine strategic planning process is an examination of the structure and composition of the faculty that will support the research, clinical and education missions for the future, taking into consideration the changing landscape in academic medicine.

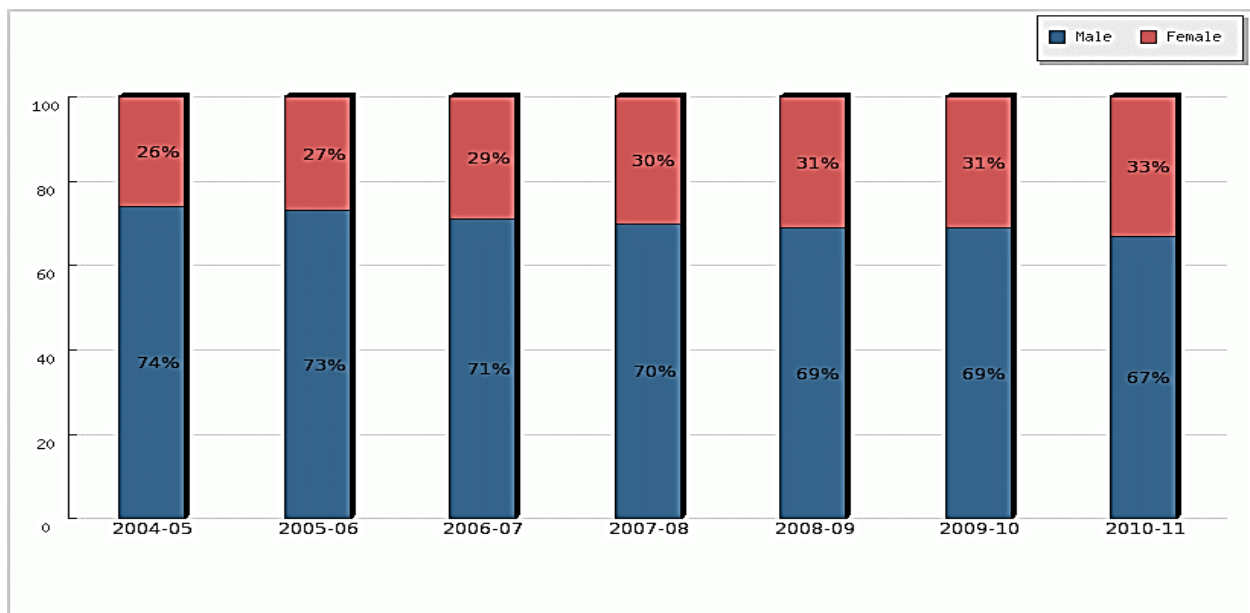
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The overall growth of the faculty has been steady during the last decade, primarily relating to the dramatic expansion of the clinical mission. The rapid growth of the Academic Clinician track from its inception in FY05 to the current total of 404 provides clear evidence of the need for a high-performing clinical team to maintain our position as an outstanding academic medical center. It is anticipated that any growth in the tenure track will focus on high impact hires in strategic areas. The Clinician-Educator track might have slightly more growth than that tenure track but the focus of the future will be on meeting our ever expanding clinical needs.

Although we have made progress with regard to the recruitment of women and minorities, we have room to improve.

### PSOM Full Time Faculty Gender History

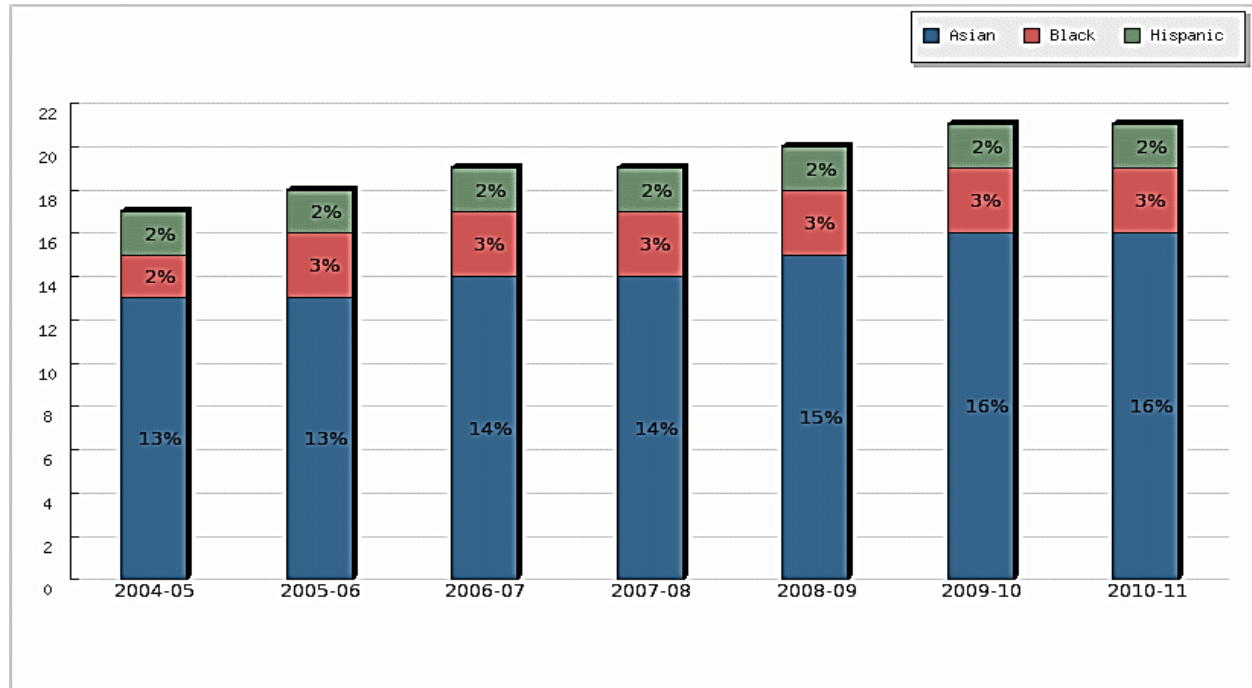
2004- 2011



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### PSOM Full Time Faculty Minority History

2004 - 2011



PSOM is committed to aggressive advancement of our diversity and inclusion goals through the development of new initiatives and the enhancement of current programs. We will implement more rigorous searches and expanded outreach with the active engagement of Diversity Search Advisors and we will also focus on the recruitment and advancement of high-performing women and minority scholars in the Robert Wood Johnson and similar programs.

### New Initiatives

#### *Vice Dean of Diversity and Inclusion (title to be finalized)*

The PSOM leadership has reviewed the current administrative structure supporting diversity and inclusion initiatives and has concluded that a national search needs to be conducted for a Vice Dean's level appointment for Diversity and Inclusion. The Vice Dean will report directly to the Dean and will coordinate and promote institutional diversity and inclusion programs and initiatives while overseeing the functions of the office of diversity and inclusion. The Vice Dean will have a close working relationship with the Office of Faculty Affairs and Professional Development in overseeing the faculty search process. The Vice Dean will work with department leadership and Diversity Search Advisors to ensure that compliant searches are conducted in order to identify a diverse pool of candidates for each faculty position. The Vice Dean will be responsible for chairing a School-wide Forum on Ethnic and Gender Diversity and for supporting programs that address crucial pipeline issues as well as sponsoring awards and other mechanisms of recognition that reinforce behaviors and practices that are supportive of diversity

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and inclusion. The Vice Dean will identify resources and opportunities and disseminate information regarding programs that increase diversity throughout PSOM. The Vice Dean, in collaboration with other members of PSOM leadership, will develop strategic plans for improving diversity and inclusion and processes for evaluation. The Vice Dean will establish a collaborative relationship with the Vice Provost and other faculty and administrative leaders throughout the University regarding initiatives, policies and processes relating to diversity and inclusion.

### ***Vice Chair for Faculty Affairs/Faculty Development***

The position of Vice Chair for Faculty Affairs/Faculty Development has been implemented in a number of PSOM departments. This position is particularly effective in larger departments. The Vice Chair reports directly to the department Chair and serves as a resource to the chair and department faculty on issues relating to recruitment, mentoring, development, and retention. The Vice Chair works closely with the Office of Faculty Affairs and Professional Development (FAPD) on many issues which may include oversight of faculty mentoring and faculty development as well as review of policy and procedural issues. It is anticipated that the VC/FAPD will also work closely with the Vice Dean for diversity and inclusion. We estimate that 25% of this role will be focused on diversity and inclusion issues.

The subcommittee on diversity and inclusion recommends that PSOM department chairs consider implementing this position, particularly in large departments where the size of the faculty limits the opportunity of a busy chair to meet with his/her faculty on a regular basis. In addition to promoting and facilitating the chair's overall vision for the department including PSOM's commitment to diversity and inclusion, specific responsibilities of the Vice Chair for Faculty Affairs/Faculty Development may include the following:

- Assist the department Chair and collaborate with FAPD to ensure that recruitment, reappointment, promotion and retention of faculty meet the standards and follow the procedures required by the PSOM and the University of Pennsylvania;
- Serve on the departmental Committee on Appointments and Promotions to provide committee members with up-to-date and accurate information on policies, procedures and standards relating to faculty actions;
- Oversee the departmental faculty mentoring program and provide individual mentoring to faculty as requested or needed; suggest professional development programs as appropriate;
- Work with the department Chair to resolve faculty issues relative to professional development;
- Serve as a Diversity Search Advisor.

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### ***Awards and Recognitions***

In addition to the Penn Medicine Awards of Excellence, the FOCUS Award for the Advancement of Women in Medicine and other institutional and departmental awards that recognize outstanding achievements, PSOM is evaluating recommendations for awards for faculty and staff for outstanding contributions to and achievements in diversity. Also, in addition to the Arthur K. Asbury Outstanding Faculty Mentor Award, PSOM is evaluating awards that acknowledge lifetime achievement in mentoring as well as outstanding mentoring contributions by an early career faculty member.

### **University Based Networking and Faculty Development Programs**

The PSOM would strongly support the creation of a university wide forum for diversity and inclusion with representation from each school that focuses on sharing best practices to promote diversity and inclusion. In addition, the University should sponsor and support the development of minority faculty development programs across schools. Each school has an area of expertise that could contribute to cross cutting faculty development programs and networking events. These could include the expansion of the successful and popular PSOM Career Narrative series that highlights successful faculty careers.

### **Enhancement of Current Programs and Initiatives**

#### ***1. Faculty Data Systems***

The Faculty Database (FADS), a robust faculty database developed and maintained in-house, stores data on faculty actions and other information including appointments, reappointments, promotions, sabbaticals, retirements, terminations, ethnicity, and gender and provides extensive reporting capabilities.

We are currently developing the next phase of the Faculty Expertise Database System (FEDS). FEDS was designed to maintain faculty CV's. Once the data is entered, many different types of reports can be generated including a John Doe format required by PSOM for appointments, reappointments, and promotions, alternative formats for other professional purposes, populating public faculty profiles in departments and centers across Penn Medicine, identifying potential mentors and fostering collaborative, cross-disciplinary research. We are planning to develop additional enhancements to help minority faculty identify mentors and collaborators.

An important enhancement is the creation of reporting tools for department chairs. Currently, two departments are collaborating with FAPD and PSOM IS on a project to use FEDS to populate reports for annual career develop/performance appraisal processes. FEDS is also being used as the foundation for the VIVO project that is under development by the staff of the University's library system to be implemented across the University.

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### 2. *Supporting and promoting the faculty search process*

Currently, we have assembled online search tools, a search committee manual and didactic presentations to facilitate the faculty search process.

- Online search tools

All open faculty positions must be advertised online on the FAPD website <[www.med.upenn.edu/apps/faculty\\_ad/](http://www.med.upenn.edu/apps/faculty_ad/)>. National searches require additional venues. The Faculty Ad Generator has been developed and implemented as an online tool for department administrators to compose ads that are compliant with AA/EEO policies and for faculty Affirmative Action (AA) Officers and FAPD to review, edit and approve ads before posting. When an ad has been approved, the Faculty Ad Generator sends an automatic email message with links to the Search Committee Resource Manual to the chair and members of the search committee and designated departmental administrators.

- Search Committee Resource Manual

<[www.med.upenn.edu/fapd/SearchCommitteeResources.shtml](http://www.med.upenn.edu/fapd/SearchCommitteeResources.shtml)> is designed to assist department chairs, search committee chairs and members, and administrative staff in the faculty search process.

- Didactic presentations

FAPD staff and faculty AA Officers have made presentations on conducting an effective and compliant search to search committee chairs and members, to individual faculty and departmental faculty groups, and to administrative staff.

In addition, we are planning the following:

- Implementation of a Diversity Search Advisor Program

The implementation of *Diversity Search Advisors* will provide a major enhancement to the search process beginning at the earliest stages of the search. Diversity Search Advisors who are knowledgeable regarding the policies, procedures and strategies of broad, effective and compliant searches will be actively engaged throughout the process. They will work with each search committee to assure that every qualified candidate is given equal effort and consideration.

PSOM faculty leadership, current faculty AA officers, and FAPD administrators are developing a plan for selecting and supporting Diversity Search Advisors. The size and recruitment history of each department will be considered in evaluating the projected number of advisors. Several advisors will be required for the larger department and it is likely that assignments will be made by PSOM administration for searches in the smaller department. Diversity Search Advisors will be trained to accept general assignments in departments other than their home departments.

Faculty who have expressed a strong interest in diversity and inclusion will be selected for this important role. Diversity Search Advisors will be expected to work with departments on such areas as the design of the position, evaluation of pool data, developing strategies for broad outreach, ensuring that search committee members have

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training on unconscious bias, developing interview questions, and selecting candidates. Diversity Search Advisors will work closely with the Vice Dean for Diversity and Inclusion and with FAPD. Regular meetings will be scheduled to provide ongoing training and also to provide a forum for soliciting advice and guidance from colleagues. An orientation program for Diversity Search Advisors will also be provided by the Vice Provost for Faculty.

The PSOM Diversity Search Advisor training program will be developed as a collaborative effort between FAPD and the Vice Dean for Diversity and Inclusion and will include:

- A review of the University of Pennsylvania and PSOM policies and processes on compliant searches
  - Unconscious bias training
  - Review of pool data from AAMC and other sources
  - Review of strategies for advertising and broad outreach

To provide support to Diversity Search Advisors and faculty in general, the following actions are planned:

- Development of a guide for conducting effective and fair interviews
- Development of tips for building a diverse pool of candidates
- Development of a standard process for providing information to current and potential search committee members on unconscious bias
- Update of Best Practices for Faculty Recruitment and Orientation
- Update of overview session for faculty search committee members
- Update of sessions on “Leading and Serving on Faculty Search Committees”
- Development of sessions on faculty search committees for faculty coordinators and other staff
- Development of a search committee resource guide on FAPD website which will be expanded to online training module
- Increase the access to and effectiveness of technology for the interview process.
- Development of strategies for improving the faculty pipeline, focusing on PSOM medical students, residents and fellows as well as graduate students and postdoctoral fellows.

### ***3. Enhancing the faculty pipeline***

Encouraging students and trainees from diverse backgrounds to pursue careers in academic medicine at Penn is a critical investment in future diversity. PSOM has been highly successful with recruiting a diverse predoctoral student body. By comparison, fewer candidates from underrepresented groups are currently being recruited for residency and fellowship training at PSOM, including from the pool of graduating Penn medical and doctoral students. Meanwhile, candidates who have been actively recruited sometimes choose to seek further training elsewhere after medical school.

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Recruitment at this early stage has become an area of increased focus, and trainees at all levels are being engaged actively in dialog through individual interviews, focus groups, and surveys to address how to bolster this component of PSOM's faculty pipeline. In partnership with the University, we anticipate developing additional initiatives that will create a pathway for outstanding underrepresented trainees to stay at Penn. Initiatives under consideration for development and implementation include but will not be limited to:

- **Mentorship:** PSOM will develop additional opportunities for faculty to provide career guidance, facilitate networking and funding opportunities, and serve as academic role models for underrepresented trainees. Currently, there are a number of networking events, such as the Penn Med Minority Community Networking Event and the annual Valuing Diversity in Academic Medicine Networking Reception. An idea currently being explored is the creation of a faculty and trainee database that allows students to search for underrepresented faculty by clinical specialty or research interest. Such a database will enhance the ability of underrepresented students to seek out underrepresented faculty mentors with similar interests (and vice versa).
- **Career Pathway Education:** PSOM will increase awareness among underrepresented trainees regarding career paths in academic medicine, through lectures, seminars, and workshops devoted to career development. One example is the Academic Medicine Careers Seminar Series, a collaboration with PSOM faculty and the Office for Diversity and Community Outreach in Undergraduate Medical Education. Underrepresented faculty members on various academic career paths are invited to share their perspective on achieving career success. A recently circulated feedback form indicates that students are very pleased with the series, recommend it to other students, and feel that it provides them with information about academic careers that they would have a difficult time acquiring elsewhere.
- **Visiting Scholars:** PSOM will partner with the University to increase the number of underrepresented medical and undergraduate students who consider Penn for residency, doctoral and postdoctoral training by supporting these students from outside institutions to participate in clinical rotations at PSOM-affiliated teaching hospitals and/or to participate in short-term research projects with investigators at Penn. The Department of Medicine supports the Edward Cooper Visiting Student Scholarships program. This program solicits applications from URM students across the country to come to visit the department for a month and engage in a clinical rotation. Students receive a housing stipend to facilitate their stay. This program could be expanded in other departments. A similar program exists at Harvard and could be explored at Penn: [http://www.mfdp.med.harvard.edu/med\\_grad/vcp/index.html](http://www.mfdp.med.harvard.edu/med_grad/vcp/index.html).
- **Health Care Disparities Project Grants:** In partnership with the University, medical students will have access to short-term intramural research stipends awarded on a competitive basis to underrepresented medical students interested in healthcare disparities and who seek to combine that interest in research or an academic career. A summer seminar series on careers in academic medicine could be developed as a requirement.
- **Academic Medicine Diversity Fellows:** Underrepresented medical and doctoral students will have the opportunity to support extended research efforts in basic science,



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translational, or clinical laboratories at Penn, mentored by senior PSOM faculty. Training will also involve a structured curriculum that includes topics such as grantsmanship, manuscript-writing, career advancement, and other critical skills for success in academic medicine. This program would be modeled on one offered through the FOCUS on Health & Leadership for Women program's Medical Student Fellowship in Women's Health which provides for a six-month program with a research mentor. Support for this program would ideally include a stipend for the student, as well as support for the mentor's effort.

- **Faculty Diversity Prizes:** Faculty who have demonstrated leadership excellence in mentoring minority trainees will be nominated for School-wide awards recognizing their efforts.
- **Support for a Diverse Pipeline from the Instructor and Postdoctoral Level:** PSOM will develop training and financial opportunities to encourage the career development of underrepresented instructors, as well as non-minority instructors, postdoctoral researchers and research associates whose academic focus is in the area of minority health and health disparities.
- **Penn Organization of Minority Residents and Fellows:** This program is currently being explored. It is based on a Harvard program and is intended to be an inter-departmental forum for underrepresented trainees at Penn. The OMRF would be led by residents and fellows who are elected by their peers, and plays a crucial role in the professional and personal development of underrepresented residents and fellows. OMRF would assist with residency recruitment, and offers opportunities to socialize and network among peers, enhance career development and become involved in the larger Philadelphia community.

The Perelman School of Medicine also partners with Wharton and other schools of the University in research, policy analysis and education programs through The Leonard Davis Institute of Health Economics. The interdisciplinary health research includes health care evaluation, delivery, economics, management and policy. A focus area is access to health care including access and the uninsured, health disparities, and understanding the socioeconomic determinants of health. Robert Wood Johnson scholars and faculty in the departments of medicine, obstetrics and gynecology, among others, contribute to health services research, particularly as it relates to cultural competence or health care disparities. The LDI also sponsors a summer program for rising undergraduate sophomores, juniors and seniors from underrepresented minority groups, or anyone interested in exploring the field of health services research.

#### ***4. Enhancing the Mentoring Program***

Faculty recruitment and retention is critically dependent upon an effective and valued mentoring program. PSOM continues to identify strategies to strengthen effective mentoring practices to assure an environment of diversity and inclusion as well as one of support for faculty career development. Effective mentorship programs are based on the following principles coupled with the identified strategies:

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- Mentorship is a shared responsibility among the PSOM, the departments, mentors and mentees.
- Mentoring is a required, recognized and rewarded faculty activity
  - In addition to the highly valued “Arthur K. Asbury Outstanding Faculty Mentor Award”, PSOM will develop and implement other awards and forms of recognition for mentoring contributions and achievements. Departmental awards will be encouraged. The PSOM Committee on Appointments and Promotions will continue to integrate mentoring into the promotion process, particularly for promotions to professor.
- Team mentorship is highly encouraged to address the multiple facets of faculty life
  - Academic mentors, cultural mentors, and life mentors are critical to faculty success and should be part of the team.
  - PSOM will explore the creation of a central system for matching mentors and mentees to enhance mentor-mentee relationships
  - FAPD will enhance training programs for mentors and mentees
- Mentoring activities begin with recruitment
  - The process of assigning mentors at initial appointment will be reevaluated. Additional and/or alternative processes will include assigning life mentors, establishing mentoring committees, increasing mentee’s role in mentor selection, among other potential plans.
- Offer continued mentoring opportunities to senior faculty who seek specific areas of mentoring.

In order to implement these principles, the existing mentoring guidelines will be reviewed and revised:

<http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf>.

Two online resources that have been developed by FAPD as online mentoring tools are the video “*Faculty Careers: Surveying the Road from Appointment through Promotion*” <[http://www.med.upenn.edu/facaffairscurriculum/orientation/faculty\\_careers/a-z/player.html](http://www.med.upenn.edu/facaffairscurriculum/orientation/faculty_careers/a-z/player.html)> and “*New and Prospective Faculty: What Every New Faculty Member Should Know*” <<http://www.med.upenn.edu/facaffairscurriculum/orientation/>>.

This user-friendly website was designed to provide information on PSOM, Penn and Philadelphia to individuals under recruitment to faculty positions, new faculty, spouses/partners, and families.

### ***5. Enhancement of faculty development and retention programs***

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PSOM has a number of programs focused on faculty development and retention and looks forward to expansion both within PSOM and in partnership with the Provost and other schools of the University.

- **Advance** is the PSOM faculty development program <[www.med.upenn.edu/fapd/professional.shtml](http://www.med.upenn.edu/fapd/professional.shtml)>. The program is funded by the Dean and is housed in FAPD. *Advance* programs are focused on the development of those skill sets that faculty need to be successful in an academic environment and include sessions and workshops on attaining teaching excellence, career management, mentoring, research, scientific writing, and technology. Assistant professors who have teaching responsibilities are required to take three (3) *Advance* teaching programs before their first reappointment review. The majority of programs are led by PSOM faculty. The challenges include funding and release time for faculty to attend the sessions.

Discussions have been initiated with the Vice Provost for Faculty to collaborate with the Provost's Office and other schools of the University on the development of programs such as leadership development, that could be offered to junior and mid-level faculty across the University. Programs for grant writing, presentation skills, negotiation, conflict resolution, manuscript writing could also be developed.

- **Year One** is a program under development by a faculty advisory committee in collaboration with FAPD. The goal is to design a curriculum targeted at newly appointed assistant professors in the Tenure, Clinician-Educator, Research, and Academic Clinician tracks. The curriculum will include sessions to be offered throughout the faculty member's first year of appointment and will focus on core information which the committee members agree is critical for all new faculty as well as additional sessions which will be track specific. The program is intended to supplement, not replace, *Advance* which is open to all faculty.
- **FOCUS on Health & Leadership for Women (FOCUS)** <<http://www.med.upenn.edu/focus/>> is a nationally recognized, AAMC-awarded program with a dual mission: to support the retention, advancement and leadership of women in academic medicine and to promote education and research in women's health. Since 1997, FOCUS has been funded by the Dean's office and has secured extramural grants to augment School support. FOCUS initiatives include: 1) *professional development and leadership mentoring conferences and workshops* that support women medical faculty and trainees as they navigate career pathways, leadership opportunities, and work-life integration; 2) *junior faculty pilot grants (39 to date) and medical student fellowships (55 to date)* that support women's health research while simultaneously promoting the careers of women and junior investigators; 3) *advocacy for policies and procedures* that assure a culture conducive to the success of all faculty; 4) *comprehensive benchmarking of faculty gender statistics* to monitor the progress of women faculty at Penn Medicine and compare them with the AAMC national data; 5) *cross disciplinary scholarship and national collaboration* to enhance the overall culture of academic medicine. The leadership of FOCUS is comprised of a multidisciplinary group of women faculty and staff with expertise and interest in women's health and career issues.

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Highlights of the FOCUS program include:

- FOCUS has both a research and professional development component, making it relevant to both men and women faculty across PSOM
- As a result of receiving institutional funding and extramural funding, FOCUS has been able to offer programming for faculty, residents and students and funding for research initiatives such as the Medical Student Fellowship, the Junior Investigator Award, the Women's Health Scholar Certificate Program
- FOCUS leadership helped to initiate the formation of the LGBT faculty/staff group; the FOCUS Writing Group; the FOCUS Section for Women Residents & Fellows
- Lunchtime Seminar Series and Annual Fall Leadership Conference
- Faculty Recognition Awards: Advancement of Women in Medicine & Outstanding Mentoring
- Collaborative initiatives with Medical School and University Committees and Regional and National Women in Medicine Programs
- The **NIH-TAC Trial** (Transforming Academic Culture) is a NIH-funded cluster randomized intervention trial. The goal is to “create an environment where women can succeed fully in their careers, thus maximizing their contributions to academic medicine and improving the workplace for all faculty both men and women.” The results of this trial will provide valuable information on developing future programs and interventions to improve faculty life.

Lessons learned from FOCUS include the following:

- **Philosophic support from the top:** Recruiting, retaining and advancing faculty requires leadership at the highest level to advocate in a very visible way the value placed on diversity.
- **Financial support for a dedicated team:** to design and implement programs/initiatives and to measure their success. FOCUS has had a dean-funded budget since 1998 which has allowed a multidisciplinary team of faculty and staff to devote time and effort to the program.
- **For faculty, by faculty:** Faculty are most likely to engage in programs that are led by other faculty. Credibility is a key factor in trusting and incorporating guidance about significant career issues.
- **Work from the top-down and the bottom-up:** To guide institutional change, efforts must concentrate on all 3 levels:
  - **Top down:** institutional policies (promotion, tracks, incentives, family-friendly policies, etc) and broad programs (school wide mentoring policies) at the School level.
  - **Middle:** departmental policies and practices that determine the day-to-day life of faculty and the “culture” of the daily environment.
  - **Bottom up:** initiatives that provide skill building, and key information to faculty; individual mentoring and group mentoring. Meaningful leadership training is a key component of career “skill” development.

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- **Data:** A comprehensive plan to monitor diversity statistics that enables real time monitoring of trends can focus future initiatives.
  - **Combine a research mission** with the faculty development mission. Bring faculty together for talks on research topics that are likely to be of mutual interest.
  - **Develop funding for grants** to help junior faculty from diverse groups get pilot funds and other resources. The FOCUS Junior Faculty Investigator Award initiative is an example. This program offers \$10,000 grants, through extramural fundraising, to faculty (men or women) for women’s health research.
  - **Develop funding for medical student fellowships** that benefit both faculty (men or women) as they get assistance with research projects, and medical students (men or women) who get a unique mentoring experience . The FOCUS Medical Student Fellowship program has supported 55 medical students to date and almost as many faculty.
  - **Offer some “closed” sessions.** Create special opportunities for minority groups (women, URM, LGTB+, other) to have “closed” sessions to discuss issues in confidence that would not otherwise be discussed in an open forum.
  - **Create opportunities for “group mentoring”.** The FOCUS Manuscript Writing group is just such an initiative. The goal is to offer a mentored experience to a group of junior faculty (up to 15 or so), over several months, where they can learn about common topics in manuscript preparation and build a cohort where faculty can obtain important peer support .
  - **Design awards** that recognize the important work of faculty in areas of leadership and research that are relevant to diverse faculty. The FOCUS Award for the Advancement of Women in Medicine is such an example.
  - **Culture trumps policy.** Our NIH-TAC Trial is seeking to understand more about the relationship of culture to faculty success. In this trial we have developed a survey tool to measure a “culture conducive to women’s success” at the department level. Our preliminary data show that culture scores are strongly correlated within departments and differ substantially across departments; pointing to the importance of department culture.
  - **Create a research agenda** as part of the program to contribute evidence-based knowledge to the field of faculty development and diversity. FOCUS has been building a growing body of research to further the understanding of how women in medicine are fairing and how academic medicine can create an environment where their success can be maximized.
  - **Recruitment and Retention.** It’s important to have faculty in adequate numbers to reflect diverse groups – a “critical mass” is required so that there is not undue pressure to conform to the dominant culture. In addition, hold departments accountable for increasing the diversity of their faculty at all levels. Finally, require search committees to participate in educational sessions regarding recruitment strategies and unconscious bias.
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- Executive Leadership in Academic Medicine (**ELAM**) is the nation’s only in-depth program focused on preparing women faculty at schools of medicine, dentistry and public health for institutional leadership positions

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<<http://www.drexelmed.edu/Home/OtherPrograms/ExecutiveLeadershipinAcademicMedicine.aspx>>. An institution can nominate two (2) candidates for ELAM each year. The cost for the program is shared by the Dean and the candidate's department. Candidates are reviewed by PSOM ELUMs who make recommendations to the Dean.

An opportunity exists to create a leadership development and mentoring program or forum where ELUMs could share the skill sets they have learned during the ELAM program with junior faculty women in PSOM and also other schools of the University. The program could potentially include ELUMs from local universities, such as Drexel where ELAM is housed as well as Jefferson, Temple and others. Additionally, a new program, ELATE (Executive Leadership in Academic Technology and Engineering) has been launched at Drexel which will expand the programs to include faculty colleagues in science and engineering.

- The Minority Faculty Development (**MFD**) Program is a three year (FY09-12) program funded by the Provost's Diversity Fund and designed to enhance early career development of underrepresented-minority (URM) junior faculty through peer-mentoring, networking, key skill building cohorts, annual networking events, increased outreach, and career narratives. Participation is organized in 4 faculty cohorts by track and focus: tenure/research, Academic Clinician, Clinician-Educator clinical, and Clinician-Educator non-clinical.

The lessons learned through the MFD Program will help inform future programs. These lessons include but are not limited to:

- Underrepresented faculty value the opportunity to interact and support each other professionally and personally;
- Cohort membership can give underrepresented faculty that sense of almost one-on-one mentoring, usually by a senior faculty member who "looks like him/her", that may be missing in their department;
- For underrepresented faculty, their personal sense of "fit" in a department or institution is very important to their retention.
- For underrepresented and women faculty, it is meaningful to see the accomplishments of senior URM and women faculty highlighted and lauded in the MFD Program's "Career Narratives/Scientific Autobiographies".

The MFD Program has been successful and highly valued by its participants and faculty facilitators. A strategic plan for continuing this program is under development. An expanded program to be offered to minority faculty across the University in partnership with the Provost's office would bring great value as a networking, mentoring, collaborative experience.

- **LGBT+ Plus** (Lesbian Gay Bisexual and Transgender People in Medicine) <[www.med.upenn.edu/lgbt/](http://www.med.upenn.edu/lgbt/)> has an active faculty/staff committee. Social and academic events are held each year. Funding is provided by the Dean. PSOM will provide

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resources to explore and implement strategies to engage LGBT faculty and staff within PSOM, with guidance from this LGBT committee. Activities will focus on the LGBT inclusion within PSOM and across the University.

- Through the Shape of Faculty Life work group and other initiatives, we are meeting with members of our faculty with disabilities to determine how we can work together on strategies to improve the workplace and to support their needs.
- Membership in the Association of Senior and Emeritus Faculty (**ASEF**) includes faculty age 55+ whether active or retired <[www.med.upenn.edu/asef/](http://www.med.upenn.edu/asef/)>. The goals of ASEF are to enhance the careers of the emeritus faculty by encouraging them to remain a part of the community of scholars in the PSOM and to support the senior faculty by raising awareness of the full range of retirement options available to them, whether they are planning to retire within two years or two decades.

An important opportunity exists to partner with Penn Association of Senior and Emeritus Faculty (PASEF), the Provost's Office, and Human Resources to dramatically increase information on retirement planning for faculty. Typically, faculty begin to think about retirement planning late in their careers when much earlier active participation in planning would have been beneficial. There are numerous experts on the Penn faculty who could work together to present a symposium on issues associated with the stages of planning during one's life and on issues related to aging. Retirement planning would be a part of that discussion. ASEF and PASEF members would be invaluable participants in that process.

- The **Career Development Program** was implemented by Dean Rubenstein in 2008. In his announcement of the program, he stated that "The career development program provides for an annual review for each full-time faculty member at every rank and serves as an integral component of an on-going career development plan."

The success of the annual review process has been uneven. A program will be developed to encourage and enrich participation on the part of the reviewer and the faculty member under review.

- **The Perelman School of Medicine Committee on Prestigious Awards and Honors** (Awards Committee), chaired by Dr. William Kelley, is comprised of distinguished faculty selected to represent basic and clinical sciences, as well as learned societies. The mission of the Committee is to identify the School's most outstanding faculty and ensure that they are nominated for the prestigious awards and honors they deserve. The website can be accessed at <[www.med.upenn.edu/awardscommittee/](http://www.med.upenn.edu/awardscommittee/)>.

## **The Perelman School of Medicine Plan for Faculty Diversity and Inclusion**

Faculty and department Chairs need to be invested in identifying and nominating faculty at all levels, particularly junior faculty, for awards. Increased efforts will be devoted to encourage nominations.

### **EVALUATION AND ACCOUNTABILITY**

The Vice Dean for Diversity and Inclusion, in partnership with PSOM faculty leaders, faculty and administrators and with the advice of the Vice Provost for Faculty, will develop a strategic plan to ensure that the new initiatives and program enhancements described in the Perelman School of Medicine Plan for Diversity and Inclusion are implemented. Each department's efforts in this area will be included as part of the annual department Chair evaluation process.