



THE PERELMAN SCHOOL OF MEDICINE PLAN FOR
INCLUSION AND DIVERSITY

Five-Year Diversity Plan FY19-FY24

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FIVE YEAR DIVERSITY PLAN FY19 – FY24

Executive Summary

Since the creation of the first Diversity Plan in 2011, and the inception of the Office of Inclusion and Diversity (OID) in 2013, measurable progress has been made at Penn Medicine and the Perelman School of Medicine (PSOM) in advancing faculty diversity and creating a culture of inclusion. Our goals to **Recruit and Retain** diverse faculty and **Reaffirm** the benefits of **Inclusion** and **Diversity** fuel our efforts. Without the foundational values upon which an inclusive culture is rooted, the apogee of our aspirations, **Health Equity** will never be realized. The benefits of an inclusive culture continue to be upheld by new and ongoing collaborative efforts, which will be demonstrated in our plan. The infrastructure that has been built provides a path forward, remaining true to our core values, to reach new benchmarks, and ultimately to achieve a level of greater impact over the next five years.



At the Perelman School of Medicine, we define diversity as “reflecting a multitude of ethnicities, races, genders, gender identities, sexual orientations, historical traditions, ages, religions, disabilities, veteran status, and socioeconomic backgrounds.” Implicit in this broad definition is the understanding that minority groups who might not be formally designated as an underrepresented minority (URM) or underrepresented in medicine (UIM) may still need programming and support that recognizes the unique needs of these members of our community.

The initiatives of the Office of Inclusion and Diversity are divided into four domains of our infrastructure: **Organizational Capacity, Internal Processes, Financial Stewardship, and Primary Stakeholders** as outlined in the Balanced Scorecard which has guided our progress to date [see Appendix I]. Each domain in our five-year plan contains two sections: (1) Existing and Expanded Initiatives and (2) New Initiatives.

The former focuses on programs or groups that have been critical to Penn Medicine's success to date and will be areas of continued investment and future opportunity. The latter highlights new initiatives that have recently been launched or will be implemented in the near future.

Sustaining Organizational Capacity is the foundation and serves a key role in fulfilling our mission. Initiatives under *Milestone Programs* (UME, GME, BGS, BPP) and *Anchor Programs* (AMP, FOCUS, Penn PROMOTES, LGBT Health, and PEER) are cornerstones of the OID infrastructure [see Appendix V for Acronyms, Abbreviations, and Key Definitions]. There is a solid partnership between OID and Faculty Affairs and Professional Development (FAPD) which contributes substantially to organizational capacity initiatives. New initiatives in this domain include the following: *Advancing Implementation and Utilization of Database for Faculty Candidates*, *Deployment of Unconscious Bias Workshops*, and *Fostering the Roles of Faculty Champions to Transform Departmental and Institutional Culture*. Through a combination of strong faculty leadership, persistent dedication to reassessing goals and outcomes, and even greater synergy across programs and groups, we believe our objectives for the next five years can be achieved.

Preserving Key Internal Processes are critical initiatives that have contributed to the implementation of our goals and have provided a system of "checks and balances." Similar to our Organizational Capacity domain, the category, Internal Processes, focuses on key procedures that will enhance recruitment and retention efforts. Existing initiatives including *Encouraging the Use of Holistic Admissions and Selection Processes*, and *Objective Search Processes*, *Performing Recurring Space Salary and Promotion Analyses*, *Continuing the Performance Exit Interviews*, and *Continuing to Enhance the Efficiency of Recruitment* have all contributed to objectivity in the search process, transparency, and critical feedback expressed by departing faculty. New initiatives include the following: *Support of the Redesigned Lead Diversity Search Advisor (DSA) Program*, *Deployment of the Universal Cultural Competency Module*, and *Establishing Annual Review of Institutional Policies and Practices Affecting Key Stakeholders, including a review of the Advancement of Women Faculty and the biennial FOCUS Benchmark Report – Gender Statistics of Faculty (Since 1999)* [See Appendix III] . By sustaining these initiatives and other activities already in place, the objective is to foster new ways of thinking and expand knowledge and improve health outcomes, benefiting the institution and the entire community.

Contributing to the Financial Health of PSOM: Financial Stewardship, the third domain, focuses on the investment in the careers of faculty, trainees, students, and staff. Existing initiatives include the following: *Support Infrastructure for K and R awards* and *Continued Investment in Faculty Development* through the *Faculty Opportunity Fund (FOF)*, *Penn Presidential Professorships*, *Inclusive Leadership Program*, *Special Interest Groups (SIG) in Health Disparities and Health Equity*, and *Executive Leadership in Academic Medicine (ELAM)*. A new initiative includes *Establishing the Financial Impact of Health Equity*, setting specific goals associated with the Blueprint for Health Equity such as measuring financial gains based on a 30-day study of all-cause readmission rates.

Optimizing Workplace Satisfaction, Retention, and Professional Development of Primary Stakeholders is the fourth and final domain. Existing Initiatives include: *Increasing Student and Faculty Satisfaction*, *Enhancing the Faculty Mentoring Program*, *Advance Faculty Development Program*, and *Regularly Updating the Professional Development Website* in collaboration with Faculty Affairs and Professional Development (FAPD), as well as *FOCUS Faculty Development Programs (workshop, seminars, and longitudinal cohort faculty development programs)*. New initiatives in this domain include continued efforts to *Enhance the Faculty Pipeline*, create a more cohesive community, and foster the research efforts of faculty, staff, and students who share an interest in health equity research. Events such as *Health Equity Week (HEW)*, *Dr. Martin Luther King Jr. Annual Health Equity Symposium* and the *FOCUS Annual Fall Conference (21st year)* bring in external luminaries in this domain, while *Blueprint: Health Equity and Inclusion* creates an internal strategic direction. OID will plan to launch the *Diversity Engagement Survey (DES)* in Fall 2018 to measure the progress, enhancing institutional culture since it was last distributed in 2015. We will also determine student satisfaction by reviewing the results of the nationally administered Medical School Graduation Questionnaire (MSGQ).

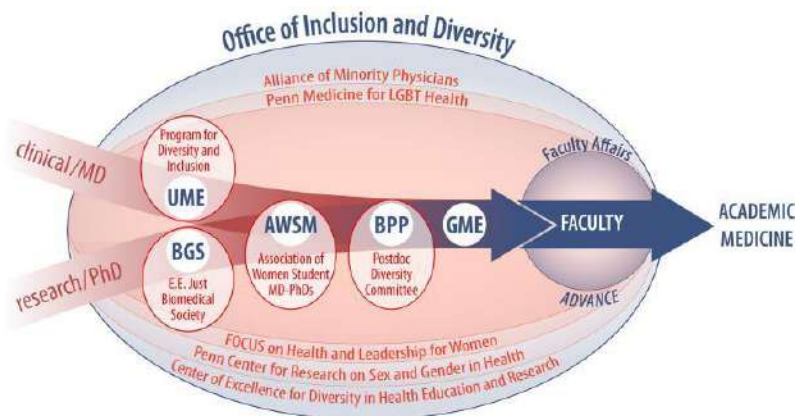


Figure 1. Pipeline to Faculty Status illustrates the pathway to developing diverse faculty in the PSOM, along with the supportive programs and infrastructure that are essential to ensure academic success.

Undoubtedly, positive strides and improvements have been made within the last five years, however we recognize that opportunities continue to exist to push the needle even further. Our Five-Year Plan aims to continue and strengthen the progress that has been made to date and is intended to achieve sustainable growth in inclusion and diversity for the institution. Our Balanced Scorecard will guide us as we track our efforts. It is our hope that these initiatives will continue to welcome and drive change, impact the culture and healthcare delivery across Penn Medicine, and help achieve health equity in the communities we serve. The outline on the next page summarizes key initiatives; additional details follow on pages 7-20.

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I. INTRODUCTION TO DIVERSITY EFFORTS AT PSOM

A. 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. Dean J. Larry Jameson established the Office of Inclusion and Diversity in the Perelman School of Medicine (PSOM) in 2013. The **mission** of OID, led by Eve J. Higginbotham SM, MD, is to ***strengthen the quality of education, produce innovative research and support the delivery of high-quality patient-centered care by fostering a vibrant inclusive environment that fully embraces diversity.*** Since its inception, the OID has worked jointly with academic offices, including but not limited to, the Office of Medical Education (Suzanne Rose, MD, MEd), Graduate Medical Education (Dr. Jeffery Berns, MD) Faculty Affairs (Lisa Bellini, MD, Victoria Mulhern), clinical departments, the University of Pennsylvania Health Systems, and others to accomplish the mission. Dr. Higginbotham is joined by her current staff, Jaya Aysola, MD, Assistant Dean of Graduate Medical Education and Research Director, Inclusion and Diversity, Ms. Kya Hertz, Marketing and Business Operations Manager, Ms. Corrinne Fahl, Public Affairs and Program Coordinator, Karen Grasse, MS, MPhil, Associate Director, Faculty Affairs and Professional Development and Diversity Search Advisor Program, and Ms. Dominique Alexis, Research Coordinator. Together they work to keep the office aligned with its **goals**, which are to ***Recruit the best talent, to Retain and ensure the success of a diverse community of faculty staff and students and to Reaffirm the benefits of inclusion and diversity.***

B. GENERAL STATEMENT

In 2012, the Faculty developed the following statement affirming the PSOM's commitment to inclusion and diversity.

"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."

C. REVISED PSOM MISSION STATEMENT

In December 2016, the PSOM revised its mission statement to affirm its commitment to diversity.

“Our mission is to advance knowledge and improve health through research, patient care, and the education of trainees in an inclusive culture that embraces diversity, fosters innovation, stimulates critical thinking, supports lifelong learning, and sustains our legacy of excellence.”¹

D. EVALUATION AND ACCOUNTABILITY

The Vice Dean for Inclusion and Diversity, in partnership with PSOM faculty leaders, faculty and administrators and with the advice of the Vice Provost for Faculty, will continuously update the strategic plan for diversity to ensure that the new initiatives and program enhancements described in the Perelman School of Medicine Plan for Inclusion and Diversity are implemented. Each department’s efforts in this area will be included as part of the annual department Chair evaluation process, and each Anchor Program’s plan will be included in the annual report to the Provost. Feedback will be provided to the Executive Dean on an annual basis, both at the institutional and departmental levels.

E. PSOM FACULTY OVERVIEW

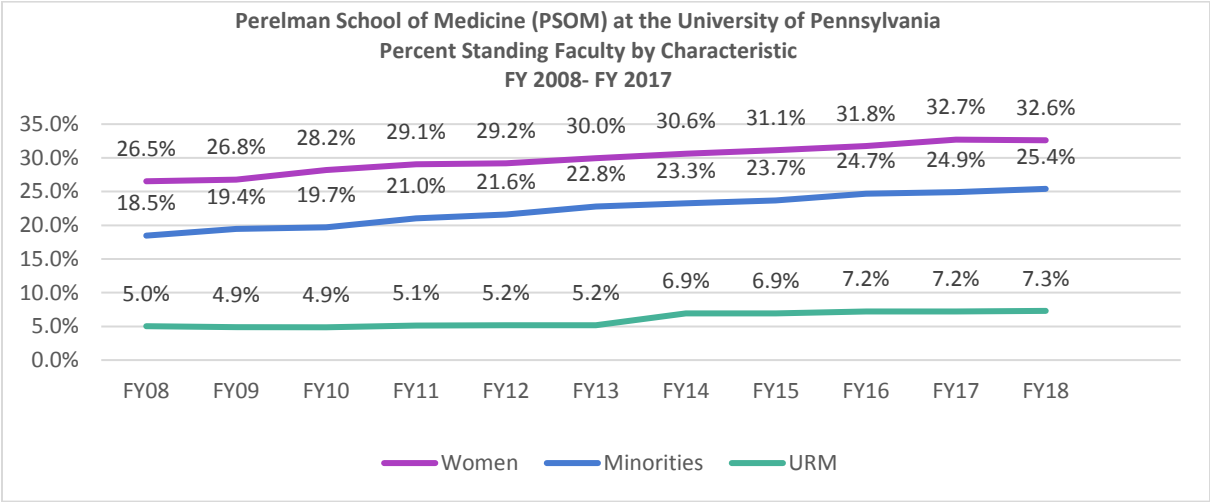
The Perelman School of Medicine has four full-time tracks, currently totaling 2507: Tenure (553), Clinician-Educator (909), Research (160), and Academic Clinician (885) [April 30, 2018]. One of the areas of emphasis in the current Penn Medicine strategic planning process is an examination of the structure 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.

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 885 in FY18 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 tenure track has increased to 38% (May 2018) from 36.6% (June 30, 2016) of the Standing Faculty. Since July 1, 2017, tenure track appointments are 40% women, 26% minorities, and 7% URM. Tenure track promotions for 7/1/2018 are 26%

¹ <https://www.med.upenn.edu/psom/overview.html>

women and 32% minorities. Although we have made progress regarding the recruitment of women and minorities, we have room to improve.



Source: Faculty Appointment Database (FADS) Perelman School of Medicine, April 2018

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.

I. STRATEGIC PLAN: KEY INITIATIVES

A. Sustaining Organizational Capacity

a. *Existing and Expanded Initiatives*

i. *Milestone Programs*

1. **Undergraduate Medical Education (UME)**

To increase diversity and inclusion efforts in the school, and to further formalize faculty's role in the development of diversity and inclusion, the Office of Diversity and Community Outreach in Undergraduate Medical Education underwent a major reorganization in the summer of 2012 with the establishment of the Program for Diversity and Inclusion (PDI). Concurrent with the organization of the PDI, Horace DeLisser, MD, was named the Associate Dean for Diversity and Inclusion for medical students.

- **Admissions**

The Committee on Admissions is composed of a diverse group of faculty and students, some of whom are from groups underrepresented in medicine. In its mission to enroll a student body reflective of cultural diversity, the Committee evaluates all applicants based on holistic review which includes academic performance, interpersonal skills and attributes, and life experience. Admissions has received Unconscious Bias training tailored for their needs, via OID.

- **Recruitment**

The Admissions Office continued to participate in a wide variety of recruitment activities. The goal of these programs is to connect with potential students to provide information about medical school preparation, details about the medical school admissions process, the Perelman curriculum, medical student life, and research and community activities.

- **Curriculum**

Beginning in the fall of the first year with Doctoring IA – Introduction to Society and Medicine course and continuing through the subsequent Doctoring IB/C (preclinical) and Doctoring II (clerkships) courses, curricular content prepares and trains our students to effectively and compassionately care for diverse patient populations. Along with the cultural competency component, a module on transgender health has been implemented in the reproduction and

endocrine course. It is co-taught by pediatricians, internists, surgeons, and psychiatrists.

2. Graduate Medical Education (GME)

Graduate Medical Education at the University of Pennsylvania and affiliated Hospitals provides training in over 70 Accreditation Council for Graduate Medical Education (ACGME) -accredited specialties and subspecialties. They offer a full range of graduate medical training in a region that leads the nation in providing quality health care. They have committed themselves to offering high quality graduate medical education training programs that will provide house staff the opportunity to become fully proficient in their chosen specialties, with emphasis on the intellectual, professional, scholarly and personal growth of our trainees. GME programs develop the next generations of leaders in medicine and biomedical research.

3. Biomedical Graduate Studies (BGS)

BGS serves as the academic home within the University of Pennsylvania for ~750 students pursuing a PhD in the basic biomedical sciences. Although BGS is housed within the Perelman School of Medicine (PSOM), it is composed of more than 650 faculty members across seven Penn Schools and several associated Institutes. A major BGS objective is to provide research training opportunities to students from populations that have traditionally been underrepresented in science, including those who are from underrepresented minority groups or are disadvantaged or disabled. These groups enhance our climate by creating an inclusive environment and providing support and peer mentoring to our students.

Arnaldo Diaz, PhD, Adjunct Assistant Professor of Pharmacology and Assistant Dean for Research Training Programs leads BGS minority development efforts in research training. The PSOM committed funds so that he can spend at least 75% of his effort on underrepresented affairs and recruiting. BGS maintains a variety of outreach programs to recruit underrepresented students into the doctoral and non-doctoral programs that include a summer undergraduate internship program, Penn Post-baccalaureate Research Education Program (Penn PREP), and attendance at national conferences. To enhance the climate for students within BGS, there is support for several student groups that focus on community building, skills development, outreach opportunities, and seminar series. These groups include the EE Just Society, the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), Penn Graduate Women in Science and Engineering (PGWISE) and Lesbian, Trans, Bi, Gay, and Straight Allies in Biomedical Graduate Studies (LTBGS).

4. *Biomedical Postdoctoral Programs (BPP)*

Dr. Susan Weiss, Associate Dean for Postdoctoral Research Training and Director of BPP, represents the interests of the BPP community by serving as a member of the Advisory Council of the Office for Inclusion and Diversity. Drs. Diaz and Weiss direct the efforts toward increasing diversity among BPP postdocs.

Ongoing efforts to increase postdoc diversity:

- Postdoctoral Fellowships for Academic Diversity
- Recruitment at ABRCMS and SACNAS
- IRACDA program: A postdoc teaching fellowship-mentored teaching experience at a partner minority-serving institution, which encourage undergraduates to enter a career in biomedical research

BPP and BPDC (below) hosted PennVIEW on April 19, 2018. PennVIEW, is a postdoctoral diversity initiative to expose graduate doctoral candidates in biomedical sciences to postdoctoral research here at the University of Pennsylvania. The event consists of tours of the UPenn campus and laboratories, meeting with faculty members and current postdoctoral trainees, and gaining insight on resources and fellowship opportunities for UPenn postdocs.

Biomedical Postdoctoral Diversity Committee (BPDC)

Since 2008, this subcommittee of the Biomedical Postdoc Council (BPC), supported by Biomedical Postdoctoral Programs (BPP) has cultivated a dynamic leadership team which relies heavily on active member support and allows for varying degrees of leadership experience. The committee's members have successfully facilitated several programs and seminars that have benefited the overall campus community.

In efforts to further diversify the committee, the BPDC has also started an initiative which will develop more programs geared towards the needs of Native Americans, women, and the lesbian, gay, bisexual, transgendered and questioning (LGBTQ) community. Initial efforts have thus far resulted in greater female postdoc participation in the BPDC.

ii. Anchor Programs

The following programs will provide 1-year plans prior to each fiscal year to maximize their impact school-wide. These plans will include succession planning where appropriate.

1. Alliance of Minority Physicians (AMP); Iris Reyes, MD

AMP's mission, as developed by founding Director Dr. Iris Reyes, is to develop leaders in medicine through active recruitment, career development, mentorship, networking, and community outreach towards faculty, house staff, and medical students underrepresented in medicine (UIM) at the University of Pennsylvania Health System, Children's Hospital of Philadelphia and PSOM.

2. FOCUS on Health and Leadership for Women; Stephanie Abbuhl, MD

A dean-funded program in its 24 year, FOCUS is designed to improve the recruitment, retention, advancement and leadership of women faculty, and to promote women's health research. FOCUS has 13 ongoing initiatives including innovative faculty development programs, gender statistic reports, mentoring programs for faculty, trainees and medical students, and research into the causal factors and interventions to advance women faculty (including an RO1). Several FOCUS programs are funded with extramural grants (for overview of all initiatives, see Appendix III), FOCUS collaborates with other medical schools, universities, national committees, and Women in Medicine programs in order to explore institutional change that fosters a more diverse faculty in the community of academic medicine.

3. Penn PROMOTES Research on Sex and Gender in Health; C. Neill Epperson, MD

Penn PROMOTES serves as a virtual center, housing the Penn Center for Women's Behavioral Wellness in the Perelman School of Medicine, the Bale Lab at the School of Veterinary Medicine, and Building Interdisciplinary Research in Women's Health. Penn PROMOTES is an anchor program for the Office of Inclusion and Diversity at the Perelman School of Medicine. The new Penn Center for Research on Sex and Gender in Health will encourage and support the consideration of sex or gender as a critical factor in all facets of research, health care delivery, economics, social policy, political discourse, and communications to improve health outcomes for all.

4. LGBT Health; Judd Flesch, MD, Rebecca Hirsh, MD

The mission of the Penn Medicine Program for LGBT Health is to improve the care of LGBT populations by becoming a local and national leader in LGBT patient care, education, research, and advocacy. Since 2013, the Program has delivered lectures and other health education sessions across the health system and University focused on LGBT communities and health needs; established a formal mentoring

program for LGBTQ medical students, trainees and faculty; created an interdisciplinary Sexual and Gender Minority Research Collective; implemented the collection of sexual orientation and gender identity data in the electronic health record for all patients; built an internal referral network of providers for LGBTQ patients; and engages the local LGBTQ community and sponsors community and networking events. The Program has been working closely with the Department of Medicine, Division of General Internal Medicine, and health system administration to develop an LGBT-focused clinical center. The proposed center will focus of provided state-of-the-art primary care focused on LGBT patients, though all patients will be welcome.

5. *PEER – Program for Health Equity in Education and Research; Jerry Johnson, MD*

Led by Dr. Jerry Johnson, PEER is the outgrowth of the Center of Excellence for Diversity in Health Education and Research. PEER focuses on faculty recruitment and development by fostering and conducting activities in 4 areas: 1) skills development, 2) salary support, 3) mentoring and career development resources, and 4) peer networking. Technical assistance workshops provide selected faculty with assistance in manuscript preparation and grant writing. Partial salary support is provided on a competitive basis for 1-2 faculty per year. Mentoring discussions and meetings with COAP leaders provide junior faculty guidance to career activities consistent with the promotions requirements. Peer networking sessions meet quarterly to provide a forum for learning and socialization.

b. *New Initiatives*

i. *Advancing Implementation and Utilization of Database of Faculty Candidates*

OID partners with Faculty Affairs, Lead DSAs, DSAs and Department administrators to create lists of women and minority candidates at peer institutions, as well as candidates from minority serving institutions. These lists are customized based on track, rank, and specialty. The list currently contains over 1300 names; nine custom lists have been generated in FY18 and the new Chief of Geriatrics was a candidate from the database. Over the next five years we expect to reach searches in at least 75% of the departments at the school.

ii. *Deployment of Unconscious Bias Workshops*

OID has offered Unconscious Bias workshops to the medical school and to the larger University twice a year since 2015. Going forward we will be offering

more workshops, and will be further developing workshops focused on admissions, leadership, a 2.0 class, and additional specializations as requested by departments.

iii. *Fostering the Roles of Faculty Champions to Transform Departmental and Institutional Culture*

1. *Assistant Dean for Faculty Development*

Jennifer Kogan, MD, Professor of Medicine was appointed Assistant Dean for Faculty Development, Perelman School of Medicine in October 2015.

2. *Assistant Dean for Professionalism*

The Assistant Dean for Professionalism in Penn Medicine is responsible for the design and implementation of initiatives to enhance professionalism in the learning and working environments. The Assistant Dean will serve as an institutional champion for professionalism, remain current with the literature regarding professionalism and develop programs based on best practices, and work with Penn Medicine Academy, Faculty Affairs and the Office of Academic Programs to integrate professionalism content into all levels of training for leaders, faculty, learners and staff to strengthen the institution's inclusive culture. Jody J. Foster, MD, MBA was appointed as the Assistant Dean for Professionalism on June 22, 2018.

3. *Vice Chair for Inclusion and Diversity in Departments*

Four departments (Medicine, Ophthalmology, Pediatrics, and Neurology) have appointed senior faculty members to assume the specific role of Vice Chair for Inclusion and Diversity. These positions work closely with Chairs and DSAs to implement department-level policies and confirm the department's commitment to creating an inclusive environment.

4. *Vice Chair for Faculty Affairs/Faculty Development*

The position of Vice Chair (VC) 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 Inclusion and Diversity.

B. Preserving Key Internal Processes

a. Existing and Expanded Initiatives

i. Encouraging the Use of Holistic Admissions and Objective Search Processes

1. Search Committee Resource Manual

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

2. Didactic Presentations

FAPD staff and faculty DSAs 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.

3. Unconscious Bias Presentations

FAPD and OID developed an Unconscious Bias PPT, which is distributed to DSAs to present to search committees at the beginning of a search. Department specific faculty data is included to show diversity of women, minorities, and URM faculty in the department, and where diversity may be improved in the department.

ii. Performing Recurring Space, Salary and Promotion Analyses

Analyses of space allocation, salary and promotion trends by gender are ongoing and presented to department chairs and leadership.

iii. Continuing the performance of Exit Interviews

Exit interviews are conducted with at least 10% of outgoing faculty to assist climate assessment and evaluate retention strategies. This program has grown over the last two years and we expect it to continue to expand, with a particular focus on standing faculty. Lessons learned from exit interviews will be presented to the OID Advisory Council annually.

iv. Continuing to Enhance the Efficiency of Recruitment

1. Time in Motion Study

In collaboration with Faculty Affairs, a time in motion study was conducted related to faculty recruitment to better understand the recruitment cycle time and its processes. There were important gains from implementation of an online process in terms of efficiency of the recruitment cycle, including an 87% reduction in the time for the RAC/RTR/Offer Review compared to 2015.

b. New Initiatives

i. Support of the Redesigned Lead DSA Program

An evaluation survey for the recently implemented Lead DSA Program will be administered bi-annually and results will be used to inform the ongoing development of the program and DSA educational programs. OID will partner with FAPD to encourage Department Chair engagement with the program and support for DSAs within their departments.

ii. Deployment of the Universal Cultural Competency Module

A mandatory cultural competency module is being developed, which will be accessible online. This module contains input from across the medical school.

iii. Establishing Annual Review of Institutional Policies and Practices Affecting Key Stakeholders

OID, FAPD, and key stakeholders will conduct an annual review of hiring and promotion policies to examine opportunities to improve these vital processes. One specific initiative focuses on the advancement of women faculty. [For more detail, please see Appendix III – Support of the Advancement of Women Faculty]

iv. Evaluation and Improvement of Search Procedures

In the PSOM, faculty searches are conducted for all fulltime faculty recruitments. FAPD oversees the faculty search process for the School, which involves over 400 active faculty ads. In 2017, FAPD initiated planning and development of an online search training project for faculty who serve on search committees, in collaboration with a Project Advisory Group and Lead DSAs. [For more detail, please see Appendix II – Additional Details Relevant to Initiatives Initiatives of Faculty Affairs and Professional Development]

II. Contributing to the Financial Health of PSOM: Financial Stewardship

a. Existing and Expanded Initiatives

i. Support Infrastructure for K and R awards

Scholarships to NIH grant writing workshops and career development meetings will continue to be awarded each year to junior and mid-career faculty. OID also supports access to editing services for faculty during grant and paper writing.

ii. Investing in Faculty Recruitment and Development

1. Faculty Opportunity Fund

The Faculty Opportunity Fund (FOF) was communicated broadly throughout the PSOM and has been received by Department Chairs as positive encouragement that the University is truly invested in the Diversity initiative for faculty recruitment, development and retention.

2. Presidential Professorships

The Presidential Professorships at Penn were established in 2011 as a key feature of the University's Action Plan for Faculty Diversity and Excellence, an initiative that will help the University recruit, retain, and mentor distinguished and diverse faculty. Presidential Professors are recommended by the deans of Penn's 12 schools, who can submit a nomination to the Office of the Provost. There are currently 5 presidential professors in the School of Medicine.

3. Inclusive Leadership Program

The Dr. Edward S. Cooper Leadership Training Program consists of an **intensive 3-day course** plus two additional follow-up lunch-time sessions focused on various leadership development topics. There were 40 participants in 2017, funded jointly by OID and the Provost's Office.

4. Special Interest Group

Special Interest Group (SIG) events occur throughout the year; these events connect junior faculty with mentors and collaborative partners through research presentations and receptions.

5. Executive Leadership in Academic Medicine

Each year the School nominates at least one female faculty member for the Executive Leadership in Academic Medicine (ELAM) program, which

offers substantial career development opportunities. Carmen Guerra, MD, MSCE, will be participating in ELAM for FY19. Previous participants include Stephanie Abbuhl, MD, Jill Baren, MD, FACEP, C. Neill Epperson, MD, Sydney Evans, VMD, MS, Susan Furth, MD, PhD, Sarah Millar, PhD, Kathleen Montone, MD, Kim Olthoff, MD, Gail Slap, MD, MSc, and Sarah Tishkoff, PhD.

6. FOCUS Professional Development Opportunities:

FOCUS offers a yearly day long professional development conference open to all women faculty at PSOM. FOCUS also offers individual professional development seminars throughout the year, as well as longitudinal cohort series designed to support the careers of women faculty at PSOM. The most recent cohort series include have been focused on the career trajectory of Late Career Women and Mid-Career women, as well as a skill based cohort focused on Time Management.

7. FOCUS Section for Fellows and Residents:

The FOCUS Section for Fellows and Residents offers women residents and fellows career development opportunities including workshops (negotiation, career paths, work-life balance, etc), seminars with invited content experts, article clubs to review and discuss current topics in gender issues; and panel discussions about leadership and networking events.

b. New Initiatives

i. Establish Financial Impact of Health Equity

OID will continue to work with Penn Medicine to identify a business goal for Health Equity, such as examining financial gains based on 30-day all cause re-admission rate.

III. Optimizing Stakeholder Satisfaction and Professional Development

a. Existing and Expanded Initiatives

i. Increasing Student and Faculty Satisfaction

As measured by the Diversity Engagement Survey (DES) and the Medical School Graduation Questionnaire (MSGQ).

ii. 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. To implement these principles, the existing mentoring guidelines will be reviewed and revised: <http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf>.

[For more detail, please see Appendix II – Additional Details Relevant to Initiatives of Faculty Affairs and Professional Development]

iii. Advance Faculty Development Program

Advance is an institutional, competency-based professional development and mentorship program for fostering the essential skills needed to advance at the Perelman School of Medicine (PSOM). *Advance* offers programs in the domains of 1) Attaining Teaching Excellence, 2) Career Development & Achievement, 3) Leadership & Management, 4) Research & Scholarly Writing, and 5) Technology. [For more detail, please see Appendix II – Additional Details Relevant to Initiatives of Faculty Affairs and Professional Development]

iv. Regularly Updating the Professional Development Website

A new website was launched for “Faculty Life and Professional Development” that includes all domains in the *Advance* programs with additional programs for new faculty welcome, faculty health and wellness, and leadership. < <http://www.med.upenn.edu/flpd/> >

b. New Initiatives

i. Increase in Women and Diverse Faculty

1. 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 have been 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. 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. Over the past two years, Dr. Paris Butler and Dr. Marisa Rogers achieved significant increments resident and fellow entry into the pipeline through new programs. In partnership with the University, we anticipate developing additional initiatives that will create a pathway for

outstanding underrepresented trainees to stay at Penn.

ii. Community Efforts related to Inclusion, Diversity, and Health Equity

The activities below are all being developed to include more Schools and additional Penn Medicine Locations

Health Equity Week

Penn Medicine's Graduate Medical Education (GME) Office, in conjunction with the Hospital of the University of Pennsylvania Offices of the Chief Medical Officer and Chief Nursing Officer, the Perelman School of Medicine, and the Office of the Vice Dean for Inclusion and Diversity sponsors an institution-wide Health Equity Week annually with events across the Penn Medicine campus.

1. Blueprint: Health Equity and Inclusion

Blueprint: Health Equity and Inclusion was created in 2015 by Dr. Jaya Aysola, MD, DTMH, MPH in her role as Assistant Dean of Graduate Medical Education and Research Director of the Office of Inclusion and Diversity to create a culture of health equity mindfulness in the clinical learning environment at the University of Pennsylvania, Perelman School of Medicine. The Blueprint was created in response to the ACGME Clinical Learning Environment Review (CLER) in March, 2015, which found areas for improvement in the Hospital at the University of Pennsylvania's approach to health care inequities and disparities.

2. Martin Luther King, Jr. Annual Health Equity Symposium

This symposium includes nationally recognized speakers (including several former Surgeons General), and a panel on current health equity challenges.

APPENDICES

- VI. Balanced Scorecard**
- VII. Additional Details Relevant to Initiatives of Faculty Affairs and Professional Development**
- VIII. Advancement of Women Faculty**
- IX. Key Engaged Faculty and Staff**
- X. Acronyms, Abbreviations, and Key Definitions**

APPENDIX I

Balanced Scorecard

FY19 – FY24 Office of Inclusion and Diversity (OID) Balanced Scorecard

The mission of OID is to strengthen the quality of education and to produce innovative research and models of healthcare delivery by fostering a vibrant inclusive environment and fully embracing diversity coupled with our goals to **Recruit** outstanding talent – **Retain** a diverse community of faculty, staff and students – **Reaffirm** the benefits of inclusion and move us closer to our aspiration of achieving **Health Equity**.

Financial Stewardship		Stakeholders	
Strategic Priorities	Performance Measures	Strategic Priorities	Performance Measures
Establish financial impact of addressing disparities across Penn Medicine.	Measure financial gains based on 30-day all cause re-admission rate.	Increase student and faculty satisfaction.	Increased satisfaction as measured by the MSGQ and the faculty cultural audit (Diversity Engagement Survey)
		Increase in women and diverse faculty compared to the 3-year rolling averages paying particular attention to space and pay.	Net increase in the number of women by 40, URM faculty by 10 (reset for 24 in FY18).
Establish an inclusive leadership program for mid-level managers and above.	Launch an inclusive leadership program by FY19.	Expand efforts in the community related to inclusion, diversity and health equity.	Publish annual reports and units touched during health equity week.
Organizational Capacity		Internal Process	
Strategic Priorities	Performance Measures	Strategic Priorities	Performance Measures
Advance implementation and utilization of database of faculty candidates.	Increase database usage in searches by 10% each year over the next 5 years.	Continued Support of redesigned Diversity Search Advisor (DSA) program.	Bi-annual evaluation of the program measured with the DSA Survey.
Increase deployment of unconscious bias workshops within the Penn Community.	Increase the number of attendees by 10% each year over the next 5 years.	Establish universal cultural competency training module.	Launch training module that is viewed by at 100% of the Penn Community over the next 5 years.
Inventory existing human capital resources (e.g. Governance, Executive Management, Mid-level Management)	Complete assessment of human capital demographics by FY19 and recommend strategies.	Establish annual review of polices and practices between OID and FAPD and key stakeholders	Annual meeting between OID and FAFD and key stakeholders

APPENDIX II

Additional Details Relevant to Initiatives of Faculty Affairs and Professional Development

Encouraging the Use of Holistic Admissions and Objective Search Processes

- **Online Faculty Search Tools**

All open faculty positions must be advertised online on the FAPD website <www.med.upenn.edu/apps/faculty_ad/>. National searches require additional venues. The Faculty Ad Generator was designed and implemented as an online tool for department administrators to compose ads that are compliant with AA/EEO policies and for faculty Diversity Search Advisors (DSA) 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 search chair and members of the search committee and designated departmental administrators.

- **Didactic Presentations**

FAPD staff and faculty Diversity Search Advisors 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.

- **Unconscious Bias Presentation**

FAPD and OID developed an Unconscious Bias PPT, which is distributed to Diversity Search Advisors to present to search committees at the beginning of a search. Department specific faculty data is included to show diversity of women, minorities, and URM faculty in the department, and where diversity may be improved in the department.

- **Faculty Searches**

In the Perelman School of Medicine, faculty searches are conducted for all fulltime faculty recruitments. Faculty Affairs & Professional Development oversees the faculty search process for the School, which involves over 400 active faculty ads. In 2017, FAPD initiated planning and development of an online search training project for faculty who serve on search committees, in collaboration with a Project Advisory Group and Lead DSAs.

- **Faculty Search Training Background** -- Almost all faculty, at some point in their career, will be asked to serve or lead a search committee. While there is a significant library of resources available for faculty reference on search committee protocol, university and school policies, best practices for outreach, and the mitigation of everyday biases, there is no school-level curriculum or training available for easy access to help faculty curate, prioritize, and apply these resources.
- **High-Level Content Requirements**-- The purpose of this project is to create a training mechanism that will provide search committee members with the knowledge and strategies needed for initiating and conducting policy and process adherent faculty searches that generate the broadest and strongest candidate pool and that invite the attention of diverse candidates, including qualified women and minorities.

- **High-Level Modality Requirements** -- Search training delivery cannot be exclusively or primarily face-to-face. (Faculty are geographically dispersed). The training delivery platforms must be executable on multiple platforms and devices, including android tablets and iPads.
- **Additional Tools for Searches** – The online search training module will include an updated Diversity Search Advisor Checklist for Best Practices; a Search Chair Checklist, and Interview Guidelines for Searches.

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 faculty 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:

- Faculty Affairs & Professional Development (FAPD) is actively involved in enhancing training programs for mentors and mentees
- Mentoring activities begin with faculty recruitment
 - The process of assigning mentors at initial appointment is currently included in the Academic Plan and Offer letter.
- Mentorship is a shared responsibility among the School, the departments, mentors and mentees. Many departments incorporate mentoring committees into their faculty onboarding process.
- 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.
 - The departments will explore the creation of a system for matching mentors and mentees to enhance mentor-mentee relationships
- Preparing for Reappointment and Promotion by Faculty Track – Provides online program delivery for faculty <<http://www.med.upenn.edu/flpd/career-development/>>
 - Includes Key Topics to Discuss With Your Mentor(s): 1) Expectations for Promotion to Associate / Full Professor; 2) Review process for Department and School Committees on Appointments and Promotions 3) Track Timeline 4) Professional Reputation; 5) Extramural Consultants, and 6) Extensions
- Mentoring Week -An Online Experience
 - < https://events.med.upenn.edu/#!view/event/date/20180430/event_id/686227>
 - Topics include 1) Strategies and Tools for Mentoring Colleagues, 2) Mentoring for Track Success, and 3) Mentoring Trainees
 - Program Goal: Improve the quality and effectiveness of mentoring
 - Overall Objectives: 1) Provide access to key tools for supporting effective mentoring relationships; 2) Suggest best practices for colleague mentoring; 3) Provide resources for guiding colleague mentors along faculty tracks; and 4) Suggest best practices for trainee mentoring
- Richards Society – This is a new society (named for Alfred Newton Richards, Ph.D. (1876 – 1966) for the Perelman School of Medicine Tenure Track Assistant Professors with the purpose of

providing opportunities for networking and support within this community <
<https://www.med.upenn.edu/evdresearch/richards-society.html> >

- Clinician Educator Society Interest Group – Starting in Summer 2018
- The Executive Director of FAPD, Victoria Mulhern, conducted meetings with all department chairs in PSOM in the Fall 2017 to discuss and review faculty mentoring in the departments
- 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.

In order to implement these principles, the existing mentoring guidelines will be reviewed and revised:
Guidelines for the Perelman School of Medicine Faculty Mentoring Program

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

Advance Faculty Development Program

Advance is an institutional professional development and mentoring program designed to support faculty career achievement here at the Perelman School of Medicine by fostering learning opportunities and delivering content via traditional, face-to-face workshops, e-learning modules, and comprehensive online courses, and by curating and publishing for faculty the breadth of professional development offerings from across the school, university, and health system. *Advance* offers programs in the domains of 1) Attaining Teaching Excellence, 2) Career Development & Achievement, 3) Leadership & Management, 4) Research, 5) Scholarly Writing, and 6) Technology.

Over the past 10 (ten) years, the PSOM full-time faculty have increased more than 50 % and are geographically dispersed to serve 8 (eight) hospitals, and 10 (ten) multi-specialty centers, (more than 50 [fifty] Penn locations throughout the region). *Advance* has been expanding the portfolio of faculty development programs and developing more efficient and appropriate ways to deliver content to address the professional development needs of a growing faculty population. Over 60 PSOM faculty members create content, facilitate sessions, and present talks for colleagues. Partnerships with FOCUS, Penn Medicine Academy (PMA), and Office of Organization Effectiveness provide additional opportunities for faculty to develop communication, coaching and leadership skills for academic success.

- **Professional Development Website:** A new website was launched for “Faculty Life and Professional Development” that includes all domains in the *Advance* programs with additional programs for new faculty welcome, faculty health and wellness, and leadership.
< <http://www.med.upenn.edu/flpd/> >

The *Advance* program offerings feature:

- **Digital Welcome** -- An e-learning module developed to provide new and existing faculty with information about institutional and learner expectations for teaching. Includes Learner Populations, The Evaluation System, Teaching Types, and Professionalism and Supervision.
- **Teaching at the Perelman School of Medicine 101**-- Best practices and recommended pedagogical strategies for teaching and providing effective feedback to trainees. Topics Include:

Providing Effective Feedback, Clinical Teaching, Longitudinal Mentoring, Facilitating Small Groups and Seminars, Lecturing.

- **Education Officers** - Communicate products and services available and being developed to foster faculty teaching in biannual meetings.
- **Vice Chairs for Faculty Development** --Communicate products and services available and being developed to foster department talent, as well as new policies and procedures for reappointments and promotions in quarterly meetings.
- **Penn Medicine Ambassadors For Faculty** – Designated individuals in leadership positions who have extensive institutional knowledge and will be able to point faculty in the right direction for questions about PSOM resources and support services.

An online resource, developed by FAPD, which supports faculty career development is the video "***Faculty Careers: Surveying the Road from Appointment through Promotion***"

<http://www.med.upenn.edu/facaffairscurriculum/orientation/faculty_careers/a-z/player.html>

APPENDIX III

Support of the Advancement of Women Faculty

The AAMC has developed a GWIMS Equity in Promotion Toolkit to address the present gender inequities in faculty advancement within academic medicine. The toolkit identifies the benefits of diverse faculty at all levels and how it propels academic success at an institution, the various barriers that delay or prohibit the advancement of women faculty, and the subsequent consequences of gender inequity. The Toolkit then provides strategies and best practices to close the gap between disparities in promotion rates among women and men to further gender equity.

Based on research done by Dr. Lisa Bellini, women on all clinical tracks are 30-60% less likely to be promoted to associate professor than men at the Perelman School of Medicine. The AAMC found that women comprised 41% of promotions to associate professor and 32% of promotions to full professor over a five-year span. These data present a driving force for OID and FAPD to collaborate in advancing initiatives to further equitable promotion rates among faculty. The table below uses the strategies presented in the Toolkit, initiatives currently being done to reach gender equity, as well as new initiatives:

Interventions (Provided by the AAMC GWIMS Equity in Promotion Toolkit)	Current Activity	Suggestions (if no current activity)
<p>Provide training in negotiation, career advice and offer flexible work options</p> <ul style="list-style-type: none"> • Hold sessions for medical students, residents, and junior faculty led by business school faculty who are experts in this area • Recruit successful female faculty who have balanced family and work to provide career advice to medical students • Offer flexible work options along the medical education continuum 	<ul style="list-style-type: none"> • The FOCUS Women in Medicine Series, which is a portion of the FOCUS lunchtime seminar series reserved for women in academic medicine, to address personal and professional challenges and opportunities in a community of colleagues. • The Office of Inclusion and Diversity (OID) and Center of Excellence (COE) offer promotion preparations workshops for women and minorities. 	

<p>Broaden the pool of qualified applicants to include more women</p>	<ul style="list-style-type: none"> • OID established a database with potential faculty candidates that include URiM and Women. Lists are provided to departments with active searches. • Diversity Search Advisors (DSAs) work with search committees to reach out and expand applicant pools. • The Provost’s Office provides and pays for diverse advertising resources, including women’s organizations. 	
<p>Constitute search committees with members from diverse backgrounds (e.g., at least 2 women and 2 people of color)</p>	<ul style="list-style-type: none"> • DSAs consult on and review search committee composition to include women and minorities. • Faculty Affairs and Professional Development (FAPD) reviews search committees for diverse membership in search documentation and advises departments for increasing representation of women and minorities. 	<p>Best practices for search committees led by FAPD and DSAs.</p>
<p>Utilize evidence-based strategies to reduce bias in the hiring process and hold session on unconscious bias training for search and promotion committees</p> <ul style="list-style-type: none"> • Provide clear evidence of job related competencies along with evidence of communal competencies (Isaac et al., 2009) 	<ul style="list-style-type: none"> • FAPD and OID developed an Unconscious Bias PPT, which is distributed to DSAs to host unconscious bias training for search and promotions committee members in their respective departments. • OID facilitates unconscious bias workshops specifically for the Perelman School of Medicine (PSOM) admissions 	<p>FAPD is currently developing a faculty search training online module for faculty members that serve on search committees. Recruiting medical students and residents to UPenn that are women or URM is vital to developing a strong junior faculty pipeline. Best practices in departments could be more broadly implemented.</p>

<ul style="list-style-type: none"> • Commit to the value of credentials before review of applicants (Isaac et al., 2009) • Provide unconscious bias training for both search and promotions committee members with the intent of recruiting a diverse faculty and equitable treatment of faculty (Carr et al.,2016) 	<p>teams, as well as for leadership (vice deans, chairs, etc.).</p> <ul style="list-style-type: none"> • Didactic Presentations led by FAPD and DSAs. 	
<p>Host networking events for women at your institution and in your professional societies and create a welcoming environment for all members of your community (intersectionality) with intention (Sims-Boykin, 2003; Sanchez, 2015)</p>	<ul style="list-style-type: none"> • FOCUS engages women faculty during events such as their Annual Fall Conference, Lunchtime Seminar Series, and the FOCUS WIM (<i>Women In Medicine</i>) Series. • FOCUS Section for Women Residents and Fellows provides programming specifically for women trainees. • OID holds Special Interest Groups (SIG) where junior faculty members are invited to present their current research. This event is intended to connect junior faculty to senior faculty and provide mentorship opportunities. 	<p>Many departments have both clinical (academic) and research support groups for women and URM. Leadership should actively participate in these to develop a pipeline for recruitment.</p>
<p>Support women’s authorship, especially early in their careers</p> <ul style="list-style-type: none"> • Provide training on authorship considerations to all genders 	<ul style="list-style-type: none"> • Mentoring Committees in departments. 	<p>Chair sponsorship</p>

<p>Support women's grant writing at institutions and address stereotyped based bias in the grant review process</p> <ul style="list-style-type: none"> • Offer grant writing boot camps for women (Smith, 2017) • Test interventions to prevent bias in the context of grant reviews (Tricco, 2017) 	<ul style="list-style-type: none"> • OID supports attendees to NIH grant writing and skills building workshops for faculty. 	
<p>Petition editors to monitor gender authorship and reviewer imbalance in science journals</p>		<p>Also Chair sponsorship, also senior faculty participating on editorial boards.</p>
<p>Use effective language to make the case for promotion</p>		<p>Chair sponsorship</p>
<p>Be aware that women may feel underserving. Be deliberate about promotion and awards processes</p> <ul style="list-style-type: none"> • Increase awareness and educate chairs to pay attention to women's credentials and to set specific goals towards promotions 	<ul style="list-style-type: none"> • Advance, a faculty development program, offers workshops for success in and preparing for promotion in each faculty track. • FOCUS celebrates women faculty with the <i>FOCUS Award for the Advancement of Women in Medicine</i>. • Annual FOCUS Mentoring Award for Excellence to recognize mentoring in academic medicine. 	<p>Chair sponsorship and senior faculty should reverse this trend and focus on diverse individuals for podium presentations, speaking engagements, chapter and other publication opportunities, as well as coveted awards.</p>
<p>Support female faculty members' attendance to AAMC women's leadership course and national leadership programs such as ELAM</p>	<ul style="list-style-type: none"> • Each year, the School nominates at least one female faculty member for the Executive Leadership in Academic Medicine (ELAM) program, which offers substantial career development opportunities. • OID collaborates with FOCUS to provide scholarships for 	<p>Chair sponsorship</p>

	women faculty to attend the AAMC Early-and-Mid-Career Faculty Professional Development Seminars.	
Provide leadership opportunities for women in institutional initiatives		Penn Medicine leadership and chairs
Engage in deliberate succession planning to prepare women for leadership opportunities		Penn Medicine leadership and chairs, in addition there should be mentorship training for faculty to obtain leadership position.

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STEPHANIE ABBUHL, MD
Executive Director

HILLARY BOGNER, MD, MSCE
Director of Research Programs

LUCY WOLF TUTON, PHD
Director of Professional Development

JEANE ANN GRISSO, MD, MSc
Founder

SUSAN PRIMAVERA
Operations

OUR MISSION

The mission of *FOCUS on Health & Leadership for Women* (FOCUS) is twofold:

- To support the advancement and leadership of women in academic medicine
- To promote education and research in women's health and women's careers

BRIEF HISTORY OF ORGANIZATION

In 1994, FOCUS was launched in the Center for Clinical Epidemiology and Biostatistics (CCEB) at the University of Pennsylvania School of Medicine. FOCUS was established in response to large gaps in knowledge about the causes, diagnoses, treatments and prevention of diseases in women. One of its primary purposes has been to promote the quantity, quality, and visibility of research pertaining to women's health. In 1997, with generous support from the School of Medicine, FOCUS instituted leadership mentoring and professional development initiatives in order to address the national data that indicate that women are over-represented in junior ranks and are less likely to attain promotion or tenure relative to their male colleagues in academic medicine. The goal of these initiatives is the recruitment, retention, and promotion of women medical faculty at the University of Pennsylvania. Through professional development conferences and workshops centered on skill building and networking, and through the biennial benchmarking of gender statistics, FOCUS works to foster an increase in the proportion of women faculty in all departments, particularly at the senior levels and in leadership positions. By promoting and retaining more women faculty, the long-range goal is to create an academic culture in which all faculty may fully contribute to the academic mission. FOCUS received the Association of American Medical Colleges annual *AAMC Women in Medicine and Science Leadership Development Award* in both 2004 (organizational level) and in 2012 (individual level to Dr. Abbuhl).

In sum, FOCUS on Health & Leadership for Women supports the twofold initiative of advancing the careers of women in academic medicine and promoting education and research in women's health and leadership in order to foster gender equity in medical education, biomedical research, clinical care, and in the leadership and administration of the academic health center. The faculty leadership of the FOCUS program is comprised of a multidisciplinary group of women with specific expertise and interest in women's health and career issues.

Stephanie Abbuhl, MD, Executive Director
Professor and Vice Chair of Faculty Affairs, Wellness &
Professionalism, Department of Emergency Medicine

Lucy W. Tuton, PhD, Director of Professional Development
Adjunct Professor, Department of Medicine
Adjunct Professor, Prevention & Population Health
Department of Biostatistics and Epidemiology

Associate Director, Robert Wood Johnson Clinical Scholars
Program (University of Pennsylvania)
Executive Director, Bridging the Gaps

Hillary R. Bogner, MD MSCE, *Director of Research Programs*
Associate Professor and Associate Chair for Research
Department of Family Medicine & Community Health
Senior Scholar, Center for Clinical Epidemiology and Biostatistics

Susan Primavera, *Operations*

OVERVIEW OF FOCUS INITIATIVES

WOMEN FACULTY CAREER DEVELOPMENT AND LEADERSHIP INITIATIVES**BENCHMARKS INITIATIVE**

Since 1999, FOCUS has continuously compiled a comprehensive report, *Benchmark Data: Gender Statistics of Faculty, University of Pennsylvania School of Medicine*. This report documents the gender distributions of medical faculty by rank, track, and department, and the representation of women faculty serving in leadership positions and on searches and key committees. In addition, Penn gender data are compared with the national medical school benchmarks tabulated by the Association of American Medical Colleges (AAMC). This extensive data compilation, currently a biennial process, helps monitor Penn's efforts to support the retention and promotion of women faculty and guides the FOCUS programmatic agenda. The current data are presented periodically to Department Chairs and the Dean and serve as a critical measure of the Dean's Strategic Plan. The formalized reports are all posted on the FOCUS website.

ANNUAL FALL LEADERSHIP MENTORING CONFERENCE

This conference entitled *Successful Strategies for Women in Academic Medicine* is the sole annual opportunity for all women at Penn to convene in a daylong meeting during which nationally recognized speakers and senior Penn faculty present plenary sessions, workshops and skill building sessions. Plenary speakers have included women Deans and Chairs, renowned experts in academic medicine and gender issues, career development experts, and management consultants. Workshops have included topics such as Public Speaking & Presentation, Negotiation, Conflict Management, Career Strategies, Time Management, Balancing Work & Family, and Writing for Publication. All Penn women in academic medicine, in all ranks and tracks, are invited to attend—MDs, PhDs, faculty, instructors, lecturers, fellows, and residents. The Dean or another senior leader customarily delivers a welcome address and sets the stage for the importance of mentoring, networking and advancing women's careers at Penn.

FACULTY RECOGNITION AWARDS: ADVANCEMENT OF WOMEN IN MEDICINE & OUTSTANDING MENTORING

In 2004, FOCUS introduced the *FOCUS Award for the Advancement of Women in Medicine*. This award recognizes a faculty member (male or female) whose outstanding efforts and achievements have promoted the career success, leadership, and overall quality of life for Penn women in academic medicine. All Penn medical faculty, excluding those who comprise the leadership of FOCUS, on any of the "fulltime" tracks (Tenure, Clinician-Educator, Research, and Academic-Clinician) are eligible for nomination. In addition to the institutional recognition this honor brings, the recipient receives a plaque during the annual Fall Conference for Penn women in academic medicine. The awardee's name is also added to a plaque that permanently hangs with other School of Medicine awards.

FOCUS also created the annual FOCUS Mentoring Award for Excellence in 1999 to recognize the critical importance of mentoring in academic medicine. In 2004, at the request of the Dean, this mentoring award became a School of Medicine Award of Excellence. FOCUS is honored by the evolution of this award to a permanent place among other prestigious School of Medicine faculty awards.

LUNCHTIME SEMINAR SERIES

FOCUS sponsors lunchtime seminars on women's health research, professional development for academic physicians, and "hot topics" in healthcare. Presenters include faculty from the School of Medicine as well as from across the University— anthropologists, bioethicists, economists, lawyers, medical historians, sociologists, psychologists, as well as physicians and researchers — all of whom offer exposure and fresh perspective to a broad range of medical and professional development topics. This interactive one-hour lunchtime format provides opportunities for faculty presentations to peers and thereby promotes networking within the School of Medicine, the Hospital, and across the University. The Seminar Series is well-attended by both men and women faculty from a broad range of specialties. A portion of the series is devoted to workshops on career development and mentoring, particularly targeting female and/or junior medical faculty.

SECTION FOR WOMEN RESIDENTS & FELLOWS

The FOCUS Section for Women Residents & Fellows was developed in 2007 in response to multiple requests for similar “women in medicine” programming tailored for women trainees. This initiative offers residents and fellows annual networking opportunities in sessions that provide critical skills and resources for career advancement and work/life balance in academic medicine. Topics include training opportunities at Penn Medicine, negotiation, career paths after training, finding and generating effective mentoring, funding mechanisms and grant applications. Some of these sessions may be open also to men trainees in our effort to provide programs that benefit everyone and improve mentoring for all residents and fellows. *(Dedicated support from the Anastasia Lyalenko Memorial Fund & the Grisso Endowment for the Michelle Battistini FOCUS Fund)*

COLLABORATIVE INITIATIVES WITH MEDICAL SCHOOL & UNIVERSITY COMMITTEES AND REGIONAL & NATIONAL WOMEN IN MEDICINE PROGRAMS

FOCUS regularly collaborates with the School of Medicine’s Office of Inclusion and Diversity and Office of Faculty Affairs and Professional Development to provide jointly sponsored programs and develop strategic approaches to faculty development in general. Over the years, FOCUS has worked closely on University level projects with the Provost’s office and the Penn Forum for Women Faculty. Finally, FOCUS networks regularly with the AAMC’s Group on Women in Medicine and Science (GWIMS), the Executive Leadership in Academic Medicine (ELAM) Program, the Academy for Women in Academic Emergency Medicine (AWAEM), and other national women’s organizations to provide consultation to other programs and to share in best practices.

Website: www.focusprogram.org - or- www.med.upenn.edu/focus

The FOCUS web site contains resource information of national interest to those working in the area of women’s career and leadership development and women’s health. In addition, the site includes details about FOCUS activities and projects, Penn and external resources for women, a bibliography of references that impact women in academic medicine, and links to AAMC activities and to other organizations that center on issues relevant to women medical faculty.

WOMEN’ S HEALTH RESEARCH RELATED INITIATIVES

JUNIOR FACULTY INVESTIGATOR AWARD: SEED GRANTS FOR RESEARCH IN WOMEN’ S HEALTH

FOCUS secures extramural funding to provide junior faculty investigators, both men and women, with year-long seed grants of currently \$20,000 to conduct clinical, basic science, or public health research in women’s health. The overall objective of this grants program is to enable researchers to: a) conduct pilot research projects that can serve as the basis for building a career in academic medicine, or b) conduct gender-relevant analysis of existing research projects. The seed grants support direct costs including data acquisition, laboratory tests, technical assistance, salary, survey costs, and computer time. To date, FOCUS has supported 47 junior faculty grants. *(Currently funded by the Edna G. Kynett Memorial Foundation)*

MEDICAL STUDENT FELLOWSHIP IN WOMEN’ S HEALTH

The FOCUS Medical Student Fellowship in Women's Health is also funded extramurally. This popular program offers students funded, mentored opportunities to work fulltime for six months conducting clinical or basic science research, or working in a community-based program focused on issues of women’s health. Through these fellowships, medical students learn hands-on research skills; work on publications generated from the research; gain knowledge in a specific area of women’s health; experience the multitude of factors that impact women’s healthcare; and, develop an appreciation of and expertise in a specific area of women's health. FOCUS has supported 88 medical student fellows to date. *(Currently funded by the Bertha Dagan Berman Award, the Edna G. Kynett Memorial Foundation, and Patricia Kind)*

WOMEN' S HEALTH SCHOLAR CERTIFICATE PROGRAM

FOCUS jointly sponsors the Women's Health Scholar Certificate with the Department of Obstetrics and Gynecology. Established in 2006, this provides medical students with concentrated experiences in women's health research, clinical training, and community outreach over all four years of medical school. There are four required components that must be completed before graduation for completion of a Women's Health Scholar Certificate. To date, 16 medical students have graduated with a WHS Certificate and 5 students are currently in the pipeline.

RESEARCH, AWARDS & PUBLICATIONS

THE PENN FACULTY PATHWAYS PROGRAM

This intervention was launched in October 2013 to tailor components of the NIH-TAC trial (*see below*) for STEM (Science, Technology, Engineering, Math and Medicine) junior faculty at the University. This initiative was developed at the request of the Vice Provost and is being supported by the Provost's Excellence Through Diversity Fund (ETDF) and also by the Deans of the six STEM Schools (PSOM, SEAS, SAS, Vet, Nursing, Dental). The Pathways Program is designed to enhance the personal and professional development of faculty members in the first phase of their careers at Penn. The goal is to improve academic productivity as well as job satisfaction in junior faculty by providing leadership training and skill building workshops to guide their career planning, personal development and scholarly success at Penn. The specific aims are to serve as the foundation for a University-wide effort to: (1) maximize the potential of Penn's world-class faculty by optimizing their creativity, productivity, engagement and satisfaction at work and in other parts of their life; (2) build community and faculty collaboration across disciplines; and, (3) provide specific skill-building sessions to improve strategies for academic success at Penn. Currently working with a fourth faculty cohort, the program consists of eight sessions in two phases encompassing Wharton faculty member Stew Friedman's *Total Leadership Program* and then key faculty career development sessions addressing strategies for promotion, negotiation, effective communication, and career mapping, and leadership. (*Pathways Team faculty/staff: Stephanie Abbuhl, MD [Perelman School of Medicine-PSOM, Executive Director of FOCUS] and Stew Friedman, PhD [Wharton] are the joint Directors; Ivan J. Dmochowski, PhD [School of Arts and Sciences], Lucy W. Tuton PhD [PSOM, FOCUS] and Susan Primavera [PSOM, FOCUS]*)

The NIH- TAC (*Transforming Academic Culture*) Trial

The work of the FOCUS leadership led to a unique, landmark intervention trial funded in 2009 by a 4-year NIH-RO1 grant. With enthusiastic support from the Dean of the School of Medicine and the President of the University of Pennsylvania, FOCUS assembled a multidisciplinary team of researchers to conduct this cluster-randomized study. The hypothesis was that a multi-level, coordinated intervention would improve academic productivity, job satisfaction, and the overall quality of life for junior women faculty in intervention departments compared with their counterparts in control departments. The intervention included three components: 1) junior women faculty participation in the nationally-recognized Total Leadership Program alternated with an eight-session Manuscript Writing course; 2) structured, facilitated task forces in each intervention department/division to conduct analyses of work practices, recruitment, mentorship, and cultural attitudes and then develop recommendations for change; and 3) periodic individual meetings with the senior leaders of intervention departments and divisions. The goal was to create an environment where women could succeed fully in their careers, thus maximizing their contributions to academic medicine and improving the workplace for all faculty, both men and women. Results continue to be analyzed and many more papers in process; 4 peer-reviewed papers have been published thus far. A reliable and valid culture measure was developed that can be used to evaluate the effectiveness of interventions; an innovative three-tiered intervention can be implemented in a cluster-randomized trial across an entire school of medicine with substantial improvements in both intervention and control groups for publications, grants, culture scores and work-self efficacy; certain subgroups of the intervention group

had significant improvements in publications and grants; and, department culture plays a crucial role in women's careers – women in more supportive cultures experience less work-family conflict, even at equivalent levels of demanding work hours. Based on organizational change theory, this intervention trial has enormous potential to

demonstrate institutional change and rigorously evaluate promising approaches to improve the success of women faculty in academic medicine. (Joint PIs: Stephanie Abbuhl, MD [Executive Director, FOCUS] & Jeane Ann Grisso, MD MSc [Founder, FOCUS])

AWARDS

FOCUS Program: The AAMC Women in Medicine Leadership Development Award (for an organization), Boston, MA, 2004.

First Prize, poster competition, AAMC Annual Meeting: Group on Women in Medicine and Science (GWIMS), Washington, DC, 2010.

First Prize, poster competition, AAMC Annual Meeting: Group on Women in Medicine and Science (GWIMS), Denver, CO, 2011.

Abbuhl, Stephanie: The AAMC Women in Medicine and Science Leadership Development Award (for an individual), San Francisco, CA, 2012

Abbuhl, Stephanie: Trustees' Council of Penn Women-Provost Award, University of Pennsylvania (for significant contributions to advancing the role of women in higher education and research at UPenn), 2013

Abbuhl, Stephanie: Arthur K. Asbury Outstanding Faculty Mentor Award (one of the Penn Medicine Awards of Excellence), 2015

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Abbuhl S, Bristol MN, Ashfaq H, Scott P, Tuton LW, Cappola AR, Sonnad SS: Examining faculty awards for gender equity and evolving values. *Journal of General Internal Medicine* 25(1): 57-60, January 2010.

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Choo EK, Kass D, Westergaard M, Watts SH, Berwald N, Regan L, Promes SB, Clem KJ, Schneider SM, Kuhn GJ, Abbuhl S, Nobay F: The development of best practice recommendations to support the hiring, recruitment and advancement of women physicians in emergency medicine. *Academic Emergency Medicine* Epub ahead of print (doi:10.1111/acem.13028), June 2016.

Westring AF, McDonald JM, Carr P, Grisso JA: An integrated framework for gender equity in academic medicine. *Academic Medicine* 91(8):1041-4, August 2016.

Grisso JA, Sammel MD, Rubenstein AH, Speck RM, Conant EF, Scott P, Tuton LW, Westring AF, Friedman S, Abbuhl SB: A randomized controlled trial to improve the success of women assistant professors. *J Womens Health (Larchmt)*. 2017 May;26(5):571-579. doi: 10.1089/jwh.2016.6025. Epub 2017 Feb 28.

ABSTRACTS AND POSTER PRESENTATIONS

Abbuhl SB, Scott P, Tuton LW, Armstrong K: FOCUS on Health & Leadership for Women: A Faculty Development and Mentoring Program at the University of Pennsylvania School of Medicine. Poster session at the AAMC Annual Meeting in Boston, MA November 2004.

Abbuhl SB, Scott P, Tuton LW, Cappola A: FOCUS on Health & Leadership for Women: Six years of gender statistics at the University of Pennsylvania School of Medicine. Poster presentation at the AAMC Annual Meeting in Washington DC November 2005.

Abbuhl SB, Rubenstein AH, Scott P, Tuton LW: Essential role of Dean in partnership with FOCUS to foster institutional change. Poster presentation at the AAMC Annual Meeting in Seattle, WA October 2006.

Abbuhl SB, Scott P, Rubenstein AH: AAMC change agents' panel. Invited oral panel presentation at the AAMC Annual Meeting in Seattle, WA October 2006.

Abbuhl SB, Scott P, Cappola A, Tuton LW: FOCUS initiatives and seven years of faculty gender data at the University of Pennsylvania School of Medicine. Poster presentation at the AAMC Annual Meeting in Seattle, WA October 2006.

Abbuhl SB, Buyske J, Cappola A, Scott P, Tuton LW: Three new initiatives for FOCUS: Expanding our efforts. Poster presentation at AAMC annual meeting in Washington, DC November 2007.

Abbuhl SB, Scott P, Tuton LW, Cappola AR, Troxel AB, Sammel MD: Nine year trends in faculty gender statistics. Poster presentation at the AAMC Annual Meeting in San Antonio, Texas November 2008.

Tuton LW, Azzam H, Scott P, Pati S, Cappola A, Abbuhl SB: FOCUS: expanding our efforts to foster the next generation of women in medicine. Poster presentation at the AAMC Annual Meeting in Boston, MA AAMC (eds.). Page: 4, November 2009.

Abbuhl SB, Grisso JA (joint PIs), Scott P, Tuton LW, Westring A, Speck RM, Sammel M, Pati S, Friedman S, Sonnad S, McGowan K: Moving beyond defining the problem: A unique NIH funded multi-level intervention to enhance institutional culture and women's success in academic medicine. Poster presentation at the AAMC Annual Meeting in Washington, DC (Earned *Best Poster in Show*) November 2010.

Speck RM, Westring AJ, Sammel MD, Scott P, Tuton LW, Grisso JA, Abbuhl SB: Women's health in academic medicine: the role of work-family conflict. Poster presentation at Women's Health 2011: The 19th Annual Congress Scientific Poster Sessions in Arlington, VA April 2011.

Westring AF, Sammel MD, Speck RM, Tuton LW, Scott P, Abbuhl SB, Grisso JA: Work-family culture in the context of women's careers. Oral presentation at the International Center for Work and Family Conference (Innovations in Work-Family Research and Practice) in Barcelona, Spain July 2011.

Conant EF, Scott P, Tuton LW, Westring AF, Pati S, Reum J, Sammel MD, Speck RM, Grisso JA and Abbuhl SB (Joint PIs): "Local" interventions at the department level: a key component of a multi-tiered approach to promote institutional change. Poster presentation at the AAMC Annual Meeting in Denver, CO (Earned *Best Poster in Show*) November 2011.

Abbuhl SB, Scott P, Tuton LW, Westring A, Speck RM, Sammel M, Conant EF, Friedman S, Sonnad S, McGowan K, Grisso JA: Overview of NIH-TAC trial progress. Poster presentation at the AAMC Annual Meeting in Denver, CO November 2011.

Westring AF, Sammel MD, Speck RM, Scott P, Tuton LW, Grisso JA, Abbuhl SB: Culture and conflict: exploring the protective effects of a supportive work culture on women's experiences in academic medicine. Symposium presentation at Work and Family Researchers Network Conference (Women, Work and Life in the STEM Fields) in New York, New York June 2012.

Morse CB, Westring AF, Speck RM, Conant EF, Abbuhl SB, Tuton LW, Scott P, Grisso JA, Sammel MD: A measure of Culture Conducive to Women's Academic Success (CCWAS): variation across departments and divisions at one academic institution. Poster presentation at the AAMC Annual Meeting in San Francisco, CA November 2012.

Westring AF, Speck RM, Sammel MD, Friedman S, Conant EF, Scott P, Tuton LW, Grisso JA, Abbuhl SB: Women's work-family conflict in academic medicine: a cluster-randomized controlled trial. Oral presentation at the V International Conference of Work and Family (V ICWF), "Work and Family: Leadership for the 21st century," in Barcelona, Spain July 2013.

Speck RM, Conant EF, Grisso JA, Sammel MD, Scott P, Tuton LW, Westring AF, Abbuhl SB: Self-reported barriers and solutions to clinical and research productivity – perspectives of junior faculty. Poster presentation at the AAMC Group on Faculty Affairs (GFA) Professional Development Conference in Minneapolis, MN August 2013.

Westring AF, Sammel MD, Conant EF, Scott P, Speck RM, Tuton LW, Grisso JA, Abbuhl SB: The role of mentorship in academic productivity and thoughts of quitting for women assistant professors. Poster presentation at the AAMC Annual Meeting in Philadelphia, PA November 2013.

Grisso JA, Sammel MD, Speck RM, Westring AF, Conant EF, Scott P, Tuton LW, Abbuhl SB: A multi-level intervention to enhance the careers of women in academic medicine. Poster presentation at Women's Health 2014: The 22nd Annual Congress Scientific Poster Sessions in Washington, DC April 2014.

Sammel MD, Valian V, Kahn S, Glass JL (Panelists), Westring AF (Discussant): The research partnership on women's careers in science: a panel discussion on dissemination and collaboration. Panel presentation at Work and Family Researchers Network Conference (Changing Work and Family Relationships in a Global Economy) in New York, New York June 2014.

Westring AF, Sammel MD, Speck RM, Conant EF, Friedman S, Scott P, Tuton LW, Grisso JA, Abbuhl SB: The impact of a multilevel intervention on work-family conflict in a randomized controlled trial. Symposium presentation at Work and Family Researchers Network Conference (Changing Work and Family Relationships in a Global Economy) in New York, New York June 2014.

Westring AF, Speck RM, Sammel MD, Conant EF, Scott P, Tuton LW, Grisso JA, Abbuhl SB: How a 3-tiered intervention impacted academic productivity of women medical faculty: results from the NIH-TAC (*Transforming Academic Culture*) Trial. Poster presentation at the AAMC Annual Meeting in Chicago, IL November 2014.

Westring AF, Speck RM, Sammel MD, Scott P, Tuton LW, Conant EF, Abbuhl SB, Grisso JA: Factors impacting the attrition of women faculty in academic medicine. Symposium presentation at the Society for Industrial and Organizational Psychology (SIOP) Conference (Gendered Experiences in STEM: Understanding Drivers of Staying and Leaving) in Philadelphia, PA April 2015.

Westring AF, Speck RM, Sammel MD, Scott P, Tuton LW, Conant EF, Abbuhl SB, Grisso JA: Factors impacting attrition and track change of women faculty. Poster presentation at the AAMC Learn Serve Lead Annual Meeting in Baltimore, MD November 2015.

Abbuhl SB, Friedman S, Margulies SS, Primavera S, Scott P, Tuton LW: Penn faculty pathways program. Session presentation at the AAMC Learn Serve Lead Annual Meeting (Faculty-Focused Knowledge Fair) in Baltimore, MD November 2015.

Westring AF, Speck RM, Sammel MD, Scott P, Tuton LW, Conant EF, Grisso JA, Abbuhl SB: Impact of race on attrition of women faculty at a research-oriented medical school. Poster presentation at the Penn Medicine Health Equity Week Poster Session in Philadelphia, PA April 2016.

Tuton LW and Abbuhl SB: Envisioning the Later Stage of a Career in Academic Medicine: A 4-Session Program for Women Faculty. Poster presentation at the AAMC Group on Women in Medicine and Science (GWIMS), Learn Serve Lead Annual Meeting in Boston, MA November 2017.

ALTERNATIVE MEDIA

Blog/interview: <http://www.womenleadersinmedicine.com/create-your-own-leadership-opportunity-dr-stephanie-abbuhl/>

CITED IN PUBLICATIONS AND NEWS

Randolph LB: A Matter of FOCUS and Potential. [Penn Medicine](#) 9-14, Summer 2005.

Featured in AAMC's [Faculty Vitae](#): Spotlight: Award Winning Women in Medicine Programs— Lessons in Building a Strong Professional Development Program for Women. Winter 2006.

Selhat L: The Goal is Transformation. [Penn Medicine](#) 13-17, Winter 2010/2011.

Gabriel BA: Lonely at the Top: Academic Medicine's Women Leaders. [AAMC Reporter](#) May 2011.

Conant EF, Scott P, Tuton LW, Westring AF, Pati S, Reum J, Sammel MD, Speck RM, Grisso JA and Abbuhl SA (Joint PIs): "Local" interventions at the department level: a key component of a multi-tiered approach to promote institutional change. Invited to be listed in the AAMC's [iCollaborative](#) web resource, March 2012 and also published in AAMC's GWIMS Watch Quarterly newsletter, Winter 2012, p.3. (Poster presented at 2011 Annual Meeting GWIMS Poster Session / "Best in Show" Winner)

Featured in AAMC's [GWIMSWatch](#): Empowering Women in Academic Health Centers: Past, Present, and Future. Fall 2012.

Westring AF, Speck RM, Sammel MD, Conant EF, Scott P, Tuton LW, Grisso JA, Abbuhl SB: How a 3-tiered intervention impacted academic productivity of women medical faculty: results from the NIH-TAC (*Transforming Academic Culture*) Trial. Invited to be listed in the AAMC MedEdPORTAL's [iCollaborative](#) web resource, November 2014. (Poster presented at the 2014 AAMC Annual Meeting in Chicago, IL)

Highlighted in Perelman School of Medicine's [pulse](#): FOCUS on Maren Shapiro, M'16. December 2015.

Highlighted in Penn Medicine's Facts & Figures. April 2018.

Highlighted in [Penn Medicine](#) 6, FOCUS on Lynn Schuchter, Recipient of 2017 FOCUS Award for the Advancement of Women in Medicine Winter 2018.

The Perelman School of Medicine Plan for Inclusion and Diversity

APPENDIX IV

Key Engaged Faculty and Staff

Stephanie Abbuhl, MD, FACEP*

Executive Director, FOCUS on Health & Leadership for Women
Director, Penn Pathways Leadership Program for Assistant Professors in STEM fields
Professor and Vice Chair for Faculty Affairs, Department of Emergency Medicine

Aletha Akers, MD, MPH

Special Project Lead, Diversity and Inclusion, Policy Lab, Children's Hospital of Philadelphia
Assistant Professor, Department of Pediatrics and Obstetrics and Gynecology

Dominique Alexis

Research Coordinator
Office of Inclusion and Diversity

Montserrat Anguera, PhD

BIRCWH Scholar
Assistant Professor, Department of Biomedical Sciences, School of Veterinary Medicine, University of Pennsylvania
Member, Institute for Regenerative Medicine, University of Pennsylvania
Member, Center for Research on Reproduction & Women's Health, Perelman School of Medicine

Jaya Aysola, MD, MPH*

Assistant Dean of Graduate Medical Education
Research Director for the Office of Inclusion and Diversity
Assistant Professor, Departments of Medicine and Pediatrics

Lisa Bellini, MD

Vice Dean for Academic Affairs
Vice Chair, Education and Inpatient Services, Department of Medicine
Professor, Department of Medicine

*Denotes members of the Advisory Council for the Office of Inclusion and Diversity

The Perelman School of Medicine Plan for Inclusion and Diversity

Jeffrey Berns, MD

Associate Dean for Graduate Medical Education
Associate Chief, Renal Electrolyte and Hypertension
Director, Renal Fellowship Program
Professor, Departments of Pediatrics and Medicine

Hillary Bogner, MD, MSCE

Director of Research Programs, FOCUS
Associate Chair for Research, Department of Family Medicine & Community Health
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APPENDIX V

Acronyms and Abbreviations

ACGME	Accreditation Council for Graduate Medical Education
AMP	Alliance of Minority Physicians
BGS	Biomedical Graduate Studies
BPDC	Biomedical Postdoctoral Diversity Committee
BPC	Biomedical Postdoc Council
BPP	Biomedical Postdoctoral Programs
DES	Diversity Engagement Survey
DSA	Diversity Search Advisor
ELAM	Executive Leadership in Academic Medicine
FADS	Faculty Appointment Database
FAPD	Faculty Affairs for Professional Development
FOF	Faculty Opportunity Fund
GME	Graduate Medical Education
HEW	Health Equity Week
LMSA	Latino Medical Student Association
LGBT	Lesbian, Gay, Bisexual, Transgender
LTBGS	Lesbian, Trans, Bi, Gay, and Straight Allies in Biomedical Graduate Studies
MSGQ	Medical School Graduation Questionnaire
OID	Office of Inclusion and Diversity
PEER	Program for Health Equity in Education and Research
PGWISE	Penn Graduate Women in Science and Engineering
PSOM	Perelman School of Medicine
PDI	Program for Diversity and Inclusion
UIM	Underrepresented in Medicine
UME	Undergraduate Medical Education
URM	Underrepresented Minority
SACNAS	the Society for Advancement of Chicanos and Native Americans in Science
SIG	Special Interest Group
SNMA	Student National Medical Association

Key Definitions

Anchor Programs – Supportive faculty-led programs that facilitate efforts to enhance diversity and inclusion at the University of Pennsylvania.

K Award – K awards provide support for senior postdoctoral fellows or faculty-level candidates. The objective of these programs is to bring candidates to the point where they are able to conduct their research independently and are competitive for major grant support.

Milestone Programs – Specific programs focused on faculty, students, and staff development that are essential to ensure academic success.

R Award – Supports projects in scientific areas that represent the investigators' specific interests and competencies and that fall within the mission of the participating NIH Institutes and Centers.

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