Office of Inclusion and Diversity

2014 - 2015 Year In Review

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Why Is Inclusion Important?

"Increasing diversity and inclusion at every level - student, faculty and staff - is one of Penn's highest institutional priorities. Make no mistake: by working together effectively to achieve diversity and inclusion, our great University will become ever more innovative and eminent."

Amy Gutmann
President, University of Pennsylvania
Guest Column, Daily Pennsylvanian, April 19, 2013

"By fostering a vibrant and dynamic environment of inclusion, the Perelman School of Medicine is better able to address challenges and excel in academic medicine."

J. Larry Jameson, MD, PhD
Executive Vice President
University of Pennsylvania for the Health System
Dean, Perelman School of Medicine
Introduction to the Perelman School of Medicine Plan for Faculty Diversity and Inclusion
The Office of Inclusion and Diversity (OID) was originally envisioned by the faculty at the Perelman School of Medicine (PSOM) in 2011, then endorsed by Dean Larry Jameson, and launched in August of 2013. Following interviews with key stakeholders, focus groups and key constituencies, and further shaped by the OID Advisory Council (See page 14), the following Mission and Goals were crafted and are put forward here.

**Mission**

Strengthen the quality of education, produce innovative research and a model for healthcare delivery by fostering a vibrant inclusive environment and fully embracing diversity.

**Strategic Goals**

- Recruit outstanding talent
- Retain and ensure the success of a diverse community composed of faculty, staff, and students
- Reaffirm the ongoing benefits of inclusion and diversity

**Selected Accomplishments of OID to Date**

To build a sustainable infrastructure and support ongoing efforts for inclusion and diversity, a Balanced Scorecard was developed.

Initiatives are divided into four domains for achieving the goals of the office and also ensure the sustainability of these initiatives:

- Building Organizational Capacity
- Ensuring Efficient Internal Processes
- Maintaining Financial Stewardship
- Exceeding Expectations of Primary Stakeholders

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**FIGURE 2. OID BALANCED SCORECARD**

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITIES</th>
<th>PERFORMANCE MEASURES</th>
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<tbody>
<tr>
<td><strong>Stakeholders</strong></td>
<td></td>
</tr>
<tr>
<td>1. Increase student and faculty satisfaction</td>
<td>1. Increased satisfaction as measured by MSGQ and faculty cultural audit</td>
</tr>
<tr>
<td>2. Increase in women and diverse faculty compared to 3 year rolling averages</td>
<td>2. Net increase in number of women by 40, URM faculty by 10</td>
</tr>
<tr>
<td><strong>Financial Stewardship</strong></td>
<td></td>
</tr>
<tr>
<td>1. Enhance the infrastructure to support the acquisition of K and R awards among fellows and junior faculty</td>
<td>1. 10% increase in K and R awards submitted compared to FY13</td>
</tr>
<tr>
<td>2. Establish the benefit of investing in faculty who have protected time and whose development needs are actively supported</td>
<td>2. Successful extramural funding received by at least three, actively mentored faculty members by the end of FY16</td>
</tr>
<tr>
<td><strong>Internal Process</strong></td>
<td></td>
</tr>
<tr>
<td>1. Review recruitment and appointment process faculty and determine strategies to streamline</td>
<td>1. Reduce time to hire by 20% from baseline by FY15</td>
</tr>
<tr>
<td>2. Enhance transparency while maintaining confidentiality with regards to key metrics such as space and rates of promotion</td>
<td>2. Identify key metrics that are amenable to this reporting, establish a process for collecting relevant data, and a strategy for sharing the data</td>
</tr>
<tr>
<td>3. Research the benefits of a structured vs unstructured approach for DSA engagement</td>
<td>3. Complete randomized trial and report outcome</td>
</tr>
<tr>
<td><strong>Organizational Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>1. Develop a database of potential faculty candidates</td>
<td>1. Database established and used in at least 5% searches by FY15</td>
</tr>
<tr>
<td>2. Establish an OID website listing programs, SIG, and community programs</td>
<td>2. Website established and receiving at least 50 hits a month</td>
</tr>
<tr>
<td>3. Develop and implement a cadre of leadership programs, emphasizing inclusion</td>
<td>3. One new leadership program by end of FY15</td>
</tr>
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- Completed  
- In-Progress
I. Building organizational capacity to sustain inclusion and diversity efforts institutionally

- Katherine Stamper joined the OID with an extensive background in industry. Mrs. Stamper is responsible for providing administrative and operational execution to support initiatives critical to the office for sustaining inclusion and diversity. She joins Dr. Eve Higginbotham (Vice-Dean) in the OID and brings valuable expertise from an accomplished twelve-year career with Johnson & Johnson (J&J), where she held positions in Healthcare Compliance, Commercial Operations and served as a leader of Diversity and Inclusion initiatives (J&J). The OID anticipates filling additional positions in the near term to strengthen its capacity for supporting anchor programs and obtaining grant funding.

- In support of our strategic priority to develop a national search database of potential faculty candidates, a repository of 460 potential candidates’ representing more than 100 U.S. academic medical institutions nationwide was established. Continuing our efforts, we will formalize and enhance this database and subsequently leverage it as part of the ongoing faculty recruitment process institution wide. It will be an efficient tool to identify diverse, highly qualified and competitive faculty candidates.

- The OID website has been modified to include the most updated information, including staff bios and blogs. It also will highlight upcoming events across the institution. The OID website now has a new feature added since its initial launch that allows metrics to be measured. The page-view metrics demonstrate that the OID website is generating traffic far exceeding the initial commitment of 50 hits per month (Figure 3).

- In collaboration with Graduate Medical Education (GME), a new position, Associate Designated Institutional Officer (DIO) for Inclusion & Health Equity, has been developed to foster cultural competency and interest in health disparities primarily among house staff. Following a competitive search process, Dr. Jaya Aysola, Assistant Professor of Medicine at the Perelman School of Medicine (PSOM) assumed the role of Associate DIO on July 1, 2015.

- In collaboration with Dr. Jerry Johnson, Center of Excellence in Health Education and Research (COEHR), Project Director, the OID is refining the professional development platform of his program to support continuous skill building (i.e., grant development and manuscript preparation), mentoring relationships, and content for diverse faculty interested in health equity research.

- A Co-Sponsored Seminar Research Event with the Leonard Davis Institute (LDI) of Health Economics on September 26, 2014, featured Sandra E. Brooks, MD, MBA, an AΩΑ medical graduate of Howard University, who formerly served as full Professor and Director of the Division of Gynecologic Oncology at the University of Maryland. She has most recently led and developed population health based prevention initiatives and the research administration for a major health system.

![Figure 3. OID Website Pageviews by Month](image-url)
The OID exhibited at the National Hispanic Medical Association’s (NHMA) 19th annual conference in Washington, DC. Diana Harris, Former Director of OID, and Katherine Stamper, Executive Assistant for OID, attended the NHMA meeting on March 26-28, 2015. The OID provided materials and information about PSOM to students, trainees and practicing physicians.

A sponsored event featured Dr. David Satcher, who gave the keynote address at the 2015 Martin Luther King, Jr., Health Equity Symposium at the University of Pennsylvania. Dr. Satcher is Director of the Satcher Health Leadership Institute and Professor of Community Health and Preventive Medicine, Family Medicine, and Psychiatry at the Morehouse School of Medicine. Previously, he served as the 16th Surgeon General of the United States. Dr. Richard Carmona, the 17th Surgeon General of the United States will be the keynote speaker for the 2016 Martin Luther King, Jr. Health Equity Symposium.

The OID also contributed to the successful recruitment of an African American woman basic scientist, who was the first to receive a Presidential Term Professorship, thus increasing the number of Underrepresented Minority (URM) basic scientists by nearly 10%. This recruitment is the first in this category since 2001.

Scholarships were provided to send eligible faculty to attend Association of American Medical Colleges (AAMC) conferences, including the Minority Faculty Development Seminar in September of 2014 and the AAMC Executive Development Seminar for Aspiring Leaders in May of 2015.

- Neha Patel, MD, MS, AAMC Executive Development Seminar For Aspiring Leaders - April, 2015
- John Fiadjo, MD, Writing/Designing NIH Proposal Workshop - May, 2015
- Jorge Henao-Mejia, MD, PhD, Writing/Designing NIH Proposal Workshop - May, 2015
- Chileshe Nkonde-Price, MD, MS, MRCP, NIH Professional Proposal Writing Workshop - June, 2015
- Sharon Lewis, MD, AAMC Early Career Seminar - July, 2015
- Michelle Johnson, PhD, AAMC Minority Faculty Career Development Conference - September, 2015
- Samantha Butts, MD, MSCE, AAMC Minority Faculty Career Development Conference - September, 2015
To affirm the benefits of inclusion, the OID fosters scholarships and presentations at national meetings.

Listed below are presentations we have supported this past year.

- “Increasing Diversity in Faculty Searches at the Perelman School of Medicine,” presented by James Guevara, MD, MPH at the AAMC Annual Meeting, October 2014.
- “How A 3-tiered Intervention Impacted Academic Productivity of Women Medical Faculty Results from NIH-TAC (Transforming Academic Culture) Randomized Trial,” presented by FOCUS at the AAMC Meeting, Fall 2014
- “The Influence of URM and Gender Status on Residency Program Choice”, presented by Tomas Diaz & Atu Agawu at the AAMC Conference, Spring 2015
- “PUTTING THE SEXXY IN RESEARCH: A New Institute for the Study of Sex and Gender in Health at the Perelman School of Medicine,” presented by C. Neill Epperson, MD at the ELAM Leaders Forum, Spring 2015
- “Close Collaboration Between Faculty Affairs and Inclusion and Diversity Offices: A Formula for Success,” presented by Karen Grasse at the AAMC/GDI Conference, Summer, 2015
- “Seeding the Healthcare Workforce Through the Educational Pipeline: The Summer Undergraduate Minority Research Experience,” presented by Joanne Levy at the AAMC/GDI Conference, Summer, 2015
II. Ensuring Efficient Internal Processes

For FY15, in collaboration with Faculty Affairs, we conducted a time-and-motion study related to faculty recruitment so as to better understand the recruitment cycle time and its processes. By streamlining these processes, we will be able to compete nationally. The figure below lists key steps in the process and the range in time based on an analysis of four standing faculty members, all from clinical departments (Figure 4).

**FIGURE 4. KEY STEPS IN THE PROCESS**

<table>
<thead>
<tr>
<th>Step in the Process</th>
<th>Action</th>
<th>Range in Days (Low - High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Date Ad Posted on FAPD Website</td>
<td>N/A</td>
</tr>
<tr>
<td>Step 2</td>
<td>1st Round Interviews</td>
<td>(88 – 250)</td>
</tr>
<tr>
<td>Step 3</td>
<td>2nd Round Interviews</td>
<td>(20 – 195)</td>
</tr>
<tr>
<td>Step 4</td>
<td>Unofficial Draft Letter</td>
<td>(9 – 165)</td>
</tr>
<tr>
<td>Step 5</td>
<td>Department Prepares RTC/RAC Documentation</td>
<td>(0 – 33)</td>
</tr>
<tr>
<td>Step 6*</td>
<td>RAC Review Completed</td>
<td>(30 – 252)</td>
</tr>
<tr>
<td>Step 7*</td>
<td>CPUP Review Completed</td>
<td>(11 – 35)</td>
</tr>
<tr>
<td>Step 8</td>
<td>Official Letter Approved</td>
<td>(11 – 252)</td>
</tr>
<tr>
<td>Step 9</td>
<td>PSOM COAP Review</td>
<td>(24 – 79)</td>
</tr>
<tr>
<td>Step 10</td>
<td>PSC Official Approval</td>
<td>(7 – 21)</td>
</tr>
<tr>
<td>Step 11</td>
<td>Candidate Signs Letter</td>
<td>(42 – 84)</td>
</tr>
</tbody>
</table>

* Steps 6 & 7 run parallel and are not additive

**FIGURE 5. COMBINED MEAN OVERVIEW BY STEP**
The combined mean for the days to complete the key eleven steps is 637 days (Range: 485 - 1052 days) (Figure 5). When eliminating the steps beyond step 8, the mean becomes 495 days (Range: 175 – 936). Opportunities to reduce the time for recruitment rest in the scheduling of interviews within each department and the Research Advisory Committee (RAC) Review.

Recruitment of the first African American basic scientist since 2001 was analyzed. The total cycle time was 248 days. The speed of the process, the Presidential Professorship and strong engagement of the Department Chair contributed to the successful hire of this candidate.

The OID and the Decision Support Analysis collaborated on a further analysis of faculty salaries and space utilization that was completed in February of 2015. Initial report findings were shared with Dean Jameson, and the final findings were presented to the Basic Science Department Chairs in June 2015. The analysis will be updated every two years and shared with key stakeholders, thus affirming the value of institutional transparency. Key takeaways will help continue the dialogue (Figure 6 & 7).

The OID is in the early planning phases of evaluating the Diversity Search Advisor program through a 2-phased research investigation that will survey advisors to assess their experience in the role and then plan a pilot randomized controlled trial to assess its efficacy.
III. Maintaining Financial Stewardship

- The OID is conducting an assessment of grants that relate to health disparities research to support the launch of a Special Interest Group on Healthcare Disparities. Our goal is to identify faculty with an expertise and mutual interest in a Health Disparity/Special Interest Group (SIG). This information will be helpful when crafting text to use for grant submissions. It will further inform PSOM’s expenditures related to diversity.

- For FY15, we are in the initial planning phases of developing a one-day grant research proposal workshop that will focus on skill building in a small group, allowing early and mid-career level standing faculty to make their grant proposals more competitive and adequately prepare faculty by delivering the appropriate resources (i.e., ongoing follow-up and feedback directly from grant training personnel).

- Continuing our commitment to faculty development, the OID invested in Dr. C. Neill Epperson’s (Department of Psychiatry) participation in the Executive Leadership program (ELAM). Next year, there will be two ELAM fellows, Dr. Susan Furth and Dr. Kathleen Montone.

- The Faculty Opportunity Fund (FOF) enhances the academic strength and diversity of Penn faculty and is reserved for those candidates who will make extraordinary scholarly contributions. Between FY2012 and FY2015, the FOF funds distributed to PSOM have more than tripled (from $184,200 to $558,402, respectively). Thirteen FOF requests have been submitted to the Provost’s Office for FY2015. Ten were approved. (Figure 8).
IV. Exceeding Expectation of Primary Stakeholders

In Q3 of 2015 the OID launched the Diversity Engagement Survey (DES) to measure the institutional climate and culture using the lens of diversity and inclusion within the University of Pennsylvania. A validated 22-item survey, developed by the AAMC in conjunction with UMass Medical School, characterizes the inclusiveness of the academic learning environment and assesses baseline strengths and areas for improvement that is related to inclusion and diversity efforts.

The DES has been piloted in 14 AAMC member institutions. The OID has since launched the DES across the UPenn community, including the Perelman School of Medicine, the School of Nursing, Penn Dental Medicine, Penn Social Policy & Practice, the Penn School of Veterinary Medicine, and select units within Penn Medicine and The Children’s Hospital of Philadelphia (CHOP), thus joining 14 other AAMC member institutions that have also piloted the DES for their students, faculty, and staff. Over 3,500 responses were received across the University of Pennsylvania. A preliminary review indicates that Penn has an opportunity to enhance awareness and diversity in terms of cultural competency. Compared to the national benchmark, Penn ranks in the bottom third in this particular category (Figure 9).

FIGURE 9. DIVERSITY ENGAGEMENT CLIMATE CLUSTERS

- Vision & Purpose Cluster
- Access to Opportunity Factor
- Vision / Purpose Cluster
- Equitable Reward and Recognition Factor and Common Purpose
- Camaraderie Cluster
- Trust Factor, Sense of Belonging
- Appreciation Cluster
- Appreciation of Individual Attributes Factor, Respect Factor
- Vision / Purpose Cluster
- Cultural Competence Factor*

* Cultural competence as defined by the DES is an individual who believes the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance.

– DES User Guide
The results of the 2014 Medical School Graduation Questionnaire (MSGQ) for the PSOM highlighted several improvements compared to 2013. Based on a 5-point Likert scale (1 = least satisfied to 5 = very satisfied), respondents noted their overall satisfaction with the following aspects:

° To the item, “Overall, I am satisfied with the quality of my medical education,” (Figure 10) the MSGQ results showed a 0.1 % increase from 2013 to 2014 (4.5 to 4.6, respectively). Moreover, when compared to national averages for all schools, PSOM satisfaction scores were 0.3 percentage points higher, thus indicating that PSOM is progressing well.

° To the item, “My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds,” (Figure 11) the MSGQ results showed PSOM increased 0.2 % from 2013 to 2014. Additionally, in comparison to national average of all schools, PSOM was 0.2 % also higher.

° To the item, “The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds,” (Figure 12) the MSGQ results indicate that PSOM increased 0.2 % from 2013 to 2014. Additionally, when compared to the national average of U.S. academic medical schools, PSOM was 0.3 % higher, clearly indicating that we are tracking in the right direction.
Although performance metrics have been exceeded based on the balanced scorecard (Figure 2), it is important to track progress at every stage of the faculty pipeline (Figure 13). Future progress will be dictated by the diversity of the pipeline.

Undoubtedly, strides have been made within the pipeline in the last two years (Figures 15-17), however opportunities continue to exist to capitalize on the rich diversity of the undergraduate medical student population (Figure 14).

**Figure 13. Pipeline to Faculty Status**

The pathway to status has several entry points, particularly when considering the preparation needed for a research focused faculty member. Full candidate searches may have occurred prior to internal candidates achieving faculty status.

**Figure 14. Undergraduate Medical Education (UME): 2013-2015**

<table>
<thead>
<tr>
<th>Diversity Domains</th>
<th>Gender &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Traditional</td>
<td></td>
</tr>
<tr>
<td>Non-Science Majors</td>
<td></td>
</tr>
<tr>
<td>First Generation College Graduate</td>
<td></td>
</tr>
<tr>
<td>Socioeconomic Class</td>
<td></td>
</tr>
<tr>
<td>LGBT*</td>
<td></td>
</tr>
<tr>
<td>Underrepresented in Medicine</td>
<td></td>
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</tbody>
</table>

*UIM: Underrepresented In Medicine; UME: Undergraduate Medical Education*
**FIGURE 15.** BIOMEDICAL GRADUATE STUDIES (BGS) MATRICULANTS, 2013-2015

*In 2015, the Graduate Group in Epidemiology and Biostatistics was integrated into BGS. The 2015 numbers include two additional PhD programs, not included in previous years.*

**FIGURE 16.** BIOMEDICAL POSTDOCTORAL PROGRAMS (POST DOCS) DIVERSITY: 2011-2014
**Figure 17. Underrepresented in Medicine (UIM) Data by Gender and Ethnicity**

Graduate Medical Education (GME): 2013-2015

- Ranked
- Matched

**Figure 18. Faculty (Standing Faculty, Tenure and CE Tracks)**

2009-2015
The Office of Inclusion & Diversity wishes to thank the faculty leads from the four anchor programs for their collaborative efforts to enhance diversity at the University of Pennsylvania. These programs are considered anchor programs because of their faculty leadership, their impact on at least two touch points in the pipeline, and their acquisition of external funding to meet their goals. These programs are illustrated in Figure 13, page 11.

- The Alliance of Minority Physicians supports underrepresented minority medical students, house staff, and faculty in mentoring families to enhance networking and professional development.
  **Faculty Lead:** Iris Reyes, MD

- FOCUS on Health and Leadership for Women supports the professional development of women faculty by offering seminars and opportunities for networking across Penn Medicine.
  **Faculty Lead:** Stephanie Abbuhl, MD

- Penn Medicine Program for LGBT Health is a unique interdisciplinary program that supports the health and wellbeing of LGBT populations by advancing the LGBT climate and its visibility, health education, research, patient care, and community outreach.
  **Faculty Lead:** Baligh Yehia, MD, MPP, MSHP

- The Center of Excellence in Health Education and Research supports programs of excellence in health professions education for individuals from racial and ethnic minorities that are underrepresented in the health professions workforce, serving a critical mass of minority students and faculty for over three decades.
  **Faculty Lead:** Jerry Johnson, MD

**INCLUSION AND DIVERSITY ADVISORY COUNCIL**

- **Stephanie Abbuhl, MD**  Professor and Vice Chair for Faculty Affairs, Department of Emergency Medicine, Penn Medicine
- **Tarik Asmerom, (Student) University of Pennsylvania, PSOM**
- **Horace Delisser, MD**  Associate Professor of Medicine; Associate Dean for Diversity and Inclusion; Diversity Search Advisor, Department of Medicine, Penn Medicine
- **Arnaldo J. Diaz, PhD**  Assistant Dean for Research Training Programs; Adjunct Assistant Professor of Pharmacology, Office of Research Training Programs, PSOM, BGS
- **Deborah Driscoll, MD**  Professor and Chair, Department of Obstetrics and Gynecology; Interim Director, Center for Research on Reproduction & Women’s Health, Penn Medicine
- **Jessica Fowler, MD, MPH**  (Chief Resident) Department of Pediatrics, The Children’s Hospital of Philadelphia
- **Karen Grasse, MS, MPhil**  Associate Director, Faculty Affairs and Professional Development, PSOM
- **James Guévora, MD, MPH**  Senior Diversity Search Advisor, PSOM; Associate Professor of Pediatrics and Epidemiology, The Children’s Hospital of Philadelphia
- **Jerry Johnson, MD**  Chief, Division of Geriatric Medicine; Director, Center of Excellence for Diversity In Health Education and Research; Professor, Department of Medicine, Penn Medicine
- **Jack Ludmir, MD**  Chair, Department of Obstetrics and Gynecology; PAH Vice Chair, Department of Obstetrics and Gynecology; Chief, Section of Perinatology, Obstetrics and Gynecology, PAH
- **Sarah Millar, PhD**  Professor of Dermatology; Director, Research in Dermatology Director, NRSA Training Grant Penn Medicine
- **Victoria Mulhern**  Executive Director, Faculty Affairs and Professional Development, PSOM
- **Giang Nguyen, MD, MPH, MSCE**  Medical Director, Penn Family Care; Assistant Professor of Medicine and Community Health, PSOM
- **Iris Reyes, MD**  Associate Professor of Clinical Emergency Medicine, Advisory Dean, PSOM
- **Chase Richard, (Student) University of Pennsylvania, PSOM**
- **Erie Robertson, PhD**  Professor, Department of Microbiology, PSOM
- **Susan Ross, PhD**  Professor and Interim Chair, Microbiology, PSOM
- **Susan Weiss, PhD**  Professor of Microbiology; Associate Dean for Postdoctoral Research, Penn Medicine
- **Baligh Yehia, MD, MPP, MSHP**  Assistant Professor, Department of Medicine, PSOM; Director, Penn Medicine Program for LGBT Health

The OID wishes to thank the OID Advisory Council for its guidance and support in the first year of the Council’s existence.