Recruitment and retention of diverse faculty, trainees, and learners are primary responsibilities of the OIDE in collaboration with Department Chairs and Institute Directors at Penn Medicine. The mission of the OIDE, led by Eve 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. The OIDE works jointly with academic offices, including but not limited to the Offices of Medical Education, Graduate Medical Education, Biomedical Graduate Studies, Biomedical Postdoctoral Programs, individual departments, the University of Pennsylvania Health System, and others to accomplish this mission. The OIDE also maintains a database of diverse faculty candidates.

Training

The Office of Inclusion, Diversity, and Equity (OIDE) provides a variety of educational offerings to promote inclusion, diversity, and equity in academic medicine. One of our key focuses is on the Foundations of Unconscious Bias, which refers to the automatic associations or attitudes that people hold about others based on their social identities. Additional workshops and training sessions are Mitigating Unconscious Bias in the Selection Process, which is essential for creating a more diverse workforce in our academic community. We provide workshop and resources on Inclusive Leadership which aims to foster a culture of respect and belonging for individuals from all backgrounds and Eradicating Racism and Microaggressions in Medicine which focuses on addressing harmful behaviors, which can have a significant impact on the mental health and well-being of individuals from marginalized communities. Overall, the OIDE is committed to creating a more inclusive, diverse, and equitable environment in academic medicine through its educational offerings and resources.

Recruitment Efforts

OIDE maintains a database of female and URM candidates for faculty searches, as well as performing custom searches upon request. This initiative supports the DSA Program and outreach in the faculty search process in departments to facilitate the diversification of the applicant pool. In FY22, OIDE provided 25 such lists, and the database currently stands at 2740 candidates. Notable searches with which OIDE assisted include the Chairs, Division Chiefs, and center Directors.

Two funding mechanisms supported by the University of Pennsylvania, the Faculty Opportunity Fund and the Presidential Professorships, offer department chairs additional tools to recruit more diverse faculty via salary contributions. The Perelman School of Medicine has raised additional funds to contribute to these recruitment tools.

The Diversity Search Advisor (DSA) Program is a collaborative initiative of the Office of Academic Affairs (OAA) and the Office of Inclusion, Diversity & Equity (OIDE). The DSA program was introduced in Penn’s Action Plan for Faculty Diversity & Excellence in 2011. Faculty are selected in each department thru consultation with the department Chair, OAA Staff, and OIDE, to be positioned at the earliest stage of the faculty search and recruitment process.
The Lead Diversity Search Advisors were added (2017, after first DSA Survey) to enhance the DSA Program, provide support and strengthen the engagement of DSA’s in their departments. A Lead DSA and OAA Staff meet with all new DSAs in PSOM to orient them to the faculty search process and using Interfolio Faculty Search, where they review faculty positions and search committee member compositions.

Alliance of Minority Physicians, under the leadership of Dr. Jessica Fowler, one of our Pediatric Anesthesiology & Critical Care faculty and Director of UIM Recruitment Initiatives for AMP, AMP continued to offer online recruitment efforts (including resident panels and fellow information sessions) and returned to in-person recruitment of housestaff.

**Retention and Support**

Under the umbrella of PEER, OIDE hosts workshops focused on the path to promotion for CE, Tenure, and AC track faculty. These workshops include URM faculty who have reached Associate Professor or Full Professor so that they can share their expertise. This effort is bolstered by hosting senior researchers, academicians, and public health professionals to present their work and interact with faculty, students, and staff interested in health equity research. These Special Interest Group (SIG) events occur throughout the year and connect junior faculty with external mentors. Under the umbrella of PEER, exit interviews are confidentially conducted by the OIDE.

FOCUS on Health and Leadership for Women offers professional development and leadership mentoring initiatives, collecting, analyzing and reporting annual gender data for PSOM faculty, multiple opportunities for networking to assist women in all ranks, tracks and stage of career in establishing multiple mentors and peer support teams, extramural funds to offer seed grants and fellowships that stimulate research focused in women’s health while concomitantly supporting the career development of Penn medical students and faculty investigators, individual mentoring of biomedical faculty at Penn; conducting grant funded research on women’s biomedical careers and faculty development and providing national leadership on advancing women in medicine through invited lectures and research presentations and publications.

AMP also offers Cracking the Clerkships, sessions held for pre-clerkship students at the Perelman School of Medicine at the University of Pennsylvania. Led by AMP faculty and housestaff, these workshops prepare students to succeed on the wards. Skills sessions include how to take a history, how to perform a physical exam, and navigating the nuances of various rotations. Mentoring Families: in these groups, they interact with interns, residents, fellows and attending faculty - giving them opportunities for career mentorship and support for clerkship and subintern rotations. And Professional Development Workshops held throughout the academic year give medical students a sneak-peek into life as housestaff and faculty. These cover information about grant writing, research, and developing mentoring relationships, benefiting from the wisdom and advice of AMP Faculty from throughout our hospital systems.

The Office of Academic Affairs offers the Faculty Mentoring Program, which continues to identify strategies to strengthen effective faculty mentoring practices to ensure 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:
The Office of Academic Affairs (OAA) is actively involved in enhancing training programs for mentors and mentees. Mentoring is a required, recognized, and rewarded faculty activity.

Mentoring activities begin with faculty recruitment. Mentors are assigned at the time of initial appointment and are 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.

Online Mentoring Center

Includes: 1) Tools for mentoring colleagues; 2) Tools for finding and getting the most out of mentors; 3) Mentoring the next generation; 4) Increasing acceptance of feedback; and 5) Finding institutional mentoring programs at Penn.

Goal: Improve the quality and effectiveness of mentoring.

Overall Objectives: 1) Provide access to tools that help support effective mentoring relationships; 2) Suggest best practices for mentoring; and 3) Provide resources for guiding colleague mentors along faculty tracks.

Richards Society – Established in 2016, is an active and engaged group of tenure-track assistant professors who are current and future PSOM leaders (named for Alfred Newton Richards, Ph.D., 1876 - 1966). Provides outstanding opportunities for career development, networking, and peer support. The activities are integral to the support of junior faculty in PSOM and provide a model for ways to promote assistant professor achievement.

Anna T. Meadows Society – Supports Clinician Educators through providing opportunities for institutional and colleague mentoring, networking, and collaboration with emphases on career track progression, leadership competency development, scientific advancement, teaching best practices, clinical service alignments, and work-life integration.

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 (COAP) will continue to integrate mentoring into the promotion process, particularly for promotions to professor.

Faculty Professional Development Program

The Office of Academic Affairs administers an institutional professional development and mentoring program designed to support faculty career achievement 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. Programs are offered in the domains of 1) Attaining Teaching Excellence, 2) Career Development & Achievement, 3) Leadership & Management, 4) Research, 5) Scholarly Writing, and 6) Technology.

OAA 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. OAA works collaboratively with academic leaders across the school in design and delivery of professional development programs. Over 60 PSOM faculty members create content, facilitate sessions, and present talks for colleagues. Partnerships with FOCUS, Penn Medicine Academy (PMA), and Office or Organization Effectiveness provide additional opportunities for faculty to develop communication, coaching, and leadership skills for academic success.

The faculty development program offerings feature:

Onboarding for Teaching Program – All Assistant Professors on the Academic Clinician, Clinician Educator, and Tenure tracks are required to complete the program prior to their first reappointment. This program provides information and skills-based practice that support success at reappointment and promotion and enables the Perelman School of Medicine to meet standards set by the Liaison Committee for Medical Education.

Electives recently added to the program include 1) Managing Discriminatory Patient Encounters in the Clinical Learning Environment; and 2) Strategies for Minimizing Racial & Gender Bias While Teaching.

First Years on Faculty Series – A year-long, seminar series designed for faculty who are in years 1-3. Program goals are to build transparency around process and expectations and to help early career faculty identify best practices and resources that will support success in the areas of research, teaching, and clinical. Examples of seminars include Professionalism Expectations and Processes; Inclusion and Diversity Initiatives; Overview of the Faculty Tracks; Research Resources and Support; and Faculty in their Role as Educators: Expectations & Opportunities.

Academic Foundations Program – A 4-semester career-development certificate program designed to provide Assistant Professors with the tools, strategies, and skills to maximize their success. Topics include advancing research, maximizing mentorship, setting goals, strategizing scholarly efforts, and understanding funding.
Launch Assistant Professors (LAPs) – A year-long, monthly seminar series designed for faculty who are just starting their independent research program. Program goals include providing tools and strategies that support the launch of an independent research program, developing personnel and resource-management skills, fostering best practices for strategic grant writing for key funding agencies, and developing mentoring skills.

Penn Faculty Pathways Program – Core programming includes a year-long, monthly seminar series with the option to complete a second year of institutional mentoring. Designed for faculty from University of Pennsylvania STEMM fields, the overall program goal is to increase faculty performance in the four domains of work, home, community, and self.