**Initiatives to Achieve Racial Equity at the Perelman School of Medicine in Undergraduate Medical Education**

**Key**
- **UME**: Undergraduate Medical Education
- **OID**: Office of Inclusion and Diversity at PSOM
- **JDIs**: Just Do It Projects
- **ACT**: Action for Cultural Transformation

**UME JDIs**: Support for Underrepresented in Medicine (UiM) Students

**UME JDIs**: Community Advocacy

**UME JDIs**: Education and Scholarship

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<tr>
<th>ACT Initiatives Overseen by OID</th>
<th>OID Directed Projects to Just Do Its (JDIs) for UME</th>
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**UPDATED December 3, 2021**

**Support for Underrepresented in Medicine (UiM) Students**

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<tr>
<th>Group</th>
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<tr>
<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 1: Annual Meetings Between SNMA, LMSA, APASMA, and UMELT</td>
<td>X</td>
<td>7/2020</td>
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<td>● We will coordinate regular meetings with the Students for Inclusion, Diversity and Equity (SIDE).</td>
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<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 2: New PDI Staff Member with Expertise in Race and Social Justice</td>
<td>X</td>
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<td>7/2021</td>
<td>● We will continue to employ content experts through our PDI and curriculum affairs office.</td>
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<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 3: Counseling for Students Impacted by Racial Trauma</td>
<td>X</td>
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<td>● Drs. Albright and DeLisser are working to revamp/reinvigorate Spaces of Color. They are developing a curriculum of support for UIM students comprised of monthly lectures/workshops around marginalized identity. Tentative rollout planned for Spring 2022. &lt;br&gt; ● Training was conducted this spring for UMELT, PDI, and Advisory Deans to enhance their knowledge and competence in supporting our minority students in Transformative Conversations, a program facilitated by experts, and is ongoing &lt;br&gt; ● Leadership is working on ways to transition to more effective methods of supporting student affinity groups in times of crisis.</td>
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<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 4: Restructure Medical Student Government (MSG) Operations</td>
<td>X</td>
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<td>● MSG-leadership restructured &lt;br&gt; ● SIDE formed &lt;br&gt; ● Affinity group representatives will be invited to all MSG meetings on a rotating basis.</td>
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<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 5: Increase Financial Support for Conference Travel for UiM and FGLI Students</td>
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<td>● The funding has been identified, but it is not an unlimited resource. &lt;br&gt; ● Dr. Delisser forming committee to draft criteria and procedures for funding travel (committee to convene in early 2022)</td>
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<td>SNMA, SORM, LMSA &amp; APAMSA</td>
<td>Plan 6: Stratify Annual Class Demographics by Specific Racial and Ethnic Categories</td>
<td>X</td>
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<td>● Self-reported data has been compiled for entering classes 2016-2020. Click <a href="#">here</a> to see the graph. &lt;br&gt; ● The MD and MD/PhD Admissions Committees approved questions to be added to the secondary entrance application that try to better address applicants’ potential contributions to our mission of growing and fostering a diverse and inclusive environment. &lt;br&gt; ● Stratifying further will require consideration by ACT for consistency across the institution for all learners, staff and faculty. This has been brought to the ACT Pillar leaders for consideration.</td>
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### Community Advocacy

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| SNMA, StORM, & LMSA | Plan 7: Increase Funding Toward UIM Pipeline Programs for Philadelphia Students | X        |         |        | • Donor funds were secured to support PASS and EPP  
• A dedicated program coordinator was hired for the Education Pipeline Program (EPP). Funds were secured to pilot a life sciences and management track in the EPP. |
|                     |                                                                      | X        |         |        | • We have completed 4 of 5 MOU’s with 5 HBCU’s (Howard, Spelman, Oakwood, Xavier; Morehouse pending) to enhance our PASS program                                                                 |
|                     |                                                                      | X        |         |        | • We partner with the Netter Center for Community Partnerships for Philadelphia-specific programming. Culinary medicine training to students & nutrition education.  
• We secured funding to provide administrative support to broaden and enhance pipelines with the Netter Center. |
| SNMA, StORM, & LMSA | Plan 8: Increase Black and Latinx-owned PennMed Contracted Vendors    | X        |         |        | THESE ITEMS TO BE UPDATED IN COLLABORATION WITH OIDE  
• The University is currently working on a “dashboard” and has engaged student volunteer participants to provide input.  
  • Updated vendors are listed [here](#) as announced on August 11, 2020  
• The call for nominations for the [Penn Supplier Diversity and Economic Inclusion Impact Awards closes July 30th](#). This award recognizes the leading actions of any individual or team that drives intentional impact in the area of supplier diversity and economic inclusion at Penn. This award program is a chance to spotlight those who are championing diversity and inclusion across campus, as well as to celebrate projects that are driving economic impact with diversity-owned businesses. |
| SNMA, StORM, & APAMS | Plan 9: Release an Official Statement Recognizing Racism as a Public Health Crisis | X  
7/17/2020  
2/25/2021 |         |        |        | • An official statement was written. Click [here](#) for the statement.  
• Official statement of solidarity with students of Asian ancestry sent to student body on 2/25/21. |
| SNMA, StORM, & LMSA | Plan 10: Establish Grants for Health Disparities Research and/or Coursework | X        |         |        | • These grants were created and will be offered perennially. We will start publicizing the awards in January. |
| SNMA, StORM, & LMSA | Plan 11: Invited Speaker Fund Development: Local, Activist, and Grassroots Organization Speakers | X        |         |        | • We have been supporting, and will continue to support, the following:  
  • Nathan Mossell lecture on Health Equity  
  • Helen O. Dickens lecture celebrating pioneering women in medicine  
  • John E. Fryer Lecture on LGBTQ Health  
• Drs. Christian and DeLisser have reached out to Dr. Hermon Beavers from Penn’s [Civic House](#). This engagement has not yet been reciprocated.  
• Local, Activist, and Grassroots Organization Speakers were integrated into the “Intersections of Social Systems, Race, and Health” course. Course was offered this year. Speakers were paid honorarium. |

### Education and Scholarship

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| SNMA, SORM, LMSA & APAMSA | Plan 12: Increase Number of Black, Asian, Indigenous, and Latinx Preclinical Faculty and Lecturers, Course Directors, and Advisory Deans | X | • Self-reported faculty demographics show 202+ faculty of color (African-American and Latinx) at Penn Medicine and CHOP, and these numbers continue to increase.  
• Members of UMELT and the Advisory Deans are intentionally diverse. All efforts are being made to engage more UIM teaching faculty to be involved in our educational programs. Students have expressed concern about the “minority tax”, which also extends to our UIM faculty.  
• Recruitment efforts of UIM faculty are continuous and intentional.  
• A list of preclinical faculty lecturers with demographic information has been compiled to better inform efforts to diversify curricular faculty. An accurate list of clinical faculty is more complex and is a work in progress.  
• Administrators are developing a list of faculty who self-identify as first generation low-income (FGLI).  
• IDEAL MEd will speak with the Vice Chairs from each department to determine if they can recommend UiM faculty. |
| SNMA, SORM, LMSA & APAMSA | Plan 13: Restructure the “Difficult Patient” (ICM First Course) Standardized Patient (SP) Session; Implement a Patient Bias Preparation Program for Students of Color | X | • The ICM FIRST SP case has been revised.  
• The use of current CDC categories for race and ethnicity are preferred.  
• Use of any older terminology should be addressed, and the self-reported nature of the data should be made clear. |
| SNMA, SORM, LMSA & APAMSA | Plan 14: Provide additional support for clerkship grading grievance processes to address and eliminate bias | X | • The Office of Assessment will continue to evaluate clerkship narratives to evaluate for racial bias. The project plan is in place and the initial organization of the materials is in progress  
• **Dr. Bennett** will work with faculty and departmental Vice Chairs for Diversity to offer an additional outlet for review of students’ grades, ensuring a diverse committee for clerkship grade appeals.  
• We are compiling a list of all faculty teaching our students, and will work with OIDE to enhance diversity, perhaps engaging University faculty in some of the pre-clerkship offerings. |
| SNMA, SORM, LMSA & APAMSA | Plan 15: Restructure PSOM Curriculum and Operations to Emphasize Anti-Racist Education | X | • Updated Medical Education Program Objectives are completed.  
• Faculty Directors of Health Equity Curriculum and Gender/Sexuality Curriculum are in place as of July 1, 2021 and are working with Curriculum Deans and Course/Clerkship Directors.  
• Pre-clerkship curriculum:  
  ▪ Mod 2 Brain and Behavior course: a new case-based session was added addressing the intersection of socioeconomic factors with medical care, and influence of bias in generating a differential diagnosis.  
  ▪ Course directors have received guidance on best practices for presenting data that, after careful review, are considered scientifically valid and clinically important. Data should be carefully framed and placed in context, use of any older terminology should be addressed, and the self-reported nature of the data should be made clear.  
  ▪ The use of current CDC categories for race and ethnicity are preferred.  
  ▪ A tool kit of resources was provided to the course directors.  
  ▪ Several of the clerkship directors (including pediatrics, internal medicine, surgery and OB/Gyn clerkships) have incorporated new didactic and small group sessions related to Race, Health Disparities and/or Social Justice in their 2021 curriculum.  
  ▪ A clerkship intersession related to Health Disparities and Social Determinants of Health was implemented in 2021 and will continue to run next year. |
| Plan 15 (cont.) | | X | • We have asked the Curriculum office to do a curriculum map on Race, Health Disparities, and Social Justice and Advocacy in our curriculum; we will establish goals/objectives and ascertain where our gaps are and revise our curriculum with content expertise as required.  
• New medical education program objectives have been drafted and are in the process of being approved by UMEC and Medical Faculty Senate. One of the four pillars focuses on an anti-racist education.  
• A faculty development course focused on anti-racism in medicine and gender and sexual orientation inclusivity is being developed and is planned to launch in the spring of 2022.  
• Negotiating patient into Cracking the Clerkship Series content.  
• We will integrate content on negotiating patient into the Cracking the Clerkship Series content. |
We developed an elective course in collaboration with Walter Palmer, an expert in race and social justice in the fall. A $6,000 honorarium was put toward this in the academic year and, moving forward, $5,000 in annual funding will be used to support a speaker for an enduring elective.

**APAMSA Plan 21:** Hold a Town Hall to Educate Students and UME on Asian Experiences and to Debunk the Model Minority Myth

| X | 11/19/21 |

- The PDI will work with students to organize opportunities to learn about the Asian American experience and for dialogue about supporting the community.
- This event took place on 11/19/21 in JMEC (Law Auditorium)

**APAMSA Plan 22:** Fully Fund Medical Mandarin Class

| X | 7/1/2021 |

- Funding has been identified for the Medical Mandarin course

**APAMSA Plan 23:** Establish and Strengthen Communication Guidelines for Small Group and Doctoring Preceptors

- This is under the purview of the curricular deans working with the appropriate course reps, and reporting to educational governance.

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### OID Directed Projects to Just Do Its (JDIs) for UME *

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| LMSA  | Plan 18: DACA Support | X | | | • PSOM reaffirms their support of DACA applicants/students with a statement communicated to the Penn community internally as well as published to the website for prospective applicants and are following the changing federal guidelines as we support our DACA students.  
  • PSOM includes an entry on the FAQs section of the PSOM Admissions website directly stating that DACA/DACA-eligible students can apply to PSOM.  
  • PSOM includes a statement on the “How to Apply for Aid” section of the Financial Aid tab of the PSOM Admissions website that directly states the financial aid options for DACA/DACA-eligible students  
  • PSOM lists a separate percentage for DACA/DACA-eligible students when stratifying annual class demographics.  
  • Moving forward, we will add this to our demographic statement. |
| LMSA  | Plan 19: Consider Reinstating Diversity Breakfast on Interview Day | X | | | • This year, Diversity Breakfasts were not held due to virtual interviews; this may be the case moving forward as well. Diverse applicants currently meet with IDEAL MEd deans; we will continue to develop additional points of contact for virtual interviewees. |
| LMSA  | Plan 20: UIM Inclusion in AOA Discussions | X | | | • All students will be involved in discussions related to AOA along with other stakeholders in AOA, which include not only students, but faculty, housestaff, and alumni. |
• A survey for student input was distributed, analyzed and presented to UMEC with plans to review and make a decision about AOA at Penn.
• Educational governance, UMELT, PDI, and the AOA Committee have representative, diverse members.
• Decisions about transparency and definitions of academic excellence will be determined by educational governance, which involves both students and faculty.