State of Faculty
Underrepresented in Medicine and Science

Eve J. Higginbotham SM, MD, ML

- Vice Dean for Inclusion, Diversity, Equity
- Professor of Ophthalmology
- Senior Fellow, Leonard Davis Institute
Presentation Overview

Overview of OIDE

Faculty Overview

Focus on Retention – National and Longitudinal Context

Academic Clinician and Clinician Educator Tracks: Penn Medicine and CHOP Data

Research and Tenured Faculty Tracks: Penn Medicine and CHOP Data

Strengthening Institutional Intentionality and Accountability

Summary
OIDE's Mission

The mission of the Office of Inclusion, Diversity and Equity (OIDE) is to strengthen the quality of education, produce innovative research, and foster an open inclusive environment that embraces diversity as a strength and supports the delivery of high-quality medical care all in pursuit of universal health equity.

Strategic Goals

- Recruit the best talent
- Retain and ensure the success of a diverse community of faculty, staff and students
- Reaffirm the benefits of inclusion and diversity
Office of Inclusion, Diversity, and Equity

Kya Hertz  
Assistant Director  
Certified Diversity Professional

Jack Drummond  
Director, Restorative Practices  
Doctoral Student

Corrine Fahl, MSEd  
Assistant Director  
Doctoral Student

For more information on any of our programs please contact oid@mail.med.upenn.edu  
https://www.med.upenn.edu/inclusion-and-diversity/
Office of Inclusion, Diversity and Equity (OIDE) Organizational Chart

Eve Higginbotham, SM, MD, ML Vice Dean for OIDE

- Action for Cultural Transformation
- Event and Speaker Management
- Educational Workshops
- OIDE Annual Report
- External Conferences
- Business Operations
- HR Operations
- Presentations and Publications
- OIDE Communications
- AAMC Professional Development
- Institute for Translational Medicine and Therapeutics Internal Advisory Committee

Jack Drummond
Director of Restorative Practice, OIDE

- Microaggression/Discrimination Intervention
- Restorative Practice (RP)
  Education – Canvas Course Development & Management, Tech., and Presentations
- RP Training for departments/groups
- RP Circles/Conference facilitation
- RP Advisory Group organization & management
- RP/UPHS Partnership

Kya Hertz, CDE®
Assistant Director, OIDE

- Annual Reporting the Provost and OAA-EOP
- Faculty Search Database
- Diversity Search Advisors
- Diversity Engagement Survey
- Data Collection, Analysis, Reporting, Publication and Presentation
- Presidential Professorships
- Faculty Opportunity Fund

Corrine Fahl, MSEd
Assistant Director, OIDE

- Scheduling and Calendar Management

Tisch Farley
Executive Assistant (Part-Time)
Infrastructure for Inclusion, Diversity, and Health Equity

The Pipeline to Faculty Status

The pipeline towards faculty status is supported by existing and emerging anchor programs, infrastructure at the Perelman School of Medicine (PSOM) and the University of Pennsylvania Hospital System (UPHS).

- AMP (Alliance for Minority Physicians)
- CHEA (Center for Health Equity Advancement)
- FOCUS (Focus on Health and Leadership for Women)
- LGBTQ Health (Penn Medicine Program for LGBTQ Health)
- Penn Promotes (Research on Sex and Gender in Health)
- PEER (Program for Health Equity and Research)
- PGG (Penn Center for Global Genomics and Equity)

Legend

- AWSM (Association of Women Student MD-PhDs)
- BGS (Biomedical Graduate Studies, IDEAL XP, EE Just Society)
- BPP (Biomedical Postdoctoral Programs, WEB DuBois Society)
- GME (Graduate Medical Education)
- UME (Undergraduate Medical Education, IDEAL XP)
Office of Inclusion, Diversity and Equity: Relational Organizational Framework

Advisory Council**
- Full list of Advisory Council Members (Next Slide)

Anchor Programs
- Alliance for Minority Physicians
- FOCUS on Health & Leadership for Women
- Penn Medicine Program on LGBTQ Health
- Penn Promotes Research on Sex & Gender in Health
- Center for Health Equity Advancement
- Penn Center for Global Genomics and Health Equity
- Program for Health Equity in Education and Research

Milestone Programs
- Undergraduate Medical Education
- Graduate Medical Education
- Biomedical Graduate Studies
- Association of Women Student MD-PhDs
- Biomedical Postdoctoral Program

BioStat
- Data Analytics Team

Office of Academic Affairs
- Kim Haebel

SVP CHRO University of Pennsylvania Hospital System
- Co-Lead ACT
- Bias and Discriminatory Behavior Reporting
- Cultural Audit

Development & Alumni Relations
- Kobie Smith

Programs
- Executive Leadership in Academic Medicine
- Summer Undergraduate Minority Research Program
- Summer Undergraduate Program for Educating Radiation Scientist
- Bridging the Gap
- Dr. Edward S. Cooper Leadership Program
Anchor Programs
Jaya Aysola, MD, MPH
Executive Director, Center for Health Equity Advancement
Assistant Professor, Department of Medicine and Pediatrics

Judd Flesch, MD
Assistant Professor of Clinical Medicine
Associate Program Director, Internal Medicine
Residency Program
Associate Director, Program for LGBT Health

Rebecca Hirsch, MD
Assistant Professor of Clinical Medicine
Direction of Inpatient Oncology Services
Associate Director, Program for LGBT Health

Maria Oquendo, MD, PhD
Chair, Department of Psychiatry
Ruth Meltzer Professor of Psychiatry
Co-Director, Penn PROMOTES

Aimee Payne, MD, PhD
Professor of Dermatology
Director of the Clinical Autoimmunity Center of Excellence

Education
Cary B. Aarons, MD, MSEd
Professor of Clinical Surgery
Assistant Dean of Graduate Medical Education
Director of UIM Affairs

Donita Brady, PhD
Harrison McCrea Dickson, M.D. and Clifford B. Baker, M.D. Presidential Professor of Cancer Biology
Assistant Dean for Inclusion, Diversity, and Equity (IDE) in Research Training

Maja Bucan, PhD
Director, Biomedical Postdoctoral Programs (BPP)

Horace Delisser, MD
Associate Professor, Department of Medicine
Associate Dean for Diversity and Inclusion
Diversity Search Advisor, Department of Medicine

Kelly Jordan-Sciuotto, PhD
Chair and Professor of Pathology, Penn Dental Medicine
Associate Dean for Graduate Education
Director of Biomedical Graduate Studies

Chairs, Vice Chairs and Center Directors
Roy Hamilton, MD
Associate Professor of Neurology
Associate Professor of Neurology in Physical Medicine and Rehabilitation
Vice Chair of Diversity and Inclusion, Department of Neurology
Assistant Dean of Diversity and Inclusion

Maria Oquendo, MD, PhD
Chair, Department of Psychiatry
Ruth Meltzer Professor of Psychiatry
Co-Director, Penn PROMOTES

Aimee Payne, MD, PhD
Professor of Dermatology
Director of the Clinical Autoimmunity Center of Excellence

UPHS
Dwaine Duckett
Senior Vice President and Chief Human Resources Officer of University of Pennsylvania Hospital System

Cherise Hamblin MD
Associate Director, OB/GYN
Family & Maternity Medicine
Co-chair, Diversity & Inclusion Advisory Committee at Lancaster General Hospital

Office of Inclusion, Diversity, and Equity
Jack Drummond
Director of Restorative Practices

Kya Hertz, CDE
Assistant Director

Office of Academic Affairs
Arberetta Bowles, MS
Executive Director of the Office Academic Affairs

Kimberly Haebel
Assistant Director of Faculty Affairs and Diversity

Advisory Council Members
Sarah A. Tishkoff, Ph.D.
David and Lyn Silfen University Professor of Genetics and Biology
Director, Penn Center for Global Genomics & Health Equity

Roy Hamilton, MD
Associate Professor of Neurology
Associate Professor of Neurology in Physical Medicine and Rehabilitation
Vice Chair of Diversity and Inclusion, Department of Neurology
Assistant Dean of Diversity and Inclusion

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Sarah A. Tishkoff, Ph.D.
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Director, Penn Center for Global Genomics & Health Equity
Faculty Overview
Full-time Faculty Breakdown by Self-Reported Ancestry

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine May 2023
Full-time Faculty Breakdown by Self-Reported Gender

- Male: 53.6%
- Female: 46.3%
- Not disclosed: 0.1%

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine May 2023
Standing Faculty Demographics

STANDING FACULTY

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine
Full-time Faculty
Including All Tracks

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine
AAMC Male Faculty by Self-Reported Ancestry and Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic, Latino, or of Spanish origin
- Native Hawaiian or Other Pacific Islander
- White
- Multiple Race/Ethnicity - Hispanic
- Multiple Race/Ethnicity - Non-Hispanic
- Other/Unknown Race/Ethnicity
AAMC Female Faculty by Self-reported Ancestry and Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic, Latino, or of Spanish origin
- Native Hawaiian or Other Pacific Islander
- Multiple Race/Ethnicity - Hispanic
- Multiple Race/Ethnicity - Non-Hispanic
- Other/Unknown Race/Ethnicity
- White
### The Growth of Faculty 2013 to Today

<table>
<thead>
<tr>
<th>Date/Year</th>
<th>Fulltime Faculty Total</th>
<th>URiMaS Fulltime Faculty</th>
<th>Standing Faculty Total</th>
<th>URiMaS Standing Faculty</th>
<th>Academic Faculty (AC)</th>
<th>URiMaS Academic Faculty</th>
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<tr>
<td>6/30/13</td>
<td>1982</td>
<td>117</td>
<td>1362</td>
<td>79</td>
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<td>34</td>
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<tr>
<td>06/30/22</td>
<td>2948</td>
<td>222</td>
<td>1520</td>
<td>112</td>
<td>1258</td>
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<td>Total Change</td>
<td>966</td>
<td>105</td>
<td>158</td>
<td>33</td>
<td>803</td>
<td>70</td>
</tr>
<tr>
<td>% Change</td>
<td>48.7%</td>
<td>89.74%</td>
<td>11.6%</td>
<td>41.77%</td>
<td>176.5%</td>
<td>205.88%</td>
</tr>
</tbody>
</table>

Growth of URiMaS Faculty Has Outpaced All Faculty Categories
Retention Efforts Remain a High Priority
Project: Retention of Faculty (PROF)

- Background: 103 PSOM URiMaS+ have left Penn since July 2020; Consider the metaphor, “canaries in the coal mine”
- Key Finding: Department Chairs and Division Chiefs are key drivers of microculture
- Three essential categories of focus
  - Ensure all leaders are oriented to the importance of inclusion, diversity, and equity
    - e.g. - Request a statement of commitment
  - Ensure that new leaders have the necessary tools and knowledge to advance inclusion, diversity, and equity at the unit level
    - e.g. – Hire executive coaches with academic administrative experience, focus on development of faculty
  - Ensure that practices exist to strengthen efforts to retain faculty
    - e.g. – Annual meetings between chairs/division chiefs and faculty to review career progress and address any barriers to advancement

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine May 2023,
Exit Interview Themes

**Background:** Since 2016, exit interviews have been conducted by the Office of Inclusion, Diversity, and Equity.

1. **Equity in salary**
2. **Inconsistency in chair expectations related to their roles as mentors, sponsors and primary architects of departmental culture**
3. **Time and encouragement for research and collaboration** –
4. **Unsupportive culture and lack of clarity in the conduct of processes to address specific issues**
5. **Lack of consistent, regular, and clear feedback**
6. **Lack of access to opportunity**
134 women assistant professors from 27 departments and divisions participated in this study.

Three years later, 131 faculty (98.5%) provided employment status at the institution.

The racial composition was 15 individuals from groups underrepresented in medicine (11.5%; mean [SD] age, 40.5 [1.4] years), 37 Asian women (28.2%; mean [SD] age, 41.0 [0.9] years), and 79 White women (60.3%; mean [SD] age, 41.1 [0.6] years)

Overall, 21 faculty members (15.6%) departed from the institution during the 3 years:

- 6 of 15 women (40.0%) from groups underrepresented in medicine,
- 9 of 79 White women (11.4%).
National data indicate that 50% of assistant professors leave a School of Medicine (SOM) within eight years of hire.

Compared to non-Hispanic White counterparts, Black faculty and faculty of international origin have a higher risk of leaving.

Faculty in clinician educator and visiting research tracks both have a higher risk of leaving than tenure track faculty.
Faculty Development Opportunity

• Mid-Career Minority Faculty Leadership Seminar

• The AAMC Mid-Career Minority Faculty Seminar is a leadership development program designed specifically for mid-career faculty who aspire to leadership positions in academic medicine. This unique blended-learning program takes a culturally responsive approach to address the specific needs of the participants including small group mentoring sessions and a CV review for career development planning. This Seminar consists of both virtual learning sessions/webinars and an in-person two and a half-day event.

• September 27-29, 2023

• Deadline to apply for funding: August 13, 2023

  • Submit a 350 word (or less) paragraph detailing your interest in the AAMC opportunity, including what you hope to gain from the experience and how attendance at this conference will help you to achieve your longer term career goals, as well as your cv to fahlc@upenn.edu and khertz@upenn.edu
Academic Clinician and Clinician Educator: Penn Medicine/CHOP Data
Academic Clinician Promotions AY21

AC Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2021
Academic Clinician Promotions AY22

AC Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Clinic Educator by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Clinician Educator Promotions AY21

CE Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Associate Professor

Professor

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2021
Clinician Educator Promotions AY22

CE Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Associate Professor

Professor

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Research Track and Tenure Faculty Track: Penn Medicine/CHOP Data
Research Track by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Research Track Promotions AY21

Research Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2021
Research Promotions AY22

Research Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Tenure Track by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
Tenure Track Promotions AY21

Tenure Track Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2021
Tenure Track Promotions AY22

Tenure Track Breakdown by Rank and Self-Reported Ancestry and Ethnicity

Source: Faculty Appointment Database System (FADS), Office of Academic Affairs, Perelman School of Medicine June 30, 2022
<table>
<thead>
<tr>
<th>Department</th>
<th>AC</th>
<th>CE</th>
<th>Research</th>
<th>Tenure</th>
<th>Total</th>
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<tbody>
<tr>
<td>Anesthesiology and CC</td>
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<td>Dermatology</td>
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<td>1</td>
<td>0</td>
<td>3</td>
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<td>1</td>
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<td>Ophthalmology</td>
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<tr>
<td>Department</td>
<td>AC</td>
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<td>Research</td>
<td>Tenure</td>
<td>Total</td>
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<td>Pediatrics</td>
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<td>Physical Medicine &amp; Rehabilitation</td>
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<td>5</td>
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<tr>
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<tr>
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<td>7</td>
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</tbody>
</table>
During the onboarding process, employees (including faculty) are prompted to enter ethnicity and race in Workday. They have the option to enter the data or select "I choose not to answer". FADS ethnicity and race data populates from Workday. The ethnicity field in FADS will indicate 'undisclosed' for Faculty who have chosen to not answer. Currently there are 119 full-time faculty who are undisclosed in FADS.

**Faculty Promotion Trends**

Overall, total numbers of promotions for full-time faculty increased from AY 2021 to AY 2022 for Women & URiMaS+. The total number of promotions for URiMaS decreased somewhat from AY 2021 to AY 2022.

While there were more promotions overall on the AC Track, there were fewer URiMaS promotions in AY 2022 than there were in AY 2021. Women and URiMaS+ saw increases.

Research Track is about the same.

CE track: Comparing AY2022 to AY 2021, the total number of promotions have increased for Women, URiMaS, & URiMaS+ in the Clinician Educator Track.

Tenure track: There was a small increase in the total number of promotions in AY 2022; however, the number of promotions for Women, URiMaS, and URiMaS+ remained relatively static.
Membership in Learned Societies

- Sandra Amaral MD MHS ASCI
- Katharine Bar MD ASCI
- Marisa Bartolomei PhD NAM
- Edward Behrens MD ASCI
- Jean Bennett MD PhD AAP NAM NAS AAA&S
- Shelley Berger PhD NAM NAS AAA&S
- Marjorie Bowman MD MPA NAM
- Anne Cappola MD ScM ASCI AAP
- Kyong-Mi Chang MD ASCI
- Julio Chirinos MD PhD ASCI
- Nancy Cooke MD ASCI AAP
- Regina Cunningham PhD RN NAM
- Beverly Davidson PhD NAM AAA&S
- Michelle Denburg MD MSCE ASCI
- Susan Domchek MD ASCI AAP NAM
- Deborah Driscoll MD NAM
- Marni Falk MD ASCI
- Carolyn Felix MD AAP
- Clara Franzini-Armstrong PhD NAS
- Susan Furth MD PhD AAP
- Karen Glanz PhD MPH NAM
- Francisco Gonzalez-Scarano MD ASCI NAM
- Raquel Gur MD PhD NAM
- Beatrice Hahn MD ASCI AAP NAM NAS AAA&S
- Eve Higginbotham SM MD ML NAM AAA&S
- Katherine High MD ASCI AAP NAM NAS AAA&S
- Elizabeth Howell MD MPP NAM
- Frances Jensen MD NAM
- Kevin Johnson MD MS NAM
- Katalin Karikó PhD NAM AAA&S
- Shiriki Kumanjika PhD MPH NAM
- Bonnie Ky MSCE ASCI AAP
- Terri Lauffer MD ASCI
- Risa Lavizzo-Mourey MD MBA NAM AAA&S APS
- Virginia Lee PhD NAM AAA&S
- Caryn Lerman PhD NAM
- Raina Merchant MD MSTR ASCI
- Guo-Ii Ming MD PhD NAM
- Yael Mosse MD ASCI
- Katherine Nathanson MD ASCI AAP
- Joan O’Brien MD NAM
- Audrey Odom John MD ASCI
- Maria Oquendo MD PhD AAP NAM
- Aimee Payne MD PhD ASCI
- Marylyn Ritchie PhD NAM
- Amita Sehgal PhD NAM NAS AAA&S
- M. Celeste Simon PhD NAM NAS AAA&S
- Nancy Speck PhD NAS
- Virginia Stallings MD NAM
- Doris Stoffers MD PhD ASCI AAP
- Laura Su MD PhD ASCI
- Katalin Susztak MD PhD ASCI AAP
- Sarah Tishkoff PhD NAM NAS AAA&S
- Susan Weiss PhD NAS
- Rebecca Wells MD ASCI
- Rachel Werner MD PhD ASCI AAP NAM
- Flaura Koplin Winston MD NAM
- Lisa Young MD ASCI

ASCI = American Society for Clinical Investigation
AAP = Association of American Physicians
NAM = National Academy of Medicine (formerly IOM)
NAS = National Academy of Sciences
AAA&S = American Academy of Arts & Sciences
APS = American Philosophical Society
Women Physicians and Promotion in Academic Medicine

Kimber P. Richter, Ph.D., M.P.H., Lauren Clark, M.S., Jo A. Wick, Ph.D., Erica Cruvinel, Ph.D., Dianne Durham, Ph.D., Pamela Shaw, M.D., Grace H. Shih, M.D., Christie A. Befort, Ph.D., and Robert D. Simari, M.D.

Merged data from the Association of American Medical Colleges on all medical school graduates from 1979 through 2013 with faculty data through 2018

The sample included 559,098 graduates from 134 U.S. medical schools

Over a 35-year period, women physicians in academic medical centers were less likely than men to be promoted to the rank of associate or full professor or to be appointed to department chair

No apparent narrowing in the gap over time.
**Mission**
Eliminating structural injustice across Penn Medicine and the communities we serve

**Vision**
Penn Medicine is united as an anti-racist, equitable, diverse, and inclusive organization

**Values**
Respect, Cultural Humility, Empathy, Equity, Accountability

**Clinical**
- Shared understanding of the vision
- Equitable access to research funding
- Robust research on health equity
- Community as our engaged partner

**Research**
- Quantified disparities and achieved health equity
- Equitable access to care
- Respectful environment

**Education**
- Bias-free curricula
- Diverse student bodies
- Graduates prepared to advance equity
- Support and guidance for all students

**People**
- Diversity at all levels
- Education, training and advancement

**Community**
- Strong, sustainable relationships with community leaders
- Fair policing and security
- Partnerships with the community
- Enriched community in health and wealth

**Culture**
- Behavioral standards and policies
- Clear leadership and sufficient infrastructure and resources
- Culture of continuous learning

**ACT: Action for Cultural Transformation – Launched, July 2020**
## Overview of ACT Initiatives

<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Enhance centralized communications</td>
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<tr>
<td>Affinity Groups</td>
<td>Create Penn Medicine Community Groups</td>
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<tr>
<td>Designing Forums</td>
<td>Revise training and new toolkits for facilitating conversations</td>
</tr>
<tr>
<td>D&amp;I Councils/ Vice Chairs</td>
<td>Inventory of councils and health system DEI summit</td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td>Student Advocacy</td>
<td>Launched IDEAL (Inclusion, Diversity, Equity and Learner) Research program</td>
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<tr>
<td><strong>Clinical</strong></td>
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<tr>
<td>Reporting Discriminatory Behavior</td>
<td>Reporting structures to mitigate discriminatory behavior—colleague to colleague, patient to provider, provider to patient</td>
</tr>
<tr>
<td>Health Equity Certificate</td>
<td>Launch certificate program</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
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<tr>
<td>Community Infrastructure</td>
<td>Create center for community engagement</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td></td>
</tr>
<tr>
<td>Hiring and Mobility</td>
<td>System dashboard with diversity data, standardize hiring process, create Diversity Career Resource Center</td>
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<tr>
<td>Employee Relations</td>
<td>System-wide reporting forum, Entity-level reporting huddles</td>
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<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>Cluster Hiring</td>
<td>Hiring faculty in clinical and basic science clusters with focus on health equity and DEI</td>
</tr>
</tbody>
</table>

All 11 Initiatives have been endorsed by the ACT Steering Committee
<table>
<thead>
<tr>
<th>Pillar</th>
<th>Strategic Priority</th>
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<tbody>
<tr>
<td>Clinical Care</td>
<td>Equitable Access to Care</td>
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<tr>
<td>Quantifiable Disparities and achieved health equity</td>
<td>15 1 1 1 1 4 6 2 1 3 1 2 1 3 2 1 1 39</td>
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<td>Respectful Environment</td>
<td>2 2 1 1 1 2 2 1 1 1 1 1 3 1 2 1 1 13</td>
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<tr>
<td>Community</td>
<td>Enriched Community in Health and Wealth</td>
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<td>Fair Policing and Security</td>
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<td>Partnerships with the Community</td>
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<td>Strong, Sustainable relationships with Community Leaders</td>
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<td>Culture</td>
<td>Behavioral Standards and Policies</td>
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<td>Bias-Free Policies and Practices</td>
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<td>Clear Leadership and Sufficient Infrastructure and Resources</td>
<td>11 1 5 1 11 1 4 3 1 1 1 6 3 2 3 4 1 59</td>
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<td>Culture on Continuous Learning</td>
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<td>Shared Understanding of the Vision</td>
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<tr>
<td>Education</td>
<td>Bias-Free Curricula</td>
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<tr>
<td>Diverse Student Bodies</td>
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<tr>
<td>Graduates Prepared to Advance Equity</td>
<td>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td>
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<tr>
<td>Support and guidance for all Students</td>
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<tr>
<td>Consistent Expectation and Fair Recognition</td>
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<tr>
<td>Diversity at all levels</td>
<td>17 6 10 4 4 2 4 3 1 6 5 1 1 8 2 2 3 2 3 3 93</td>
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<tr>
<td>Education, Training and Advancement</td>
<td>3 3 3 2 1 1 2 1 1 2 1 2 1 1 1 1 1 1</td>
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<tr>
<td>Staff and Leader Education</td>
<td>1 2 1 1 7 1 1 2 3 2 7 2 3 1 3 4 14</td>
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<tr>
<td>Research</td>
<td>Community as our Engaged Partner</td>
</tr>
<tr>
<td>Equitable Access to Research Funding</td>
<td>10 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td>
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<tr>
<td>Robust Research on Health Equity</td>
<td>1 1 2 8 4 5 5 2 2 3 1 1 1 1 1 1 1 1</td>
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</table>

Grand Total                                    | 94 28 41 18 46 56 43 41 15 20 11 44 19 8 10 28 19 15 19 53 23 16 16 677 |
Measuring Impact -- Diversity Engagement Survey Results: 2015, 2018, 2021

People are feeling respected

2015 2018 2021

Ranking—Bottom Third, Middle Third, Top Third

People are feeling respected.
## PSOM Diversity Engagement Survey Results

<table>
<thead>
<tr>
<th>ENGAGEMENT CLUSTER AND INCLUSION FACTOR SCORE SUMMARY</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>VISION/PURPOSE CLUSTER</strong></td>
</tr>
<tr>
<td>Common Purpose Factor: (2-10) 8.19 (1.53)</td>
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<tr>
<td>Access to Opportunity Factor: (2-10) 7.74 (1.86)</td>
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<tr>
<td>Equitable Reward and Recognition Factor: (2-10) 7.20 (2.09)</td>
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<tr>
<td>Cultural Competence Factor: (4-20) 15.61 (3.23)</td>
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<tr>
<td><strong>UPenn 2021</strong> Range Mean (SD)</td>
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<tr>
<td>10-50</td>
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<tr>
<td><strong>Benchmark</strong> Mean (SD)</td>
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<td>38.73 (7.32)</td>
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<tr>
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<td>-0.14</td>
</tr>
<tr>
<td><strong>RANKING</strong></td>
</tr>
<tr>
<td>Middle Third</td>
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<tr>
<td><strong>CAMARADERIE CLUSTER</strong></td>
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<tr>
<td>Trust Factor: (3-15) 11.51 (2.93)</td>
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<tr>
<td>Sense of Belonging Factor: (3-15) 11.76 (2.40)</td>
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<tr>
<td><strong>UPenn 2021</strong> Range Mean (SD)</td>
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<tr>
<td>6-30</td>
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<tr>
<td><strong>Benchmark</strong> Mean (SD)</td>
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<td>23.31 (4.61)</td>
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<td><strong>UPenn 2021 - Benchmark Mean Difference</strong></td>
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<td>-0.04</td>
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<td><strong>RANKING</strong></td>
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<tr>
<td>Middle Third</td>
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<tr>
<td><strong>APPRECIATION CLUSTER</strong></td>
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<tr>
<td>Appreciation of Individual Attributes Factor: (3-15) 11.68 (2.65)</td>
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<tr>
<td>Respect Factor: (3-15) 12.02 (2.51)</td>
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<tr>
<td><strong>UPenn 2021</strong> Range Mean (SD)</td>
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<td>6-30</td>
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<tr>
<td><strong>Benchmark</strong> Mean (SD)</td>
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<td>23.74 (4.61)</td>
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<td><strong>UPenn 2021 - Benchmark Mean Difference</strong></td>
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<td>-0.05</td>
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<td><strong>RANKING</strong></td>
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<tr>
<td>Middle Third</td>
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Data Collected Fall of 2021, Total Respondents 10,468
<table>
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<tr>
<th>Respondents</th>
<th>DES Common Purpose</th>
<th>DES Access to Opportunity</th>
<th>DES Equitable Reward and Recognition</th>
<th>DES Cultural Competence</th>
<th>DES Trust</th>
<th>DES Sense of Belonging</th>
<th>DES Appreciation of Individual Attributes</th>
<th>DES Respect</th>
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Anonymized Clinical Departments DES Results

PSOM 10468
Anonymized Basic Science Departments DES Results

<table>
<thead>
<tr>
<th>Respondents</th>
<th>DES Common Purpose</th>
<th>DES Access to Opportunity</th>
<th>DES Equitable Reward and Recognition</th>
<th>DES Cultural Competence</th>
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<th>DES Appreciation of Individual Attributes</th>
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PSOM 10468
Changes in Total Expenditures, FY18-FY22

Total Diversity Expenditures

FY2018: $80,410,962.16
FY2019: $82,127,480.64
FY2020: $97,732,471.29
FY2021: $92,250,256.06
FY2022: $99,277,812.60

23% Increase Since FY2018
### Changes in Recruitment Expenditures, FY18-FY22

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
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<tr>
<td>FY2018</td>
<td>$31,532,700.96</td>
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<tr>
<td>FY2019</td>
<td>$36,085,790.00</td>
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<tr>
<td>FY2020</td>
<td>$41,325,505.00</td>
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<tr>
<td>FY2021</td>
<td>$35,785,144.00</td>
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<tr>
<td>FY2022</td>
<td>$44,348,660.60</td>
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41% Increase since FY2018
Report Card to Track IDE Efforts

- Diversity expenditures
- Benchmark demographic and departmental data
- Applications to support faculty salaries, participation in clerkship programs focused on attracting diverse candidates
- Requests for candidate lists
- Departmental/unit culture
- Annual reviews of faculty
Overview of OIDE

Faculty Overview

Focus on Retention – National and Longitudinal Context

Academic Clinician and Clinician Educator Tracks: Penn Medicine and CHOP Data

Research and Tenured Faculty Tracks: Penn Medicine and CHOP Data

Strengthening Institutional Intentionality and Accountability

Summary
Summary

Overview of OIDE

• “It takes a village to do this work”
• Effective strategy, infrastructure, resources, and accountability are critically important
• Perseverance is needed to sustain the effort

Faculty Overview

• Steady growth in the number of women and URiMaS+, locally and nationally
• Lack of progress for women faculty in 35 years provides important insight into the barriers that exist despite increased numbers

Focus on Retention – National and Longitudinal Context

• Most vulnerable populations are postdocs and junior faculty
• Greater attrition for FOC compared to others requires institutional intentionality
Acknowledgements

Ms. Corrie Fahl – Data Analytics and Slide Preparation
Ms. Arberetta Bowles and Ms. Kim Haebel – Data, Workday Insight, and Analytics
“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” Martin Luther King Jr.