**Table 1: Recognizing unconscious bias**

**Table Leaders: Lori Watson & Mary Heinricher**

**Scribe:** Marcel Wehrli

**Summary of key points regarding theme:**

- Unconscious bias represents ‘normal’ shortcuts used by our brains. Increased education and intellectual ability also tends to increase the use of these shortcuts i.e. bias
- Implicit bias towards women causes women to be viewed as nurturing and emotional rather than as competent leaders. Studies show that the mere association of e.g. a job or grant application affects the evaluation. This unconscious bias effectively discriminates against women

**Summary of answers to Actionable Item question:**

- Conscious analysis of evaluation criteria serves to recognize and eliminate unconscious bias
- Objective criteria should be established at the outset, providing a framework for evaluation and selection; candidates are evaluated against these criteria
- Interview questions should be specifically designed to reflect the criteria
- Adequate time for discussion and evaluation of candidates is required: ‘slower is better’
- Committee representation should include women and minorities
- Decision makers must be willing and able to justify their choice of candidate by using the established criteria
- Provide a safe environment for candid discussions
- Data collection on hiring, pay etc. can reveal bias
- In discussion, use names of people rather than pronouns. It is preferable to use ‘Dr.’ to first names; using women’s first names while men’s last names or titles are used is clearly unacceptable
- Mistaken or missing attributions of contributions should be corrected immediately, particularly if contributions of women are ignored
- Make the unconscious conscious by
  - questioning yourself and others, particularly first impressions
  - analyze and justify decisions
  - create a culture that challenges bias
  - make decisions collectively

**Table #2 – Building and nurturing a work environment that fosters diversity**

**Leaders:** Maileen Hamto, Michael Tom; **Scribe:** Angela Westbrooks

**Summary of key points regarding theme:**

- We have a work environment of inclusion that allows CDI and AAEO to do the work
- We work with graduate students, building our program making it more diverse with structure and support, making better leaders from both sides
- There are 450 individuals in my department that I manage, I work with technologist and encourage diversity now and in the future and leadership and development
CDI works with the employee resource groups, creating and building a grassroots coalition for underrepresented groups, AAEO team help us to further this goal along.

Slides to walk through demographics doesn’t speak to the male and female split.

We need to foster more conversation around gender the Healthcare field has a lot of women, IT not so much. How do I change it in my role, what are the things that I can do to encourage women to grow in the organization? Mentoring?

Consider community organizations, schools etc., get more outreach, get more programs, career fairs, get women and people of color- see CDI resources – listing of groups.

People are so busy they see this as more of a burden or and add on one other thing that they have to do to.

Intel invested $300million dollars for diversity and inclusion and their numbers went up.

Diversity Action Plan four pillars - address diversity and inclusion, especially around recruitment, retention, creating a climate of inclusion, and building community partnerships.

It is important to me that when we work in groups that we are bringing a variety of perspectives.

We are required to be tracking people with disabilities; a Disability awareness trainer, started a little over a year ago, talked with 40 different groups, met with non-profits, and HR recruiters.

Need to get word out about OHSU jobs.

OHSU is really siloed we need a broader way to get more of the stories out. To build more community and inclusion at all levels. If you build that it makes it more supportive for everybody.

Engagement: Look in the cafeteria and you see like one person at a communal table especially for people who are in their office all day.

Actionable Items:

- OHSU needs a Clearinghouse for internships
- OHSU needs a forum for mentorship program
- Our HR Recruiters need to understand what resources are available and assist managers

Summary of answers to Actionable Item question:

- Diversity Action Plan provides framework and strategies for building the pipeline for diversity, going out into the community. OHSU community should use existing resources. Call CDI and AAEO for assistance.
- An OHSU AFSCME Taskforce is being developed to focus on community engagement for employee hiring.
- Use OHSU Diversity Recruitment Manual for diversity resources, tap into their databases and job boards. Continue to train HR/Mangers and other hiring entities on how to use the OHSU Diversity Recruitment Guide.
- CDI is hiring a diversity trainer to assist across the missions.
- We need to take a holistic view of qualifications and selecting for a specific type of employee, for example three years of clinical work, does that work for someone who is taking care of a family Science degree vs. an English degree, do they have to have a degree, opportunities and how you evaluate those things.
- Night for Networking is targeted towards the community to recruit and retain folks with disabilities.
- **Health and science career conference** (hosted by CDI) held every two years bring 400 students to campus. CDI also puts together the **Health Advisors conference**, encourage diverse students to go on this path to pursue health and science careers.
- CDI hosts **summer internships** that provide opportunities for diverse students. More than 180 students vied for fewer than 20 slots (2015 summer cohort). OHSU offers over 40 programs for students.
- Recruitment for IT candidates consider the SWE and AISES (Society for Women Engineers, American Indians Science and Engineering Society).
- Portland school districts have an internship program; we should partner with them.

**Table 3: Resiliency: how to keep on thriving**

**Leader: Kirsten Lampi, Scribe: Dan Haupt**

Broadly, the opinion of the table was that OHSU should create mechanisms to help its employees manage and adapt to the expected, but unpredictable life events that temporarily decrease employees’ productivity.

The main request from the table was to create a mechanism at OHSU similar to the NIH Bridge mechanism to provide salary and lab support for individuals facing significant personal or family adversity leading to decreased productivity. In contrast to the NIH awards, OHSU awards would be based on circumstance, not merit of the proposal.

A second request was to provide back-up care for single or short events.

Other ideas that came out of the conversation:

How to surveil for colleagues who need ‘permission’ to prioritize personal/family needs (creation of identified OHSU ‘Resiliency Mentors’?)

How to support people that don’t choose the PI career path but want to engage in a research career. (related concerns about age discrimination over the course of support personnel’s careers, how to document nontraditional career accomplishments)

Discriminatory gender attitudes persist at OHSU, even among women.

**Table 4: Developing a mentorship program in your division/department**

**Leaders: Leah Reznick / Ben Hoffman**

**Scribe: Leah Reznick**

**Summary of key points regarding theme:**
1. The attendants all wanted to establish mentorship programs within their divisions or departments. They felt as though there was a dearth of mentorship and wanted to improve the mentoring environment.

2. Mentorship would improve collaboration, career development, and a sense of community.

3. Several of the attendants anted to focus on mentorship for women to help navigate work environments in which there were few female colleagues. These female focused groups could improve the advancement of women with academia as well as help balance the demands of work and home life.

4. The attendees did not feel that mentorship was prioritized in their work environment.

Summary of answers to **Actionable Item** question:

1. Create a website that provides information for individuals seeking mentorship and available mentorship possibilities.
2. Integrate mentorship into the hiring process and provide an individual with either a peer mentor group and/or possible mentors.
3. In the yearly evaluation process, the evaluation should incorporate whether the individual is or is not receiving adequate mentorship.

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**Table 5: Crucial conversations**

**Leader: Merle Graybill; Scribe: Jessica Asai**

**Summary of Key Points Regarding the Theme:**

- Conversations that aren’t taking place:
  - Instead of having a conversation with a person who is not performing an assigned task, a second person will do the work without broaching the issue with the assigned person.
  - A tendency to not discuss an issue due to one’s nature as a scientist.
- [Graybill provided a flyer about crucial conversations.] The matrix has good questions to consider, particularly for managers.
- Does hierarchy help one to have a conversation?
  - Do less hierarchical relationships, such as those that occur when one works closely with colleagues in a lab, impact the ability to have a CC? We don’t have authority but we are responsible for collaborative work with these colleagues.
- There are many resources at OHSU that teach people skills to de-escalate.
- Confirmation bias\(^1\) – when you stop looking after the information or conclusion supports what you thought in the first place and you fail to check out any conditions that result in a ‘no’ result.
- Resistance –
  - People hate change. People will resist change even if the environment is dysfunctional.

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\(^1\) Wikipedia defines this term as follows: **Confirmation bias**, also called **myside bias**, is the tendency to search for, interpret, prefer, and recall information in a way that confirms one's beliefs or hypotheses while giving disproportionately less attention to information that contradicts it.” Source: [https://en.wikipedia.org/wiki/Confirmation_bias](https://en.wikipedia.org/wiki/Confirmation_bias).
o Need to get buy-in and involve people in the change so they own it. This is a basic principle of change management.
  ▪ Identifying who can play which roles at the beginning to decrease resistance.
o A leader must manage her emotions once she recognizes resistance and must broach it with the resisters.
o Develop trust and rapport by becoming curious about a person, asking questions, and listening to responses.
o Get buy-in by demonstrating respect early on.
o A person not in authority who voices a need for change must fully flesh out the idea – including pros, cons, and possible objections – to convince others to follow the suggested course of action.
• Graybill suggested reading ADKAR a way to assess the sources of individual resistance to change in business or any aspect of personal life as well, available at www.prosci.com.
o The acronym stands for: Awareness, desire, knowledge, ability and reinforcement.
  ▪ Awareness of the need for change
  ▪ Desire to participate and support the change
  ▪ Knowledge on how to change
  ▪ Ability to implement required skills and behaviors
  ▪ Reinforcement to sustain the change
• What does the speaker need to feel safe? To feel comfortable? What can one do to feel confident about starting the CC?

Summary of Answers to Actionable Item:

• Be curious to build rapport before you have the conversation.
  o Make the other person feel comfortable and safe during the conversation.
• Do the “strengths finder” activity online to determine what type of communicator you are.
  o Use CWE resources, such as Myers-Brigg, to determine your communication style.
• Take OHSU management and/or leadership courses to strengthen leadership skills.
• General messages so many don’t change specific behavior by one or few.

Table #6 topic and leader(s): “Leading from where you are, or leading from the middle.”
Leader: Niki Steckler
Scribe: Janice Vranka
Summary of key points regarding theme:

Questions to promote discussion:
- Do you think of yourself as a leader? (day to day, for example)
- What difference do you want to make at OHSU?

Key points made by the group:
- Leadership comes with experience and age.
- Part of it is unlearning what we’ve been taught and part is owning or accepting leadership.
- “If you want to be a leader, think like one.”
- Leadership looks different to different people/personalities.
- There are external voices and internal voices that can influence how we lead or how we consider ourselves as leaders. These external and/or internal voices or forces may not be positive or useful to us.
- In these instances it may help to remember the “why” aspect, or the bigger picture (or greater good) of why we are doing what we are doing.
- Important to identify our best pieces and strengths and to own them.
- This then gives us the permission to accept those strengths and move forward with them.
- We all have some degree of introversion and extroversion.
- Strengths finder tools may help us to become more self-aware and to know our strengths.

Summary of answers to Actionable Item question:

- It would be useful for OHSU to create more networking opportunities (like this conference).
- It would be useful for OHSU to create alternate mentoring opportunities or to allow for multiple mentors for employees.
- It would be useful for OHSU to make available workshops and other resources (through HR, communications) to help employees learn to self-advocate.

Table 7: Endurance in a high intensity Life: Strategies to prevent and reduce burnout

Leader: Sydney Ey  Scribe: Anne Gross

1. Discussed what people hoped to get out of the small group
   - Strategies to not be hard on yourself
   - How to manage guilt
   - External support
   - Increasing efficiency
2. Dr Ey lead self-compassion exercise
3. Discusses how to create a culture change at OHSU
   - Model it
4. Techniques to increase efficiency:
   - Mindful eating
5. Live and work within your core values
6. Encourage a supportive environment (i.e. breastfeeding, childcare, encouraging breaks)

Potential suggestions for OHSU:

- Commit to providing time in clinicians schedules for charting (i.e. many people use vacations to catch up on charting)
- Create a jeopardy system for faculty
- Create a “central clearing house” for mentorship/career development at OHSU
Table 8: Building Professional Connections

Leader: Janet Bickel  Scribe: Ines Koerner

Summary of key points regarding theme:

Participants endorsed a desire to network for career development and form new connections to be able to move on professionally. Perceived barriers to successful networking included being an introvert and struggling to talk about oneself, that fact that it is easier to be silent than to reach out to others, negative responses to earlier communications, a sense of “not fitting in”, and an ambivalence about drawing attention to oneself. Some of this may be culturally engrained, as it was historically advantageous for women in many cultures to not stand out, but rather benefit from male protection. Participants felt that their aversion against typical male “peacock” behavior let them neglect to develop their own self-promotion skills.

Several steps towards building professional connections were discussed, including:

- Increasing the number of individuals familiar with one’s achievements by connecting with influential individuals at conferences. Easiest to contact them beforehand with a topic of shared interest and ask for time to connect and pick their brains. Connections have to be strategically pursued, they do not form naturally; one cannot expect that others appreciate ones contribution if one does not talk about them. In order for these contacts to be successful, identify the goal of each interaction and focus on it. Questions that could be asked of role models to connect with them include: What are the most important developments in your field in the last year? Where do you see your field in 5 years? What do you see as the most relevant challenges? What books have you learned from? What do you consider the most important skills in a leader? Consider questions you would like to be asked yourself.

- Maintaining a well-designed resume that includes a “career summary” emphasizing highlights of leadership and accomplishments.

- Asking for feedback and experimenting with different communication styles. Continuously adjusting one’s skill set, as strengths tend to be overused, which can turn them into weaknesses.

- Maintain a list of people to stay connected with. Reach out to these individuals on a regular basis for coffee or phone conversations.

- Prioritize being respected over being liked. Realize that women are often held to higher or double standards.

- Connect with other women, overcome the “Queen Bee Syndrome” of protecting ones area of power and holding other women to higher standards of communication.

Summary of answers to Actionable Item question:

Establish a networking group to help form connections; create a pool of possible mentors and an infrastructure to help connect people.
One possible option could be a monthly brown bag “WAM Lunch” that allows women to connect; could have a suggested discussion topic, possibly a speaker every few months. Other options could include book clubs.

Have a semi-annual (smaller) WAM event to help maintain connections.

Table 9 topic: Developing leadership potential

Leader: Jeanette Mladenovic; Scribe: Amy Kobus

Summary of key points regarding theme:

- Generally, participants wanted feedback on how to be a leader without falling into it, how to be a leader without being a dictator
- Had discussion about gender and leadership. Specifically the issue of being “nice” arose. Because of their gender, some women felt they would not have been so blunt. Being nice has nothing to do with leadership. Some felt that they were overlooked for past leadership positions because they were too nice.
  - It was concluded to try to avoid either end of the spectrum: nice vs blunt; find opportunities to assert yourself; and attend to decision-making in terms of leadership roles with a timeline in mind.
  - Also concluded that in terms of the blunt vs nice extremes, it is paramount to attend to the relationship. Never burn any bridges. Find a way to develop that relationship. Dr Mladenovic recommended book something about “how to do honest battle” (sorry, I didn’t get name of the book). Essentially, never lose a relationship; do everything you can to protect that relationship.
  - One of the goals of leadership is to get people to do what you want. People need to be able to like you, respect you, trust you, know that you will be fair, are approachable (smile!), collaborative, and transparent.
  - Also, consider and identify your leadership goal. That she moved many times for leadership positions. However in doing so, she also focused on her family, her family had to be happy in order for her to continue to move up in leadership, that they were going to continue to support her, even if others did not.

- Discussion about changing the model to “how you can be good at what are doing” rather than “how to be good at everything”. We need to educate the next generation of leaders on new model. You need to pick and choose who you are, match your funding with who you are and your focus. Need to value your contribution, make the decision to do it, and do it well.
  - Try to make your work what you care about.
  - Women often can’t say no because they haven’t had time to think it through (they are so busy with work, family, personal, etc, rather than just work).
Discussion that people need to know what they are supposed to be doing. That they need to be supported to do the job, and they need to be good at this job.

- Just because you are not good at a job does not let you off the hook for performing poorly. You may not be great at a job/task, but you are still expected to be adequate at it. If you’re not good at something, recognize this, acquire the skills and experience to do an adequate if not excellent job, such as grant writing, teaching skills, collaboration

- When you make mistakes, even catastrophic ones, be straight forward about it, take responsibility, depersonalize, find a way to move forward.

Table 10: Professional Development

Leader: Michele Favreau
Scribe: Kim Lu

Action Items:
1) Create a formalized mentoring program for staff (through Career and Workplace Enhancement Center?)
2) Create a formalized process for administrative staff/counterparts to interact with one another and identify opportunities for career development.
3) Create a process/workshops for informing staff how to be promoted. (mini Promotion/Tenure process).

Topics discussed
- Goal setting
  Long time ago, goals were constrained by what you were allowed to do and societal/cultural expectations.
  Now: how do you make goals? How do you balance goals and family?
Conflict between institutional expectations and personal goals, i.e. how not to piss off boss/supervisor?

- Subtle discrimination
  Easier for men to advance
  Confidence differences between men and women
  Women have to work harder

Can you climb ladder without going back to school?
  Male boss devised a new project with her and let her lead it...

Mom’s great advice: Get an education, so you always have something to fall back on...
Family pressures to stay home and not work.
How can we improve mentoring of female faculty so that they come up for promotion in a more timely fashion?
Problem: In Surgery, only 20% of surgeons are female here. Most prominent one is Karen Deveney.
Table 11: Serving on Committees:
Lead: Carol MacArthur; Scribe: John Ng

The CoC puts out a yearly call for volunteers and nominations for service on SoM Committees

Carol MacArthur is emailing her powerpoint presentation to all the table 11 attendees.

How to apply for serving on committees: You can volunteer, your chair or anyone can nominate you, committee chairs can nominate individuals, the dean and CoC can also nominate individuals.

Application requires you to send in you CV on line and to fill out an “Interest” application for why you want to serve on the particular committee. You can put down 3 choices.

In choosing who to appoint, the CoC looks at providing diversity (Rank, SoM Units, demographics)

There are other OHSU committees that are not just SoM Committees but university wide. Involvement with any of these other committees still counts for consideration of P&T.

There is a brand new “Faculty Development Committee” - it is in the planning stages, proposal for mission etc are still needed

There is a new “Diversity Committee” as well.

Questions arose regarding availability of training for leadership at OHSU. Niki Steckler is a great resource for these types of faculty and leadership development resources.

Once you are on a committee, how do your recommend “jumping in”? It may be particular to each committee. But in general, each member should feel free and contribute immediately once on a committee. Hopefully committee chairs, encourage universal participation and responsibility.

Table 12: Expanding Research Opportunities table discussion
Leader: Mary Stenzel-Poore; Scribe: Kateri Spinelli/Henrique von Gersdoff
Creating and supporting a positive ecosystem for science - new roles in research
Protect, expand, and stabilize the role of the staff scientist/research specialist - PhD level scientist who does not wish to become a PI, but has extensive, valuable experience and skill sets, and wants to continue doing academic research

- Specific NIH grant program to fund a full, competitive salary for staff scientists, to incentivize labs hiring these positions, instead of relying so heavily on post-docs and grad students - right now, staff scientists usually cost more than a post-doc, since they have more years of experience and are not trainees - also limited to what grants they can apply for, again since they're not trainees

- NCI is piloting this program, NIH also considering making these institutional grants - perhaps through an RFA for institutions to apply

- This program would also apply to core directors, who experience career instability based on the presence of the core (and funding for the core)

- We talked extensively about the benefit for the lab - stability and consistency in lab personnel, technical expertise and bigger picture projects, and day to day "where is that equipment we used years ago and forgot about?" issues

- Many table members commented that the staff scientists in their labs are invaluable and irreplaceable - again highlighting the need to stabilize these positions and incentivize this is a viable career path

- Also discussed the benefit for the research specialist - job and career stability, ie if your PI doesn't get their grant renewed, you can transfer this grant to a new lab (same with core labs), establish new collaborations based on the techniques you are really great at, flexibility in hours, since your PI is not paying your salary

What career development opportunities could be incorporated into the grant, so that research specialists don't become stagnant but continue to expand and develop their research expertise?

- Training in other lab management modules, specifically program management, financial training, mentoring (ie training new lab members, mentoring graduate students), managing collaborations with other labs, tech transfer/IP/business development (particularly useful if it is a preclinical or drug development lab and the PI is too busy to think about IP issues; perhaps preclinical documentation and FDA procedural as well)

- If this is an institutional grant, and multiple research specialists at the institution have this type of grant, perhaps career development and training programs could be combined to target the needs of this specific career path

Action Items:
Research faculty (collaborative research task force) and post-doc office should lobby the OHSU administration (School of Medicine) to support these positions at the institutional level and to lobby NIH to pilot this grant program

If NIH support of this program falls through, or if OHSU is not awarded these grants, what is the role of the institution to find funding to invest in salary for these positions? Henrique von Gersdorff will follow up with Mary Heinricher to come up with a mechanism for faculty advocacy of this issue, and will contact the Post-doc Officer Mike Matrone to collaborate on a joint effort of support from the post-doc community
All members of the group were tasked with reading up on this topic through Sally Rockey's Rock Talk NIH blog (which I believe will continue under a different name, as she has moved on to a new role outside of
NIH), updates from the AAMC meeting, and other blogs on these programs - continue to consider new ways of creating and stabilizing opportunities in the biomedical workforce.

**Summary:** creation of multiple career paths in science is becoming a necessity, since not everyone wants to or can be a PI. As a community, we need to focus on stabilizing the research enterprise and creating a vibrant, thriving ecosystem for science. This grant mechanism to fund the salaries of research specialists/staff scientists would be a great step forward - for individual labs, PIs, trainees/post-docs, and the institution. We will mobilize the faculty and post-doc communities at OHSU to advocate for this grant mechanism at the institutional and NIH levels.

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**Table 13 Promotion and Tenure**

*Lead: Fran Biagioli, Scribe: Nicole Lockart*

**Take-a-ways**

- Double dipping – find ways to count one effort more than just once. For example, if you have an interesting case write it up/publish. Or perhaps one could do the same regarding an interesting mentoring tip or project.

- Ask for feedback – be proactive regarding your required annual evaluation. Also, ask for specific/critical feedback regarding areas of improvement and what to work on for a future successful promotion. Be your own advocate!

- Publication strategies – some faculty do not know that it is strategic to list yourself as last author because this signifies that you were the official mentor on the project. Also, team science at all levels is credit worthy.

- Your goals – have one or some of your individual goals roll up to your department/unit goals.

- Outliers – many felt that they were not as much of an “outlier” as they had thought after talking to others and this group.

- Don’t be afraid to ask your chair for a title reflecting your leadership.

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**Table 14: Women and executive presence**

*Table leader: Cindy Hooker; Scribe: Rebecca Harrison*

Q: What hasn't worked in executive presence?

- Not putting self in the ring
- Not being reflective why women leave medicine
- Always saying "yes" for the team
- Overextended self and not saying "no" to things that do not interest us
- No one is watching out for you

Q: What are ways to look at this differently?

- Change the expectations
- Look at role models were doing this well
Appreciation of leadership that is effective
Reference of a website on creative monthly by Jennifer Armbust on gender qualities (female values such as abundance integrity honesty interdependence vulnerability collaboration growth connection...)
Here is the link.
http://creativemornings.com/cities/pdx

Q: Criteria for promotion
- innovation creativity taking on more being relational

Comments
- can't we simply focus on our abilities and not on our gender?
- can't we embrace our gender strengths?
- we are talking about culture change (starting from the very top)
- men are able to take risks quickly and authoritatively whereas women are less able to do that

Q: How to be successful?
- awareness
  - Speak to junior faculty and share your story
  - trust the sounding board you are provided
- be an authentic woman leader
- build a coalition and collaboration

Q: How would this change if we had mentors?
The value of mentorship is important in that we are not isolated, we have our values recognized and a mutual understanding we become more assertive and vocal. We need to look at models in meetings and doing this well and lessen our expectations. Face-to-face is important as it breaks down the isolation we all experience.

Actionable items:
1) create guidelines that are readily available and easily accessible for Junior and new faculty on mentoring role models and provide this early
2) On boarding for leadership should have mentoring early in career
3) we should have values and incentives to mentoring a systematic reward system
4) we need to create new collaborative leadership models that embraces the on and off times and acceleration deceleration trajectory of the career paths of women particularly those were balancing family and other important domains in their lives
5) we need to promote part time and less than full-time careers without promotion and tenure being penalized

Table 15. Clinical education leadership:
Carrie Phillipi (lead)  Vaishali Phalke (scribe)

Key points:
1. How to connect between VA and OHSU systems.
2. Learn how to channel a women's inherent emotion to nourish and give in.
3. Learn the art of self promotion and self advocacy.

Actionable items:
1. Support women and minorities in the leadership pipeline (mentorship, coaching, protected FTE time) at all levels of management.
2. More transparency of the salary data and leadership roles and gender bias therein at OHSU. Evolve means to resolve these.
3. More encouragement by departments for women faculty to attend this particular meeting. More advance notice that 8 weeks about when the meeting is going to be held.
4. Teaching women how leadership involves risk taking, self promoting and accepting the fact that everyone under you will not be happy with your decisions.

Table 16: Resiliency For Clinicians –
Leader: Susan Orloff  Scribe: Linda Strahm

Summary of key points regarding theme:
- Important to refuel.
- Reflect on why some people have capacity and others don’t. How do we support those with less resilience?
- Resiliency is key to navigating life.
- Create set points to deal with the incapacities or limitations.
- Everyday find something lovely to give peace in your life to say “I’m so happy to be alive.”
- Create your own mantra (i.e. To feel good is to do good or At this moment, I can be calm.)
- Sometimes we have to make hard choices and adjust our path based on reality versus our designed path.
- There’s a desire to be involved with lots of things, but there is not enough time. Find balance and learn how to integrate resiliency into your career.
- Illness or other setbacks cause change. Start over, get new identity and new connections.
- When stripped of everything, you can ask “Who am I? Who do I want to become?
- Trust yourself.
- Resiliency is within all of us. You don’t know you have it until you need it.
- Be able to say “no.”
- Several have found their strength during challenging times from another faculty mentor.
- Be mindful of big picture, collaborate with colleagues.

Summary of answers to Actionable Item question:
- Create a “mom’s clinician’s support group.
- Incorporate information about the mentorship programs at OHSU’s New Employee Orientation.
- Share information at NEO about ways to get involved.
- Hold internal conferences on topics related to Humanities in Medicine in the evenings (i.e. ethics in medicine, literature in medicine.)
- Survey through WAM to learn what our faculty want to learn or hear about.
- Twice a year, host a “get together” for networking in the evening and sponsored by WAM. Bring partners and invite male colleagues.
- Offer a seminar on negotiations, salary and EEO considerations.