

Report of the Senate Committee on Faculty Development, Diversity and Equity (SCFDDE)

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School level that might be adopted by other schools as best practices.

b. Schools should be encouraged to establish systems to monitor the career progress of Associate Professors, the administrative demands placed on them and the mentorship systems needed to ensure their career success.

c. The Committee recommends that the Office of the Vice Provost for Faculty considers the possibility of establishing a “soft clock” for Associate Professors whereby progress towards promotion to Professor is tracked and evaluated by the academic departments at some fixed intervals of time. For example, departments could internally evaluate Associate Professors every five years, counting from the year of promotion to tenure. This soft clock would help ensure that enough attention is given to the career progress of Associate Professors and that policies and procedures are reexamined if there is evidence of any counterproductive actions or trends that might interfere with their career progression.

2. *Follow up on the December 2016 Diversity Forum and continue to identify opportunities for cross-school collaboration to advance diversity and inclusion goals.*

The Office of VPF Allen is currently planning a Diversity Summit in collaboration with Ruth Zambrana, professor of women’s studies at the University of Maryland, who is leading research with funding from a Robert Wood Johnson Foundation grant that will lead to the creation of a guidebook for best practices on faculty inclusion. Deans, Provosts and Presidents from 20 peer institutions will be invited to Penn to discuss best practices on faculty diversity and inclusion. Leadership from Penn, including Anita Allen, Joann Mitchell, Sam Starks, Nursing Dean Antonia Villarruel, PSOM Vice Dean Eve Higginbotham, Dean John Jackson and Professors Lisa Lewis, Stephanie Abbuhl and Carmen Guerra among others are helping to plan the event to be held at the Inn at Penn on September 20-21, 2018 (starting at 4 p.m. on the first day). A draft agenda will be available soon, and President Gutmann has been invited to provide an opening address. Professor Guerra recommends that SCFDDE convene a Penn-exclusive event during the week following (perhaps as a luncheon) to discuss the lessons-learned and how they can be applied to work of the various schools.

Recommendation: Consider forming an implementation team with representatives from all the schools as well as SCFDDE and the University Council to help identify and implement best practices learned at the summit to advance Penn’s diversity and inclusion goals.

3. *Review the operation of the Office of Affirmative Action and Equal Opportunity.*

The committee met with Mr. Starks and learned that OAA’s major responsibilities include obligations to uphold Penn’s nondiscrimination statement that Penn is a welcoming and inclusive community. Until Mr. Starks began in the role in 2010, OAA was viewed as a compliance office for affirmative action, but its scope has broadened to investigate complaints of harassment and discrimination against protected classes (women, minorities, persons with disabilities and veterans). Mr. Starks’s role has since broadened to include working with the University Council Committee on Diversity and Equity as its administrative liaison and with the Office of Faculty Affairs in coordinating the generation and maintenance of school-based Faculty Diversity Action Plans. Penn’s decentralization gives cause for OAA to serve as a single unifying entity for distributing information and best practices across centers. OAA works with schools and centers to provide guidance on equal opportunity issues, recruiting faculty and staff and working with staff and labor relations as needed.

OAA hosted a “listening tour” in spring 2017 that served as a safe space for Penn members to voice concerns about equity on campus. This year, the “Listening to Diversity” event was held on March 14. At this most recent event, several excellent suggestions were raised by the audience. The full recommendations will be communicated by Ezekiel Dixon-Román, associate professor in the School of Social Policy and Practice (SP2) and Mr. Starks. However, two example recommendations that were voiced at the event were increasing awareness about how bias impacts grading and evaluation (e.g. Horn and Halo Effects) and how to manage this bias as well as expanding DSA training to help search committees identify and recruit LGBT faculty.

Recommendations:

a. Continue to support a once yearly “Listening to Diversity” event to allow the University-wide community an opportunity to express and listen to concerns related to diversity and inclusion as raised by the real-time internal and external environmental factors and changes.

b. Consider expanding the training of DSAs to include how to better identify and recruit LGBT faculty.

c. Consider sponsoring a workshop to raise awareness about how bias impacts grading and evaluation (e.g. Horn and Halo Effects) and how to manage this bias.

4. *Maintain communication between the SCFDDE and the University Council Committee on Diversity and Equity and collaborate when possible on issues of mutual concern.*

The committee met with Dr. Dixon-Román, who has served as Chair of the University Council Committee on Diversity and Equity (UC-CDE) for the past five years. The committee addresses issues related to equity of gender, race, class, religion, political affiliation and other matters for all members of the Penn community. Currently, it is examining equity issues for LGBT faculty, staff and students and for international faculty, staff and students. During spring 2017 and again in spring 2018, UC-CDE, SCFDDE, and the Penn Forum for Women Faculty (PFWF) jointly conducted public listening forums and learned that equity challenges are complex and require in-depth research so that the committee can be responsive to a variety of needs.

Recommendation: Continue collaboration efforts between SCFDDE, UC-CDE on matters of mutual concern.

5. *Support the planning and execution of Knowledge Teach-In events.*

The committee advised and supported the efforts of the Faculty Senate in convening a series of “Teach-In” events at various campus sites from March 18-22, 2018. Approximately three dozen events were planned that involved contributions from students, faculty and staff, across all three schools and multiple centers. The effort exemplified the *Penn Compact 2020*’s goals of Inclusion, Innovation, and Impact by crossing disciplinary boundaries to engage the Philadelphia public in bridging Penn’s academic mission and the popular conception of it. More than 1,000 people visited campus, including dozens of members of the public, to take part in debates, discussions and interactive activities designed to be part of a deepening, ongoing conversation on how Penn in particular and universities in general might best fulfill their crucial intellectual and societal missions.

Recommendation: Schools and centers that are interested in engaging the public in its academic work should consider using the “Teach-In” to model future, targeted workshops, either on campus or outside it.

Overall Recommendations for SCFDDE for 2018-2019

1. Review the Postdoctoral Fellowship for Academic Diversity Program with respect to the number of Fellows who have been hired by Penn into Standing Faculty and/or research positions.

2. Identify best practices for Diversity Search Advisors (DSAs) across schools.

3. Examine the composition of Associated Faculty and Academic Support Staff with respect to diversity and equity goals.

2017-2018 SCFDDE Members

Carmen Guerra, PSOM/Medicine, *Chair*
 Kristen Feemster, PSOM/Pediatrics
 Mauro Guillén, Wharton
 Michael Jones-Correa, SAS/Political Science
 Irina Marinov, SAS/Earth and Environmental Science
 Kate Nathanson, PSOM/Medicine

Ex officio:

John Keene, Design, PASEF non-voting member
 Jennifer Pinto-Martin, Nursing, Faculty Senate Chair-Elect
 Santosh Venkatesh, SEAS/ESE, Faculty Senate Chair