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 Zambrano, 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 Abbul 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 SCFDEC 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 SCFDEC and the University Council to help identify and implement best practices learned at the summit to advance Penn’s diversity and inclusion goals.


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.