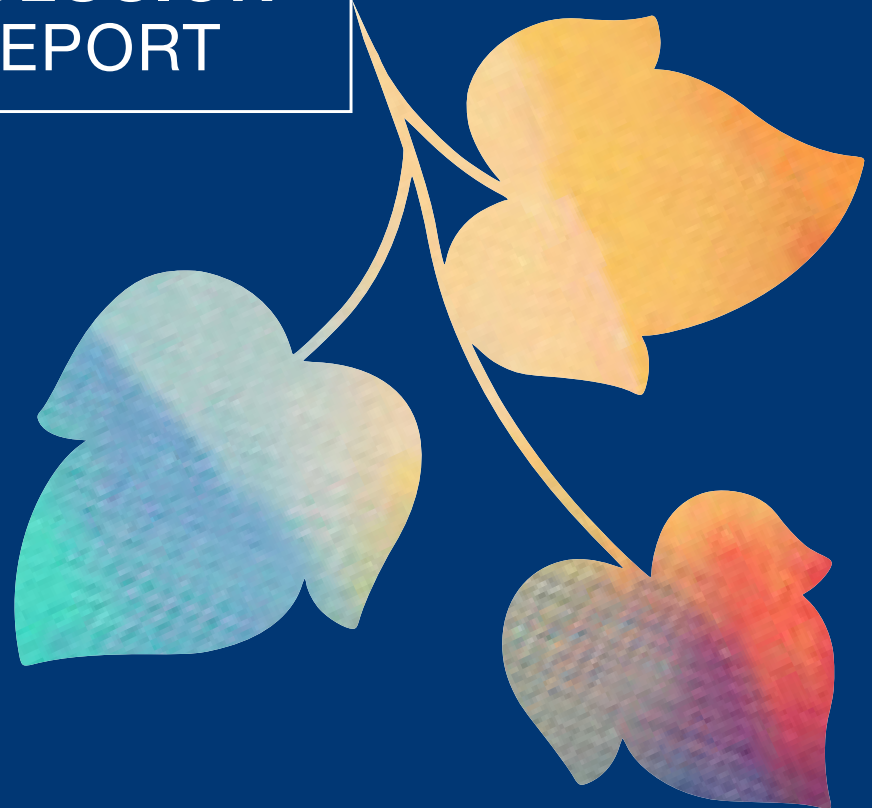




2017
FACULTY
INCLUSION
REPORT



Penn

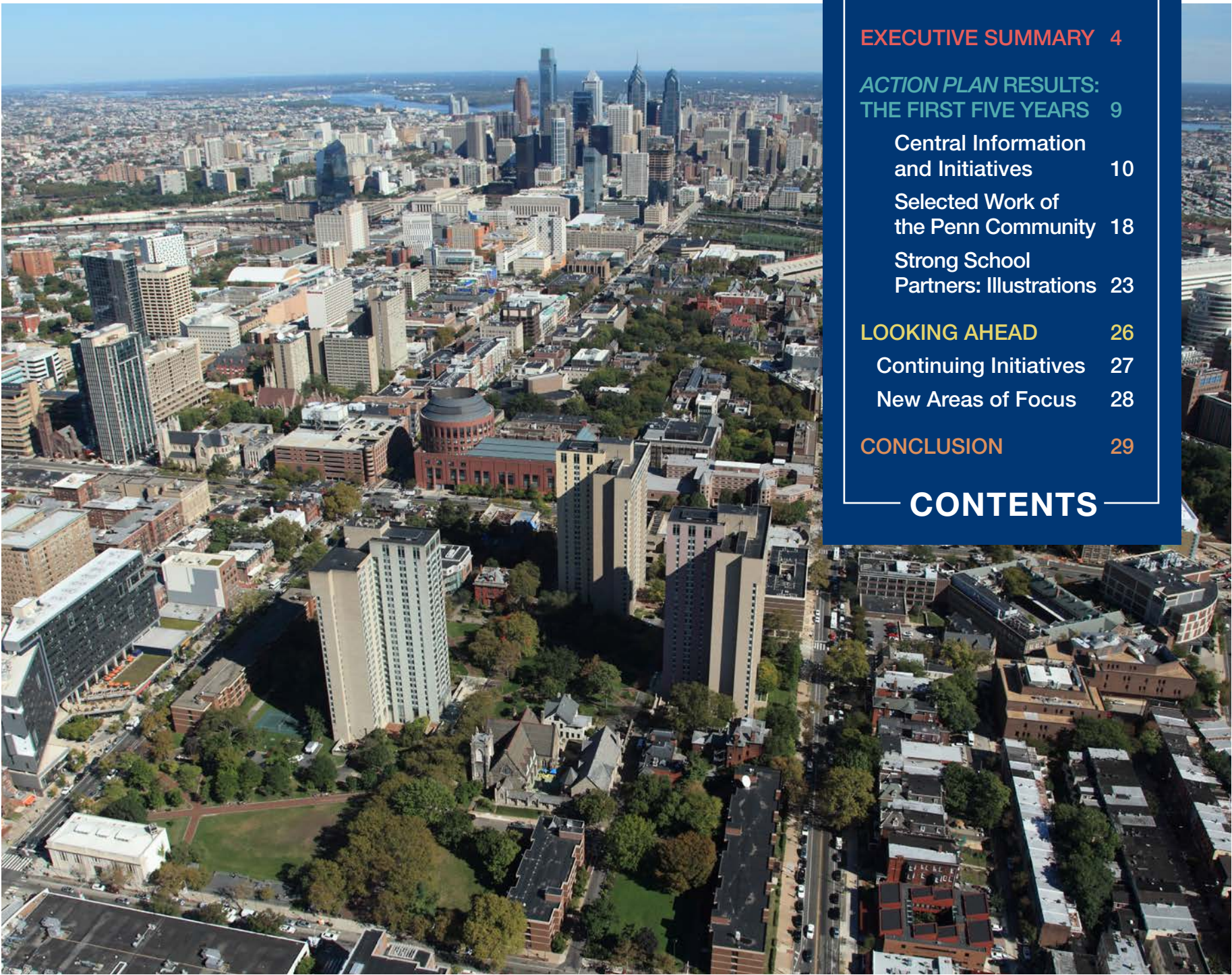
FROM THE
**PRESIDENT AND
THE PROVOST**

In 2011, the University embarked on the *Action Plan for Faculty Diversity and Excellence*, a bold five-year strategy for further strengthening its eminent faculty. In this *Faculty Inclusion Report*, we report on the progress under the **Action Plan** and lay out a path forward for the next five years. As we take account of accomplishments, we also look forward to a more inclusive and innovative Penn of tomorrow.



Our commitment to diversity and inclusion—in a vibrant educational community that protects open expression and fosters mutual respect among wide-ranging perspectives—has never been stronger or more central to the mission of our University and higher education, as well as to our society and world.

—Amy Gutmann, President
—Vincent Price, Provost



EXECUTIVE SUMMARY 4

**ACTION PLAN RESULTS:
THE FIRST FIVE YEARS** 9

Central Information and Initiatives 10

Selected Work of the Penn Community 18

Strong School Partners: Illustrations 23

LOOKING AHEAD 26

Continuing Initiatives 27

New Areas of Focus 28

CONCLUSION 29

CONTENTS



EXECUTIVE SUMMARY

On June 27, 2011, after broad consultation, Penn set forth the five-year *Action Plan for Faculty Diversity and Excellence*.¹ The *Plan* included increased central and School-based support of faculty recruitment, stronger oversight of faculty searches, new Presidential Professorships for exceptional scholars who contribute to faculty diversity, enhanced support for faculty mentoring and retention, and greater support for diversity pipeline initiatives. The University pledged to provide \$100 million—with half coming from central resources and half from the Schools—to support the successful implementation of the *Action Plan*.

¹See Penn’s *Action Plan for Faculty Diversity and Excellence*, published in *Almanac*: http://www.upenn.edu/almanac/volumes/v58/n01/pdf_n01/faculty%20diversity-action%20plan.pdf

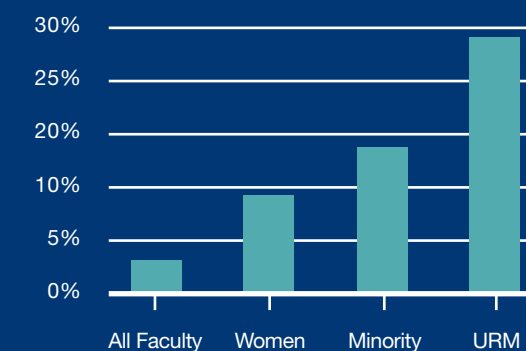
This *Faculty Inclusion Report* reports on these initiatives and provides data on the interval from fall 2011 to fall 2016. Above all, the *Action Plan* has succeeded in increasing the eminence, diversity, and inclusiveness of the Penn faculty. Over the past five years, while the total number of Penn faculty members increased by 2% (a net addition of 50), the number of minority faculty increased by 19.4% (a net addition of 99), and the number of underrepresented minority (URM) faculty increased by 30% (a net addition of 47).² This means that, under the *Action Plan*, there was a 10-fold greater increase of minority faculty and a 15-fold greater increase of underrepresented minority faculty than the increase in the Penn faculty as a whole. The percentage of all minority standing faculty rose from 20.1% to 23.6% and the percentage of underrepresented minority faculty rose from 6.2% to 7.9%. The total number of women faculty increased by 8.8% from 777 to 845 (a net addition of 68), which is a slower rate than for minority faculty, but nonetheless a 4.5-fold greater rate of increase than the increase in the Penn faculty as a whole. The percentage of women faculty increased from 30.7% to 32.7%.

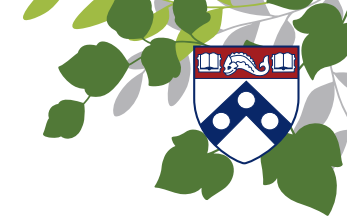
² “Minority” includes those that identify with one or more of the following races/ethnicities: Hispanic/Latino/a; African American/Black; Asian/Pacific Islander; Native American/Alaskan Native. Underrepresented Minority (“URM”) includes those that identify with one of more or the following race/ethnicities: Hispanic/Latino/a; African American/Black; Native American/Alaskan Native.



Five Year Headcount % Increase

(Fall 2011 to Fall 2016)





These successes were accompanied by more diverse academic leadership, increased faculty satisfaction, and enhanced University support for ongoing diversity efforts. While we take pride in this progress, more good work remains to be done. Important highlights of accomplishments over the five-year term (2011-2016) of the *Action Plan* also include:



More robust hiring of minority and underrepresented minority faculty.

The increasing overall proportions were made possible by more robust outreach and recruitment efforts. Of all new standing faculty recruits to Penn over the five-year period, 34.4% are minorities, including 14.7% who are underrepresented minorities. This constitutes a 20.4% increase in minority recruitment over the preceding five-year period (fall 2006 to fall 2011) when 28.6% of standing faculty recruitments were minorities. This also constitutes an 80.5% increase in underrepresented minority recruitment over the preceding five-year period, when 8.1% of recruitments were underrepresented minorities. Largely as a result of this increased hiring of underrepresented minority faculty, the percentage of underrepresented minorities on the standing faculty rose from 6.2% to 7.9%. (Enhanced retention efforts were the other significant factor.) From 2011 to 2016, Penn recruited 251 faculty members who self-identify as racial/ethnic minorities, of whom 107 self-identify as underrepresented minorities.

Further growth in women faculty.

The percentage of women on the standing faculty has increased 6.6%, from 30.7% to 32.7%, with the recruitment of 304 women to Penn. 41.7% of new hires are women, as compared to 37.9% in the preceding period, constituting a 10.1% increase. We aim to accelerate the hiring and retention of women faculty in the years to come.

Diminution of gender pay gap.

Measuring at just 1.9% in fall 2016, the gap between the salaries paid to men and women is statistically insignificant, but still a gap we are intent on eliminating.

Stronger standing among Ivy-plus peers.

In its ranking among 18 peer institutions in percentage of minority faculty, Penn has moved from being ranked 12th in 2011 to being ranked sixth in 2013.³ The comparative rank for women on Penn's standing faculty had remained steady at 11 of the 18 institutions.

Significantly more diverse academic leadership.

The composition of Penn's senior administrative ranks at the department chair, decanal, and senior academic levels is also significantly more diverse than it was five years ago. Three of the 12 deans are women and three are minority; three of the four faculty serving as vice provosts are women, and one is an underrepresented minority. The percentages of female and minority department chairs increased during the *Action Plan* by 45.1% (from 18% to 26.1%) for women and by 20.9% (from 9% to 10.9%) for minorities. (*See Table 5.*)

Strong faculty satisfaction. A faculty survey was administered in FY12 and again in FY16 through the Office of Institutional Research and Analysis. With proportionate representation

from all the Schools and strong response rates, most faculty reported overall satisfaction at the highest levels, "satisfied" or "very satisfied." There were small differentials in responses for women and minority faculty respondents, which indicate room for improvement.

Enhanced University-wide support for diversity and inclusion efforts, which are essential to ensure continuing progress.

The *Action Plan* resulted in all 12 of Penn's Schools developing plans to enhance their diversity and inclusion efforts that were consistent with and supportive of the initiatives outlined in the *Action Plan*. Diversity Search Advisors (DSAs) were appointed by each of the Deans to support recruitment efforts; each of the Deans regularly submitted reports to the Provost and President regarding their School's diversity and inclusion efforts in support of the University's aims; administrative offices and positions to support faculty inclusion efforts were created in the Perelman School of Medicine, Penn Nursing and other Schools; and centrally-funded and School-funded term chairs, fellowships, faculty development programs, mentoring, coaching, latent bias education, and campus community-building initiatives were established.

Financial commitments of the *Action Plan* met. The \$100 million commitment made in the *Action Plan* to School and central funding has

³ The most recent data available for this comparison were published in 2013.

The majority of initiatives begun under the *Action Plan* were extraordinarily useful and will be strengthened and renewed in the next five years. We will continue to support and encourage new initiatives undertaken by the Schools. An overview of future plans includes:



“We draw our strength from a multitude of races, cultures, genders, ethnicities, sexual orientations, historical traditions, ages, religions, disabilities, veteran statuses, interests, perspectives and socioeconomic backgrounds.”

been met and exceeded. Not including the substantial salary costs to the Schools for faculty recruitment and retention, or diversity-related student financial-aid expenses, more than \$140 million was spent over the plan period to support its various initiatives.

Annual updates, continuing financial commitments, and comprehensive diversity reporting. The University will publish another *Faculty Inclusion Report* in five years. Information on School initiatives and the data tables of this report will be published annually on the website of the Office of the Vice Provost for Faculty. We recommit to monitoring and maintaining current levels of support for faculty hiring and diversity and equity initiatives. Penn will require updated School diversity and inclusion plans by the end of academic year 2017-2018.

Continuing focus on leadership and faculty development. The expertise of Penn’s faculty has been leveraged to position the University as a leader in faculty development and support. Two examples of programs that are preparing Penn faculty members for leadership roles are Penn Fellows (<https://provost.upenn.edu/penn-fellows>) and Penn

Pathways (<https://provost.upenn.edu/faculty/current/mentoring/faculty-pathways>). We look forward to the continuation of these efforts, as well as an increased focus on methods of mentoring junior faculty. The University also will continue to be attentive to the composition of its senior leadership ranks.

Support for faculty hiring. Commencing with the 2017-2018 academic year, all faculty members participating in faculty searches will be required to be oriented to the literature on latent bias and discrimination. Building on the success to date of the Presidential Professorships, the University’s ongoing fundraising priorities under the Penn Compact 2020 include increased support for these and other endowed chairs for eminent faculty members.

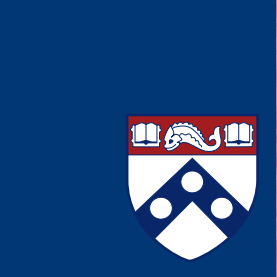
Efforts to accelerate hiring and retention of women faculty. The work of the Penn Forum for Women Faculty, Faculty Senate, Trustees’ Council for Penn Women, and countless engaged faculty has helped to refine existing efforts and develop new strategies for recruiting and retaining women faculty at all ranks. In partnership with the Deans, we will

continue to actively pursue efforts to increase the percentage of women on the faculty and to address impediments to progress through aggressive monitoring and evaluation.

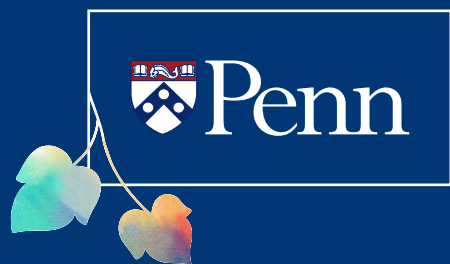
Better support for dual career academic couples. Central financial support for spousal hiring more than tripled over the course of the *Action Plan*. Penn faculty members, particularly women, still face challenges relating to finding appropriate employment for both partners. As a pilot initiative to better support dual career families, the Provost’s Office will hire a partner placement specialist to respond even more effectively to this challenging recruitment and retention issue.

Pipeline programs. The postdoctoral and predoctoral fellowships and the University’s other longstanding faculty pipeline programs will continue. The Diversity Predoctoral Fellowship program will be expanded from three to five Fellows per year. In addition, Penn will reinvigorate efforts to recruit Fellows from minority-serving institutions.

ACTION PLAN RESULTS: THE FIRST FIVE YEARS



The primary objectives of the original *Action Plan* were “[to build] a more diverse faculty, whose composition reflects the pool of exceptional, qualified applicants nationally in all fields” and “[to create] a more inclusive campus community, where all feel welcomed, supported, and have equal access to networks for mentoring and research” (*Almanac*, September 6, 2011).



60% of Penn Integrates Knowledge and Presidential Professors are women and/or minorities

33% of Deans are women and/or minorities

67% of Vice Provosts are women and/or minorities

50% increase in department chairs who are women

CENTRAL INFORMATION AND INITIATIVES

Penn's Financial Investment under the *Action Plan*

Action Plan financial investments were used to recruit new scholars to Penn, support faculty work, create a welcoming climate, and encourage students interested in academic careers. These expenditures advance Penn's core mission of maintaining original research, supporting sophisticated and brilliant students, and fostering a climate capable of supporting an intellectually vigorous and varied community from around the world. The *Action Plan* commitment of \$100 million in combined School and central University spending was greatly exceeded with total expenditures exceeding \$140 million.

Central University expenditures under the Plan included funding for postdoctoral and predoctoral fellowships, Excellence through Diversity Fund grants, and longstanding student pipeline programs. The University supported hiring through enhanced Faculty Opportunity Fund grants to the Schools through the Office of the Provost, Dual Career Program salary subsidies, Presidential Professorships, and central contributions to retention packages. The *Action Plan* committed the University to the creation of term Professorships to attract outstanding faculty. Originally supported by the Pew Foundation,

and now funded by the University and Schools, Presidential Professorships are currently held by 11 members of the standing faculty (<http://www.giving.upenn.edu/giving-opportunities/faculty-support/profile/presidential-term-professor>).

School expenditures under the Plan included search costs, support of faculty affairs and diversity offices, postdoctoral fellowships, diversity-related academic centers, visiting faculty and lectures, and other related expenses. Additional School costs included diversity-related student aid and the costs of recruiting and retaining faculty. As expected, School expenditures were generally correlated with overall School size, with the Perelman School of Medicine accounting for 58% of total expenditures, followed by the School of Arts and Sciences (9%), the Wharton School (8%), and the School of Engineering and Applied Science (6%).

Faculty Hiring and Departure Rates

Under the *Action Plan*, the Deans appointed senior standing faculty members to serve as Diversity Search Advisors (DSAs) for their respective Schools.⁴ The DSAs' roles were to support and oversee all faculty searches from inception through the recommendation of a final candidate. The

⁴ Each School has at least one Diversity Search Advisor. Larger Schools, such as the Perelman School of Medicine, may have multiple Diversity Search Advisors in a single department to ensure efficiency and effectiveness given the volume of search activity.

Perelman School of Medicine now has roughly fifty DSAs to support its many searches. Since 2009, the University has also committed to the dissemination of research on implicit bias through workshops offered by the Provost's Office and Penn Schools, as well as other programming.

Low rates of faculty turnover reflect high levels of faculty satisfaction but also limit opportunities to hire new faculty. This makes Penn's dual focus on retaining as well as recruiting minorities and women all the more essential to increasing faculty diversity. We therefore view Penn's progress through the lenses of both hiring and departure activity. From fall 2011 to fall 2016, 41.7% of all faculty recruits are women, 34.4% are minorities, and 14.7% are underrepresented minorities. Of the 729 individuals recruited during this period, 304 are women and 251 are minorities. Of these 251 faculty, 107 are underrepresented minorities.

During the same period, 34.8% of all departures were women, 22.4% were minorities, and 8.8% were underrepresented minorities. Diversity hiring and departures in the preceding five-year period (fall 2006-2011) had been less robust. From 2006 to 2011, 37.9% of new faculty recruitments are women, 28.6% are minorities, and 8.1% are underrepresented minorities. For that same period, 28.8% of departures were

women, 17.8% were minorities, and 6.8% were underrepresented minorities.

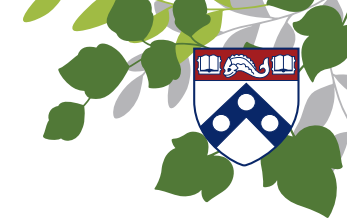
Viewed as year-to-year activity, the *Action Plan* resulted in more robust hiring of minorities during its first year (fall 2012 to fall 2013) and of underrepresented minorities for its first three years (fall 2011 to fall 2014). The increase in hiring for women was most significant during the third year of the *Action Plan* (fall 2013 to fall 2014) (*See Figures 1, 2 and 3.*) The year-to-year variation is to be expected given the variable timelines of faculty searches, which makes it all the more important to track changes and monitor trends over at least a five-year period. While the overall gains over this period did not proceed on a straight-line trajectory, both the overall gains and the general trajectory registered in each category mark encouraging progress.

Growth in Women and Minorities on the Standing Faculty

During the *Action Plan*, Penn experienced overall growth in the number and proportion of women, minorities, and underrepresented minorities on its standing faculty. While this trend was positive, growth was uneven across Schools. For example, neither the Dental School nor the Wharton School experienced any growth in the

percentage of underrepresented minorities or women on their faculties over the course of the *Action Plan*. University results were significantly influenced by positive trends in the Perelman School of Medicine, where more than half of Penn's standing faculty is based. During the *Action Plan*, the Perelman School of Medicine witnessed significant growth of 3.7% minority faculty (a 17.3% increase over the baseline), 1.7% underrepresented minority faculty (32.2% increase), and 2.4% women faculty (8.3% increase).

Overall, the proportion of women on Penn's standing faculty increased 6.6%, from 30.7% in fall 2011 to 32.7% in fall 2016. Eight of Penn's 12 Schools—Annenberg, Engineering and Applied Science, Graduate School of Education, Law, Perelman School of Medicine, School of Arts and Sciences, Social Policy & Practice, and Veterinary Medicine—increased the proportion of women on their standing faculties. The School of Nursing increased the percentage of men on its faculty by 59.1%, from 8.8% to 14.0%, thereby enhancing its gender diversity. In Dental Medicine, Design, and Wharton, percentages of women diminished over the course of the *Action Plan*: by 32.5% (from 28.9% to 19.5%) in Dental Medicine, by 2.9% (from 41.2% to 40.0%) in Design, and by 2.4% (from 21.1% to 20.5%) in Wharton. (*See Table 1.*)



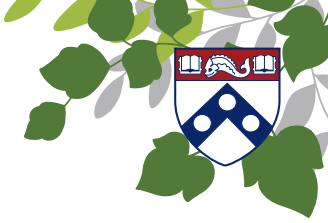
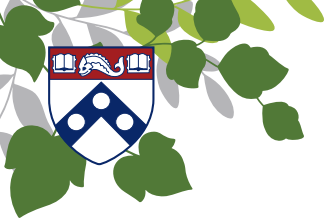


Table 1.
Percentage of Women Faculty, Before and After the *Action Plan*

Percentage Women Faculty	2011	2016	Percentage Change
University-wide	30.7%	32.7%	2.0%
Annenberg	38.9%	42.9%	4.0%
Arts and Sciences	30.6%	32.6%	2.0%
Dental Medicine	28.9%	19.5%	(9.4%)
Design	41.2%	40.0%	(1.2%)
Education	46.9%	53.8%	7.0%
Engineering	12.3%	18.6%	6.3%
Law	23.4%	27.7%	4.3%
Nursing	91.2%	86.0%	(5.2%)
PSOM	29.3%	31.8%	2.4%
Social Policy and Practice	41.2%	50.0%	8.8%
Veterinary Medicine	45.2%	51.9%	6.6%
Wharton	21.1%	20.5%	(0.5%)

In fall 2011, 20.1% of the standing faculty identified as members of minority groups. By fall 2016, that proportion had grown by 17.1%, to 23.6%. (See Table 3.) From fall 2011 to fall 2016, the percentage of minority faculty increased in all Penn Schools with the exception of Design (17.6% to 15.0%) and the School of Social Policy and Practice (35.3% to 30.8%).⁵ (See Table 2.)

⁵ The School of Social Policy and Practice is a small school which historically has had a high percentage of minority faculty.

Table 2.
Percentage of Minority Faculty, Before and After the *Action Plan*

Percentage Minority Faculty	2011	2016	Percentage Change
University-wide	20.1%	23.6%	3.4%
Annenberg	5.6%	19.0%	13.5%
Arts and Sciences	18.4%	19.6%	1.2%
Dental Medicine	24.4%	31.7%	7.3%
Design	17.6%	15.0%	(2.6%)
Education	28.1%	33.3%	5.2%
Engineering	34.9%	38.1%	3.1%
Law	14.9%	19.1%	4.3%
Nursing	14.0%	26.0%	12.0%
PSOM	21.1%	24.8%	3.7%
Social Policy and Practice	35.3%	30.8%	(4.5%)
Veterinary Medicine	9.5%	15.1%	5.6%
Wharton	17.5%	19.2%	1.6%

The percentage of underrepresented minorities rose 27.1%, from 6.2% to 7.9% from 2011 to 2016. (See Table 3.) Proportions of underrepresented minority faculty rose in all but three Schools: Dental Medicine, Social Policy and Practice (which still maintains the second highest percentage of URM faculty), and Wharton. Dental Medicine experienced a significant decline from 11.1% URM faculty in 2011 to 4.9% in 2016. (See Table 4.)

Table 3.
Percentage of URM Faculty, Before and After the *Action Plan*

Percentage of URM Faculty	2011	2016	Percentage Change
University-wide	6.2%	7.9%	1.7%
Annenberg	5.6%	14.3%	8.7%
Arts and Sciences	8.1%	8.8%	0.7%
Dental Medicine	11.1%	4.9%	(6.2%)
Design	5.9%	7.5%	1.6%
Education	15.6%	17.9%	2.3%
Engineering	7.5%	8.0%	0.4%
Law	6.4%	12.8%	6.4%
Nursing	7.0%	18.0%	11.0%
PSOM	5.4%	7.1%	1.7%
Social Policy and Practice	17.6%	15.4%	(2.3%)
Veterinary Medicine	2.4%	7.5%	5.2%
Wharton	5.3%	5.0%	(0.2%)



Penn's Standing Compared to Peers

Our most recent peer data only permit comparison of fall 2011 to fall 2013. During this period, Penn rose from 12th of 18 peer institutions for proportions of minority faculty to 6th of 18. Peer standing for Hispanic/Latino faculty rose from 17th of 18 to 7th of 18, for African-American/Black faculty from 11th of 18 to 8th of 18, and for Asian faculty from 10th of 18 to 9th of 18. Standing for faculty who identified as being of two or more races fell from 5th of 18 to 9th of 18.⁶ During these periods, unlike today, Penn had no American Indian/Native American⁷ or Native Hawaiian/Pacific Islander faculty. Our peer standing with respect to female faculty remained the same from fall 2011 to fall 2013, at 11th of 18 institutions.

Diminution of the Gender Pay Gap

The Provost's Office and the Deans monitor faculty salaries through the annual salary increase process. In addition, for many years, the Faculty Senate has published an Economic Status of the Faculty report. Detailed regression analyses are performed by the Office of Institutional Research

⁶ A few Penn standing faculty members elect to identify as "two or more races," as opposed to belonging to one racial or ethnic population group. In 2016, for example, 20 of Penn's 2,581 standing faculty members identified as "two or more races."

⁷ Similarly, six of Penn's peer institutions did not have any faculty members who self-identified as American Indian/Native American in the years represented.

and Analysis to assess pay gaps. The regressions control for variables intended to signify experience (rank, time in rank), productivity (endowed chair, administrative experience), and the differences in salaries among the various disciplines represented in Penn departments. Using new analytical tools developed during the *Action Plan*, the Provost's Office is now able to proactively monitor faculty salaries on a more regular basis to detect possible pockets of inequity in the departments and Schools and to work in partnership with the Deans to address any issues identified.

Penn's standing faculty base salaries are generally equitable and competitive with those paid by eleven comparable research university peers as reported in an AAUP Salary Survey. The base salaries of assistant professors ranked 2nd in 2015-2016; associate professors 5th; and full professors 7th.

Ensuring gender equity in compensation is another key objective for salary monitoring. An analysis of salary data for academic year 2015-2016 indicated a 1.9% difference, which was not statistically significant. We will continue to monitor, review data, and take necessary steps to ensure that any unexplained differences are eliminated.⁸

⁸ This model used to analyze gender equity in salaries is also referenced in the annual *Economic Status of the Faculty* report, published in *Almanac*: <http://www.upenn.edu/almanac/volumes/v62/n24/pdf/022316-supplement-execsummary.pdf>

Significant Increase in Diversity of Academic Leadership

The quality and diversity of our senior leadership are among Penn's greatest recent successes. Three of our current 12 deans are women. During the course of the *Action Plan*, Pam Grossman, recruited from Stanford, was appointed the Dean of the Graduate School of Education, succeeding Andy Porter. Antonia Villarruel, recruited from Michigan, was appointed the Dean of Penn Nursing, succeeding Afaf Meleis. Marilyn Jordan Taylor served as the Dean of PennDesign until July 2016. Joan Hendricks continues as the Dean of Penn Vet.

Three of the 12 current deans are members of racial or ethnic minority groups, as compared to one in fall 2011. John Jackson became the Dean of the School of Social Policy and Practice in 2014. That same year, Antonia Villarruel was appointed Dean of Penn Nursing. Vijay Kumar was appointed Dean of the School of Engineering and Applied Science in 2015. Presidential Professor Wendell Pritchett served as Interim Dean of the Law School in 2014-2015 and was appointed Penn's 30th Provost beginning July 1, 2017. (See Table 4.)

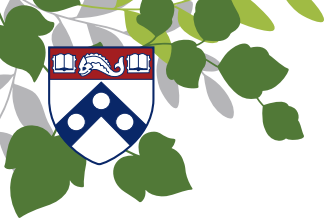


Table 4.
Number/Percentage of Penn Deans Who Are Women or Minority

Academic Year	Total	# Women	% Women	# Minorities	% Minorities
2010-2011	12	4	33.3%	1	8.3%
2011-2012	12	4	33.3%	1	8.3%
2012-2013	12	4	33.3%	1	8.3%
2013-2014	12	3	25.0%	1	8.3%
2014-2015	12	3	25.0%	4	33.3%
2015-2016	12	4	33.0%	3	25.0%
2016-2017	12	3	25.0%	3	25.0%

There have been positive changes in other senior leadership positions. Anita Allen was appointed the Vice Provost for Faculty; Dawn Bonnell, the Vice Provost for Research; and Beth Winkelstein, the Vice Provost for Education. At Perelman School of Medicine, Lisa Bellini is Vice Dean for Academic Affairs; Eve Higginbotham is Vice Dean for Inclusion and Diversity; Gail Morrison is Vice Dean for Education; and Emma Meagher is Senior Associate Vice Provost for Human Subjects Research and Vice Dean for Clinical Research and Chief Clinical Research Officer. In the School of Arts and Sciences, Larry Gladney is the Associate Dean for Natural Sciences and Eve Troutt Powell is Associate Dean for Graduate Studies. In the Law School, Sophia Lee is a Deputy Dean. In the Annenberg School, Carolyn Marvin served a term as Associate Dean for Graduate Studies. Kathleen

Stebe became the Deputy Dean for Research in the School of Engineering and Applied Science. Catherine Schrand serves as the Vice Dean of Wharton Doctoral Programs.

The racial and gender composition of department chairs is more diverse.⁹ From fall 2011 to fall 2016, the proportion of female department chairs rose from 18.0% to 26.1% and minority department chairs from 9.0% to 10.9%. For example, Nancy Rothbard was appointed chair of Wharton’s Marketing Department; Sampath Kannan, chair of Computer and Information Sciences in the School of Engineering and Applied Science; and Chyke Doubeni, a Presidential Professor, chair of Perelman School

⁹ Because service as a department chair affects both future leadership opportunities and salary growth, diversification of this level of academic leaders is particularly important. Further, department chairs play an essential role at Penn by leading complex departments; supporting the process by which the University selects its tenured faculty; making essential decisions about space, salary and research support allocations; and providing information, support, and mentorship to many faculty members.

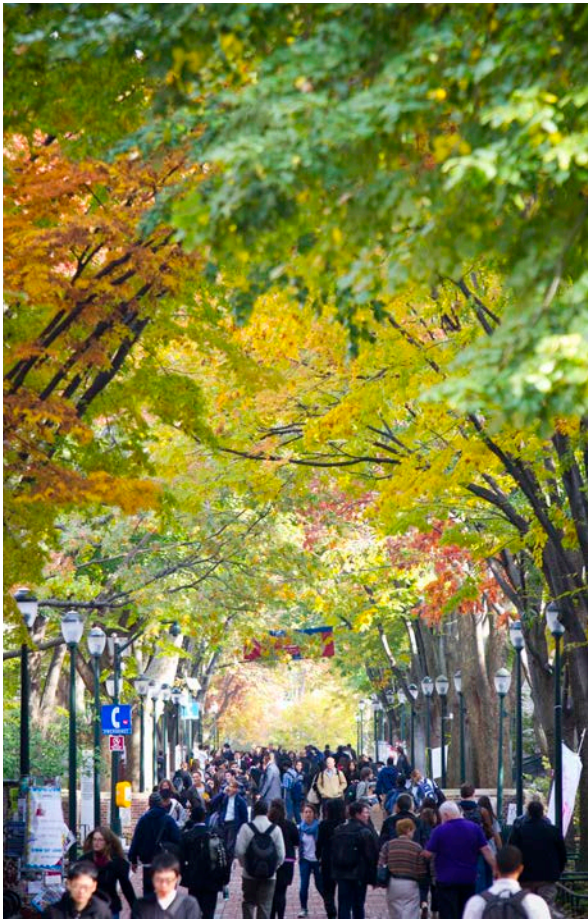


Table 5.
Number/Percentages of Chairs Who are Women and Minorities

Academic Year	Total	# Women	% Women	# Minorities	% Minorities
2011	89	16	18.0%	8	9.0%
2012	90	14	15.6%	11	12.2%
2013	90	17	18.9%	12	13.3%
2014	91	20	22.0%	9	9.9%
2015	91	22	24.2%	9	9.9%
2016	92	24	26.1%	10	10.9%

of Medicine’s Department of Family Medicine and Community Health. (See Table 5.)

Several Schools created offices or significantly enhanced roles focused on increasing the excellence and diversity of their faculties. For example, in 2012 the Perelman School of Medicine created a Vice Dean for Inclusion and Diversity position to be held by a tenured faculty member in the School. Since the appointment of the inaugural Vice Dean, the School created an office and additional infrastructure to support its work in this regard. The Schools of Veterinary Medicine, Dental Medicine, and Nursing have senior faculty members with senior administrative appointments who are charged with leading their School’s diversity and inclusion work.

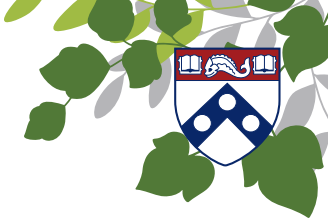
One of the University’s principal programs to encourage mid-career faculty to consider leadership roles is the Penn Fellows program,

<https://provost.upenn.edu/penn-fellows>. Since its inception, the program has used scholarly excellence, leadership potential, and contributions to diversity and inclusion as criteria for the selection of Penn Fellows. Prior program participants include a Dean, a Vice Provost, a Faculty Senate Tri-Chair, and a number of deputy and associate deans, department chairs, and center directors.

Results of the Faculty Survey

During academic year 2011-2012, the University administered the first survey of all of its standing and associated faculty. A substantially similar instrument was administered during academic year 2015-2016. Response rates for both administrations were strong, and respondents were generally representative of the School faculties. Detailed reports from both administrations can be viewed at <http://www.upenn.edu/ir/faculty-survey.html>

Overall levels of satisfaction were high, with 84% of respondents reporting being satisfied or very satisfied with being a member of Penn’s faculty. Assessments of local climate were also generally very positive. For example, 78% of respondents agreed that their chair or dean creates a collegial and supportive environment, 77% reported satisfaction with opportunities to collaborate with faculty in other departments, and 79% felt that they could “navigate the unwritten rules concerning how to conduct oneself as a faculty member.” In addition, 72% reported that interdisciplinary research is recognized and rewarded by departments. With respect to assessments of climate for diversity, 72% of respondents felt that their schools or departments make genuine efforts to recruit and retain women faculty, and 63% agreed that similar efforts were being made with respect to minority faculty. Also, 84% of respondents indicated that Penn is “welcoming,” and 73% said it was “diverse.” Most respondents reported that faculty members are respected at Penn regardless of sexual orientation (95%), race/ethnicity (90%), or gender (87%). The survey allowed the University to obtain data about the proportion of faculty who identify themselves as lesbian, gay, bisexual or queer. Three percent of standing faculty respondents – about half women and half men – identified as lesbian, gay, bisexual or queer. Less than one percent (.32%) identified as transgender, non-binary, or non-gender





conforming, and 3% preferred not to respond to the question about their sexual orientation. Nine percent of underrepresented standing faculty identified as lesbian, gay, bisexual or queer and 6% preferred not to respond to the question about sexual orientation.

In the 2014 Progress Report on the *Action Plan for Faculty Diversity and Excellence*, we noted that women and minorities tended to provide slightly less positive responses to some of the survey questions. This trend remained consistent in the results of the 2015-2016 survey results, with overall levels of satisfaction for women and minority faculty slightly lower than majority respondents. (See Figure 4.)

Women and minorities are less likely to agree that their departments make genuine efforts to recruit and retain racial or ethnic minority and female faculty, and they are also less likely to feel they have a voice in decision-making. They are more likely to report exclusion from informal networks and that they have to work harder than colleagues to be perceived as legitimate scholars.

There were fewer statistically significant climate differences reported by LGBTQ faculty. Indeed, 89% of LGBTQ faculty agree/strongly agree that faculty are respected regardless of their sexual orientation.

Slight variation can also be seen by rank. The overall satisfaction rating registered by full

professors is a mean of 4.17 on a 5.0 satisfaction scale (with 5 being very satisfied), for assistant professors 4.03, and for associate professors 3.92.

During the *Action Plan*, the University began analyzing data on faculty attrition for each of the Schools as well as for the University as a whole bi-annually, which has proven useful in assessing patterns in the reasons for departures. Moreover, as part of its diversity and inclusion agenda, Perelman School of Medicine intends to institute automated exit surveys of its faculty.

Faculty Development, Climate, and Retention

Many initiatives aimed at the climate for diversity and faculty life were created and enhanced under the *Action Plan*. The University revised, reframed, and renamed the Diversity Fund to fund larger, cross-School projects addressing issues of diversity and contemporary significance. The resulting Excellence through Diversity Fund has supported a wide array of excellent projects that include an LGBT health program that sought to improve institutional climate and visibility, patient care, research, health education, and community outreach; a research, teaching, and public history project committed to infusing the work of W.E.B. Du Bois into the curriculum of public schools; a project on sex and gender in health; and a day-long symposium on the challenges

faced by women faculty seeking to publish their scientific research. These and other projects have strengthened the University's position as a leader in innovative, cross-disciplinary work.

The Penn Forum for Women Faculty has been a major source of programming addressing the practical concerns of women faculty. Funding provided to the Forum was increased under the *Action Plan*, to support an ambitious agenda which includes professional development seminars and talks, at times in association with the Trustees' Council of Penn Women or other groups (<http://provost.upenn.edu/faculty/pfnf>). At what has become an annual event open to the community, the Deans of each School present to the community the achievements of women faculty in their Schools. The Phoebe Leboy Lecture is now an annual Forum event which heightens the profile of distinguished women faculty at Penn and brings faculty leaders from other institutions to campus.¹⁰

Launched in 2012-2013 as a pilot effort, the Penn Faculty Pathways Program has become a model for faculty mentorship and faculty development. This year-long cohort-based program, aimed at assistant professors in STEM fields, covers topics ranging from obtaining grant funding to maintaining work-life balance. The Provost's Office, in partnership with

¹⁰ The late Phoebe Leboy was one of the first women to be tenured in the School of Dental Medicine and was a prodigious advocate for diversity and inclusion, most particularly for gender equity.

several Schools, recently committed to continuing to fund this valuable program (<https://provost.upenn.edu/faculty/current/mentoring/faculty-pathways>).

In 2009, the Trustees' Council of Penn Women and the Office of the Provost partnered to establish an award to recognize contributions to the advancement of women at Penn. A number of distinguished women faculty have since received the Trustees' Council of Penn Women/Provost Award for Advancing Women in Higher Education, including Professors Sherri Adams (the first recipient in 2010), Demie Kurz (2011), E. Ann Matter (2012), Stephanie Abbuhl (2013), Afaf Meleis (2014), Susan Davidson (2015), Susan Margulies (2016), and Janice Madden (2017).

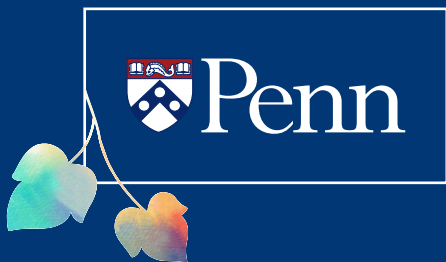
During the course of the *Action Plan*, the University sponsored lectures by Penn Integrates Knowledge Professor Dorothy Roberts of the Law School and Professor Kenji Yoshino of NYU Law School that provided opportunities for gathering and engagement with diversity issues. Collaborating with student groups, the Provost's Office sponsored "Affirmative Re-Action," a panel discussion on the impact of affirmative action on its intended minority beneficiaries. The Provost's 2015-2016 launch of the "Campaign for Community"¹¹ provided a timely organizing rubric

¹¹ The Campaign for Community aims to strengthen the Penn community by finding civil ways to discuss and understand important issues and controversies that may be difficult to talk about or intractable. Campaign events encourage faculty, staff and students to come together to collectively address questions of differing identity and values.

for a host of lectures and talks exploring issues of engagement, diversity, and the parameters of civil discourse. Finally, the Office of Affirmative Action and Equal Opportunity Programs offers a diversity lecture series featuring Penn faculty speakers who promote insight and understanding into multicultural issues. See <http://www.upenn.edu/affirm-action/offerings.html>

Predoctoral and Postdoctoral Fellowships

For many years, Penn has supported a variety of excellent pipeline programs for underrepresented graduate students, among them the longstanding Fontaine Fellows program. More recently, the Office of the Vice Provost for Research established the Postdoctoral Fellowships for Academic Diversity. The Predoctoral Fellowships for Excellence through Diversity were created under the *Action Plan*. About 55 fellows have entered the two programs, and one postdoctoral fellow is now a member of Penn's standing faculty in the School of Arts and Sciences. We will explore expanding the Predoctoral Fellowships program from its current three fellows per year to five and actively recruit fellows from minority-serving institutions.



84% of standing faculty indicate Penn is welcoming and report being satisfied/very satisfied with being on the Penn faculty

90% of standing faculty report that faculty are respected regardless of their gender (87%), race/ethnicity (90%), or sexual orientation (95%)

89% of LGBT faculty agree/strongly agree that faculty are respected regardless of their sexual orientation

SELECTED WORK OF THE PENN COMMUNITY

As Penn’s faculty has become increasingly diverse, it has also become increasingly excellent and eminent. Penn’s women and minority faculty have earned top honors on campus for teaching and service, such as the Lindback Award for Distinguished Teaching and the Faculty Award of Merit presented by Penn Alumni. They are recipients of prestigious government and foundation grants, fellowships, and prizes. These include, to name a very few, National Institutes of Health and National Science Foundation awards, Guggenheim Fellowships, and MacArthur Fellowships (“Genius Grants”). Penn’s minority and women faculty are among those inducted annually into prestigious professional societies, such as the American Academy of Arts and Sciences and the National Academies of Sciences, Engineering and Medicine.

In addition to the important work of focusing with renewed intensity and intentionality on recruitment, retention, and pipeline issues, a great deal of work has been undertaken to advance knowledge, broaden the curriculum and improve the campus climate and quality of life for faculty and other members of the Penn community. Examples of the range of those efforts, some spearheaded by women, minority, and LGBTQ faculty, are described in the section that follows.

LGBTQ and Sexuality Studies

Gender and sexuality studies has emerged as a major interdisciplinary field. At Penn and peer institutions, LGBT and queer studies have begun to transform research and curricula across the humanities, social sciences, natural sciences, and health sciences. Penn’s Gender, Sexuality and Women’s Studies Program, the Alice Paul Center, and the Penn Humanities Forum have sponsored innovative courses and high-profile events, series, and conferences in this area. For example, the academic year 2015-2016 Penn Humanities Forum on “Sex” brought leading scholars to Penn. Professor Heather Love, who served as topic director of that Forum, also led a number of other important scholarly meetings and symposia, including “Queer Method” in 2013.

Faculty in the Perelman School of Medicine and Penn Nursing are mounting initiatives relating to LGBT health and healthcare disparities, some funded with diversity grants from the University. The Penn Medicine Program for LGBT Health supports LGBT individuals in workplace, classroom, and healthcare settings by promoting an LGBT-inclusive climate and culture at Penn. Penn faculty members Autumn Fiester and Lance Wahlert pioneered queer bioethics as a branch of biomedical ethics in a series of scholarly publications and organized an international

community of scholars working on topics within the ambit of the new field.

Through faculty efforts and collaborations like these, Penn has developed a strong reputation in gender, sexuality, and LGBTQ studies. With additional standing faculty scholars to serve as PhD advisors and mentors, Penn should grow to be a global leader. Reflecting this potential, an informal working group of LGBTQA faculty has been formed with a goal of further increasing the emphasis at Penn on LGBTQA faculty scholarship and faculty community.¹² In 2016, Professor André Dombrowski in the School of Arts and Sciences chaired the group, which has been composed of representatives from all 12 Penn Schools and meets with representatives of the LGBT Center to promote community and advocacy for the faculty LGBTQA community. A webpage lists Faculty Affiliates – faculty and staff who identify as LGBT or conduct relevant research on gender and sexuality studies (<http://www.vpul.upenn.edu/lgbtc/Faculty>).

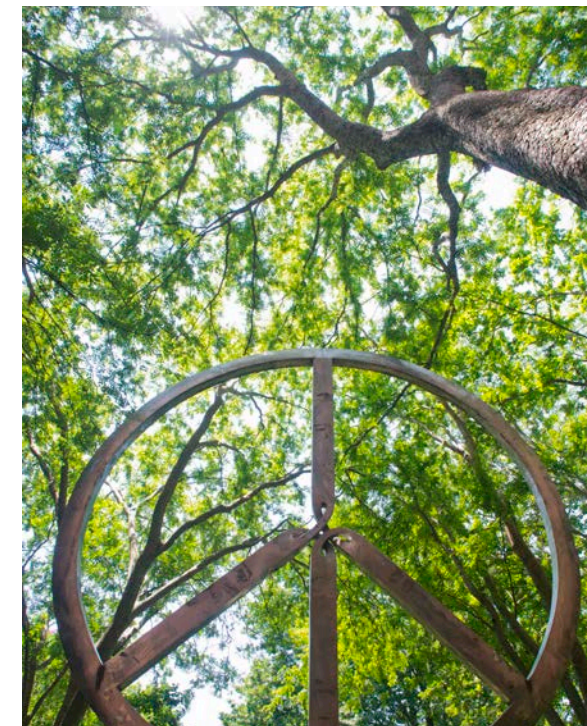
The climate for a community of LGBTQ scholars is a central concern of the LGBTQA faculty working group. The 2011 repeal of the ban on openly gay military service members reflected

¹² The faculty working group uses the inclusive acronym “LGBTQA” to describe identities within the scope of its concern. The “Q” is sometimes appended to LGBT to include queer or questioning and “A” to include asexual, advocate, ally or all identities.

changes in the legal and social status of the LGBTQ community. During the course of the *Action Plan*, the landmark Supreme Court decision in *Obergefell v. Hodges* (2015) declared that same-sex couples have a constitutional right to marry and to have their marriages recognized in every state. Professor of Law Tobias Barrington Wolff was a key scholarly voice successfully calling for this recognition of marriage equality and ending the federal government’s “Don’t Ask, Don’t Tell” policy.

Recruitment of same-sex couples, LGBTQ discrimination, and application of University programs to the LGBTQ community are addressed in educational programs for department chairs and search committee members. To become a more equitable and inclusive environment, the University also has a number of gender-neutral bathrooms and changing spaces and continues to review its benefits policies and programs to ensure that they are inclusive. For example, during the term of the *Action Plan*, the University expanded coverage for sex reassignment surgery to faculty and staff (<https://penncurrent.upenn.edu/2012-03-08/latest-news/penn-adds-sexual-reassignment-surgery-coverage-employees>).

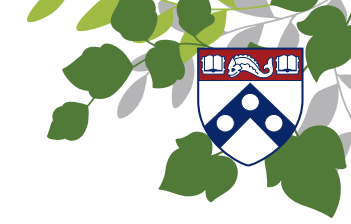
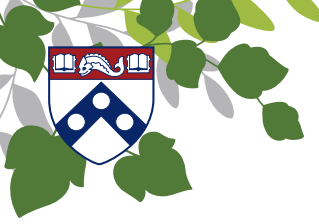
Contributing to the overall climate for the LGBT community, Professor Robert Carpick serves as the faculty advisor for oSTEM, a chapter



of Out in Science, Technology, Engineering, and Mathematics, the national student society dedicated to increasing participation in STEM disciplines of people who identify as LGBTQ. The School of Social Policy and Practice has also implemented a program aimed at fostering better inclusion of LGBTQA issues in the curriculum and in the life of the University.

Responses to Sexual Misconduct

The University revised its sexual harassment and sexual violence policies for faculty and worked with the Schools to develop a new protocol for sexual violence allegations against faculty



and students. See <http://www.upenn.edu/almanac/between/2016/070116-of-record.html#violence> and <http://www.upenn.edu/almanac/volumes/v62/n23/pdf/021616-supplement.pdf> The Office of the Ombudsman is now among the confidential resources to which faculty may report sexual misconduct. See <http://www.upenn.edu/ombudsman> During the 2016-2017 academic year, a mailing was distributed to every Penn faculty member describing the new processes and reporting responsibilities. The guidance is also posted on the Provost's Office website at https://provost.upenn.edu/uploads/media_items/sexualviolenceresources.original.pdf

Support for Families

In the 2016 faculty survey, 82% of standing faculty men and 71% of standing faculty women reported having children, pointing to the importance of parental leave policies and childcare options for young families. Penn's parental leave policy, which previously provided teaching relief only to the "primary caregiver" of a new child, was modified to apply to both parents in an academic couple (See *Faculty Handbook*, II.E.4: <http://provost.upenn.edu/policies/faculty-handbook>). Consistent with the commitment made in the *Action Plan*, a part-time academic clinician track was established in the Perelman School of Medicine. Sabbatical policies were revised to allow clinical faculty to take shorter

paid leaves than the traditional full semester or year leaves taken by other faculty. Evening hours at the Penn Children's Center recommended in the *Action Plan* were piloted; however, utilization was exceptionally low. The Perelman School plans to open a childcare center in 2017 to help accommodate the needs of Penn Medicine families.

Veterans on Penn's Faculty

Penn has 42 standing and associated faculty members who have self-identified as veterans. In the past decade, two trauma surgeons on the Perelman School of Medicine faculty took leaves of absence for military service, Dr. Carrie Sims and Dr. John Pryor. Dr. Pryor was killed in the line of duty in Iraq on December 25, 2008. On May 4, 2016, Dr. Pryor's family and friends gathered on campus for the dedication of the John Paul Pryor, MD, Shock Trauma and Resuscitation (STAR) Unit in the Trauma Center at Penn Presbyterian Hospital.

Across the University, there are a number of events aimed at supporting veterans and raising awareness of the issues that they face. The Veterans@Penn committee sponsors an annual Veterans Day Flag Ceremony in the fall on College Green, attended by a number of our faculty veterans. During the 2015-2016

academic year, the Penn Police held a session on posttraumatic stress disorder (PTSD) and its impact on veterans, to ensure that Penn Police and security officers on campus understand the particular issues and challenges faced by veterans.

At Penn Law, Professor Claire Finkelstein directs the Center for Ethics and the Rule of Law, which provides programming on the ethical dimensions of pressing issues in national security and their relationship to the rule of law, including the impact of active combat on veterans. See <https://www.law.upenn.edu/institutes/cerl/>

Individuals with Disabilities

Penn faculty members include individuals with disabilities. In addition to providing reasonable accommodations, the University regularly offers events intended to raise awareness of issues faced by individuals with disabilities. For the past 15 years, for example, the Weingarten Learning Resources Center has hosted an annual Disabilities Symposium, which draws Penn faculty, staff, students, parents, and community members, as well as individuals from nearly 50 other colleges and universities, to discuss how to best support individuals with disabilities. The 15th Annual Disability Symposium in April of 2016 focused on "Thinking and Feeling: Matters of the Brain and Heart." Many Penn faculty



members, including Professors Frances Jensen and Angela Duckworth, have presented work at the symposium.

In the spring of 2011, professors Nancy Hirschmann and Beth Linker convened a major disabilities studies conference examining the meaning of disability, as well as implications for membership, personhood, and citizenship. Professors Anita Allen and Rogers Smith were among those who spoke and moderated discussions.

Interdisciplinary work on disability rights and issues also occurs through faculty disability studies in SAS (<https://www.english.upenn.edu/graduate/working-groups/disability>). At Penn Nursing, the Center for Autism and Developmental Disabilities Research and Epidemiology, led by Professor Jennifer Pinto-Martin, is a research and public health center made up of researchers, public health professionals, educators, and clinicians at Penn Nursing and the Children's Hospital of Philadelphia and its Center for Autism Research. The School of Social Policy and Practice's Disabilities Special Interest Group enhances educational opportunities for the School's students and faculty by advocating for the inclusion of readings, speakers, and research related to disability issues in the School's curriculum and practice.

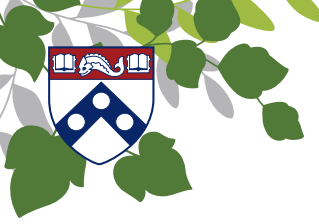
Religious Diversity

Penn has a vibrant community of scholars who focus on religion and different faith traditions, both through the Department of Religious Studies and in other Schools and departments across campus. In addition, the University hosts a number of programs and events that examine the intersection of religion and other disciplines and issues. Examples include a panel discussion on "Religion and Politics: Faith, Democracy and American Public Life" and discussions at Perry World House on the import and impact of Pope Francis' visit to Philadelphia, global feminism, and "Children of Abraham: Art and Global Religions." In addition, careful attention is paid to religious holidays when constructing the academic calendar. The University's policy on religious holidays encourages flexibility in allowing members of the Penn community to observe their faith traditions.

Global Engagement

Penn has an increasingly international and globally-focused faculty. Thirty-one percent of standing faculty respondents to the faculty survey were born outside the United States.¹³ Half of the underrepresented standing faculty responding to the survey reported having been

¹³ The survey respondents revealed that the country of birth of most Penn faculty is the US. The top five other countries of birth are, in order: Canada, China, India, the United Kingdom and Germany.



born outside the US as did many visiting faculty and scholars. During the course of the *Action Plan*, two School deans who were born outside of the US were appointed or reappointed, Wharton Dean Geoffrey Garrett and Penn Dental Dean Denis Kinane.

In addition to myriad School and local activities, the University actively supports faculty global engagement and activity, under the leadership of Vice Provost for Global Initiatives Ezekiel Emanuel. The Global Engagement Fund seeds faculty research projects in key strategic regions around the world, including India, Sub-Saharan Africa and Latin America. The Global Seminars Program is a recent initiative that provides financial and logistical support for embedding overseas travel into undergraduate seminars taught by Penn faculty (<https://pennabroad.terradotta.com>).

Penn has long been the home of the Center for the Advanced Study of India, praised as the first and only academic research unit in a US university focused on modern India. Earlier this year, President Amy Gutmann visited India and met with alumni. Last academic year President Gutmann traveled to China to celebrate the opening of Penn Wharton China Center and launch the Penn China Research and Engagement Fund, a five-year, \$10 million initiative to support collaboration in research and teaching between

Penn Schools and Chinese partner institutions. Professor Z. John Zhang serves as the Penn Wharton China Center Executive Faculty Director.

The Perry World House, a unifying home for global scholars on Penn’s campus, officially opened in September 2016. Professor William Burke-White, director of the Perry World House, and Professor Michael Horowitz, leader of the Global Innovation Institute, spearhead interdisciplinary international research among Penn faculty members, scholars at other institutions, practitioners, and policymakers. The five-year Strategic Framework for Penn’s Global Initiatives is available at <http://www.upenn.edu/almanac/volumes/v59/n14/for-comment.html>

The Faculty Senate, University Council, and Penn Students

The work of the *Action Plan* could not have been accomplished without the strong partnership between the Schools and central administration with the Faculty Senate and University Council, two representative bodies that have strongly and consistently supported diversity efforts. The Faculty Senate has two committees providing regular partnership on issues that affect diversity and inclusion – the Senate Committee on Faculty Development, Diversity, and Equity and

the Senate Committee on the Economic Status of the Faculty. The University Council, a body broadly representative of all members of the Penn community, has a standing Committee on Diversity and Equity. Over the course of the *Action Plan*, the Faculty Senate and University Council received regular updates and offered constructive suggestions and advice.

Finally, Penn students have been regular contributors to the faculty diversity effort. In 2014, a group of students representing eight student organizations met with the Vice Provost for Faculty and provided written suggestions for central initiatives. That year, statements from students were included in outreach to search committees to underscore the importance of a diverse professoriate. Students continue to be important collaborators with the Office of the Vice Provost for Faculty in the areas of climate and curriculum.



STRONG SCHOOL PARTNERS: ILLUSTRATIONS

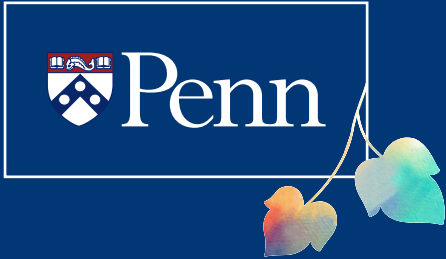
Each of Penn’s 12 Schools has been an essential partner in furthering the goals and ensuring the success of the *Action Plan*. For example:

Perelman School of Medicine

The Perelman School of Medicine is Penn’s largest school with 1,403 standing faculty members in 2016. Dr. Eve Higginbotham serves as the School’s first Vice Dean for Inclusion and Diversity and heads the Office of Inclusion and Diversity (OID). The Office is advised by the Office of Inclusion and Diversity Advisory Council, a group of faculty, staff, and students who were appointed by Dean J. Larry Jameson. OID’s regular work includes analysis of diversity metrics, monitoring the School’s substantial faculty recruitment efforts, supporting the School’s Diversity Search Advisors, and encouraging target of opportunity hiring. The OID has also sponsored talks by former Surgeons General of the United States and presentations at meetings of the National Hispanic Medical Association and National Medical Association. With central support from and in collaboration with other Penn health schools, the OID also conducted a Diversity Engagement Survey. The OID reports annually on its work (http://www.med.upenn.edu/inclusion-and-diversity/assets/user-content/documents/OID_ANNUAL_REPORT_FINAL_2016.pdf).¹⁴

¹⁴ In the years after the *Action Plan*, at least three times more Faculty Opportunity Fund requests were made and approved than before—up to a dozen in a single year. There are currently four Presidential Professors in PSOM, who were appointed during the *Action Plan* and represent URM, recent immigrant and LGBTQ diversity.

There are five anchor programs supported by the OID: The Alliance of Minority Physicians, FOCUS, LGBT Health, COE for Health Education and Research, and Penn PROMOTES. The Alliance for Minority Physicians was created in 2012 by Dr. Iris Reyes. It provides underrepresented minority medical students, house staff physicians, and faculty with mentoring to enhance networking and professional development. Headed by Dr. Stephanie Abbuhl, FOCUS on Health and Leadership for Women supports the professional development of women faculty by offering seminars and opportunities for networking across Penn Medicine. Dr. Rebecca Hirsh and Dr. Judd Flesch lead a Penn Medicine Program for LGBT Health that supports local and national initiatives in patient care, education, research, and advocacy. Dr. Jerry Johnson leads a Center of Excellence for Diversity in Health Education and Research, which supports programs in health professions education for underrepresented individuals. Penn PROMOTES Research on Sex and Gender in Health was established in 2012 as the result of an NIH grant awarded Dr. C Neill Epperson and Dr. Tracy Bale to improve our understanding of affective disorders and other conditions. In addition to these programs, other innovative programs receive support from the the Provost’s Office and the Perelman School of Medicine and its OID



Penn Forum for Women Faculty
offered professional development and networking opportunities for women faculty.

Penn Pathways Program mentored junior faculty in STEM fields

Trustees Council for Penn Women-Provost’s Award
honored five women faculty for leadership in gender equity and inclusion



and the Edward Cooper Program, instituted by Dr. Carmen Guerra to mentor a diverse group of Department of Medicine junior faculty and expanded to reach other faculty members across the School.

School of Arts and Sciences

The School of Arts and Sciences is Penn's second largest School, with 475 standing faculty members in 2016. In 2013, the Dean's Office convened a Council on Diversity to discuss topics such as the faculty recruitment and retention process, the role of mentoring, the parameters of a proposed visiting professorship designed to enhance diversity, and ways to enhance the SAS environment in support of minority and women faculty. Diversity is one of six core values identified in *Our Foundations and Frontiers: A Strategic Plan for Penn Arts and Sciences* (<http://www.upenn.edu/almanac/volumes/v61/n19/pdf/sas-strategic-plan.pdf>).

A number of scholars contributing to the excellence and diversity of the faculty were recruited to the School of Arts and Sciences during the *Action Plan*, among them Margaret Bruchac (Anthropology), Michael Hanchard (Africana Studies), Enrique Gabriel Mendoza (Economics), José-Víctor Ríos-Rull (Economics), Quayshawn Spencer (Philosophy), and Heather Williams (Africana Studies). Penn Integrates

Knowledge¹⁵ Professors Beth Simmons (SAS and Law), Dorothy Roberts (SAS and Law), and Rakesh Vohra (SAS and SEAS) were recruited to Penn during the *Action Plan*.

The Department of Africana Studies was established in July 2012 (<https://africana.sas.upenn.edu>). Currently, 14 standing faculty members have primary or joint appointments in the Department of Africana Studies. The Africana Studies Center and Department host a number of prominent annual programs, including the Martin Luther King Jr. Lecture in Social Justice and the Honorable A. Leon Higginbotham, Jr. Memorial Lecture. Both lectures bring prominent scholars, thought leaders, and activists to campus to discuss contemporary issues.

Revitalized during the life of the *Action Plan*, the Native American and Indigenous Studies Initiative is coordinated by Professor Margaret Bruchac and supported by a faculty working group (<https://nais.sas.upenn.edu/>). In May 2014, the School of Arts & Sciences Curriculum Committee and the SAS Faculty approved a new interdisciplinary minor in Native American and Indigenous Studies, linking 34 courses taught by 19 faculty members across 13 departments and four Schools.

¹⁵ The Penn Integrates Knowledge initiative (<https://pikprofessors.upenn.edu/>) recruits to Penn preeminent scholars who draw from two or more academic disciplines and whose achievements demonstrate an ability to thrive at the intersection of multiple fields.

The Latin American and Latino Studies Program is instrumental in advancing scholarship on Latin and Latino culture. During the 2015-2016 academic year, the Latin American and Latino Studies program co-hosted a major conference, "Health in Latin America and the Caribbean: Equity, Access, and Innovation." In spring 2014, the program celebrated its 25th anniversary (<https://www.sas.upenn.edu/lals/>).

The Asian American Studies Program explores the historical and contemporary experiences of Asian immigrants and people of Asian ancestry in North America (<https://asam.sas.upenn.edu/about>). In addition to the courses offered, the Program sponsors conferences and symposia to advance understanding and knowledge about the contributions of Asian Americans.

The School of Arts and Sciences has had an important role in supporting foundational pipeline programs at Penn, such as the Fontaine Fellowships and Mellon Mays Undergraduate Fellowships, and hosting a majority of the University's Predoctoral Fellows for Excellence through Diversity.

School of Nursing

Among Penn Schools, the School of Nursing boasted the most dramatic growth in the

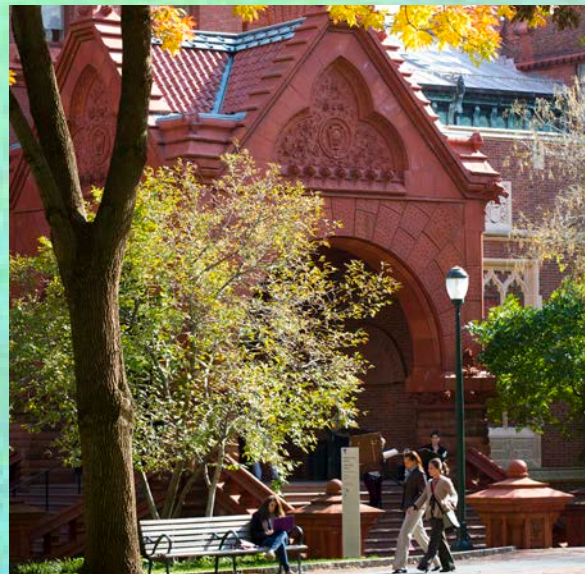
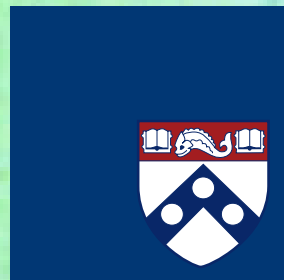
percentage of faculty who are minorities, leaping from 14.0% in 2011 to 26.0 % in 2016. The percentage of URM faculty members in the School more than doubled, from 7.0 to 18.0%. The Diversity Search Advisor process was modeled first in the School of Nursing, which was also an excellent partner in piloting the first administration of the faculty survey.

As Assistant Dean for Diversity and Inclusivity since 2014, Professor Lisa Lewis provides support and guidance to the School's search committees. She also provides leadership for the School's Diversity and Inclusivity Advisory Committee which is comprised of faculty, staff, and students. The Nursing School was a partner in the Diversity Engagement Survey administered by the Perelman School. The School also has supported the University's Postdoctoral Fellowships for Academic Diversity program and other postdoctoral fellowships that help increase the diversity of the faculty pipeline.

Comprehensive Reporting to the Penn Community. The *Faculty Inclusion Report* will be published every five years, with the data tables updated and made available annually on the webpages of the Office of Institutional Research and Analysis.



LOOKING AHEAD



All the major initiatives launched as part of the *Action Plan* will continue into the next five years, to consolidate and build upon the gains made and to continue to propel Penn's inclusive excellence efforts. We will also augment many of the continuing initiatives to make them ever more effective and add some important new areas of focus, as outlined below.

CONTINUING INITIATIVES

Updated School Action Plans. The 12 Schools will be asked to revise and republish their action plans by the end of FY18 and to post information on their School's diversity activities and initiatives annually.

Recommitment to School and Central University Funding. The University will continue to invest in faculty recruitment, retention, pipeline programs, and infrastructure. Schools will be asked to continue to submit annual diversity spending and progress reporting for review by the Office of the Provost.

Faculty Opportunity Fund. Current levels of support will be maintained and, if needed, expanded to facilitate the growing number of recruitments and retentions.

Continued Salary Equity Measures. Monitoring of faculty salaries for appropriateness and gender equity will continue, to ensure that gains made during the *Action Plan* are not lost.

Increased Endowed and Presidential Professorships. The University will continue to prioritize the allocation of resources to endowed chairs.

Further Diversify Faculty Leadership. Penn will continue leadership development, as well as attention to the composition of academic leadership.

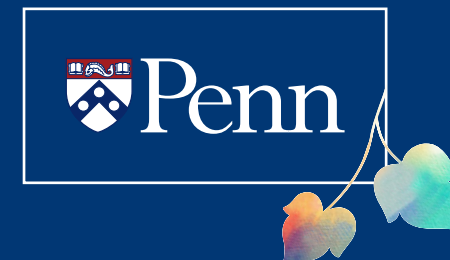
Increase Pipeline Programs to the Professoriate. The Postdoctoral and Predoctoral Diversity Fellows Programs will continue and be expanded – the Postdoctoral program by several slots and the Predoctoral program by two slots – and an emphasis placed on recruitment of students who attended minority-serving institutions.

Excellence through Diversity Fund. The Fund in its current incarnation has supported excellent projects and will continue.

Centrally Supported Diversity Events. Diversity and Campaign for Community events relating to inclusion will continue, often in collaboration with the Schools as we leverage the educational benefits of living, learning, and working in a diverse community.

Enhanced Gender Diversity Initiatives. The University will work with the Schools to develop additional strategies to bolster the hiring and retention of women faculty. These strategies will include a focus on the accountability of departments for promotion decisions.

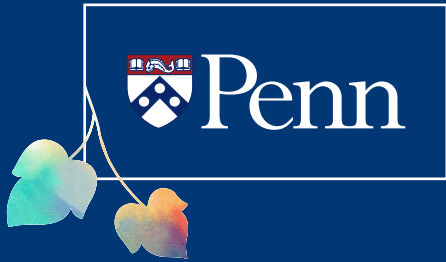
Greater Attention to the Role of Departments. Greater focus will be placed on working with departments within Schools



100% of Schools adopted their own Action Plans for Diversity and Excellence

100% of Schools appointed and supported Diversity Search Advisors

100% of Schools reported diversity expenditures annually to the Provost



Core Initiatives Continue:

\$100 million for Diversity Initiatives

- Revised School Action Plans
- Diversity Search Advisors
- Faculty Opportunity Fund
- Diversity Through Excellence Grants
- Pipeline Programs

NEW AREAS OF FOCUS

which serve as the locus for diversity planning and reporting as well as the development and implementation of initiatives.

Enhanced Attention to Implicit Bias.

As mentioned, Schools will be asked to evaluate their use of Diversity Search Advisors and to certify that members of search committees have been educated on current research regarding implicit bias and discrimination in hiring.

Junior Faculty Mentoring.

Broad-based support of mentoring for all junior faculty through reappointment and promotion will be an area of priority, including women, minority, and LGBTQ faculty.

Emphasizing Excellence and Achievement.

Penn's diverse teachers and researchers are making substantive changes to the curriculum, innovating research methods, and leading impactful programs. The Schools will collaborate with the central administration to more effectively communicate these achievements, both on and off campus, to underscore the tangible benefits of diversity.

Hiring From the Pipeline.

Penn has made significant investments to contribute to the diversity of graduate students and postdoctoral

fellows. We will study national models and best practices to develop new approaches to recruiting and, in some cases, retaining those talented scholars on Penn's faculty.

Improved Dual Career Support. The current Dual Career Program will be enhanced to provide better support for partner placements at the University. As part of that effort, the Provost's Office will initiate a pilot program by hiring a recruiter to facilitate partner employment.

Improving Climate. The University will continue to conduct periodic faculty climate surveys. In addition, the University will focus on developing concrete strategies for supporting increased professionalism, mutual respect and civility.

CONCLUSION



The initiatives and programs highlighted here in this first *Faculty Inclusion Report* illustrate the wide-ranging and innovative work that has been undertaken in partnership between Penn's central administration and Schools. We are committed to making Penn a leader among peers in achieving ever-increasing eminence through diversity and inclusion across multiple dimensions. We will continue to work together—devoting the energy and resources needed—to achieve an ever more diverse, inclusive, and innovative educational community committed to excellence.

Figure 1. Percent of hired, departed, and total standing faculty who are Minority

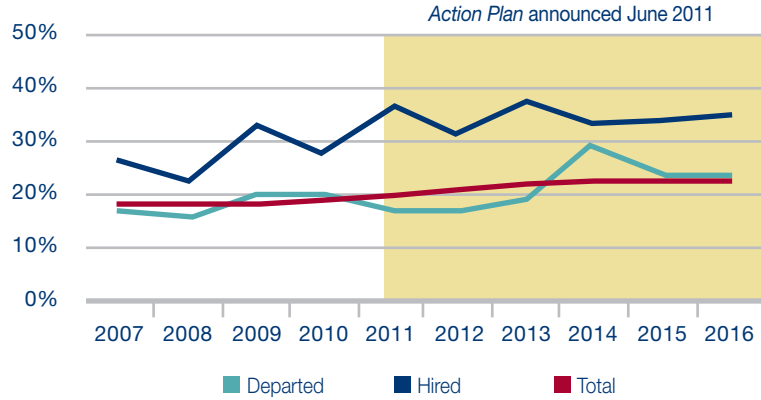


Figure 2. Percent of hired, departed, and total standing faculty who are URM

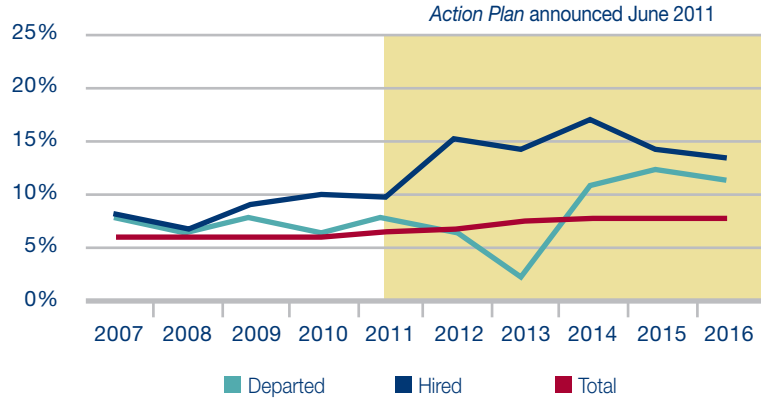


Figure 3. Percent of hired, departed, and total standing faculty who are female

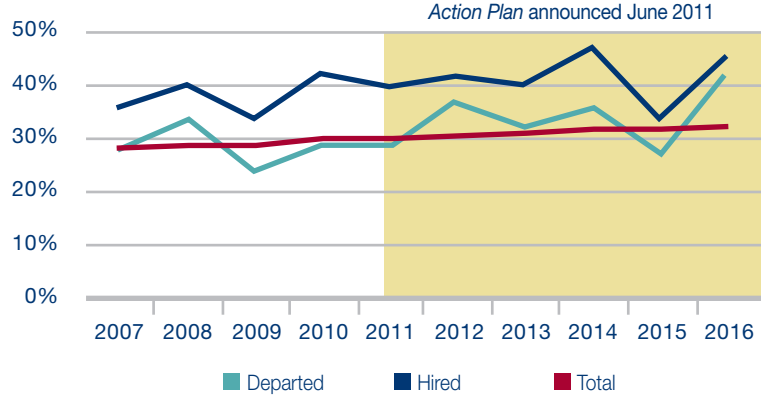
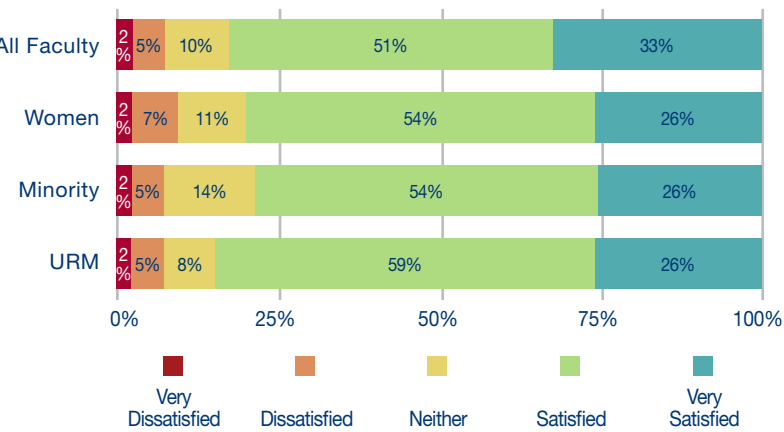


Figure 4. Overall Satisfaction of Penn Faculty, 2016 Faculty Survey



Detailed historical tables are available at:
<http://www.upenn.edu/almanac/volumes/v63/n27/pdf/032117-full-supplement.pdf>



