

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

General Committee Charge

The Committee (i) identifies and promotes best practices for faculty development, mentoring and work environment to facilitate faculty success at all career levels; (ii) evaluates and advocates processes for faculty recruitment, promotion, and retention that promote diversity equity, and work/life balance for the faculty; (iii) monitors the status of faculty development, mentoring, diversity and equity; and (iv) issues periodic reports on the activities and findings of the committee and makes recommendations for implementation.

2012-2013 Specific Charges

The Committee reviewed and accepted the specific charges for this AY referred to it by the Senate Executive Committee. These were to:

1. Evaluate the findings from the Faculty Climate Survey. Considering the implications of results for issues under the broad charge of this committee and develop a list of priorities. Follow up with Vice Provost for Faculty Lynn Lees to discuss recommendations.
2. Monitor the continued implementation of the University's Diversity Action Plan. Ask the appropriate diversity coordinator from each school for a 1 to 2 page summary of their school's plan. Look at plans for common needs where collaboration might be recommended.
3. Discuss the Gender Equity Report in consultation with Vice Provost Lynn Lees and offer recommendations as needed.
4. Continue to follow up with Ombudsman office on the resolution passed by the Faculty Senate Executive Committee (SEC) on May 15, 2011: *That the language describing the Office of the Ombudsman as a resource to faculty in regard to sexual harassment be updated to reflect current practice that is similar to that of our peer universities and that a set of written procedures be developed to provide for consistency in the work of the Office.* In particular, discuss how to reconcile the role of the Ombudsman office as a mandatory reporting center and the ability of the Ombudsman to maintain confidentiality.
5. Continue to monitor child care, in particular the proposed night-time child care program for communication and usage.
6. Monitor and get updates on the activities of the Women's Faculty Forum.
7. Review and discuss this Committee's general charge, as provided in the Senate Rules and identify what you believe to be the most pressing issues facing the Faculty over the next few years. In light of your discussions, recommend to the Senate Executive Committee two or three high-priority charges for SCFDDE to undertake in academic year 2013-2014. In explaining these charges, outline any appropriate actions you suppose the Senate might conceivably take after its review.

Report of Activities

The Committee met a total of seven times (once jointly with the University Council Committee on Diversity and Equity 4/22) (10/17, 11/27, 12/10, 2/7, 3/12, 4/4). Invited guests included Joann Mitchell, Wendy White, Marcia Martinez-Helfman, Lynn Lees, Lubna Mian and John Jackson.

Accomplishments Specific to Charge

1. *Faculty Climate Survey.*
 - a. Climate data not yet available. This issue will be a priority for next year.
2. *Diversity Action Plan.*
 - a. After meeting with John Jackson, Senior Advisor to the Provost for Diversity, about common themes in the plans, SCFDDE reviewed the diversity plans for each school and prepared recommendations for cross-school collaborations and centralized support (*see box on page 7*).
 - b. SCFDDE recommends that the Diversity Plans on Schools' public websites should include diversity definitions specific to the school. Currently some definitions are very narrow and may exclude gender and sexual diversity. Other definitions were very broad and reflected inclusivity rather than diversity and preclude the development and evaluation of meaningful metrics and strategic initiatives.
 - c. Met with the University Council Committee on Diversity to review their survey of the Diversity Search Advisor program and suggestions for next year.
 - d. SCFDDE meetings with Diversity Officers from each school is deferred till next academic year, when every school should have a School Diversity Plan representative in place.
3. *Gender Equity Report.*
 - a. At the request of SCFDDE and Senate Committee on the Economic Status of the Faculty (SCESF), this year's report contains new regressions and tables.
 - b. SCFDDE reviewed the report, suggested changes, and met with Vice Provost for Faculty Lynn Lees to discuss implications.
4. *Ombudsman Office.*
 - a. The Committee met with Joann Mitchell, Wendy White and Marcia Martinez-Helfman to discuss policies and practice regarding confidentiality and reporting. New language was proposed to provide clarity, and alternative structures were discussed that would align the University with other peer institutions in terms of confidentiality and mandatory reporting.
 - b. Joanne Mitchell and Marcia Martinez-Helfman are surveying peer institutions for best practices. A report to SCFDDE will be ready next year.
 - c. Finalizing this language should be a priority for SCFDDE next year.
5. *Child Care.*
 - a. Night-time child care program discontinued due to low enrollments and high cost.
6. *Women's Faculty Forum.*
 - a. Heard reports on the Women's Faculty Forum activities at each meeting from Dr. Sherri Adams, the President, Penn Forum for Women Faculty.

(continued on page 7)

Report of the Senate Committee on Faculty Development, Diversity and Equity (SCFDDE) (continued from page 6)

7. Review and discuss this Committee's general charge, as provided in the Senate Rules, and identify what you believe to be the most pressing issues facing the Faculty over the next few years. In light of your discussions, recommend to the Senate Executive Committee two or three high-priority charges for the SCFDDE to undertake in academic year 2013-14. In explaining these charges, outline any appropriate actions you suppose the Senate might conceivably take after its review.

Recommendations for 2013-2014:

- Evaluate the Findings from the Faculty Climate Survey. Develop a list of priorities and follow-up with the Provost's Office to discuss recommendations for changes in policies around identified concerns.
- Continue to monitor development and implementation of the University's Diversity Action Plan and School plans. Ask the appropriate diversity officer/coordinator from each school for a 1 to 2 page summary of progress to date. Schedule meetings with School Diversity Officers to discuss progress.
- Discuss cross-school collaboration recommendations with Vice Provost for Faculty.
- Update language on confidentiality for the Office of the Ombuds-

man that is in line with peer institutions and upholds ability of the Office to maintain confidentiality. Address findings from peer institution survey and incorporate into language.

- Follow and support the Women's Faculty Forum.

SCFDDE Membership 2012-2013

Sherri Adams, School of Dental Medicine/Biochemistry
Julie Fairman, *Chair*, School of Nursing/Behavioral Health Science
Olena Jacenko, School of Veterinary Medicine/Animal Biology
Priti Lal, Perelman School of Medicine/Pathology & Lab Medicine
Heather Love, School of Arts & Sciences/English
Mitch Marcus, School of Engineering & Applied Science/Computer and Information Science
Salimah Meghani, School of Nursing/Family & Community Health
Ignacio Tapia, Perelman School of Medicine/Pediatrics

Ex Officio Members:

Susan Margulies, School of Engineering/Bioengineering,
Senate Chair
Dwight Jaggard, School of Engineering/Electrical & Systems
Engineering, *Senate Chair-Elect*

SCFDDE Recommendations for Cross-School Collaborations and Coordination to Enhance Faculty Diversity

I. Enable Networking among Diversity Officers:

- Encourage each school to identify Diversity Deans, Directors, Officers, and Search Advisors and bring them together as a group for cross-school conversations, support, initiative and training.
- Identify and merge best practices from diversity programs already in operation across schools.
- Develop a website with "best practices" and a discussion board for diversity search advisors and officers to share ideas and generate collaborative strategies.
- Recognize that diversity issues and measurement surrounding ethnic and gender identity may be difficult to measure. Review online faculty application and remove any bias in demographic questions. Encourage diversity officers to share different types of measures, metrics and benchmarks that are successfully used across schools and programs.

II. Promote Cross-School Collaboration on STEM Pipeline Initiatives:

- Health schools, SAS and SEAS should develop a coordinated effort to increase the STEM pipeline for middle school and high school students in the region, and career outreach through undergraduate to graduate programs.
- Create a centralized mechanism to coordinate the pipeline/recruitment efforts among the health schools/SAS/SEAS, and thereby engage faculty, students and staff in a common initiative while minimizing administrative redundancy.

III. Highlight Penn Benefits in School-Specific Diversity Plans:

- Publicize Penn faculty benefits that may be important to LBGQT prospective and current faculty, such as the adoption benefit, health benefits for domestic partners, or coverage for sex reassignment surgery. Ensure all diversity search advisors and officers are aware of these faculty benefits.
- Provide links to Penn's dual career hiring programs and family friendly policies in all recruitment efforts.

IV. Facilitate University-Wide Initiatives to Support Faculty Diversity and Development:

- Introduce incentive programs to encourage collaboration on diversity programs across schools.
- Create a campus-wide climate of inclusiveness for the community through social events and cultural awareness events, lunches and other social activity to encourage cross-school group discussions and activities for under-represented groups across campus to nurture cross-school communities.
- Build on already existing initiatives and create new University-sponsored and cross-school sponsored speaker series related to diversity and inclusion.
- Expand mentoring support. Develop a cross-school/university training program and online resources for faculty mentors. Introduce mid-career mentoring and professional development programs.
- Provide centralized coordination for and expansion of dual career recruitment and retentions.