

In 2011, the University of Pennsylvania first outlined a five-year *Action Plan for Faculty Diversity and Excellence*. (*Almanac* September 6, 2011). The *Action Plan* called for new resources for faculty recruitment, improved climate, mentorship, retention, faculty development and leadership. It called for pipeline programs and greater accountability for diversity, inclusion and gender equity. The University's commitment to wide-ranging faculty diversity, inclusion and equity aligns with the *Penn Compact's* emphasis on inclusion, innovation and impact.

The University continues to make significant progress. Citing both achievements and ongoing challenges, the 2017 *Faculty Inclusion Report* announced the continuation of the *Action Plan* for another five years (*Almanac*, March 21, 2017). As reported in 2017, the University has met and exceeded the original \$100 million financial commitment of the *Action Plan*. Key *Faculty Inclusion Report* initiatives, such as anti-bias training for faculty search teams, have been implemented. Schools have revised their *School Action Plans*, as called for by the President and Provost in the 2017 *Inclusion Report*. In 2022, the University will share the results of 10 years of sustained efforts at Penn to build a diverse, preeminent faculty.

2019 Update: Action Plan for Faculty Excellence and Diversity

Diversity, Inclusion and Equity Values

Periodic updates like this one provide an opportunity to restate core values and goals of our University. Penn seeks a diverse faculty, welcoming all races, cultures, genders, ethnicities, sexual orientations, historical traditions, ages, religions, disabilities, veteran statuses, interests, perspectives and socioeconomic backgrounds. Faculty diversity, complemented by inclusion and equity, contribute to the mix of ideas, priorities and methods that constitute excellence in research and scholarship. Diversity, inclusion and equity are critical for preparing undergraduate, graduate and professional school students to flourish as citizens who live and lead in a global society.

Faculty diversity, inclusion and equity further Penn's institutional and societal responsibilities: achieving superior educational outcomes for our students; promoting innovative, diverse interdisciplinary research, scholarship and clinical care; pursuing knowledge for good; advancing equal employment opportunity; strengthening democratic institutions; and expanding the pool of educated professionals and leaders.

An Exemplary Leadership Team

Since the initiation of the Action Plan, Penn's leadership has grown increasingly diverse. Our Trustees, Boards of Overseers and University administrators include men, women, LGBTQ, international, minority and underrepresented minority group members.

Penn is led by its third woman President, Amy Gutmann, and its first African American Provost, Wendell Pritchett, appointed in 2017. Several of Penn's Vice Presidents are women, serving in roles related to law, affirmative action, financial services, real estate and public safety. Penn's Director of Athletics and Recreation is a woman.

Of six Vice Provosts, five are women (Anita Allen, Dawn Bonnell, Constantia Constantinou, Valarie Swain-Cade McCoullum and Beth Winkelstein).

Penn schools are led by a diverse group of 12 deans, five of whom are women and/or minority group members: Antonia Villarruel (School of Nursing), Sara Bachman (School of Social Policy and Practice), Pam Grossman (Graduate School of Education), John Jackson (Annenberg School for Communication) and Vijay Kumar (School of Engineering and Applied Science).

Women, minority and LGBTQ faculty are represented in the 12 schools among the Vice, Associate, Assistant and Deputy Deans.

Twenty-two percent of Penn's 92 department chairs are women, nine percent are Asian, three percent are Hispanic and one percent is African American.

Positive Standing Faculty Trends

The overall size of Penn's standing (tenure and CE track) faculty has grown modestly. There were 2,753 standing faculty members in 2018, compared to 2,531 in 2011 at the start of the *Action Plan*. This modest 8.8 percent overall growth in the "headcount" of standing faculty size underscores the significance in the gains Penn has made in the appointment and retention of its women and minority faculty.

Minority and URM Standing Faculty

Since 2011, the number of underrepresented minority (URM) faculty has increased by 46 percent. Between 2011 and 2018, the proportion of underrepresented minorities on Penn's standing faculty grew from six percent to over eight percent.

From 2011 to 2018, the proportion of minorities on Penn's standing faculty, which includes all Asian groups, grew from 20 percent to 25 percent.

The number of Penn faculty who identify as Native American remains small. The standing faculty includes two, who research and teach Native American issues in their disciplines and are tribally affiliated.

Women Standing Faculty

Since 2011, the number of women standing faculty has increased by 22 percent. Women were 44 percent of the new standing faculty hired in FY18 and 48 percent in FY17. Women currently comprise approximately 35 percent of the standing faculty and a strong 48 percent of the standing faculty in the Assistant Professor standing ranks. Women represent more than 49 percent of the standing faculty in the School of Social Policy and Practice, the Graduate School of Education, the School of Nursing and the School of Veterinary Medicine. Women comprise less than 20 percent only of the School of Engineering and Applied Science faculty. Women's hires outpaced women's departures in 2018 by about 15 percent. Considering discipline, and time in rank, in 2017

and again in 2018, there was no significant difference in base salaries paid to men and women faculty. Seven Penn Integrates Knowledge University Professors are women, including two URM women.

Resources for Hiring and Retention

Positive numerical trends reflect the availability of resources as well as committed leadership.

The Faculty Opportunity Fund (FOF) provides a financial subsidy from the University to the schools to aid the hiring and competitive retention of faculty members who contribute to the diversity and excellence of Penn. FOF funds support faculty base salaries for five years. One hundred and forty awards have been made to the schools since the program began.

In FY18 and FY19, a total of 56 new FOF awards were made to the schools to support new hires and the retention of existing faculty members. The Perelman School of Medicine and the School of Arts and Sciences have been the heaviest users of the FOF Program.

Presidential Professorships contribute to the diversity and excellence of the Penn faculty. These five-year term chairs come with research grants for the recipients and salary support for the schools and are awarded to outstanding faculty at all ranks who contribute diversity through their backgrounds, research, mentorship, clinical commitments and/or teaching. President Gutmann has named a total of 39 Presidential Professors to a total of 10 schools since the program began in 2011. Recipients include 11 women, 18 men, 23 URMs, 10 from the Perelman School of Medicine and nine from the School of Arts and Sciences. There are currently 21 Presidential Professors, most of whom now hold named endowed Presidential Professorships gifted by generous donors.

The Dual Career Program facilitates the hiring and retention of faculty spouses and partners. When a Penn school or center hires the spouse or partner of a faculty member, they are eligible to receive two-thirds of the base pay of the new hire from the spouse's or partner's school and the Provost's Office. In FY19, five new dual career awards were supported by the Provost's Office.

The Excellence Through Diversity Fund supports interdisciplinary projects related to diversity, inclusion and equity, including research, mentoring and conference support. More than \$700,000 has been awarded to research, mentoring, diversity and scholarly conference projects since the fund was established in 2012.

Faculty Benefits and Family Friendly Policies contribute to the ability of the University to hire and retain a diverse faculty. Information regarding Penn's competitive health, dental and vision care benefits, sex reassignment surgical benefits, retirement benefits, tuition benefits, adoption benefits, insurance benefits, childcare and other programs is available to faculty recruits, applicants and search committee members at <https://www.hr.upenn.edu/PennHR/benefits-pay>

Climate Surveys

In 2020, a third campus-wide climate survey of the standing and associated faculties will be administered. As in the past, the Office of the Provost will provide survey results to the schools and the Faculty Senate. Overall levels of satisfaction among Penn faculty were similarly high as measured by the 2011 and 2016 faculty surveys, with women, minority and LGBTQ faculty reporting somewhat lower levels of overall satisfaction.

Mentoring Programs

The Penn Forum for Women Faculty (PFWF) continues to be an excellent avenue for networking, leadership and skill-building. PFWF has sponsored monthly events each year since its inception in 2009 and sponsors the annual Phoebe Leboy Lecture event.

The Penn Faculty Pathways Program, entering its eighth year, provides a year-long opportunity for 18 assistant professors in selected science, technology, engineering, math and medicine departments to address fundamental challenges in STEMM careers and leadership development. Professors Stephanie Abbuhl, Stewart Friedman, Lucy Wolf Tuton and Ivan Dmochowski are program leaders.

The Networks in the Humanities Program, established in 2018, is a year-long mentoring program for faculty in the Humanities Departments of the School of Arts and Sciences. Professors KC Tan, Emily Steiner and Heather Williams launched the program.

The Penn Association of Senior and Emeritus Faculty (PASEF) offers programs, mentoring and information for faculty age 55 and over. In 2018, 16 percent of the standing faculty was over age 65 or older.

Leadership Programs

The University has continued and recently expanded its leadership development programs for faculty. In addition, the Provost's office funds faculty members' participation in a variety of external leadership programs, including those of the American Council of Education (ACE), Executive Leadership in Academic Medicine (ELAM) and Executive Leadership in Academic Technology and Engineering (ELATE).

The Penn Fellows Program provides leadership development to select Penn faculty in mid-career. The Fellows have opportunities to build alliances across the University, meet distinguished academic leaders, think strategically about University governance and consult Penn's senior administrators.

The Provost's Leadership Academy is a recent addition to central programming and provides Penn Fellows, department chairs and senior faculty administrators an opportunity in day-and-a-half-long retreats to learn more about the inner workings of the university, and work on skills relating to leadership such as negotiation, exercising discretion and having difficult conversations.

In FY19, the Provost's Office received a **Mellon Grant for Humanities Leadership**. This three-year grant from the Mellon Foundation aims to promote faculty leadership in and from the Humanities.

Coaching for Faculty Leaders is an opportunity offered through the Vice Provost for Faculty in partnership with the Wharton School. The Office of the Provost can help faculty leaders obtain personal coaching to enhance their roles as, for example, department chair, Faculty Senate chair, division chief or deputy dean.

Associated Faculty & Academic Support Staff Faculty Trends

- The size of the non-standing faculty increased by 17 percent between 2011 and 2018, but the headcount of the URM Associated Faculty grew by 106 percent and the URM Academic Support Staff faculty grew by 15 percent.

- The Associated Faculty of the University includes the research track, the academic clinician track and practice professors. The Associated Faculty Track numbered 1,714 in 2011 and 2,289 in 2018.

- The number of women on the Associated Faculty very significantly increased by 65 percent from 633 in 2011 to 1042 in 2018.

- The number of URM Associated Faculty more than doubled from 82 in 2011 to 169 in 2018.

The Academic Support Staff of the University includes instructors, lecturers and senior lecturers. The Academic Support Staff numbered 2,347 in 2011 and 2,461 in 2018.

- The number of women on the Academic Support Staff increased from 1,266 in 2011 to 1,302 in 2018.

- The number of URM Academic Support Staff faculty increased from 204 in 2011 to 235 in 2018.

- The head count of women on the Associated Faculty between 2011 and 2018 increased by 65 percent.

New Departments, Programs and Centers

Penn values a diverse faculty because of the academic and programmatic benefits reaped for students, faculty scholars and the communities we serve. The following are just some of the centers and programs adopted since the start of the Action Plan in 2011.

The Department of Africana Studies was created at the start of the *Action Plan* in 2012 and is building a diverse standing faculty whose research spans disciplines and the African diaspora.

The Native American & Indigenous Studies Initiative in SAS was re-born under the guidance of Associate Professor Marge Bruchac. It focuses on the cultures and histories of Native Americans, First Nations and other Indigenous peoples.

The Center for Experimental Ethnography was founded in SAS in 2018 with Professor Deborah Thomas at the helm. The Center seeks to amplify discussions regarding the emerging forms scholarly research is taking in the humanities and social sciences and to create institutional interventions related to nontraditional genres of research practice and dissemination.

The Racial Empowerment Collaborative at GSE, whose Executive Director is Professor Howard C. Stevenson, is a research, program development and training center that brings together community leaders, researchers, authority figures, families and youth to study and promote racial literacy and health in schools and neighborhoods.

The Penn Wharton China Center provides on-the-ground support for programs and collaborations between Penn's 12 schools and many academic, government and business partners throughout China.

The Center for the Study of Contemporary China in SAS is directed by Professor Jacques deLisle. The Center was established in 2012 to advance Penn's leadership in programs, research and scholarship about the political, legal, economic and social factors shaping China and its role in the world.

The James Joo-Jin Kim Program in Korean Studies in SAS examines the past and present of Korea.

The Penn Program on Race, Science and Society in SAS, led by Professor Dorothy Roberts, focuses on the use and assessment of race in scientific and medical research.

The Center for the Study of Ethnicity, Race and Immigration in SAS, founded in 2016 and directed by Professor Michael Jones-Correa, studies vol-

untary and involuntary movement across borders, and the contestation within borders, often around cleavages of race, ethnicity and legal status.

The Center for Global Women's Health at the Nursing School seeks to promote the health and facilitate the empowerment of women and girls through research, practice and education.

The LGBT Health Program at PSOM is premised on the belief that all patients have the right to high-quality, patient-centered health care that is equal and unbiased. The Program partners patients with compassionate and skilled providers across the health system that offer culturally competent care in a judgement-free setting.

The Center for Asian Law housed at Penn Law is co-directed by Shyam Balganesh, Jacques deLisle and Eric Feldman. This Center is a collaborative faculty and student effort to nurture innovative analysis of international law and comparative law and policy in Asia.

The Global Women's Leadership Project at Penn Law was founded in 2015. The Global Women's Leadership Project provided research support to UNESCO's gender-related work on peace and justice and UN Women's work in women's human rights, specifically relating to legal reform and the elimination of discrimination in justice systems.

Events and Speakers

Diversity Summit. Penn hosted "Changing the National Conversation: Inclusion and Equity" on Penn's campus September 20-21, 2018. The event was co-sponsored by Penn, the University of Maryland, College Park, and Swarthmore College. President Amy Gutmann and Provost Wendell Pritchett joined more than 100 presidents, provosts and senior administrators from dozens of colleges and universities from across the country to discuss diversity and inclusion in higher education. President Gutmann delivered the opening keynote, which underscored the importance of diversity and inclusion in enriching the educational experiences for all students and propelling innovation. The executive planning committee was chaired by Ruth Enid Zambrana from the University of Maryland, College Park. Debra Pérez of Simmons University served as its co-chair. The other committee members were Penn's Vice Provost for Faculty Anita Allen, Vice Dean for Diversity and Inclusion at the Perelman School of Medicine Eve Higginbotham, Senior Vice President and Chief Diversity Officer Joann Mitchell and the Margaret Bond Simon Dean of Nursing Antonia Villarruel.

The Provost's Lecture on Diversity is an annual lecture event conceived as an avenue for community engagement around themes of diversity and inclusion. Dorothy Roberts, Kenji Yoshino, Guy Ramsey and Catharine MacKinnon (interviewed by Lubna Mian) have delivered Provost's Lectures on Diversity. In 2019, Michael Jones-Correa (SAS/Political Science) was selected to deliver a Lecture in this series, entitled "What Borders Do," moderated by Fernando Chang-Muy.

Provost's Diversity Fellow. New in FY20, the Office of the Provost will sponsor a visiting faculty member. The inaugural Fellow will be Emory University Professor George Yancy, a prolific philosopher who writes frequently for *The New York Times*. Dr. Yancy will be embedded in the department of philosophy (SAS) and will deliver a public lecture in the Spring 2020 semester in conjunction with his visit.

School Speakers Reflective of Penn's commitment to inclusiveness, the schools and centers partner to bring inspiring speakers to campus. For example, the Perelman School of Medicine and the Wharton School sponsored a Career Narrative and Leadership Autobiography Lecture by Professor Raynard S. Kington. The Provost's Office co-sponsored with the Gender, Sexuality and Women's Studies Program and Alice Paul Center, a major event featuring Anita Hill, Kimberlie Crenshaw and Dorothy Roberts, introduced by Anita Allen.

Awards and Honors

Penn's women, minority and URM faculty are distinguished researchers and scholars whose excellence is recognized by their election into national and international learned societies, and by the research grants and fellowships they receive.

Since the start of the *Action Plan* in 2011, women, minority and URM faculty have been elected to the American Academy of Arts and Sciences, the National Academy of Political and Social Science, the National Academy of Engineering, the National Academy of Medicine, the National Academy of Science and the American Philosophical Society. They have won the American Council of Learned Society Fellowship, the Guggenheim Fellowship, the MacArthur Foundation "Genius" Grant, the Andrew Carnegie Fellowship, the Presidential Early Career Award to Scientists and Engineers and the National Medal of Science.

Pipeline Support

Penn is committed to helping a broadly diverse group of PhD students complete their doctoral training and obtain post-doctoral training opportunities to be competitive in the academic marketplace. The Pipeline programs described in the original *Action Plan* have continued and have expanded, including the Fontaine Fellows Program and the Predoctoral Fellowships for Excellence Through Diversity. In addition to very numerous minority and women in STEM pipeline initiatives launched by the 12 schools, several are centrally supported.

Fontaine Fellowships, a program established in 1979, supports the education of the underrepresented groups in PhD education, including US African

American, Native American and Hispanic students, low-income, first-generation University students, and students whose backgrounds are most underrepresented in specific disciplines or fields. Fontaine program funding is used by Penn's schools to recruit a diverse class of PhD students. Fontaine Fellows receive graduate financial aid that is identical to all other funded students in their respective doctoral programs.

Predoctoral Fellowships for Excellence through Diversity, established through the 2011 *Action Plan*, have already provided 20 students in the social sciences and humanities enrolled at other universities the opportunity to spend a year at Penn completing their dissertations with the guidance of Penn faculty mentors. In 2019, former Predoctoral Fellow Lindsay Cameron joined the tenure track faculty of the Wharton School.

Penn Provost Postdoctoral Fellowships. The University of Pennsylvania and Children's Hospital of Philadelphia (CHOP) offer competitive postdoctoral fellowships programs with a goal of increasing the diversity of the community of scholars devoted to academic research at both institutions. Fellowships are available for postdoctoral training in all areas of study at either Penn or CHOP. Candidates from the STEM fields are encouraged. Successful candidates will receive mentored scholarly and research training as well as courses and workshops to enhance their research success skills and prepare them for a faculty position in a major university.

The 2017 *Inclusion Report* called for the 12 schools to submit revised School Action Plans by FY19. Revised plans submitted to the Office of the Provost:

- Explicitly define diversity broadly.
 - Carefully link diversity, inclusion and equity to the schools' specific missions.
 - Carefully identify bases of ongoing challenges to greater student and faculty diversity.
 - Encourage and support faculty leadership and development relating to inclusion and diversity.
- And they point to innovations:
- Describe new faculty, student and staff committees, and new administrative roles (e.g., Vice Chairs, Vice Deans, "lead" Diversity Search Advisors) established to advance diversity, inclusion and equity.
 - Describe investment and efforts in admissions, recruitment, retention and mentoring.
 - Describe investments in building pipelines and pathways to graduate education, academic administration and the professoriate.
 - Describe school-based faculty development and leadership programs and partnerships, including community outreach partnerships.
 - Report outside funding for research-based interventions and new approaches.
 - Report investments/efforts in novel, inclusive, discipline specific and research-based interventions.

Brief Summaries of the School Action Plan Updates

Annenberg School for Communication

The ASC formed a new standing committee of four faculty members and four PhD students to advise the Dean on diversity issues, including faculty hires, curriculum development, graduate student admissions and inclusive climate. ASC also incorporated expert-led implicit bias orientation for all faculty into regular fall faculty meetings. ASC recognizes that progress is needed, especially regarding female, African American and Hispanic faculty. In FY18, the ASC hired an outside consultant tasked with helping to diversify its PhD program applicant pool to improve the pipeline to facilitate faculty diversity. A result was the most diverse class in ASC's history. In the 2018 academic year, ASC and its various centers sponsored or co-sponsored over 30 lectures, colloquia and events that focused on diversity issues and/or featured diverse participants. In FY19, ASC welcomed its first URM Dean, John Jackson. The Faculty and Dean met to discuss diversity and developed a faculty-hiring plan with consideration given to increasing diversity. The school successfully recruited an URM female scholar, Sarah Jackson, whose work relates to issues of diversity, equity and inclusion, and whom President Gutmann named a Presidential Associate Professor.

School of Arts and Sciences

SAS launched a Dean's Council on Diversity in 2013. The school adopted *Our Foundations and Frontiers* in AY18, a Strategic Plan that names diversity as one of six core values, under the themes: diversity as an academic subject, emerging academic subjects and *Diversity, Inequality, and Human Wellbeing* (drawing on SAS strengths in the humanities, natural sciences and social sciences). SAS's new diversity plan features faculty recruitment, nurturing and retaining diverse faculty and building the pipeline as goals. SAS has created a *Guide for Best Practices for Standing Faculty Searches in the School of Arts and Sciences* and appointed a DSA (Diversity Search Advisor), for each of three academic divisions. Numerous pipeline programs have been established, including a revamped and more accessible College of Liberal and Professional Studies (LPS) bachelor's degree program and a College-to-PhD bridge program in mathematics. SAS has participated in the Provost's Diversity Post-Doc and Pre-Doc Fellowship Programs. SAS has established numerous diversity-related academic and summer programs, several offered through LPS and FELS; and new orientation and

mentoring programs for junior faculty, including Network in the Humanities.

In close partnership with the Office of the Provost to obtain FOF support and Presidential Professorships, SAS has increased the numbers of women in STEM hired and retained. Moreover, hires in English, Africana Studies and Political Science have expanded coursework, research and service that address diversity and inequality at local, national and international levels. The study of diversity is infused into courses offered throughout the school relating to race, religion, gender and sexuality, disability, religion and global issues.

School of Dental Medicine

The standing faculty of Penn Dental has worked diligently to increase its diversity in recent years. A landmark Diversity and Inclusion Retreat for faculty was held to generate discussion and provide information on diversity strategies. Penn Dental has established an Office of Diversity and Inclusion Outreach Programs. The office aims to launch and support specific recruitment and retention programs to attract students currently underrepresented in dentistry and support them through mentorship and ongoing contact during their Penn education. Six pipeline programs were instituted or continued. One of two prospective applicant days specifically targets underrepresented and disadvantaged undergraduate students. Programs to better prepare dental students and residents for academic dentistry are also used to increase diversity. These include the Dental Student Honors Programs, Dual-Degree Programs for Dental Students, Dual-Degree Programs for Dental Residents and the Doctor of Science in Dentistry (DScD) program. In addition to seeking a more diverse and inclusive faculty and student body, under the leadership of Morton Amsterdam Dean Mark Wolff, Penn Dental is instituting innovative training and clinical services to address disparities in access to dental care by disabled persons and other under-served populations.

School of Engineering and Applied Science

Led by Dean Vijay Kumar, SEAS is strongly committed to initiatives that support an inclusive educational and employment environment. Plans to increase faculty size by 33 percent represent a unique opportunity to increase the number of women and URM faculty members. SEAS has created an Office of Diversity and Inclusion. The Office of Diversity and Inclusion reflects the school's commitment to celebrating and increasing the representation of underrepresented groups and LGBTQ persons in the student body, faculty and staff of Penn Engineering. A Standing Diversity Committee was created, focusing on building a diverse leadership, improved mentoring of junior faculty, overall climate and retirement. SEAS boasts strong female leadership in the school and in the Office of the Provost, but SEAS is the least gender diverse of all of Penn's schools, with women representing only 18 percent of the standing faculty. The school is challenged but is actively seeking ways to address the problem. SEAS is heavily invested in a variety of pipeline programs aimed at the production of women and URM PhDs and undergraduate majors. To further diversify its faculty, SEAS will attempt to raise funding for six target of opportunity faculty hires.

Graduate School of Education

The goals of GSE include increasing faculty diversity and developing an inclusive community by actively and transparently pursuing regular and target of opportunity hires; and increasing the quality of mentoring, coaching, monitoring and bias reporting mechanisms. A new Committee on Race, Diversity and Inclusion was comprised of faculty, staff and students and tasked with addressing ongoing issues of school climate and safety around race and diversity, striving to make GSE a more inclusive school. GSE held an Open Forum for students, faculty and staff to learn about the Committee's work and to respond to their recommendations and suggestions. GSE has struggled with climate concerns in recent years. The University climate survey data was supplemented with school focus group climate data to better assess needs and formulate solutions. Continued faculty mentorship especially for faculty of color who can be in higher demand for their diverse perspectives has been identified as an issue at GSE as it is in all of Penn's schools. GSE faculty held a retreat with sessions on how to build inclusive classrooms using real case studies from GSE.

GSE has agreed to include the recruitment of diverse non-standing faculty, administrators and students as well as standing faculty in its plan in order to meet the University's two-pronged mandate of faculty diversity and inclusive community. GSE agrees with other Penn schools that have acknowledged how influential associated and non-standing faculty may be on the diversity, climate, mentoring and advising of students and faculty of color.

GSE has pioneered diversity-focused centers, including the Racial Empowerment Collaborative and the Penn Center for Minority Serving Institutions (MSI). Relocated to Rutgers University in 2019, the MSI Center hosted a Recruitment Weekend at Penn from 2004-2019, exposing juniors from minority serving undergraduate institutions to graduate school, Penn, our faculty, students, classes and Philadelphia. This resulted in ongoing relationships with MSIs and recruitment of Black and Latino students. A new center, the Hub for Equity, Anti-Oppression, Research and Development was launched to coordinate seminars, certificate programs, reading groups and establish a library of electronic and print resources. The Hub will co-sponsor a Visiting Faculty Scholars of Color series. The Visiting Faculty Scholars of Color series will feature talks, followed by lunch and conversation between students and the speaker.

Carey Law School

The Carey Law School has established practices to ensure diversity goals are integrated into all faculty hiring decisions. One of the Carey Law School's two deputy deans serves as Diversity Search Advisor (DSA), and in both capacities serves on the Faculty Appointments Committee. The DSA's role and responsibilities have evolved. The DSAs are involved in making the initial selection of entry-level resumes for review by the Appointments Committee. The DSA makes a special report to the faculty on diversity matters respecting the appointments process at mid-point in the hiring year. They also serve as diversity advisor on any clinical faculty or legal skills instructor search committees. The responsibility to keep diversity concerns high on the agenda of the Carey Law School's various appointments processes has been shared with the faculty and the faculty as a whole has stepped up its monitoring of diversity measures taken in hiring processes, with a particular stress on outreach efforts and ensuring they are always seeking a diverse pool of candidates.

A new position to promote diversity, inclusion and equity at Carey Law has been created, Deputy Dean for Alumni Outreach and Inclusion, filled by Professor Tobias Wolff. The full-time faculty of Carey Law now is 36 percent female; the standing faculty is 31 percent female. The full-time faculty is seven percent African American and two percent Latinx. Carey Law has its first Native American faculty member. These data notwithstanding, Carey Law continues to regard its faculty as falling short of its overall diversity goals. Gender, race and ethnic diversity remain a priority as regards to Carey Law's standing faculty. Carey Law's clinical and legal skills faculties have achieved substantial gender diversity, but race and ethnicity remain a point of concern there as well.

School of Nursing

The School of Nursing, headed by one of Penn's two URM Deans, Dean Antonia Villarruel, seeks to create a robust climate for diversity in the School of Nursing. The School is challenged by a lack of gender and visible LGBTQ diversity and a lack of racial/ethnic diversity in the nursing profession. An Office of Diversity and Inclusivity provides financial support for minority predoctoral fellows, postdoc fellows, junior and mid-level minority faculty or those working in the areas of health disparities and health equity to participate in: (1) writing workshops and retreats to facilitate rapid dissemination of research findings; (2) conferences for presentations and networking; and (3) professional development activities. Minority representation among faculty is growing but the need to develop a pipeline continues. The School of Nursing has capitalized on federal and University funding to develop a faculty pipeline and hosted nine minority postdoctoral fellows during the 2017-2018 academic year. An Asian/Philippine male postdoctoral fellow was appointed as assistant professor.

Diversity and Inclusivity Advisory Committee (DIAC) has put on a Conflict Resolution Lecture Series—two lectures/workshops per academic year. Lottery Lunches are held twice each academic year; six faculty and six staff lunch together with the goal of bringing together individuals whom might not interact with one another regularly. We Stand with Penn Nursing Students Initiative is an opportunity for faculty (and staff) to self-identify as minorities or allies in support of nursing school students. To date, nearly 50 faculty and staff have agreed to be listed as minority or allies of minority students.

Perelman School of Medicine

PSOM explicitly links faculty diversity and inclusion to the paramount goal of health equity. Under the direction of the School's pathbreaking Office of Inclusion and Diversity (OID), established in 2013 with the arrival of its inaugural leader, Dr. Eve Higginbotham, PSOM supports four domains: sustaining organizational capacity; preserving key internal processes; contributing to financial health of PSOM through financial stewardship; and optimizing workplace satisfaction, retention and professional development of primary stakeholders.

Through the OID, PSOM has sustained five anchor programs: Alliance of Minority Physicians, FOCUS on Health and Leadership for Women, Penn PROMOTES Research on Sex and Gender in Health, LGBT Health, and the Program for Health Equity in Education and Research.

PSOM has created Faculty Champion administrative roles: an Assistant Dean for Development; an Assistant Dean for Professionalism; Vice Chairs for Inclusion and Diversity in four Departments; and Vice Chair for Faculty Affairs / Faculty Development. PSOM has launched Unconscious Bias Workshops and hosted diversity speakers. PSOM has *Developed Guidelines for Faculty Affairs and Faculty Development* and continued its Advance Program for Faculty Development. A Database of Faculty Candidates is under development. To revitalize the school's DSAs, a "Lead DSA" program was established to increase the effectiveness and efficiency of the diversity search advisors. Mentoring programs including Penn Pathways and FOCUS have become models for other schools and garnered national attention.

School of Social Policy and Practice

The SP2 update stresses that the school is committed to diversity and inclusion, consistent with its social justice mission. The school actively recruits faculty and staff from historically under-represented and marginalized communities. The current Dean, Sara Bachman, is a woman and the immediate past Dean was an URM. The school makes concerted efforts to retain its standing faculty and other teaching staff by providing them with individual and group mentoring within the School and across the University.

SP2's student body in 2018 hailed from 20 countries and 40 US states. SP2 takes special pride in the fact that its graduates have occupied and continue to fill key administrative positions at Penn that have diversity-related portfolios, including: the director and associate director of the African American Resource Center;

assistant vice president of community relations for the Office of Government and Community Affairs; and the director of the Penn Women's Center.

The SexGen Policy Lab aims to build and disseminate knowledge at the intersection of critical theory, gender and sexuality with a distinct emphasis on applied policy, economic and housing research. As part of a Pipeline for Promise initiative, the School promotes the transition from student to scholar.

Individuals and organizations across SP2 have mobilized to create curricular, interpersonal, and structural space for the consideration of LGBTQ+ needs and experiences and the elevation of LGBTQ+ voices both within and beyond the school.

SP2 is committed to inclusion through access. OpenSP2 provides professional and continuing education opportunities. One of the express goals of OpenSP2 is to increase access and inclusion to the knowledge and education offered by SP2.

As part of Penn Futures, SP2 has procured funding for the new Calvin Bland Faculty Fellows program, which is aimed at providing research support for Penn faculty working on issues related to the lives and life-chances of young black boys/men and their families.

School of Veterinary Medicine

In May 2012, the SVM Action Plan for Faculty Excellence through Diversity outlined three major goals, consisting of eight initiatives, to help recruit, retain, foster and mentor an ever more eminent and diverse faculty. Substantial progress continues to be made towards each of these goals over the last six years at SVM, despite financial constraints facing the school. Forty-nine percent of the standing faculty is female and 14 percent are minorities. African American and Hispanic URM faculty are especially underrepresented in the SVM. SVM's diversity-related accomplishments include, among others, the establishment of an Office of Faculty Affairs and Diversity, establishment of a Faculty Council to advise on and to establish guidelines for faculty affairs and diversity issues, continued use of established procedures for best search practices by faculty search committees, continued oversight of every faculty search by a Diversity Search Advisor, Town Hall meetings, lectures and gatherings for faculty and students to address gender issues and diversity in the veterinary profession, and a continued improvement of the SVM standing faculty profile based on gender and ethnicity.

Weitzman School of Design

The Weitzman School recognizes the urgent need to implement more assertive strategies to increase the number of minority, female and LGBTQ faculty within the school. WSD also recognizes that increasing the pipeline of minority students (master's, PhD, and postdoctoral) who will be in a position to assume future faculty positions is critical to its success.

A Diversity Working Group to advise the Dean on strategies and initiatives to increase diversity in the school was established in 2016. The School launched its Diversity Committee in 2017 with representation from each department. The staff position diversity coordinator was an added position to help create and foster diversity-focused initiatives; and a second DSA was added. The female standing faculty percentage rose from 37 percent in 2012 to 40 percent in 2017.

Inclusive Teaching Initiatives are under development. The School is encouraging inclusive teaching through school-wide presentations, departmental faculty meetings, a faculty resource page on the School website, etc. The School has added numerous programs to recruit and mentor a more diverse student body and encourage academic careers; programs aimed at Latin American and US African American communities. A diversity recruitment ambassador accompanies the director of admissions to student recruitment events at diversity fairs and HBCUs.

Eleven full-tuition diversity scholarships were awarded in 2017 totaling \$1.38 million, and even more scholarships have been made possible by recent major philanthropy. A Student of Color breakfast with the Dean was rolled out in 2018. New student groups include Design in Latin America, Urban China Collective, WSD Social Justice Group; existing student groups: QueerDesign and Women in Architecture.

Wharton School

The Wharton School's revised *Action Plan* revolves around three goals, greatly improving the pipeline, including through the Wharton Graduate Program and PhD Project, IDDEAS (Introduction to Diversity in Doctoral Education and Scholarship, SUMR (Summer Undergraduate Minority Research) and Wharton Society for the Advancement of Women in Business Academia; recruiting excellent faculty; and retaining excellent faculty through mentorship, pay equity, child rearing accommodations and travel grants.

Wharton adopted the diversity recommendations of the Committee on Faculty Attraction and Retention and will undertake proactive recruitment, creation of a database of recruitment information and a review of recruitment policies and procedures. In addition, a diversity officer has been appointed for the School; a more diverse and participatory faculty speaker series has been implemented; the school has used central resource opportunities such as FOF and Presidential Professorships. Unconscious bias training is mandated for all recruitment committees, and diversity has been incorporated in all departmental annual reviews. The School will formulate best practices, train staff and resource Diversity Search Advisors.

Forward Momentum

We are making progress. However, solid progress in the areas of diversity, inclusion and equity requires sustained effort. Vital are hiring and retaining to increase diversity over time; addressing the critical role of departments in equitable hiring and promotion; improving the climate for Minority, URM and LGBTQ Faculty members, and adapting to changing demographics and political culture.