

## **2016-2017 Report of the University Council Committee on Diversity and Equity**

### **General Committee Charge**

*The Committee on Diversity and Equity aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee shall advise the offices of the president, provost, and the executive vice presidents on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of diversity among all members of the University community. The Committee will review and provide advice regarding the University's equal opportunity and affirmative action programs and policies. The areas in which the Committee shall report to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community, and ways to foster a campus environment that is inclusive and supportive of difference. The Committee also will advise the administration on specific diversity issues that may arise on campus.*

### **2016-2017 Specific Charges**

1. Obtain data relating to the diversity of Penn staff and discuss of the University's efforts to recruit and retain diverse staff.
2. Examine the campus climate and experiences of LGBTQ students, staff and faculty.
3. Examine and discuss the pilot survey and data on graduate students, with a particular focus on diverse graduate students.
4. Continue to monitor efforts related to the campus climate for low-income and first-generation undergraduate students.
5. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2017-18.

### **Strategies and Focus of Inquiry**

To begin the committee's work for the academic year the chair hosted an initial conference call to discuss the committee's charges before our first in-person meeting. This way our first in-person meeting was to discuss and decide on our strategy of inquiry for the committee's charges. During the first in-person meeting, the chair asked the group to form subcommittees for each of the charges. The chair expressed that this would enable deeper and more efficient inquiry into each of the charges. Each subcommittee was tasked with the responsibility of discussing strategies for inquiry, conducting certain parts of the inquiry, and developing recommendations all in concert/consultation with the larger committee. Due to the overlapping nature between charges one and two and between charges three and four, this led to the formation of two subcommittees: (1) on diverse graduate students and low-income and first-generation undergraduate students and (2) on LGBTQ students, staff and faculty.

In addition, as a result of the anxieties and concerns experienced on campus due to the sociopolitical climate, the committee decided to partner with the Faculty Senate and the Penn Forum for Women Faculty to host a public forum titled "Listening to Diversity". This event was followed up by IRB approved interviews conducted by graduate social work students in Amy Hillier's course on Understanding Social Change: Issues of Race and Gender. Each student used the same interview guide, had participants sign a consent form, and recorded and transcribed 22 interviews.

### **Number of Meetings**

The Committee had one conference call and met in-person six times.

## Major Points Addressed by the Committee

1. The committee had an initial conference call on September 27, 2016. The committee discussed how to do charges serious justice in the limited time allotted to the committee. The chair asked the group what charges should be focused on so we may hit the ground running. The committee agreed that we should do follow up on charges three and four and further inquiry into charge one and two.
2. On October 11, 2016, the committee had its initial in-person meeting. The committee was joined by the following invited guests: Jacqueline Amparo, Associate Director, Equity and Access Programs, Vice Provost for University Life; Valerie de Cruz, Director, Greenfield Intercultural Center, Vice Provost for University Life; Rob Nelson, Executive Director, Office of the Provost; Monica Yant Kinney, Executive Director, Strategy, Communications and External Affairs, Vice Provost for University Life.

Anita Mastroieni gave a brief description of the Graduate Student Survey results. She reported that the survey was sent to graduate and professional students only. The survey was not sent to JD's or Graduating Ph.D. students. Anita Mastroieni noted that the survey asked a lot about demographics, i.e. sexual orientation, parental status, married status as well as quality of academic programs, campus life interaction for diverse groups, and climate around sexual violence. The survey revealed that underrepresented minority students report a less favorable experience at Penn. Survey results are still very preliminary as they are still analyzing the data. The committee invited Anita back later in the academic year to provide a more fuller report of the survey results.

Valerie de Cruz gave an update on the Greenfield Intercultural Center's (GIC) efforts related to campus climate and experience for undergraduate students of low-income and first-generation undergraduate students. She mentioned that they have a partnership with PennFirst and works closely with PennKIP. The office also supports quest scholars, a program for freshman that helps the first year students acclimate to Penn.

Jacqueline Amparo briefly discussed with the group that some first generation/low income students have a difficult time paying for storage space to put away their summer items. Jacqueline added this may seem trivial but the additional cost could have a negative impact on a first gen/low income student. A text book donation program was also established where students donate their gently used books to help students who cannot afford to purchase new books on their own. GIC offers a pantry for students in addition to providing tokens to students who may live off campus. Jacqueline noted that the center is in partnership with Development and Alumni Relations to host seminars for students to discuss career goals, needs and resources on campus.

Monica Yant Kinney shared information about her partnership with GIC celebrating the new First Generation/Low Income program. Monica briefly discussed her advocacy role on behalf of the students. In addition to financial support, students may be impacted by a family crisis that may need immediate action. Students could be faced with raising money to get back home to a family crisis or to eat. Monica added that VPUL is working with donors to help students with clothing and transportation costs for interviewing. Regarding committee concerns of a marginalizing institutional culture, Rob Nelson also shared with the committee that it is difficult to solve classroom discourse.

A concern was raised about information not being in one place. It was noted a lot is being done but in silos and that students do not have access or know where to go for information. Valerie de Cruz agrees that Penn needs an institutional model to remove that barrier. In addition, GIC

would like to reach out to students early on especially over the summer months to get students acclimated before the semester begins.

Regina Austin reported briefly on the Faculty Senate Committee on Diversity & Equity work on Penn's LGBTQ community. She said the LGBTQ community feels excluded and believes Penn undervalues them. Regina said that the LGBTQ community would like to be included in all plans that include diversity. She also noted that a LGBTQ faculty support group was created in 2015. Regina spoke briefly about data from a new climate survey.

3. The committee convened again on November 15, 2016 with Vice Provost of Education, Beth Winkelstein, as an invited guest. Beth Winkelstein spoke to the committee about institutional culture. She noted that Penn faculty should address the elitist discourse in the classroom. Vice Provost Winkelstein mentioned that some professors have been insensitive to students who are not as financially well off as some of their classmates by assuming they have money to travel off campus or outside of Philadelphia like the wealthier students can. Beth spoke briefly to the disconnection on the faculty side. Vice Provost Winkelstein mentioned that focus should be on giving all undergraduate students equal access to an education at Penn particularly FGLI students. She mentioned that in the spring of 2015, twelve people convened to discuss ways to help our students. Professor Winkelstein noted that Penn needs to promote and carve out grassroots initiatives that can be presented to students upon their arrival to campus. She further said initiatives have been presented to the Deans to help change the culture. These include enabling more inclusive classrooms via training by the Center for Teaching and Learning. It was stated that if the training becomes mandatory then Penn should provide it to make for a better academic environment. One of the challenges is that most schools do not want Center for Teaching and Learning in their schools because faculty do not want to be told how to teach in their courses. Professor Winkelstein noted that there is a need to change faculty culture. One way to do this could be to have faculty participate in coordinating programs for incoming freshman students. She concluded that in lieu of the past events (i.e., related to post-election events), there is a strong need for a cultural change here at Penn.

The committee also discussed the material effects of the election results and how it impacts our committee's work. We agreed that given our committee's general charge that we should try to learn as much as possible from the campus community to make recommendations that might be pre-emptive for future concerns. One of the ideas discussed was to organize a public forum.

4. On December 16, 2016, the committee convened with invited guest Joann Mitchell, Vice President of Institutional Affairs, Office of the President. The meeting opened with the discussion of possibly renaming the Ombudsman Office. Joann Mitchell asked for the committee's advice on the name change. She mentioned that the Faculty Senate Tri Chairs have been considering a name change for some time and that the Ombudsman office has had the same name for over 40 years. The committee had no objections and were supportive of this proposal.

Subcommittees reported on their work on each respective charge. The committee discussed interest in reviewing the 2015 faculty climate survey consisting of LGBT data from Vice Provost Anita Allen's office. Kristin Field and Ezekiel Dixon-Román met with the LGBTQ+ Faculty Diversity Working Group and discussed what they learned. Ms. Field noted that LGBT reporting is very low. It was added that data is not easily accessible and that it is growing increasingly difficult to incentivize the diversifying of faculty and staff. He also added that more systematic mechanisms of focused data collection on LGBTQ (and diversity more broadly) related programming, professional development, course/curricular content, speakers, and who is doing the work for each school. It was also suggested that more follow up needs to be done on LGBTQ faculty hires that decide not to come. Ms. Austin mentioned that they spoke briefly to Vice

Provost Allen about doing a qualitative study to find out what the climate is like. The sub-committee would like to receive data capable of being disseminated without identifying people and qualitative data on the day to day experiences for people in the LGBT community at Penn. It was noted that while Diversity Search Advisors (DSA) have been a helpful mechanism for diversifying faculty searches there are concerning limitations. DSAs are often on search committees in smaller schools but this is not necessarily the case in larger schools leaving important parts of the faculty search process to not be fully informed by the DSAs.

the committee was updated regarding the developments of the public forum. The chair spoke with Leslie Kruhly, Office of the Secretary, to get the support of the University Council and Karu Kozuma, of VPUL, in order to get the support of VPUL. Sam Starks and the chair also met with Amy Hillier, Associate Professor, City and Regional Planning and the chair of Penn Forum for Women Faculty, and Laura Perna, Professor, Graduate School of Education and chair of the Faculty Senate, to develop and organize in partnership with their respective committees. It was also noted that Vice Provost Anita Allen is supportive of the public form as well. The chair noted we want to have a conversation not a political statement or take on an ideological position.

5. The fourth in-person meeting was convened on January 17, 2017. The committee was update on sub-committee work and discussed additional people to invite and areas of inquiry. The chair talked about the need for providing additional resources for graduate students. It was noted that Anita Mastroeini recognizes that there are issues that need to be addressed. It was commented on how data is being interpreted and the politics of data around what is made visible and what is made invisible via data. A graduate survey was implemented to identify where things seem to be going well and where attention is needed. Unfortunately, some departments have opted out and chose not to participate. It was noted that FGLI received resources over the winter break because of awareness; while there were graduate students that were also in similar need. It was also announced that the committee was hosting the public forum on “Listening to Diversity” for Faculty, Staff and Students on Tuesday, January 24, 2017, 4 pm to 6 pm in the Class of 1978 Orrery Pavilion, Van Pelt Library. The goal of the forum was to provide members of our campus community (faculty, staff and students) the opportunity to voice their concerns and share their suggestions for how we might work together to bring about productive change. The event was sponsored by The University Council Committee on Diversity & Equity, the Faculty Senate, and the Penn Forum for Women Faculty.
6. On February 21, 2017, the committee was joined by invited guest Amy Castro Baker, Assistant Professor, School of Social Policy and Practice, Erin Cross, Senior Associate Director, LGBT Center, Amy Hillier, Associate Professor, School of Design & School of Social Policy & Practice, and Anita Mastroieni, Director, Graduate Student Center. Amy Baker, Amy Hillier, and Erin Cross gave a brief description about the work they are doing via Penn Futures in the Graduate School of Education, School of Nursing, and School of Social Policy & Practice. Both spoke about the work they are doing with the GSE, SP2, and the SON to infuse LGBTQ content into the curriculum. Amy Hillier noted that the Children’s Hospital of Philadelphia and the Perelman School of Medicine and the LGBT Center at Penn submitted proposals to train graduate students. The training will focus on field work and policy among other things. Amy Baker said that there is space on campus where people would like to integrate LGBTQ issues into the curriculum but do not know how or where to get help. The desire to train nurses, social workers, and teachers to work with queer youth has received positive energy especially from faculty. Amy Hillier added that Penn feels it is time to build knowledge to queering Penn because most LGBT students feel excluded and asked the committee, “How do we build diversity?”

Erin Cross added that the LGBT Center has a resource group. The LGBT Center offers a site for faculty members who have come out and will gladly help with the transition. Amy Hillier asked the group, "How could Penn be proactive without being illegal?" She noted that when gay graduate students come to campus for an on-site visit they often feel isolated and even more so if they decide to study here. Erin Cross said if students cannot identify with someone who may be like them then they will not even consider studying at Penn.

Erin added that an organization called LGBT Employees At Penn (LEAP) is a group dedicated to the retention and edification of Penn's Lesbian, Gay, Bisexual, Transgender, and Queer employees of the University of Pennsylvania. This group is open to all staff, faculty, and postdocs, exhibiting a diverse range of interests at Penn. Erin also said that the LGBT center knows that there may be some staff members who prefer to keep their sexual orientation private and the center will honor that decision. Erin said that the LGBT Center is not an investigative office but a supportive one and added that the center is very case specific. Erin said that they normally serve students but have been known to help staff members too but serving staff and students has drained the center's resources but they do manage. Erin said that she would like to see the curriculum focus more heavily on gender identity.

Amy Hillier added that she does not believe that LGBT staff, students and faculty feel Penn offers a safe space to be themselves. Furthermore, she said, people need acceptance and quite often feel alienated by the university. Erin Cross noted that faculty need to feel that they are a part of a community and not be made to feel tokenized once they decide to come out. Erin stated that Penn still has a way to go but has been doing things correctly. Erin noted that there is considerable variability in where specific schools are in being more responsive to LGBTQ diversity.

Anita stated that they received good data overall from the graduate student climate survey. Graduate Students rated their academic experience at Penn very high. The survey revealed that minorities gave a low ranking on life experience at Penn. The survey also noted that graduate students who are from underrepresented groups are carrying a huge amount of debt in comparison to their counterparts. Some students reported debt as a major burden that has been responsible for retention issues. Anita also stated that most students come in with debt from their undergraduate studies.

Anita noted that some Ph.D. students are taking on less debt but have noted that they have incurred debt from their undergraduate studies. It was noted that schools such as SP2 have the issue of trying to recruit underrepresented students to their relatively very expensive programs. Anita said that the focus on graduate financial aid last campaign was widely successful. The report is online if anyone would be interested in reviewing it.

7. The committee had its final meeting on March 15, 2017. The committee discussed how currently most graduate student affinity groups receive funding for their programs from GAPSA, which may result in an inequitable distribution of funding.

It was discussed that there is a need for an anonymous reporting system of discrimination, bias, and microaggressions on campus. It was noted that undergraduate students are going to a respective committee member's affinity group to report. It was also added that one of the challenges with anonymous reporting may be false reports or underreporting. Confidential offices do not provide the identity of the complainant nor the respondent. It was noted that this is a topic of concern for university administration and efforts are underway to develop effective ways of addressing.

The committee discussed graduate student interest in a center for diversity. It was noted that most offices at Penn operate differently and that students are now confused about where they go for what.

The committee had a brief discussion on confidential reporting for the LGBTQ community here at Penn. LGBTQ staff can currently report to the Office of Affirmative Action but it was noted that the office is not a confidential office. It was also noted that staff need to know that federal and city laws relate to them as well. It was noted that LEAP (LGBTQ Employees at Penn) is meeting a need for staff. It suggested that a staff member should represent faculty at the center because there is a lack of safe spaces on campus on how to address issues in the LGBT community. It was added that Penn should fuse a LGBTQ curriculum in all schools because faculty, students and staff ought to see themselves represented. A university-wide LGBTQ cluster hire was recommended.

### **Work on FGLI and Diverse Graduate Students**

The following outlines the status of First Generation and Low Income (FGLI) students as well as diverse graduate students. Following this, a summary of standing concerns and an analysis of the institutional mechanism which may be constraining the support of these constituent students will be discussed.

#### **2016-2017 Constituency Status Summary**

##### **FGLI:**

In the time since the creation and housing of the FGLI initiative in the Greenfield Intercultural center, the FGLI student leaders and administrators have made steady progress toward promoting the well-being of FGLI students. This is demonstrated via several initiatives including, but not limited to, the FGLI campus wide food drive and FGLI student support structures. This progress is well noted and is encouraging to the committee overall. The mass mobilization for FGLI students is and continues to speak to the altruism and concern of individuals at the University toward their well-being. Moreover, it is assumed that in tandem with the vigorous work of these students and administrators to address the concerns and needs of FGLI students, that the University community has responded well to these efforts. As will be covered in detail in the concerns section, the ongoing progress of this constituency will be contingent on the institutional willingness to address concerns which occur across several student groups.

##### **Diverse Graduate Students:**

The 2016-2017 academic year presents a continuation of the ongoing work to support diverse graduate students. This year, graduate and undergraduate students from marginalized minority groups have voiced their concerns about university expansion, incidents of hate and discrimination on the university campus and issues regarding administrative and financial support for diverse student groups campus wide. Several diverse graduate student groups (BGPSA, SCRWP, LAPAGSA, LAMBDA Grads, BGWA) have voiced their concerns regarding these issues as well as student leadership burdens and institutional memory.

##### **Concerns & Analysis**

The two core and central issues which occur as motifs across several diverse student groups, particularly those of which this report is concerned, are fragmentation and transparency. It is suggested here and has been corroborated by the work of an on-campus public hearing and data collection efforts that responsibility centered management may constrain the possibilities for the unification and well-being of diverse graduate student groups. Specifically, the decentralized nature of the university produces a system that is experienced by marginalized student groups as fragmented and diffused, lacking strong mechanisms of information coordination and dissemination. While the committee's analysis is that the structure of the current system may be constraining possibilities for marginalized student groups, it is also strongly believed that there are more effective mechanisms and practices that can be implemented within the structure of responsibility centered management that can be more responsive to the needs and concerns of diverse graduate students.

#### *Diversity Climate & Data*

The committee found the variable nature in which schools and colleges support the collection of data on diversity climate concerning. The survey of diverse graduate students which was piloted in April 2016, was a positive step in remedying this problem, however concerns remain. (1) The committee believes that the collection of this data from students rather than from students and school administrations further exacerbates the opaqueness of the diversity climate of the university. (2) The lack of universal participation from ALL schools and programs leaves open questions and gaps of knowledge and accountability.

Continuing with the motif of fragmentation and transparency, diverse graduate student groups and FGLI students have and will continue to need dedicated and reliable support (administrative and financial,) from the university administration.

#### *Administrative Support and Institutional Memory*

All student leaders take on extra responsibility that is part and parcel of the leadership experience. However, our ongoing inquiry does not indicate that the university provides adequate administrative support and advisement from university administrators to ensure the streamline function and progress of these organizations. This is especially true in the case of underrepresented and marginalized students who must manage their academic, personal, and professional lives steeped in an often-hostile interpersonal university climate. These pressures, coupled with a rapid leadership succession for graduate student groups, make the sustainment and management of these organizations a challenging task. Concerted university administrative support is necessary to ensure the thriving of these organizations and the preservation of their institutional memory. It is suggested that support in these regards would greatly improve the function of these organizations and decrease the burden on student leaders in both FGLI and diverse graduate student groups.

#### *Financial Support*

FGLI and the diverse graduate student groups at Penn are funded through fragmented and uncertain streams of financial support. Extended timetables in processing and access to and quantity of

funding from organizations like GAPSA disable diverse graduate groups from maximizing their efficiency. The funding of these organizations usually happens in mid-October of each academic year which limits the ability of diverse graduate student groups to coalesce their prospective new members. Further, the funding allocated to the IDEAL committee for diverse graduate student groups is not stable in allocation or structure. It is often asked of these graduate student groups, unlike student governments, to request additional funds through individual event applications to support their already limited budgets. Equitable, timely, and guaranteed funding should be made available to diverse graduate student groups and FGLI. With the student populations they serve, any time lost in supporting their well-being is consequential.

Decentralization (fragmentation) and administrative autonomy (lack of transparency) has been efficacious and advantageous in the management of the university more broadly, however, it also presents challenges for marginalized students to navigate the university terrain.

### **Work on LGBTQ Faculty, Staff, & Students**

The following focuses on the concerns and analysis of lesbian, gay, bisexual, transgender, and queer (LGBTQ) faculty, staff, and students.

#### **Concerns & Analysis**

With the LGBTQ community there are two concerns that are intricately tied. The first pertains to being safe to identify and being “out”. These concerns are always both personal and political. It is for the latter reason that the second concern emerges regarding the reporting of conflict, sexual violence, discrimination, or bias. That is, for one to report on various events or situations of homophobia, transphobia, or sexual violence, one has to take the risk of identifying. It is also not widely known what legal protections the Penn LGBTQ community has or where to go to learn about what resources or regulatory mechanisms exist. For instance, the Philadelphia Commission on Human Relations (PCHR) has been investigating racism and class elitism in the Philadelphia Gayborhood and such intragroup or intersectional conflict in the employment context is a problem that the PCHR has regulatory power like the EEOC with regard to discrimination based on sex, sexual orientation, and gender identity. These sorts of legal protections and institutional policies are not easily learned or identified as a member of the Penn community.

At present, cultural resource centers such as the African American Resource Center does not have LGBTQ-specific resources. AARC’s current practice is to refer staff to the LGBTQ center (which is student-centered), or to refer to the Employee Assistance Program (EAP) where community-specific resources and counseling can be obtained. Robert Carter, Jr. MSW, Associate Director of the African American Resource Center, made clear that they do not turn anyone away and work together with other campus resource centers to meet the needs of the Penn community.

In the recent [Faculty Inclusion Report](#), we learned about the university’s exceptional scholarship in LGBTQ studies and its contribution to changes in federal law. We also learned about the institutions efforts to address concerns of climate including the development of LGBTQA working groups, reviewing

and changing of institutional policies, and projects that seek to make school curriculums more inclusive. What seemed to be absent from this report were the reported numbers of LGBTQ-identified faculty, growth, and specific mechanisms for diversifying the faculty in this area. As the committee learned, despite the knowledge and function of DSAs there continues to be faculty search questions on the legality of including LGBTQ identified faculty candidates as a target of opportunity, a topic that DSAs are provided clear training on.

The committee believes that we are just beginning to get a grasp on what's involved for examining LGBTQ experiences and resources on campus and thinks much more work needs to be done.

### **Listening to Diversity Public Forum**

On January 24th, 2017, the University Council Committee on Diversity & Equity, the Faculty Senate, and the Penn Forum for Women Faculty in partnership with the Campaign for Community collaboratively organized a public forum title Listening to Diversity. We organized and hosted this event because of our deep concern for the effect of the sociopolitical context on our campus community and our interest to try to enable more effective ways for addressing these concerns. Listening to Diversity was a public forum that provided all members of our campus community -- faculty, staff, and students -- the opportunity to voice their concerns and share their suggestions for how we might work together to bring about productive change. University community members were able to participate in person at the forum and/or digitally via an established e-mail specifically for this event. Approximately 48 faculty, students, and staff attended the forum from eight schools of the university.

The following were the most salient concerns and recommendations that were expressed in no prioritized order.

1. Inclusion of military veterans in the definition of diversity as well as responsive resources for their needs.
2. More diversity in the curriculums by way of authors and content.
3. Incorporation of the history of West Philadelphia and the Black Bottom in undergraduate and graduate program curricula.
4. A required foundational course on diversity.
5. Unconscious and implicit bias training as well as diversity sensitivity training.
6. Improved retention of diverse faculty and increased faculty diversity.
7. A central university office of diversity.
8. More attention to the needs of immigrant students.
9. Structural/institutional change, rather than putting the onus of change on the students.
10. An anonymous online bias and bigotry reporting system.

11. A strategic plan to recruit more graduate students from underrepresented backgrounds across schools at Penn, particularly within the doctoral programs. (Person spoke of being the only Latinx student in their program and the program's history of Latinx students being extremely low.)

12. Acknowledgement by Penn leadership of the issues of race, socioeconomic, institutional racism, white skin privilege, etc. that exist on campus and in neighborhoods. Leadership should acknowledge these issues proactively, rather than reactively, and acknowledge that these issues happen to and affect not only students, but faculty and staff as well.

This was followed up by interviews that were completed by graduate social work students in Amy Hillier's SWRK713, Understanding Social Change: Issues of Race and Gender, specifically to share with the University Council Committee on Diversity & Equity.

### **Recommendations to University Council**

*For charge on the pilot survey and data on diverse graduate students and monitor efforts related to the campus climate for first-generation and low-income undergraduate students.*

1. To address the concerns of a fragmented and diffused system of resources, the committee recommends that a university-wide office of diversity be established. This office would manage incident reporting, preserve the institutional memory of graduate student organizations, provide *robust* orientation and training of graduate student group leaders, manage and distribute a fund which supports diverse student groups and other campus wide diversity initiatives, and provide better coordination of information dissemination and accountability between Penn's 12 schools. With Joann Mitchell's new appointment as the Senior Vice President for Institutional Affairs and Chief Diversity Officer, this university-wide office would report to Joann Mitchell and work with Rev. William Gipson, Associate Vice Provost for Equity and Access as well as the cultural centers and the designated school administration and/or staff that focus on equity, diversity, and inclusion.
2. The committee recommends for the development of a university-wide diversity incident reporting system (including situations of discrimination, bias, unconscious and implicit bias, microaggressions, etc.) with aggregate data on university climate and incidents reported regularly to the university community.
3. The establishment of an ongoing line item in the University budget to support diverse graduate student organizations and programs, above and beyond GAPSA and cultural center funding, is recommended.

*For charge on LGBTQ Faculty, Staff, & Students*

1. In order to address the lack of data issues, the committee requests that the university do a staff survey, similar to the Surveys of the Penn Community performed for other University populations (<http://www.upenn.edu/ir/surveys.html>) that asks about community climate and broader issues than in the current "Penn Staff Survey". This survey currently only has one question directly asking about the campus diversity/inclusion climate: "I feel Penn values diversity (e.g., age, gender, ethnicity, language, education, ideas, and perspectives)." A staff

survey that borrows from some of the questions from the other population surveys (E.g., “Felt insulted or threatened based on your social identity (e.g., sex, race....)” “Witnessed someone else being insulted or threatened based on some aspect of that individual’s social identity...;” “Satisfaction with LGBT center...”) would be useful to understand staff inclusion and diversity climate and satisfaction.

2. Considering what the committee learned regarding the LGBTQ center being primarily a student-serving center and being over extended by serving faculty and staff, the committee recommends that the LGBTQ center be expanded by being provided with a staff member who is dedicated to working with LGBTQA faculty and staff. This person should be a point-person for discussion of and implementing more venues and resources to have “safe space” conversations about LGBTQ issues and staff/faculty diversity.
3. Provide easily accessible standardized information to all staff members (monthly, weekly, soft/hard funding sources) about LGBTQ inclusion and equity resources, programs, groups as well as process for help with solving related problems.
4. Expand the LGBTQ curriculum inclusion work of Amy Hillier, Amy Baker, and Erin Cross to all 12 schools at Penn.
5. Given the recent Faculty Inclusion Report, the committee is recommending a university-wide cluster hire in LGBTQ studies. This will help to diversify the scholarship, curriculum, and potentially faculty. All of which will provide added value to enriching student experience, recruiting top students, and providing needed representation among the faculty.

*Recommendations based on committee’s general charge and inquiry.*

1. While the Diversity Search Advisors have been a necessary and efficacious method for increasing diversity among the faculty across campus, this mechanism is limited. DSAs are limited in at least two ways (1) DSAs are not always members of the faculty search committees leaving gaps in the search process and (2) they only work on faculty searches. The committee recommends that in addition to DSAs, that the university establishes a required training workshop on equity and inclusion in hiring practices that includes coverage of unconscious bias and best practices for hiring for diversity. Peer institutions such as Duke University already require such training for anyone participating on a search committee.
2. While each school is required to provide comprehensive diversity reporting, the reported information is not systematic and can easily lead to gaps in reporting. The committee is recommending that a survey is developed to capture school-based faculty and student demographics; diverse curricular content, programming, and speakers; who is doing the work (i.e., standing faculty, adjuncts, or staff); and funding opportunities.

**Recommendation of New Topics or Continuing Topics to be addressed the Following Year**

1. Obtain data related to the campus climate and experiences of LGBTQ students, staff, and faculty.
2. Review parental policies and resources for students, staff, and faculty.

NOTE: The Committee considers "diversity" comprehensively, to include components of identity including but not limited to race/ethnicity, gender, sexual orientation, immigration and legal status, disability, mental health, veteran and family status, faith traditions, and socio-economic background. The Committee recommends including these varied identity components when examining faculty, staff and graduate student recruitment and retention.

**Committee Members**

Ezekiel Dixon-Román, Chair, SP2 (faculty); Administrative Liaison: Sam Starks, staff; Kuan R. Evans, staff; Kristin Field, PPSA; Jonni Moore, PSOM (faculty); Shaina Adams-El Guabli, PPSA; Lauren Kemp, WPPSA; Ebony Thomas, GSE (faculty); Deborah Small, Wharton (faculty); Erica Dienes, Undergraduate Student, Wharton; Nancy Hirschmann, SAS/Political Science, GSWS (faculty); Irene Tan, WPPSA; Calvary Rogers, Undergraduate Student, SAS; Eva P. Davis, WPPSA; Lloyd Talley, Graduate Student, GSE; H. Gerald Campano, GSE (Faculty).