PENNSTATE

Office of the Vice Provost for Educational Equity

Strategic Plan 2008–09 through 2013–14

Office of the Vice Provost for Educational Equity

Mission

Rooted in a social justice educational mission, the Office of the Vice Provost for Educational Equity is an academic support unit that serves as a catalyst and advocate for Penn State's diversity initiatives by providing University-wide leadership for diversity strategic planning and assessment through *A Framework to Foster Diversity at Penn State: 2004–09*; supporting the success of students from underrepresented/underserved populations; partnering with internal and external clients and stakeholders to advance educational equity within Penn State and outreach to underrepresented/underserved communities within the Commonwealth; and developing staff competencies and organizational structures to most effectively serve our clients.

Vision

Educational Equity's vision is to be a locus of activities that will assist the Penn State community in becoming an inclusive and welcoming environment for all.

Values

- Intellectual life is central and faculty, staff, and students work together to achieve excellence in teaching, learning, and the advancement of knowledge.
- Diverse perspectives contextualize and humanize the life of the mind.
- The dignity of all individuals is affirmed and equality of opportunity is vigorously pursued.
- Freedom of expression is protected and civility is affirmed.
- Individuals accept their obligations to the group and shared governance guides behavior for the common good.
- The well-being of each member is supported and service to others, both with in the University and through community outreach, is encouraged.
- The heritage of the institution is remembered in such a way that both tradition and change are embraced.
- The educational endeavor serves to renew and strengthen democracy.

Strategic Goals

1. Provide leadership in implementing *A Framework to Foster Diversity at Penn State: 2004–09*, Penn State's strategic plan for diversity.

2. Enhance programs, services, and collaborations to serve and support the success of individuals from diverse underrepresented/underserved backgrounds.

3. Create opportunities for increased outreach and advocacy (within the University and beyond) to further support Goals 1 and 2.

4. Enhance organizational effectiveness and infrastructure to meet Educational Equity's goals.

Offices and Services

(See Appendix B for description of programs)

Precollege and Student Services

College Assistance Migrant Program (CAMP)
Comprehensive Studies Program (CSP)
Office for Disability Services (ODS)
Educational Opportunity Center, Philadelphia (EOC—Philadelphia)
Educational Opportunity Center, Southwestern Pennsylvania (EOC—SWPA)
Multicultural Resource Center (MRC)
Talent Search, University Park (TS—UP)
Educational Talent Search Program, York City School District (TS—York)
Pennsylvania College Advising Corps—Penn State
Student Support Services Program (SSSP)
Upward Bound (UB)
Upward Bound Math and Science Center (UBMS)
Office of Veterans Programs (Vets)
Women in the Sciences and Engineering Institute (WISE)

Central Services

Central Administrative Office
Information Technology (EEIT)
Senior Diversity Planning Analysts (SDPA)
Senior Faculty Mentor (SFM)

Commissions and Committees

Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE)
Commission on Racial/Ethnic Diversity (CORED)
Commission for Women (CFW)
Equal Opportunity Planning Committee (EOPC)
Disability Advisory Working Group

Introduction and Profile

The Office of the Vice Provost for Educational Equity was created in July 1990 with a charge to foster diversity at Penn State. Initially, in addition to the work of the vice provost and his staff, Educational Equity had responsibility for administering Equal Opportunity Planning Committee (EOPC) funds and for providing staff and budget support to facilitate the work of the Commission for Women (CFW, created in 1981), the Commission on Racial/Ethnic Diversity (CORED, created in 1989), and the Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE, created in 1991 as the Committee on Gay, Lesbian and Bisexual Equity). Over the years, our capacity to accomplish our mission has expanded with incorporation of a broad array of services. In 1991, the Multicultural Resource Center (MRC), Office for Disability Services (ODS), and Veterans Programs (Vets), joined Educational Equity. The Office of Summer Sessions was also included for a short time. In 1999, the Senior Faculty Mentor joined Educational Equity. In 2001, the office was further expanded to include TRIO and other programs that support educational access for other targeted groups, including low-income, first-generation to college individuals. Included in these programs were the Comprehensive Studies Program (CSP) (Act 101 Program), College Assistance Migrant Program (CAMP), Educational Opportunity Centers (EOC) in Philadelphia and Southwestern Pennsylvania, the Ronald E. McNair Post-Baccalaureate Achievement Program (which is now housed in the Graduate School), Student Support Services Program (SSSP), Talent Search Programs at University Park and York City School District, Upward Bound (UB), Upward Bound Math and Science Center (UBMS), and TRIO Training Institute (no longer in existence at Penn State). The Women in the Sciences and Engineering Institute (WISE) moved to Educational Equity from the Provost's office in 2002. Most recently, in 2007, the Pennsylvania College Advising Corps—Penn State, which is funded by a grant from the Jack Kent Cooke Foundation, was created.

Originally rooted in social justice, Educational Equity's underlying principle has expanded in the contexts of the political climate at the national and state levels, the University's budget climate, increasing globalization, and changing demographics. In these contexts, it is necessary to frame our diversity goals solidly in terms of institutional viability and vitality, placing diversity as a central value to the institutional mission. Educational Equity coordinates University strategic planning for diversity, supports many diversity initiatives, and serves as an advocate for a range of diverse populations within the University community. Both within and also beyond the University, in targeted high schools and counties, the office helps low-income, first-generation youth and adults to overcome the social, cultural, and educational circumstances that can act as barriers to attaining success in higher education. Additionally, Educational Equity works to address the specific concerns of historically underrepresented/underserved constituents from diverse racial/ethnic groups; persons with disabilities; veterans; lesbian, gay, bisexual, and transgender people; and women, including women and girls who have aptitudes and interests in the science, technology, engineering, and mathematics (STEM) fields. Our office has always had a student-centered emphasis, serving precollege through graduate students, and we are well positioned to support the University's goal to "enrich the educational experience of all Penn State students by becoming a more student-centered University."

Educational Equity is somewhat unique in its organizational structure. The office is comprised of seventeen units with eighty full-time staff members. Additionally, there are a number of wage-payroll employees on active file; these include individuals employed on a long term basis as well as individuals who are employed on shorter term, project based, or as needed basis. In addition to University programs for student support and central services, Educational Equity houses ten federal, state, or foundation grant-funded programs that must comply with the appropriate guidelines and regulations of their respective grants. The commissions are advisory bodies appointed by the President of Penn State; Educational Equity provides the administrative home for their budgets, as well as a liaison and staff support to facilitate their work. Additionally, Educational Equity convenes the Equal Opportunity Planning Committee and administers EOPC funds, houses the Senior Faculty Mentor, and maintains close ties with the McNair program. Please see Appendix A for the organizational chart for the Office of Educational Equity and Appendix B for a brief description of programs.

The Office of the Vice Provost for Educational Equity serves and collaborates with a number of clients and stakeholders within and external to Penn State. These include the academic colleges, academic support units, campuses that comprise Penn State, constituent communities throughout the state, K-12 schools in multiple school districts, other postsecondary institutions, and federal and state congressional representatives.

Within Penn State, Educational Equity provides direct services to students through a number of programs including the College Assistance Migrant Program, Comprehensive Studies Program (Act 101), Office for Disability Services, Multicultural Resource Center, Office of Veterans Programs, Student Support Services Program, and the WISE Institute. These programs focus on the needs of students from historically underrepresented/underserved populations including students with disabilities; low-income, first-generation to college students; students from racial/ethnic minority groups; women in WISE colleges; academic/financially disadvantaged students; and students qualifying for ACT 101 admission. These include both traditional-aged and adult learners, undergraduate and graduate students.

Additionally, Educational Equity works closely with University leadership including the President and central administration, Board of Trustees, President's Council, Academic Leadership Council, Campus Environment Team, and University Faculty Senate, as well as with central offices such as Public Information, University Police Services, Office of Human Resources, Affirmative Action Office, Development and Alumni Relations, Admissions, Financial Aid, and Student Affairs. Educational Equity houses the Senior Faculty Mentor, Commission for Women, Commission on Racial/Ethnic Diversity, Commission on Lesbian, Gay, Bisexual and Transgender Equity, and Equal Opportunity Planning Committee, which serve the University through their various functions. Educational Equity also provides a liaison to the administration for each Penn State college, academic support unit, and campus to serve as a consultant on diversity issues and initiatives, including diversity strategic planning and reporting activities. Educational Equity also coordinates the dispersal

of University funds to the Educational Opportunity Programs (EOP) at the campuses and facilitates discussions among EOP personnel. Through these representatives and through the student service programs, Educational Equity works with deans, department heads, faculty members, multicultural officers, diversity committees, vice presidents, unit directors, information technology units, and student organizations.

External to Penn State, Educational Equity programs collaborate with personnel from social services agencies and targeted school districts (including superintendents, teachers, and counselors), to provide educational support to low-income youth and adults who would be the first generation to attend college, and to veterans, the National Guard, reservists, and eligible family members, as well as encouraging the participation of girls in the science, technology, engineering and mathematics (STEM) fields. Through several programs such as Educational Opportunity Centers, the Pennsylvania College Advising Corps—Penn State, Talent Search, Upward Bound, Upward Bound Math and Science Center, Office of Veterans Programs, and the WISE Institute, Educational Equity programs serve the Commonwealth by encouraging and facilitating entry into higher education, at any appropriate institution, to members of traditionally underrepresented/underserved populations.

One of the most broad-reaching Educational Equity functions is providing leadership and coordination for the University's diversity strategic planning activities. Educational Equity was commissioned to develop the University's first strategic plan for diversity, *A Framework to Foster Diversity at Penn State: 1998–2003* to provide a more systematic and systemic approach to attaining the University's diversity goals. Midpoint (spring 2001) and final assessments (spring 2004) of each University strategic planning unit's progress in implementing the *Framework* were conducted, utilizing a broadly participatory review-team process. Educational Equity also developed *A Framework to Foster Diversity at Penn State: 2004–09*, launched in January 2004 to continue the University's diversity strategic planning efforts. A review of units' new diversity plans under the 2004–09 *Framework* was also conducted concurrently with the final review of the 1998–2003 unit updates (spring 2004). The midpoint assessment of implementation was conducted in spring 2007 and the resulting analysis led to Educational Equity's proposal of "next steps" to facilitate further University progress. Additionally, Educational Equity representatives work with strategic planning unit administrators to assist them with their diversity planning and assessment initiatives.

Educational Equity is committed to recruiting and retaining a broadly diverse, highly qualified team. Our hiring practices follow Affirmative Action guidelines and our retention strategies include support for professional development opportunities and commitment to maintaining an environment that is inclusive, team-oriented, open, and constructive. Our demographic profile is as follows, as of May 2008:

Full-time employees

	Female	Male	**Total**
Asian	4	0	4 (5%)
Black	14	7	21 (26.3%)
Hispanic	3	3	6 (7.5%)
Undeclared	0	1	1 (1.3%)
White	33	15	48 (60%)
Total	**54 (67.7%)**	**26 (32.5%)**	**80 (100%)**

By position classification, our full-time employees are as follows:

Exempt Classification

	Female	Male	**Total**
Asian	4	0	4 (7.1%)
Black	12	4	16 (28.6%)
Hispanic	2	3	5 (8.9%)
Undeclared	0	1	1 (1.8%)
White	15	15	30 (53.6%)
Total	**33 (58.9%)**	**23 (41%)**	**56 (100%)**

Nonexempt Classification

	Female	Male	**Total**
Asian	0	0	0
Black	2	1	3 (14.3%)
Hispanic	0	0	0
Undeclared	0	0	0
White	18	0	18 (85.7%)
Total	**20 (95.2%)**	**1 (4.8%)**	**21 (100%)**

Administrator Classification

	Female	Male	**Total**
Black		1	1 (50%)
Hispanic	1		1 (50%)
Total	**1 (50%)**	**1 (50%)**	**2 (100%)**

Executive Classification

	Female	Male	**Total**
Black		1	1 (100%)
Total		**1 (100%)**	**1 (100%)**

The diverse workforce in Educational Equity includes staff members in categories not reflected in data, including persons with disabilities, veterans, and members of the lesbian, gay, bisexual, and transgender (LGBT) community.

Results from the most recent (2004) Faculty/Staff Survey indicate that Educational Equity ranks above the University average on "Attitudes and Practices" factors and ranks significantly above the University average on "Diversity Factors." Seventy-three percent of Educational Equity employees who responded consider Penn State to be one of the best or above average as a place to work, as compared to 71 percent of the total University employee respondents. Eighty-three percent of Educational Equity respondents indicated that Educational Equity workplace climate is welcoming for employees from underrepresented groups, as compared to a University total of 71 percent, and 80 percent indicated that the unit provides visible leadership to foster diversity (72 percent University).

Implementation of the 2005–06 through 2007–08 Strategic Plan

Educational Equity identified five strategic goals for the 2005–06 through 2007–08 planning period:

1. Enhance programs and services to serve clients and support the success of students from underserved populations and other Educational Equity clients.

2. Create opportunities for increased collaboration and outreach within the unit, the University, and the larger community.
3. Ensure a highly knowledgeable and qualified staff with the appropriate skills, training, and resources to provide the highest quality services.
4. Provide leadership in implementing *A Framework to Foster Diversity at Penn State: 2004–09*, Penn State's strategic plan for diversity.
5. Enhance organizational effectiveness and infrastructure to reach Educational Equity's goals.

The 2005–06 through 2007–08 strategic plan was the result of a planning process that established an integrated and participatory approach to examining and strengthening our goals and action plans. Each Educational Equity unit submitted a set of unit-specific goals and strategies based on the Educational Equity strategic plan and offered a brief summary of strategies to implement the Educational Equity goals outlined under this plan, as applicable to the unit, along with unit-specific goals and strategies. Annual reports related to the units' plans were submitted on July 1 of each year.

A full staff retreat was held in fall 2005 devoted to establishing mechanisms for implementation and assessment. At this time, cross-unit committees were formed to address specific strategies and determine data gathering needs. These committees also provided regular progress updates. Several of these committees remained active throughout the planning cycle, including the Professional Development Committee, the Staff Assistant Professional Development Committee, the Data Committee, and the Development Committee. Others did not persist, but in some cases their areas of focus were subsumed into other committees or activities. Additionally, topics related to the strategic goals and strategies and implementation have been a regular feature of discussion at the monthly networking directors meetings.

Building upon the collaborative foundation of the strategic planning process and guided by the goals of enhancing collaboration and organizational effectiveness, Educational Equity has emphasized building cohesiveness and a shared sense of identity across the unit and in how the unit envisions itself within the University. Focus on collaboration and outreach opportunities beyond the unit has led to stronger relationships with the many stakeholders and partners with which we work and has helped to leverage resources to better support the populations we serve.

Our progress on these goals and the specific actions identified in the 2005–06 through 2007–08 plan has been very positive. Many of the actions have been accomplished, often as operationalized and ongoing activities.

One prominent area of success has been in ***Goal 4: Provide leadership in implementing A Framework to Foster Diversity at Penn State: 2004–09***. During the planning period, significant progress was made across the University in implementing the seven Challenges and targeted areas for improvement outlined in the *Framework*. Under Educational Equity leadership, a University-wide midpoint assessment was conducted. An overview of this process, including detailed timeline, is available on the Educational Equity Web site at

www.equity.psu.edu/framework/updates/. Links to the 2004–09 unit diversity strategic plans and midpoint updates, as well as review team feedback with unit responses for both reports are also available on the Web site. In addition to coordinating and supporting the assessment process, Educational Equity focused on increasing the University's capacity for implementation and evaluation of its diversity goals by establishing a number of innovations and improvements to the review process, including improving data delivery and availability to units and the review teams, improving the training and support of the review teams, and better utilizing technical resources to facilitate the review process, such as ANGEL groups. One significant effort toward increasing capacity for implementation and evaluation was the launch of a series of workshops titled *Best Practices in Diversity Strategic Planning* that are targeted to budget unit executives and representatives from their staff who are involved in diversity planning, implementation, and reporting. The workshops included plenary and breakout sessions that covered each of the seven Challenges and fostered dialog about effective approaches. These workshops were positively received and will be continued. (Appendix D provides an analysis of the review process, more information about the Best Practices Workshops, and next steps for implementation.)

One area in which we have significantly expanded our activities and achieved notable progress is ***Goal 5: Enhance organizational effectiveness and infrastructure to reach Educational Equity goals.*** Maintaining high levels of service in an environment of decreasing resources, including level funding from the U.S. Department of Education, is a constant challenge. Early in the 2005–06 through 2007–08 cycle, we created a position within the Division of Development and Alumni Relations dedicated to Educational Equity. Our development officer has focused on fundraising efforts to support student scholarships, including scholarships for veterans and for students with disabilities. An Educational Equity development advisory board has also been put into place to help facilitate the development agenda by cultivating new individual and corporate/foundation donors. Educational Equity awards twenty-three scholarships totaling $43,792. The average award amount per student per semester is $1,003.

Another noteworthy expansion in this arena is the creation of a new program. Penn State secured a $1 million grant from the Jack Kent Cooke Foundation as part of a nationwide initiative aimed at significantly increasing college enrollment and retention among low-income high school and community-college students. The foundation's grant has established the Pennsylvania College Advising Corps? Penn State, which places recent college graduates in selected high schools for one to two years as full-time advisers to help low-income students enroll in college. A total of ten higher education institutions in nine states received grants from the foundation, including two in Pennsylvania: Penn State and Franklin and Marshall College. Offering individualized assistance and group workshops in the participating schools, the program will reach a total of 15,500 students over four years, offering one-on-one college advising to 3,100 students. The program was launched in underserved high schools in Philadelphia, Harrisburg, and Reading, with additional school districts to be added later.

Significant changes to the Educational Equity administrative structure, while not preplanned, nevertheless contribute to the goal of enhancing infrastructure and organizational effectiveness. The promotion of our former associate vice provost to a position in the Office of the President gave us the opportunity to create two assistant vice provost positions, thereby promoting two educational equity staff members into those positions following an extensive University-wide search process.

A broader outcome of our strategic planning goals and implementation activities has been achieving a deeper sense of coherence across Educational Equity. Each unit has contributed not only to its individual plans and goals, but also to our shared goals and overall progress. The result has been greater collaboration and collegiality, more meaningful understanding of the relationship of the range of activities and programs across Educational Equity as we support each other's successes, and a deeper sense of commitment not only to each unit's goals, but also to how each supports the broader mission of Educational Equity. This result has continued to be advantageous in the planning discussions for the upcoming planning cycle.

We gauge our success in a number of ways:

- Data, including satisfaction surveys, retention rates, and graduation rates
- Federal audits and compliance monitoring
- Informal feedback from participants, community, University entities, and other stakeholders
- The successes of those we serve

Many of our programs have external accountability to various governmental agencies, requiring extensive data measuring and tracking of student achievement. CAMP provides mid-year and final federal progress reports to the U.S. Department of Education, Office of Migrant Education. EOC, SSSP, UB, TS and UBMS provide annual performance reports to the U.S. Department of Education. The Vets office participates in annual compliance surveys conducted by the Pennsylvania Department of Education and the federal Department of Veterans Affairs. CSP provides a mid-year and an annual performance report to the Pennsylvania Department of Education.

Please see Appendix C for the accomplishments supporting each goal listed in our 2005–06 through 2007–08 strategic plan, and an update on the strategic indicators identified for that planning period.

The 2008–09 through 2013–14 Strategic Planning Process

This strategic planning process has expanded upon the integrated and participatory approach that has been successfully established through the previous strategic planning cycle. Drawing upon the annual updates and a brief set of preplanning questions posed to unit directors and senior diversity planning analysts, our planning activities began with a discussion, led by the vice provost for Educational Equity, highlighting accomplishments under the previous planning cycle and suggesting new horizons. A compilation of the preplanning questionnaire responses was shared with directors and senior diversity planning analysts to provide all planning discussion

participants with the broadest overview of Educational Equity's stakeholders, accomplishments, and approaches to measuring success. Our preplanning had initially envisioned two additional meetings: the first dedicated to identifying key factors such as changes and continuing trends and reviewing and refreshing the goals and strategies that had been painstakingly developed for the previous planning cycle; the second dedicated to finalizing a set of proposed indicators which would be drawn from previous planning cycles, unit planning updates, the preplanning questionnaire responses, and a pilot project of developing a set of University indicators associated with the *Framework*. This basic strategy blossomed into an expanded series of six meetings as directors and analysts, drawing upon rich discussions with their unit staff, brought robust discussion and thoughtful insights to the table. The result is a strategic plan to move Educational Equity forward through the next critical five-year period with a set of goals and strategies reflective of the needs and direction of its component units while mindful of the larger unit-wide context, as well as Educational Equity's purpose within the University.

Future Trends and Factors

The planning discussions summarized above identified a number of factors and trends, listed below, that form the context for our current planning. The external and internal factors are intertwined to a greater degree than ever before, and the imperative to "do more with less" pervades both the University and Educational Equity in the wake of further reductions in state support and continued efforts to minimize tuition increases. One key theme upon which our success is built is the dedication and passion of our staff.

- Increasing emphasis on information technology privacy and security issues and protection of sensitive information, including compliance with governmental and Penn State regulations and guidelines (IPAS)
- Changes in federal requirements for data collection and reporting in regard to race and ethnicity (IPEDS)
- Continued changes in demographics and student characteristics
    - Characteristics of the millennial generation
    - Increased community service experience at the high school level
    - Potential for increased student activism
    - Increasing numbers of low-income students
    - Increasing numbers of veteran students
    - Increasing number of adult learners
    - Increasing numbers of students with disabilities, and mental health referrals
    - State (and national) demographic trends resulting in larger number of students of color
    - Shifting patterns of retirement, which will impact employment management and institutional memory
    - Decreasing enrollment of women in many of the STEM fields
- Continued increases in cost of attendance (tuition, books, etc.), and students with greater unmet need
- Continued decreases in financial aid opportunities, particularly grant aid and including changes in loan-based aid

- Political climate at the federal and state levels and shifts in state and federal funding regulations and patterns, eligibility guidelines, etc.
- Shifts in governmental and public perceptions about higher education that now emphasize the individual benefit over the public good
- Increasing competition from other universities
- University development campaign "For the Students" and the importance of development efforts to Educational Equity's success
- Increasing awareness of the need to educate all segments of the population in order to maintain economic prosperity at state and national levels
- Impact of declining economy on low-income, first-generation students, and adult learners
- Opportunities for gaining a higher profile within the University and at state, regional, and national levels
- New technologies, changing patterns of student expectations and utilization of technology for communication and learning, and the "technology divide" faced by many of our students
- Increasing emphasis within the University on the centrality of diversity to achieving the institutional mission and broadening the concept of diversity
- A tighter relationship between the *Framework* and the University's general strategic plan
- Need for enhancing programs and services used to overcome the unique set of challenges and barriers initially faced by student and precollege populations served by Educational Equity, including our low-income, first-generation students
- Staffing and funding constraints (i.e., do more with less)
- Continued professional development and IT training to keep skills and knowledge up-to-date
- Continued need for more consistent gathering and reporting of data across Educational Equity units to show quantitative outcomes (especially useful in efforts to acquire additional funding and to assess the best use of resources)
- Staffing changes and restructuring within Educational Equity and the University, as well as within the units, agencies, schools, etc., with which we partner
- Inspired, dedicated personnel (this field tends to draw dedicated, passionate people)

Mission

Rooted in a social justice educational mission, the Office of the Vice Provost for Educational Equity is an academic support unit that serves as a catalyst and advocate for Penn State's diversity initiatives by providing University-wide leadership for diversity strategic planning and assessment through *A Framework to Foster Diversity at Penn State: 2004–09*; supporting the success of students from underrepresented/underserved populations; partnering with internal and external clients and stakeholders to advance educational equity within Penn State and outreach to underrepresented/underserved communities within the Commonwealth; and developing staff competencies and organizational structures to most effectively serve our clients.

Vision
Educational Equity's vision is to be a locus of activities that will assist the Penn State community in becoming an inclusive and welcoming environment for all.

Values
Educational Equity continues to embrace the values identified in Ernest Boyer's *Campus Life: In Search of Community*, for their encouragement of diversity, multicultural understanding, and outreach:

- Intellectual life is central and faculty, staff, and students work together to achieve excellence in teaching, learning, and the advancement of knowledge.
- Diverse perspectives contextualize and humanize the life of the mind.
- The dignity of all individuals is affirmed and equality of opportunity is vigorously pursued.
- Freedom of expression is protected and civility is affirmed.
- Individuals accept their obligations to the group and shared governance guides behavior for the common good.
- The well-being of each member is supported and service to others, both with in the University and through community outreach, is encouraged.
- The heritage of the institution is remembered in such a way that both tradition and change are embraced.
- The educational endeavor serves to renew and strengthen democracy.

Strategic Goals
To achieve our mission and vision, Educational Equity has developed four strategic goals that will guide our efforts through this planning period:

1. Provide leadership in implementing *A Framework to Foster Diversity at Penn State: 2004–09*, Penn State's strategic plan for diversity.

2. Enhance programs, services, and collaborations to serve and support the success of individuals from diverse underrepresented/underserved backgrounds.

3. Create opportunities for increased outreach and advocacy (within the University and beyond) to further support Goals 1 and 2.

4. Enhance organizational effectiveness and infrastructure to meet Educational Equity's goals.

Articulation of Educational Equity's Strategic Plan with University Goals
Educational Equity's goals resonate with all six of the University's strategic goals presented in *Fulfilling the Promise, the Penn State Strategic Plan 2006–07 through 2008–09*. Goal 3's emphasis on diversity, civility, inclusiveness, and implementation of the *Framework* represents a continuation of the close relationship that has always existed between the *Framework* and the Penn State Strategic Plan. Additionally, we note that several specific strategies reflect Educational Equity's 2005–06 through 2007–08 strategic plan goals emphasizing advocacy for strategies to address issues of access and affordability affecting underserved students, including low-income, first-generation to college students.

The mission and activities of Educational Equity most closely align with Goal 3 and its attendant strategies.

- Goal 3: Create a more inclusive, civil, and diverse University learning community.
    - Build a more cohesive Penn State community and greater sense of belonging for all students by enhancing the first-year experience, advising and supporting student leaders, engaging students in meaningful student-centered programs and activities, and celebrating students' achievements and contributions.
    - Continue to encourage and monitor unit-level implementation of goals established in *A Framework to Foster Diversity at Penn State*; share the results and best practices across the University and ensure that appropriate avenues for reporting complaints or concerns about discrimination or harassment are widely known.
    - Expand recruitment efforts to enroll a more diverse student population, inclusive of economic diversity.
    - Continue to close the graduation rate gap between majority and minority students by providing targeted and effective programs for all students with learning support needs.
    - Provide greater opportunities for students to engage issues of diversity and multicultural understanding, especially in the U.S. context, within the University's curriculum and co-curricular experiences.
    - Aggressively hire, develop, and retain more faculty and staff of color, women, and other representatives of diverse populations.
    - Build a more welcoming environment for international students through greater involvement of the wider communities at campuses across the Commonwealth.
    - Enhance orientation, professional development, and mentoring of faculty and staff to include greater multicultural awareness and respect for differences.

Educational Equity contributes to the University's goal of creating a student-centered research university by fostering an inclusive and welcoming environment for historically underrepresented/underserved students. Educational Equity is also committed to creation of a welcoming and inclusive environment for historically underrepresented/underserved faculty, staff, and administrators in further service to our students, and to curricular integration efforts. We strongly believe that the University's diversity goals enhance the quality of education for all Penn State students.

- Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.
    - Increase student involvement in purposeful co-curricular experiences, develop a culture of greater student responsibility, build bridges between student life and academic success, and better prepare students for active citizenship.

- Create more opportunities for students to develop leadership and entre preneurial capabilities necessary for successful careers in an increasingly global environment.
- Enhance student experiences through greater applied learning opportunities in international programs, public scholarship, internships, the arts, and undergraduate research.
- Provide high-quality, responsive, and student-centered services (including academic advising, new student orientation, career services, student health, and counseling) that increase retention and support academic and personal success.

Our activities also directly contribute to several additional strategies throughout the University's strategic plan:

- Goal 4: Align missions, programs, and services with available fiscal resources to better serve our students and their communities.
  - Ensure the University's commitment to access by aggressively striving to moderate tuition increases at all campuses and developing strategies that address the diversity of student populations.
  - Recruit prospective students aggressively from traditional and adult student populations and improve student retention at all campuses.
  - Tailor additional programs, schedules, and services to the needs of nontraditional students.
  - Ease the transition of students into Penn State programs from high schools, community colleges, and other accredited institutions.

- Goal 1: Enhance academic excellence through the support of high-quality teaching, research, and service.
  - Maintain the University's momentum in building a faculty of eminence through judicious hiring and tenure decisions, faculty development, appropriate rewards, and proactive retention practices.

- Goal 5: Serve society through teaching, research and creative activity, and service.

- Goal 6: Develop new sources of non-tuition income and reduce costs through improved efficiencies.

Our goals also operate within the context of the seven Challenges of *A Framework to Foster Diversity at Penn State: 2004–09*, the University's strategic plan for diversity developed and coordinated through Educational Equity. The seven Challenges are positioned under four dimensions of diversity, which current scholarship suggests must be addressed in higher education. These four dimensions provide a context for the seven Challenges and for developing the 2004–09 diversity strategic plan:

Campus Climate and Intergroup Relations
Challenge One: "Developing a Shared and Inclusive Understanding of Diversity"
Challenge Two: "Creating a Welcoming Campus Climate"

Representation (Access and Success)
Challenge Three: "Recruiting and Retaining a Diverse Student Body"
Challenge Four: "Recruiting and Retaining a Diverse Workforce"

Education and Scholarship
Challenge Five: "Developing a Curriculum That Fosters Intercultural and International Competencies"

Institutional Viability and Vitality
Challenge Six: "Diversifying University Leadership and Management"
Challenge Seven: "Coordinating Organizational Change to Support Our Diversity Goals"

In addition to our unit's internal goals, the vice provost for Educational Equity has been tasked with developing an action plan for facilitating University-wide progress in implementation of the *Framework to Foster Diversity* through the remainder of the current planning cycle and development of the next diversity planning cycle. This action plan is outlined in Appendix D.

Learning Outcomes
Although we are not an academic college, many of our programs are involved in direct instruction or in direct instructional support. Several of these programs have identified specific objectives in relation to learning outcomes by which their success is gauged, as defined by their specific grant. Programs with specific learning objectives include Upward Bound Math and Science Center, Upward Bound, Talent Search, and particularly College Assistance Migrant Program. Specific objectives identified by each of these programs can be found in Appendix E.

Strategic Goals and Strategies: 2008–09 through 2013–14

GOAL 1.
PROVIDE LEADERSHIP IN IMPLEMENTING *A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE: 2004–09*, PENN STATE'S STRATEGIC PLAN FOR DIVERSITY.

1. Increase awareness of the centrality and legitimacy of diversity and inclusiveness to the institutional mission through the upcoming *Framework* cycle.
2. Increase awareness and expanded recognition of merit and achievement, and broader definitions of diversity to include populations beyond gender and race/ethnicity within diversity planning.
3. Share strategies for effectively working with populations served by Educational Equity.

GOAL 2.
ENHANCE PROGRAMS, SERVICES, AND COLLABORATIONS TO SERVE AND SUPPORT THE SUCCESS OF INDIVIDUALS FROM DIVERSE UNDERREPRESENTED/UNDERSERVED BACKGROUNDS.

1. Identify and advocate for strategies to address issues of access, affordability, success, and climate affecting underrepresented/underserved populations, including low-income, first-generation to college students; students of color; veterans; students with disabilities; women in STEM fields; faculty of color; and students, faculty, and staff served through the commissions for equity and EOPC, as well as all Educational Equity offices.
    a. Assist populations served by Educational Equity in gaining access to higher education and in developing their academic and co-curricular skills for success.
    b. Increase collaboration among Educational Equity offices to provide enhanced services for a greater number of clients and ensure seamless transition among Educational Equity programs, from precollege through graduation.
    c. Enhance funding for scholarships for students and for student services such as programming, emergency grants, books, etc.
    d. Broaden programs and services to Educational Equity clients by: identifying and sharing best practices among Educational Equity units; enhancing collaboration among Educational Equity programs, as well as between Educational Equity programs and other programs and units within and beyond the University.
2. Utilize enhanced collection and use of data to support the success of Educational Equity efforts, including monitoring retention and graduation rates of students.
3. Expand use of technological resources in service delivery and in addressing the technological divide often faced by Educational Equity clients.
4. Develop and strengthen direct collaboration with colleges and Penn State campuses regarding University-wide policies, procedures, and compliance matters, as well as best practices and partnerships to enhance program support, services, and participation.

GOAL 3.
CREATE OPPORTUNITIES FOR INCREASED OUTREACH AND ADVOCACY (WITHIN THE UNIVERSITY AND BEYOND) TO FURTHER SUPPORT GOALS 1 AND 2.

1. Cultivate opportunities for partnerships and collaborations that enhance support in a "do more with less" environment.
    a. Strengthen relationships with Penn State colleges and units to lever age their support.
    b. Increase communication and consultation with units at University Park and across all Penn State campuses through all Educational Equity units, including Framework planning liaisons, the commissions, EOPC, and the senior faculty mentor.
    c. Continue to develop and expand relationships with constituent communities, agencies, K-12 schools and school districts, other postsecondary institutions, foundations, corporations and other potential donors, government agencies, and federal and state congressional representatives, as appropriate.
2. Advocate to affect institutional policies to provide a welcoming, supportive, and inclusive institutional climate that supports the success of Educational Equity clients.
    a. Increase awareness of the need to expand recognition of merit and achievement to include factors beyond grade-point average, and for broader definitions of diversity to include populations beyond gender and race/ethnicity within diversity planning.
    b. Increase awareness and recognition of need for academic and co-curricular support to facilitate student access, retention, and graduation success.
    c. Provide increased financial aid to low-income students to decrease overall loan debt upon graduation.
    d. Increase awareness of needs of diverse students within the campus and local communities.
    e. Increase awareness of the needs of diverse employees.
3. Encourage staff and programs to maintain leadership and participation in appropriate statewide, regional, and national arenas.
    a. Promote participation by staff in state regional and national associations to continue both Penn State and Educational Equity leadership in policy development and advocacy.
    b. Deliver presentations at regional and national conferences, and publish in regional and national venues.

GOAL 4.
ENHANCE ORGANIZATIONAL EFFECTIVENESS AND INFRASTRUCTURE TO MEET EDUCATIONAL EQUITY'S GOALS.

1. Develop strategies to maintain quality services and programs in an environment of decreasing resources and potential legal challenges, including federal funding and changes to grant guidelines for externally funded programs.
2. Successfully complete new program grant applications and other external funding proposals to maintain and increase programs and services.

3. Maintain proper protocols, procedures and training, and resources to ensure first rate compliance with governmental mandates.
4. Assess our capacity to meet increased demand from University strategic planning units, the commissions for equity, and EOPC for services associated with the implementation of the Framework and diversity planning and evaluation activities, and realign resources accordingly.
5. Continue to evaluate and improve processes and procedures surrounding the implementation, assessment, and evaluation of the Framework, and strengthen the relationship of diversity planning to general strategic planning.
6. Strengthen the strategic agenda for development and fundraising to increase resources to accomplish Educational Equity's goals.
7. Improve clarity, consistency, and standardization in communication, processes, and procedures to enhance organizational effectiveness.
8. Develop strategies to better accommodate geographically dispersed programs and staff.
9. Seek opportunities for greater efficiencies through use of Information Technology (including increased use of electronic document management, and data collection and management), and staff training for more efficient technology use.
    a. Develop a cross-unit data base to improve and increase data collection and management.
    b. Develop online manuals (covering federal, state, Penn State, Educational Equity, and program guidelines and processes) to facilitate standardization and communication of policies and procedures, and to facilitate staff training.
    c. Review personnel classifications to ensure consistency, and identify channels of advancement.
10. Ensure a highly knowledgeable and qualified staff with the appropriate skills, training, and resources to provide the highest quality services.
    a. Improve communication and explore cross-training to assist Educational Equity units in understanding each other's roles, jobs, responsibilities, areas of expertise, stakeholders, and resources; create a greater sense of unity; and strengthen avenues for collaboration throughout Educational Equity.
    b. Utilize retreats for professional development, unit cohesiveness and information exchange, and strategic planning activities.
    c. Provide opportunities for professional development and training; utilization of staff input; informal networking; and systematic training and orientation for new employees.
    d. Provide opportunities for recognition, appreciation, and reward for accomplishments of individuals and programs.
11. Improve promotion of program activities and outcomes among Educational Equity units, Penn State, and stakeholders.
    a. Explore the creation of a publicity plan to acquaint clients and stakeholders with Educational Equity services and enhance visibility of Educational Equity within the University, communities, and at the state and national levels as appropriate.

b. Explore the creation of an annual report to highlight program success with data and success stories.
c. Better utilize newsletter and Web presence for more systematic information exchange within Educational Equity and with our stakeholders.

Strategic Indicators: 2008–09 through 2013–14

Many of the indicators below were identified in the previous planning cycle or developed for this planning cycle, with baselines yet to be determined. Some of the indicators used in previous Educational Equity plans may continue to be useful, and are also included.

Additionally, Educational Equity has developed an action plan for facilitating University-wide progress in the implementation of *A Framework to Foster Diversity at Penn State: 2004–09* through the remainder of the current planning cycle and development of the next diversity planning cycle (see Appendix D for more detail). One high profile outcome will be the development of a University-wide set of *Framework* strategic indicators. We will use this strategic planning process as an opportunity to use our unit as a pilot project for adopting the proposed University *Framework* indicators to unit level indicators.

As we enter our implementation phase, baseline data will be gathered and regular updates will be made through the planning period. The strategic indicators may be specified further and additional indicators developed as appropriate over the course of implementation during the next planning period.

Educational Equity Profiles Under Proposed Framework Indicators:

Challenge 1:
Evidence of the Presence of a Variety of Communication Strategies, Including Traditional and Newer Technologies, to Disseminate Accurate Information and Resources for Diversity

- Diversity information and resources are easily accessible on the Web site.
- Diversity is discussed and depicted in unit documents in multiple formats.

Evidence of the Presence of Specific Programs and Initiatives that Target Populations Beyond Race/Ethnicity and Gender

- Programs and initiatives by target population.

Challenge 2:
Results of Key Questions from the University Faculty/Staff Survey, Broken Out by Gender, by Race/Ethnicity, and by Disability Status, with Appropriate Cross-Tabulations

- "The workplace climate in my department/unit is welcoming for employees from underrepresented groups."
- "Acceptance of diversity in the workplace has improved on my campus in the past three years."
- "My department is a friendly place to work."

Data From Client Satisfaction Surveys Where Available.

Challenge 3:
Data on Educational Equity Students Enrolled at Penn State

- Enrollment, by gender and by ethnicity
- 6-year graduation rates, by gender and by ethnicity
- 1- and 2-year retention rates, by gender and by ethnicity
- Grade-point average comparison at graduation, by gender and by ethnicity
- Number of adult learners, by gender and by ethnicity
- Number of students with diagnosed disability, by gender and by ethnicity
- Number of veteran students, by gender and by ethnicity
- Pell Grant recipients (possibly only significant awards)
    - Number of Pell Grant recipients, by gender and by ethnicity
    - Percentage of Pell Grant recipients within each racial/ethnic group
    - 1- and 2-year retention rates, by gender and by ethnicity
    - 6-year graduation rates, by gender and by ethnicity
    - Grade-point average comparison at graduation, by gender and by ethnicity

Challenge 4:
Educational Equity Demographic Data
Note: The conversion to the competencies system precludes useful comparisons of staff by level, other than by the broad categories of nonexempt, exempt, administrator, and executive.

- Staff demographic profile, by gender and by race/ethnicity
- Number of employees who have self-identified as having a disability
- Number of employees who are veterans
- Number of employees who self-identify as out members of the LGBT community

Challenge 5:

- Courses taught by Educational Equity staff, guest lectures, or other curricular contributions

Challenge 6:
Educational Equity Data:

- Executives, administrators, directors, by gender and by ethnicity

Faculty/Staff Survey:

- "My department/unit provides visible leadership to foster diversity."

Challenge 7:
Institutionalized Enhancements to the Diversity Strategic Planning Process

- Regular self-assessment of progress fostering diversity
- Results of assessment and follow-up activities are made readily available
- Results are used to guide development of new initiatives and to determine priorities

- Broad support of and participation in diversity planning and implementation (no one person or office is solely responsible for diversity efforts)

Strong Relationship Between Diversity Planning and General Strategic Planning

- Structural alignments and allocation of resources to support diversity goals
- Systems of accountability and reward to support diversity goals

The following Indicators are in relation to Educational Equity's strategic plan goals:

GOAL 1.

PROVIDE LEADERSHIP IN IMPLEMENTING *A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE: 2004–09*, PENN STATE'S STRATEGIC PLAN FOR DIVERSITY

- Educational Equity staff involvement in University-wide diversity /Framework committees (commissions for equity, *Framework* teams,etc.)
- Number of presentations and workshops delivered by Educational Equity staff regarding the *Framework*
- Number of direct service-based collaborations in regard to *Framework* activities

GOAL 2.

ENHANCE PROGRAMS, SERVICES, AND COLLABORATIONS TO SERVE AND SUPPORT THE SUCCESS OF INDIVIDUALS FROM DIVERSE UNDERREPRESENTED/UNDERSERVED BACKGROUNDS

- Increase in number of scholarships and financial support available for underrepresented/underserved students
- Number of individuals/students served by Educational Equity programs
- Number of individuals/students served by each program, with target goals for each program
- Number of individuals served by multiple Educational Equity programs (as appropriate), specifically in precollege through graduation pipelines
- Number of meetings conducted with individuals/students served, by program
- Enrollment, retention, and graduation rates of Educational Equity students, by program
- Number of individuals served by the Senior Faculty Mentor annually
- Number of faculty members that have requested/received supplemental funding for travel through the Senior Faculty Mentor
- Number of direct service-based collaborations (including activities in collaboration with Penn State units outside of Educational Equity and with external stakeholders)

GOAL 3.

CREATE OPPORTUNITIES FOR INCREASED OUTREACH AND ADVOCACY (WITHIN THE UNIVERSITY AND BEYOND) TO FURTHER SUPPORT GOALS 1 AND 2

- Stakeholder satisfaction (including students, staff, colleges, etc., served)
- Number of courses and workshops and presentations by Educational Equity staff (includes internal and external to the University)
- Leadership roles at national, regional, state, and University levels

GOAL 4.
ENHANCE ORGANIZATIONAL EFFECTIVENESS AND INFRASTRUCTURE TO MEET EDUCATIONAL EQUITY'S GOALS

- Number of Educational Equity professional development activities (workshops, retreats, etc.)
- Average rating of Educational Equity professional development activities (from evaluation questionnaires)
- Participation by Educational Equity staff in professional development activities
- Attendance/participation in conferences
- Identification and increase of private, corporate, and foundation sources of income; target development fundraising efforts toward low-income, first-generation to college students
- Collaborations between Educational Equity units on programmatic initiatives
- Process improvements for enhancing organizational effectiveness
- EOPC-funded programs
    - Summer grant programs (SU 2008–2012)
    - Academic Year grant programs (FA 2008–SP 2012)
    - Additional program support

Budget scenarios: 2008–09 through 2013–14

Reallocation Plan

Reduction of our permanent operating budget by 1 percent over the 2008–09 through 2012–13 planning cycle amounts to $127,945 over the five-year period. To comply with this recycling requirement, we propose cuts in the area of administrative salaries. The nature of our grant-funded programs and the increasing demands on services provided by all of our units, particularly in regard to the *Framework*, coupled with our ongoing efforts to maximize efficiencies and streamline operations, make consideration of reductions to programmatic funding simply not feasible without adverse impact to the University. Considering the changing demographics and characteristics of students over the planning period and beyond, the academic support functions delivered by Educational Equity will be ever more important to achieving the University's mission.

Budget Enhancements:

Problem Statement

One critical area of need that currently is not adequately addressed is transition services to support the retention and graduation success of multicultural and low-income, first-generation change of assignment students coming to University Park. For these students in particular, the adjustment to the University Park campus can be daunting. Currently, the Multicultural Resource Center invites change of assignment students who will be on the MRC roster to attend an orientation meeting. Participation is often low because students do not yet realize the advantage of attending such a program, and their utilization of MRC services tends

to be more crisis-oriented under the current scenario. Also, while some of the change of assignment students served by MRC are low-income, first-generation students, there are many more that are not served. Additionally, new state guidelines to Act 101 allow for creation of Act 101 programs at campuses in addition to University Park, and require that the University Park Act 101 Program, our Comprehensive Studies Program, serve Act 101 students who "transfer" to University Park from another Penn State campus. We are also exploring aligning EOP and Act 101 eligibility guidelines. Begun in 1968, the Educational Opportunity Program is funded centrally by Penn State as an alternate admission program for Pennsylvania resident students who demonstrate academic and financial need.

With the opportunity of budget enhancements, we propose a collaborative Transfer Enhancement Program focused on students who are low-income, first-generation; eligible for EOP and/or ACT 101; and/or from underrepresented racial/ethnic minority groups. The program would represent collaborations at several levels and would be focused on enhancing the change of assignment adjustment and subsequent academic success of eligible students. The program would contribute to Penn State's institutional commitment to the Act 101 grants, provide additional retention support for our EOP students, and support the 2+2 initiative.

Scenario 1

One half of our recycle amount is $63,975. With this amount of funding returned to us annually, the Transfer Enhancement Program will represent collaboration both within Educational Equity and between Educational Equity and Undergraduate Education. The Multicultural Resource Center and the Comprehensive Studies Program will collaborate with Undergraduate Education to enhance the transfer experience of the target group of students by delivering orientation, informational resources, and a much needed tutoring component. Funding will allow staff time dedicated to identifying and communicating with this roster of students, and will be primarily utilized for programming specifically targeted to their needs and concerns. Additional collaboration with the University Learning Centers will result in shared responsibilities for identifying and training tutors for the target population of change of assignment students. Tutoring support for these upper-class students will help in their process of adjusting to larger courses in an unfamiliar setting, thus helping to maintain students' grade-point averages following change of assignment.

Scenario 2

Return of the full recycling share, $127,945 annually, will allow for expansion of the proposed Transfer Enhancement Program to include outreach and collaboration with the campuses. In addition to the program description above, funding at this level will create a position within Educational Equity dedicated to working with the campuses to facilitate change of assignment for the target population prior to students' arriving at University Park. In addition to coordinating the Transfer Enhancement Program activities described in the first two scenarios, this position will work collaboratively with not only Undergraduate Education, but also the vice president for Commonwealth Campuses and the campus directors of academic affairs. Under this scenario, the position will establish a liaison relationship with each of the campuses, and will travel regularly to campuses that will be sending eligible change

of assignment students to University Park. The position will provide assistance to campuses in preparing students for transfer, to offer programming to eligible students, and to establish in-person relationships with those students prior to their change of assignment. Proactive attention will result in enhanced academic advising of students regarding change of assignment, and ensure seamless transition into the additional services provided through the program following arrival at University Park. The fully realized Transfer Enhancement Program will result in higher student retention rates, maintenance of higher grade-point average, and less likelihood of delays in progress toward graduation. This program represents added enhancement for students from the target population who are considering the 2+2 option to complete studies at University Park.

Scenario 3

Return of the full share plus five percent would be $255,890 annually. The Transfer Enhancement Program will be fully realized through additional opportunity for travel to and collaboration with campus programs at a funding level of $155, 890. We would then augment the program by focusing on recruitment of low-income, first-generation students through our newly established program, Pennsylvania Advising Corps—Penn State, which was established through a Jack Kent Cooke Foundation grant, and that requires additional institutional and grant support to be fully realized with ten program counselors. The additional $100,000 would be allocated to this program.

EDUCATIONAL EQUITY REALLOCATION PLAN

BUDGET REDUCTIONS

	2008-09 2012-13 Proposed
1. Administrative Salaries	$127,945

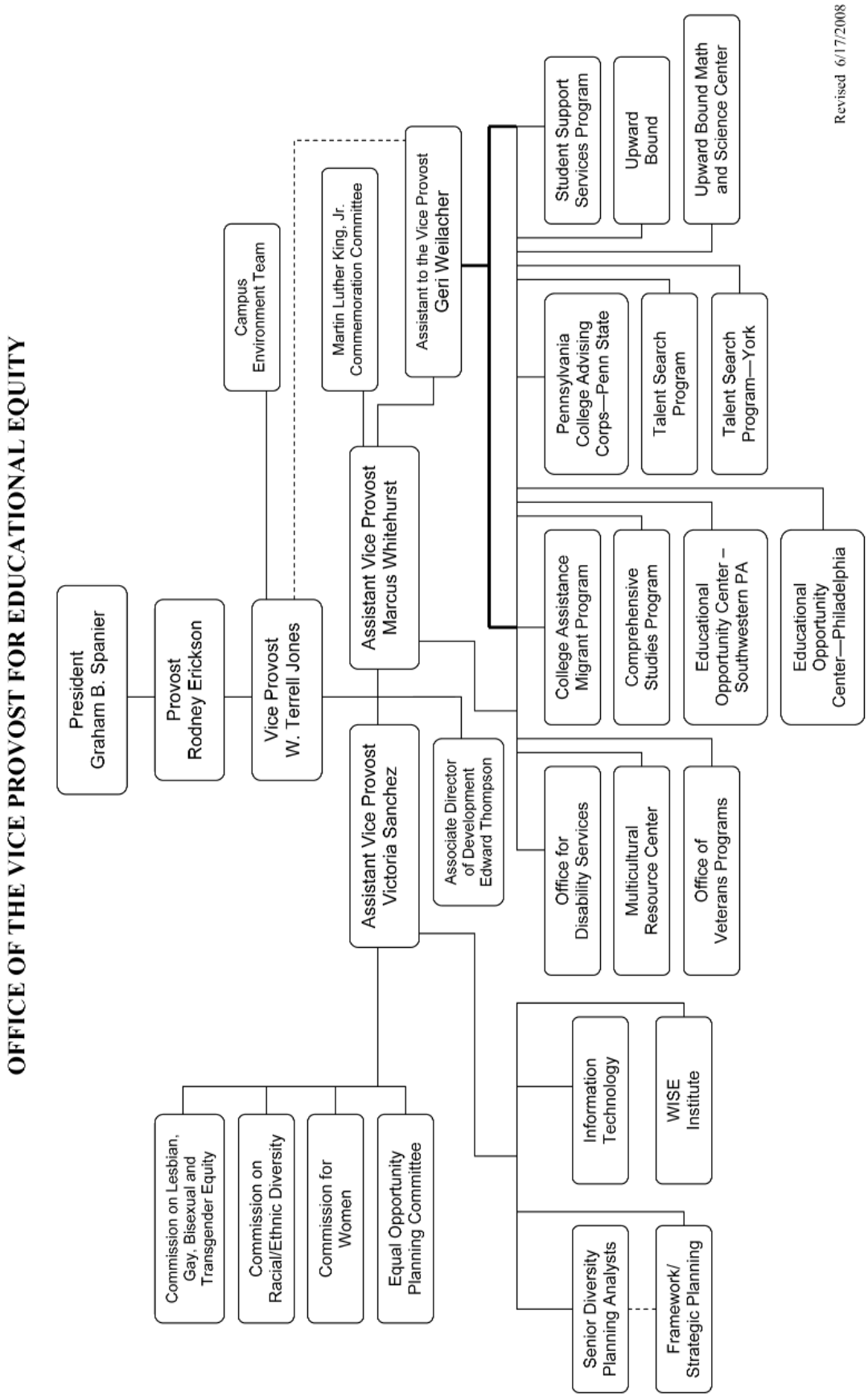
BUDGET ENHANCEMENTS

1. One-Half Recycle Amount	$63,975
2. Full Recycling Share	$127,945
3. Full Share Plus 5%	$255,890

Appendix A

Organizational Chart

Appendix A


OFFICE OF THE VICE PROVOST FOR EDUCATIONAL EQUITY
Revised 6/17/2008
President Graham B. Spanier
Provost Rodney Erickson
Vice Provost W. Terrell Jones
Campus Environment Team
Martin Luther King, Jr. Commemoration Committee
Assistant to the Vice Provost Geri Weilacher
Assistant Vice Provost Marcus Whitehurst
Assistant Vice Provost Victoria Sanchez
Associate Director of Development Edward Thompson
Student Support Services Program
Upward Bound
Upward Bound Math and Science Center
Pennsylvania College Advising Corps—Penn State
Talent Search Program
Talent Search Program—York
College Assistance Migrant Program
Comprehensive Studies Program
Educational Opportunity Center – Southwestern PA
Educational Opportunity Center—Philadelphia
Office for Disability Services
Multicultural Resource Center
Office of Veterans Programs
Information Technology
WISE Institute
Senior Diversity Planning Analysts
Framework/ Strategic Planning
Commission on Lesbian, Gay, Bisexual and Transgender Equity
Commission on Racial/Ethnic Diversity
Commission for Women
Equal Opportunity Planning Committee

Appendix B

Description of Programs

Appendix B

Description of Programs

Precollege and Student Services

College Assistance Migrant Program (CAMP)
College Assistance Migrant Program offers academic, personal, and financial support for first-year students from migrant and seasonal agricultural worker backgrounds.

Comprehensive Studies Program (CSP)
Comprehensive Studies Program provides academic and personal support for Penn State students who qualify for Pennsylvania's Act 101 services at the University Park campus.

Office for Disability Services (ODS)
Office for Disability Services provides services to students with disabilities at University Park and acts in an advisory capacity to the Disability Contact Liaisons at other Penn State campuses.

Educational Opportunity Centers in Philadelphia and Southwestern Pennsylvania
Educational Opportunity Centers help adults age 19 or older to begin or to continue a program of postsecondary education. Adults assisted by EOC programs across the country are low-income individuals whose parents did not graduate from college.

Multicultural Resource Center (MRC)
Multicultural Resource Center provides undergraduate students of color at University Park with academic and personal support.

Pennsylvania College Advising Corps–Penn State
The Pennsylvania College Advising Corps helps Pennsylvania students to select and apply to a postsecondary education program. Funded by a grant from the Jack Kent Cooke Foundation, recent Penn State graduates will serve as advisers in selected public secondary institutions in southeastern Pennsylvania.

Student Support Services Program (SSSP)
Student Support Services Program provides low-income, first-generation, or students with a physical or learning disability with a variety of services designed to enhance their academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment.

Talent Search Programs at University Park and York, PA
Talent Search helps eligible youth and adults to continue in and complete secondary education or its equivalent and to enroll in or reenter a college or training program.

Appendix B

Upward Bound (UB)
Upward Bound helps eligible high school students gain the skills and motivation necessary to continue their education beyond high school. Students are eligible if the family's income is low to moderate. Penn State's Upward Bound program serves students from selected schools in five counties: Clearfield, Centre, Dauphin, Huntingdon, and Mifflin.

Upward Bound Math and Science Center (UBMS)
Upward Bound Math and Science Center provides educational opportunities for low-income high school students who show interest in math and science.

Office of Veterans Programs (Vets)
Office of Veterans Programs is a comprehensive, direct-service unit for veterans and Department of Veterans Affairs benefits recipients.

Women in the Sciences and Engineering (WISE) Institute
Women in the Sciences and Engineering (WISE) Institute provides programs and activities to recruit, retain, and provide professional development for women in science, technology, engineering, and mathematics (STEM) fields where women are significantly underrepresented.

Central Services

Central Administrative Office
Includes the Vice Provost for Educational Equity, two Assistant Vice Provosts for Educational Equity, the Assistant to the Vice Provost for Educational Equity, and their administrative staff.

Information Technology
The Information Technology staff provide the infrastructure and support services that ensure a reliable and secure computing environment for the staff of the Office of the Vice Provost for Educational Equity. In addition, other services include: development and support services for departmental and divisional databases; Web application development; data reporting services; Internet and intranet site design and development; and print and electronic publication design services.

Senior Diversity Planning Analysts
Senior Diversity Planning Analysts provide a variety of services, including providing support for the three Penn State commissions and EOPC; publishing the Diversity Calendar; assisting Penn State units in the implementation of the Framework; staffing Framework review teams; and conducting institutional research and analysis on diversity-related topics.

Senior Faculty Mentor
The senior faculty mentor provides a variety of supportive services to tenure-track faculty members belonging to underrepresented racial/ethnic groups to facilitate attainment of tenure and promotion. Services offered include: mentoring; individual

Appendix B

consultations regarding progress toward tenure and promotion, including review of dossiers; advice regarding vitae maintenance and development; supplemental travel support to attend conferences; and activities to promote networking and a sense of community including a listserv for disseminating relevant information.

Commissions and Committees

Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE)

Created in 1991, the Commission on Lesbian, Gay, Bisexual and Transgender Equity is an advisory group to the President. The purpose of the commission is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender (LGBT) members of the University community.

Commission on Racial/Ethnic Diversity (CORED)

The Commission on Racial/Ethnic Diversity (CORED) was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity. The commission is dedicated to enhancing the University's climate for diversity at all its campuses in the Commonwealth.

Commission for Women (CFW)

Since 1981, the Commission for Women has identified areas of concern for women employees and students of Penn State. It is a forum for exchanging ideas that can translate into improved practices to support women at Penn State. Its membership represents every employment category: faculty, exempt and nonexempt staff, technical-service and administrative, as well as graduate and undergraduate students. The President appoints the members of the commission as an advisory group to recommend policies and programs to enhance the University's working and learning environments. Anyone can get involved in the commission's activities as an affiliate member.

Equal Opportunity Planning Committee (EOPC)

EOPC was formed in 1983 as a response to a desegregation mandate issued by the U.S. Department of Education to all public institutions within the Commonwealth of Pennsylvania. The primary task of EOPC is overseeing the allocation of institutional funding to Penn State units for developing and implementing programs and activities intended to advance the diversity mission of the University. Funding from EOPC is intended to provide seed money for innovative pilot programs and existing initiatives that create and support a climate of equity throughout Penn State.

Appendix C

Implementation of the 2005–06 through 2007–08 Strategic Plan

Appendix C

Implementation of the 2005–06 through 2007–08 Strategic Plan

2005–06 through 2007–08 Goals/Actions

GOAL 1.
ENHANCE PROGRAMS AND SERVICES TO SERVE CLIENTS AND SUPPORT THE SUCCESS OF STUDENTS FROM UNDERSERVED POPULATIONS AND OTHER EDUCATIONAL EQUITY CLIENTS

1. **Identify and advocate for strategies to address issues of access and affordability affecting underserved students, including low-income, first-generation to college students.**
    a. Advocate for changes to procedures for assigning financial assistance to students, including expanding the definition of merit to include factors beyond grade-point average.
    b. Identify and share best practices among Educational Equity units.
    c. Enhance funding for student services such as programming, emergency grants, books, etc.
    d. Ensure seamless transition among Educational Equity programs, from precollege through graduation.

Accomplishments

- CLGBTE has worked to support and facilitate creation of an LGBT minor program of study in the College of the Liberal Arts.

- CLGBTE successfully migrated the LGBT Support Network administration to the LGBTA SRC.

- CORED, in collaboration with the NAACP student organization, co-sponsored a First Amendment panel discussion with students in November 2006.

- CFW published *We Are a Strong, Articulate Voice*, a book on the history of women at Penn State.

- CAMP routinely meets or exceeds its targets on all of its fourteen objectives. One hundred percent of CAMP students have met program criteria for establishing a strong connection to the University, successfully completing any necessary developmental courses, strengthening their study skills, and exploring career options. Ninety-one percent of CAMP students successfully completed their first year of college and 97 percent continue to be enrolled in postsecondary education. One hundred percent of participants' parents demonstrated support for their student's education by signing the parental agreement.

Appendix C

- CSP retention rates, tutoring success rates, student evaluations, and individual successes all indicate notable accomplishment. CSP's 94 percent first-year retention rate and 80.5 percent second-year retention rates exceed program objectives.

- EOC-Philadelphia consistently meets its U.S. Department of Education approved goals and objectives, assisting more than 9,000 people with their educational goals during the ten years of the program. The program provides weekly services to program participants at eight locations throughout the Philadelphia area, and assists 50 percent of its clients with enrolling in a program of secondary education during each program year.

- Since 1991, EOC—SWPA has assisted more than 29,000 people in pursuing their education and career goals, provided assistance for more than 22,000 individuals applying for postsecondary education, helped 8,400 with enrollment, assisted more than 25,000 individuals applying for financial aid, and conducted a minimum of twenty seven workshops per month in the nine-county target area to identify and assist 2,000 adult participants from diverse and underrepresented backgrounds and populations.

- MRC hosts activities designed to optimize retention and graduation rates among its students: fall orientation for first-year students, fall and spring transfer student orientation, Parents Weekend Open House and Awards reception and ongoing mentoring groups (BOTH, AASIA). MRC is most successful with one-on-one counseling with program students. Qualitative and quantitative data collection indicate specific objectives regarding MRC contact with students were met.

- Pennsylvania College Advising Corps—Penn State initiated operations at seven urban Pennsylvania high schools, securing office space within the schools, gaining support from the administrators and teachers, and providing services to help 550 high school students to select and apply to college. The program is meeting its stated goals.

- SSSP program retention and graduation rates exceeded 80 percent for the past five years, consistently exceeding the SSSP retention and graduation objective of 70 percent, and 96 percent of each cohort has persisted through to graduation over the past six years. At the close of the 2008 academic year, 93 percent of participants are in good academic standing, and 97 percent of participants have been retained. All participants' academic status is tracked and monitored annually.

- TS—UP: A passing rate of 95 percent or better for sixth to eleventh graders represents an improvement of more than 20 percent in grade promotion rates at the program's school districts. A graduation rate for seniors of 95 percent or better represents an improvement of more than 27 percent in

Appendix C

persistence to graduation rates at the program's school districts. Over the past fifteen years, the program's postsecondary enrollment rate is 76 percent, which is 51 percent greater than the college-going rates for low-income students nationally. One of the program's school districts has adopted the program curriculum for use in the whole district because of its success. Other districts have given the program dedicated office space in school renovations.

- TS—York: Consistently meets program objectives. More than 85 percent of nonsenior students were promoted to the next grade, and more than 85 percent of seniors graduated from high school. More than 80 percent of seniors applied for postsecondary admission and financial aid, and more than 75 percent of seniors enrolled in a program of postsecondary education. The program has also been successful in changing the mindset of students, parents, and the community at large that higher education is something that they can achieve.

- UB: Offers comprehensive six-week summer residential program, with academic courses, remediation, career and major options, and mentoring experiences with current Penn State students. Six Saturday programs, monthly visits to target schools, specific counseling and support activities to UB students with the goal of gaining enrollment in postsecondary institutions. Annual performance updates indicate that UB consistently fulfills each of its objectives.

- UBMS: Provides specific counseling and support activities to UBMS program students with the goal of gaining enrollment in postsecondary institutions. The Summer Academy provides direct math and science instruction, personal counseling, and referrals. Of high school graduates from 2001–07 who completed the UBMS program, 80 percent have graduated with a postsecondary degree or are enrolled and making satisfactory progress. More than 95 percent of participants demonstrated achievement in both math and science skills. One hundred percent of participants who were high school seniors graduated from high school and 95 percent of the 2007 graduates are enrolled in postsecondary education. UBMS exceeds its program objectives. Participants who are enrolled in postsecondary education are making satisfactory progress toward degrees.

- Vets: All recently-discharged Pennsylvania veterans are contacted by mail and offered information and assistance in furthering their education and utilizing Department of Veterans Affairs educational benefits and other forms of financial aid. Surveys of prospects who received significant contact from peer counselors indicate satisfaction with services. Annual compliance surveys conducted by the state Department of Education and the Federal Department of Veterans Affairs are consistently positive.

Appendix C

- WISE: New recruitment program—WISE Week Day camp for local and rural students. Sixty-four percent of students participating in the AWIS stayovers in 2005, 2006, and 2007 matriculated at Penn State, with an increase in percentage each year. Quantitative and qualitative measures indicate success, specifically: positive testimonials from program participants, 25-30 percent matriculation at Penn State by WISE Camp participants, #1 ranking on MentorNet, and increased attendance at events targeting women students, faculty, and staff. Formal and informal surveys indicate a high level of satisfaction with the service provided by WISE staff.

- A series of brownbag presentations, informal luncheons, retreats, and other discussion opportunities have supported exploration of best practices among Educational Equity units.

- Funding has been enhanced for emergency loans for students.

2. Identify and secure avenues for greater funding for student support through collaboration with colleges and academic support units.

Accomplishments

- Return of College of Engineering as a financially supporting WISE college and increased funding from new industry sources.

3. Enhance collection and use of data to support success and retention of students.

Accomplishments

- Educational Equity has developed a prototype data base for gathering common data across units.

- CFW is gathering data for publication of a "Status of Women at Penn State" data report, which is intended for periodic publication.

- EEIT has instituted a system to track support activity, which will enable EEIT to quantify activities and services.

Appendix C

2005–06 through 2007–08 Goals/Actions

GOAL 2.
CREATE OPPORTUNITIES FOR INCREASED COLLABORATION AND OUTREACH WITHIN THE UNIT, THE UNIVERSITY, AND THE LARGER COMMUNITY.

1. **Increase collaboration among Educational Equity offices to provide enhanced services for clients.**

Accomplishments

- Professional development brown bags and retreats focused on collaborations within Educational Equity and within the University.

2. **Identify opportunities for greater collaboration and support.**
    a. Strengthen relationships with Penn State colleges and units to leverage their support: Office of Undergraduate Admissions, Bursar's Office, Student Aid, Transportation Services, Office of Student Affairs (LGBTA Student Resource Center, University Health Services, CAPS, University Learning Centers, Residence Life, Center for Women Students), Speech and Hearing Clinic, Morgan Academic Support Center for Student-Athletes, the McNair Post-Baccalaureate Achievement Program, academic colleges and academic support units, college multicultural officers, faculty, information technology units, Penn State campuses other than University Park, student organizations, World Campus, Office of Human Resources.
    b. Provide consultation and advise Penn State campuses other than University Park on achieving parity in services to underserved students and other client groups.
    c. Continue to develop and expand relationships with constituent communities, agencies, K-12 schools, other postsecondary institutions, and federal and state congressional representatives.

Accomplishments

- Educational Equity representation in University governance through the Academic Leadership Council, President's Council, and University Faculty Senate ensures a perspective of diversity is at the table in all discussions.

- Educational Equity is leading the IPEDS initiative to convert University demographic data gathering to conform to new Federal requirements by 2010.

- EEIT has served in University leadership roles in implementing network security initiatives, firewall services, utilizing AIS Generalized Interface in database development, and Web design for the Provost's offices.

Appendix C

- Longtime leadership in Forum on Black Affairs.
- Diversity Calendar lists about 1,000 events/exhibits per year and maintains a mailing list of several hundred individuals from all Penn State campuses.
- Created diversity listserv, a meta listserv that reaches CFW, CORED, CLGBTE, EOPC, Educational Equity, Zero Tolerance for Hate Support Network, multicultural coordinators and diversity committee chairs, as well as a number of individuals who have specifically requested to be added.
- CIC diversity officers, the longest standing diversity group (we have comparatively large infrastructure, staff, and resources).
- CSP is one of the original ACT 101 programs since 1972 and Educational Equity is active in leadership at the state level.
- Educational Equity is active in the Pennsylvania Human Relations Commission at the state level, and the vice provost for Educational Equity is chair of the Centre County Advisory Board.
- Long time leadership in Pennsylvania Black Conference on Higher Education, and has become more inclusive and focused on low-income, first-generation students and initiated a student leadership conference in addition to the main conference.
- Presentations regarding *Framework* and our infrastructure for diversity at national diversity conferences including NCORE, NASPA Multicultural Institute, and the ACE "Educating All of One Nation" conferences. The presentations have resulted in a number of consultations with other institutions who are seeking to establish or improve their diversity planning and infrastructure; several have sent representatives for site visits.
- CFW, in collaboration with the Smeal College of Business, hosted a University-wide presentation, "It's Not a Glass Ceiling, It's a Sticky Floor," by Rebecca Shambaugh, a Washington, D.C.-based leadership-development coach (October 2007).
- CLGBTE, in collaboration with AAO and the LGBTA Student Resource Center, presented a series of educational programming on transgender issues, and in collaboration with OHR, is developing protocols regarding transitioning staff members.
- CORED, in collaboration with the OHR Multicultural Staff Support Center, established a multicultural staff mentoring program.
- CORED, in collaboration with the senior faculty mentor, established an annual promotion and tenure workshop focusing on issues of underrepresented faculty members.

Appendix C

- Jointly, the commissions meet annually with the Board of Trustees, biennially with executive director of the Penn State Alumni Association, biannually with the director of Intercollegiate Athletics, and have standing representation on the ICA diversity committee and liaison relationships with the University Faculty Senate through the Standing Committee on Educational Equity and Campus Climate.

- Educational Equity convened annual meetings for coordinators of Educational Opportunity Programs (EOP) at the campuses, to enable EOP personnel to discuss best ways to assist and retain low-income, academically underprepared students admitted to Penn State through EOP.

- The senior faculty mentor created a network of senior scholars at Penn State campuses to provide support services to faculty of color.

- The director and/or CAMP staff participated in several collaborations including the Pennsylvania Migrant Education In-Service Conference, Development and Alumni Relations immigration panel, the World Cultural Festival, and an Educational Equity brown bag session on immigration. CAMP staff work collaboratively with Residence Life, Admissions, Student Aid, Judicial Affairs, Career Services, and college advising centers. External collaborations include work with the Pennsylvania Office of Migrant Education, the National High School Equivalency Program/CAMP Association, InRoads, and AmeriCorps.

- CSP works with college advisers and multicultural directors to enhance the services provided to CSP students. The CSP director and staff maintain an active working relationship with Student Aid, Admissions, DUS, FastStart, McNair Scholars, Philadelphia Futures, and the University Learning Centers. CSP staff serve on CLGBTE and CORED.

- A new position was created in ODS to work directly with the campus Disability Contact Liaisons, and to work with campus administrators to provide training, workshops, and additional funding to support students with disabilities at campuses. These initiatives have already begun to have an impact on more consistent services and adherence to policies, procedures, and guidelines across the University. Students eligible for services must meet with a representative from ODS or their campus Disability Contact Liaison to discuss their individual reasonable adjustments, auxiliary aids, and services for each course.

- Vets: Concurrent Application (CONAP) program provides service to U.S. Army reservists and active duty members during their enlistment to facilitate their pursuit of higher education.

- Vets: Federal performance audits are consistently positive. One hundred percent of eligible discharged veterans are contacted by mail and offered information and assistance in utilizing educational benefits and other

financial aid. Vets has achieved mastery of the new VA enrollment certification system, and provides training to campus certifying officials by request.

GOAL 3.
ENSURE A HIGHLY KNOWLEDGEABLE AND QUALIFIED STAFF WITH THE APPROPRIATE SKILLS, TRAINING, AND RESOURCES TO PROVIDE THE HIGHEST QUALITY SERVICES.

1. **Improve communication to assist Educational Equity units in understanding each other's roles, jobs, responsibilities, areas of expertise, stakeholders, and resources; and create a greater sense of unity throughout Educational Equity.**
    a. Utilize retreats for learning about each program and exploring avenues for collaboration.
    b. Provide opportunities for professional development and training, utilizing staff input, and for informal networking.
    c. Develop orientation and systematic training for new Educational Equity employees, including staff assistants.
    d. Provide opportunities for recognition, appreciation, and reward for accomplishments of individuals and programs.

Accomplishments

- A series of brown bag presentations, informal luncheons, retreats, and other professional development opportunities have facilitated communication and collaboration across Educational Equity units.

- More formal staff assistant orientation and training has been implemented.

- Launched the *Overview* newsletter.

- CAMP staff participated in a variety of seminars and workshops, for a total of 1,215 hours during the 2006–07 academic year.

- EOC—SWPA director, counselors, and staff attended more than 475 hours of regional, state, and national training and development in 2006–07. The program provides monthly cross training to EOC staff. EOC staff presented at state and national conferences.

- MRC provides staff development opportunities on issues related to staff cohesion, counseling theories, strategies, and techniques for multicultural students. Conducted fall and spring staff retreats.

2. **Enhance collection and use of data and benchmarking (including salary ranges and exit interviews) to support hiring and retention of quality staff.**
    a. Review personnel classifications to ensure consistency and identify channels of advancement.

Appendix C

Accomplishments

- Personnel classifications have been reviewed for consistency. Educational Equity continues to work closely with the Human Resources representative and the central OHR in regard to hiring and retention of quality staff.

GOAL 4.
PROVIDE LEADERSHIP IN IMPLEMENTING *A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE: 2004–09*, PENN STATE'S STRATEGIC PLAN FOR DIVERSITY.

Accomplishments

- Representation in University governance through the Academic Leadership Council, President's Council, and University Faculty Senate ensures a perspective of diversity is at the table in these forums.

- Implementation of domestic partner benefits.

- Inclusion of gender identity in the University's nondiscrimination policies.

- University student enrollment data are now automatically disaggregated by gender and race/ethnicity.

- Implementation of the 6 credit diversity curriculum requirement and certification of courses that meet the designation.

- Establishment of the University Faculty Senate Standing Committee on Educational Equity and Campus Environment. The committee has established a diversity scholarship.

- Presentations regarding the *Framework* and our infrastructure for diversity at national diversity conferences including NCORE, NASPA Multicultural Institute, ACE "Educating All of One Nation."
    - Presentations have been very successful, with typically 75-100 attendees per session, robust discussion and questions, and follow-up contacts during and after conferences. Conference evaluations are very positive.
    - Presentations and online documentation have resulted in a number of consultations with other institutions that are seeking to establish or improve their diversity planning and infrastructure; several have sent representatives for site visits.

1. **Assess our capacity to meet increased demand from University strategic planning units, the three commissions, and the Equal Opportunity Planning Committee for services associated with implementation of the *Framework* and diversity planning and evaluation activities, and realign resources accordingly.**

Appendix C

Accomplishments

- Streamlined and more clearly defined delivery of services. Significant planning and process improvements in managing and implementing the *Framework* midpoint review including aspects such as staff training, data delivery to University units, communication with and support for University units in regard to *Framework* activities.

- Created and implemented a set of Best Practices in Diversity Strategic Planning workshops delivered to budget executives and their designates.

- Created and distributed policies and procedures guidelines document to streamline and clarify commission utilization of Educational Equity staff.

- Analyzed *Framework* process, compiled and analyzed Best Practices identified in midpoint review, and proposed next steps in *Framework* implementation and assessment.

2. Continue to evaluate and improve processes and procedures surrounding implementation, assessment, and evaluation of the *Framework*.

Accomplishments

- Launch of 2004–09 *Framework*

- Successful University-wide midpoint review process for implementation of the *Framework*, including significant planning and process improvements in managing the review process.

- Presentation of two Best Practices in Diversity Strategic Planning Workshops delivered to budget executives and their designates.

3. Advocate for expanded definitions of merit and the needs of low-income students within diversity planning.

Accomplishments

- *Framework* review teams were attentive to concerns about narrow definitions of merit in regard to student and employee populations.

- The Penn State strategic plan *Fulfilling the Promise, the Penn State Strategic Plan 2006–07 through 2008–09* includes several specific strategies that reflect Educational Equity's 2005–06 through 2007–08 strategic plan goals emphasizing advocacy for strategies to address issues of access and affordability affecting underserved students, including low-income, first-generation to college students.

Appendix C

GOAL 5.
ENHANCE ORGANIZATIONAL EFFECTIVENESS AND INFRASTRUCTURE TO MEET EDUCATIONAL EQUITY GOALS.

1. **Develop strategies to maintain high levels of services in an environment of decreasing resources, including federal funding and changes to grant guidelines for TRIO programs.**

Accomplishments

- Secured new grant and established Pennsylvania College Advising Corps—Penn State. In its first year, 385 students have registered for the program and most have applied to one or more postsecondary institutions. Initial accomplishments include:
    - Identifying and building relationships with targeted schools.
    - Securing office space for the advisers.
    - Partnering with other precollege programs and community organizations.
    - Additional resources secured include a $20,000 contribution from PHEAA, a $42,200 grant from the Franklin H. and Ruth L. Wells Foundation to hire an additional college adviser, and additional applications for grant funding are in process.

- All external grant-funded programs successfully renewed their grants within this planning period, sustaining $3 million in federal and state grant funds annually.

2. **Develop a strategic agenda for development and fundraising.**

Accomplishments

- Bringing on board an associate director of development has resulted in significant progress in fundraising efforts to support student scholarships, including scholarships for veterans and students with disabilities, and the creation of an Educational Equity development advisory board to help facilitate the development agenda by cultivating new individual and corporate foundation donors.

- ODS manages nine scholarships for students with disabilities who have documented financial need. Additionally, a new endowment has been secured; the Perrotta Family-Charlotte W. Newcombe Foundation Scholarship for Students with Disabilities, which will result in $50,000 over four years.

- During this planning period, WISE received $152,175 in grant monies and other funding from sources such as Boeing, Lockheed Martin, Norfolk Southern, Raytheon, Ford Motor Company, PPG, Pennsylvania Space Grant Consortium, Hershey, Harris Foundation, Women in Engineering Program,

Appendix C

external stakeholders, and alumni for programming and scholarships. Lockheed Martin discontinued funding in the 2007–08 fiscal year, resulting in a shortfall of $23,000.

- In addition to focus on endowed scholarships, the development agenda also includes opportunities for establishing annual scholarships. Two have been established.

- A group of scholarships previously administered through the Office of Student Aid are now dedicated to Educational Equity students and administered through Educational Equity.

- Through the development office, Educational Equity awards twenty-three scholarships totaling $43,792, with an average semester award amount of $1,003.

3. **Improve clarity, consistency, and standardization in communication, processes, and procedures to enhance organizational effectiveness.**
    a. Develop strategies to better accommodate geographically dispersed programs and staff.
    b. Seek opportunities for greater efficiencies through use of Information Technology, including increased use of electronic document management to reduce unnecessary printing costs, data collection management.
    c. Evaluate impact of space allocations in terms of fit, function, services, and student participation.
    d. Develop online manual of policies and procedures.
    e. Focus on unit-wide collaboration to better support clients and eliminate silos within the unit (includes reconfiguring subgroups according to function/clientele, rather than funding source; sharing resources to support clients; reconfiguring directors for quarterly focus on strategic planning; counseling group meetings).
    f. Examine Educational Equity policies and procedures to standardize and streamline for greater effectiveness.
    g. Develop staff newsletter or Web page for more systematic information exchange.

Accomplishments

- Utilize telephone conference and video conference for directors networking meetings and other meetings to facilitate the participation of members not based at University Park.

- The creation of a Web site for the senior faculty mentor provides a variety of information that is useful for tenure track faculty of color and a listserv that enables faculty of color to share information.

Appendix C

- Senior faculty mentor collaboration with CORED in providing an annual workshop focusing on facilitating success in tenure and promotion for faculty of color.

- EEIT has remained proactive in maintaining a secure computing environment: our network, servers, and data have never been compromised.

- Standardization of IT hardware and software and reduction of duplicate services allows greater focus on core services. Migration to the Penn State active directory network eliminates the need to purchase/manage/upgrade hardware. Help Desk application(s) will facilitate tracking of support services. Developed a prototype data base for gathering common data across Educational Equity units.

- Reallocation of office space completed under previous planning cycle has been successful.

- Unit-wide collaboration has been facilitated through a number of venues including formal and informal opportunities. The "AAP" designation for grant-funded programs was discontinued as an outcome of the previous planning process and fully implemented within this planning period, with programs developing greater affinities according to function and population served. Directors meetings have been utilized regularly for strategic planning discussions. Professional development opportunities have focused on counseling concerns.

- Created and distributed policies and procedures guidelines document to streamline and clarify commission utilization of Educational Equity staff and outline relevant University policies.

- Created diversity listserv, a meta-listserv that reaches the listservs of CFW, CORED, CLGBTE, EOPC, Zero Tolerance for Hate Support Network, multicultural coordinators, and diversity committee chairs. Response has been positive and there have been a number of requests from individuals to be added to the list.

- Developed a more streamlined process for submitting EOPC funding proposals.

- After twenty-five years of operating under one type of structure, CFW has reorganized in an effort to become more issues driven.

- Significant planning and process improvements in managing and implementing the *Framework* midpoint review including aspects such as staff training, data delivery to University units, communication with and support for University units in regard to *Framework* activities.

- Launched the *Overview* newsletter.

Appendix C

- The promotion of our former associate vice provost to a position in the Office of the President gave us the opportunity to create two assistant vice provost positions, thereby promoting two Educational Equity staff members into those positions following an extensive University-wide search process.

Strategic Indicators

Many of the indicators below were newly identified for the 2005–06 through 2007–08 planning period, and baselines had yet to be determined. Some of the indicators used in previous Educational Equity plans may continue to be useful, and were also included. Others were determined to be less useful for gauging Educational Equity's progress and were discontinued.

Goal 1.

Enhance programs and services to serve clients and support the success of students from underserved populations and other Educational Equity clients.

- Increase in number of scholarships available for underrepresented/ underserved students
  - ODS manages nine scholarships and has secured a new endowment that will result in $50,000 over four years.
  - Two annual scholarships have been established through the development office.
  - A group of scholarships previously administered through the Office of Student Aid are now dedicated to Educational Equity students and administered through Educational Equity.
  - Through the development office, Educational Equity awards twenty-three scholarships totaling $43,792, with an average semester award amount of $1,003.

- Number of students served by Educational Equity programs: **2007–08**

CAMP		35
CSP		320
ODS		553
SSSP		182
EOC—Philadelphia		1,000
EOC—SWPA		2,000
MRC	(Roster = 4,190) MRC students served=	1,688
Pennsylvania College Advising Corps—Penn State		603
Talent Search —UP		950
Talent Search—York		600
UBMS		65
UB		100
Vets (UP and World Campus)		959
WISE	(Precollege= 175; Penn State = 439)	416

- Number of students served by multiple Educational Equity programs, specifically in precollege through graduation pipelines
  - Data are not yet available

- Reduce intergroup disparities in retention and graduation rates

Appendix C

Baccalaureate Retention Disparities between Minority and White

2006 Cohort

One Year

University Park	4.1%
Commonwealth Campuses	4.4%

2005 Cohort

One Year

University Park	3.8%
Commonwealth Campuses	4.4%

Two Years

University Park	8.1%
Commonwealth Campuses	4.8%

2004 Cohort

One Year

University Park	3.1%
Commonwealth Campuses	3.4%

Two Years

University Park	7.1%
Commonwealth Campuses	9.5%

Three Years

University Park	9.4%
Commonwealth Campuses	11.3%

Baccalaureate Graduation Disparities between Minority and White

2001 Cohort

Four Years

University Park	13.3%
Commonwealth Campuses	9.4%

Five Years

University Park	12.0%
Commonwealth Campuses	10.9%

Six Years

University Park	11.9%
Commonwealth Campuses	11.3%

2000 Cohort

Four Years

University Park	12.6%
Commonwealth Campuses	6.2%

Five Years

University Park	10.9%
Commonwealth Campuses	6.6%

Appendix C

Six Years	
University Park	10.9%
Commonwealth Campuses	5.6%
1999 Cohort	
Four Years	
University Park	15.2%
Commonwealth Campuses	8.6%
Five Years	
University Park	13.9%
Commonwealth Campuses	10.4%
Six Years	
University Park	12.6%
Commonwealth Campuses	8.4%

Goal 2.
Create opportunities for increased collaboration and outreach within the unit, the University, and the larger community.

- Client satisfaction (including students, staff, colleges, etc., served)
  Data are not available for this indicator.

SSSP

- Participants in each SSSP activity complete a program evaluation, results of which are reviewed and taken into consideration for future programming decisions.
- Exit surveys are offered to graduating seniors; however, response rates are typically too low to be useful.

TS—UP

- Extensive surveys are administered annually to each TS—UP student, and to all faculty, administrators, and guidance personnel at target schools. Results are compiled, analyzed, discussed, and used in determining programmatic adjustments.
- Response rates typically range between 60 percent and 80 percent.
- TS – UP has enjoyed very positive relationships with its constituents over the past several years, which has resulted in high levels of satisfaction being reported.

WISE

- Student evaluations of various WISE programs average 4.5 on a scale of 1–5
- Feedback from constituent colleges, external stakeholders, and program participants consistently indicates a high level of satisfaction.

CAMP

- The CAMP fall 2007 semester survey indicated an overall (90 to 100 percent) student satisfaction with CAMP services and climate, as indicated by questions addressing CAMP's ability to help students improve study skills, establish a strong connection to the University, resolve financial aid problems, and to offer a family-like environment.

Appendix C

EOC—Philadelphia

- Annual assessment discussions with Community Center collaborators result in changes based on recommendations.

SDPA

- Stakeholder feedback regarding commission and EOPC work is consistently positive.
- Stakeholder feedback regarding *Framework* review process is consistently positive.
- Evaluations from conference presentations are consistently positive, averaging 4.5 on a 1-5 scale.
- Benchmarking interest in the *Framework* and review process from other universities and organizations indicates positive response.

- **Number of courses and workshops taught by Educational Equity staff:**
  Courses
  - AAA S 003 (5)
  - C I 405 during period (7)
  - CAMP 3-crs. FYS (5)
  - LLED 005 (3)
  - LLED 010 (6)
  - Math 97c (6)
  - Math 002 (3)
  - PSU 006 (3)
  - Classes taught by SSSP staff (6)

Selected workshops and conference presentations

- *Framework* presentations at NCORE, ACE, NASPA (6)
- Conference or workshop moderation/facilitator/panelist (6)
- Educational Equity brown bag presentations (2)
- Guest lecture presentations in Penn State classes regarding Educational Equity (6)
- Workshops presented by MRC (11)
- Office 2007 Overview (1)

Program workshops

- Best Practices in Diversity Strategic Planning (3)
- Diversity Strategic Planning and Reporting(4)
- Diversity Calendar (2)
- EOPC: 7
- SSSP: 41
- TS—UP: 370
- WISE: 1
- MRC: 17
- PA—CAC: 150
- CAMP: 27
- EOC—Philadelphia: 450

Appendix C

- Number of direct service-based collaborations (including activities in collaboration with Penn State units outside of Educational Equity and with external stakeholders).

  No comprehensive data are available. Selected program data are listed below. Note that each unit defines what is comprised in "direct service-based collaborations" differently.

  - IT: (4)
  - SSSP: (37)
  - TS— UP: (22)
  - TS— York: (2)
  - WISE: (71)
  - MRC: (42)
  - PA—CAC: (8)
  - CAMP (78)
  - EOC—Philadelphia: (9)

Goal 3.

Ensure a highly knowledgeable and qualified staff with the appropriate skills, training, and resources to provide the highest quality services.

- Number of Educational Equity professional development activities (workshops, retreats, etc.)
  - 17 brown bag luncheon presentations
  - 2 all-day professional development days (one featured speaker Laura Rendon; another focused on collaboration)

Goal 4.

Provide leadership in implementing *A Framework to Foster Diversity at Penn State: 2004–09*, Penn State's strategic plan for diversity.

Creating a Welcoming Campus Climate

- Number of diversity climate surveys completed by Educational Equity:
  1999: 8
  2001: 14
  2004: 19
  2007: 21 (Note: as of fall 2007, climate surveys are now offered through the Center for the Study of Higher Education rather than Educational Equity)

Appendix C

Recruiting and Retaining a Diverse Student Body

- Enrollment by ethnicity (credit graduate and undergraduate enrollment, all locations) (Source: *Penn State Fact Book*. Includes Dickinson and Pennsylvania College of Technology).

	1999	2001	2004	2007
Native American	165	132	124	144
Asian/Pacific Islander	3,140	3,261	3,666	3,933
African American	3,454	3,574	3,948	4,607
Hispanic	1,752	1,902	2,089	2,654
International	2,672	3,238	3,574	3,655
White	69,690	69,597	68,263	70,607

- Degrees awarded, all locations (Source: University Budget Office publication, *Fall 2007 Minority Enrollment Reports*. Pennsylvania College of Technology is not included).

	2002–03	2003–04	2004–05	2005–06	2006–07
Total Students	15,909	16,319	17,211	16,829	16,784
Native American	22	25	27	28	20
Asian/Pacific Islander	671	680	763	813	832
African American	628	649	743	726	692
Hispanic	339	385	424	411	461

- Number of student meetings conducted by the Office for Disability Services (Source: Office for Disability Services)

2001: 871
2002: 1,155
2003: 875
2004: 893 (553 students were officially registered as being disabled)
2006–07: 812 (561 students were officially registered as being disabled)
2007–08: 823 (573 students were officially registered as being disabled)

- Number of veteran students (all locations) (Source: Office of Veterans Programs)

1999: 2,293
2001: 2,223
2004: 2,012
2007: 2,113 (Recently-discharged Pennsylvania veterans contacted by our Peer Counselors - 8,749)

Appendix C

Recruiting and Retaining a Diverse Workforce

- Full-time employees by ethnicity and by gender (all locations) (Source: *Penn State Fact Book*. Includes Standing, Fixed-Term Multiyear, and Fixed-Term 1).

	1999	2001	2004	2007[1]
African American	467	487	524	539
Hispanic	157	168	213	252
Asian American	490	532	628	771
Native American	32	34	36	31
White	14,248	14,756	15,324	16,090
Female	7,400	7,760	8,176	8,657
Male	7,994	8,215	8,549	9,049

[1] Note: For 2007 in this section and the next section (faculty), the ethnicity totals will not exactly match the gender totals due to another category, "Unknown," for the ethnicity tables, which contains twenty-three for the employee total and fourteen for the faculty total.

- Full-time faculty by ethnicity and by gender (all locations) (Source: Penn State Fact Book. Includes Dickinson and Pennsylvania College of Technology).

	2000	2001	2004	2007
African American	119	131	170	181
Hispanic	71	74	95	126
Asian American	391	426	490	604
Native American	7	7	8	9
White	4,374	4,487	4,578	4,705

	2000	2001	2004	2007
Female	1,515	1,610	1,787	1,985
Male	3,447	3,515	3,554	3,654

Diversifying University Leadership and Management

- Administrative staff by ethnicity and by gender (Source: University Budget Office and the Enterprise Information System). Includes executives, administrators, and academic administrators).

	1999	2001	2004	2007
African American	12	12	15	17
Hispanic	2	2	2	3
Asian American	4	4	6	9
Native American	1	1	1	1
White	273	286	266	294

	1999	2001	2004	2007
Female	60	71	63	87
Male	232	234	227	237

Appendix C

Goal 5.
Enhance organizational effectiveness and infrastructure to reach Educational Equity's goals.

- Identify and increase private, corporate, and foundation sources of income; target development funds to low-income, first-generation to college students.
    - One million dollar grant from Jack Kent Cooke Foundation to establish Pennsylvania College Advising Corps—Penn State.
    - During this planning period, WISE received $152,175 in grant monies and other funding from sources such as Boeing, Lockheed Martin, Norfolk Southern, Raytheon, Ford Motor Company, PPG Industries, Pennsylvania Space Grant Consortium, Hershey, Harris Foundation, Women in Engineering Program, external stakeholders, and alumni for programming and scholarships. Lockheed Martin dis continued funding in the 2007–08 fiscal year, resulting in a shortfall of $23,000.
    - Creation of a dedicated development position focuses on scholarships for Educational Equity students and has also resulted in creation of an advisory board to facilitate the development agenda by cultivating new individual and corporate foundation donors. Through the development office, Educational Equity awards twenty-three scholarships totaling $43,792, with an average semester award amount of $1,003.
    - A group of scholarships previously administered through the Office of Student Aid are now dedicated to Educational Equity students and administered through Educational Equity.
    - A new endowment has been secured, the Perrotta Family-Charlotte W. Newcombe Foundation Scholarship for Students with Disabilities, which will result in $50,000 over four years.

Appendix D

A Framework to Foster Diversity: Midpoint Assessment and Next Steps

Appendix D

Office of the Vice Provost for Educational Equity

Implementing *A Framework to Foster Diversity at Penn State: 2004–09* Analysis and Next Steps

With more than a decade of experience in advancing our diversity goals through strategic planning and a rich history of valuing diversity, Penn State is on the leading edge of diversity planning. While our initial diversity planning efforts were largely ad hoc, the current approach, which was adopted in 1998 as *A Framework to Foster Diversity at Penn State: 1998–2003*, has now been institutionalized, and we are presently approaching the conclusion of the second five-year plan, *A Framework to Foster Diversity at Penn State: 2004–09*. This document presents our analysis of University progress and continued challenges; highlights continuing process improvements that increase our institutional capacity for implementation and evaluation; and outlines Educational Equity's next steps in the *Framework* process.

A. Accountability: The Review Process

The most unique feature of the *Framework* and one of its greatest strengths is the review process. This process is comprehensive and participatory and includes the unique public accountability feature of having final materials posted on our Web site. The assessment questions guide unit reporting on their progress in implementing their unit-specific plan under the *Framework*. Continuity of data and assessment questions has been maintained from the initial midpoint assessment of the 1998–2003 *Framework* through the 2004–09 *Framework*. Broad composition of the review teams contributes to the integrity of the peer review, and public availability of final materials assures accountability.

In the spring 2007 review process, midpoint updates were reviewed from each Penn State strategic planning unit. A significant investment of time and effort has gone into the review of each update. We consider the process worthwhile given the progress we have seen as a result of our planning efforts.

Each review team submitted observations and recommendations that emerged from the team discussions. These ranged from specific suggestions for adjustments to the process, guidelines, and reporting mechanisms to the identification of broad themes of progress, ongoing challenges, and opportunities for improvement. This feedback, along with the observations of the senior diversity planning analysts and Educational Equity administration, forms the basis of our analysis of the implementation of the *Framework* and our planning for the next *Framework* cycle.

Our analysis indicates continued progress under each of the seven Challenges. The Challenges that continue to present the most opportunity for improvement are:

- Challenge Four, "Recruiting and Retaining a Diverse Workforce";
- Challenge Five, "Developing Curriculum That Fosters Intercultural and International Competencies";
- Challenge Six, "Diversifying University Leadership and Management"; and

Appendix D

- Challenge Seven, "Coordinating Organizational Change to Support Our Diversity Goals."

Because it addresses leadership and organizational change, Challenge 7 facilitates progress in all of the Challenges and is key to the dimension of "Institutional Viability and Vitality." We have noted increasing attention to this Challenge as units gain recognition that an inclusive environment benefits all members of the University community and embrace diversity as central to the higher education mission. Advancing this momentum is crucial to continued progress.

Perhaps the greatest opportunity for improvement lies in more effectively demonstrating success and gauging progress with effective metrics. Units must emphasize "strategic thinking" (planning rather than operational reports) and coordinated plans of action that will bring about progress toward the ultimate goals and outcomes. Units must also emphasize demonstrating progress at the macro level by using effective performance indicators to measure progress rather than simply describing projects and activities. This approach is consistent with that of the James Irvine Foundation's Campus Diversity Initiative.

A particular challenge is in encouraging more substantial attention to groups for which data are not currently gathered. What gets measured tends to get accomplished, and data does tend to drive progress and development of initiatives. We are at a point where emphasis on groups for which data are more widely available (primarily gender and race/ethnicity) overshadows attention to other groups.

B. Increasing Capacity for Implementation and Evaluation

In our future efforts, we will continue to encourage increasing the capacity to foster diversity as central to institutional viability and vitality, moving toward more intentional, coordinated, and coherent efforts through which our overall progress can be gauged.

Resources and Support

Educational Equity provides a significant level of support for diversity planning. Each strategic planning unit of the University is assigned a liaison from Educational Equity who is available to serve as a consultant in their *Framework* planning, implementation, and reporting. We are experiencing some increase in the level to which Educational Equity liaisons are being consulted and utilized in unit diversity planning activities including development of climate surveys (now offered through the Center for the Study of Higher Education) and other monitoring mechanisms, as well as a range of *Framework* planning and reporting activities.

Improved Data Delivery

One of the most important improvements has been in how we deliver data snapshots to planning units. For the 2007 midpoint review, we used EIS to provide data reports in Excel format to all units. We collaborated with Finance and Business as they developed the new Fact Book Plus utility to make sure that the data needs of

Appendix D

Framework planning and reporting would be reflected in the final product. We anticipate that in the next *Framework* cycle, units will be able to access data on their own via Fact Book Plus and EIS, easily developing much more detailed reports tailored to their specific needs.

Improved Training and Support of Review Teams

Improvements included working further in advance and providing more extensive orientation and support infrastructure to team chairs and team members. Louise Sandmeyer, executive director of the Office of Planning and Institutional Assessment, has served as a review team leader twice in the past and delivered training and orientation for team leaders. In addition, feedback and suggestions were also solicited from all of the past team chairs, and were compiled and shared at the orientation meeting.

Team members participated in a charge meeting convened by the Provost, which included orientation and training also delivered by Louise Sandmeyer. The meeting included discussion of processes and expectations, approaches to reviewing reports, and characteristics of good planning and implementation.

Formal Staff Training and Support

The University reorganization in summer 2005 increased the total number of strategic planning units to more than forty, so the number of review teams convened for the 2007 review increased from four to five. To maintain consistency across teams and continuity with previous reviews, an extensive training program was developed for the Educational Equity liaisons staffing the teams. Training was completed prior to the start of review team meetings and was extended into weekly staff meetings throughout the review process.

Technical Resources

ANGEL

A vast improvement over previous reviews, in this cycle review teams utilized ANGEL to facilitate confidential document flow throughout the review process and to make available extensive resource materials including orientation materials, background and contextual information regarding strategic planning for diversity at Penn State, reporting guidelines, data profiles, and links to final documents associated with previous reviews.

Video Conference

As in previous reviews, PicTel was utilized to facilitate participation of team members at campuses, and we found that offering both PicTel and ANGEL technologies greatly improved the ability of team members from campuses to fully participate in the process without traveling to University Park for each meeting.

Web Site

The final materials associated with the midpoint review process were posted on the Educational Equity Web site on Thursday, September 20, 2007, with an announcement to the University community via various listservs and the Newswires.

Appendix D

Posted materials include each unit's update, the review team feedback to the update, which includes the unit's response (if any) imbedded in blue italics. The best practices identified by the review teams are also posted as both an executive summary and a full compilation. The Web site also contains links to background information on the development of the diversity strategic planning process at Penn State, unit plans under the 2004–09 *Framework*, and an archive of materials associated with the1998–2003 *Framework*. All materials can be found at **www.equity.psu.edu/Framework/Updates/index.asp**.

C. Sustaining Momentum: Sharing Best Practices

Best Practices Workshops

Clearly, sustaining momentum throughout the five-year planning cycle is crucial. In an effort to keep diversity planning efforts in the forefront during no-review years, Educational Equity offered a set of Best Practices workshops in fall 2005 and spring 2006. These workshops were aimed at budget executives and representatives from their staff who are involved in diversity planning, implementation, and reporting. The workshops included plenary and breakout sessions that covered each of the seven Challenges and fostered dialog about effective approaches. Keynote speakers and breakout session panelists were drawn from within the University to highlight our progress and facilitate the sharing of best practices across units. The breakout sessions were informal, more conversational than presentational, with emphasis on dialog on the topic among those in attendance. These workshops were very positively received.

Based on the success of those workshops and feedback from the review teams, Educational Equity has organized another set of workshops, one of which was offered April 24, 2008, with a second planned for spring 2009. The spring 2009 workshop may offer the opportunity for a keynote presentation by Daryl Smith, whose research deeply informs the *Framework* and provides the four dimensions of diversity under which our Challenges are organized. Smith's current research on increasing institutional capacity for diversity is particularly relevant at our current stage.

Potential Best Practices

The Potential Best Practices document highlights programs and initiatives that were identified by the review teams as having the greatest potential to advance unit and/or University diversity goals. Best Practices are defined as "processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes." At this midpoint of the 2004–09 *Framework* cycle, substantiating data may be incomplete, so promising practices are identified simply as "Potential Best Practices." The Potential Best Practices documentation includes both an executive summary, with an overview organized by themes, and the complete list of identified potential best practices, arranged by the seven *Framework* Challenges; this documentation is available online at **www.equity.psu.edu/Framework/Updates/docs/07bpexec.pdf**.

Appendix D

D. Next Steps: Increasing the Capacity for Collaboration

Recommendations submitted by the review teams suggested several potential future initiatives that would facilitate a more integrated and comprehensive institutional approach to collaborations. One suggestion was exploring ways to develop more comprehensive, systematic University-level partnerships with other units that could facilitate college and departmental connections. Team recommendations also encouraged the creation of more opportunities for discussion of University *Framework* progress along with University and unit-level initiatives in order to facilitate cross-pollination of ideas and collaboration at the administrative level.

E. Next Steps: A Framework to Foster Diversity at Penn State: 2010–2015

The University has made considerable progress toward implementing diversity goals through the strategic planning process. We are pleased to see continued articulation between the general strategic planning process and the *Framework* process and note that units are moving toward positioning their diversity goals within the context of their general strategic planning goals for a more integrated overall approach.

By all indications, the seven Challenges positioned within the four dimensions continue to provide an effective structure around which our momentum has been built. Taking into account the lessons learned through this most recent review, the basic approach of the *Framework* can be strengthened in several important ways:

- a more streamlined *Framework*, unit diversity strategic plans and progress updates
- a clearer distinction between operational reporting and strategic planning, with a stronger emphasis on planning and reporting on progress towards specific planning goals
- greater emphasis on assessment, with performance indicators and measures of success that focus on achievements that contribute to advancing specific *Framework* Challenges

Given the nation's current political climate and the University's budget climate, it is necessary to frame our diversity goals solidly in terms of institutional viability and vitality, placing diversity as a central value to the institutional mission and not as an "add-on." In the current climate, many individuals do not support the "moral imperative" or social justice foundation of diversity work and question whether such efforts are necessary at all. The "business case" is a useful alternative, positing the advantages of being able to live, work, and lead in a global economy and noting that heterogeneous groups are stronger than homogeneous when creativity and new approaches are essential to maintaining the competitive edge in the marketplace. A new imperative is emerging that complements the business case by placing it in a broader context and one which is specific to higher education. What we are terming the "economic imperative" emerges from the insights of prominent economists such as Alan Greenspan and Robert Hormats, who contend that America's economy and global competitiveness depend upon each citizen receiving quality higher education.

In the near future, two factors, globalization and an aging American population, promise tectonic economic shifts on the American landscape. Globalization will continue to displace jobs that require the least amount of skills and will push

Appendix D

America towards an economy based on education and technical expertise. At the same time, as Baby Boomers retire, they will leave gaps in our current workforce and increase American entitlement obligations. Given these considerations, many economists consider technical training and education to be the most important factors to the long-term health of the American economy. Without a workforce comprised of sufficient numbers of those with the appropriate skills and expertise, America will almost certainly lose some of its current competitive advantages.

Higher education can make a significant contribution to solving these problems by continuing to develop initiatives that support the access and success of a diverse student population and which give all students experience with intercultural issues. As more and more students attend college from subsets of the American population that traditionally have had low representation within higher education, the proportion of the American workforce with the needed competitive skills increases. Further, these workers are better able to pass along the tradition of college attendance to their families and communities. Thus, the benefits of a single person attending college from a community with low college-going rates can extend to many others for multiple generations. The business case suggests that with the increased range of perspectives, approaches, skills, and knowledge bases, the quality of educational outcomes and the ability of graduates to effectively navigate the global economy in which they will live and work will increase. Accordingly, fostering diversity must be recognized as being at the heart of institutional viability and vitality, not an optional endeavor.

Robert Hormats, vice chairman of Goldman Sachs (International) and Managing Director of Goldman, Sachs and Company, and formerly a senior deputy assistant secretary for Economic and Business Affairs at the Department of State, summarizes these points aptly:

> The better trained, the better educated Americans are, the more likely they will be to thrive in the face of competitive challengers, both at home and abroad. U.S. society will be less divided on economic issues, including international trade and investment.
>
> The challenge will be particularly great because of demographic changes. The nation's overall workforce will grow more slowly in the future, due to a drop in fertility rates following the Baby Boom. Unless future generations of workers are more productive than the generations of workers they replace, U.S. growth will slow. Hispanics and African Americans constitute a growing portion of the new workforce, yet public education in this country has a history of low success and low results in inner city communities from which many of these new workers will come. If this continues, the U.S. economy will suffer and social divisions in this country will increase.
> **www.gwu.edu/~elliott/news/transcripts/hormats.html**

Appendix D

The March 2008 edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992–2002*, identifies two main sets of findings: changes in total production of high school graduates, and escalating diversification. The conclusion of the executive summary notes the resulting challenges to the nation's schools concluding that

> Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society.
> **www.wiche.edu/policy/knocking/1992-2022/index.asp**

F. Next Steps: Strategic Performance Indicators

Thus far, we have asked units to identify their own measures of success. These "measures" often have been descriptions of activities of specific programs, although some have identified performance indicators that go beyond activity to actual outcomes and/or to gauge overall progress under each Challenge. For continued progress, we must move beyond measuring activity to measuring achievement. One of our next steps in advancing the *Framework* process is to identify and develop a set of University-wide performance indicators by which we can gauge the University's progress under each Challenge.

Units will be encouraged to use relevant indicators as applicable to the unit. Units will also be encouraged to develop additional unit-specific performance indicators that demonstrate their progress under each Challenge. Our project with the strategic indicators document is similar to that of the *Strategic Indicators: Measuring and Improving University Performance* document, which is in its ninth edition since 1999 as a companion series to the University's general strategic plan.

Appendix E

Learning Outcomes

Appendix E

Learning Outcomes Identified by Program

Outcome for UBMS:
By the end of the six-week intensive Summer Academy, 100 percent of the UBMS participants will complete a juried research presentation to Penn State administration, faculty, staff, and their peers.

Outcomes for UB:
At least fifty students will be accepted to attend Upward Bound's six-week summer program. One hundred percent of students will identify at least one career goal prior to the conclusion of the summer. One hundred percent of seniors will identify at least three postsecondary institutions that they plan to apply to in the fall of their senior year.

Outcomes for TS—UP:
Talent Search students will learn the college application process as evidenced by 80 percent of senior participants successfully completing an application to at least one postsecondary institution.

Talent Search students will learn the financial aid application process as evidenced by 80 percent of senior participants successfully completing applications for student financial aid and/or scholarships.

CAMP Learning Outcomes for the 2006–07 Class

By the end of their first year, 97 percent of CAMP students developed competency in navigating the University system as measured by the Penn State CAMP "Know the System" criteria. Criteria: Each student must (1) attend a financial aid workshop, (2) complete their own financial aid renewal application, (3) meet with their college adviser to plan effective course schedules, (4) participate in training to use the Penn State online educational planning system (eLion), and (5) meet a professor to discuss course progress.
Target: 31/32 (97%) **Actual: 31/32 (97%)**

Note: The target in this objective is based on thirty-two students (not thirty-five) because this objective can only be measured at the end of the year; but by then, two students had been dismissed from the program and one did not return to Penn State for the second semester.

By the end of their first year, 100 percent of CAMP students established a strong connection to the University and a sense of belonging as measured by the criteria defined in the Penn State CAMP "Commit to this Community" profile. Profile: Each student must participate in at least one (1) support services orientation/program, (2) University activity, (3) life management workshop, and (4) cultural activity.
Target: 31/32 (97%) **Actual: 32/32 (100%)**

Note: The target in this objective is based on thirty-two students (not thirty-five) because this objective can only be measured at the end of the year; but by then, two students had been dismissed from the program and one did not return to Penn State for the second semester.

Appendix E

By the end of their first year, 100 percent of CAMP students needing developmental English courses successfully completed the prerequisites in English specified for enrollment in college-level English courses required for their majors with a grade of C or better.
Target: 15/16 (94%) **Actual: 16/16 (100%)**

By the end of their first year, 100 percent of CAMP students needing developmental math courses successfully completed the prerequisites in math specified for enrollment in college-level math, computer, and engineering courses required for their majors with a grade of C or better.
Target: 17/19 (87%) **Actual: 19/19 (100%)**

By the end of their first year, 100 percent of CAMP students strengthened their study skills by completing at least four structured study skills activities offered by CAMP and/or the University.
Target: 34/35 (97%) **Actual: 35/35 (100%)**

By the end of their first year, 100 percent of CAMP students completed at least two structured major/career exploration activities assigned or sponsored by CAMP.
Target: 34/35 (97%) **Actual: 35/35(100%)**

Among CAMP first-year participants, 83 percent were retained until the end of their first year, having completed 24 credits with a Cumulative Grade-Point Average (CGPA) of 2.3 or better.
Target: 28/35 (80%) **Actual: 29/35 (83%)**

After completing their first year, 97 percent of CAMP students continued to be enrolled in college.
Target: 29/35 (83%) **Actual: 34/35 (97%)**

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Tel 814-865-4700/V, 814-863-1150/TTY. U.Ed. OVP 08-46