Feedback on the Diversity Strategic Plan
A Framework to Foster Diversity at Penn State: 2004-2009
Office of the Vice Provost for Educational Equity

Educational Equity presents a plan that includes continuation of beneficial practices and selected new initiatives. The actions outlined in the 2004-09 plan are positive; however, further elaboration and development and better integration with the 1998-2003 report would be helpful. The plan would benefit from additional information on implementation strategies, responsible parties, resources needed, timeframes, assessment measures, and accountability. For continuing practices, it would be useful to know what assessment criteria were used to determine if the practice should be continued. Discussion of the relationship of the unit's six strategic goals to the Challenges of the *Framework*, including the role of awareness and education about diversity, would also strengthen the plan.

Campus Climate and Intergroup Relations
Challenge 1: Developing a Shared and Inclusive Understanding of Diversity
- ❖ Increased attention to developing a shared understanding of Educational Equity's diversity goals and accomplishments is positive. It is unclear how progress toward attainment of a shared understanding of diversity will be measured.
- ❖ The unit is encouraged to consider a diversity committee to facilitate implementation of internal diversity initiatives and to set a positive example for all Penn State units.

Challenge 2: Creating a Welcoming Campus Climate
- ❖ Implementing a diversity climate assessment within Educational Equity is positive.

Representation (Access and Success)
Challenge 3: Recruiting and Retaining a Diverse Student Body
- ❖ Building a collegial working relationship with Student Affairs is positive. More information on how this relationship serves diverse student populations not primarily served through Educational Equity, such as LGBT students and adult learners, would be helpful.

Challenge 4: Recruiting and Retaining a Diverse Workforce
- ❖ Educational Equity seeks to build on its successes in recruiting and retaining a diverse workforce. Representation of women and people of color at grades 20 and above is positive. However, it is noted that staff at grades 19 and below show little diversity in race/ethnicity or gender. Also, no data are shown for representation beyond gender and race/ethnicity. The unit is encouraged to gather data on workforce representation on all of Penn State's diversity categories.
- ❖ Involvement in the major new staff recruitment effort of Office of Human Resources in partnership with the Alumni Association is promising. More information on this initiative would be helpful.
- ❖ The unit may consider broadening the charge of the Senior Faculty Mentor to address a broader range of diverse faculty. The proposal to enhance Senior Faculty Mentor services through a network of mentors, as mentioned in the 1998-2003 report, was not addressed in this plan. Information on the impact of the Senior Faculty Mentor would be helpful.

Education and Scholarship
Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies
- ❖ Advocacy for curricular change and balance between international and U.S. intercultural foci in diversity courses is positive.
- ❖ It is positive that Educational Equity staff teach diversity courses throughout the University, helping to keep them in touch with the diversity climate and curricular integration issues.
- ❖ Support for a range of diversity related academic course offerings is positive. More data on the financial support for these activities would be helpful. It is unclear whether there are new initiatives under this Challenge. Educational Equity is encouraged to continue providing financial support as a mechanism to encourage and advocate for curricular integration initiatives.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management
- ❖ It is positive that fifteen of Educational Equity's eighteen directors and senior diversity planning analysts are women and/or people of color. Statistics on diverse representation for categories in addition to race/ethnicity and gender would be helpful.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals
- ❖ Plans to create a development specialist position to provide more flexible funding beyond the general funds allotment are positive.
- ❖ Further explanation of the reasoning for moving the McNair Scholars Program to the Graduate School would be helpful.