

OUTREACH FRAMEWORK TO

FOSTER

DIVERSITY

2010–15

STRATEGIC PLANNING
AND REPORTING



Introduction

As a land-grant university, Penn State has charged Outreach with leveraging our core strengths in teaching, research, and service in response to the challenges and opportunities confronting the Commonwealth. In doing so, Penn State Outreach serves as a catalyst, collaborator, and connector to meet the needs of our various constituents and stakeholders across the state and beyond.

Embracing diversity—celebrating the multitude of differences that spark ideas, enhance perspective, and foster growth—is a core value for Outreach. This value is an essential component of our strategic plan, our business plan, and our professional development plan. We will capitalize on the strength that derives from honoring diverse people, perspectives, and programs. We will think and act inclusively.

The Outreach Strategic Plan (2009–13) <http://www.outreach.psu.edu/strategic-plan.html> calls on us to:

- focus on our learners
- focus on our external communities and University partners
- focus on our people

The first strategy centers on our commitment to help individuals address and achieve their personal goals and to enrich their lives. The second strategy focuses on Outreach’s central role—serving as the connector between the University and our external constituents to address key societal and organizational needs. And finally, our third strategy recognizes that the salient issue in achieving any success is the necessity of attracting, developing, and retaining the people who play a key role in helping Outreach achieve its mission.

“Engage” Outreach Strategic Framework 2008–13

Through concentration on these three major strategic goals, Outreach will advance Penn State as the premier, innovative, engaged university in public higher education.

As we prepared the 2010–15 Framework, all of our operating assumptions were challenged due to significant changes in our University funding. Outreach’s economic, academic, and environmental realities are changing. To address our fiscal challenges, the organization is pursuing a massive change process, Reset 2020, to consider and develop a new strategic direction. At the conclusion of the Reset 2020 process, Outreach will be a different organization from the one we see today.

We present this framework as our diversity strategy based on today’s realities. We acknowledge our obligation to build the capacity of Penn State Outreach to identify, affirm, and respond to the diverse needs of our students, communities, and partners in the Commonwealth, the nation, and the world.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Penn State Outreach values and promotes diversity. We recognize that in order to do so successfully, we must ensure that our faculty, staff, students, and constituents share a common understanding of how we define diversity. Outreach's efforts to cultivate a shared definition of diversity mirror the growing number of ways in which we interact with our internal and external constituents. We will leverage current and new technology to enhance our capability in this area.

We remain committed to supporting the efforts of the Outreach Diversity Council (ODC) in its mission to increase awareness, guide policy, and develop initiatives that will enhance and strengthen Outreach's diversity efforts. The council, established in 2004, provides leadership for policies, strategies, and action and—by emphasizing, stimulating, and assessing Outreach initiatives—fosters a welcoming work environment that promotes learning, and embraces student, customer, and client service.

Twenty-one volunteers and five ex-officio members from across Outreach serve on the ODC. They may be self-nominated or nominated by supervisors. Participation is completely voluntary. Attention is paid to the overall makeup of the ODC, which has included advocates for many different cultural groups, for people with special needs or disabilities, and for members of the LGBT community. The member's position in the Outreach organization is also considered, as is equitable unit representation. Each member serves on at least one of six Diversity Council Committees: climate; communications/information sharing; employee recruitment and retention; programs and services for clients and students; professional development; and university/community networking.

Raising the profile of and increasing the responsibilities of the council are priorities. The council will collaborate with HR on diversity programming and will be actively involved in the strategic planning process.

Further, we will expand the ways in which our faculty, staff, students, and constituents view and practice diversity. Specifically, programming, initiatives, and assessments will help individuals expand the perception of diversity beyond simply race and gender and will help them consider how differences—such as sexual orientation, age, disabilities, military experience, low-income, and adult-learner status—are also ways in which people can be diverse. In addition to our workforce, our increasingly diverse student body represents many, if not all, of these differences, which is the critical reason for our efforts to expand education about, and raise awareness of, diverse populations.

We have organized our goals, action items, projected outcomes, and target completion dates in tables to allow easy analysis and to facilitate reporting. Please note that strategic indicators for each challenge appear before section breaks. See Appendix A for the table sheet listing Challenges 1 through 7.

Challenge 2: Creating a Welcoming Campus Climate

At Penn State Outreach, we believe in creating a welcoming climate that acknowledges the contexts and settings in which our students engage with us and with each other. For Penn State Outreach this often means our campus is a virtual environment, with students connecting through the World Wide Web.

In addition, for several outreach programs—Cooperative Extension, Continuing Education, Workforce Development, and Penn State Public Broadcasting—“campus” is defined both by the medium used to deliver content, as well as the setting in which the content is delivered. Our “campus” may refer to nontraditional settings such as TV or radio, a Facebook page, a Penn State Web site, a community or organizational setting, or a preK–12 classroom, just as it may refer to classrooms on our campuses and at our training centers across the Commonwealth.

As a result, the welcoming campus climate we are creating is not a physical place, but a set of beliefs and attitudes expressed through images, words, and programming that demonstrates our respect for and commitment to the value each of us brings from our unique perspectives, formed by life experience and heritage.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Students from around the world and across the lifespan come to Penn State through Outreach. While a portion of the programs and courses delivered through Outreach units serve traditional-age, residential-instruction students, the majority of learners (credit and noncredit) we serve are adults from varied backgrounds, professions, cultures, and generations. Our primary focus is and will continue to be nontraditional learners. Recognizing, encouraging, and celebrating the diverse experiences they bring to Penn State is a key factor in our strategic plan.

Over the period covered by this framework document, Outreach will increase recruitment efforts in both urban communities and international locales. As part of our recruitment and retention efforts, we will increase scholarship funds available to adult learners.

A number of the strategies described in Appendix A are focused on retaining a diverse student population. As has been seen in Challenge 2, many of these efforts are centered on creating a climate that is welcoming to students of all backgrounds. In addition, we will expand the cultural competency of Outreach staff who engage students on a day-to-day basis as instructors, advisers, instructional designers and providers of enrollment support services.

Challenge 4: Recruiting and Retaining a Diverse Workforce

The strength of Penn State Outreach lies with its people. Our faculty and staff support our mission and are key to achieving our goals. While we have made noticeable progress in increasing the diversity of our workforce, we see tremendous opportunities ahead to ensure that our faculty and staff reflect the increasing diversity of our constituents. Our recruitment efforts, including our search processes, are keenly focused on increasing the diversity of our applicant pools, which, in turn, will help us increase the number of diverse hires and broaden the talent reservoir at Penn State Outreach. Through educating our search committees (e.g., Hire Power) and leveraging our available resources (e.g., dual career program, work-life policies, and funding to attract diversity candidates) we will be well positioned to meet this objective.

However, we recognize that enhancing our recruitment practices alone is insufficient. Efforts directed at retaining Outreach's diverse talent are paramount. Under our Talent Management Initiative, we have several key programs under development, such as mentoring and formal leadership programs, that will provide support as well as professional growth and advancement for underrepresented, underserved staff at all levels. We will also leverage existing systems (e.g., the Staff Review and Development Plan Process) to identify opportunities for career advancement and to underscore our retention efforts.

Furthermore, we are also advancing our ability to monitor and analyze critical employee turnover and turbulence data, e.g., exit interview information. We will use these data to understand the challenges faced by our diverse faculty and staff and to make strides toward improving retention.

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

Through the World Campus, Penn State Outreach has re-imagined the saying "one University geographically dispersed" to mean that Penn State can be anywhere in the world. Our students are located in more than sixty countries, and the World Campus has enrolled students on all seven continents. With our academic partners, we work to develop courses and programs that leverage the connections made in the online community to expand cross-cultural competencies.

Outreach has recently reorganized to focus even more on international engagement. These initiatives will be given leadership-level support. They will not only encourage the international students served by our Intensive English Communication Program to interact with Penn State students in many academic colleges, but they will also leverage the network of international contacts available throughout the University, making Penn State expertise available to overseas students and clients.

As part of our efforts to reach global markets, Penn State Outreach is committed to expanding the cultural awareness and competency of our staff. Much will be achieved through the efforts of our instructional designers who work alongside faculty to develop curriculum and delivery platforms. In addition to making the best use of already established diversity-related or -enhanced courses, we will

Outreach Diversity Framework 2010-15

develop culturally informed and internationally based learning objects, case studies, content examples, and other resources that can be used by instructional designers.

Challenge 6: Diversifying University Leadership and Management

Penn State Outreach is committed to growing the diversity of its leadership and management. While we have made strides in this area, we recognize that we must build a potent leadership pipeline and grow the bench strength of diverse leaders.

We will leverage a renewed Outreach Professional Development unit to increase opportunities that will build the leadership and management capacity of current diverse staff. However, we also recognize that promoting broader opportunities, such as participation on Outreach- and University-wide commissions and taskforces, provides valuable professional growth, and we are committed to diversifying our representation in these efforts. When hiring opportunities in leadership and management positions emerge, Outreach will aggressively pursue diverse pools of applicants by the use of search committees, in conjunction with Human Resources. Ultimately, our goal is to propel the upward career mobility of diverse staff and increase the number of diverse hires in leadership and management positions in Outreach.

Outreach also recognizes the need for all levels of leadership to foster a “diverse, inclusive, and equitable” (*Framework 2010–15*) environment, which is vital to advancing our diversity goals. Gaining more visible support from executive leadership through participation in and sponsorship of all diversity initiatives is a priority in the current framework. However, in Outreach, we believe that leaders exist at all levels of the organization, which means that opportunities exist for all staff to play a role in driving successful diversity implementation.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Outreach has laid out an ambitious agenda for the 2010–15 Framework that builds on the work completed in past plans. Beginning with the Outreach Strategic Framework submitted in 2009, diversity is now recognized as essential to our organizational goals and strategy.

In the fall of 2009, Outreach began the process of undertaking a significant restructuring process that involves a complete review of its financial, programmatic, and business strategies. This process will be completed in the spring of 2010.

The Outreach Reset 2020 process involves significant organizational changes, including a focus on becoming a learner-centric organization. As our learners become more diverse, it is essential that the Outreach business strategy embrace diversity as a core value and strategy.

Outreach Diversity Framework 2010-15

In Outreach's Strategic Framework 2008–13, significant attempts were made to integrate diversity strategy into the overall strategic planning process. Two examples include the focus on our learners and our staff:

- The interface of Outreach with the spectrum of Penn State's external constituents provides the organization with a broad and inclusive perspective on diversity. Outreach's audiences are youth and adult; male and female; local, national, and international; rural and urban; location-bound and mobile; racially, ethnically, culturally, and socio-economically diverse; differently-abled; and with diverse sexual orientations. The interaction of these constituents with Outreach reinforces the core values and strategic goals of the organization as well as the wide variety of programs offered and the broad scope of learners they involve.

Outreach Strategic Framework 2008–13

- Penn State Outreach embraces diversity and the unique potential that diverse personal backgrounds and viewpoints bring to work and learning experiences. Outreach integrates diversity in multiple dimensions, through staff and hiring procedures, programs, clientele, learners, and the communities served.

Outreach Strategic Framework 2008–13

Following the lead of the Strategic Framework, Outreach will engage our people by creating a culture that:

- empowers and respects
- provides employees with the necessary resources to exceed our partners' and stakeholders' expectations
- facilitates, recognizes, and rewards employees in an organization that fully supports innovation, creativity, and collaboration and engagement

We have agreed to the following strategies and will track our progress as we follow the mandates of the Strategic Framework 2008–13:

- *Establish a culture that serves as a magnet, "the preferred place to work," for the recruitment and retention of outstanding talent, through living our core values and embracing empowerment, service, fun, innovation, recognition, respect, and celebration.*
- *Create opportunities for employee engagement and involvement supporting the Outreach mission of engagement.*
- *Leverage technology investments to improve employee performance and customer satisfaction.*
- *Promote a "green" focus and support organizational activities that have a positive impact on the environment.*
- *Implement a culture of innovation that advances the work of Outreach and engages employees to create new services and products.*
- *Implement a talent management initiative that focuses on the development of an employee's career, from recruitment through retirement, to include identifying current and future leaders and developing plans to build their skills and competencies, and providing equitable access to professional development opportunities.*
- *Advance our diversity initiative in developing a workplace that gives respect to everyone, all the time, and is diligent in efforts to create and celebrate a diverse workforce.*

Outreach Strategic Framework 2008–13

Outreach Diversity Framework 2010-15

We see this Diversity Framework as a reiteration and refinement of the Strategic Framework. As we implement this Diversity Framework, we have targeted the following areas (detailed in Appendix A) for focus from 2010 through 2015.

- Continue the integration of diversity strategy into all of Outreach business practices, and foster synergies between planning, strategy, and mission
- Continue to enhance the role of the Outreach Diversity Council by increasing the collaboration, capacity, and use of resources and infrastructure that will support achievement of the diversity strategy
- Develop and enhance systems of accountability, unit data-collection methods, and clear metrics to measure success
- Use the Outreach Intranet to develop internal communication strategies and other reporting mechanisms to sustain momentum throughout the 2010–15 planning cycle

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Outreach Framework to Foster Diversity 2010-15: Strategic Planning and Reporting

Planning			
Goals	Action Items/Description	Projected Outcomes	Planned Completion Date
Campus Climate and Intergroup Relations			
Challenge 1: Developing a Shared and Inclusive Understanding of Diversity			
1.1 Increase communication of diversity information, goals, and accomplishments to Outreach constituents, using existing and new technology.	<p>a. Increase the visibility and accessibility of the 2010–2015 Outreach Diversity Strategic Plan by posting in a variety of formats and locations (Outreach Intranet for staff, external Outreach Web site, and World Campus Web page). Hard copies will also be available.</p> <p>b. Increase the communication venues of the Outreach Diversity definition.</p> <p>c. Develop a Diversity “fact sheet” and increase accessibility to resources that illustrate and support Outreach’s commitment to diversity.</p> <p>d. Strategically identify additional opportunities to convey the Penn State nondiscrimination policy, where Outreach faculty, staff, students, and constituents interface with Outreach.</p> <p>e. Continue to maintain, update, and expand the Diversity Council Intranet space, including opportunities for Outreach staff to contribute and share information.</p> <p>f. Enhance communication effort of the annual diversity program requirement to ensure that staff are meeting the target goal.</p> <p>g. Continue to require all search committees to include at least one interview question related to diversity or tied back to the Outreach diversity definition.</p>	<ul style="list-style-type: none"> • Broad base accessibility of Outreach Diversity information for faculty, staff, students, and constituents. • Increase to 90% of Outreach faculty and staff, who can correctly identify the diversity definition, as measured in the climate survey. • Increase visibility of the Outreach diversity definition in programs and wherever Outreach interfaces with its constituents. • Fact sheet is developed and used by Outreach faculty, staff, students, and constituents, and available through a variety of media/technology. • Increase the exposure and placement of the policy. • Greater number of ODC Intranet site visits as measured by data analytics. • Percent/number of faculty/staff at the Outreach and unit level who report meeting the diversity program requirement on the SRDP/FRDP. • Increased number of diversity-related questions used by search committees in the interview process. 	<p>2010</p> <p>2010–2015 (Trend Data-TD)</p> <p>2011</p> <p>2010</p> <p>2010</p> <p>2010–2015 (TD)</p> <p>2010–2015 (TD)</p>

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<p>1.2 Enhance existing efforts to increase the visibility, influence, and responsibilities of the Outreach Diversity Council.</p>	<p>a. The Diversity Council will increase its active involvement in Framework planning, implementation, and reporting.</p> <p>b. Expand the membership of the Diversity Council and include constituents not currently included.</p> <p>c. Create and communicate an Outreach Diversity Council mission statement.</p> <p>d. To raise the profile of its programs and mission, ensure that each Diversity Council program is assigned an Executive Team “sponsor” who supports and attends the program.</p>	<ul style="list-style-type: none"> • Formation of permanent Diversity Council subcommittee(s) charged with monitoring and reporting Framework action items. • Increased representation of units and constituents on the ODC to include Executive Team, faculty, and students. • Creation and dissemination of a Diversity Mission statement. • Percentage of Vice President and Executive Team sponsorship of diversity programming. 	<p>2012</p> <p>2015</p> <p>2010</p> <p>2010–2015 (TD)</p>
<p>1.3 Expand diversity programming and initiatives for Outreach faculty, staff, and technical service employees and use assessment methods that target diverse populations beyond those from which data are easily gathered.</p>	<p>a. Increase programming that targets diversity awareness needs (i.e., diverse populations with which Outreach staff have the least familiarity, diverse topics beyond race/ethnicity and gender), as informed by climate survey data.</p>	<ul style="list-style-type: none"> • Expansion of programming efforts toward diversity awareness and education as measured by climate survey data, content, participation rates, satisfaction, and frequency. 	<p>2010–2015 (TD)</p>
<p>Challenge 1: Strategic Indicators</p> <ul style="list-style-type: none"> • Evidence of the presence of a variety of communication strategies, including traditional and newer technologies, to disseminate accurate information and resources for diversity • Evidence of the presence of specific programs and initiatives that target populations beyond race/ethnicity and gender • Evidence of Outreach Diversity Council gaining visibility and influence through increased membership, expanded programming, and executive sponsorship 			

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Challenge 2: Creating a Welcoming Campus Requirement			
2.1 Create and sustain initiatives that enable student/staff engagement around diversity and multicultural issues.	a. Enhance learning opportunities that include the use of new technologies, social media, and fact sheets (see goal 1.1).	<ul style="list-style-type: none"> • A 10% increase in the number of faculty and staff who respond positively to workplace climate and acceptance questions on the Penn State Faculty/Staff survey. • An increase in the number of learning and engagement opportunities for faculty and staff. 	<p>2010–2015 (TD)</p> <p>2010–2015 (TD)</p>
2.2 Assess, anticipate, and respond to the diverse needs and perspectives of our customers including students, staff, listeners, and others who use our content to serve learners.	<p>a. Continue to enhance marketing materials/strategy to reflect the diverse backgrounds of our students.</p> <p>b. Increase mentoring/internship opportunities for students from diverse backgrounds, using relevant technologies.</p> <p>c. Expand the LGBT Safe Zone Concept to an Outreach Diversity Safe Zone and develop training for staff who volunteer to participate.</p> <p>d. As part of the onboarding process, develop an employee welcome information kit that contains diversity-related resources and information.</p>	<ul style="list-style-type: none"> • Increase the scope of marketing materials and marketing strategy. • Sustain an upward trend in the number of students who respond positively to climate and inclusiveness on student surveys. • Increase in number of mentor and student internships. • Diversity Safe Zone developed and participation from staff increases. • Creation of the resource kit and usefulness of kit to new staff. 	<p>2011</p> <p>2010–2015 (TD)</p> <p>2010–2015 (TD)</p> <p>2012</p> <p>2011</p>
2.3 Continue/enhance/ implement an extensive educational process (model learners as teachers) about multicultural and diversity issues.	a. Expand the number of professional development programs that include diversity/multicultural content or focus completely on diversity/multicultural issues.	<ul style="list-style-type: none"> • Participation rates in all diversity events will increase by each year of the framework period. • An increase in the scope and number of events offered. 	2010–2015 (TD)
<p>Challenge 2: Strategic Indicators</p> <ol style="list-style-type: none"> 1. Improvement on the following Penn State Faculty/Staff Survey questions: <ul style="list-style-type: none"> • “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.” 2. Improvement on the Penn State Outreach Student Satisfaction surveys and Climate surveys (need to establish baseline data for Outreach) 			

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Representation (Access and Success)			
Challenge 3: Recruiting and Retaining a Diverse Student Body			
3.1 Create innovative approaches to expand the recruitment of underrepresented, underserved, and international student populations.	<ul style="list-style-type: none"> a. Coordinate with college and campus diversity enhancement officers to align WC, CE recruitment strategies focused on underrepresented, underserved students. b. Use the Global and Urban Outreach initiative to increase international student applications. 	<ul style="list-style-type: none"> • Increase in the number of diverse and international student applicants to World Campus and Continuing Education degree programs. • Increase scope of marketing strategies in recruitment efforts. • Increase in international student enrollments in World Campus and IECP. 	2010–2015 (TD)
3.2 Continue to increase the scholarship support to attract a diverse student population.	<ul style="list-style-type: none"> a. Work with Outreach Development to continue the increase in scholarship funds, particularly for underrepresented, underserved student populations. 	<ul style="list-style-type: none"> • Increase in trend data on applications received for scholarships, awarded scholarships, and dollars dispersed to underrepresented, underserved student populations. 	2010–2015 (TD)
3.3 Increase commitment to retention and student support to ensure student success and appropriate progress toward learning goals, including skill development, certification, and degree completion.	<ul style="list-style-type: none"> a. Create and communicate a central repository of diversity resources and student support services for use by faculty and students. b. Create student advisory group focused on underrepresented, underserved student retention. c. Increase student involvement in the retention strategies and support of new underrepresented, underserved students. 	<ul style="list-style-type: none"> • Establishment of repository of centralized diversity student support resources. • Increase in Outreach faculty and student knowledge of and use of centralized diversity resources. • Student advisory group established and retention plan developed. • Increase in underrepresented, underserved students accessing career counseling services. • Increase the number of online career services offerings (establish baseline). 	2012 2012 2013 2013
Challenge 3: Strategic Indicators <ul style="list-style-type: none"> • World Campus students by location • Undergraduate Adult Learners by Gender and by Race/Ethnicity • Undergraduate enrollment by Gender and by Race/Ethnicity • Graduate Enrollment by Gender and by Race/Ethnicity • 6-year Graduation Rates by Gender and by Race/Ethnicity • Undergraduate and Graduate Aid Recipients by Gender, by Race/Ethnicity, by Low-Income, and by First-Generation 			

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Challenge 4: Recruiting and Retaining a Diverse Workforce			
4.1 Increase the number of diverse applicants and hires for Outreach staff/faculty positions.	<ul style="list-style-type: none"> a. Expand Hire Power curricula to include diverse hiring issues and best practices and continue to require that all search committee members complete the training. b. Continue to increase nationwide searches for Outreach job openings, as feasible. c. Conduct benchmarking of diverse recruitment practices within and beyond the University to improve Outreach's diversity recruitment practices. d. Continue to monitor and review diverse applicant flow data on a regular basis. 	<ul style="list-style-type: none"> • Number of search committee members who have completed Hire Power training continues to increase. • Increase in diversity-related knowledge of search committee members. • Increase in diverse applicants for Outreach staff/faculty positions. • Increase in diverse hires for Outreach staff/faculty positions. • Complete benchmarking of diverse recruitment practices for all positions within and beyond the University. • Regular review of applicant database containing diversity information. 	2010–2015 (TD)
4.2 Create procedure and reporting mechanism for search committee composition and activities related to diverse hires.	<ul style="list-style-type: none"> a. Increase use of University Talent Bank and other alternative sources (e.g., social media) to identify qualified diverse applicants. b. Develop a standardized reporting process and documentation of search committees. 	<ul style="list-style-type: none"> • Increase identification and use of alternative sources leading to an increase in qualified diverse applicants. • Develop documentation to capture search committee activity in order to increase diversity representation on search committees. 	2010–2015 (TD) 2012
4.3 Increase the retention of diverse staff within Outreach through mentorship, networking, and access to work-life initiatives.	<ul style="list-style-type: none"> a. Increase Outreach staff's awareness of, and improve access to, initiatives that support/facilitate work-life balance. b. Increase visibility of policies related to dependent care, such as parental leave and modified duty through use of the Outreach Intranet and other staff communications. 	<ul style="list-style-type: none"> • Increased visibility of Penn State policies designed to support/facilitate work-life balance. • Annually conduct at least one Outreach Professional Development–sponsored program that is related to managing work-life balance. 	2010–2015
4.4 Place greater emphasis on the value of diversity expertise.	<ul style="list-style-type: none"> a. Support supervisors and staff in developing action plans (within the SRDP) that build in diversity-related activities and professional development. b. Recognize nominees and members of diversity-related University Commissions and Committee. 	<ul style="list-style-type: none"> • The extent to which Outreach staff value diversity expertise, as measured by climate surveys. • Annual recognition of nominees and members of University-wide, diversity-related commissions and committees using the Outreach Intranet. 	2010–2015 (TD) 2010

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<p>4.5 Monitor and communicate success (retention) and turnover rates for diverse staff.</p>	<p>a. Determine baseline measures of diversity retention.</p> <p>b. Build Outreach capacity to measure baseline and ongoing retention/turnover rates of diverse staff.</p> <p>c. Convey success and turnover rates for diverse staff, using multiple modes of communication.</p>	<ul style="list-style-type: none"> • Use of retention and turnover rates to identify areas for improvement. • Annual reporting of retention and turnover rates for diverse staff. • Establishment of a graduate assistantship in the Planning, HR, and Diversity Unit, which includes responsibility for creating database and ongoing monitoring. • Greater visibility and sharing of diversity success/turnover rates. 	<p>2010–2015 (TD)</p> <p>2010</p> <p>2010–2015 (TD)</p>
<p>Challenge 4: Strategic Indicators</p> <ul style="list-style-type: none"> • Full-time Exempt Staff by Gender and by Race/Ethnicity • Full-time Nonexempt Staff by Gender and by Race/Ethnicity • Full-time Technical Service Employees by Gender and by Race/Ethnicity • Full-time Staff Turnover Rates by Gender and by Race/Ethnicity 			

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Education and Scholarship			
Challenge 5: Developing a Curriculum That Fosters United States and International Cultural Competencies			
5.1. Continue to review the Outreach program portfolio to identify opportunities and issues related to multicultural programming.	<ul style="list-style-type: none"> a. Continue to audit the cultural and diversity scope of Outreach programs and services established in 2008–09. b. Provide training to instructional designers and program development team members to enhance diversity in all courses. c. Collaborate with various University departments (e.g., Global Programs, International Affairs, Outreach Global and Urban Initiatives), to sponsor programs that advance the cultural competency of Outreach faculty and staff who are engaged in developing emerging global markets. 	<ul style="list-style-type: none"> • Increase in the number of offerings and opportunities of multicultural programming. • Increase in the number of collaborations and programs offered. • Increase educational contracts via Global and Urban Initiative. 	2010–2015 (TD)
5.2 Expand and grow Outreach Global and Urban Initiative.	<ul style="list-style-type: none"> a. Expand the scope of Outreach globally. 	<ul style="list-style-type: none"> • Increase in IECP enrollments and other global programs. • Increase in the number of new international markets and number of student applications. 	2010–2015 (TD)
5.3 Continue to communicate and track the importance of current curriculum that meets General Education requirements (USIL).	<ul style="list-style-type: none"> a. Create a link/Web page on internal and external Outreach sites that lists courses that meet USIL requirements. b. Disseminate the list to internal staff and social media interest group lists. 	<ul style="list-style-type: none"> • Increase enrollment in USIL courses. 	2010–2015 (TD)
<p>Challenge 5: Strategic Indicators</p> <ul style="list-style-type: none"> • Number of courses offered and certified by the University Faculty Senate as Meeting the United States Cultures (US) and International Cultures (IL) or “USIL” requirement • Participation by students from abroad, including U.S.-based–students studying abroad, and international students taking Penn State courses online from their home country 			

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Institutional Viability and Vitality			
Challenge 6: Diversifying University Leadership and Management			
<p>6.1 Increase leadership development opportunities to assist in upward career mobility of diverse staff.</p>	<p>a. Establish diversity participation goals in leadership development programs, e.g., Leadership Development Assessment Center (LDAC).</p> <p>b. Create opportunities for diverse staff to develop leadership skills.</p> <p>c. Explore the development of a fellowship program for leaders in upper management roles with a sponsoring AVP or VP.</p> <p>d. Create a partnership between the Outreach Professional Development Advisory Committee (OPDAC) and the Diversity Council (ODC) to generate additional ideas for leadership development for diverse staff.</p> <p>e. Encourage diverse staff to participate in Outreach- and University-wide strategic initiatives for their professional development.</p>	<ul style="list-style-type: none"> • Participation of diverse staff members in leadership development activities. • Exploratory groundwork leading to the development of an Outreach fellowship program. • A joint OPDAC–ODC committee will be established. • Participation of number of diverse Outreach employees participating in Outreach- and University-wide strategic initiatives. 	<p>2010–2015 (TD)</p> <p>2010</p> <p>2010</p> <p>Begin baseline 2010</p>
<p>6.2 Require Outreach leaders to model behavior and diversity values supporting diversity initiatives and valuing all staff (lead Making Outreach G.R.E.A.T.).</p>	<p>a. See Challenge #4. Ensure that each Diversity Council program is assigned an Executive Team “sponsor” who supports and attends the program.</p> <p>b. Build leader competency around how to provide a supportive environment for all employees to participate in diversity initiatives.</p> <p>c. Educate leaders and managers on how to hold staff accountable for behavior that demonstrates intolerance for diversity.</p>	<ul style="list-style-type: none"> • Percent participation of Executive Team in sponsoring Diversity Council programming. • Leadership development programs will incorporate how to effectively foster diversity awareness and manage diverse teams. • Percent of staff who perceive leaders as holding direct reports accountable for diversity, as measured by the climate survey. 	<p>2010–2015 (TD)</p> <p>2012</p> <p>2010–2015 (TD)</p>
<p>Challenge 6: Strategic Indicators</p> <ul style="list-style-type: none"> • My department/unit provides visible leadership to foster diversity, as measured by the Faculty Staff Survey. • Composition of executives, managers, and supervisors by race and gender (and other self-reported diversity characteristics measured by the climate survey) 			

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Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals			
7.1 Coordinate organizational change through awareness, committed behavior, and broadened experiences.	<ul style="list-style-type: none"> a. Use Outreach Intranet to create a resource page for sharing of best practices between units. b. Continue to integrate the diversity business strategy into Outreach planning and Reset 2020 process. c. Communicate Outreach diversity goals to academic partners during course and program development. d. Incorporate teachable diversity moments in our supervisory/management training to enable supervisors to keep a focus on diversity climate issues. 	<ul style="list-style-type: none"> • The scope of the diversity resources on Outreach Intranet. • The integration of diversity strategy into all planning efforts. • Increase in the number and variety of diverse courses and programs offered. • Development of a supervisor/management Outreach training program with specific diversity course focus. 	2011
7.2 Develop organizational and unit level capacity and resources around diversity-related issues to include conflict resolution and use of a Safe Zone network.	<ul style="list-style-type: none"> a. Expand the Outreach Diversity Council’s capability by identifying diversity coordinators in each major Outreach unit. b. Implement Safe Zone Concept (see Challenge 1). 	<ul style="list-style-type: none"> • Number of diversity coordinators across Outreach units in place. 	2011
7.3 Create symbolic projects that drive diversity issues into our work and provide opportunities to work together and gain experience.	<ul style="list-style-type: none"> a. Use the Outreach thematic areas/initiative to integrate members of diverse communities into project teams. b. Clearly articulate diversity strategies into the Outreach Reset 2020 process, and develop measures to access impact. c. Use the Outreach’s Global and Urban Initiative to provide leadership in identifying opportunities for cultural awareness and education. 	<ul style="list-style-type: none"> • Number and kind of thematic projects impacting diverse audiences. • Increase participation rates on project teams. • Outreach Global and Urban Initiative tracking and reporting of opportunities developed and offered. 	2014
<p>Challenge 7: Strategic Indicators</p> <ol style="list-style-type: none"> 1. Implementation of the relationship between Outreach diversity strategy, Outreach business strategy, and diversity initiatives 2. Accountability and structures in place to ensure that issues of diversity, inclusion, and equity are represented at both the leadership level and units level across Outreach 			