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Office of the Vice Provost for Educational Equity

Progress Update on *A Framework to Foster Diversity at Penn State: 1998-2003*

Introduction

The mission of the Office of the Vice Provost for Educational Equity is to serve as the catalyst for the development, implementation, and evaluation of multicultural initiatives, as well as the advocate for diverse populations within the University community. Our vision is to be the locus of activities that will optimize the transformation of Penn State into a multicultural institution. To those ends, a focus on equity practices, strategies, and accountability is woven into our fabric. The Educational Equity office has six strategic goals that must be met to achieve this mission:

- Provide University leadership to demonstrate the benefits of diversity
- Provide University leadership in the implementation of *A Framework to Foster Diversity at Penn State: 1998-2003* and *A Plan to Enhance Diversity at Penn State*
- Ensure University compliance with federal regulations around diversity
- Enhance and implement internal and external administrative, organizational, and curricular diversity-related actions to support University viability and vitality
- Enhance and define new organizational structures and processes in Educational Equity
- Assist in enhancing the access and opportunities for all learners who face economic and educational barriers to postsecondary education

The office is comprised of a number of units and professionals:

- Academic Advancement Programs, composed of
 - College Assistance Migrant Program
 - Comprehensive Studies Program
 - Educational Opportunity Centers in Philadelphia and Southwestern Pennsylvania
 - Ronald E. McNair Post-Baccalaureate Achievement Program
 - Student Support Services Program
 - Talent Search
 - TRIO Training Institute
 - Upward Bound
 - Upward Bound Math and Science
- Multicultural Resource Center
- Office for Disability Services
- Office of Veterans Programs
- Senior Diversity Planning Analysts
- Women in the Sciences and Engineering Institute

In addition, the office provides both staff and budget support for the Commission on Lesbian, Gay, Bisexual and Transgender Equity; Commission on Racial/Ethnic Diversity; and Commission for Women; administers Equal Opportunity Planning Committee funds; and houses the senior faculty mentor.

This update will provide responses to the specific questions posed for each challenge, as well as information about Educational Equity's responsibilities for activities identified in the *Framework*. The last section of this update will outline actions given to Educational Equity in *A Plan to Enhance Diversity at Penn State* and the status of their implementation.

When appropriate, actions within Educational Equity will be differentiated from actions in which Educational Equity is involved on the University level.

Responses to the Challenges

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?

While the various units in Educational Equity describe diversity differently in their focus on the diverse populations they serve, what is shared is an emphasis on building a welcoming and respectful environment for working and learning that strives to acknowledge, understand, and appreciate differences in personal characteristics, backgrounds, and philosophies. This common definition was developed through an analysis of the definitions provided across units. Such an approach to working together and serving the various constituents is supported by structures and processes that affirmatively strive to recruit and retain a diverse workforce and to foster an environment of continuous learning and improvement.

Examples of implementation of this understanding of diversity in areas of emphasis include attention to climate issues through:

- Support for the commissions and Equal Opportunity Planning Committee;
- Support for Project Growth, a student group that provides campus-wide diversity programs;
- One-on-one counseling for students from underrepresented groups through the Multicultural Resource Center, Student Support Services Program, College Assistance Migrant Program, Comprehensive Studies Program, and McNair Post-Baccalaureate Achievement Program; and
- Strong outreach to veterans, adults, persons with disabilities, and low-income, first generation college students.

2. How has your unit distributed and discussed information to staff about the University's diversity initiatives?

Educational Equity. Unit directors meet regularly with the vice provost and associate vice provosts to keep up to date with the University's initiatives. The directors then share this information with their units at regular staff meetings, focusing on initiatives with particular impact for their units.

At the time the *Framework* was published, each staff member was made aware of the document. A daylong retreat was held to discuss the *Framework* with all Educational Equity staff.

University. A number of promotional materials about Educational Equity have been produced and distributed throughout the University. The office had a strong presence at last year's Quality Expo in an effort to make the University community more knowledgeable about the mission and activities of Educational Equity. Educational Equity's recent publication, *Fostering Diversity at Penn State*, highlights the vast array of diversity programs at Penn State. It also includes information about helpful Web sites and a diversity resource list. This brochure has been widely distributed across the University. The office's Web site has also been extensively revised to increase its usefulness to the University community.

3. *Does your unit have a diversity committee? What is its role?*

Educational Equity does not have a diversity committee given the unit's mission and constant attention to diversity issues by each staff member.

Challenge 2: Creating a Welcoming Campus Climate

1. *How does your unit's leadership demonstrate visible support for diversity?*

Demonstrating leadership was one of the 1999 strategic goals for Educational Equity. By organizing the diversity review process and broadly distributing the *Framework* and other publications, good progress has been made. In addition, as many of the actions assigned to the unit in both the *Framework* and *A Plan to Enhance Diversity at Penn State* have been completed, Educational Equity serves as a positive role model for other units.

Educational Equity. Visible support for diversity is seen in the modeling of equitable behavior by the vice provost and associate vice provosts. Their clear commitment to having a workforce whose members appreciate and respect each other is seen in their statements about equity and their direct intervention when needed. Leadership has also been demonstrated in the development of a family-friendly and inclusive work environment.

Staff are strongly encouraged to participate in diversity programming and training and the necessary resources are provided.

University. The vice provost for educational equity has a strong presence at Penn State. With his recent appointment to serve on President's Council as a result of the enhanced diversity plan, he has increased input into important decisions affecting the future of the University. The Educational Equity office has also demonstrated support by crafting the *Framework* and in

negotiating the enhanced diversity plan. In addition, each strategic planning unit has an assigned senior diversity planning analyst as its official diversity consultant.

This past year, Educational Equity was instrumental in the development of three University-level events: planning for a diversity theme at Encampment, creating a diversity video with discussion questions for all residence hall freshmen, and sponsoring a recruitment and retention conference in partnership with Undergraduate Education. All were designed to increase diversity-related knowledge and to promote conversations among members of the University community.

2. How does your unit identify climate issues?

Educational Equity. Staff members are asked to raise issues in staff meetings, as well as bring them to the attention of leadership when needed. When issues arise between staff, they are strongly encouraged to work together directly to find a solution.

For the Educational Equity units that work directly with students, climate issues are also brought to their attention by the students they serve. Faculty, staff, and students have also brought issues to the vice provost and/or the associate vice provosts. The Office of Veterans Programs, Academic Advancement Programs, and the Multicultural Resource Center distribute anonymous student satisfaction surveys that provide the opportunity for climate concerns to be expressed. An overall assessment of the extent to which satisfaction surveys are undertaken in other units will be conducted, and recommendations will be made to unit directors to strongly consider such surveys if they are not already part of the unit's activities. Student issues are also expressed directly to counselors in the Multicultural Resource Center and Academic Advancement Programs.

Plans for a climate survey of Educational Equity staff are underway.

University. The appropriate procedures and structures are in the process of being finalized to better respond to reports of acts of intolerance and to track specific acts of intolerance. In the past, there were a variety of ways such acts could be reported, yet there has been little institutional memory to permit an assessment of climate and the impact of programs aimed at improving the climate. A "hot line" has been established to centralize reporting to the vice provost for educational equity and a reporting Web site has been developed. Ways in which incidents will be categorized and reported to the Penn State community are being refined. These activities are the result of close collaboration with the Campus Environment Team, Center for Academic Computing, University Police Services, and the Division of Student Affairs.

A significant way in which climate issues are identified at Penn State is through the climate assessment process. Educational Equity has developed a survey instrument that has been used across the University by both academic and academic support units. Senior diversity planning analysts work with their assigned units in the development of methodology and data analysis. These projects are undertaken at the request of the units. This process facilitates a systematic qualitative and quantitative understanding of climate that will lead to our ability to

create University-wide solutions to problems. To date, twenty-two surveys have been completed.

In addition, issues are raised in weekly meetings of the Campus Environment Team and are brought to the three commissions

3. How does your unit respond to climate issues?

Educational Equity. Climate issues are responded to as they arise, either by discussions between individuals having conflict or through intervention by the vice provost, associate vice provosts, and/or unit directors. Individuals are counseled about the appropriateness of speech or actions. Professional development for staff is strongly encouraged as a mechanism for responding to climate issues effectively.

University. Educational Equity responds to climate issues around the University in a variety of ways. Both education and intervention are used. Workshops have been conducted to increase awareness of issues dealing with race/ethnicity; lesbian, gay, bisexual, and transgender; and disability. The Women in the Sciences and Engineering Institute (WISE) has produced two videos available for workshops: “Culture Crossings in the Sciences and Engineering” and “Classroom Climate in the Sciences and Engineering.” The Educational Equity staff consult with faculty, staff, students, and academic support units to provide strategies and options for dealing with climate and other diversity-related issues. The more serious climate issues are shared with the Campus Environment Team, Office of Human Resources, the provost, and the Affirmative Action Office for their counsel and records. Climate issues also are responded to through the climate assessment process. Following data analysis, policy and programmatic recommendations are made.

One way to respond to climate issues is to offer the support of a network of committed individuals who display a symbol indicating that they offer a “safe place” to report climate issues. This approach has been highly successful in working with issues of the lesbian, gay, bisexual, and transgender community at Penn State. The Zero Tolerance for Hate Network was launched during fall semester, 2001. Many Educational Equity staff members are visible participants in both networks.

4. What unit-wide and individualized approaches have you developed to enhance overall climate and individual’s satisfaction with the environment?

At Educational Equity gatherings over the past two years, the vice provost has stressed the importance of staff treating each other well and with respect. Staff, for the most part, support each other within their units and provide information, advice, and resources across units when possible, such as serving on search committees and in strategic planning. Concerted efforts have been made to educate staff across units about the nature of their work and the populations that they serve.

Units strive to offer a welcoming and inclusive environment when students enter

their offices. Although more training can be conducted in this area, students-as-customers are treated with a positive attitude and a “how can I help” approach.

An example of a successful unit-based approach is Upward Bound’s extensive programming in multicultural activities linked with a testing of students’ cultural awareness before they enter the program and when they graduate. Increases have been found in the awareness and appreciation of cultural differences, contributing to a positive climate.

5. *On a scale of 1 to 10, how do you rate the climate for diversity in your unit at present?*

On average, the climate for diversity at the present time is rated 9. There is clear emphasis on maintaining a civil climate with zero tolerance for disrespect. This rating was computed across all units. Unit ratings were reported by unit directors and a mean score was computed.

Challenge 3: Recruiting and Retaining a Diverse Student Body

1. *Does your unit contribute to recruiting and retaining a diverse student body? If so, how? And what practices have been most successful?*

Successfully meeting this challenge is at the core of the missions of most units within Educational Equity. Some “best practices” are outlined below:

- To reach out to Pennsylvania veterans, the Office of Veterans Programs purchases a monthly tape with names and addresses of all state residents being discharged from military service. Each person is sent a letter that includes information about Penn State. Those interested in the University receive a phone call from a peer counselor who provides individualized attention. In addition, a staff member regularly attends the United State’s Navy’s Broadened Opportunity for Officer Selection and Training program to recruit students from underrepresented groups. As part of retention strategies, general personal, financial, and academic counseling is available, as well as an emergency fund for needed financial assistance; a counselor also provides extensive and intensive assistance for disabled veterans. In 1999, 2,293 veterans were contacted; 2,223 were contacted in 2001.
- The WISE Institute’s recruiting programs include WISE Week (a one-week residential program for high school students), Math Options, Expanding Your Horizons in Science and Mathematics, Nittany Science Camp (with the College of Earth and Mineral Sciences), WISE-Cache (computer hardware diagnosis and repair), Sigma Alpha Stay-Over (with the College of Agricultural Sciences), and Association for Women in Science Stay-Over (with the Eberly College of Science). MentorNet, WISE House, the networking conferences of Challenges and Achievements and Voices, and working closely with student organizations are examples of retention approaches.

- Several federally funded programs hosted by Penn State's Academic Advancement Programs work with precollege populations. While these programs are prohibited by law from directly recruiting students to Penn State, a number of these students do choose to enroll at Penn State, as follows:
 - Educational Opportunity Centers in Philadelphia and McKeesport serve 3,000 low-income adults each year, helping them learn about financial aid and enrollment in college and providing personal assistance in developing career goals. Last year, 20 percent of the Equal Opportunity Center adults who enrolled in college enrolled at Penn State.
 - Talent Search annually assists 950 sixth through twelfth graders to complete secondary education and enroll in a college or training program. Last year, 15 percent of high school seniors in this program enrolled at Penn State, including fourteen students from underrepresented groups.
 - Upward Bound helps 120 low-income, first generation high school students from central Pennsylvania each year. During the past two years, 38 percent of these graduating seniors enrolled at Penn State.
 - The Upward Bound Math and Science Center helps prepare another fifty low-income, first generation high school students from Pennsylvania each year to pursue degrees in math or science. Fifty-four percent of these graduating seniors enrolled at Penn State.
- The Multicultural Resource Center actively advocates for meeting the needs of students from underrepresented groups. The center served 1,698 students in 1999 and 1,811 in 2001.
- The Comprehensive Studies Program targets economically disadvantaged and educationally underprepared students in Pennsylvania, last year serving 286 students from underrepresented groups. Retention services include individual counseling, academic monitoring, placement testing, tutoring, and supplemental instruction.
- The College Assistance Migrant Program provides intensive support to students from migrant or seasonal farm work backgrounds during their first year in college and retention services in later years, helping them to develop stronger academic and English language skills. This year's program assisted thirty-three students, all from underrepresented groups. Their ethnic backgrounds included Vietnamese, Cambodian, Chinese, Puerto Rican, Mexican, Peruvian, Egyptian, and Indian.
- The Office for Disability Services provides psycho-educational testing for students from underrepresented groups with high financial need to identify students with learning disabilities.
- Since 1998, 80 percent of Equal Opportunity Planning Committee funds have been given to programs that support the challenge of recruiting and retaining a diverse student body.
- The three Presidential commissions for equity advocate for policies and practices that enhance the climate for underrepresented and underserved students. Students are active members of these commissions.
- Staff members participate in the FastStart mentoring program and Forum on Black Affairs.
- A retention conference was held in fall 2001 with the second day devoted to

students of color.

Challenge 4: Recruiting and Retaining a Diverse Workforce

1. *How has your unit actively engaged in locating and recruiting staff from underrepresented groups?*

Educational Equity. Often, staff members' personal and professional networks are used to identify qualified individuals and invite them to apply for positions. The affirmative action principles are followed consistently and the search committees are diverse. It is critical to the success of the various units that staffs include representation of the underrepresented groups that they serve. National Web sites of professional organizations, minority vita banks, and diversity-related publications have also been used to advertise open positions.

Given the change in organizational structure, it is problematic to consider any changes over time in the racial or gender composition of the staff. The profile of staff in 2001 included 71 percent of staff who were female and 30 percent who were members of underrepresented groups. This will be the baseline against which future employment trends will be measured.

University. The role of the Senior Faculty Mentor was developed specifically to be supportive of faculty from underrepresented groups. The mentor meets regularly with faculty from underrepresented groups, both individually and in larger settings, to listen to concerns and share strategies. The need for this role and proof of its effectiveness is demonstrated by the increase from being a quarter-time position to a half-time position.

To date, strategic planning units have not, by and large, involved senior diversity planning analysts in hiring processes. With plans to become more proactive in developing relationships with those units, senior diversity planning analysts could work more closely to identify recruiting and retention enhancements to current practices.

In partnership with the Affirmative Action Office, guidelines for the affirmative recruitment of staff have been refined and posted on the Web. In the past, this partnership was based on close collaboration on issues identified in the Campus Environment Team. With the hiring of a new director, there will be new opportunities to identify ways in which the units can work together. Another initiative is a partnership with the Eberly College of Science to support three postdoctoral students of color.

The three commissions for equity have been very active in meeting this challenge of recruiting and retaining a diverse faculty and staff. The Commission for Women undertook an analysis of hiring and retention patterns of female faculty, which was presented to the University Faculty Senate last year. A refinement of that study, supported by the other commissions, is underway, including specific recommendations for hiring. The Commission on Racial/Ethnic Diversity, in partnership with the Forum on Black Affairs and the senior faculty mentor, developed forty-eight recommendations for increasing faculty diversity. These recommendations were sent to the President.

2. *What recruitment strategies have been most successful?*

The diversity of search committees has been very successful, as well as unit directors' commitment to hiring a diverse workforce. Search committees are composed of representatives across units in Educational Equity.

3. *What retention strategies have you implemented in your unit to retain members from underrepresented groups?*

Two general strategies have been identified: support for professional development and commitment to maintaining an environment that is team oriented, open, and constructive.

4. *What retention strategies have been most successful?*

Both of the general strategies outlined above have been highly successful in retaining staff from underrepresented groups.

Challenge 5: Developing a Curriculum that Supports the Goals of our New General Education Plan

1. *Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful?*

The vice provost, associate vice provosts, and directors of the WISE Institute are routinely asked to speak in general education courses, and the directors of the WISE Institute have a regular teaching load as well. A number of other staff members also teach credit courses in African and African American Studies, Agriculture, Higher Education, and Counseling Education. Examples of specific courses taught include Curriculum and Instruction 297A, KEWL Leadership Training; African and African American Studies 497C, Peer Education for Social Change; Counselor Education 497, Senior Re-entry Seminar: Life After College; and African and African American Studies 003, Scholarship and Community. In addition, staff members are routinely sought as guest lecturers and conduct noncredit education and training programs. They are encouraged to teach and are provided release for development of course materials and teaching responsibilities. One staff member serves on the University Subcommittee on Intercultural and International Competence to screen and approve courses that meet the new diversity requirement. In future publications, information about the availability of teaching resources from Educational Equity will become more prominent.

Educational Equity indirectly contributes to the curriculum through the Commission on Racial/Ethnic Diversity, which is working with the Faculty Senate to revise the Intercultural and International Competency requirement. The Commission on Lesbian, Gay, Bisexual and Transgender Equity has been developing strategies to create

an LGBT Studies minor. Students enrolled in Academic Advancement Programs are encouraged to pursue international studies.

An exciting recent initiative that has University-wide implications for developing a more inclusive curriculum is in the pilot phase with the College of Agricultural Sciences. Fifteen faculty members are working closely with Educational Equity to analyze the diversity content and materials of their courses. They are also participating in a variety of learning activities that are designed to enhance not only their self-awareness, but also to increase the inclusiveness with which they approach their teaching.

Challenge 6: Diversifying University Leadership and Management

1. *How has your unit assisted staff from underrepresented groups in developing leadership and management skills?*

Educational Equity. Each unit supports the professional development of all staff, regardless of group affiliation. A number of unit directors and staff members have participated in the Penn State Leader and Mastering SuperVision programs. And, with the new organizational structure and the development of both an Executive Team and a Management Team, there will be additional opportunities for leadership within Educational Equity. Other leadership opportunities include the identification of national professional associations in which staff are encouraged to get involved. A number of staff members have served as officers or committee members within their professional associations.

University. Since 1986, Educational Equity, through the Commission for Women, has supported the Administrative Fellows Program, which provides mentoring opportunities for women and members of underrepresented groups with upper-level Penn State administrators. The director of the WISE Institute and a senior diversity planning analyst have served as mentors in the Commission for Women's mentoring program, which is now in its fourth year.

Extensive leadership training is conducted with units across the University at their request.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

1. *What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your unit implemented to ensure the realization of the University's diversity goals?*

Organizational realignments: The Academic Advancement Programs were combined with Educational Equity in an effort to centralize diversity-related programs and to provide greater visibility to the programs. Regular meetings are held between unit directors and Educational Equity leadership to share information about past activities and

future plans. Considering organizational realignment was a strategic goal in 1999.

Systems of accountability: A Penn State system to report acts of intolerance is complete. Educational Equity also ensures Penn State's compliance with Civil rights mandates by reporting annually to the Office for Civil Rights and the Department of Veteran's Affairs (a 1999 strategic goal and one that continues).

Resource mobilization: An initiative has been underway to better publicize the diversity programs and services available through Educational Equity and Penn State. A review of all Educational Equity units will be undertaken next year to identify process improvements and ways to increase efficiency. Another example of resource mobilization is the Campus Environment Team, where the Affirmative Action Office, Office of Human Resources, and Student Affairs work together, both proactively and reactively, on issues related to campus climate.

Allocation strategies: Space allocation strategies, as well as staffing patterns, will need to be determined given the new configuration of the unit.

Long-term planning strategies: The *Framework* guides Educational Equity's efforts as it covers a five-year time frame.

"A Framework to Foster Diversity at Penn State: 1998-2003" Responsibilities of the Office of the Vice Provost for Educational Equity

In the *Framework*, specific units across the University were charged with implementing strategies to meet each of the challenges. Below are the actions assigned to Educational Equity and their status since 1998.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Work toward a concise institutional definition of diversity: *Currently in progress as part of the diversity update project. Definitions have been collected from each strategic planning unit. These definitions will be analyzed and shared with the Penn State community with the goal of reaching an agreement.*

Convert this section of the Diversity Strategic Plan into a stand-alone document for widespread distribution to the University community: *See "A Framework to Foster Diversity at Penn State: 1998-2003," available in hard copy and online. More than 10,000 hard copies have been distributed.*

Challenge 2: Creating a Welcoming Campus Climate

Develop a plan to enhance the climate for lesbian, gay, bisexual, and transgender faculty, staff, and students: *Completed, in part, with the transition of the LGBTA Resource Room and LGBT Support Network from Educational Equity to the LGBTA Student Resource Center now housed in the Division of Student Affairs.*

Continue support for units' climate assessment efforts and coordinate comparison of climate assessments: *Ongoing, through the assignment of senior diversity planning analysts to strategic planning units.*

Continue efforts to involve students actively in climate assessment and enhancement initiatives: *Ongoing, through assessment in academic units and active encouragement of student participation on the three commissions.*

Challenge 3: Recruiting and Retaining a Diverse Student Body

Review the impact of recruitment and retention programs funded through the Equal Opportunity Planning Committee and make recommendations for future initiatives: *Ongoing, with program evaluation as a standard component of all funded programs.*

Monitor and ensure compliance with commitments related to Pennsylvania's desegregation mandates: *Ongoing, with regular reporting to the government.*

Review effectiveness of precollege student programs and develop strategies to coordinate student transitions between Penn State programs (with the College of Education): *Ongoing.*

Review the organization and effectiveness of current retention initiatives; develop and implement improved procedures (with Undergraduate Education): *Ongoing, including the annual retention conference and new freshman orientation initiatives.*

Challenge 4: Recruiting and Retaining a Diverse Workforce

Monitor the success of efforts to create a diverse workforce: *Ongoing, through the commissions and in partnership with the Affirmative Action Office.*

Challenge 5: Developing a Curriculum that Supports the Goals of our New General Education Plan

Develop framework to assess student learning outcomes associated with the Diversity Skills and International Competencies requirement (with Faculty Senate and Undergraduate Education): *Ongoing.*

Establish a working committee to develop strategies for establishing programs in fields such as Asian American; Disability; Hispanic/Latino American; and Lesbian, Gay, and Bisexual Studies (with Faculty Senate and Undergraduate Education): *There has been no progress toward this goal. However, with the model of the Commission on Lesbian, Gay, Bisexual and Transgender Equity working to develop a minor in LGBT Studies, some of this program development may be more under the purview of the Commission on Racial/Ethnic Diversity.*

Develop a plan for providing fiscal and consultative support to assist faculty in designing courses satisfying the Diversity Skills and International Competencies requirement (with Undergraduate Education): *Ongoing, including the Curricular Infusion Project in partnership with the College of Agricultural Sciences.*

Challenge 6: Diversifying University Leadership and Management

No University-level responsibilities.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

Re-examine the EOPC mission and assess the existing awards process; introduce modifications as appropriate: *Completed, with the incorporation of funding organized around meeting the challenges outlined in the Framework.*

Coordinate review of current organizational arrangements involving offices providing services to underrepresented groups including benchmarking with peer institutions: *Ongoing.*

Establish Faculty Diversity Advisory Committee (in collaboration with Faculty Senate): *This activity is highlighted in the “2001-2003 Strategic Plan” as an area of emphasis.*

Develop recommendations for reducing reliance on volunteer organizations to provide critical services to underrepresented groups: *This is also highlighted as an area of emphasis for the next several years.*

Develop plans to ensure coordination of diversity initiatives system-wide (with deans at all locations): *In progress.*

“A Plan to Enhance Diversity at Penn State”

Responsibilities of the Office of the Vice Provost for Educational Equity

In *A Plan to Enhance Diversity at Penn State*, Educational Equity was restructured, as follows, with status updates:

The Vice Provost for Educational Equity will be added to the President’s Council. *Completed.*

The Vice Provost for Educational Equity will be added to the Academic Leadership Council, which includes the academic deans and other senior University officers. *Completed.*

The Vice Provost for Educational Equity will be included in discussions about the annual budgets and diversity plans of the colleges at all campuses. *Ongoing.*

The Provost and the Vice Provost for Educational Equity will jointly review and approve the annual budgets for the colleges: certified progress on the diversity plans of each college will influence this budget review and approval process. *Ongoing.*

The University administration will contract for an independent review of the organization of diversity programs at Penn State, including the Affirmative Action Office. The external reviewers will be asked to meet with all relevant constituencies, including students. *The review of the Affirmative Action Office has been completed; the report and President Spanier's response are posted on the Web at http://www.equity.psu.edu/reports/Review_Report.html and http://www.equity.psu.edu/reports/Review_Response.html.*

The Office of the Vice Provost for Educational Equity will be responsible for assessing the college progress reports on *A Framework to Foster Diversity at Penn State: 1998-2003* that were due December 15, 2001, and for developing a set of best practices to foster diversity that will be widely disseminated within the University. The Provost and the Vice Provost for Educational Equity will provide written feedback, publicly available, on the mid-term progress of the colleges in meeting diversity goals; the allocation of Equal Opportunity Planning Committee funds will be influenced by this assessment. At the conclusion of this "Framework" period in 2003, the Vice Provost for Educational Equity will undertake a final assessment of the colleges' efforts in achieving these goals. The results of these assessments will be a major factor in budgetary reallocations made during the 2003-04 academic year by the Provost and the Vice Provost for Educational Equity. The reallocations made as a result of this process will be publicly available and will be shared with members of the Pennsylvania Legislature, including members of the Pennsylvania Legislative Black Caucus. *Every budget executive has received feedback related to their diversity-related efforts and have been given the opportunity to clarify their updates.*

The Provost and the Vice Provost for Educational Equity will consult with peer institutions to identify possible additional systems of accountability for oversight of the implementation of diversity plans. *Penn State's diversity-related activities have been discussed with the vice provost's CIC colleagues.*

The Office of the Vice Provost for Educational Equity will be responsible for ensuring that appropriate investigations of bias-motivated incidents and hate crimes are initiated. This office will also be responsible for the coordination of all follow-up activities. The investigations and reporting procedures will comply with all University policies and local, state, and federal laws regarding the reporting of hate crimes. The office will also be responsible for the regular dissemination of reports of incidents of acts of intolerance. *The Web-based reporting system is online and a hotline has been established.*

To further guarantee that the leadership of our academic units and the University is fully prepared to meet the challenges of moving forward on our plans, all members of the President's Council, deans, and department heads will go through diversity training during the fall 2001 semester. The training will be conducted by an external consultant with expertise and experience in such training. *Completed.*