

Analysis and Recommendations
**Fall 2014 Review of *A Framework to Foster Diversity at Penn State: 2010–15* and
2014–15 through 2018–19 Diversity Initiatives**

Introduction

Penn State was among the first universities in the nation to approach diversity goals via a strategic planning process. *A Framework to Foster Diversity at Penn State* was first launched in 1998 and currently is completing its third five-year cycle. Diversity strategic planning has been merged into the University's overall strategic planning to include the current set of strategic planning guidelines and 2014–15 through 2018–19 unit strategic plans submitted in July 2014.

The most unique feature of *A Framework to Foster Diversity at Penn State* and one of its greatest strengths is the comprehensive review process, begun in 2001 and which includes the significant public accountability feature of having final materials posted on the web. Five *Framework* Review Teams were charged by Provost Nick Jones to evaluate the diversity updates and planning contained in the unit 2014–15 through 2018–19 strategic plans. The Review Teams met in fall 2014 and focused on macro-level progress in achieving goals for each of the seven *Framework* Challenges, with an emphasis on evidence-based decision making and impact.

The Review Teams produced concise feedback reports for each of the University's strategic planning units. Review Team feedback reports have been provided to Provost Nick Jones and Interim Vice Provost for Educational Equity Marcus Whitehurst, who will then meet with each unit head to discuss their feedback. The units have an opportunity to make a written response to the feedback reports following the meeting. The Review Teams also evaluated best practices proposed by the units as per the strategic planning guidelines. This analysis represents the Review Teams' observations and recommendations regarding the University's overall progress toward its diversity, equity, and inclusive excellence goals as articulated in the *Framework*.

The Review Teams are representative of broad constituencies across the University. They include faculty, staff, students, and administrators, with representatives from the President's commissions for equity, Faculty Senate, campuses, diversity student organizations, and other stakeholder groups. Each team was staffed by a diversity planning analyst from Educational Equity. Chairs were:

- Kelly Austin, Chancellor, Penn State Schuylkill
- Barbara Dewey, Dean, University Libraries and Scholarly Communications
- Keith Hillkirk, Chancellor, Penn State Berks
- Iyunolu Osagie, Associate Professor of English, College of the Liberal Arts
- Carla Pratt, Associate Dean and Professor, Dickinson Law

This document proceeds in four parts based on the Review Team process: findings, recommendations, characteristics of effective unit diversity strategic plans, and best practices identified by the Review Teams. An executive summary is included for quick reference.

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Findings

The Review Teams, and indeed many of the unit plans, agree with President Barron that diversity will be an increasingly important component of institutional viability and vitality moving forward. President Barron's "Diversity and Demographics" imperative further advances the rationale articulated in *A Framework to Foster Diversity at Penn State: 2010–15* <http://equity.psu.edu/framework>, and demonstrate what is perhaps the most important finding over the course of the *Framework* Review process since reviews were begun in 2001: the active, visible support of leadership is a critical component. Strategic planning is one of the best methods for engaging the entire University in diversity, equity, and inclusive excellence, and we hope that it will one day reach its full promise as a change agent at Penn State.

The Review Teams found that, in general, 2014–19 diversity planning was less sophisticated and more narrowly focused than we have seen since the initial 2001 review. Little continuity exists between the 2010–15 plans and the current plans and specificity was sacrificed for brevity of reporting. Reviewing the documents for evidence of diversity, equity, and inclusion progress was, in the words of one reviewer, "like a treasure hunt without a map and there may not be any treasure." It was difficult to identify, and thus assess, information describing the progress made and efforts planned regarding each of the seven Challenges, as was requested in the strategic planning guidelines.

The Review Teams' observations suggest that *A Framework to Foster Diversity at Penn State*, Penn State's strategic plan for diversity from 1998–2015, has served as an effective and comprehensive road map for inclusive excellence and should continue to do so. The *Framework* articulates closely with President Barron's imperatives of Diversity and Demographics and Access and Affordability. However, without employing the concrete and comprehensive approach to diversity, equity, and inclusion through the seven Challenges, many units floundered in their diversity reporting, planning, and assessment, with some units failing to report on several of the Challenges contained in the *Framework*.

In this review process the Review Teams did not believe that the unit plans provided sufficient information for a meaningful evaluation of unit and University progress, as well as next steps regarding diversity, equity, and inclusion goals. At this time, we must think forward to construct the University's next strategic planning steps such that we can continue to effectively review and evaluate diversity accomplishments at the unit and University levels.

Many of these findings reiterate findings and recommendations of previous reviews, as well as of the Halualani & Associates external assessment report, which substituted for a 2013 midpoint *Framework* Review. Yet, there has not been significant enough progress in either our planning abilities or our outcomes. Need for better accountability and sufficient resources was an overarching theme. Another theme throughout was need for evidence-based planning, intelligent metrics, and data reporting. Incremental change is no longer enough; as one unit plan noted regarding diversity: "the future is now."

The President's imperatives of Diversity and Demographics and Access and Affordability clearly establish these areas as institutional priorities, and the Provost has expressed commitment to ensuring that

principles of diversity, equity, and inclusive excellence are fully actualized as foundational aspects of institutional excellence within the next strategic planning cycle.

In order to meet the needs of our students and our Penn State community in today's world, we must make a significant leap in this area, or risk falling back on our progress. Diversity has to be given the emphasis, exposure, and resources of a top level priority, or it risks getting buried among competing priorities if it is left as simply a given to be found throughout. There must be explicit expectation that diversity, equity, and inclusive excellence be evident in all unit operations and leadership processes. There must be responsibility and accountability for implementation and outcomes. And there must be clear performance expectations and University level accountability for performance at acceptable levels.

The *Framework* Review process works well

- *Framework* Reviews have been effective in driving implementation, monitoring progress, and encouraging accountability.
- The seven Challenges of the *Framework* provide effective and specific guidelines for reporting.
- Diverse, well-balanced Review Team representation supported strong discussions that provide a comprehensive, non-UP-centric view, inclusive of student issues.
- Engaging in the *Framework* Review process itself was a professional development experience; team members reported satisfaction in serving and learning about the University, as well as appreciation of the opportunity to network and effectively collaborate.
- Information about expectations, process, and outcomes could be more broadly shared with University administration and the University community.
- The Review Teams findings suggest that we were set back by not doing a midpoint review of the 2010–15 *Framework*.

***A Framework to Foster Diversity at Penn State*, Penn State's strategic plan for diversity from 1998–2015, has been an effective and comprehensive plan for inclusive excellence and should continue**

- The seven Challenges of the *Framework* have provided a comprehensive and concrete roadmap for advancing diversity, equity, and inclusive excellence.
- Under diversity strategic planning, new initiatives have been launched, the profile for diversity at Penn State has been amplified, and useful workshops surrounding *Framework* themes have enriched our understanding of diversity. The footprint of diversity would be different at Penn State, perhaps substantially so, were it not for diversity strategic planning.
- One of the strengths of the *Framework* diversity strategic planning process is continuity (this was also noted in the Halualani report).
- The previous approach of breaking diversity planning out of overall planning, with completely distinct processes, has afforded some clear advantages and promoted clearer, higher-quality diversity plans.
- With better emphasis on outcomes and accountability, the *Framework* would be more effective.

Although the concept of integrating diversity planning into overall strategic planning has merit, this first attempt has not been very successful

- The instructions for integrating the two processes were not as coordinated as they might have been, with confusion between the original planning guidelines and the “Provost’s Pillars.”
- Diversity tended to get lost in the shuffle, and at times the teams had to “dig” diversity out of the plans, largely because the *Framework* Challenges weren’t as prominent. At times, diversity seemed to be a “tack on” and even “choppy” when compared to overall planning.
- Some units demonstrated a complete disregard for diversity planning or for planning guidelines.
- Planning for this cycle was too aggressive based on our current planning infrastructure. Bringing the two processes together impeded units from developing thoughtful strategic priorities for diversity in favor of simply covering everything and being comprehensive. A more well-defined planning structure with illuminating data cuts would be useful.
- Many units did not identify best practices or did not include substantiating evidence.
- Units that have already integrated diversity into their operations and structure were better able to integrate the planning processes.
- Without the specificity of the *Framework* Challenges, there was “consistent lack of consistency” across unit reports, which made it difficult to assess unit progress and University level progress.
- Collaboration between the Office of Planning and Institutional Assessment (OPIA) and Office of the Vice Provost for Educational Equity has been very valuable and productive.

Despite the strategic planning guidelines, overall, there was little evidence of continuity from previous diversity planning cycles

- Little continuity exists between the 2010–15 plan and the current plan in many units.
- Many plans showed little or no evidence of reflection on previous diversity initiatives.
- Diversity planning/reporting was less sophisticated, focusing mostly on racial/ethnic minorities, and on student recruiting and retention. There was little attention to the LGBT community, people with disabilities, veterans, etc., and where those were addressed, it tended to be in very focused initiatives. The broad and inclusive concept of diversity with a comprehensive and holistic approach, as put forth in the *Framework*, was not reflected in this review.
- There is deep concern that in merging diversity back into overall planning, we may be setting ourselves back to the same place we were twenty years ago. Many other universities are starting out today with diversity being one goal within an overall plan and look to Penn State as a more robust and comprehensive model to which to aspire.
- If diversity planning remains under general planning, the University will have to be mindful to prevent diversity from being diluted as a strong planning focus. Diversity must be a top-level priority, otherwise we stand to lose the progress we have made.

Accountability and resources are of particular concern

- There is deep concern that despite the thorough and thoughtful reviews, diversity planning at Penn State is not taken seriously and serves as “window dressing” without significant progress.
- There seems to be no consequences and accountability for units that do not advance. Penn State ties few if any consequences, positive or negative, to planning and outcomes. The

apparent disregard for planning guidelines in some cases and the fact that one unit simply did not submit a plan are evidence of lack of accountability.

- Though many diversity functions at Penn State have centralized leadership, the University's decentralized structure coupled with numerous leadership changes pose special challenges for integrating diversity throughout units. Because unit autonomy often trumps accountability for effective planning, robust plans may not be in place when new executives begin their tenure or, conversely, outstanding planning from previous cycles can be lost if new executives are not made aware or don't perceive existing planning to be a priority.
- At the unit level, implementation plans with assigned responsibility and mechanisms for accountability were positive.
- Challenge 6 especially is enormously difficult for units to achieve on their own, particularly the campuses, without University emphasis and resources.
- Adequate resources are necessary to support institutional priorities; diversity efforts cannot be successful as an "unfunded mandate."

Many units struggled with effective planning in general, which also affected their diversity planning

- Many units struggled with effective strategic planning concepts. There was confusion regarding goals, objectives, strategies, tactics and metrics, a focus on activity rather than outcomes, and a pronounced lack of evidence-based planning and use of data, especially in relation to diversity.
- Those who are working on strategic planning must have or be given the requisite skills and experience to acquire the needed expertise for effective strategic planning, implementation, assessment, and reporting, including diversity, equity, and inclusion efforts and those in key positions with diversity expertise.
- In many plans, it was unclear as to whether a multicultural leader or others familiar with diversity initiatives were responsible for writing and/or integrating diversity into the unit plans.
- Many plans evidenced some confusion between strategic planning and marketing reports or budget requests.
- Many unit plans appeared to be grasping at how to include diversity effectively in their plans. There was a broad range of how it was covered and how well the guidelines were addressed.
- Diversity and inclusion aspirations are often well stated in mission and vision statements, and may even appear among strategic priorities. However, metrics combined with vigorous planning conventions are not as evident. The focus must be on outcomes leveraged by planning and supported by concrete data.
- The most effective plans have integrated diversity into their vision/mission/values, wrote a specific summary piece on diversity and defined it for themselves, and then mapped it throughout the main plan, and included an implementation plan, responsibility matrix, and strategic indicator data. While this approach may be challenging, it has been the most complete and most promising for full consideration of diversity in strategic planning across a unit's objective. (See Characteristics of Effective Diversity Strategic Planning for more information)
- OPIA and Educational Equity presentations, training sessions, and consultations were effective and helpful when utilized by units to better understand the rationale and process of strategic planning, including how to use data in conjunction with planning tools. However, this resource is largely underutilized.

There was a pronounced lack of assessment, evidence-based planning, and use of data to support diversity goals

- Making the leap from emphasis on planning and activities to implementation and assessment is necessary to advance diversity goals and enhance accountability.
- There was a striking lack of data reporting across many of the plans, and little use of evidence-based planning. Similar observations were made in previous *Framework* reviews as well as in the Halualani & Associates external assessment, yet we have not seen substantial improvement.
- Some units have done a better job of identifying “intelligent metrics,” key metrics at a macro level that drive implementation and progress.
- There is a wide range across the units in ability to obtain and use data effectively. Most units do not have a dedicated position to monitor, collect, and report diversity data to whomever is charged with oversight of the unit’s *Framework* implementation.
- A better institutional approach to data and centralized data resources are needed to drive enhanced diversity and overall planning. OPIA is a valuable resource.

Diversity has been a strategic priority for the University since the mid-1990s, yet we have not reached our goals

- Diversity, equity, and inclusion are not yet effectively interwoven as expectations within the University’s operational culture. This value should be reflected as a way of doing business, not empty catchphrases. (Challenge 7)
- Despite a long history of diversity planning, diversity, equity, and inclusion have not been universally integrated into the fabric of the institution. Many feel that diversity is not honored or celebrated and that we still live in a University with bias and lack of acceptance. (Challenge 2)
- Statements such as President Barron’s Diversity and Demographics imperative, which supports the imperatives presented in *A Framework to Foster Diversity at Penn State: 2010–15*, help to articulate the importance of diversity, equity, and inclusion to the University.
- Diversity, equity, and inclusion are not explicit in the University’s mission, vision, and values, and are not a universally recognized expectation in what it means to be a member of the Penn State community.
- There is not a common understanding of diversity across Penn State. (Challenge 1)
- Best practices could be better leveraged.
- We have made and sustained progress in recruiting and retaining a diverse undergraduate student body. (Challenge 3)
- Shared responsibility and accountability are effective.
- Staff are often missing from diversity initiatives. (Challenge 4)
- We have made little gains in recruiting and retaining a diverse workforce (Challenge 4) and leadership and management (Challenge 6). Without purposefully seeking to enhance the diversity profile and having higher level accountability, good intentions have not been enough to address these Challenges. Training and coaching has the potential to enhance the increase in diverse faculty.
- Review of the general education curriculum presents opportunity to strengthen curricular integration of meaningful US diversity understandings. (Challenge 5)
- Active, visible leadership is necessary in setting expectations regarding diversity goals.

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Recommendations

Incremental change is no longer adequate; we must make institutional transformation through bold deliberate actions. We must take this opportunity to think deeply about how best to move forward. In previous diversity planning cycles, we have been more comprehensive. Moving forward, we must be more strategic and more focused on movement at the Challenge level. In order to successfully integrate diversity into overall unit operations, including diversity planning, diversity must be approached holistically, avoiding the temptation to focus on one part, one aspect, or one group's or position's contribution to diversity; diversity integration needs to occur by pursuing a trajectory of diversity enhancement throughout, not just by developing a collection of isolated goals. Responsibility for diversity goals should not be compartmentalized. Diversity, equity, and inclusion must be a core value of the University and a specific priority to be implemented. Diversity planning must remain as a focused effort and not lost amid the general strategic planning process.

We must design a University strategic planning process that builds upon the foundation established through *A Framework to Foster Diversity at Penn State*; that enables future review and assessment of progress regarding diversity, equity, and inclusion; that captures the right data (intelligent metrics); that is based on good strategic planning practices; and that emphasizes evidence and outcomes over anecdotal platitudes. There must be accountability and there must be resources.

The Review Team recommendations below outline necessary and essential elements needed in order to truly advance the Diversity and Demographics imperative through a strategic planning approach. The quotations are drawn directly from the Observations and Recommendations prepared by each team.

Align diversity planning and overall strategic planning more closely

“The *Framework* process was well thought out, but we need a better process for balancing diversity and overall strategic planning.”

- Strategic planning in general needs to be more rigorous and diversity must be included with specificity and accountability. Plans should be used actively as roadmaps for the operational culture of the University and units, respectively.
- Clearer guidelines are needed for incorporating diversity and clear, specific expectations for planning, implementation, reporting, and assessment. The specificity of the previous *Framework* planning and reporting expectations had been effective and should continue.
- Plans must address diversity structurally to advance diversity systemically and systematically; addressing scattered strategic initiatives has not been effective.
- Diversity, equity, and inclusion should be incorporated in the next University strategic plan as both a crosscutting principle and a strategic priority to ensure institutional transformation.

Ensure more robust guidance, effective infrastructure, and support for strategic planning, and for effectively incorporating diversity planning

“Like teaching someone to hit the bull’s-eye, but they’re not even hitting the target yet.”

- Diversity planning should be an ongoing process with regular updates, progress assessments, and accountability for progress.
- More information and training—including how-to, basics of strategic planning, characteristics of effective plans, inclusive planning processes, assessment strategies, implementation strategies, responsibility matrix, accountability, and University expectations—should be provided to units on a more consistent basis. Consider an online planning toolkit to help facilitate unit planning and effective incorporation of diversity into unit strategic plans. Some sort of template is necessary for consistency.
- Retain the *Framework’s* seven Challenges to structure diversity planning.
- Minimum standards and expectations for planning processes and use of data are needed.
- Accountability, support, and resources for improvement are necessary for units not engaging in effective planning at an acceptable level; recommend units work collaboratively with OPIA and Educational Equity. Units that have worked closely with Educational Equity and/or OPIA have tended to have a better grasp of diversity strategic planning and thus stronger plans.
- More leadership involvement in the diversity planning process and accountability in setting expectations for diversity, equity, and inclusive excellence is needed.
- Unit planning should be led by designated unit planning coordinators who are well trained in planning and diversity planning. Key players who can pull multiple levers of power and are intrinsically invested in diversity and inclusion must be at the forefront of planning.
- Processes should be streamlined to take less time but produce better results, with better support and resources for those engaged in coordinating planning.
- Better availability of and use of data is essential.
- Review Team members should be leveraged within their units and across the University for their insight and expertise to advocate for diversity and enhance the impact of the process, guiding units through the planning period.

Leap from strategic planning to implementation and outcomes via focus on evidence-based planning, metrics, outcomes, and accountability

“Diversity has been a strategic priority for the University since the mid-1990s, yet there has been an embarrassing lack of progress.”

- Focus unit and University assessment and accountability on the most important outcomes.
- Focus on metrics, evidence and outcomes is necessary for improvement and institutionalization.
- Create better mechanisms to identify, understand, and track implementation of best practices from national and institutional contexts.
- Promote and incentivize a “race to the top” culture built around better leveraging best practices for diversity, equity, and inclusive excellence.

Ensure greater accountability for reaching diversity, equity, and inclusion goals at both the University and the unit level

“Minimum expectations must be raised.”

- Unit executives must be accountable to the University and must hold members of their unit accountable for acceptable levels of progress regarding diversity, equity, and inclusion.
- In strategic planning, units must be held accountable to address all of the areas requested by the University and to maintain alignment between University unit priorities.
- Alignment of diversity, equity, and inclusive excellence priorities within University priorities must translate into action.
- Units with poor plans and/or outcomes should work specifically with OPIA and Educational Equity for guidance and improvement.

Create a better overall institutional approach to data to drive enhanced diversity planning, implementation, assessment, and outcomes

“It is clear that there are widespread struggles with data in unit plans, especially as it relates to diversity.”

- Intelligent metrics and evidence-based planning are a must to advance diversity, equity, and inclusive excellence.
- Clearer expectations and more guidance on recommended data and how to use those data for implementation strategies and reporting are needed.
- Diversity data should be more readily available to units, and more widely used by units and the University.
- Each unit should have a diversity metrics position whose job it is to monitor, collect, and report diversity data in support of unit *Framework* implementation. Funding should be made available to create such positions where they do not exist.
- Checking in on outcomes more often than every five years might encourage regular data collection in support of evidence-based planning and implementation. Attention must still be given to diversity populations for which hard data are not available (e.g., LGBT, disabilities, religion, etc.)

Cultivate a University-wide shared understanding of diversity, equity, and inclusion in relation to institutional viability and vitality

“Continue the conversation to heighten the awareness of the importance of diversity.”

- Create an institutional culture that engages in ongoing discussions of the positive benefits of diversity, equity, and inclusion in relation to University values and priorities.
- A University-wide diversity definition or statement, overarching to the unit definitions, is needed.
- The institutional understanding of diversity, equity, and inclusive excellence should be reflected in the *University Style Guide* and demonstrated in communications strategies at all levels.

- Greater capacity for leveraging the positive benefits of diversity and creating a diverse, equitable, and inclusive University environment is needed across all staff, faculty, and administration.

University level expectations, actions, and resources are necessary for institutional transformation

“Diversity as an ‘unfunded mandate’ and ‘volunteer activity’ will never be successful.”

- Diversity strategic planning and outcomes must be linked to consistent and enduring financial and other resources in order to be actualized as a University imperative. (Challenge 7)
- Resource allocation is necessary for launching or expanding priority programs. (Challenge 7)
- While campus locations appear to make use of available resources, achieving diversity and inclusion goals can be particularly difficult and would benefit from University level resources. (Challenge 7)
- Diversifying University leadership (Challenge 6) is particularly difficult and requires a University level commitment.
- Curricular changes are difficult to achieve and would benefit from University level resources and expectations, including from the University Faculty Senate and Graduate Council. (Challenge 5)
- A comprehensive array of strong and effective initiatives is needed to increase diversity of faculty and staff (Challenge 4) and administration and leadership. (Challenge 6)
- Commitment to diversity must appear strongly and consistently across top level University documentation and processes such as institutional values, vision, mission statement, Human Resources competencies and staff performance management, faculty promotion and tenure expectations, and communications strategies. Currently it does not.

Leverage executive leadership for institutional transformation

“In-depth reflection on the conceptual underpinnings of diversity and inclusion would be useful for Academic Leadership Council and President’s Council.”

- Implement “orientation” for executives, administrators, and academic administrators which, among other things, specifically and thoroughly addresses diversity, equity, and inclusion goals for Penn State and expectations for unit participation, as well as existing strategic plans and feedback, including diversity planning and feedback.
- Regularly engage University executives in conversations about the importance of diversity and inclusion, and progress.
- Focus on the positive benefits to the University of achieving a culture of diversity, equity, and inclusive excellence.

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Characteristics of Effective Diversity Strategic Planning

The most effective diversity strategic planning addresses diversity structurally and systemically rather than in an ad hoc or as needed approach. Plans that appear most successful involve continual planning and progress, not just activity when a strategic plan is due; they show evidence of reflection on previous initiatives and of building upon previous plans and accomplishments; they articulate a clear definition and common understanding of diversity and its importance to the unit, and they benefit from a dedicated coordination structure. The most successful unit plans show evidence of integrating diversity into general planning and operations as well as specific emphasis on diversity, with clear goals, outcomes, intelligent metrics, and accumulated data to support evidence-based planning, an implementation plan, timelines, and accountability plan for their diversity efforts. Successful planning, implementation, assessment, and reporting involves unit leadership across key areas, including personnel who work with diversity; their service should be given sufficient resources and recognition. Units are encouraged to work collaboratively with and draw upon the resources of OPIA and Educational Equity for effective planning, implementation, assessment, and reporting.

Continuity, integration, and institutionalization of diversity, equity, and inclusion efforts

- Build upon previous plans
- Integrate diversity into general planning and operations
- Make diversity, equity, and inclusion an expectation for unit success, rather than relying on a few champions or advocates
- Integrate diversity throughout plan, AND specifically address in a detailed section or appendix

Evidence-based planning and decision making, intelligent metrics, assessment, and outcomes

- Develop intelligent metrics, targets, and thresholds for success, planned outcomes, assessment
- Apply appropriate data and evidence
- Approach strategic planning as more strategic than operational or comprehensive
- Employ sophisticated use of data and evidence, closing the data/evidence loop, continuous process

Accountability and resources

- Include an implementation plan with timetables and responsible parties
- Allocate resources to support suggested initiatives, expansion of programs, and data tracking

Units that presented strong diversity planning in their unit strategic plans (although it is sometimes difficult to assess progress because of lack of metrics and data) included:

- Health and Human Development
- Penn State Altoona
- College of Science
- Earth and Mineral Sciences
- Finance and Business
- Nursing
- Undergraduate Education
- College of Education
- Penn State Berks
- University Libraries

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Best Practices and Potential Best Practices

This compilation of Best Practices and Potential Best Practices highlights practices that were identified by the 2014 *Framework* Review Teams that evaluated Penn State strategic planning units' diversity updates and planning as presented in the 2014–15 through 2018–19 unit strategic plans.

Framework 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. Potential best practices show promise, but do not have substantiating evidence.

The Review Teams developed the list of potential and best practices from those that were self-identified by the unit and from the team's own evaluation of the unit plan. Cases where substantiating evidence may have been incomplete or where promising initiatives were new were identified as "potential best practices."

The summary analysis indicates common themes and types of practices that reflect the specific practices identified by the *Framework* Review Teams. The full compilation of potential and best practices identified by the Review Teams and arranged by Challenge can be found following the summary analysis; this document is available online at <http://equity.psu.edu/updates/analysis/best-practices>. Best practices for effective incorporation of diversity strategic planning within overall strategic planning can be found in "Characteristics of Effective Diversity Strategic Planning" at <http://equity.psu.edu/updates/analysis/characteristics>.

Summary Analysis of Best Practices

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- Encourage engagement in diversity work in and beyond the unit.
- Sustain specific initiatives to create inclusive and differentiated diversity awareness and understanding.
- Provide comprehensive online resources, contacts, and information for the campus community.
- Engage in broad communication across multiple audiences reinforcing the benefits of diversity.
- Recognize diversity as central to excellence.
- Engage in ongoing discussions of the positive benefits of achieving a culture of inclusive excellence.

Challenge 2: Creating a Welcoming Campus Climate

- Collaborate across units.
- Offer scholarly, research, co-curricular and student-leadership opportunities addressing diversity.
- Offer unit-wide community service/service learning projects.
- Distribute broadly and ensure easy access to diversity statement and resources information.
- Offer diversity training and SAFE spaces.
- Establish unit-wide diversity awards and recognitions.
- Assess climate using surveys or focus groups.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Sustain initiatives targeted to recruit and retain students from specific diverse populations.
- Take a holistic approach to supporting students' needs, specialized advising and support.
- Collaborate across U.S. and International cultures to foster global engagement and citizenship.
- Attend to the pipeline through graduate school and beyond, provide research opportunities.

- Establish community and private sector partnerships.
- Provide financial support.
- Sustain bridge programs, transition support, mentorship.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- Sustain initiatives targeted to recruit and retain faculty and staff from specific diverse populations.
- Establish multilayered process for conducting searches and assessing candidates; include diversity/diversity advocate on search committees; include diversity in onboarding and retention initiatives.
- Encourage family-friendly and work-life balance policies.
- Use an “apprenticeship model” for training new hires; mentoring.
- Foster cross-collaboration among the diversity committee and other departments

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

- Support Penn State institutes that cultivate engagement around social justice and human rights issues.
- Foster collaborative, co-curricular approaches for cross disciplinary teaching and scholarship around a common focus.
- Partner with external community and professional organizations and other academic institutions.
- Create more diverse and inclusive curricula through College-level approaches to ensuring diversity as a relevant area of focus within academic programs.
- Include diversity-related guidelines in the description of core competencies for faculty.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Sustain initiatives to identify, develop, and advance managers and leaders from diverse populations.
- Sponsor diverse candidates for participation in leadership opportunities.
- Include diversity expertise and perspectives on leadership bodies, hiring committees, advisory boards, governance bodies, etc.
- Establish faculty mentoring programs, fellows programs, and succession planning.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- Integrate diversity throughout the vision, mission, values, strategic goals, and curriculum.
- Establish and maintain an office for diversity and inclusion, led by an administrator who actively participates in all areas of the unit’s governance, has oversight to coordinate diversity efforts across the unit, has a direct reporting line to the unit executive, and is part of the leadership team.
- Identify “intelligent metrics” and strategic indicators; disaggregate data across diverse demographics to identify areas of disparity; use evidence-based decision making; emphasize outcomes; establish accountability for progress.
- Coordinate central and departmental efforts.
- Create partnerships focused around urban development, sustainability, business and industry, and other domains that impact diversity and inclusion in society.
- Establish and maintain an active, well-structured diversity committee to identify and implement specific initiatives, and provide vision for diversity and inclusive excellence.
- Allocate resources for staffing, budget, space, etc. based on diversity and inclusion needs.
- Incorporate contributions made in support of the *Framework* into performance management and tenure and promotion expectations.

Best Practices

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- No Place for Hate initiatives. (Penn State Abington)
- Evidence-based, data driven approach to programming, decisions, and implementation. (Undergraduate Education)
- Encouragement from unit leadership for staff to seek membership in the President's commissions for equity. (Information Technology Services)

Challenge 2: Creating a Welcoming Campus Climate

- Center for Intercultural Communication and Global Awareness activities. (Penn State Abington)
- Distribution of the civility statement. (University Libraries)

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Summer College Opportunity Program in Education (SCOPE). (College of Education)
- Global Dialogues. (Penn State Abington)
- Student-Veterans' program. (Penn State Abington)

Challenge 4: Recruiting and Retaining a Diverse Workforce

- Multicultural Committee Member representation on each campus search committee. (Penn State Abington)
- The checks and balances of the multilayered process for conducting searches, assessing candidates, and including diversity on search committees. (Penn State Erie, The Behrend College)
- Advertising jobs nationally. (Information Technology Services)

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

- Presentations in Spanish by extension educators. (College of Agricultural Sciences)

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Support for participation in Leadership Centre County by sponsoring diverse candidates. (Finance & Business)
- Faculty Mentoring Program. (Penn State Lehigh Valley)

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- The Office of Multicultural Programs led by an assistant dean who actively participates in all areas of the college's shared governance. (College of Education)
- Establishing the Office of Diversity & Inclusion and appointing a director who has oversight to coordinate and develop diversity efforts across the unit, providing the director a straight reporting line to the senior vice president for Finance and Business/Treasurer in addition to being part of the leadership team. (Finance & Business)

Potential Best Practices

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- The level of engagement and activity of the Diversity and Community Enhancement Committee and their collaborative work with the assistant dean. (College of Education)
- Integration of diversity throughout the Vision, Mission, and Statement of Values as well as the Strategic Goals. (Penn State Fayette, The Eberly Campus)
- Adequate staffing (associate dean, director of recruitment, and staff assistant) to promote diversity. (College of Earth and Mineral Sciences)
- The First-Year Seminar that includes a section containing a diversity focus and the World in Conversation Project. (College of Earth and Mineral Sciences)
- The Diversity Council, which meets regularly and represents every constituent group in the college. (College of Earth and Mineral Sciences)
- Plans to appoint a student/faculty/staff diversity committee with a specific charge to implement the *Framework* and make recommendations for planning and improvement to the dean and faculty. (Dickinson School of Law)
- A central web page entitled, "Diversity, Fairness, and Equity," provides resources, contacts, and information for the campus community. (Penn State Beaver)
- Several diversity initiatives, such as Hispanic Heritage Month and Pride Month. (Penn State Berks)
- Comprehensive diversity website. (College of Agricultural Sciences)
- Diversity Book Club. (College of Agricultural Sciences)
- Coordination between ITS Human Resources and the Climate and Diversity Team. (Information Technology Services)

Challenge 2: Creating a Welcoming Campus Climate

- Collaborating with other units to sponsor the Education and Civil Rights conference. (College of Education)
- Campus Diversity Awards and Diversity Training Sessions for Faculty and Staff. (Penn State Abington)
- A diversity website that lists the campus' diversity mission and vision as well as the members of the Diversity Affairs Committee; the expansion of the academic and co-curricular offerings addressing diversity; and the implementation of campus-wide community service/service learning projects. (Penn State Hazleton)
- Hosting a diversity conference and adding diversity sessions for new student orientation and for orientation leaders. (Penn State Altoona)
- The Science Diversity event. (College of Earth and Mineral Sciences)
- Assessing the campus climate using surveys or focus groups. (Dickinson School of Law)
- Online civil rights training. (College of Agricultural Sciences)
- Encouraging faculty presentations on diversity-focused topics following attendance at diversity conferences. (College of Agricultural Sciences)
- Establishment of the Students, Allies, Friends and Educators (SAFE) Club as a support network for the LGBT community. (Penn State DuBois)

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Food pantry for students in need. (Penn State Brandywine)

- The Global Engagement Network, which is intended to foster global citizenship for students, faculty, and staff and global leadership in scholarship and international engagement. (University Office of Global Programs)
- Developing programs to use domestic students in international student engagement programming to encourage productive synergies. (University Office of Global Programs)
- The Fall STEM Open House and SROP articulations to facilitate the recruitment of underrepresented/underserved students. (The Graduate School)
- Proposed partnerships with regional businesses to recruit underrepresented/underserved students to its graduate programs. (Penn State Great Valley)
- The Multicultural Academic Excellence Program, which is a multifaceted support program for underrepresented/underserved students. (Penn State Harrisburg)
- The Diversity STEM Program, Engaged Research Scholars Program, ARL Diversity Outreach Opportunities Research program, and the Postdoctoral Development Program, which support diverse students through their participation in research projects. (Office of the Senior Vice President for Research)
- Plans to expand advising services to not only provide more advisers but to go beyond scheduling duties to help students develop stronger study and metacognitive skills. (Eberly College of Science)
- Numerous initiatives designed to recruit and retain diverse students, such as expansions of partnerships with HBCUs, STEM special living options, and the Millennium Scholars, Pre-First Year in Engineering and Science, and Strategies and Tactics for Recruiting to Improve Diversity programs. (Eberly College of Science)
- Developing guidelines on best practices in graduate student mentoring. (Eberly College of Science)
- LifeLink PSU, the summer 2014 co-sponsorship initiative for visually impaired high school students, the Thomas Pukzar Graduate Assistantships in Education, and additional funding support. (College of Education)
- FastStart, a mentoring program that pairs Penn State students from underrepresented/underserved groups with alumni, faculty, and staff. (Division of Development and Alumni Relations)
- FastStart Behrend mentorship program. (Penn State Erie, The Behrend College)
- The campus' signature initiative, "Bond of Brothers" Mentorship Program. (Penn State Abington)
- Financial support through scholarships and other means and the enrollment management task force study charged with identifying ways to enhance the recruitment of a diverse student population, with a report expected by fall 2014. (Penn State Hazleton)
- The Multicultural Connections Program, the Diversity Ambassador Program, and Find Your Path speaker series. (Penn State Altoona)
- Chancellor's meeting with veteran students to discuss ways to improve services and create a more supportive and inclusive environment. (Penn State Altoona)
- An articulated plan for supporting international students through the use of focus groups, monitoring of difficulties, and a faculty and staff workshop aimed at identifying potential problem areas for this population. (Penn State New Kensington)
- The "minority-serving" institutions for faculty and departmental engagement to facilitate transition of students from these institutions. (College of Earth and Mineral Sciences)
- The pre-doctoral Summer Academy's nine-week orientation, serving as a bridge for underrepresented/underserved graduate students. (College of Earth and Mineral Sciences)
- Reinstating the LLM program, which brings in lawyers from other countries to enhance diversity and create opportunities for cross-cultural learning in the classroom. (Dickinson School Law)
- More information is needed to assess whether the support mechanisms used by advisers to identify, track, and support students most vulnerable to not being retained represent potential best practices. (College of the Liberal Arts)
- The veteran student initiatives for recruitment and retention. (Penn State Mont Alto)

- Create specialized student advising and support services for adult students and veterans. (Penn State Shenango)
- Senior exit survey updated to include a question regarding diversity climate. (College of Agricultural Sciences)
- Securing funding for student research through collaborations with other institutions. (College of Agricultural Sciences)

Challenge 4: Recruiting and Retaining a Diverse Workforce

- The annual Faculty and Staff Awards to reward employees who have demonstrated a commitment to celebrating diversity. (Penn State Harrisburg)
- Tenure clock extensions after the birth of a child. (Eberly College of Science)
- The proposed “apprenticeship model” for training new hires. (Eberly College of Science)
- Conducting exit interviews with diverse faculty and staff. (Dickinson School of Law)
- Cross-collaboration among the Diversity Committee, Human Resources, and other departments for delivery of diversity training programs. (Penn State Worthington Scranton)

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

- The Institute for Social Justice, which is intended to bring awareness to and engagement in social justice and human rights issues through teaching, research, and service. (Penn State Brandywine)
- Teaching International, which adopts a specific country or region of the world as a common focus each academic year for cross-disciplinary teaching and scholarship. (Penn State Greater Allegheny)
- The Philadelphia Urban Seminar, the Ecuador ESL Program, the Sheppard School Partnership, the Student Teaching Abroad Program, the Hazleton Initiative, and the Commitment to Conducting a College-wide Inventory of Courses with Significant Diversity Content. (College of Education)
- The diversity Leadership Retreat, Diversity Collection Development Plan from the Abington Library, and HOF Exchange Program for Business and IST students. (Penn State Abington)
- The co-curricular model currently being expanded that relies on collaboration between faculty, Student Affairs, the Coalition for Equity, and the International Intercultural Programs Office. (Penn State Fayette, The Eberly Campus)
- Partnerships with other international universities and organizations (e.g., study abroad programs in Norway and India, the India Initiative, and membership in the Northeastern Pennsylvania Diversity Education Consortium). (Penn State Hazleton)
- The “Country of Focus” initiative, which introduces students to the concept of diversity and the plan to integrate this across the academic curriculum. (Penn State New Kensington)
- The Global Health Minor that introduces diversity into the curriculum. (College of Health and Human Development)
- The plan to permit and encourage students to take up to 6 credits of coursework related to a specific diverse interest. (Dickinson School of Law)
- The Teaching International Initiative launched in 2013–14. (Penn State York)
- Development of an educational program at the Regional Medical Campus to support the growth of primary and rural care medicine. (College of Medicine)
- Programming that complements the new diversity-related guidelines that were included in the description of core competencies for librarians. (University Libraries)

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Positive outcomes for this Challenge that still need to be connected to specific strategic planning endeavors. (College of Communications)
- The Fellows Program. (Penn State Erie, The Behrend College)

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- Identifying strategic indicators at the end of various sections of the unit strategic plan. (Penn State Greater Allegheny)
- The strategic use of data, such as establishing employment goals based on availability percentages obtained from the Affirmative Action Office and numerous performance indicators. (Penn State Harrisburg)
- The “Vulnerable Populations” strategy, which is a multifaceted research effort aimed at expanding knowledge and developing interventions to support the many different vulnerable members of our society. (Office of the Senior Vice President for Research)
- The Navy Yard and other unit partnerships focused around urban development, sustainability, business and industry, and other domains that impact diversity and inclusion in society. (Office of the Senior Vice President for Research)
- Associate department heads for equity and diversity. (Eberly College of Science)
- The change in organizational structure of the Diversity and Community Enhancement Committee to capture the collective interests of students, faculty, and staff, which led to higher visibility and activity and increased committee membership; the creation of a Student Recruitment Task force; and the refined model for student recruitment, retention, and curricular development. (College of Education)
- Nurtured diversity efforts in sub-units like Auxiliary & Business Services and OPP and adoption of the Cultural Competence Continuum. (Finance & Business)
- Formation of the Diversity Affairs Committee. (Penn State Hazleton)
- The hiring of an international student adviser within the economics department. (College of the Liberal Arts)
- The inclusion of *A Framework to Foster Diversity at Penn State* as one of the nine “Campus Roles and Principles.” (Penn State Beaver)
- Asking every employee to report contributions made in support of the *Framework*. (Dickinson School of Law)
- Disaggregation of data across diverse demographics to identify any areas of disparity. (Dickinson School of Law)
- The Visioning Committee. (Penn State Lehigh Valley)