Best Practices in Diversity Strategic Planning Workshops

Spring 2011
Benchmarking Best Diversity Practices
Tuesday, March 29, 2011
10:00 -11:30 a.m.
508 Rider

_A Framework to Foster Diversity at Penn State: 2010-15_

Penn State is in its third cycle of diversity strategic planning as outlined in _A Framework to Foster Diversity at Penn State: 2010-15_. In order to assist colleges, campuses, and academic support units in developing and implementing effective initiatives that address the Seven Challenges identified in the _Framework_, the Office of the Vice Provost for Educational Equity is hosting a workshop in spring 2011 on "best practices" in diversity strategic planning.

The workshop will feature a panel discussion among Penn State faculty and staff who will describe some strategies they have used to implement best practices in diversity strategic planning.

Panelists:

Renata Engel, Associate Dean for Academic Programs, College of Engineering; David Gnage, Chancellor, Penn State Mont Alto, and Janet Murphy, Director, Directorate of General Administration and Planning, University Office of Global Programs

Moderator:

Victoria Sanchez, Assistant Vice Provost for Educational Equity

Participating Campuses: Altoona, Beaver, Erie, Fayette, Hazleton, Mount Alto, New Kensington, Schuylkill, Shenango, University Park, Worthington Scranton, and York. Materials from this presentation may be located at [http://www.equity.psu.edu](http://www.equity.psu.edu).

I. Introductory Remarks: Victoria Sanchez.
   
   A. Victoria Sanchez explained that we are in third year planning cycle for _A Framework to Foster Diversity_. Seven challenges emerged within four dimensions from institutional analysis in creating a comprehensive _Framework_ initiative:

   **Campus Climate and Intergroup Relations**

   Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

   Challenge 2: Creating a Welcoming Campus Climate
Representation (Access and Success) Challenge

Challenge 3: Recruiting and Retaining a Diverse Student Body Challenge

Challenge 4: Recruiting and Retaining a Diverse Workforce

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters United States and International Cultural Competencies

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals


C. Penn State is on the leading edge of diversity planning, being a front runner in leadership commitment. New directions in the 2010-15 planning cycle: this is the right and smart thing to do with diversity as a core value, and with a focus on measurable outcomes.

D. In review of 2010-2015, a number of units are doing exciting things. Dr. Sanchez introduced the panel members as individuals whose unit plans did an excellent job of demonstrating how units can be strategic in meeting those challenges. The following three units reported on the depth of their progress and success:

1. College of Engineering: Renata Engel
2. Global Programs: Janet Murphy
3. Penn State Mount Alto: David Gnage

E. Accountability was an important part of the review process. The reviews were comprehensive and participatory and feature the unique public accountability of final materials being posted on the Office of the Vice Provost for Educational Equity Web site. Each strategic planning unit submitted a diversity strategic plan based on the Framework and its own planning goals to Educational Equity at the beginning of the planning period. These plans were reviewed concurrently with the final update reports from the previous planning period. Progress updates were then submitted by each planning unit at the midpoint and end of each planning cycle. A specific set of assessment questions regarding unit-level implementation guides the updates. Unit diversity strategic plans and updates were evaluated by review teams that represent broad constituencies across the University.
F. The review teams made candid and thorough evaluations, ranging from specific observations and suggestions to the identification of broad themes of progress, ongoing challenges, and opportunities for improvement. Review team feedback reports were provided to both the provost and the vice provost for Educational Equity, who then met with each unit executive for discussion. The units had an opportunity to make a written response to the feedback reports following the meeting.

G. Highest emphasis is placed on the integrity of the process and the results. Each team was staffed by a representative from Educational Equity to coordinate consistency of the procedures, approach, and tone across all the teams and from one review to the next. The review proceedings remained confidential until final materials were posted on the Educational Equity Web site. The Web site maintains a comprehensive repository of unit diversity strategic plans, updates, and feedback reports from each Framework cycle.

H. The Framework review teams included representative from faculty, staff, students, faculty senate committee, campuses, diversity student organizations, and the commissions. Renata Engel served as chair on one of the review teams. The essential elements included assessment and planning.

I. Best practices were identified as incorporating diversity into all aspects of units, use of data to drive progress, utilization of university resources, hiring, retention, and advancement of diverse faculty, staff, and administration. In reference to the Framework Strategic Performance Indicators, it became evident that we need to pay attention to groups where data are less readily available. Minorities, LGBT population, etc. do not have all data available for analysis.

J. Penn State has made strides to create a diverse and equitable campus environment. Fostering diversity must be recognized as at the heart of our university.

II. Contact Information: Terrell Jones: wtj1@psu.edu, Victoria Sanchez: vsanchez@psu.edu.

III. Panelists:

A. Renata Engel, Associate Dean for Academic Programs, College of Engineering

1. She was heavily involved the in process within Engineering and through the Framework review team creating a final report and new plan. With additional involvement on teams that have evaluated the Framework plans and updates, she has great familiarity with the process.

2. Development of the plan:

   a) One initial goal was to get more people involved through-out the process. When the final report and new plan was available, we realized that as large as our college was and with the many accomplishments achieved, the planned implementation focused primarily on one committee.
b) In response, “speed committee work” was developed to gather as much information as possible, without getting bogged down by the details.

c) By calling upon people who were already familiar with the process, representation was sought from all segments of the college to include educational programs, faculty, staff, new hires, and leadership.

d) Groups of 3-4 people were invited, and *Framework* targeted areas of improvement, that the university had identified as a starting point, were used. For a one-hour meeting, participants were asked to talk about highlighted areas from the report. This was based on the recent final report, and Renata listened and wrote. With 15 minutes left, she summarized what was heard, and then asked “what would you like the college to look like in 5 years?”

e) Three groups were brought in for a single challenge. This information was sent back to the individuals involved. As a result, it became more about actions as opposed to text. The plan was reviewed; background, actions, outcomes, and strategic indicators (like climate survey, enrolment and faculty/staff numbers) were included.

f) Committees were formed as a challenge task team. The teams were led by people who had responsibility in that area. The teams were comprised of variety of individuals, and the makeup of teams will change over time.

3. Implementation of the plan and where we are at right now:

a) Process and implementation come from focusing on individual challenges and then implementing. Many things tied into the overall strategic plan.

b) There was a building upon successful initiatives like: senior faculty women building a supportive culture and addressing the needs of junior faculty and graduate students by meeting regularly throughout the year.

c) The strategic plan includes implementing a world class engineering vision: to have students with an increased awareness of the world. Under their diversity strategic plan, challenge 5, 100% of students have a significant international experience. This includes non-travel based experiences where students from different countries collaborate on a project.

d) This task team was linked to a faculty task team, to leverage upon things already in place within college.

e) Leaders were identified within the college that might have been previously overlooked.
B. Janet Murphy: Director, Directorate of General Administration and Planning, University Office of Global Programs

1. University Office of Global Programs: The first two iterations of the Framework, were under the office of undergraduate education. In 2005, renaming occurred, restructuring occurred, and it was elevated to vice provost level.

2. Initial issue: The office has students coming in from 210 different countries, so staff had the perception there was no need to focus upon this. Not all had the breadth of diversity in mind initially.

3. However, by systematically reviewing the seven challenges areas, underserved faculty and staff were identified. Many goals are shared goals with the university strategic plan and the diversity strategic plan.

4. A shared goal with the Penn State strategic plan included goal #3: “Realize Penn State’s Potential as a Global University.” Globalization emerged as an independent goal.

5. The need to expand and diversify the education abroad enterprise became apparent.

6. The twin aims of global programs include global citizenship and global leadership. The global leadership was developed from traditional study abroad programs and currently embedded programs.

7. Education abroad: We send many students abroad, but the goal is to send more students to non-traditional locations. There is a need for a better understanding of all places.

8. In addition to increasing numbers, the goal is to reach students traditionally not exploring education abroad, as minority populations are underrepresented.

9. Penn State is a top hosting institution for international students, but there is a need to diversify and increase international student populations at all campuses.

10. Global Engagement Network (GEN): contains a strategy to create partnerships around the world through concentration of resources.

11. Inclusive planning process: The entire office was involved. Dr. Adewumi led meetings with the entire office.

   a) Each staff meeting had a strategic brainstorming for the seven strategies. Each unit then produces two goals.

   b) It was useful to look at individually and with regard to all groups we wished to address.
c) The end result is a matrix with the plan displayed in a chart. This shows the plan and the measure of the plan in terms of goals, strategies, timeline, and strategic indicators of success.

12. There was difficulty with the indicators of success matrix measure. Surveys and other specific measure of success are being developed to better analyze the end result.

13. Implementation plan: With specific units assigned to each of these goals, their job was to make sure goals were completed.

   a) Challenge One, Developing a Shared Understanding of Diversity: The goal was increased work performance due to a better understanding of all populations. All staff attended diversity presentations, diversity workshop series, and diversity presentations as an expectation of their job that was reflected in the SRDP process.

   b) Challenge Two, Welcoming Campus Climate: A globalization certificate could be obtained through attending a 20 hour course on intercultural communication, a workshop with HR, participation in diversity programs, and collaboration with on-campus diversity resources.

   c) Challenge Three, Diverse Student Body: Scholarships were made available for students studying abroad in non-traditional locations and for diverse applicants.

   d) Challenge Four, Diverse Workforce: Everyone must be involved in the hiring process.

   e) Challenge Five and Six, Curriculum Development & Leadership: Support was needed for the academic units.

   f) Challenge Seven, Organizational Change: Professional development was needed within the office. How to promote leadership within our office and introduce mentoring opportunities were explored.

C. David Gnage, Chancellor, Penn State Mont Alto

1. Process
   a) During the process, faculty, staff, and students were on the policy and planning committee.

   b) The process included a policy and planning committee, subcommittees, and town hall meetings.

2. Campus 2008-2013 Strategic Plan
a) The campus 2008-2013 strategic plan included a statement of shared values, student learning outcomes, and goals.

b) The Statement of Shared Values was selected with a diversity emphasis. The student learning outcome was an appreciation for diversity as a key element.

c) Data was collected concerning graduation rates and first and second year retention rates. Mont Alto has approximately 1200 students, with 750 commuter students. Of these commuter students, 280 are adult learners.

d) Currently there is a 70% retention rate for adult students, with the goal of 76%. Commuter student retention rates are at 70%, with the goal of 76%. African American year-to-year retention rates are 70-72% with goal of 76%. Hispanic student retention rates are 54-63%, with a goal of 76%.

e) In effort to nurture a campus community that embraces diversity, collegiality and collaboration, and promotes cross-cultural understanding, a campus climate committee was created. This committee was comprised of faculty, students, staff, and faculty senate providing significant input.

f) The student population distribution changes significantly in evening. 43% of the residence hall students are from underrepresented groups. This creates unique challenges in providing programming for students.

3. **A Framework to Foster Diversity**

a) Implementation of *A Framework to Foster Diversity* included exploring challenges, goals, action items, and outcomes.

b) The last Faculty/Staff Satisfaction Survey showed 10% drop in satisfaction which impacts the measure of a welcoming campus climate. Going forward, the goal is 70% of respondents will report that their department provides visible leadership to foster diversity.

c) They have had focus groups dig into what has changed. All formal complaints are investigated and education is provided on how to report. Faculty senate and diversity committee are pretty watchful.

d) With the goal to increase the number of students from underrepresented/underserved populations from Penn State Mount Alto, intergroup disparities were identified and addressed.

e) With 48% graduation rate, there is room for improvement. Hispanic, African American, and adult students, have the lowest graduation rates at 50%. The projected overall goal was set at 54%.
f) In 2004, 64% of technical service employees agreed or strongly agreed that Mont Alto is supportive of them and promotes their professional development. Currently, it is at 50%, with a goal to increase to at least 65% of faculty, staff, and technical service employees.

4. Survey conducted

a) The survey was conducted in the spring of 2010 to address diversity in terms of the quality of instruction and facilities and institution specific questions.

b) 2.76% of respondents agreed or strongly agreed that multicultural perspectives are covered in class, with a goal of 80%. 76% agreed or strongly agreed that Penn State Mont Alto welcomes students from diverse backgrounds, with a goal of 80%. 67% felt equipped to succeed in diverse world, with a goal of 80%, there is much work to do.

c) Additional areas of improvement included the institution specific question.

d) 65% of respondents knew how to report acts of intolerance and discrimination.

e) 51% of respondents had knowledge of the LGBT Support Network.

f) 62% of respondents knew about Penn State’s Zero Tolerance for Hate Network.

g) More data is being gathered and focus groups are being created this semester to address Campus Services and Resources.

IV. Questions/Discussions:

A. Please explain more about the more about course offered through HRDC.

We have offered a set of courses over the years concerning cultural competencies. The new course combines previous sessions into a structured package addressing the international student onboarding process. For example, the government and VISA process, introductions to different student populations will be made available during the course in the fall of 2011.

B. Please provide some examples of how 100% participation in the international experience goal was achieved.

A buddy program was implemented where international students were matched with students here. A travel experience was initiated where approximately 200 students spend a semester working on a project with international design projects with 30-40 students traveling to other countries to complete humanitarian engineering projects.
Graduate students are involved primarily through research and international connections. For undergraduates, the engineering leadership minor has a strong global focus.

C. Are there scholarships available for students on campuses to study abroad?

Yes. Monies come from collaboration between the Office of the Vice Provost for Educational Equity and the Affirmative Action Office.

D. Please provide “nuts and bolts” details concerning the task committee’s wide involvement in planning and implementation.

1. Individuals that participated in the small session groups, started with task team leaders as listed in report. Leaders were then asked who should be on the team. The teams have changed to smaller teams to implement action items.

2. Concerning recruitment and retention on the student side, we wanted to increase diversity in graduate student population. Formation of the teams was a comprehensive process. Sarah Zappe was initially responsible in dealing with the data and assessment.

3. Faculty and staff workshops were needed and a different team was charged to address that. Currently, we are pulling the teams back to obtain a report. The teams are progressing. As they tackle challenges, upon completion, the makeup of the team will change as needed. We will have at least 100 people involved at some point during the process.

4. Penn State Mont Alto followed a similar process of asking the same question of who should be on the team. Reports were received, edited, and the taken back to the policy and planning committee. This resulted in a town hall meeting where the report was provided days in advance of the meeting for review. It is important to have as much involvement as possible, as it provides ownership and engagement.

E. In looking at SRDP right now concerning the expectations under diversity, please elaborate on ranges of participation.

1. The college of engineering required three diversity workshops as a diversity development goal. Also publishing the Humphrey fellow’s publications we hope to publish on website have a global certificate and workshops available on request.

2. Victoria Sanchez discussed that several units are looking at SRDP, as a way to encourage professional development in diversity. It would be interesting to see hours around diversity. Outreach and Cooperative Extension has the expectation that we participate in 8 hours of diversity training per cycle.
F. People need to take diversity training. How are you promoting diversity within the institutional culture?

1. Janet Murphy is working with OHR to develop an OHR campus climate survey. OHR can do an anonymous survey for anyone. They are doing it as a part of a 360 review in different topics.

2. Renata Engel: the student population participated in a study climate of assessment in engineering through the Sloan foundation. This deals with climate in classroom and general college. We have identified key questions, to see progress in improving climate. This data is broken down based on gender, ethnicities, identity, etc.

V. Closing comments: Victoria Sanchez

A. We hope this was helpful to see what is going on in these units. You are encouraged to take away some of these best practices to your own unit for what your involvement is in achieving university goals.

B. The goal is to have all thinking about diversity, even if it is not the label on what we are doing.

VI. Next quality advocates session:

The Political and Economic Landscape for Higher Education in Pennsylvania
Tuesday, April 19, 2011
9:00 a.m. – 10:30 a.m.
508 Rider

Presenters: Mike DiRaimo, Director of State Relations, Governmental Affairs, and Zack Moore, Director of Federal Relations, Governmental Affairs

Since 2008, state budgets across the U.S. have had to cope with about $400 billion in deficits. In Pennsylvania, the Governor has proposed a $182 million reduction in the Commonwealth’s appropriation to Penn State. Nationally and in Pennsylvania, the coming fiscal year may be especially difficult because $54 billion in federal stimulus funds directed to education spending will likely be gone. How are these and related factors – including the pace of economic recovery, and political change nationally and in Pennsylvania -- likely to impact Penn State?

To register for this free event call the Office of Planning and Institutional Assessment at (814) 863-8721 or e-mail psupia@psu.edu. Penn State campuses interested in participating in Quality Advocates via videoconference should contact the Office of Planning and Institutional Assessment.
The Quality Advocates Network meets several times each semester to share ideas and examples of improvement and change. To join the Quality Advocates Network mailing list or to learn more about the meetings scheduled, contact the staff at psupia@psu.edu.

The Quality Advocates Network is open to all Penn State faculty, staff, administrators, and students.