

PENNSTATE



Office of the Vice Provost for Educational Equity



Strategic Plan 2014-15 through 2018-19



Office of the Vice Provost for Educational Equity Strategic Plan: 2014–15 through 2018–19

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Executive Summary

Vision

Institutional transformation for diversity and inclusive excellence.

Mission

Created in July 1990, the Office of the Vice Provost for Educational Equity is charged with fostering diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership. This mission comprises educational access programs for targeted groups of low-income, potential first-generation college students; academic success services and grant-funded programs, including [Federal TRIO Programs](#), for low-income, first-generation, and underrepresented/underserved students; and serving as a catalyst, advocate, and resource for Penn State's diversity and inclusion initiatives by coordinating University-wide strategic planning for diversity and providing University-wide leadership to increase Penn State's capacity for diversity and inclusion.

We support and evaluate the many diversity initiatives and serve as an advocate for a range of unique populations. These include historically underrepresented/underserved racial/ethnic groups; persons with disabilities; persons from low-income families who would be the first generation to attend college; veterans; lesbian, gay, bisexual, and transgender persons; and women. Our development efforts have significantly exceeded our campaign goal, and we award over \$1.2 million in need-based scholarships annually to our student constituents. The three President's Commissions for Equity are administratively housed and supported through our office: Commission for Women, Commission on Racial/Ethnic Diversity, and Commission on Lesbian, Gay, Bisexual, and Transgender Equity. We believe that diversity and inclusion are central to the University's overall mission of excellence.

Our mission is central to both Provost Nick Jones's vision of diversity, equity, and inclusion being a foundational principle of University strategic directions and to President Barron's imperatives of Diversity and Demographics and Accessibility.

Offices and Programs

[College Assistance Migrant Program](#)
[Educational Opportunity Center \(Philadelphia\)](#)
[Multicultural Resource Center](#)
[Office for Disability Services](#)
[Office of Veterans Programs](#)
[Student Support Services Program](#)
[Talent Search](#)
[Talent Search York](#)
[Upward Bound](#)
[Upward Bound Math and Science Program](#)
[Upward Bound Migrant](#)

Diversity Strategic Planning and Assessment (*A Framework to Foster Diversity at Penn State* (1998))

<http://equity.psu.edu/diversity-strategic-planning>

President's Commissions for Equity:

[Commission on Lesbian, Gay, Bisexual, and Transgender Equity](#) (1991)

[Commission on Racial/Ethnic Diversity](#) (1989)

[Commission for Women](#) (1981)

Equal Opportunity Planning Committee: provides seed funding for diversity initiatives

<http://equity.psu.edu/eopc> (1983)

Senior Faculty Mentor: provides a variety of supportive services to tenure track faculty members belonging to underrepresented racial/ethnic groups to facilitate attainment of tenure and promotion

<http://equity.psu.edu/sfm>

What Uniquely Defines Educational Equity

- College Access Programs
- Student Success Programs
- Institutional Leadership and Advocacy on Diversity Issues, Initiatives, and Resources
- Strategic Planning, Reporting, and Assessment for Diversity, Equity, and Inclusive Excellence across the University
- Institutional Expertise on Diversity and Inclusive Excellence in Relation to Institutional Mission

Goals

- Plan, implement, and assess the **University's diversity strategic planning** process within the context of comprehensive University strategic planning to ensure continued advancement of the University's diversity, equity, and inclusive excellence goals
- Provide support and consultation to the **President's Commissions for Equity**
- Cultivate **collaborations and partnerships** with other University units and offices vis-à-vis diversity, equity, and inclusive excellence aspects of key initiatives
- Emphasize **informed decision making** (closing the data loop) **and intelligent metrics**, both within Educational Equity and in the University's efforts to advance its institutional diversity, equity, and inclusion goals
- Create additional opportunities for student access through support of high school-based TRIO programs
- Increase support for and success of underrepresented/underserved students we serve
- Increase Educational Equity's capacity for effective operation
- Avoid taking on responsibilities of other units

Key Strategic Performance Indicators

Strategic performance indicators are based upon external, University, and internal indicators of success.

- External Indicators:
 - o External accountability
 - o Awards, recognitions, and benchmarking
- University Indicators:
 - o Federal audits and compliance monitoring
 - o University data
 - o Successes of those we serve
- Internal Indicators:
 - o Intelligent metrics and University data
 - o Grants funded

- o Development and scholarship impact
- o Programs and offices indicators and metrics
- o University collaborations and partnerships
- o Commissions reach
- o Senior Faculty Mentor funding
- o Staff demographic profile
- o Professional development

Correlation of Strategic Initiatives to Budget

Strategic initiatives that will require additional resource allocations:

- Expansion of the Lenfest program
- Staff position for data gathering and analysis
- Staff position for marketing and communication

Recycling commitment over the next five years: \$134,165. Reduction in permanent funds will come from both salary lines and department allotments. Many of our units have recycled to the extent that they no longer have permanent department allotment funds and are reliant on temporary funds. The Educational Equity budget does not have the required salary funds to create and sustain projected salaries, fringe benefits, and start-up expenses for a communication specialist and a data analyst.

Strategic Plan

Introduction and Profile

Penn State was among the first Universities to establish an executive level diversity position (what is now often called “chief diversity officer”) in the position of Vice Provost for Educational Equity (1989); an extensive Office of the Vice Provost for Educational Equity (1990) to advance diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership; and a strategic planning approach to diversity, equity, and inclusion (1998). We are also one of the few Universities to keep a continuity throughout the diversity strategic planning trajectory, with each iteration of the *Framework* building upon the successes of the last (rather than starting over anew). Results of a recent assessment and benchmarking study by Halualani & Associates diversity research/analytics firm indicate that Penn State is “at the high end of its peers” in terms of the University’s diversity strategic plan, organizational capacity, effectiveness, and impact, and a leader in strategic assessment <http://equity.psu.edu/workshop/2013-fall-workshops>. Our institution-wide efforts have also been noted by *Insight Into Diversity*, which named us one of its 2013 Higher Education Excellence in Diversity award recipients <http://news.psu.edu/story/292013/2013/10/18/administration/penn-state-receives-higher-education-excellence-diversity> and recently featured us in a spotlight article <http://www.insight-intodiversity.com/images/downloads/digitalissues/june2014/index.html>. Daryl Smith, a leading researcher on diversity in higher education, has congratulated us on our work and remarked that we are on the leading edge of focus on assessment <http://equity.psu.edu/workshop/spring-2009>. Our strategic planning approach, robust, institution-wide infrastructure for diversity, and numerous college access and student success programs have been drivers of institutional transformation. Other leading institutions have benchmarked against us and drawn heavily from *A Framework to Foster Diversity at Penn State*. Our articulation of the importance of diversity as a moral, business, and economic/educational imperative in *A Framework to Foster Diversity at Penn State: 2010–15* <http://equity.psu.edu/framework> is in alignment with President Barron’s imperative “Diversity and Demographics” and our support for low-income, first-generation students supports his emphasis on “Accessibility” and affordability <http://news.psu.edu/story/315948/2014/05/14/administration/barron-introduces-six-major-topics-spark-discussion-across>.

Created in July 1990, the Office of the Vice Provost for Educational Equity is charged with fostering diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership. This mission comprises educational access programs for targeted groups of low-income, potential first-generation college students; academic success services and grant-funded programs, including [Federal TRIO Programs](#), for low-income, first-generation, and underrepresented/underserved students; and serving as a catalyst, advocate, and resource for Penn State’s diversity and inclusion initiatives by coordinating University-wide strategic planning for diversity and providing University-wide leadership to increase Penn State’s capacity for diversity, equity, and inclusion.

We support and evaluate the many diversity initiatives and serve as an advocate for a range of unique populations. These include historically underrepresented/underserved racial/ethnic groups; persons with disabilities; persons from low-income families who would be the first generation to attend college; veterans; lesbian, gay, bisexual, and transgender persons; and women. Ours is the only office within Penn State with certifying officials for veterans and for disabilities; counselors/certifying officials in the Office of Veterans Programs advise Veterans and dependents of their benefits, submit the billing to the Veterans Administration for payment of tuition, fees, living and book allowances, and reconcile accounts. Our development efforts have significantly exceeded our campaign goal, and we award over \$1.2 million in

need-based scholarships annually to our student constituents. The three President's Commissions for Equity are administratively housed and supported through our office: Commission for Women, Commission on Racial/Ethnic Diversity, and Commission on Lesbian, Gay, Bisexual, and Transgender Equity. We believe that diversity, equity, and inclusion are central to the University's overall mission of excellence.

See Appendix 1 for organizational chart

More information about our offices and programs can be found at the following links:

[College Assistance Migrant Program](#)
[Educational Opportunity Center \(Philadelphia\)](#)
[Multicultural Resource Center](#)
[Office for Disability Services](#)
[Office of Veterans Programs](#)
[Student Support Services Program](#)
[Talent Search](#)
[Talent Search York](#)
[Upward Bound](#)
[Upward Bound Math and Science Program](#)
[Upward Bound Migrant](#)

Diversity Strategic Planning and Assessment (*A Framework to Foster Diversity at Penn State* (1998))

<http://equity.psu.edu/diversity-strategic-planning>

President's Commissions for Equity:

[Commission on Lesbian, Gay, Bisexual, and Transgender Equity](#) (1991)

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Equal Opportunity Planning Committee: provides seed funding for diversity initiatives <http://equity.psu.edu/eopc> (1983)

Senior Faculty Mentor: provides a variety of supportive services to tenure track faculty members belonging to underrepresented racial/ethnic groups to facilitate attainment of tenure and promotion <http://equity.psu.edu/sfm>

1. Articulated Vision of Your Unit's Future Over the Next Five to Ten Years

With a new sense of urgency, our strategic planning will focus on our ongoing and long-term goal of institutional transformation for diversity, equity, and inclusive excellence, including ensuring affordability, access, and success of underrepresented/underserved groups.

Given factors such as

- projections of the national demographic landscape through 2040¹
- White House commitments to increased graduation rates (including for low income students), access, and affordability
- the increasing diversity in the population of students served by Penn State (see Figure 1)
- increasing costs of attendance
- low, and in some cases declining percentages of multicultural and underrepresented faculty² (see Figure 2) and staff³ (see Figure 3)
- projected decreases in the diversity within University leadership, and
- employer and workforce expectations for diverse employees and for diversity and inclusion skills from all of our graduates

it is critical for Penn State to consider diversity and inclusion broadly. Penn State's success is increasingly aligned with the success of the Educational Equity mission. Success of this mission is an area where Penn State can make a significant societal impact.

¹ PA demographics (<http://chronicle.com/article/Pennsylvania-Almanac-2013/140711/>) (Western Interstate Commission for Higher Education *Knocking at the College Door Projections of High School Graduates* <http://www.wiche.edu/info/knocking-8th/profiles/pa.pdf>) After a five year decline in the overall pool of traditionally aged high school graduates, the next fifteen years are projected to remain relatively steady. However, the demographics of this population will shift considerably with decreasing percentages of white high school graduates and increasing percentage of multicultural students. Hispanic high school graduates projected to increase by 60% between 2008-09 and 2019-20.

² Overall, the peak percentage of multicultural faculty was in 2007 with 17.99%; as of fall 2013, the percentage had declined to 16.77%. The peak for African American faculty was fall 2005, 3.56%; as of fall 2013, the percentage had declined to 2.90%. The peak for Hispanic faculty was fall 2010, 2.71%; as of fall 2013 the percentage had declined to 2.68%.

³ Percentages of multicultural staff have historically been very small. They have shown a very slight increase over time. Multicultural staff (excluding executives and administrators) was 5.86% in 2003 and increased to 7.42% as of fall 2013. Over this same ten year period, the percentage of African American staff has decreased.

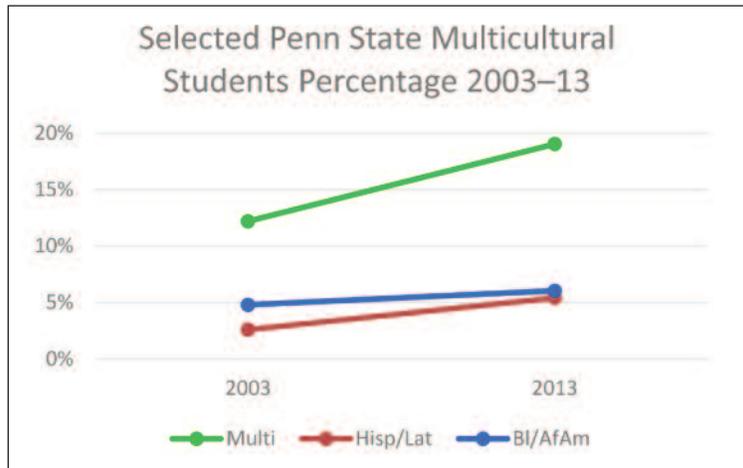


Figure 1

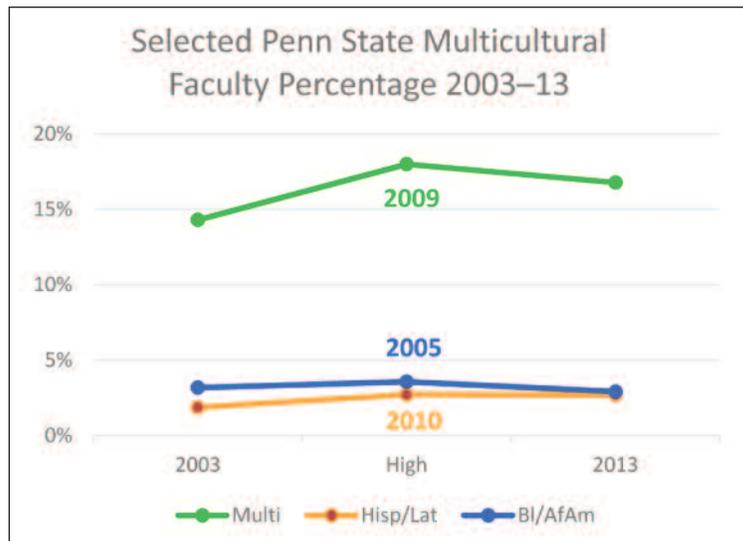


Figure 2

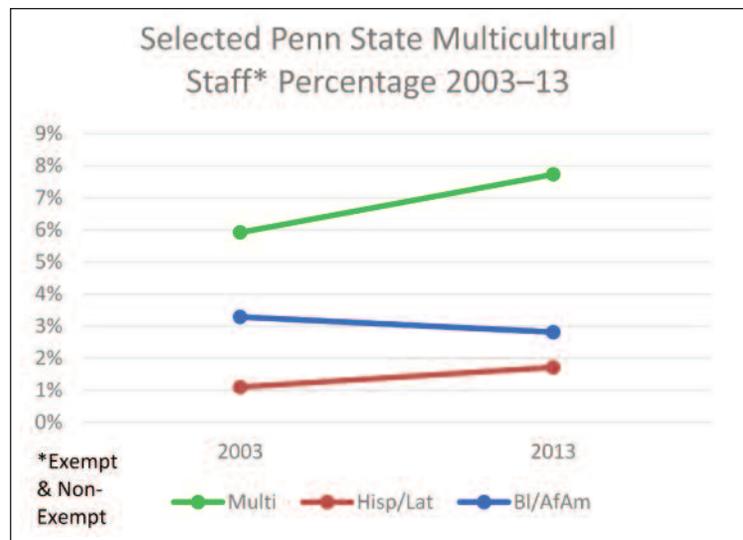


Figure 3

Office of Planning and Institutional Assessment research suggests that “Family income affects the likelihood of degree completion”; “poorer students, even with financial aid, may not have been able to afford the net cost of attendance and left Penn State before completing their degree requirements.”⁴

- Students receiving Educational Equity scholarship awards (many of whom are also served by support structures such as Educational Equity student services and academic counseling) have graduation rates ranging from 88 to 100 percent (average graduation rate is 93.75 percent) with an average grade-point average of 3.17.
- Last year Educational Equity spent \$200,000 to clear the accounts of students who did not achieve registered status because of financial reasons, to allow them to maintain academic progress or to transfer to another institution. It would cost the University essentially \$2.5 million to cover all of the outstanding debt of our students who did not and/or could not pay their tuition.
- Educational Equity students redefine merit for twenty-first century skills and expectations. The resilience and initiative demonstrated by our underrepresented/underserved students as they overcome the challenges of access and success makes their accomplishments all the more impressive and makes them well-positioned for further success in graduate school and career.

Penn State and Educational Equity occupy a position of national leadership and impact for our diversity, equity, and inclusion infrastructure and accomplishments.

- Insight into Diversity Higher Education Excellence in Diversity (HEED) award 2013.
- Halualani & Associates (diversity research and analytics firm) assessment, benchmarking, and recommendations (see Appendix 3). Poised to “turn the corner” for institutional transformation.
- See Appendix 4 for a list of recent University recognitions.

⁴ *The Influence of Academic Performance and Family Income on Graduation: An Examination of the 2004 Cohort* by the Office of Planning and Institutional Assessment and Office of Student Aid (September 2012).

What Uniquely Defines Educational Equity Within the University

- **College Access Programs:** working with communities and school districts across the Commonwealth through TRIO and other grant-funded programs to identify and develop talent among the Commonwealth's underserved populations to strengthen the pipeline to postsecondary education.
- **Student Success Programs:** providing academic counseling to underserved and traditionally underrepresented populations to assist them in navigating, accessing, and connecting with resources and services that aid them in successfully completing their undergraduate degree.
- **Institutional Leadership and Advocacy on Diversity Issues, Initiatives, and Resources:** providing resources and recommendations on the functional and institutional policies, procedures, and processes that may impact traditionally underserved and underrepresented populations.
 - o Commissions
 - o Senior Faculty Mentor
 - o Increased emphasis on recruiting and retaining faculty, staff, students, and administrators who add to the diversity of the institution
 - o Increased emphasis on diversity as the default within University operations and initiatives
 - o Increased emphasis on outcomes and impact
- **Strategic Planning, Reporting, and Assessment for Diversity, Equity, and Inclusive Excellence across the University:** advancing the University's goals and encouraging development of unit level infrastructure and initiatives throughout the University via a strategic planning and assessment approach. Penn State's diversity strategic planning and assessment has been recognized as among the most robust in the nation.
- **Institutional Expertise on Diversity and Inclusive Excellence in Relation to Institutional Mission:** facilitating the University's understanding of the importance of diversity and inclusive excellence in all aspects of its research, teaching, and service mission as a land-grant institution, and how a strong diversity profile is central to sustainable institutional vitality and viability.

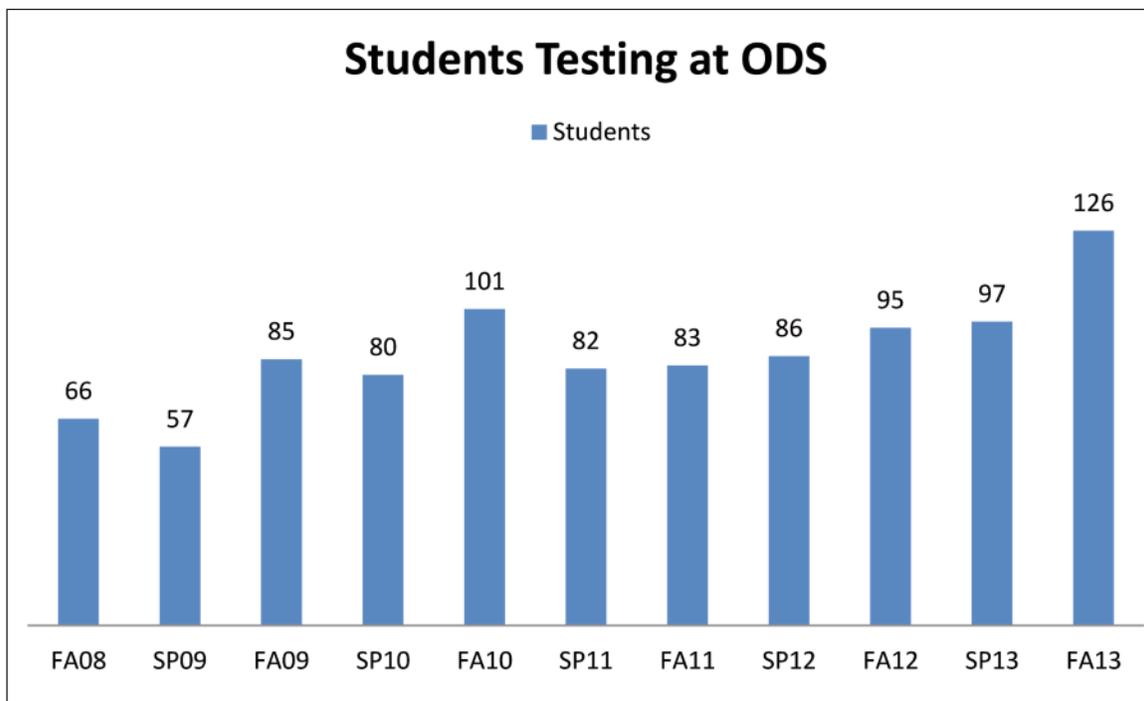
2. A Discussion of Specific Strategies to Achieve the Vision

What We Should Continue Doing at Present or Increased Levels for the Next Strategic Planning Period

- Plan, implement, and assess the **University's diversity strategic planning** process within the context of comprehensive University strategic planning to ensure continued advancement of the University's diversity, equity, and inclusive excellence goals.
 - Merging diversity strategic planning into the University's overall planning process with the goal of strengthening Penn State's commitment to diversity, equity, and inclusion.
 - Advancing recommendations from our external assessment and from the upcoming 2014 *Framework* review. (See Appendix 3 for Halualani & Associates recommendations).
 - Publicly recognizing units that are making diversity and inclusion progress through the *Framework* review assessments.
 - Continuing to offer seed funding and consultation to leverage unit initiatives across the University.
- Provide support and consultation to the **President's Commissions for Equity**.
 - Commission on Lesbian, Gay, Bisexual, and Transgender Equity; Commission on Racial/Ethnic Diversity; and Commission for Women are advisory bodies to the Penn State President on matters that pertain to equity concerns at Penn State, as well as actively advocating for and enacting solutions.
- Cultivate **collaborations and partnerships** with other University units and offices, as well as state and federal partnerships, vis-à-vis diversity, equity, and inclusive excellence aspects of key initiatives.
 - Continue to offer seed funding to jump start diversity and inclusion initiatives. (Recent examples include support for the Millennium Scholars Program, ONE Program, *Blood at the Root* tour).
 - Continue to cultivate collaborations with other key priority areas of the University with which there are natural synergies, such as Ethics and Integrity, Sustainability, and learning outcomes assessments (recent collaborations have included: Developing synergies with the Sustainability Institute and exploring how sustainability savings can support diversity); Strategic collaborations will include developing a comprehensive gateway to veterans services.
 - Continue to serve on committees and task forces in a capacity that cultivates a collaborative partnership and ensures that the needs of diverse stakeholders are met within the context of University initiatives. See Appendix 5 for recent examples. Upcoming examples include Acts of Intolerance Working Group (recently created to coordinate responses, representing Educational Equity, Student Affairs, Residence Life, Student Conduct, and Strategic Communications); Joint Diversity Awareness Task Force; University Faculty Senate Standing Committee on Educational Equity and Campus Environment; partnership with Telecommunications and Networking Services to develop and pilot a TNS-maintained service that uses secure Virtual Private Network on an existing unit firewall.) Key collaborations will continue and additional emphasis will be placed on working with the Office of Human Resources on efforts to enhance staff

- diversity and diversity training, and with the University's Office of Strategic Communications for stronger marketing and communications mechanisms regarding diversity and inclusion within Penn State and externally.
- o Continue and increase collaboration with campuses to support the success of students such as those who have a disability, those who are veterans, those from our student populations who change assignment to University Park, and of faculty and staff through the work of the Commissions and the Senior Faculty Mentor. Examples will include training and collaboration with World Campus in relation to disability services and veterans services, with emphasis on services for veterans with disabilities; appointing a new Senior Faculty Mentor.
- Emphasize **informed decision making** (closing the data loop) and **intelligent metrics**, both within Educational Equity and in the University's efforts to advance its institutional diversity, equity, and inclusion goals.
 - o Identify key metrics from all programs and units within Educational Equity in order to facilitate reporting outcomes and impacts of our programs and initiatives.
 - Number of students served
 - High school graduation rates and percentage going on to higher education
 - Penn State retention rate and graduation rate
 - GPA
 - o Identify and focus on addressing a small number (3-5) of institutional challenges each year to make significant change (recent examples have included New Student Orientation, Provost's Scholarship, Penn State branding and website redesign).
 - o Emphasize sustainability and affordability of access to Penn State, particularly for low-income, first-generation students.
 - o Evidence-based decision making and use of data are key components of the Provost's vision for strategic planning and emphasized by the President.
 - Create additional opportunities for student access through support of high school based TRIO programs.
 - o TRIO grants for precollege programs are highly competitive and dependent on each program meeting or exceeding its grant objectives according to its established metrics. Educational Equity's goal is for each of its grant programs (TRIO and other grant programs) to be re-funded for its next cycle.
 - Increase support for and success of underrepresented/underserved students we serve.
 - o Work collaboratively with World Campus to support their expanding outreach to the world-wide Active Duty and Veterans population (World Campus enrollment of Veterans and Active Duty members has tripled since 2009, growing from 500 to 1,500, and continued growth is planned).
 - o University Park's TRIO Student Support Services Program (SSSP) significantly impacts the six-year graduation rate of students from low-income backgrounds. While graduation rates for low-income students at University Park ranges from 20 to 72 percent, depending on the level of the student's academic ability, the graduation rate for SSSP students—at least two-thirds of whom are low-income and who all must demonstrate academic need—was 79 percent for the SSSP 2007 cohort. In addition, Hispanic/Latino or African American students made up 80 percent of this cohort; the general University Park graduation rates, which include students of all income and academic ability levels, are 75 percent and 67 percent respectively for these groups.

- o TRIO grants for college programs are highly competitive and dependent on each program meeting or exceeding its grant objectives according to its established metrics. Educational Equity’s goal is for each of its grant programs (TRIO and other grant programs) to be re-funded for its next cycle.
- o Each of our University funded programs also establishes internal metrics and indicators by which it gauges its success. Each will determine its goals, baselines, and targets for improvement for the course of the planning cycle.
- o Since 2002, Penn State has partnered with the Brook J. Lenfest Foundation, which provides full, need-based scholarships to students from Philadelphia. Through a generous donation from the Brook J. Lenfest Foundation, we have significantly expanded the program to support thirty rather than fifteen students, with an endowed funding model
<http://news.psu.edu/story/316990/2014/05/27/academics/brook-j-lenfest-creates-7-million-trustee-scholarship-philly>.
- o Multicultural Resource Center initiatives include gaining greater visibility for the work and student successes of the office, partnering with College of Engineering to form advising relationships with summer bridge program students, and continuing the recently launched Black Male Empowerment Symposium.
- o Office for Disability Services (ODS) will continue to shift focus from document review to offering greater services to students determined to be covered under ADA and ADA Amended Act of 2008. This number is increasing steadily, resulting in 3,057 students being registered with the Office for Disability Services at University Park and the campuses. A larger testing center is planned to serve the increasing number of students testing at ODS. Partnership with Career Services will be institutionalized, in which Career Services will provide a dedicated staff liaison to focus on career opportunities for students with disabilities.



- Increase Educational Equity **capacity for effective operations.**
 - As recommended by Halualani & Associates.
 - Develop our capacity for **marketing and communications:**
 - More effective sharing of stories and news from Educational Equity programs, initiatives, and accomplishments
 - Increased collaboration with Penn State’s Office of Strategic Communications to more effectively keep diversity and inclusive excellence in the forefront of University marketing and communications
 - Greater Social Media presence
 - Develop our capacity for **data gathering and analysis.**
 - Continue improvements to onboarding and **professional development:**
 - Strengthen onboarding and professional development opportunities
 - Develop expectations for professional development in sustainability and ethics and integrity
 - Include professional development and unit staff meetings focusing on implementation of this strategic plan and developing unit-level plans.
 - **Examine our internal operational practices to optimize effectiveness:**
 - Determine whether long-time structures, activities, and approaches are still the best way to optimize our strengths and resources
 - Be willing to enact new ways of bridging silos and re-thinking operational practices to best serve our students and staff
 - **Strategic initiatives that would require additional resource allocations:**
 - Staff position for marketing and communication
 - Staff position for data gathering and analysis
 - See section 9 for more information
 - Both of these areas are key components of the Provost’s and President’s vision for building an even greater Penn State

What We Should Avoid Doing

To more effectively embody our strategic position within the University, we must hone our focus, reconsider whether and how we do certain things, and ultimately pull back on activities that are not closely aligned with our core strategic mission. To do this, we must:

- **Avoid Taking on Responsibilities of other Units:** We must continue to be vigilant about not taking on roles and responsibilities within the University that are best kept within the purview and mission of other units. We must, instead, cultivate collaboration in order to lend our specific expertise to such efforts, and to best serve our diversity stakeholders. This approach is consistent with best practices within the field of diversity and equity work. Specific areas include:
 - Duplication of specific college academic advising efforts, focusing instead on holistic academic counseling to complement college services.
 - Providing data to strategic planning units.
 - Taking on responsibility for assessment of diversity-related outcomes in areas such as learning outcomes, advising, etc. where the broader set of those responsibilities lies with another unit.
 - Initiatives to enhance recruitment and retention of diverse staff and to provide diversity training to all staff.
 - Taking on responsibility for ensuring success of programs, initiatives, and individuals within other units of the University, where the primary responsibility of that success lies with the home unit.

Our Guiding Principles

- Evidence based
- Collaborative
- Targeted for maximum University impact
- Focused on holistic academic counseling for student success
- Leveraging existing resources (seed funding and consultation to jump start initiatives in other units)
- Serving unique populations within Penn State (students with disabilities, students who are veterans, low-income, first-generation students)
- Advancing inclusive excellence

3. For Academic Units: a Discussion of Plans, Progress, and Initiatives in Learning Outcomes Assessment

Although we are not an academic college, many of our programs are involved in direct instruction or in instructional support. Several of these programs have identified specific objectives in relation to learning outcomes by which their success is gauged, as defined by their specific Federal TRIO grant. Programs with specific learning objectives include the Upward Bound Math and Science Program, Upward Bound, Talent Search, and particularly College Assistance Migrant Program.

Educational Equity advocates for academic units and academic support units such as Undergraduate Education and Student Affairs who are engaged in learning outcomes assessment to incorporate diversity, equity, and inclusion among those outcomes, focusing on learning outcomes for diverse students as well as outcomes of diversity-related learning for all students. We look forward to cultivating partnerships with such units in this regard.

4. Strategic Performance Indicators Structured Around Unit Level Goals

In this strategic planning cycle, our strategic performance indicators will focus on the seven priorities discussed under section 2 above. Strategic performance indicators are based upon external, university, and internal indicators of success. Below are several examples of the corresponding indicators of success and strategies to identify meaningful measures of progress.

External Indicators

- Many of our programs have external accountability to various governmental agencies, requiring extensive data measuring and tracking of student achievement. Meeting these external measures provide an effective gauge of success.
 - Office of Veterans Programs is not funded externally, but it must file reports with the Department of Veterans Affairs to remain certified, and it participates in annual compliance surveys conducted by the Pennsylvania Department of Education and the federal Department of Veterans Affairs.
 - College Assistance Migrant Program provides mid-year and final federal progress reports to the U.S. Department of Education, Office of Migrant Education.
 - Equal Opportunity Center, Student Support Services Program, Upward Bound, Talent Search, Upward Bound Math and Science Program, and Upward Bound Migrant provide annual performance reports to the U.S. Department of Education.

- Awards, recognitions, and benchmarking.
 - See Appendix 4 for a list of recent recognitions.

University Indicators

- Federal audits and compliance monitoring (example: Office of Federal Contract Compliance Programs).
- Developing databases or tapping into the University data warehouse to more effectively gather unit-wide indicators of student success for the students we serve (especially after the advent of the upcoming LionPath system).
- The successes of those we serve: retention rates, graduation rates, GPA, promotion and tenure rates.

Internal Indicators

Intelligent Metrics and University Data

- Developing “intelligent metrics” and optimizing the use of University data, such as working closely with OPIA and the Provost in identifying the most meaningful measures of progress, gathering and publishing strategic indicators of diversity progress, and working with the University Budget Office for easier access to diversity-related data for all University units.
- Educational Equity leadership and directors of precollege and college student programs will develop, with input of all staff from these units, a summary of potential best practices that promote student success and high graduation rates. Discussion will occur on the best means to assess the value of these practices to determine if data can be gathered to support them as best practices. Units will be given the flexibility in determining which practices they will emphasize based on their specific unit goals. After a period of implementation, Educational Equity leaders and unit directors will assess these potential best practices. Unit leaders will report on which practices worked best based on any data they gathered that might be used to establish actual best practices. Based on this assessment, unit leaders may modify the practices they rely on for their units.

Grants Funded

- TRIO grants have become increasingly competitive as federal funding has remained level or has scaled back.
- The threshold for success for externally-funded units will be renewal for their next funding cycle. Funded units have specific metrics they must satisfy to attain renewal so funding renewal functions as an excellent macro-indicator of success.
- Penn State won the only new grant in the state of Pennsylvania for Upward Bound Migrant.
- The following table highlights the longstanding partnership and commitment between the University, federal government, and the residents of Pennsylvania. These programs have been in place at the University for between two and forty-eight years, have brought in over \$48 million in grant dollars, and have served more than 53,000 students.

Student Success Programs							
Program Name	Years Funded	Funded \$ Since Inception	Current Annual \$	# Students Served Since Inception	Annual # Funded to Serve	Past 5 yrs College Retention %	Past 5 yrs College Grad %
College Assistance Migrant Program	20	\$6,839,376	\$414,219	611	30	88%	59%
Student Support Services Program	21	\$5,171,176	\$301,692	1,178	180	91%	79%
Student Access Programs							
Program Name	Years Funded	Funded \$ Since Inception	Current Annual \$	# Students Served Since Inception	Annual # Funded to Serve	Past 5 yrs H.S. Grad %	Past 5 yrs College Enrollment %
Educational Opportunity Center, Philadelphia	22	\$5,676,554	\$263,047	22,000	1000	N/A	27%
Talent Search University Park	22	\$8,396,734	\$434,016	20,647	947	99%	82%
Talent Search York	13	\$2,628,400	\$230,000	6,752	500	97%	78%
Upward Bound	48	\$14,700,000	\$485,284	1,300	116	98%	64%
Upward Bound Migrant	2	\$500,000	\$250,000	75	60	N/A	N/A
Upward Bound Math and Science Program	24	\$4,108,485	\$301,802	1,420	73	94%	84%
Selected Totals		\$48,020,725	\$2,680,060	53,983	2,906		
* Context for CAMP. Nationally only 23% of all immigrant students and 19% of permanent residents have earned a bachelor's degree (Opening the Door to the American Dream: Increasing Higher Education Access and Success for Immigrants, Institute for Higher Education Policy, 2007). Also, CAMP's graduation rate is only based on the 2009-10 and 2010-11 first-year cohorts, as 2011–2013 cohorts are not able to graduate yet							
*Context for SSSP. Nationally graduation rate for low-income, first-generation students at Public Universities is 48.8% (Kantrowitz, M., 2012. <i>The College Completion Agenda May Sacrifice College Access for Low-Income, Minority and Other At-Risk Students</i>)							
*Context for EOC, Performance is based in the city of Philadelphia, PA where only 13.1% of the adult population has a bachelor's degree							
* Context for TRIO College Access Programs. The High School Graduation rate for students from low-income families was 92.6% nationally (NCES: Trends in High School Dropout and Completion Rates in the United States: 1972–2009). The college enrollment rate for high school completers from low-income families was 52 % (National Center for Education Statistics, http://nces.ed.gov/fastfacts/display.asp?id=51).							
* Context for Upward Bound Migrant. Nationally the high school graduation rate for migrant students is 55%. (Penn State's program has not had a graduating class yet since it has only been in existence for two years.)							

Development and Scholarship Impact

- Closing the campaign at nearly 400 percent of goal.
- First unit of the University to surpass 100 percent mark, and closing the campaign leading the University in percentage over goal.
- Received over 3,800 gifts, over 2,500 of which are from alumni.
- During this campaign we have provided:
 - o 746 awards to 453 students.
 - o 363 of these awards to first-generation students.
- We will continue to meet or exceed University Development goals.
- The Office of Educational Equity has awarded \$1,283,161 in scholarship support to Penn State students since the 2008 academic year creating 746 scholarship awards benefitting 453 students. The average amount per award was \$1,720, in 2013–14 there were 197 scholarships awarded to students benefitting from the services of Educational Equity. Scholarship recipients excel academically, earning an average grade-point average of 3.18 and a graduation rate of 93.75 percent. Educational Equity scholarship recipients are represented throughout the University, with students at every academic college and the Commonwealth campuses.
- The University Park graduation rate is 84.9 percent. Graduation rates for low-income students at University Park ranges from 20 to 72 percent, depending on the level of the student's academic ability.
- We will continue graduating our scholarship recipients at or above a 93.75 percent rate, and building upon the \$1,283,161 in scholarship support already distributed since 2008 across students from all colleges.

Scholarship Impact by Academic College			
College	Scholarship Dollars	GPA	Graduation Rate
Agricultural Sciences	\$68,170	3.07	96%
Arts and Architecture	\$60,440	3.07	88%
Business	\$76,371	3.35	94%
Communications	\$93,874	3.07	93%
Division of Undergraduate Studies	\$54,733	3.17	
Earth and Mineral Sciences	\$41,200	3.19	90%
Education	\$38,949	3.35	100%
Engineering	\$91,575	3.16	95%
Health and Human Development	\$247,428	3.11	92%
Information Sciences and Technology	\$40,715	3.22	100%
The Liberal Arts	\$254,408	3.24	96%
Nursing	\$24,371	3.19	83%
Science	\$79,926	3.23	88%

University Funded Programs

- The threshold for success for University-funded Educational Equity programs will be determined at the unit level. Each unit will develop their own indicators with thresholds they intend to meet or surpass. Because student success and graduation is inherently a multi-pronged endeavor involving many actors, including students, proxy indicators may need to be employed, though not always. The goal will be for each unit to at least meet 50 percent of the thresholds of success they establish for themselves.
- Multicultural Resource Center: MRC serves all students but specifically targets all multicultural incoming first-year students, transfer students, change-of-assignment students, and students with a 2.30 or below GPA. MRC provides assistance to undergraduate multicultural students at University Park in meeting the challenges associated with education and attaining a degree at a major research institution. Unique services include holistic advising, student advocacy, and raising education and awareness about the needs and experiences of underrepresented students.

Academic Year	Total MRC Sub Populations	Total Students Served	% of Population
2013–2014	3223	1325	41
2012–2013	2393	954	40
2011–2012	2858	940	33
2010–2011	3419	1193	35
2009–2010		1526	

- Office for Disability Services:⁵ Since the passage and implementation of the ADA Amendments Act of 2008, the numbers of students determined to be covered under this law and eligible for academic accommodations has risen steadily from 145 students in 2007 to 479 students in 2013, see Table 1. This has resulted in a total of 3,057 students being registered with the Office for Disability Services at University Park and the Penn State campuses in 2013 (see Chart 1).

(See <http://senate.psu.edu/agenda/2013-2014/mar2014/appj.htm> for the Office for Disability Services Report to the University Faculty Senate, March 18, 2014)

⁵ “With the passage of ADA Amendments Act of 2008, Congress rejected the heightened standard for demonstrating disability that the Supreme Court articulated in a series of decisions and emphasized that it intended the protections of the ADA to be applied broadly. Revised Title I regulations state that “the primary purpose” of the ADA amendments “is to make it easier for people with disabilities to obtain protection under the ADA.” Taken as a whole, the changes to the statute and regulations for Titles I, II, and III clarify (a) who has a disability entitled to protection under the ADA and Section 504, (b) who is entitled to accommodations, and (c) how those determinations are made and by whom.”

Today, the Office for Disability Services regards documentation of a disability in equal measure with the self-report of the individual with a disability gathered during an initial interview. Students are now seen for an initial interview with or without documentation. The documentation guidelines are not treated as absolute, rather as guidelines. If not met, the available documentation is reviewed using current EEOC guidance, “was the student evaluated by a qualified individual, i.e., licensed professional such as a medical doctor or psychologist; did this individual provide an individualized evaluation; and in the qualified individual’s clinical judgment, have a disability that substantially limits a major life function of this student when compared to the experience of most people?” The experience of the individual with a disability is considered in the context of any documentation and weight is given to the past history of receiving accommodations. This aligns the Office for Disability Services more closely to guidance provided by the national professional organization for higher education disability services, AHEAD (Association of Higher Education and Disability).

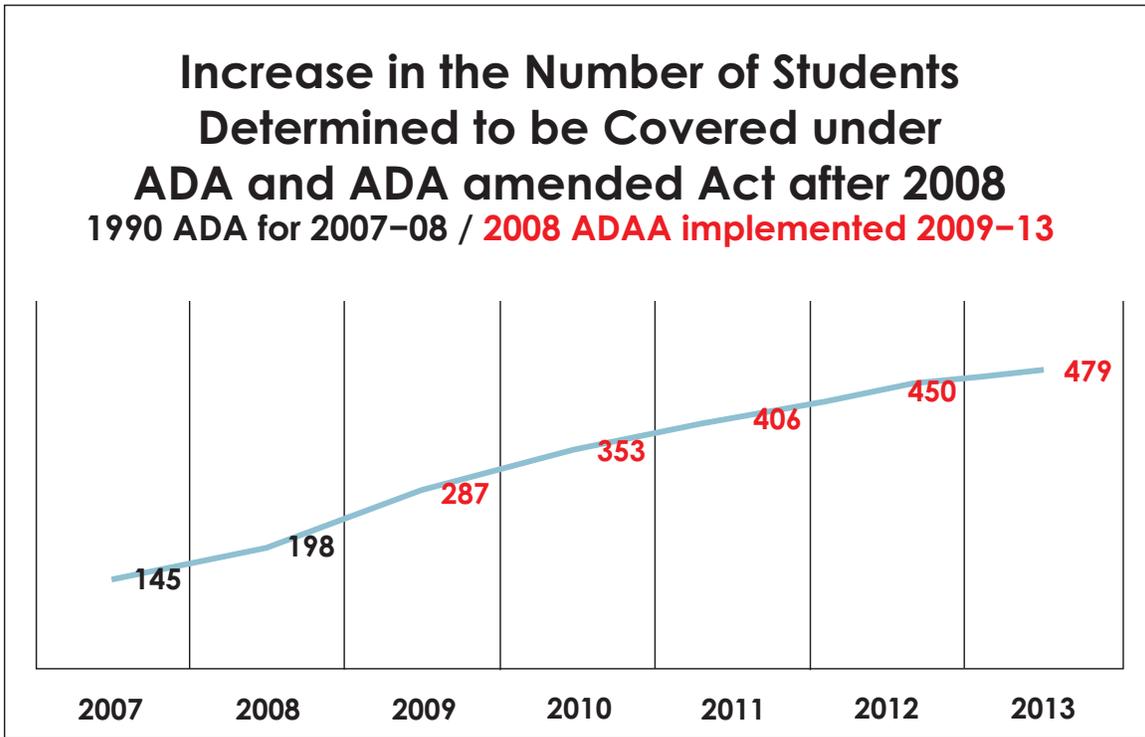


Table 1

Location	ADA Coded	No Code Established	Totals
University Park	1,079	337	1,416
Campuses	1,147	494	1,641
Totals	2,226	831	3,057

Chart 1

- Office of Veterans Programs:⁶
 - o Office of Veterans Programs outreach office tracks contacts with potential students and conducts a monthly mass mailing for all recently discharged Pennsylvania veterans (from a list purchased from the Department of Veterans Affairs). The numbers for Penn State fiscal year 2013–14 have not yet been calculated, but the most recent five years prior are below.

Year group:	08–09	09–10	10–11	11–12	12–13
Outgoing Correspondence: (email and regular mail)	1,575	1,042	1,230	1,652	2,221
Telephone calls:	1,642	1,349	1,118	1,149	866
Mass Mailings:	9,366	10,736	7,738	6,566	6,257

- o Office of Veterans Programs tracks the number of students using the G.I. Bill (which includes some dependents using transferred entitlement or Chapter 35 for dependents of disabled/deceased veterans). The following table shows the number of students using the G.I. Bill for each spring semester over the last five years. Spring 2009 was prior to the Post 9/11 G.I. Bill. University Park and World Campus are combined because our office does the certification for both campuses. The system-wide total is included as a point of comparison.

	SP 09	SP 10	SP 11	SP 12	SP 13	SP 14
University Park	528	649	782	848	920	924
World Campus	501	646	889	1,229	1,450	1,622
University Park and World Campus Combined	1,029	1,295	1,671	2,077	2,370	2,546
System-wide total	2,003	2,611	3,166	3,608	3,750	3,928

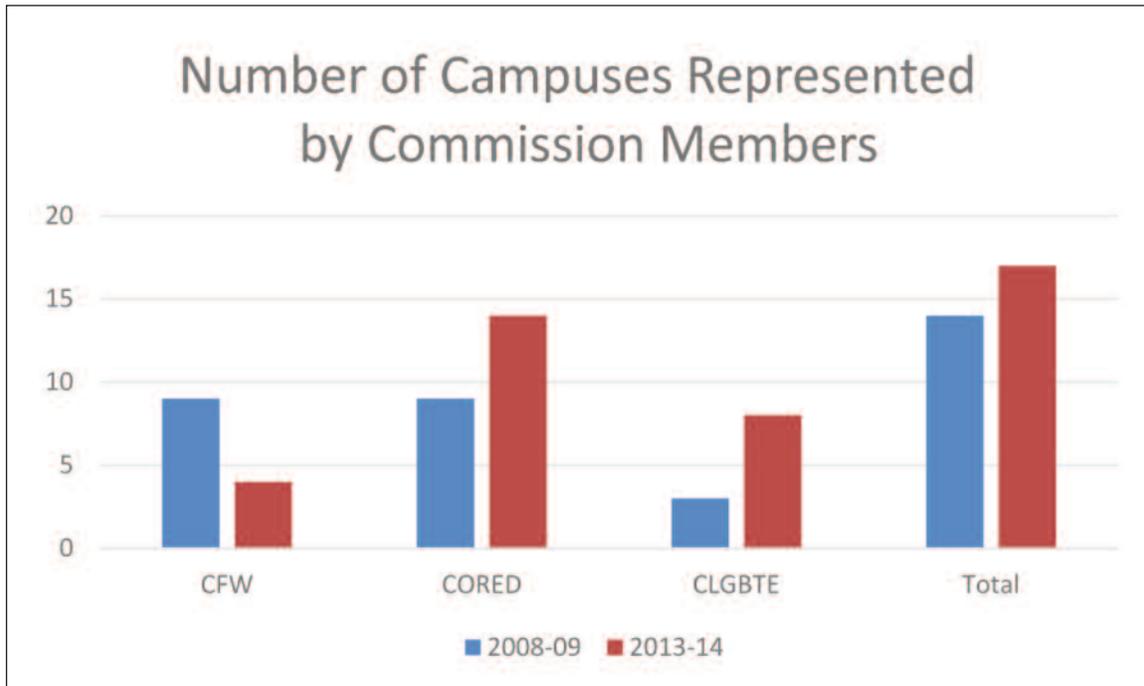
University Collaborations and Partnerships

- Advocating for attention to populations for which data are not readily available (for example, people with disabilities, the LGBT community, religious diversity, etc.).
- Leveraging our collaboration and partnerships with various Penn State units, including Strategic Communications, New Student Orientation, Quality Advocates, Institutional Interest Research Group, the Provost's Scholarship, Sustainability Institution, Office of Human Resources and others.

Commissions Reach

- Total commission representation across campuses:
 - o 2008–09: Five campuses did not have current representation (Berks, Greater Allegheny, Shenango, Wilkes-Barre, Worthington Scranton).
 - o Initiatives were begun to expand commission reach across campuses for better communication and participation of individuals from campuses on the commissions.
 - o 2013–14: Only three campuses do not have current representation (Behrend, Mont Alto, New Kensington).
 - o CLGBTE expanded its reach the most significantly.
 - o CORED has the broadest reach across campuses.
 - o From 2008–09 to 2013–14 the total number of campuses represented across the three commissions rose from fourteen to seventeen.
 - o Commission for Women has liaison relationships with campus commissions on many campuses.

⁶ The majority of students served by Office of Veterans Benefits are those eligible for G.I. Bill benefits – either through their own right as veterans/active military, or military dependents using transferred entitlement or Chapter 35 for dependents of disabled/deceased veterans. For military and student veterans not using the G.I. Bill we still provide assistance through counseling and advocacy on veterans issues, as well as services such as priority registration and contact prior to their enrollment through our outreach section.



Senior Faculty Mentor Funding

	2009–10	2010–11	2011–12	2012–13
# of requests	21	14	12	19
Total amount funded	\$7,915	\$5,600	\$4,800	\$3,308

Educational Equity Demographic Profile

Educational Equity is committed to recruiting and retaining a broadly diverse, highly qualified team. Our hiring practices follow Affirmative Action guidelines and our retention strategies include support for professional development opportunities and commitment to maintaining an environment that is inclusive, team-oriented, family-friendly, open, and constructive. See Appendix 6 for the demographic profile of Educational Equity staff; 36.5 percent of Educational Equity is racially/ethnically diverse, compared to 10.5 percent University-wide.

Not reflected in the data is the fact that we have a number of staff who are veterans of the U.S. Armed Services (including several veterans employed outside of the Office of Veterans Programs), who have a disability (again, including employees outside of the Office for Disability Services), or who identify with the LGBT community.

Educational Equity Professional Development

- Sustaining our professional development program, which has had numerous unit-wide programs over the past few years. (see Appendix 7 for examples of recent professional development.)

5. Diversity Planning

The missions, daily operations, and strategic operations of all of our offices and programs directly support the University's diversity and inclusion mission, with particular focus on student success. We ask, can Penn State meet its aspirations as a world-class university in the twenty-first century without achieving institutional transformation for diversity, equity, and inclusive excellence? Given the limited progress on key diversity metrics at the University level, there is still much work to do. Diversity and demographics are among President Barron's top six imperatives.

See section 2 for a specific description of our 2015–19 strategies.

Penn State was among the first Universities to establish an executive level diversity position (what is now often called "chief diversity officer") in the position of Vice Provost for Educational Equity (1989); an extensive Office of the Vice Provost for Educational Equity (1990) to advance diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership; and a strategic planning approach to diversity, equity, and inclusion (1998). We are also one of the few Universities to keep continuity throughout the diversity strategic planning trajectory, with each iteration of the *Framework* building upon the successes of the last (rather than starting over anew).

Results of a recent assessment and benchmarking study by Halualani & Associates diversity research/analytics firm indicate that Penn State is "at the high end of its peers" in terms of the University's diversity strategic plan, organizational capacity, effectiveness, and impact, and a leader in strategic assessment <http://equity.psu.edu/workshop/2013-fall-workshops>. Our institution-wide efforts have also been noted by *Insight Into Diversity*, which named us one of its 2013 Higher Education Excellence in Diversity award recipients <http://news.psu.edu/story/292013/2013/10/18/administration/penn-state-receives-higher-education-excellence-diversity> and recently featured us in a spotlight article <http://www.insight-intodiversity.com/images/downloads/digitalissues/june2014/index.html>. Daryl Smith, a leading researcher on diversity in higher education, has congratulated us on our work and remarked that we are on the leading edge of focus on assessment <http://equity.psu.edu/workshop/spring-2009>. Our strategic planning approach and robust, institution-wide infrastructure for diversity, and numerous college access and student success programs have been drivers of institutional transformation. Other leading institutions have benchmarked from us and drawn heavily from *A Framework to Foster Diversity at Penn State*.

- Among the first diversity strategic plans (1998), with each iteration building upon the successes of the last <http://equity.psu.edu/diversity-strategic-planning>.
- Seven comprehensive Challenges, identified internally and positioned within the context of national research.
- Rigorous review process: most unique feature and one of its greatest strengths.
 - o College, campus, and administrative/academic support unit plans/updates evaluated by review teams.
 - o Evaluation shared with Provost and Vice Provost for follow-up.
 - o Final materials are posted online in a comprehensive repository, unique public accountability.
- Currently merging into overall University planning process for greater strength and synergies.
 - o Review process will continue, led by Educational Equity, for continued accountability and public availability of assessment documentation.
 - o Merge represents possibility of a significant move forward with increased opportunity for institutional transformation.

- *Framework* strategic indicators. <http://equity.psu.edu/framework/indicators>
 - o Track University progress.
 - o May be adopted by units to gauge their own progress.
- Data driven.
 - o Fact Book <http://www.budget.psu.edu/factbook/>. Publicly available University data.
 - o Extended diversity data available to units via new iTwo dashboards based on Official Enrollment and HR data, disaggregating by multiple diversity characteristics.
- ALL diversity strategic planning materials available online <http://equity.psu.edu/diversity-strategic-planning>, unique in higher education diversity strategic planning.
- Recently completed external assessment by Halualani & Associates. (See Appendix 3)
 1. Penn State features one of the top twenty diversity, equity, and inclusion organizational infrastructures in higher education in the U.S.
 2. The Office of the Vice Provost for Educational Equity leads one of the top ten diversity strategic planning Frameworks in higher education in the U.S.
 3. The Office of the Vice Provost for Educational Equity stands out as one of the few campuses that focus on diversity achievement “outcome” and “impact” in the country.
 4. Because of the work undertaken by the Office of the Vice Provost for Educational Equity and as demonstrated through all of the diversity master plan Frameworks, Penn State ranks in the top four in comparison to peer institutions for diverse undergraduate student enrollment, diverse student graduation rates, and new minority faculty hire numbers.
 5. Though great strides and accomplishments have been made, there are opportunities for growth and further excellence in diversity, inclusion, and equity work. Indeed, Penn State is “around the corner” from realizing extraordinary diversity achievement.

Among our benchmark institutions, we rank:

- Strategic Assessment Index: 1 (56.25)
- Diversity Infrastructure Index: 1 (99.9, tied with 2 other institutions)
- Strategic Accountability Index: 2 (70)
- Diversity Leadership Index: 2 (87.5)
- Strategic Vision Index: 2 (67.83, tied with 1 other institution)
- Strategic Structure Index: 5 (28.8, tied with 2 other institutions)

Being at the “top” of one’s game requires even more resolve to pursue a path of excellence with regard to groundbreaking work in diversity and inclusive excellence. As such, Penn State is poised for even more greatness by investing more energy and resources into the following areas:

- Measuring the diversity outcomes and impacts of all diversity efforts.
- Shaping groundbreaking curricular components that infuse diversity, intercultural relations, and intercultural/global competencies (e.g., new pedagogical approaches, curricular modules that can be woven in inquiry and core subject matter courses across the University curricula).
- Creating interdisciplinary alliances around diversity and inclusion (via courses, programs, events).
- Employing new tactics for diversifying faculty across disciplines for optimal impact.
- Investigating new ways to connect diversity with innovative problem solving for students, faculty, and the surrounding community (workforce).

Analysis of diversity efforts, impact, reach, and evolution indicate that Challenges 4 (Recruiting and Retaining a Diverse Workforce), 6 (Diversifying University Leadership and Management), and 7 (Coordinating Organizational Change to Support Our Diversity Goals) particularly need to reach higher levels and that all Challenges need increased and sustained attention to ensure that efforts and outcomes endure beyond the short term.

- Frequently benchmarked; many other university diversity plans draw heavily from ours.
- Our articulation of the importance of diversity as a moral, business, and economic/educational imperative in *A Framework to Foster Diversity at Penn State: 2010–15* <http://equity.psu.edu/framework> is in alignment with President Barron's imperative "Diversity and Demographics" and our support for low-income, first-generation students supports his emphasis on "Accessibility" and affordability <http://news.psu.edu/story/315948/2014/05/14/administration/barron-introduces-six-major-topics-spark-discussion-across>.

6. Core Council Follow-up

See Appendix 8 for initial Core Council Response

1. Program Assessment

UPDATE: The Office of the Vice Provost for Educational Equity engaged the diversity research and analytics firm Halualani & Associates to undertake an assessment of Penn State's implementation of diversity and inclusive excellence goals. Results indicated that we are among the top institutions for diversity strategic planning and infrastructure and one of the few that focus on assessment of outcomes and impacts, yet as an institution we must advance to more transformative and culture changing practices that are more thoroughly incorporated into the fabric of each college, campus, and administrative/academic unit of Penn State.

2. Equal Opportunity Planning Committee

UPDATE: Proposed allocations have been implemented and are topped off as needed.

3. Diversity Strategic Planning

UPDATE: With this unit planning process, the *Framework* has been merged into the overall planning process after a fifteen-year run as a free-standing University-wide strategic planning process for diversity. Educational Equity will conduct a comprehensive review of unit diversity updates and plans in fall 2014. Results from the 2014 *Framework* Review, along with results from the Halualani & Associates review, will inform the next University strategic plan.

4. WISE and the Senior Faculty Mentor

UPDATE: The current Senior Faculty Mentor has announced retirement from the University. In consultation with the Vice Provost for Academic Affairs, we are exploring the most effective means of continuing support for pretenure faculty members of color, which may include identifying a new Senior Faculty Mentor, contracting with an external mentoring service, or some combination.

5. Veterans Programs and Disability Services

UPDATE: Development efforts have resulted in plans for significantly expanding the array and delivery of services for veteran students through a cross unit collaboration model that would create a Gateway to Veterans Services to provide a single point of entry to the full range of support and opportunities available to veterans at Penn State.

6. The Commissions

UPDATE: The Provost and the President have not wished to curtail the level of budget or staffing provided to the commissions; therefore, we continue to provide support to the commissions at the customary levels.

7. Multicultural Resource Center and Other Student Support Services

UPDATE: To our knowledge the proposed task force has not been convened. Educational Equity and CORED have each developed a set of recommendations regarding minimizing student debt and its associated impacts on low-income, first-generation students. CORED is following up on implementation and updates with the relevant University offices.

8. College and Campus Multicultural Coordinators

UPDATE: We continue to foster greater collaboration with Educational Equity and better communication between the Administrative Council on Multicultural Affairs (ACMA) and the deans and chancellors, including distributing meeting minutes of the Administrative Council on Multicultural Affairs (ACMA) to deans and other interested parties. There has been little movement on our proposal to create a shared position description of agreed upon tasks for all coordinators; however, that would be largely dependent on the initiative of the colleges.

9. Student Aid

UPDATE: The Provost's Award program initiative had the unintended consequence of acting against enrollment of low income students and was a contributing factor in the fall 2013 decline in African American students. Educational Equity has since been able to work with that program to develop a mechanism for including need-based aid among the targeted awards.

7. Information on Practices That Promote Integrity and Ethical Behavior

Educational Equity considers ethics and integrity to be closely interwoven within diversity, equity, and inclusion. The issues of power and privilege with which we work are in many ways the same issues of power and privilege that may result in behaviors that are unethical, dishonest, contrary to policy, or even against the law. We walk the talk of ethics and integrity in relation to our unit mission, our support of underrepresented/underserved students, and our efforts to advance the *Framework* across the University.

- Continue advocacy for increased attention to diversifying the demographic profile of the University's students, faculty, staff, and administration.
 - o Affirmative Action hiring practices.
 - o Faculty and staff who reflect the diversity of our stakeholder groups and who offer demonstrated excellence in working with those populations.
 - o Diversity Talent Bank, mentoring, and other OHR proactive practices to recruit, retain, and advance a diverse workforce.
 - o Additional support for faculty of color to successfully navigate the promotion and tenure process through the Senior Faculty Mentor position and the President's Commissions for Equity Promotion and Tenure Symposium.
- Support town/gown relationships in support of creating a welcoming climate for diversity.
 - o Community Diversity Group (programs supported by EOPC funding, advertising; support for First Community Diversity Conference, June 4, 2014).
 - o Advocate for affordable housing in areas with a more welcoming climate for diverse populations.
- Encourage examining unintended consequences of University programs and practices on underrepresented/underserved populations.
 - o Provost's Award Program: pilot program had the unintended consequence of lowering the percentage of African American students within the fall 2013 cohort because the formula did not take income into account and characterized many students within Educational Equity's populations as highly likely to attend without the added incentive of the scholarship when in fact Penn State is not affordable without additional financial support. Educational Equity worked with the program to identify a mechanism for including high need students working with Educational Equity programs among the scholarship pool.
 - o Alignment of institutional goals for admissions and graduation: Among students who are most likely to remain in scheduled status (thus losing their grades for the semester, not being able to complete registration for the subsequent semester, and accruing debt for not only tuition but also housing, books, fees, and other living expenses), low-income, first-generation, out-of-state students of color are significantly overrepresented. Educational Equity has instituted loan programs to assist first year, and near-graduation students in this predicament, but frequently must counsel students to leave the University. Educational Equity questions whether it is ethical to actively recruit such students when full financial aid is not available to support them.

- o Student Debt: CORED Task Force on Student Institutional Debt and Educational Equity Task Force on Student Debt studied various University practices and structures with an eye toward minimizing the amount of institutional debt low-income students accrue. Currently following up to determine changes and where additional emphasis needs to be placed. Updated recommendations have been presented to the administration.
- o President's Commissions for Equity collaborated on a published response to negative comments and threats directed toward alumnus John Amaechi, the 2013 Grand Marshal for Penn State's Homecoming Parade.
- o Educational Equity collaborated with Student Affairs and the student government to publish a pre-Halloween message discouraging cultural insensitivity in costume selection.
- o An "Acts of Intolerance" working group has been created to coordinate responses, representing Educational Equity, Student Affairs, Residence Life, Student Conduct, and Strategic Communications.
- o Educational Equity maintains the University's Report Bias website and coordinates responses.
- o Office for Disability Services director and a disability specialist are certified counselors and complete continuing education in ethics and integrity; other office staff also participate in the training.
- o Office for Disability Services works with the Career Services to address employment issues relating to people with disabilities.
- o Educational Equity professional development explores issues of ethics and integrity in relation to power and privilege through discussions such as "The Tweet: Reaction, Discussion and Our Role Moving Forward."
- o Educational Equity staff are in compliance with the mandatory child abuse awareness training.

In general, we advocate for the University to walk the talk of diversity, equity, and inclusion, because it is the ethical thing to do.

8. Discussion of How the Unit is Contributing Toward Penn State's Goals for Sustainability

A Framework to Foster Diversity at Penn State, Penn State's strategic plan for diversity, has served as the model for development of the Sustainability Strategic Plan. Educational Equity has engaged in ongoing conversation with the Sustainability Institute to explore synergies and develop partnership opportunities. Our unit focus on diversity, equity, and inclusion dovetails with the "human health and happiness" aspect of the Sustainability Institute's sustainability definition. As such, our work, especially in assuring sustainability of college access and affordability, fostering a welcome and inclusive environment that supports the success of underrepresented/underserved populations, and our emphasis on socio-economic and cultural well-being of low-income, first-generation students and those who come from diverse backgrounds, resonates with the goals of the Sustainability Institute.

- Educational Equity representation on the Sustainability Institute's Employee Engagement in Sustainability Advisory Committee.
- Continue to offer our assistance and expertise to the Sustainability Institute as they seek to build a more inclusive community around sustainability efforts.
 - o Targeting cost savings from sustainability initiatives toward support of low-income, first-generation students.
 - o Collaborating to encourage and fund research and initiatives at the intersection of sustainability and diversity.
- Educational Equity is in the forefront of unit-based Green Team work.
 - o Green Team began August 2010.
 - o Mission "Recognizing its connection to matters of social justice and subsequent impact on the diverse communities we serve, it is the mission of the Educational Equity Green Team to promote the responsible stewardship of fiscal, natural, and human resources through ecologically sustainable practices."
 - o Actively engaged in Sustainability Institute initiatives such as Earth Day informational programming and Green Paws.
 - o Four Educational Equity units among the first within the University to earn Level Four Green Paws certification.
- Currently developing Educational Equity sustainability strategic plan to focus on areas of intersection and unique contributions of Educational Equity to University sustainability goals.

9. Correlation of Strategic Initiatives to Budget Planning and Adjustments

Strategic initiatives that will require additional resource allocations:

- Expansion of the Lenfest program.
 - o We were successful in negotiating a proposal to change the funding structure of the Lenfest program, which, through a major gift to the University from the Brook J. Lenfest Foundation, will now provide funding for twice the number of students, thirty rather than fifteen
<http://news.psu.edu/story/316990/2014/05/27/academics/brook-j-lenfest-creates-7-million-trustee-scholarship-philly>.
 - o Increase in students will necessitate increase in staff dedicated to the program.
 - o We are determining whether the increase can be absorbed via shifts in staffing or whether additional resources will be required.
- Staff position for data gathering and analysis.
 - o Having a data analyst would allow us to more easily and effectively answer even basic questions such as how many students we serve, without having to check in with each director and collate responses into an accurate aggregate.
 - o We encourage other strategic planning units to use data to inform their diversity plans, yet we do not have the capacity to follow our own advice at the unit level.
 - o Within Educational Equity, many of our programs and services do engage in evidence-based planning, but as a whole Educational Equity is unable to do this accurately and thoroughly without someone to mine the data, pull it together, and let the numbers inform our decision making beyond the program level.
 - o Over the years we have made progress in establishing databases to track our program activities and successes; the next step is a data analyst to mine those data.
 - o Data and evidence-based planning are a University strategic priority, and mentioned by both Provost Jones and President Barron as they discuss strategic imperatives.
- Staff position for marketing and communication.
 - o Educational Equity has a mission statement, but we need to present a clear, unified, and consistent message about Educational Equity, our programs, services, and particularly our impact.
 - o Currently there are too many voices in the conversation and no coordination among them. This leaves Educational Equity largely unknown and poorly understood across the University; there is little that “tells the story” of what we do, how we do it, and why it is so important.
 - o Our various offices are often asked for stories to feed into University media (news and social media) or for an annual report of impact.

In the broadest perspective, these two basic and interrelated needs are a top priority:

- Data and strategic communications are key components and areas of priority for both the Provost and the President.
- Having both a data analyst and a communications specialist would allow us to better communicate our investment in communities, the impact of our programs, and the outcomes of our students.

- A unified marketing message must be evidence-based to hold credibility. One without the other would be the administrative equivalent of "spinning our wheels."
- Development efforts will be strengthened with more robust data and an accompanying, unified message that strongly conveys the importance of the work that we do, and the broad impact of our work.
- Well-written student "success stories" could illustrate—on a very personal level—the life-changing impact that the work of our student support units has had.
- Similarly, articles highlighting our diversity strategic planning efforts, Commissions, and EOPC could emphasize the central role that Educational Equity plays in maintaining Penn State's place as a national leader in the recognition of diversity and inclusion as a moral, educational, and economic imperative.

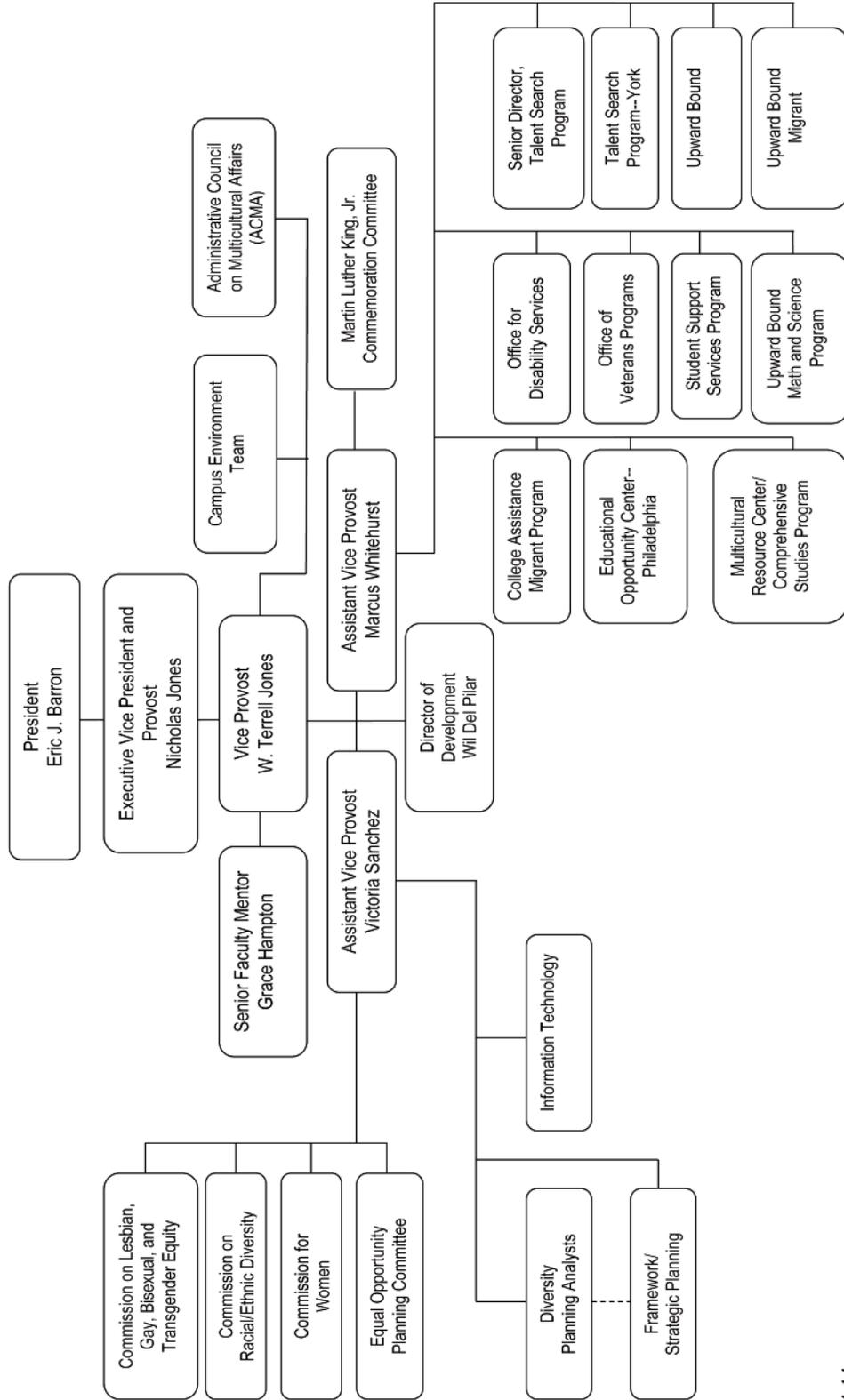
Educational Equity's recycling commitment over the next five years totals \$134,165. The reduction in permanent funds will come from both the salary lines and department allotment in the various Educational Equity budgets. Many of our units have recycled to the extent that they no longer have any permanent department allotment funds. We are becoming much more reliant on temporary funds that we carry forward from year to year to operate our units. The Educational Equity budget does not have the required salary funds to create and sustain projected salaries, fringe benefits, and start-up expenses for a communication specialist and a data analyst.

Educational Equity Budget Planning and Adjustments

Projected Budget Reductions	2014–15/2018–19
1. Administrative Salaries	\$104,709
2. Department Allotment	<u>\$29,456</u>
Total Budget Reduction	\$134,165
Budget Enhancements	
Communications Specialist	\$75,000
Fringe Benefits Expense	\$26,625
Start-up Department Allotment	<u>\$2,000</u>
Data Analyst	\$60,000
Fringe Benefits Expense	\$21,300
Start-up Department Allotment	<u>\$2,000</u>
Total Budget Enhancements	\$186,925

Appendix 1: Organizational Chart

Office of the Vice Provost for Educational Equity



Appendix 2: Offices and Programs

College Assistance Migrant Program (CAMP)	The College Assistance Migrant Program (CAMP) is a federally funded program designed to assist first-year college students from migrant and seasonal farm worker families in their pursuit of higher education. CAMP offers precollege transition and first-year assistance to help students develop the skills necessary to ensure continued enrollment and eventual graduation.
Educational Opportunity Center (EOC), Philadelphia	The Educational Opportunity Center is one of the federally funded TRIO programs. It is designed to provide information and counseling to adults who would like to go to college or other postsecondary education institutions.
Multicultural Resource Center (MRC)	The Multicultural Resource Center (MRC) provides individual counseling and educational services for undergraduate multicultural students at University Park and assists students in meeting the challenges associated with education and attaining a degree at a major research institution. MRC counselors work with students on a variety of issues, and the staff is dedicated to helping students succeed and graduate from Penn State.
Office for Disability Services (ODS)	Office for Disability Services provides services to students with disabilities at University Park and acts in an advisory capacity to the Disability Contact Liaisons at other Penn State campuses.
Office of Veterans Programs (Vets)	The Office of Veterans Programs at the University Park campus is organized as a comprehensive, direct service unit for veterans and Department of Veterans Affairs (DVA) benefits recipients, providing services in three major areas: Outreach, Certification, and General Counseling.
Student Support Services Program (SSSP)	SSSP is a federally funded program that provides a variety of services to enhance academic performance and ultimately increase the retention and graduation rates of low-income, first-generation college students and those with disabilities. SSSP also aims to foster an institutional climate supportive of the success of program participants.
Talent Search Programs at University Park and York, PA	The Talent Search Program is a federally funded program designed to help eligible youth and adults continue in and complete secondary education or its equivalent and to enroll in or reenter a college or training program.

Upward Bound (UB)	Upward Bound is a federally funded TRIO program that helps high school students gain academic skills and motivation to continue their education beyond high school. At Penn State, the Upward Bound Program serves at least 116 students each year from six target high schools in five counties: Clearfield, Dauphin, Huntingdon, Mifflin, and Perry.
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Upward Bound Math and Science Program (UBMS)	Upward Bound Math and Science Program is a federally funded TRIP program that provides educational opportunities for low-income high school students who show interest in math and science.
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Upward Bound Migrant (UBM)	Upward Bound Migrant (UBM) is a federally funded TRIO program that assists ninth through twelfth grade students with migrant farmworker backgrounds gain academic skills and motivation in preparation for precollege and postsecondary success. Penn State's Upward Bound Migrant program serves students from Hazleton, Lebanon, and Reading school districts.
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Central Services

Central Administrative Office	Includes the Vice Provost for Educational Equity, two Assistant Vice Provosts for Educational Equity, and their administrative staff.
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Information Technology	The Information Technology staff provide the infrastructure and support services that ensure a reliable and secure computing environment for the staff of the Office of the Vice Provost for Educational Equity, as well as departmental and divisional databases; Web applications; data reporting; Internet and intranet site design and development; and print and electronic publication design.
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Senior Diversity Planning Analysts	Senior Diversity Planning Analysts provide support for the three Penn State President's Commissions for Equity and Equal Opportunity Planning Committee; publish the Penn State Diversity Calendar; assist Penn State colleges, campuses, and academic/administrative support units in the implementation of the <i>Framework</i> ; staff <i>Framework</i> review teams; conduct institutional research and analysis on diversity-related topics.
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Senior Faculty Mentor	The senior faculty mentor provides a variety of supportive services to tenure track faculty members belonging to underrepresented racial/ethnic groups to facilitate attainment of tenure and promotion. Services offered include: mentoring; individual consultations regarding progress toward tenure and promotion, including review of dossiers; advice regarding vitae maintenance and development; supplemental travel support to attend conferences; and activities to promote networking and a sense of community including a listserv for disseminating relevant information.
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Commissions and Committees

Commission on Lesbian, Gay, Bisexual, and Transgender Equity (CLGBTE)	One of the President's Commissions for Equity, the Commission on Lesbian, Gay, Bisexual, and Transgender Equity was created in 1991 as an advisory group to the President of Penn State to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender (LGBT) members of the University community.
Commission on Racial/Ethnic Diversity (CORED)	One of the President's Commissions for Equity, the Commission on Racial/Ethnic Diversity was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity.
Commission for Women (CFW)	One of the President's Equity Commissions, the Commission for Women was appointed in 1981 to serve as a University-wide advisory group to the President of Penn State on the status of women at Penn State, advocate for women's concerns, and recommend solutions.
Equal Opportunity Planning Committee (EOPC)	EOPC was formed in 1983 as a response to a desegregation mandate issued by the U.S. Department of Education to all public institutions within the Commonwealth of Pennsylvania. The primary task of EOPC is overseeing the allocation of institutional seed funding to Penn State units for developing and implementing innovative pilot programs and existing initiatives intended to advance the diversity mission of the University to create and support a climate of equity throughout Penn State.

Appendix 3: Halualani & Associates Diversity Research and Analytics Firm, External Assessment 2013, Summary

The full reports and supplementary materials are available at <http://equity.psu.edu/workshop/fall13-quality-advocates-session>

Findings:

1. Penn State features one of the top twenty diversity, inclusion, and equity organizational infrastructures in higher education in the U.S.
2. The Office of the Vice Provost for Educational Equity leads one of the top ten diversity strategic planning Frameworks in higher education in the U.S.
3. The Office of the Vice Provost for Educational Equity stands out as one of the few campuses that focus on diversity achievement “outcome” and “impact” in the country.
4. Because of the work undertaken by the Office of the Vice Provost for Educational Equity and as demonstrated through all of the diversity master plan Frameworks, Penn State ranks in the top four in comparison to peer institutions for diverse undergraduate student enrollment, diverse student graduation rates, and new minority faculty hire numbers.
5. Though great strides and accomplishments have been made, there are opportunities for growth and further excellence in diversity, inclusion, and equity work. Indeed, Penn State is “around the corner” from realizing extraordinary diversity achievement.

Among our benchmark institutions, we rank

- Strategic Assessment Index: 1 (56.25)
- Diversity Infrastructure Index: 1 (99.9, tied with 2 other institutions)
- Strategic Accountability Index: 2 (70)
- Diversity Leadership Index: 2 (87.5)
- Strategic Vision Index: 2 (67.83, tied with 1 other institution)
- Strategic Structure Index: 5 (28.8, tied with 2 other institutions)

Being at the “top” of one’s game requires even more resolve to pursue a path of excellence with regard to groundbreaking work in diversity and inclusive excellence. As such, Penn State is poised for even more greatness by investing more energy and resources into the following areas:

- Measuring the diversity outcomes and impacts of all diversity efforts;
- Shaping groundbreaking curricular components that infuse diversity, intercultural relations, and intercultural/global competencies (e.g., new pedagogical approaches, curricular modules that can be woven in inquiry and core subject matter courses across the University curricula);
- Creating interdisciplinary alliances around diversity and inclusion (via courses, programs, events);
- Employing new tactics for diversifying faculty across disciplines for optimal impact;
- Investigating new ways to connect diversity with innovative problem solving for students, faculty, and the surrounding community (workforce).

Analysis of diversity efforts, impact, reach, and evolution indicate that Challenges 4 (Recruiting and Retaining a Diverse Workforce), 6 (Diversifying University Leadership and Management), and 7 (Coordinating Organizational Change to Support Our Diversity Goals) particularly need to reach higher levels and that all Challenges need increased and sustained attention to ensure that efforts and outcomes endure beyond the short term.

Ratings/Recommendations:

How effective is the structure (both internal and in relation to the University) of the Office of the Vice Provost for Educational Equity in achieving its key goals? 8/10

- The Office of the Vice Provost for Educational Equity's internal structure is grounded, robust, and works well to include and prioritize all of the major diversity and inclusion programs, sectors, and processes.
- The core leadership team of a Vice Provost with two Assistant Vice Provosts is extremely effective and successful, having created an organized, focused, and action-oriented mission that allows for a strategic planning approach and delineation of the larger concept of inclusive excellence.
- The larger structure of the Office of the Vice Provost for Educational Equity as embedded in the University's organization is positively situated, enabling the linkage of diversity and inclusion efforts to the University's central leadership.
- Recommend continuation of this reporting structure with a more pronounced emphasis on the President and Provost working together to support and promote the mission of the Office of the Vice Provost for Educational Equity.

How successful is the operational capacity of the Office of the Vice Provost for Educational Equity in terms of administration and staff in relation to assigned workload and responsibilities: 9/10

- Impressive amount of work conducted, especially in terms of number of staff.
- Administration and staff members have a clear sense of work duties and work together to accomplish the demanding work of diversity and inclusion at Penn State.
- Recommend that Penn State put more emphasis on building capacity for rigorous assessment that is necessary for achieving diversity, equity, and inclusive excellence.
 - o Ensuring adequate resources and staff dedicated to diversity and inclusion work within all units of the University.
 - o More training on how to conduct rigorous assessment of outcomes and impacts at unit, division, and University levels.
 - o Greater capacity for central units to support and advance diversity and inclusion and to gauge progress.
 - o More synergies and collaboration across units such as the Office of Planning and Institutional Assessment and Undergraduate Education that focus on assessment and outcomes.
 - o Better equip the Office of the Vice Provost for Educational Equity with quantitative and qualitative analytics needed to manage high-quality assessment.

How successful is the operational capacity of the Office of the Vice Provost for Educational Equity in terms of administration and staff in relation to coordination: 9/10

- The Office of the Vice Provost for Educational Equity displays an excellent and streamlined practice of coordination among its foci among diversity and inclusion at the University environment as well as the academic achievement of historically underrepresented groups.
- Organization and infrastructure built around these major areas are of highest quality.

How successful is the operational capacity of the Office of the Vice Provost for Educational Equity in terms of administration and staff in relation to budget and allocated resources: 7/10

- Penn State has afforded the Office of the Vice Provost for Educational Equity with stable operational budgets.
- Recommend strategic increase in the amount of fiscal resources and campus resources (space, professional development training, etc.) across all colleges, campuses, and academic and administrative support units to support the success of diverse students, faculty, staff, and leaders within these areas, which in turn advances the University's diversity and inclusion goals.
- Strategic evaluation and review of current resources is needed among senior leadership and Vice Provost Jones to identify needs and unfulfilled gaps within the University's diversity mission.

How successful is the operational capacity of the Office of the Vice Provost for Educational Equity in terms of administration and staff in relation to capacity to meet the present and future diversity demands of Penn State at all Penn State campuses: 7/10

- Inconsistent fulfillment of the diversity mission and *Framework* in some colleges and at some campuses.
- Resources, including staffing, budget, and training, will be needed in order to carry out the achievement and assessment of diversity and inclusion goals in sync with the Office of the Vice Provost for Educational Equity (which will require more of their time and coordination efforts).
- Organizational change can be gauged not only by the achievements of the highest performing areas, but more so by where the lowest levels of participation fall.
- Consistency for diversity excellence among all of the campuses needs to be addressed immediately.

How successful is the operational capacity of the Office of the Vice Provost for Educational Equity in terms of administration and staff in relation to structure, accountability, and assessment processes of the *Framework* for all academic colleges, units, and campuses: 7/10

- The *Framework* and its structure around the Challenges is an excellent and well-defined strategic outline and planning document, with continued focus through the last several planning cycles.
- The de-centralized organizational structure underpinning the *Framework* in relation to Penn State's size makes it more challenging to have consistent rigor when evaluating the outcomes of the *Framework*.
- For all academic colleges, support units, and campuses to reach the same level of excellence when carrying out the *Framework* will require more coordination and a stronger sense of accountability built into the *Framework*.
- While the *Framework* review process is considerably more than what Penn State's peers engage in, the University still needs to execute a rigorous outcome-based assessment system with built-in accountability.
- While the current review process is quite impressive (and with the Provost meeting with all campus participants on their *Framework* performance), it is not clear how results and excellence can be ensured. (For example, are there budget implications or rewards?)
- Accountability needs to be built into the system more to ensure that the work of the Office of the Vice Provost for Educational Equity and the *Framework* is met and taken seriously.

- Key weakness of the *Framework* is the assessment and outcome process. How does the University know where it really is in relation to its *Framework's* Challenges and goals? What happens to a unit that does not meet or fulfill a Challenge? What if the bare minimum is achieved as opposed to a standard of excellence? What are the standards of excellence and criteria for meeting a Challenge?
- Need to build more specific assessment models, measures, and metrics with key outcomes as well as provide more training and meeting time for the Office of the Vice Provost for Educational Equity to have strategic conversations around what a process should look like.

Recommendations:

- Identification/operationalization of aspirational goals or “excellence” (overall and specific units).
- Assessment template (outcome measures; process measures; meta-measures).
- Comparison of all measures and progress throughout *Framework* periods.
- Accountability for performance.
- Resources question: Does *Framework* performance determine the awarding of resources? Or should the units in need be the first in line for resources?
- Strategy: getting all units to a standard of excellence or investing in those that are high-performing?
- Creating spaces for larger conversations about the *Framework* achievements (retreats, forums, online discussions).

Appendix 4: Recognitions

Recognitions:

External Assessment

<http://equity.psu.edu/workshop/fall13>

Remarks from Daryl Smith (leading researcher on diversity in higher education)

<http://equity.psu.edu/workshop/spring-2009>

Peer Institution Diversity & Inclusion Comparative Study Report, conducted by Virginia Tech Institute for Policy and Governance

<http://www.diversity.vt.edu/pub/documents/benchmark/benchmark-2013.pdf>

Education Advisory Board University Leadership Council's National Best Practice Report (2009)

<http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Studies/2008/Breakthrough-Advances-in-Faculty-Diversity>

Campus Pride Five-Star LGBT-Friendly Campus Climate Index Rating (since the inception of the ratings system in 2008)

<http://www.campusprideindex.org/>

Insight Into Diversity Higher Education Excellence in Diversity (HEED) Award, 2013

<http://www.insightintodiversity.com/heed-awards/insight-into-diversity-congratulates-the-2013-higher-education-excellence-in-diversity-award-honorees>

<http://news.psu.edu/story/292013/2013/10/18/administration/penn-state-receives-higher-education-excellence-diversity>

<http://www.insightintodiversity.com/images/downloads/digitalissues/june2014/index.html>

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U.S. News & World Report, Best Colleges for Veterans Rankings

<http://www.usnews.com/education/best-colleges/articles/2013/11/11/us-news-releases-best-colleges-for-veterans-rankings>

Appendix 5: Collaborations

Recent Collaboration examples:

- New student orientation
- Student transitions
- Commission input into position profiles for executive positions (President, Provost, Vice President for Strategic Communications)
- Middle States Accreditation Educational Context and Offerings Subcommittee
- Pre-Halloween ad
- Academic and Administrative Services Review Core Council
- Child Care Task Force
- Center for Workplace Learning and Performance Leadership Steering Committee for Re-engineering the Performance Management Process
- Career Services Student Advisory Committee
- National Science Foundation Grant, Military Veterans Engineering Education Initiative Planning Grant Board
- University Disability Advisory Board
- Campus Environment Team
- Sexual Harassment Resource Contact, Office of the President
- Collaborate with Telecommunications and Networking Services to develop two University-wide services (TNS-managed firewall and TNS-maintained security commodity internet service)

Appendix 6: Staff Demographic Profile

Note: tables are not directly comparable due to 2009 change in IPEDS reporting.
Data Source: iTwo HR dashboard

Full-time Employees Fall 2008

	Female	Male	Total
Hispanic	3	4	7 (8.9%)
Asian	4	0	4 (5.1%)
Black	11	8	19 (24.1%)
Undeclared	0	1	1 (1.3%)
White	33	15	48 (60.8%)
Total	51 (%)	28 (%)	79 (100%)

Full-time Employees Fall 2013

	Female	Male	Total
Hispanic/Latino	5	4	9 (14.35)
American Indian or Alaska Native	0	0	0
Asian	3	0	3 (4.8%)
Black or African American	4	6	10 (15.9%)
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	1	0	1 (1.6%)
White	25	15	40 (63.5%)
Undeclared	0	0	0
International	0	0	0
Total	38 (60.3%)	25 (39.6%)	63 (100%)

By position classification, our full-time employees are as follows:

Exempt Classification Spring 2008

	Female	Male	Total
Asian	4	0	4 (6.9%)
Black	9	7	16 (27.6%)
Hispanic	3	4	7 (12.1%)
Undeclared	0	1	1 (1.7%)
White	15	15	30 (51.7%)
Total	31 (53.4%)	27 (46.5%)	58 (100%)

Exempt Classification Fall 2013

	Female	Male	Total
Hispanic/Latino	4	4	8 (18.6%)
American Indian or Alaska Native	0	0	0
Asian	2	0	2 (4.7%)
Black or African American	3	5	8 (18.6%)
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	0	0	0
White	12	13	25 (58.1%)
Undeclared	0	0	0
International	0	0	0
Total	21	22	43 (100%)

Nonexempt Classification Fall 2008

	Female	Male	Total
Asian	0	0	0
Black	2	1	3 (14.3%)
Hispanic	0	0	0
Undeclared	0	0	0
White	18	0	18 (85.7%)
Total	20 (95.2%)	1 (4.8%)	21 (100%)

Nonexempt Classification Fall 2013

	Female	Male	Total
Hispanic/Latino	1	0	1 (5%)
American Indian or Alaska Native	0	0	0
Asian	1	0	1 (5%)
Black or African American	1	1	2 (10%)
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	1	0	1 (5%)
White	13	2	15 (75%)
Undeclared	0	0	0
International	0	0	0
Total	17	3	20 (100%)

Administrator Classification Fall 2008

	Female	Male	Total
Black		1	1 (50%)
Hispanic	1		1 (50%)
Total	1 (50%)	1 (50%)	2 (100%)

Administrator Classification Fall 2013

	Female	Male	Total
Hispanic/Latino	1		1 (50%)
Black or African American		1	1 (50%)
Total	1 (50%)	1 (50%)	2 (100%)

Executive Classification Fall 2008

	Female	Male	Total
Black		1	1 (100%)
Total		1 (100%)	1 (100%)

Executive Classification Fall 2008

	Female	Male	Total
Black or African American		1	1 (100%)
Total		1 (100%)	1 (100%)

Appendix 7: Professional Development

Recent professional development offerings have included:

- “Services in Virtual Reality: Using 2nd Life Software”
- “Demystify ERS”
- “PSU Critical Incident Plan”
- “OVPEE Green Bag”
- “LGB and a little T”
- OVPEE Professional Development Retreat, “Professional Burnout: Doing More with Less”
- “Reactions to Employment Equity Policies”
- “Screening and Discussion of *Tapped*”
- “Foster Care Youth in Higher Education”
- “The FIVE OUTS: Surviving an Active Shooter”
- “Illegal Downloading: What Students and Staff Need to Know”
- “OVPEE: Who We Are and What We Do”
- “Screening and Discussion of *Emmitt Till*”
- “Then There Were None: Hawaiian History from the Native Hawaiian Perspective”
- “Waste Reduction Green Bag, What is Sustainability” with Rob Andrejewski
- “The Tweet: Reaction, Discussion and Our Role Moving Forward”
- “Screening and Discussion of *The New Black*”
- “The Box”

Appendix 8: Response to the Core Council Recommendations, January 27, 2012

RESPONSE TO CORE COUNCIL RECOMMENDATIONS FOR THE OFFICE OF THE VICE PROVOST FOR EDUCATIONAL EQUITY JANUARY 27, 2012

The points below summarize our plan for implementing the Core Council recommendations for Educational Equity. While we regard some of the items in the Core Council's report to be incongruent with our understanding of some of the facts and issues facing Educational Equity and the diversity mission of the University, we believe our response to the recommendations will move Educational Equity forward and also achieve the Core Council's goals of streamlining our operation and effecting cost savings.

1. Program Assessment

The Core Council recommends that the Office of the Vice Provost for Educational Equity undertake a major assessment of its programs, particularly in its use of University General Funds.

We agree to undertake an assessment of our programs and impact. We will consult with the Office of Planning and Institutional Assessment (OPIA) as appropriate and may also seek external assistance to develop a set of priorities for OVPEE evaluations and an assessment plan.

2. Equal Opportunity Planning Committee

The Core Council recommends that the OVPEE set a few high priorities for use of EOPC funds. We urge focus on one or two objectives, in the form of specific student outcomes, rather than a plethora of smaller initiatives.

We will follow the Core Council's recommendations and request that the EOPC re-prioritize funding goals for maximum impact. As the Core Council report notes, last year we allocated \$100,000 of available funds to pilot a student loan program targeting high need, high achieving, near graduation students. We have allocated an additional \$200,000 of projected available funds for the 2011–12 academic year for a loan program that targets new students with student need indexes from 100 to 95 with a one-time loan that makes up the deficit between full need and full support. We anticipate continuing to fund the student loan programs at this amount.

3. Diversity Strategic Planning

The Core Council recommends mainstreaming diversity planning into the overall planning process. This mainstreaming should be incorporated into the next University strategic planning cycle.

We have collaborated closely with the Office of Planning and Institutional Assessment on constructing and implementing the *Framework* and review processes with the ultimate goal of merging diversity strategic planning into the University's overall strategic planning process. As the Core Council recommends, we are currently in the process of working with OPIA to more fully incorporate diversity planning into the University's overall strategic planning process. Our hope is that with closer collaboration with OPIA, the diversity goals of the *Framework* can be more comprehensively incorporated into overall strategic planning and tactical decision making, and we look forward to opportunities to build and strengthen Penn State's capacity for diversity.

4. WISE and the Senior Faculty Mentor

The Core Council understands that you have already eliminated the WISE program, and we concur in that decision. The Core Council recommends that the Senior Faculty Mentor position be evaluated to assess its impact and to determine whether this program is necessary in the current environment for faculty of color, women, and other underrepresented groups.

Based on the recommendation of the Core Council in earlier discussions, we have closed the WISE Institute. Educational Equity will consult with the senior faculty mentor and vice provost for Academic Affairs to determine how to best move forward with the goals and placement of the program.

5. Veterans Programs and Disability Services

The Core Council recommends that the OVPEE and the Division of Student Affairs convene regular and structured dialogues to coordinate services, programs and resources aimed at maximizing student success for veterans, women, students with disabilities, students from underrepresented minorities and LGBT Students. The Core Council also recommends that you consider appointing one of your assistant vice provosts to a liaison position with Student Affairs, creating a dotted reporting line to the Vice President for Student Affairs.

Successful collaboration between OVPEE and Student Affairs has and can continue to occur within the current structure and is now further enhanced by one of OVPEE's assistant vice provosts attending the monthly Student Affairs directors' meeting, and acting in the role of liaison between the units. Educational Equity leadership will meet regularly with Student Affairs to determine how to best collaborate to optimize mutual goals for its programs.

6. The Commissions

The Core Council recommends that you follow through with streamlining support costs for the commissions.

Given that the commissions are affiliated with the President, we believe that any changes to the level of budget or staffing should be a decision made by both the Provost and the President. The commissions have ex-officio and liaison relationships with entities such as the Department of Women's Studies; Human Sexuality and Gender Studies Minor; Center for Women Students; Lesbian, Gay, Bisexual, Transgender, and Ally Student Resource Center; Student Affairs; Affirmative Action Office; Office of Human Resources; Staff Advisory Council; and University Faculty Senate, as well as numerous student organizations.

7. Multicultural Resource Center and Other Student Support Services

Rather than MRC being a "one stop shop" even for this narrower group of students, the Core Council recommends that the MRC focus on a) helping students find appropriate advising and counseling resources for mainstream concerns (finances, mental health issues, academic issues; and b) providing services targeted, as their mission statement reads, to conflict resolution and helping students with bias and prejudice. The Core Council recommends that, given the multiple units that provide services to students, the executive vice president and provost appoint a high level task force to study and report back on best practices for Penn State to ensure that underrepresented students are advised well, make steady progress in their academic programs, and find the resources to help them meet their professional and personal needs.

Per the Core Council recommendations, the Multicultural Resource Center will refocus its efforts on first-year students, transfer, and change-of-campus students, low-income, first-generation students, and students whose cumulative GPA is 2.30 or less. Also, Vice Provost Jones will consult with Interim Provost Pangborn on convening a task force to study and report on best practices for advising diverse students. We further suggest that the task force must also examine other institutional barriers to success, particularly for low-income, first-generation students, a population that the data suggest are more at-risk for accruing large amounts of debt while not making satisfactory progress toward graduation.

8. College and Campus Multicultural Coordinators

The Core Council recommends that colleges and campuses re-evaluate the position and role of the multicultural coordinator in serving their students' needs.

The Multicultural Coordinator positions were created in relation to the desegregation order and the terminology was changed in the mid-1990s as a generic response to legislative objections to any University-funded positions that focus on minority affairs in the colleges or at any of the campus locations. The Multicultural Coordinator positions are not funded through, selected by, or supervised by Educational Equity. However, we appreciate the opportunity to comment on this important diversity infrastructure. We have been pleased that many of the college Multicultural Coordinator positions have been incorporated onto the dean's executive team. We believe that their involvement in unit planning and decision making provides further opportunity for effectiveness across the positions. Attention to the positioning of campus positions would also be helpful. Certainly, the role, status, and relationship to each dean's or chancellor's office among the coordinators are topics for further discussion, though these conversations will have to include the college deans, chancellors, and multicultural coordinators. Educational Equity would support efforts to strengthen and more consistently define the positions. We agree that closer collaboration with Educational Equity and better communication between the Administrative Council on Multicultural Affairs (ACMA) and the deans and chancellors would be helpful. To that end, I have begun distributing minutes of the Administrative Council on Multicultural Affairs (ACMA) to deans and other interested parties. Also, we have proposed the creation of a position description of agreed upon tasks for all coordinators.

9. Student Aid

The Core Council recommends that savings from streamlining and pairing down some programs in OVPEE be re-invested in additional need-based financial aid for students from underrepresented and first-generation student groups. The Core Council supports the efforts of the Vice President for Undergraduate Education to convene a committee to study and make recommendations on the allocation of financial aid to underrepresented students.

We agree with the Core Council's recommendation to invest additional need-based financial aid for low-income, first-generation, underrepresented/underserved student groups, as noted in our response to item #2 (Equal Opportunity Planning Committee). A senior member of our leadership team will participate on the committee from Undergraduate Education whose task is to study and make recommendations on the allocation of financial aid to diverse students.

This publication is available in alternative media on request.

The University is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information, or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Direct all inquiries regarding the nondiscrimination policy to Dr. Kenneth Lehrman III, Vice Provost for Affirmative Action, Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Email: kfl2@psu.edu; Tel 814-863-0471. U.Ed. OVP 14-45