

Unit Strategic Plan: Educational Equity

2014/2015 through 2018/2019

A more detailed version of this plan can be found at:

<http://equity.psu.edu/about/epublications/assets/strat-plan-2014/view>

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

# Summary: April 15, 2015

This document is a summary of the Office of the Vice Provost for Educational Equity strategic plan 2014–15 through 2018–19, which can be found in its entirety at <http://equity.psu.edu/about>. Starting priorities are in blue text. For more information about the Office of the Vice Provost for Educational Equity’s programs, services, activities, and diversity strategic planning, visit <http://equity.psu.edu/>.

VisionInstitutional transformation for diversity and inclusive excellence.

**Mission**Fostering diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership.

Our mission is central to President Barron’s imperatives of Diversity and Demographics and Accessibility and to Provost Jones’s vision of diversity, equity, and inclusion being a foundational principle of the University strategic direction. Our mission also intersects with additional strategic planning priorities and institutional imperatives as discussed by the University Strategic Planning Council, including Excellence, Engaged Scholarship, Economic Impact, Sustainability, Global Engagement, Exploring and Promoting our Cultures, Enhancing Our Health and Well-Being, and Transforming Education and Access. And, our mission is central to the land-grant 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
* Create additional opportunities for student access through support of high school and community-based TRIO programs
* Increase support for and success of underrepresented/underserved students we serve
* Cultivate collaborations and partnerships with other University units and offices vis-à-vis diversity, equity, and inclusive excellence aspects of key initiatives
* Create and advocate for a culture of 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
* Increase Educational Equity’s capacity for effective operation

## Key Strategic Performance Indicators

* External Indicators:
	+ External accountability
	+ Awards, recognitions, and benchmarking
* University Indicators:
	+ Federal audits and compliance monitoring
	+ University data
* Internal Indicators:
	+ Grants funded
	+ Development and scholarship impact
	+ EOPC reach and impact
	+ Senior Faculty Member (SMF) funding
	+ Commissions reach and impact
	+ Student success
	+ Staff demographic profile
	+ Professional development
	+ University collaborations and partnerships
	+ Programs and offices indicators and metrics

| Goal | Strategy | Objectives |
| --- | --- | --- |
| 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 |  |  |
|  | Merge diversity strategic planning into the University’s overall planning process with the goal of strengthening Penn State’s commitment to diversity, equity, and inclusion | * Monitor and assess unit and University progress in achieving diversity, equity, and inclusion goals as outlined in the Challenges of *A Framework to Foster Diversity at Penn State*
 |
|  | Advance University recommendations from the Halualani & Associates external assessment and from the upcoming 2014 *Framework* review | * Advance Halualani & Associates recommendations\*
* Share best practices and recommendations of the 2014 *Framework* Review with the University community and administration\*\*
* Support President Barron’s Diversity and Demographics imperative
 |
|  | Encourage unit level progress through the *Framework* review assessments | * Recognize University units that are making significant progress through the *Framework* strategic planning process
 |
|  | Continue to offer seed funding and consultation to leverage unit initiatives across the University | * Identify key high impact opportunities for EOPC direct funding
* Increase number of EOPC proposals for seed funding and amount dispersed, particularly campuses
* Increase number of proposals for underutilized Challenges
 |
| Provide support and consultation to the **President’s commissions for equity** |  |  |
|  | Increase reach and impact of CFW, CORED, CLGBTE | * Identify process improvements to enhance commission effectiveness, reach, and impact
* Increase commission participation from and connections with Penn State campuses
 |
| Create additional opportunities for student access through support of high school-based TRIO programs |  |  |
|  | TRIO grants for precollege programs are highly competitive and dependent on each program meeting or exceeding its grant objectives according to its established metrics  | * All externally-funded Educational Equity pre-college programs (TRIO and other grant programs) will be renewed for their next funding cycle
 |
| Increase support for and success of underrepresented/underserved students we serve |  |  |
|  | TRIO grants for college programs are highly competitive and dependent on each program meeting or exceeding its grant objectives according to its established metrics  | * All externally-funded Educational Equity college programs (TRIO and other grant programs) will be renewed for their next funding cycle
 |
|  | Build upon our development success | * Continue to meet or exceed University Development goals established for our unit
* Continue graduating our scholarship recipients at or above a 93.75 percent rate
* Build upon the $1,283,161 in scholarship support already distributed since 2008 across students from all colleges
 |
|  | Renew the College Assistance Migrant Program | * CAMP will be re-envisioned for a more effective operational and funding model and will win grant funding to renew the program
 |
|  | Expand the Lenfest program and the Maguire program | * The Multicultural Resource Center will implement staffing and resources configurations to support the expansion of the Lenfest program to serve thirty rather than fifteen students receiving Lenfest Foundation scholarships and the Maguire program, which has started this year with six Maguire Foundation scholars and will continue to add six students each year until we reach twenty-four
 |
|  | Each Educational Equity program will determine key strategic priorities | * Program priorities will be discussed at each program staff meeting and regularly in Educational Equity Directors meetings
 |
| Cultivate **collaborations and partnerships** with other University units and offices, as well as state and federal partnerships, regarding diversity, equity, and inclusive excellence aspects of key initiatives |  |  |
|  | Partner with Penn State’s Office of Strategic Communications | * Convert L-Diversity listserv into a diversity information and announcements medium in alignment with the family of Strategic Communications newswires
 |
|  | Work collaboratively with World Campus to support their expanding outreach to the world-wide Active Duty and Veterans population | * Develop a comprehensive gateway to veterans services
 |
|  | Partner with Career Services to dedicate a liaison to Office for Disability Services | * Institutionalize focus on career opportunities for students with disabilities
 |
|  | Partner with Engaged Scholarship Initiative to target key faculty and staff  | * Multi-office collaboration with Engaged scholarship and identification of performance indicators and desired outcomes regarding jump-starting and/or enhancing teaching methods, pedagogies, and assessment strategies that support student learning for underserved students
 |
|  | Collaborate with Office of Human Resources, Affirmative Action Office, and Commissions  | * In collaboration with Office of Human Resources, Affirmative Action Office, and Commissions, implement a University-level comprehensive approach to recruiting, retaining, and developing diverse staff
 |
|  | Collaborate with University central administration, Affirmative Action Office, deans, chancellors, and commissions  | * In collaboration with University central administration, Affirmative Action Office, deans, chancellors, and commissions, implement a University-level comprehensive approach to recruiting and promoting diverse faculty
 |
|  | Continue and enhance partnership with the Graduate School and Deans  | * Continue and enhance partnership with the Graduate School and Deans, and college multicultural leaders to increase diversity among graduate students
 |
|  | Continue and increase cultivation of collaborations with other key priority areas of the University with which there are natural synergies | * Ethics and Integrity
* Sustainability
* Engaged Scholarship Initiative
* Student Affairs
* Undergraduate Education
* Office of Human Resources
* Office of Strategic Communications
 |
|  | Continue and increase service 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 | * Acts of Intolerance Working Group
* Joint Diversity Awareness Task Force
* University Faculty Senate Committee on Educational Equity and Campus Environment
* Council on Engaged Scholarship
* Telecommunications and Networking Services
* Information Technology Leadership Committee
 |
|  | Continue and increase collaboration with campuses to support the success of students such as veterans, change of campus, LGBT, and those who have a disability, and of faculty and staff  | * Training and collaboration with World Campus in relation to disability services and veterans services, with emphasis on services for veterans with disabilities
* Increase Senior Faculty Mentor support across campuses
 |
|  | Continue partnership with Sustainability Institute | * Provide leadership at the intersection of diversity and sustainability
 |
|  | Establish collaboration with Office of Ethics and Integrity | * Provide leadership at the intersection of diversity and ethics
* Ensure diversity, equity, and inclusion as a stated core value of Penn State
* Advocacy for diversifying the demographic profile of Penn State
* Support town/gown relationships in support of creating a welcoming climate for diversity
* Encourage mindfulness of unintended consequences of University programs and practices on underrepresented/underserved populations
 |
| Create and advocate for a culture of **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 |  |  |
|  | Emphasize sustainability and affordability of access to Penn State, particularly for low-income, first-generation students | Identify unintended consequences of University programs and practices on underrepresented/underserved populations |
|  | 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
* Retention rate and Graduation rate
* GPA
* Student career placement success
* Economic impact
* Employment partnerships
* Impact of “pipeline” of Educational Equity programs
* Breadth of program placements across Penn State campuses
* Alignment with federal directives and University priorities
 |
|  | Support evidence-based decision making and use of data as key components of the President’s imperatives and the Provost’s vision for strategic planning | * Partner with University Budget Office, Business Intelligence, and OPIA to enhance availability of diversity data for unit use
* Collaborate with OPIA to update and publish University Strategic Indicators of diversity progress
 |
| Increase Educational Equity **capacity for effective operations**. (The goal of increasing Educational Equity capacity for effective operations is foundational to all of the goals and strategies) |  |  |
|  | 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 to demonstrate Educational Equity’s mission and impact within the University and beyond | * Develop databases and/or tap 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)
 |
|  | Increase national visibility for leadership in diversity strategic planning, implementation, and assessment | * Penn State will continue to achieve HEED award recognition through Educational Equity’s application for the award
* Penn State will achieve additional external recognitions relative to diversity rankings and recognitions from external publications and organizations
* Educational Equity will host benchmarking visits from other institutions at least twice in the upcoming planning cycle
 |
|  | Emphasize alignment of strategic priorities through professional development (i.e., Educational Equity office/program, Educational Equity, University, State, and Federal priorities and directives) | * Identify and implement professional development opportunities in emerging areas
* Discuss strategic priorities regularly to identify and strengthen alignment between individual work, office/program priorities, Educational Equity priorities, and University priorities
* Foster broader collaboration and communication across Educational Equity offices
* Share information across Educational Equity units about CIC collaborations and partnerships
* Incorporate diversity and inclusion expectations into you@psu performance evaluations for Educational Equity staff
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|  | Deepen our commitment to sustainability and provide leadership at the intersection of diversity and sustainability | * Achieve a 20 percent rate of attendance and participation among all Educational Equity staff in Educational Equity Green Team meetings, workshops, events, and website usage
* Achieve an increase in knowledge and awareness regarding diversity and environmental issues
* Engage in two collaborative sustainability events per academic year to promote the visibility of diversity among environmental events
* Provide easy accessibility and use of tools and resources such as website, email notifications, and meeting minutes for Educational Equity Green Team
 |

## Metrics:

Metrics include outcomes of the objectives, and strategic indicators at the external, University, and internal levels. For a detailed list of performance indicators, see section four of the Educational Equity strategic plan 2014–15 through 2018–19, which can be found in its entirety at <http://equity.psu.edu/about>.

Many of our metrics are embedded in the objectives above. Some objectives are not as amenable to concrete data or specific thresholds and must be measured as having been accomplished or not, or left somewhat open ended. (for example the objective of supporting President Barron’s Diversity and Demographics imperative). As our strategic planning process unfolds, we will specify targets and thresholds of success where possible.

Some of our specific targets include:

* Continue graduating our scholarship recipients at or above a 93.75 percent rate
* Increase number of EOPC proposals for seed funding and amount dispersed, particularly campuses
* Increase number of EOPC proposals for underutilized Challenges
* Increase commission participation from and connections with Penn State campuses
* Number of students served
* High school graduation rates and percentage going on to higher education
* Retention rate, graduation rate, and GPA
* Student career placement success
* Economic impact
* Employment partnerships
* Impact of “pipeline” of Educational Equity programs and breadth of program placements across Penn State campuses
* Alignment with federal directives and University priorities
* CAMP will be re-envisioned for a more effective operational and funding model and will win grant funding to renew the program
* Increase number of Lenfest Foundation scholars from 15 to 30 and the number of Maguire Foundation scholars from 6 to 24
* Penn State will continue to achieve HEED award recognition and additional external recognitions relative to diversity
* Achieve a 20 percent rate of attendance and participation among all Educational Equity staff in Educational Equity Green Team activities
* Engage in two collaborative sustainability events per academic year to promote the visibility of diversity among environmental events

All University-funded Educational Equity programs will determine thresholds of success at the office/program level. The goal will be for each unit to at least meet 50 percent of the thresholds of success they establish for themselves.

All externally-funded Educational Equity precollege programs and college programs (TRIO and other grant programs) will be renewed

## Tactics:

To implement this plan, we have identified priorities with which to start (highlighted in blue). We will continuously monitor implementation progress and reconsider priorities as necessary. As initial priorities are implemented, we will systematically move into focusing on additional priorities and will add and update goals, objectives, and priorities as necessary as the plan evolves over the five-year cycle. . . . . To monitor progress and update the plan, we will add a column for outcomes and metrics for our internal use, which will also facilitate our response to University updates. We envision a plan that will guide our endeavors throughout the planning period as well as facilitate reporting on our accomplishments and charting our future as we enter into the next planning cycle.

Professional development and unit staff meetings will regularly focus on implementation of this strategic plan, developing unit-level plans, and emphasizing connections between Penn State, Educational Equity, Office, and individual strategic priorities. All unit-wide gatherings will include discussion of strategic priorities, implementation, and outcomes.

We will refill the position of Director of Development for the Office of the Vice Provost for Educational Equity; identify a successful candidate with proven expertise in working effectively with diversity populations and with Educational Equity programs.

We will establish and fill a marketing and communications specialist position to better communicate out the impact of Educational Equity success stories, achievements, and rankings and to create a stronger and more unified sense of who we are, what we do, and why it matters across the University and to external audiences.

We will establish and fill a data analyst position to develop a capacity for unit-wide data tracking and evidence-based decision making, and to document the effectiveness of our programs, outcomes of our students, and impact of our investment in communities.

Each Educational Equity program will determine its top priorities, for example: (some of these are central Educational Equity priorities)

* The 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 expanding the recently launched Black Male Empowerment Symposium to also include Latino males.
* 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. 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.
* Office for Veterans Programs will partner with World Campus and Student Affairs to create a gateway to a comprehensive array of resources for veterans and eligible dependents using the GI Bill or the Post 9/11 GI Bill.

We will systematically 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.
* Identify, implement, and assess proven best practices, with emphasis on those that can be shared across offices.

At the University level, we will identify and focus on addressing a small number (3-5) of institutional challenges each year to make significant change.

We must continue to be vigilant about not taking on roles and responsibilities that are best kept within the purview and mission of other University units.

## \*Halualani & Associates University Recommendations (2013):

* 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).
* Providing adequate resources and infrastructure for institutional transformation.
* Building acountability 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.

## \*\*2014 Framework Review University Recommendations (2015):

## Key Recommendations:

* Align diversity planning and overall strategic planning more closely.
* Ensure more robust guidance, effective infrastructure, support for strategic planning, and effective methods to incorporate diversity planning.
* Leap from strategic planning to implementation and outcomes via focus on evidence based-planning, metrics, outcomes, and accountability.
* Ensure accountability for reaching diversity, equity, and inclusion goals at both the University and the unit level.
* Create a better overall institutional approach to data in order to drive enhanced diversity planning, implementation, assessment, and outcomes.
* Cultivate a University-wide shared understanding of diversity, equity, and inclusion in relation to institutional viability and vitality.
* University level expectations, actions, and resources are necessary for institutional transformation.
* Leverage executive leadership for institutional transformation.