

Resources. Assistance for completing this form can be found here: equity.psu.edu/eopc

Q1. Program title

Increasing Inclusion and Belonging in the STEM Professions at Penn State

Q2. Please choose your campus location.

Penn State University Park ▼

Q3. Unit

Evidence-to-Impact Collaborative, Social Science Research Institute

Q4. Office address

Q5. Primary program contact name

Q6. Penn State email

Q7. Phone number

Q8. Program category

- Campus climate
- Curriculum
- Faculty and staff recruiting
- Faculty and staff retention
- Leadership development
- Student recruiting
- Student retention and graduation
- Organizational change

Q9. Funding period

- Summer 2021
- Academic Year 2021-2022

Q10. Target number of participants

TBD. Target number will be determined as part of the assessment period.

Q11. Abstract. Please provide a brief description of the program, addressing the rationale, purpose, and intended impact; these should attend to how the program promotes greater equity for historically underrepresented and underserved groups within the University and those groups that have been historical targets of discrimination. Please do not exceed 100 words.

We will develop a program that advances inclusion and belonging for historically underrepresented and marginalized groups within the STEM professions. Historically underrepresented groups for this program include individuals that identify as a member of a racial or ethnic minority (REM) group. We plan for a stepped approach to develop and implement this program over a three-year period. The current funding cycle (AY 2021-2022) will focus on the assessment of underlying dynamics and structures that are leading to differences in experience of inclusion and belonging for individuals that identify as part of a REM group as compared to their white counterparts. Assessment results will inform program development.

Q12. Program description. Please describe your goals, participants, needs, actions, and strategic plan linkage. Provide answers to the following questions: What is the program to accomplish? Who will participate in the program? Why is the program necessary? How will you construct the program to accomplish the desired goals and outcomes? What activities will provide the opportunities for learning? How is your program aligned with the strategic plan and diversity goals? Please do not exceed 500 words.

Linkage to strategic plan This assessment and program directly relate to fostering a culture of respect and inclusion and evaluating and rectifying structures, policies, and practices that cause differential impact. Goal: The goal of the assessment is to develop an equity-minded approach to understand the underlying dynamics and structures that are contributing to differences in the experience of inclusion and belonging for racial and ethnic minority STEM professionals as compared to their white counterparts. The information gained from this assessment will be utilized to inform the development of a culturally-responsive program to enhance community and belonging for racial and ethnic minority individuals within the STEM professions at Penn State. Target Population/Participants: The target population for the assessment are STEM (research and technology) professional staff that identify as part of a racial or ethnic minority group. The goal of the assessment is to collect information that will then inform the development of a program that would diminish the differential experiences of inclusion and belonging for racial ethnic minority STEM professionals at Penn State. Need: According to the Penn State Community Survey, racial and ethnic minority (REM) professionals in research staff roles (research professionals) at Penn State University, University Park have greater dissatisfaction with the campus experience/environment regarding diversity than their white counterparts (34% as compared to 10%). In addition, REM staff also rated greater dissatisfaction with their sense of belonging (32% compared to 11%). Finally, REM research staff rated their perception of the extent in which all community members experience a sense of belonging as more dissatisfied than their white counterparts (37% compared to 14%). These differences in workplace experience for research professionals that identify with a racial or ethnic minority group as compared to their white counterparts are concerning and require action. (note: these same breakdowns were not available for information technology services professionals on the community survey dashboard). Actions AY 2021-2022 We will assemble an assessment working group that will meet bi-weekly and to identify/develop an equity-minded approach to assess the unequal experience of inclusion and belonging for racial and ethnic minorities as compared to their white counterparts within the STEM professions at Penn State. The working group will: 1. Collaborate with institutional partners (HR, Institutional Research) to determine the target number of participants for the assessment using institutional administrative data. 2. Determine the assessment approach (survey, focus group, interviews, mixed-methods, etc.) 3. Identify assessment implementation strategy 4. Identify and/or develop assessment measure(s) 5. Implement the assessment 6. Interpret results and generate report on findings During this this period we will also apply to external funding sources (NSF) to ensure program sustainability. The following additional program components are required for the first funding cycle: A part-time wage position(s) will be hired for the following activities: 1. Project coordination and support of working group activities (coordinating meetings and schedules, email communications, meeting notes) 2. Assessment identification/development support (literature reviews, compiling documentation) 3. Data management and some analysis 4. Report generation support (revision, editing) 5. Support with grant proposal development 6. Graphic design support for report data visualization

Q13. Outcomes Assessment (measurable outcomes and methods used to gather them). List and define the impact the program should have on participants. For example, what are the specific skills, knowledge, or behaviors participants should demonstrate as a result of participating? How will you assess or measure the extent to which the outcomes were accomplished?

Measurable outcomes that define success: We propose a 3-year phased approach to program development and implementation. Outcomes for the current funding cycle include: 1. We will establish an "equity in STEM professions" assessment working group 2. We will identify or develop an assessment measure(s) 3. We will develop an assessment implementation plan and strategy a. (e.g. how will the assessment be distributed) 4. We will implement the assessment 5. We will gather and interpret assessment results 6. We will develop a report describing assessment findings. Findings include actions necessary to develop a program to advance inclusion and belonging for STEM professionals at Penn State.

Q14. Upload the assessment tool that you will be utilizing (if applicable).

Q15. Renewal?

- Yes
- No

Q15a. What year is your renewal?

This question was not displayed to the respondent.

Q15b.

Provide a brief summary of the evidence collected around each outcome, discussing how/if the outcomes were accomplished, what was learned from the assessment, and how the assessment was used for program

improvement. Please do not exceed 250 words.

This question was not displayed to the respondent.

Q16. Budget. Please upload the completed "EOPC Proposed Budget" form found [here](#). Provide detailed itemization and cost line items for EOPC funds, Unit funds, and External funds .

Units are required to contribute to EOPC proposal funding. For more information about funding guidelines visit: <http://equity.psu.edu/eopc/overview>

Q17. Timeline. How will you sequence the program administration? When will the program highlights or milestones be addressed? What is the timing of the major program components?

This will be a three-year program. Year 1 will focus on assessment (AY 2021-2022). Year 2 will focus on program development (Fall 2022) and implementation (Spring 2023). Year three will focus on continued program implementation (Fall 2023) and evaluation (Spring 2024). Detailed milestones for year 1 include: 1. Established assessment working group (September 30, 2021) 2. Completed Human Resources data review to identify total population size and then determine target number of participants (October 31, 2021) 3. Identified assessment approach (October 31, 2021) 4. Identification and/or development of and finalization of assessment measure(s) (Nov 01, 2021 – Feb 28, 2022) 5. Assessment implementation (March 01 – March 31, 2022) 6. Analysis of results (April 01 – May 01, 2022) 7. Development of report describing assessment findings (May 2022 – June 30, 2022) Year 2 1. Design program based on assessment results (Fall 2022) 2. Create program content (Fall 2022) 3. Develop Pre-Post program outcomes measures (Fall 2022) 4. Program implementation 1 (Spring 2023) Year 3 1. Program implementation 2 (Fall 2023) 2. Program evaluation (spring 2024) 3. Reports and recommendations (spring 2024)

Q18. Endorsements. By typing the names and email addresses below, the proposal writer certifies that this proposal has been shared with and approved by the Unit Executive, Immediate Supervisor, and the Financial Officer:

	First name	Last name	Penn State email
Unit Executive	<input type="text"/>	<input type="text"/>	<input type="text"/>
Immediate Supervisor	<input type="text"/>	<input type="text"/>	<input type="text"/>
Financial Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank you. By clicking the arrow button you will complete your submission, and on the next screen you will be able to download a summary of your responses. Please keep the response summary for your records. All EOPC proposals are forwarded to a review team. EOPC proposal review teams are composed of student, staff, and faculty volunteers throughout the commonwealth.

The primary contact listed in this proposal will be provided a confirmation with additional information. Questions can be directed to Amy Salinas Westmoreland, asw182@psu.edu.

